

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VIII, No. 1 • New York City • SEPTEMBER 2002
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com



IN MEMORY
OF THE
VICTIMS & HEROES
9.11.01

PSRRT STD.
U.S. POSTAGE PAID
Permit No. 500
VOORHEES, NJ



GUEST EDITORIAL

Education Is Fundamental

By ERNEST CLAYTON

This year marks the anniversary of one of the most tragic events in NYC, as well as the country. The city experienced its darkest moments as all energies focused on the common good of a united nation. As fundamental as education is, it took a back seat to the securing and rebuilding of lower Manhattan's community and NYC's financial district. Leadership played a key role in the stabilizing of our city at that heightened time in our history. Our political leaders and citizens displayed a strength and courage that gave the city the confidence to move forward as a unified front.

While the city was trying to recuperate from the devastation, the NY Court of Appeals determined [4 to 5] that an 8th grade education is sufficient for students to become productive citizens. One year after that horrific ordeal, children are still suffering from that old, traditional form of post-slavery education.

We must start educating our children for academic achievement across the board. Steps have been taken during the aftermath of 9/11 that indicate we are moving in a direction that could make education fundamental.

On June 10, 2002 legislation was signed into law giving control of the New York City public

school system to the Mayor. Included in the law was a "maintenance of effort" clause that should increase, not decrease, public school funding in our city. Parents feel that someone has to be held accountable if this criminal assault against our children is to continue another day. The Mayor selected his chancellor, Joel Klein, who has already reached out to the United Parents Associations of NYC (UPA) before taking office. He has also made a difference after his first week on the job by reversing, with the stroke of his pen, what ex-chancellor Harold Levy had agreed upon with the teacher's union regarding the 20 minutes per day of additional classroom instruction time. The chancellor added two full days of classroom instruction by taking away two professional development days from teachers. UPA immediately posted a gold star on Chancellor Klein's annual report card. That this happened so swiftly shows the cooperation of the teacher's union in a light that parents have been pointing towards for sometime. Now that the smoke has cleared from 9/11, that light should illuminate brighter than ever before. UPA applauds the union and the Mayor for allowing children to come first. Now, we need to be vigilant and attentive towards the course of action being laid out for our children's academic achievement. Parents, our children must succeed—there is no alternative! Teachers

will now earn a fair and competitive wage. 9/11 has become a symbol of strength to our nation and has attracted a record number of new teachers this year with *certifications* in hand.

The Federal government has re-authorized Title I, the "No Child Left Behind" legislation that will bring resources to parents who have children attending non-achieving schools throughout our state.

While serving on State Assembly Speaker Sheldon Silver's Task Force on School Governance this year, UPA fought hard for parental representation on any reconstituted board of Education. And, parents behold; a precedent was set appointing five parents to the New York City Board on Education Policy.

We have already proven, as a city, that we can accomplish the rebuilding process—especially when *everyone* is committed. Imagine what we could do if we set our sights on educational achievement! We can no longer wait for another generation of "victims" to arise. Parents, should we accept a merely "adequate education?" Should we expect more from the NYC Dept. of Education? I think you know the answers. It is time to take a stand on our children's education and Leave No Parent Behind!#

Ernest Clayton is President of the United Parents Associations of New York City, Inc.

LETTERS

To the Editor:

Thank you so much for the content and fluidity of the article. She [Joan Baum] captured every point I was trying to make and turned it into something everyone else can understand.

Jerrold Ross, Dean, School of Education
St. John's University

To the Editor:

The article you did on the Reading Reform Foundation is excellent. You portrayed us accurately and concisely. Now I have to read every other article in the issue to keep up with the educational scene!

Sandra Priest Rose, Founder & Trustee
Reading Reform Foundation, NY

To the Editor:

I just saw the article on the Fieldston Foreign Language workshop [August 2002]. It's great!

Mary McFerran,
Academic Technology Administrator
The Fieldston School

To the Editor:

I am the editor of the *College Times*, a national publication for students in Ireland. On your website you have accounts from students about their thoughts after the disaster of September 11. Would you allow us to publish some extracts from this in our newspaper?

Shane McGinley, Dublin, Ireland

Letters continued on page 46

OUTSTANDING TEACHERS OF THE MONTH

Education Update will be naming four teachers each month for their outstanding work in the "frontiers" of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in a few paragraphs, what is "special" about them. Principals will be required to sign the recommendations before they are sent on to *Education Update*, where an advisory panel of experts will make the final decisions. In June, we will invite the teachers and their principals to a luncheon to celebrate their achievements. Teachers are the backbones of our educational system. They richly deserve the recognition that *Education Update* plans to give them.

Dr. Pola Rosen,
Publisher

Please email or fax your recommendations to: ednews1@aol.com or (212) 481-3919.

IN THIS ISSUE

Editorials & Letters	2
Spotlight on Schools	3-16, 24-25
Cover Story	6, 44
Book Reviews	17
Colleges & Grad Schools	18-21
College Directory	20
MEDICAL UPDATE	22-23
Homeschooling	26-32
Modern Languages	33
Special Education	34-35
Music, Art & Dance	36-37
Children's Corner	38, 46
Technology & Software	39-40
Museums	41
Metro Beat	42
Tutors	42
Sports	43
Movies	44
Resource & Reference/Classified	47

To
Education Update

FROM
Silver Hill Hospital

**Mental Health
Media Award
2000**



Excellence in Education
Journalism, 1999-2000
Columbia University
Teachers College, Phi Delta Kappa
Dr. Pola Rosen

Education Update



**Winner
of the
Best
Business
Award**

EDUCATION UPDATE

Mailing Address:

276 5th Avenue, Suite 1005
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:

Marie Holmes

GUEST COLUMNISTS:

Mayor Michael Bloomberg, Ernest Clayton, Matilda Raffa Cuomo, Dr. Carole G. Hankin, Jill Levy, Dr. Lorraine McCune, Susan Moesker, Randi T. Sachs, Assemblyman Steven Sanders, Jan Upton, Ph.D.

STAFF WRITERS:

Jacob Appel, Joan Baum, Ph.D., Kim Brown, Tom Kertes, Katarzyna Kozanecka, Mitchell Levine, Sybil Maimin, Chris Rowan, Merri Rosenberg, Andrew Schiff

EDITORIAL INTERNS:

Priya Athiappan, Lena Khidritsky,
Laura Pretto

BOOK REVIEWERS:

Harris Healy, III, Lillian Shapiro,
Selene Vasquez

COMICS:

Bruce Wotring

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

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,
Tamara Wiesen

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

CORRECTIONS:

In the August issue, Richard Lee Colvin of Teacher's College was identified as Robert Lee Colvin. We apologize for the error.



A + is a phone call away.



 **KUMON**[®]

MATH & READING CENTERS

1-800-ABC-MATH

www.kumon.com



September 11: One Year After

By **MATILDA RAFFA CUOMO AND SUSAN MOESKER**

The unthinkable horror has passed, and we are left with the memories: the remorse, the heroism, the frightening questions, and the gaping hole in both our city and in our hearts. And what of the children who witnessed our national tragedy? How have they fared?

Mentoring USA mentors know that the young children in the Lower East Side mentoring programs were terrified. Several of our youth voiced that they didn't feel safe living in New York. Some children expressed relief that they lived in Queens or the Bronx—places terrorists "don't care about." Some told stories of parents who weren't managing very well. Children related stories of parents who refused to leave their homes or to continue to transact business with individuals of certain nationalities in the weeks following September 11.

Coping with their feelings and the traumatizing images on television—not to mention the mixed messages coming from adults—would be quite difficult for any child. How does a child respond? For that matter, how do adults respond?

These are questions that Mentoring USA wants to address through our B.R.A.V.E. Juliana initiative this September, named in honor of one of the youngest 9/11 victims, Juliana Valentine McCourt, who, along with her mother, was lost on United Airlines Flight 175. This new program has been made possible by a generous gift from the Juliana Valentine McCourt Children's Education Fund, the mission of which is "to foster harmony, peace, and understanding among the children of the world."

B.R.A.V.E. Juliana is an expansion of Mentoring USA's B.R.A.V.E. (Bias-Related Anti-Violence Education) Initiative, which was established in 1996 in response to an increase in violence and hate crimes involving children in New York City's schools and streets. B.R.A.V.E. Juliana uses a one-to-one, site-based mentoring model to impart multi-cultural awareness and non-violent conflict resolution strategies to youth ages 5-18, in order to enhance their connections to their own cultures and to develop respect for children of other cultures. The B.R.A.V.E. program embodies Juliana's spirit of universal acceptance and mutual respect, and helps mentors to better understand their mentees, who often come from very different backgrounds.

B.R.A.V.E. Juliana will be launched in several phases. First, all mentors, new and returning, will be required to participate in an additional 2.5 hour "B.R.A.V.E. Juliana" training component. This intensive, interactive cultural diversity training session for mentors will emphasize both how we experienced diversity as children, and how we can help children to embrace the diversity that New York City has to offer. We recognize that adults are not able to guide children toward tolerance and compassion if they have not identified, admitted to, and grappled with their own prejudices. Training will involve role-playing exercises to better prepare mentors for "tough moments" with mentees. And as this training emphasizes acceptance through mutual respect and understanding, it will prepare mentors for the experience of interacting with a child who may embody different cultural, religious, socio-economic, and sexual identities.

In order to build upon Mentoring USA's

Continued on page 46



The Future of Education

By **JILL LEVY**

Astonishingly, I am more optimistic today about the future of NYC public schools than during my past 43 years as an educator. I have seen it all: centralized and decentralized systems, management by committees and fiat, and every conceivable educational fad and fancy. No matter what was done, it seemed, nothing would turn our huge educational system around. Of course, we made strides here and there. We worked hard adjusting to new philosophies, new faces, new regulations, and new strategies.

But during the course of my career, I began to lose heart. Nothing, it seemed, worked in the eyes of the media. Whether real or manufactured, we were chastised for our lack of progress. Superintendents first, then Chancellors, came and went. Everyone was blamed: kids, their parents, teachers, principals, superintendents, chancellors, mayors, governors, the infamous Board of Education, the unions, and perpetually, the scarcity of critical resources.

Yet, at this moment I am feeling hopeful. An undefined positive energy has begun to emerge around our public schools. For the first time, in a long time, we have a Mayor who is proactively working for our schools. Mayor Bloomberg has demonstrated this by holding fast to his vision of a new governance structure and accountability. It is surprising that a political neophyte has achieved what skilled politicians before him were unable to do—accept personal responsibility for our city's schools. His tenacious commitment to being accountable for educating our children is contagious.

The new governance structure, one that I did not advocate, presents a challenge to all of us

because it is not just tweaking around the edges of reform. It is a system solidly designed to accomplish its goals. It is almost irresistible in its simplicity. A Mayor responsible for educational achievement, a Chancellor accountable to the Mayor for results and an educational panel, serving at the pleasure of the Mayor, designed to give advice to the Chancellor. Too few to blame now!

The Mayor's surprising selection of seven people from a variety of intelligent and experienced backgrounds to the new Educational Policy Panel signaled that "same old" was not in the cards. The shock of hearing that top educational management would move out of 110 Livingston Street and his daring selection of Joel Klein for the Chancellor's position flew in the face of the educational establishment.

As I watched and listened in the Tweed Courthouse to the announcement of Klein's appointment, I was moved by the intensity of purpose from both men and the clarity with which they spoke about their mutual commitment. The absence of platitudes, pomposity and pandering to the press or public spoke to me in a language I realized I longed to hear. I was not disturbed by the fact the Joel Klein is not a professional educator

Neither is he someone who dabbles in educational policy and like so many before him, actually believes that he has all the answers. My brief conversation with the new Chancellor the following morning affirmed my initial feelings.

Coupled with a sense of urgency that this may be our last chance to prove that NYC public schools can provide the quality of education for which it was once renowned is the persistent focus of the Mayor and his team. Despite

Continued on page 46

FUTUREKIDS®



MANHATTAN HEADQUARTERS
1628 FIRST AVENUE
NEW YORK, NY 10028
(212) 717-0110
www.futurekidsnyc.com



helping
schools
use
technology
to transform
education



With more than 18 years experience and involvement in delivering successful educational programs and practices that have been researched and field tested, both nationally and internationally, FUTUREKIDS has been a trusted and valued partner in education to over 2,000 schools in 75 countries worldwide. FUTUREKIDS is a world leader in helping schools use technology to transform education. Founded in 1983 by educators from UCLA's Academic Advancement Program, FUTUREKIDS has successfully operated academic enrichment, technology-based after-school and in-school programs for over 28,000 children and youth in New York City schools, at 37 New York City Housing Authority locations and at the FUTUREKIDS Learning Center.

FUTUREKIDS offers technology infused literacy training for educators, administrators, school community, parents and students that reflects the chancellor's goals and objectives in challenging New York City Public Schools to raise the level of literacy instruction for our children in order to support the development of skillful lifelong readers and writers.

ACCREDITED PROFESSIONAL DEVELOPMENT PREK-12 STUDENT CURRICULUM
INTEGRATION TRAINING & MENTORING TEST PREPARATION CURRICULUM TRAINING
TEACHERS STUDENTS PARENTS/CAREGIVERS ADMINISTRATORS LIBRARIANS



Energy: A Look Ahead

Our energy future is just around the corner, and Con Edison is working hard to prepare for it.

Energy supply is very tight in our area, but it is sufficient to meet our needs this year. However, energy usage continues to grow. To meet that demand in 2003 and beyond, more power plants will be needed to produce the energy that Con Edison delivers to you.

Under deregulation, we've sold most of our power plants, and now focus our business on *delivering* your energy efficiently at the lowest possible rates. In fact, Con Edison's delivery rates have steadily decreased over time, saving our customers about \$2.6 billion by 2005.

Con Edison has invested \$533 million this year and committed a total of \$3.2 billion over the next five years to maintain and upgrade our transmission and delivery system. Independent industry experts confirm that Con Edison has the most reliable electric delivery system in the country.

We can all use energy wisely every day to save money year-round and to prepare for our energy future. Con Edison's *Everyday Energy-Saving Tips* and *Appliance Guide* booklets can show you how to become your own best energy manager. For copies, call the Con Edison EnergyLine toll-free at 1-800-609-4488 or visit conEd.com.

As always, the 14,000 men and women of Con Edison work 24/7 to provide the high level of service that New Yorkers expect and deserve, and we're proud to be part of the team that's helping to rebuild the greatest city in the world.

Leading The Way. Con Edison. On It.

THE NEW ENERGY MARKET



Generators
Produce



ESCOs
Energy Services
Companies
Supply



Con Edison
Delivers



You
Enjoy



conEdison

www.conEd.com



Preparing Students for 9/11

By **DRS. JONATHAN COHEN**
& **STEVEN MARANS**

As the one-year anniversary of September 11th approaches, many children and adults are still experiencing significant reactions to the tragedy. During the past year, frequent reminders of the possibility of further attacks on our country have contributed to an individual's sense of danger and emotional distress. With increasing attention given to the anniversary itself, students could benefit from additional assistance and support of their teachers, parents and communities. In response to this immediate need, the New York City Board of Education asked the Center for Social and Emotional Education and the National Center for Children Exposed to Violence to develop guidelines to help teachers and schools prepare for the one-year anniversary.

First, it is important to understand that symptoms and reactions of distress may vary from child to child. Children, as with adults, may experience a recurrence of some of the feelings associated with a loss or tragedy. Since the actual date of September 11th holds strong symbolism, this may cause a strong anniversary reaction in many individuals. Other factors such as commemorative events and media attention may also increase these reactions. However, not all children will appear to be impacted. Some may not have been directly affected by the events or may not be experiencing anniversary reactions. Although many children appear to be "back to normal," they still may be feeling sad, scared, anxious or angry. They may also have symptoms of difficulties that neither they nor the adults around them connect to their experiences of the anniversary.

During such times of stress, "memorialization" can further the process of healing and social-emotional learning for students. By planning and participating in a memorial event, students can personally exercise some control over how they will remember the tragedy. A memorial event not only should remember the losses associated with September 11th, but also should highlight community unity and foster a sense of hope for the future. But in order for the memorial events to have true significance, children must be actively involved in the planning process and the events should be relevant to their interests and developmental needs. School staff should engage students in a dis-

ussion of what they think would be a meaningful way to acknowledge the anniversary. The opportunity to plan activities as a group allows children to explore how they are feeling and to exchange suggestions about what might make them feel better. Adults should avoid telling children what they should feel or how they should express their feelings; they must try to listen and respect children's different needs and wishes.

Before the initiation of planning process, teachers should notify families. Many children will be more comfortable beginning the discussions of their feelings related to the tragedy with their own families. This also provides an opportunity for parents to bring their concerns or relevant family experiences, such as personal losses, to the attention of the school. Children who have had personal losses should be informed of what will be discussed within class and reassured that no one will disclose their personal experiences. Teachers and parents should establish a way for these children to communicate with them privately and follow-up with them as the planning progresses.

Given the broad impact of September 11th, teachers should attempt to coordinate memorial planning and activities within their schools and communities. However, too much attention to the anniversary can also cause problems. Parents should be advised to limit the amount of time their children view television coverage—especially graphic material of the events. Parents and teachers should work together to ensure that children are not overwhelmed by the material related to the anniversary.

These are some initial points to consider in planning for the anniversary of September 11. The comprehensive set of guidelines and additional information is available through the web sites for the Center for Social and Emotional Education (www.csee.net) and the National Center for Children Exposed to Violence (www.ncccev.org).

Dr. Jonathan Cohen is the President of Center for Social and Emotional Education and Adjunct Associate Professor at Teachers College, Columbia University.

Dr. Steven Marans is the Director of the National Center for Children Exposed to Violence, Child Study Center, Yale University School of Medicine.

CITY SCHOOLS OBSERVE 1ST ANNIVERSARY OF 9-11

By **KATARZYNA KOZANECKA**

September 11th falls on a Wednesday this year. Over a million children will be in school across the five boroughs. Or will they? "I'm sure many kids won't show up, and those who do will be thoroughly upset," said Alex Herman, speaking of her classmates at Stuyvesant HS in downtown Manhattan, where she is a senior. How to spend the first year anniversary of the terrorist attacks on the World Trade Center is one of the most pressing issues that New York City educators face as the 2002-03 school year begins.

No Specific Plans for Public Schools

"It's going to be a day of reflection but at the same time as normal a school day as possible," said Kevin Ortiz, a spokesperson for the New York City Board of Education, recently renamed the Department of Education, setting the tone for 9-11 commemorations in all public schools. In keeping with Mayor Michael Bloomberg's directive, schools will observe a moment of silence at 8:46, at which time the first plane hit. The rest is up to the discretion of principals, who know the needs of their faculty and children best.

Carmen Farina, superintendent of Community School District 15 in Brooklyn, will meet with her principals to discuss those needs. George Greenfield, her executive assistant, stressed that any commemoration would be "subdued, quiet, respectful. We're trying to put it behind us," he said. "We had a couple of schools who were right across the river and you could look out a window and see. It was a tough year."

One of those schools, MS 142, the Carroll Gardens Community School, will be the staging area for the Fireman Steven Siller Tunnel to Towers race through the Brooklyn Battery Tunnel. According to Michael McVey, the race director, this 5-kilometer walk/run retraces the route that the deceased fireman and father from Staten Island took on the morning of September 11. He had finished his night shift at the Squad 1 firehouse in Park Slope, Brooklyn and was driving through the tunnel when he got the news. He grabbed what gear he had and started running. The race will take place on

Sunday, September 29, and is open to the public. Older student volunteers will be needed to hand out water and assist at the finish line. Benefits will go to the Stephen Siller Let-Us-Do-Good Children's Foundation.

Elsewhere in the city, teachers may devote a lesson to "Messages to Ground Zero," a collection of children's writings and drawings published by Heineman. Ortiz suggested reading passages aloud. Helen Santiago, superintendent of Community School District 1 in lower Manhattan, said, "I would use this as a writing experience." The book could also serve as a jumping-off point for a discussion. In a similar vein, Daylin Hull, Senior Class President of Francis Lewis HS in Queens, suggests displaying students' artwork and writing in the auditorium or another central place. The hope is for young people to reflect individually and at the same time in a familiar setting, their school.

But for some students, especially those in the downtown area, school will not be a comfort but a reminder of last year's horrible events. Students at PS 234, IS 89, HS of Economics and Finance, HS of Leadership and Public Service, and Stuyvesant will recall that morning's panicked evacuations. Stuyvesant senior Christopher Lapinig said, "I do not believe that schools should force us to go on with our everyday routines of studying and homework." Herman recalled her post 9-11 vigils and volunteering as healing experiences that should be repeated on the anniversary. Stuyvesant history teacher Anthony Valentin said, "My wish, though it would not be possible, would be to see the students who were with me at the time of the attack and our evacuation." Stuyvesant Principal Stanley Teitel could not be reached for comment.

Some Stuyvesant parents wonder whether the school will even be in its own building by September 11th. Public schools are scheduled to open on September 5th, but Paul L. Edwards of the Concerned Stuyvesant Parents Association (a group separate from the Parents Association) said that the environmental cleanup of the school's ventilation systems, which has been underway since July 12th,

continued on page 33



Manhattan Placements

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

(212) 288-3507

CKunstenaa@aol.com

501 East 79th Street, #6A

New York, New York 10021

www.manhattanplacements.com

* No fees to candidates

Claude Kunstenaar, Director

Sylvie Falzon-Kunstenaar, Assistant Director



INSIDE THE SUPERINTENDENT'S OFFICE

Dr. Angelo Gimondo: District 30

By MARIE HOLMES

Superintendent Gimondo has a unique understanding of the immigrant children who attend the 30 schools under his jurisdiction. At the tender age of 16 he came to New York from Italy. It was then that he got his first taste of the city's public schools.

"In those days, they put all the foreign children in a 'speech' class," he recalls. Gimondo quickly adapted to his new environment. "Within six months I was able to understand what was going on."

There was one small advantage—English was his sixth language, after his native dialect, standard Italian and the French, Ancient Greek and Latin that he had studied in school. Gimondo has since married a woman from Argentina and added Spanish to his repertoire. Most impressively, perhaps, he has proven himself fluent in the vocabulary of teachers.

When Gimondo took over as Superintendent fifteen years ago, Community School District

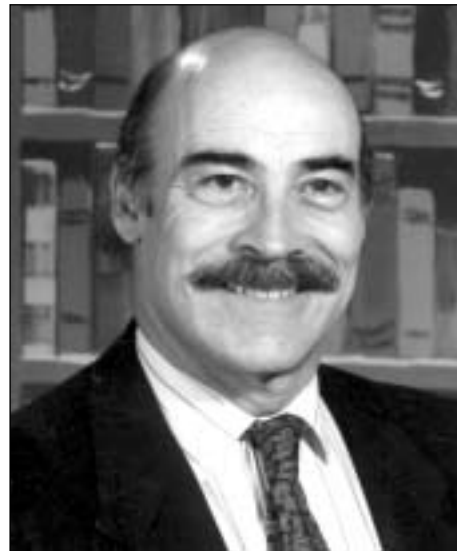
30 was overcrowded, with many schools performing poorly. Years of restructuring and the addition of new spaces have left the district operating at just below capacity.

The percentage gain in students meeting math standards was the best in the city this past year. This remarkable turnaround, he assures, did not take place overnight. "Things don't happen that quickly, especially when you have a monumental system—and even the district alone is very large." Indeed, Gimondo's office oversees the education of some 30,000 children.

One of his first moves was to reform the decision-making process. He describes the previous administration as "very traditional" and "top down." Using the collaborative decision-making processes of the Schools Improvement Project as a model, Gimondo organized a retreat. All the district's principals developed a mission statement for the district and agreed that each school would submit an annual improvement plan.

"Not everybody bought into that," says Gimondo, describing some principals as "reluctant." Yet when the state began requiring similar documentation under school-based management, District 30 was the first to submit theirs.

Gimondo has placed a Teacher Center, run by its own staff member, in every school in order to provide the kind of support that he



Superintendent Angelo Gimondo

found lacking when he worked as a foreign language teacher years ago. These centers are run in collaboration with the UFT with state funds, while Gimondo covers the salaries of the Teacher's Center Specialists. He believes that these centers have been instrumental in improving the schools' performance.

"The teachers must have someone in the school who goes into the classroom, sits down with them and works on the lesson plans, classroom setup, management, etc.. They must feel it's someone who's 'not here to rate me, but to see that I improve, that I become a better teacher.'"

According to Gimondo, this sense of trust is key. But that doesn't stop him from marveling at the results. "It's easy for me to say to a principal, 'improve here,'" he explains, "but for them to do it is remarkable. They do it out of professionalism and respect for the profession,

for each other."

Each school in the district operates around a theme, with several serving as model schools that new teachers visit as a part of their training. PS 148, for example, is a model school for early childhood education. "This is one of the most diverse districts," says Gimondo, with its schools serving children from 120 countries, who speak some 80 different languages. He estimates that these numbers include at least 6,000 English Language Learners.

To meet the needs of this vulnerable population, six years ago the district founded the Academy for New Americans, where newly arrived middle schoolers can spend a year before being integrated into the general classroom. There are also exchange programs with Slovakia, Italy and other countries, in which students from District 30 along with their parents live with host families, go to school and learn about the culture. Students from these countries then visit District 30.

Gimondo is proud of the crisis intervention teams in place and plans to expand them. After 9/11 members of these teams dealt with issues that were affecting the children.

Funding for such special endeavors has not always been adequate, and Gimondo relies on a full-time grant writer. District 30 was recently awarded \$6 million from the federal government to run a magnet school program. The arts, he asserts, remain a priority. "To provide a well-rounded education is really what it's all about," he says, "which besides the basics includes human values, the arts and multicultural understanding."#

Make this semester an educational one for your child

N.Y.S. certified Reading Specialist/Reading Recovery teacher, currently with a prestigious North Shore district, will be available for private or semi-private tutoring.

Appointments Necessary

To reserve your slot, please call Danielle at:
(516) 520 9234
(917) 304-3378 [mobile]

Schools & You

Consultations For Parents
Making Choices PreK-8th Grade

Brooklyn & Manhattan
Public & Independent Schools

718-230-8971
www.schoolsandyou.com

Inside the Superintendent's Office
Sponsored by

KAPLAN
K12 Learning Services

Learning Leaders
Volunteers helping students succeed

Join New York City's largest volunteer program dedicated to helping public school children.

Call (212) 213-3370
www.learningleaders.org

GREEN MEADOW WALDORF SCHOOL
~ Education Towards Freedom ~

INTRODUCTORY SESSION
FRIDAY, SEPTEMBER 13 • 8:30 AM
This session is appropriate for adults.
* * * * *

NURSERY - GRADE 12 OPEN HOUSE
SUNDAY, NOVEMBER 24 • 2 - 4 PM

307 Hungry Hollow Road
Chestnut Ridge, NY • Rockland County
845-356-2514 • For directions: ext. 156

Est. 1950 • Chartered by NYS Board of Regents • Member NYSAIS

Try Listen & Learn with Phonics,
a proven reading program for over 35 years
Used by Schools, Parents and Teachers.
A complete program that uses cassette tapes, books and games.

Only \$89.95
Pay in full and save \$8.95 in shipping.
Institutional discount available

At 4 1/2 she's reading 3rd grade books

10 - Day Free Trial Offer
School P.O.'s accepted

To Order, Dept EU
Call: 847-949-0011 or
www.careerpublishinginc.com



Math Adds Up At CCNY Teacher Training Program

By KIM BROWN

It takes a suspension of disbelief to participate in "Mathematics in the City." In one City College classroom Professor Catherine Twomey Fosnot is wearing a sailor's jacket and standing on a table. Colored cubes are scattered on the floor; the class of teachers and graduate students is gathered around her.

But here there is more than meets the eye. If you were a participant you would know the cubes represent swimmers; Fosnot is the captain of a boat. And the teachers are trying to figure out what pattern is formed by the bathers that are a safe distance away.

The teachers talk among themselves, but they want more facts. "Is that the real height of the captain's perch?" One student asks.

"Yes," Professor Fosnot answers, and then she laughs, "And I am the real captain." The students are convinced. They are submerged in a mathematics environment where math is not a foreign language but the posing and solving of problems.

Mathematics in the City is a nationally recognized project in mathematics education reform developed by Professor Fosnot and Maarten Dolk. Both wanted to help mathematics teachers base their instruction on how students learn. Professor Fosnot is a former mathematics teacher herself and the developer of the Center for Constructivist Teaching. At the center she helped teachers see the big ideas their students

were struggling with. But she wanted to combine the ideas with didactics—or the development of mathematical learning.

In the late 80's she began to bring groups of teachers to the Netherlands for one-week intensive workshops at the Freudenthal Institute organized by Dolk and his colleagues.

In 1993 Fosnot took a position at CUNY's City College and began to build a large in-service program involving five school districts in New York City known as Mathematics in the City. The project was funded by the National Science Foundation and the Exxon Educational Foundation and began in 1995.

During their next five years they worked with over 450 elementary school teachers in New York City and attempted to deepen teachers' knowledge of the mathematics they teach. They also wanted to help them see themselves as mathematicians willing to raise questions. Throughout the project they interviewed teachers, analyzed children's work, and videotaped lessons. The result is a course that "teaches teachers to teach better," according to Professor Fosnot.

Professor Fosnot can be an imposing figure as she explains the theories behind the Institute and looks out from behind rectangular glasses. "We start with real world problems that are meaningful to learners," she says, "then we investigate how children learn and go back to teach this way."

And the program seems to work. Rocky Metzger is one of six teachers who traveled to New York from North Dakota to participate in the Institute. He teaches 5th and 6th grades and was a high school dropout himself. He explains passionately that part of the reason he left school was because he didn't learn the way teachers were asking him to learn.

"Here we're learning to allow children to explore," he said, "just understanding rules doesn't enable you to do the math. Children need to understand the meaning behind the math."

The approximately 90 students in the summer institute are broken up into six groups. In one classroom they are opening cubes to investigate how many two-dimensional shapes can be formed. Students exchange ideas as they trace shapes on graph paper. "Oh, so you mean if you move one of these pieces you'll still get a cube?" one student asks.

In another room iMacs hum softly. Christina Bookout, an elementary teacher in Park Slope, Brooklyn says the Institute has given her "innovative ideas," that she will use in her class.

Continued on page 46



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 days. It's never too late to build a family.

HELP! CHEMISTRY TESTS, REGENTS

OVER 40,000 BOOKS SOLD
HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson, and Teacher of High School Review Courses)

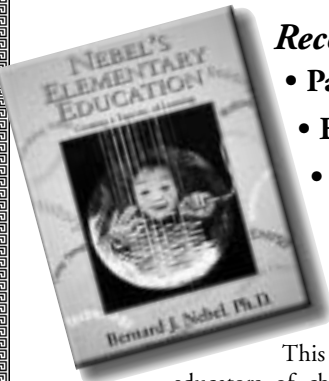
This book is your private tutor—**Easy Review Book for NEW Regents (second edition) with hundreds of questions and solutions, Get HIGH MARKS \$10.95**

Available at leading book stores or call 718-271-7466

www.HighMarksInSchool.com

NEBEL'S PRESS FOR LEARNING

Introducing A Groundbreaking Textbook



Recommended For

- Parents Considering Homeschooling
- Elementary Level Teachers
- Educators of Elementary Level Teachers
- People Who Are Interested In Improving Elementary Education

This user-friendly book is for all parents, teachers and educators of children 3 years and up. Subjects are reading, writing, history, economics, government, geography, science, character education & much more. It includes subject matter and teaching methods for planning day-to-day lessons (Pre-K to 5). Ties all learning to a child's real world experience with hundreds of hands-on activities.

For further information:

Call Bernard J. Nebel, Nebel's Press For Learning - (410) 744-3912
Email: bnobel@erols.com or send \$29.95 + \$4 for shipping and handling
to: Nebel's Press For Learning, 122 N. Beechwood Avenue, Catonsville, MD 21228
www.PressForLearning.com

Creative Writing Classes for Teens

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

GWW

Gotham Writers' Workshop

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

GERMAN for CHILDREN Language Program



Adult Program Available

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, Garen City, Queens (Ridgewood)

(212) 787-7543

German American School: Teaching German for 110 Years

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





PROFILES IN EDUCATION: CYNTHIA GREENLEAF

“My Kind of Town, Chicago Is . . .”

By JOAN BAUM, Ph.D.

If Chicago is not only her “kind of town” but her “kind of people too,” as the Sammy Cahn / Jimmy Van Heusen song has it, one reason for Cynthia Greenleaf may be the school-business collaboration program in the Chicago public schools, which she heads as Director of Partnerships for the Department of External Resources and Partnerships, otherwise known as CPS Futures Exchange.

Partnerships, a growing city-wide volunteer effort that involves both individuals and corporations in the schools, has the total support of the CEO of the Chicago Public Schools, Arne Duncan, and of Mayor Richard M. Daley, notes Greenleaf. And why not: this past year half of all eighth graders scored above national norms in reading, whereas 6 years ago only one third did. But the heart of the Partnerships program lies in what is not easily quantifiable, as Greenleaf knows: enthusiasm on the part of the business community, starting with a firm signal from a company’s CEO, to be part of an annual effort to help transform the city’s public schools, from pre-K through high school. In turn, principals and teachers are increasingly taking advantage of organizations that volunteer services and material resources, which can take the form of tutoring, job shadowing, serving as principal for a day, speaking at career days, hosting site visits, providing books, computers, supplies, furniture, internships, summer jobs, and incentive awards. Volunteers, whether working on their own or in conjunction with their organizations, also serve as judges in city-wide competitions, as tutors in math, science, reading and foreign languages, and as sponsors

of college scholarships. No one, however, would seem to be more enthusiastic than Greenleaf herself—or more generous in crediting others in helping to implement the program. Her own rich and varied work experience reflects an extraordinary commitment to volunteerism and education.

Born in Chicago and raised nearby, Greenleaf earned her B.A. at Smith College and went on for an Ed. M. at Harvard and a J.D. at Georgetown Law. For much of her professional life she worked as an administrator in the academic world—most recently in New York as Assistant Provost at Weill Medical College of Cornell University and as Associate Vice President for Administration at Rockefeller University. In assuming the directorship of Partnerships in Chicago, a position that grew out of her role as Senior Advisor to the Chicago Schools Partners Program and before that as Chair (and continuing Trustee) of New York City’s Learning Leaders, Greenleaf has clearly shown that you can go home again. The nation has her head, but Chicago her heart.

She describes her work as administrative in the deepest sense of the word, as distinct from promotional. The idea of partnerships has already taken root, Greenleaf points out—Chicago is “unusually civically cooperative.” Her own focus, therefore, is not to advocate as much as to coordinate, to make sure that roots and branches grow in a manner beneficial to both businesses and schools. She sees herself as a kind of an impresario matchmaker, moving between school representatives and CEOs. The program’s strength is its voluntary nature, she emphasizes. No company has to contribute; no

principal, no teacher, has to receive. But once partnerships take seed, it is Greenleaf’s careful tending that will ensure significant implementation. No one-shot visits for her. A meaningful presence in the schools means multiple engagements, careful vetting of participants, timely and well-publicized events celebrating those who serve.

Key to Partnerships is the company CEO, who must visit the school every year; employees generally lead volunteer activities several times a year. A “passport” allows for visits to proceed efficiently. The passport indicates what a volunteer wants and can do, depending on the level of education (different colored passports exist for K-3, 4-6, 7-8, and H.S.). If the Alliance Francaise has a group of 8 people who would go into any of the 50 participating elementary schools for three visits, for example, the passport makes such matches easier, noting that volunteers are qualified and teachers receptive.

What’s in it for the corporations? Aside from pleasure of doing pro-bono work (with tax advantages), the corporations enhance their



Cynthia Greenleaf

image by being seen as school partners. Special recognition Honor Rolls and Dean’s Lists prominently advertise participation, and it becomes a kind of social cachet at cocktail parties to ask “and what school are you supporting?” Anyone ought to drink to that.#

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



Independent
Jesuit
Coeducational



Jesuit Education
Since
1900

LOYOLA SCHOOL

INVITES EIGHTH GRADE STUDENTS
AND THEIR PARENTS TO OUR

2002 Admissions Open House

THURSDAY, OCTOBER 17

MONDAY, OCTOBER 21

6:00 TO 8:00 PM

- Meet Rev. Stephen N. Katsouros, President, Dr. Franklin N. Caesar, Headmaster, members of the faculty, and Loyola parents.
- Gain greater insights into our academic and extra curricular programs.
- Take a school tour and engage in informal conversations with our student tour guides.
- Parents and students should select one of the above dates to attend.
- Parents are highly encouraged to pre-register their children for the event. Please contact the Admissions Office by email at admissions@loyola-nyc.org or by phone at 212.288.3522.
- Limited on-site registrations will be accepted on a space available basis.

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

BROOKLYN FRIENDS SCHOOL JOIN US FOR A TOUR!

BROOKLYN FRIENDS SCHOOL ADMISSION TOURS FOR ADMISSION TO THE 2003-2004 SCHOOL YEAR

Plan to tour BFS and see why we get such high marks from students, parents and alums, including Sara Horowitz '80, a 2000 recipient of a MacArthur Foundation "genius" grant, who said, "My time at BFS gave me the grounding to learn and hold onto my values, to keep my heart and mind focused on having the courage of my convictions, and to be proud that they still matter so much!"

FALL TOUR DATES

PRESCHOOL

FAMILY CENTER - 4s

Thursday, Oct. 10, 9:15 am

Thursday, Oct. 17, 9:15 am

Monday, Oct. 21, 9:15 am

Friday, Nov. 1, 9:15 am

Monday, Nov. 4, 9:15 am

Thursday, Nov. 14, 9:15 am

Monday, Nov. 18, 9:15 am

Monday, Dec. 2, 9:15 am

Friday, Dec. 6, 9:15 am

LOWER SCHOOL

KINDERGARTEN - 4TH GRADE

Thursday, Oct. 10, 9:15 am

Tuesday, Oct. 15, 9:15 am

Thursday, Oct. 24, 9:15 am

Thursday, Nov. 7, 9:15 am

Tuesday, Nov. 19, 9:15 am

Thursday, Dec. 12, 9:15 am

UPPER SCHOOL

9TH GRADE - 11TH GRADE

Friday, Oct. 25, 9 am

Monday, Oct. 28, 9 am

Monday, Nov. 4, 9 am

Friday, Nov. 15, 9 am

Monday, Nov. 18, 9 am

Thursday, Dec. 5, 10:45 am

MIDDLE SCHOOL

5TH GRADE - 8TH GRADE

Wednesday, Oct. 16, 9:30 am

Monday, Oct. 21, 9:00 am

Wednesday, Oct. 30, 9:30 am

Wednesday, Nov. 6, 9:30 am

Wednesday, Nov. 20, 9:30 am

Monday, Dec. 2, 9:00 am

Please call the Admissions Office
after Labor Day to reserve a tour.
Please call (718) 852-1029,
ext. 213 for the Preschool program
and ext. 232 for K-12.



375 Pearl Street
Brooklyn, NY 11201
www.brooklynfriends.org

GERMAN-AMERICAN SCHOOL

When it comes to teaching children German, the German-American School is the place to be. When the school was founded in 1892 it taught German to children of German immigrants. The classrooms were primitive, with the boys on one side of the room and the girls on the other—divided by a potbelly stove. Today the school reflects the diversity of New

York City as children from many ethnic backgrounds learn their first German with us. We have an exciting fun-filled curriculum for children starting at age three. In the lower grades the children learn by playing, singing German songs, coloring—simple things at first—and by the time they graduate at age 14 or 15, they can speak German and pass the NY

State Regents, or even Zertifikat Deutsch als Fremdsprache. Our program is one of the only after-school programs that is New York State Regents accredited. Our class sizes are small and our teachers are native speakers of German. We have a program for adults as well. Classes start in September. If you are interested please call (212) 787-7543.

Calendar of Events

September 2002

Cultural Events

Works by Folk Artist Jack Savitsky
Seton Hall University, Walsh Library Gallery
September 13 - October 29, 2002
Co-sponsored by the Museum of American Folk Art,
New York. Monday-Friday, 10:30am - 4:30pm, FREE
(973) 275-2033

**Opening Reception for
Works by Folk Artist Jack Savitsky**
Seton Hall University
Walsh Library Gallery
September 19, 2002
5-8pm, FREE
(973) 275-2033

Poetry in the Round Presents Marilyn Nelson
Seton Hall University
Walsh Library Gallery
September 26, 2002
7pm, FREE
(973) 761-9388

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.

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

Green Meadow Waldorf School:
Introductory session for adults:
Friday September 13, 8:30 AM
Nursery- Grade 12 Open House
Sunday, November 24, 2-4 PM
307 Hungry Hollow Road
Chestnut Ridge, NY, Rockland County
(854) 356-2514

Theatre

Three Hot Shows
- *Beauty & The Beast*
- *The Lion King*
- *AIDA*
Call: 212-703-1040 or 800-439-9000
Fax: 212-703-1085
Email: disneyonbroadwaygroups@disneyonline.com
Web: www.disneyonbroadway.com/groups

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.

Resources for Children with Special Needs, Inc.
2002/2003 Free Workshop Series: Whats out there and how to get it...

35 workshops for parents and professionals about programs, services and systems for New York City children and youth with disabilities. refreshments served.

In the Bronx
At the New York Public Library, West Farms Branch, 2085 Honey well Avenue, 10460
Transition from School to Adult Life
December 11, 2002, 10 a.m.-1p.m.

In Brooklyn
At the Brooklyn Public Library, Brooklyn Heights Branch, 280 Cadman Plaza West, 11201
Preschool Services for 3-5 Year Olds
October 24, 2002, 10a.m.-1 p.m.
Educational Options for Children with Special Needs: Your Right to Know
October 29, 2002, 10 a.m.-1 p.m.

In Manhattan
At the New York Pblc Library, Jefferson Market Branch, 425 Ave. of the Americas, 10011 (Accessible entrance on 10th Street)
Advocacy Skills for Prents: Referral to Services,
October 31, 2002, 10:30 a.m.-1 p.m.
Ar resources for Children wit Special Needs, 116 East 16th Street, 5th Floor, 10003

Preschool Servies for 3-5 Year Olds
January 29, 2003, 10 a.m.-1 p.m.

Bringing Liberty Science Center to You!
Host LSC at your school, afterschool program, or community event. Through assembly shows and classroom workshops, we bring the excitement of LSC right to your location!

Classroom Workshops
Our classroom workshops, like our "Science Playground" program, 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 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. There are 5 assembly program topics from which to choose, including our new Weather assembly, debuting in October 2002!

All our current workshops and assembly progrmas can be viewed under Educational Experiences at www.lsc.org. Please call (201) 451-0006 and speak with either John Herrera x218, jherrera@lsc.org, or Jim McGlynn x 340, jmcglynn@lsc.org, for further details



OLDEST SCHOOL AT GENERAL SOCIETY OF MECHANICS & TRADESMEN

By SYBIL MAIMIN

Among the many wonderful secrets waiting to be discovered in New York City is the Mechanics Institute, a tuition-free school started in 1820 that trains workers in the construction trades about the finer points of their crafts. Founded by the General Society of Mechanics and Tradesmen, a fraternal organization begun in 1785 to aid members in distress, the school

has been housed since 1898 in a magnificent 1891 landmark building at 20 West 44th Street along "Club Row." Behind the eclectic Renaissance façade is a wonderfully preserved turn of the century interior that holds six lecture classrooms, six architecture drafting rooms, and three computer labs as well as a striking, open-spaced, four-story private membership library topped with a domed glass roof. A

unique small museum containing a fascinating collection of over 400 locks as well as other items of historical or mechanical interest can be found in the building, which is open to the public. Library membership is available to all for a small fee.

Continuing its traditional educational mission, the Institute today offers free classes in four areas related to the construction trades: architecture and construction, electricity, plumbing, and HVAC (heating, ventilation, air conditioning), as well as project management. The courses, which number over 50, are rigorous and intended for serious students already employed in a particular field who want to enhance their technical skills with the "why's" behind the "how's" in order to advance their careers. The program requires a three-year commitment (fall and spring semesters) of two courses (5 to 7 PM and 7 to 9 PM) in one concentration taken two nights a week. It is intended to fine-tune aspects of a trade that cannot be learned on the job, for example, drafting or blueprint reading. It conveys informational

knowledge rather than the practical, hands-on experience that is gained in apprenticeships or in courses offered by unions. A professional development course that prepares students for job searches is mandatory. About 200 students (10 percent women and growing) and 16 instructors are in the program. Applicants must be high school graduates, fluent in English, employed in the area of intended study, and sincere in their desire for enrichment in their chosen trade.

As the Institute prepares for the future and what it hopes will be a role as a bridge between different sectors in the industry and between union and non-union interests, it hopes to add a greater range of offerings. The project management course and a computer-assisted drafting (AutoCAD) course for stagehands can be completed in one and a half years. The Institute is contemplating a course for building maintenance workers. The certificate of completion awarded at graduation does not have a degree equivalence but is recognized and respected by those in the construction industries.#

For further information: www.gensoc.org



"By hammer and hand do all arts stand."

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!

MEET THE MASTERS.COM
1-866-MTM-4ART

"A blueprint for a cultural renaissance."

-Karen Cochran,
Deputy Director, Cultural Initiatives

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**
877-375-SING

The Harvey School



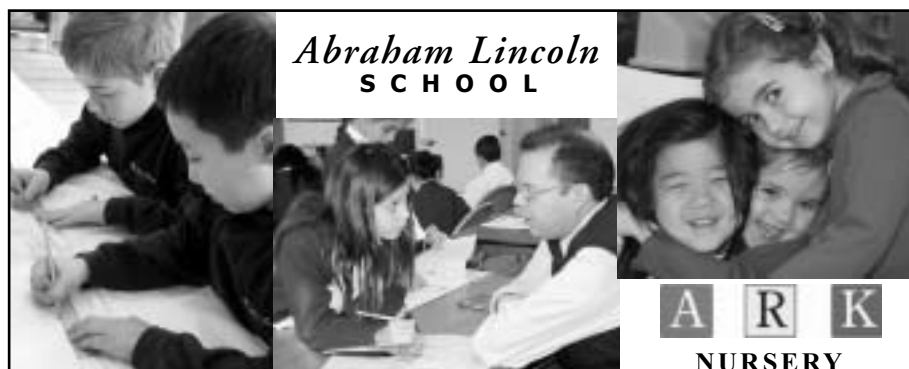
Where students find success with teachers who work with students as individuals, both in and out of the classroom, in a warm and supportive environment.

Harvey is a coeducational college preparatory school enrolling boys and girls of varying abilities in grades 6-12, either as day students or as five-day boarding students.



THE HARVEY SCHOOL

260 Jay Street ▲ Katonah, NY 10536 ▲ 914-232-3161
www.harveyschool.org
e-mail: romanowicz@harveyschool.org



Abraham Lincoln SCHOOL

ARK NURSERY

Come Visit us at our Admissions Open Houses!

R.S.V.P.

Thursday,	September 12	6:00-7:30 PM
Thursday,	September 19	8:30-9:30 AM
Tuesday,	September 24	8:30-9:30 AM
Wednesday,	October 2	8:30-9:30 AM
Sunday,	October 20	11:00-1:00 PM

Abraham Lincoln School offers children in grades K through 8 an education based on love, discipline and self-knowledge. With an emphasis on reason, speech and spirit, teachers seek to uncover the limitless potential in every student.

For over 25 years The Ark Nursery has been delighted to offer the finest education to children ages 3 and 4. With "Love & Play" as the main focus, children are introduced to language, math, art, music, sport and simple spiritual principles of goodness.

Please contact us to request an application:

12 East 79th Street, New York City (212) 744-7300

www.abrahamlincolnschool.org



*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

CAREERS

One of New York City's Finest

By TOM KERTES

Albert Robles, Jr.'s choice of a police career was, quite literally, due to a heady rush of inspiration. "Up until about four years ago I wanted to be a private pilot," the trim 25-year-old said. "But then I attended my cousin's graduation from the Police Academy at Madison Square Garden. And the integrity, pride, and commitment that I sensed there was really amazing. It was a life-changer for me."

Robles is currently in the second month of his two-year stint as a probationary police officer. The first six months are spent at the Academy, he says, the next three in a training unit, and the last 15 months on the street in a unit with an experienced P.O. He intends to move up within the department, "first become a sergeant, then eventually make detective."

"You begin to advance after about five years," he said. "But it's more than just a matter of time. Mainly, you have to do well."

Robles embarked on his career after an extensive education, attending Dowling College in Oakdale, N.Y. then the John Jay College of Criminal Justice. However, "there are two ways to become a police officer," he said. "You either acquire 60 college credits or spend two years in the military." Luckily for Robles—who is slight—there are no longer height and weight requirements of any kind in order to qualify as a P.O. "Still, you do have to be in pretty good physical condition to conquer a difficult obstacle course," he says. There is still an age requirement: candidates have to be between 21-35.

"For a police officer, a high level of commitment is very important," according to Robles, as "this is not a career to get rich on." The start-

ing salary is \$31,000 a year, with a chance to earn in the \$50,000 range after five years. That's not all that much for a job that is not only extremely difficult but also fraught with danger.

"It's there, for sure—but you can't go out there on the street thinking about that," says Robles. "You try to be alert, you always try to be aware of your surroundings, and practice tactics, tactics, tactics. But the danger stuff is like fear of flying. If you allow it to conquer you, you'll never get anywhere."

Robles' advice to students thinking about a possible police career is to "first, stay out of trouble. Second, get into some law enforcement courses at your school. And third, always keep your morals and values intact, no matter what happens."

"Look at 9/11," he says. "I was a cadet then, in fact I was working in this very building. I saw the events unfolding firsthand—the Academy, since it's located near the Towers, served as Headquarters for operations on that day. I heard that when everyone was running away from the Twin Towers, Police Officer Moira Smith was running *in* to help people."

"It cost her her life. But how can you not be inspired by something like this? How can you not be proud to be part of such a profession?"#



Albert Robles, Jr.

MATHEMATICS POWER

LEARNING

LET THIS BE YOUR YEAR FOR UNPRECEDENTED SUCCESS IN ACTIVATING YOUR STUDENT'S NATURAL GIFTS FOR LEARNING ARITHMETIC AND ALGEBRA!

Rescue your students from fear and failure in mathematics by

- providing explanations that actually make sense
- eliminating excessive memorization and rote learning
- showing them how to use their minds to learn its concepts and skills
- understanding how to activate the same competence for the learning of stories and one's native language, in order that they will learn mathematics just as **naturally** and effectively

This program is, by far, one of the most tried, tested and proven mathematics interventions in the nation whereby:

- kindergarten and first graders have achieved mental mastery of all addition/subtraction facts
- first graders have mastered the reading of whole number numerals up to hundreds of trillions and instantly named the value and place value of each digit
- second graders have mastered multiplication facts, multiplication (two or more digits by one digit) and long division
- fourth/fifth graders have mastered "seventh grade math"
- whole classes of fifth/sixth graders have surpassed, by far, the performance of ninth graders on statewide Algebra I exams.

Call us today at

1-800-VIP-MATH (1-800-847-6284)

and visit our website at **www.ProfB.com**

Professor B Enterprises, Inc.,

PO Box 2079 Duluth, GA 30096



Manhattan Country School

7 E. 96th St, NY, NY 10128; (212) 348-0952



- Pre-K through 8th grade
- Strong academic program
- After school program
- Farm program in the Catskills
- Sliding-scale tuition

"The only realistically-integrated private school in New York."
(Crisis Magazine)

Open House: Wednesday, Oct. 30 at 6:30 p.m.
Call to sign up for morning tours

NEBEL'S ELEMENTARY EDUCATION

Nebel's Elementary Education is an easy-to-read, easy-to-follow manual that gives basic information, hands on activities and teaching techniques that will enable an educator to lead children toward knowledge and understanding skills. The textbook covers all the major areas of science and humanities. Special attention is placed on the advancing of reading, writing, problem solving and critical thinking skills. The approach of this book is to build on children's existing knowledge gained from their everyday experiences and exploration. All lessons begin by first drawing the students' attention to what they already know and then guiding them to make further observations through demonstrations and hands on activities (over 200 inexpensive ones are described). The book not only provides the information to teach but also suggested methods of teaching, such as conducting a student discussion group. This book is well suited for elementary level teachers and homeschooling parents of children K-5. For further information call Nebel's Press for Learning 410-744-3912.

The



School of the Arts. Inc.

Classes for
Children and Adults

Music, Dance, Theatre
& The Visual Arts

Fall Open Registration

September 18, 19, 20 from 3-7 pm
September 21 from 10 am-5 pm

Returning Students

September 11, 12, 13 from 3-7 pm
September 14 from 10 am-5pm

First Day of Class is September 28th

For more information

212-926-4100 x304 645 Nicholas Ave., NYC

Independence, Integrity, Achievement.

Come see the Academy difference.

Founded in 1884, Staten Island Academy is an independent, college preparatory school educating students from pre-kindergarten through high school. Whether in the classroom, through community service, on the playing fields or theater stage, the Academy difference shines in every student.

For upcoming Admissions Open Houses, call 718.987.8100



STATEN ISLAND ACADEMY

715 Todt Hill Road, Staten Island, NY
www.statenislandacademy.org



A Unique Central Repository for the
Cultural and Historical Legacy of the
Jewish People

As a new academic year begins, the Center for Jewish History welcomes students, parents and educators with an exciting program of tours, exhibitions, public programming, and research opportunities.

Millions of archival documents

Half a million books

Thousands of photographs, artifacts, paintings, and textiles

Study the extraordinary collections in our Reading Room

View the many exhibitions

Research your family history in the Center's Genealogy Institute

Join us for concerts, film series, theatre,
lectures, symposiums - and more!

Public Tours every Tuesday and Thursday at 2 p.m.

Center for Jewish History
15 West 16 Street, New York, NY 10011

www.chj.org

Call (212) 294-8301 to be placed on our mailing list.

AN INDEPENDENT BOARDING SCHOOL RECEPTION

Wednesday, September 18, 2002 • 7:00 - 8:30 p.m.
101 E. 69th St., New York • Schermerhorn Room

Jacket and tie required for gentlemen

You are welcome to come and meet Admissions Representatives from:

GOULD ACADEMY
Bethel, Maine

PHILLIPS EXETER ACADEMY
Exeter, New Hampshire

KENT SCHOOL
Kent, Connecticut

TABOR ACADEMY
Marion, Massachusetts

NORTHFIELD MOUNT HERMAN
Northfield, Massachusetts

HOTCHKISS SCHOOL
Lakeville, Connecticut

SALISBURY SCHOOL
Salisbury, Connecticut

MISS PORTER'S SCHOOL
Farmington, Connecticut

HOLDERNESS SCHOOL
Plymouth, New Hampshire

PROCTOR ACADEMY
Andover, New Hampshire

KIMBALL UNION ACADEMY
Meriden, New Hampshire

Subscribe to Education Update!

Only \$30 a year!

Call (212) 481-5519



STATEN ISLAND ACADEMY WELCOMES NEW HEAD OF SCHOOL

September 9, 2002 marks the start of Staten Island Academy's 118th school year amid great excitement as Diane J. Hulse begins her tenure as Head of School. The Academy will hold an Installation ceremony for Hulse on October 2, 2002.

A prominent educator and author, Hulse (B.A. Beloit College, M.A. New York University) comes to the Academy after ten years at the Collegiate School in Manhattan where she served as Head of Middle School. She also held Head of School positions at the Bergen School in Jersey City and the Woodward Park School. A noted speaker, Hulse is active in many organizations including New York State Association of Independent Schools.

"I am very honored to be serving as Head of Staten Island Academy," said Hulse. "The Academy has a long and distinguished history as the academic and intellectual beacon whose light has served as a guide to education excellence for children in the New York metropolitan area since 1884."

Hulse began her teaching career at Friends Seminary where she held many positions including that of teacher, director of the Summer Institute, and as director of college counseling. She is a member of the Commission on Accreditation for the New York State Association of Independent Schools. Her published works include: *Brad and Cory: A Study of Middle School Boys* (University School Press, 1997) and *A Look at Boys' Schools*, which was published recently in *The Parents League Review 2002*. A noted speaker and commentator on education, Hulse also founded the *Project: B.O.Y.S. (Building On Your Success)*.

Staten Island Academy is an independent, co-ed college preparatory school educating children from pre-Kindergarten through high school on a 12-acre campus. Through a rigorous academic program, and comprehensive arts and athletics programs, the Academy challenges students to stretch their minds and bodies and to value independence and integrity. The school is located at 715 Todt Hill Rd. in Staten Island. For information visit www.statenislandacademy.org, or call (718) 987-8100.

MEET THE MASTERS

Homer, Van Gogh, Picasso all in one place! Is it in a museum? No. It's Meet the Masters, a series of Art Assemblies, Learning Packets and Classroom Projects designed to further the appreciation and skills of all the students that touch it. This program contains everything you will need to run and enjoy a very successful art program. Each Master is assigned to his own separate binder. The binder contains a beginning, intermediate and advanced level lesson plan for that particular artist. The lessons list the props, pictures and information necessary to make your art lesson fun and educational. The program also provides worksheets for the students at every lesson level. The class first introduces the artist, then his works and through those works introduces art techniques. All this done in an interactive and enjoyable manner so as to keep the students interested.

EDUCATION NEWS AND VIEWS ONLINE

WWW.EDUCATIONUPDATE.COM

1.1 MILLION HITS PER MONTH!

POLY PREP COUNTRY DAY SCHOOL 2002 - 2003 ADMISSION OPEN HOUSES

LOWER SCHOOL
50 Prospect Park West, Brooklyn NY
718.768.1103

Nursery - Pre K
Thursday, October 17, 9-10:30 a.m.
Wednesday, December 4, 9-10:30 a.m.
Wednesday, February 5, 9-10:30 a.m.

Grades K - 4
Wednesday, October 16, 9-10:30 a.m.
Thursday, December 5, 9-10:30 a.m.
Thursday, February 6, 9-10:30 a.m.

MIDDLE & UPPER SCHOOLS
9216 Seventh Avenue, Brooklyn NY
718.836.9800

Homecoming Open Houses - Grade 5 - 11
Saturday, September 28, 10:00-12:00 p.m.

Grade 9 and up Open House
Thursday, October 17, 9:00-11:00 a.m.
Wednesday, November 13, 9:00-11:00 a.m.

Grades 5 & 6 Open Houses
Friday, October 18, 9:00-11:00 a.m.
Monday, November 11, 9:00-11:00 a.m.

For 5th Grade - Upper School Open House Events,

Please R.S.V.P. to:
Poly Prep Admissions Hotline at 718-836-9800, ext 674.

Visit polyprep.org



**Professional
Children's
School** est. 1914

*the academic school for
children in the arts, sports
and entertainment*

**Open House
Wednesday
Nov. 13
5:30-7:00 p.m.**

PCS is a fully accredited independent day school enrolling 185 students in grades 4-12.

For more information, or to R.S.V.P., contact Sherrie Hinkle, Admissions Director, at (212)582-3116, ex. 112.

132 West 60th St.
New York, NY 10023

www.pcs-nyc.org

Celebrating 40 Years
1962-2002

**Real Time Tours:
OPEN HOUSE**

Dates: Thurs., Oct 3rd
Wed., Oct 30
Thurs., Jan 23rd

Time: 7:00 pm
RSVP: (212) 879-2296

**Virtual Time Tours:
www.caedmonschool.org**

Date: any day
Time: any time
RSVP: not required

416 East 80th Street, NYC 10021
(212) 879-2296
Nursery-5th grade

**CAEDMON
SCHOOL**

a Big school program in a Small school setting.

You know, you can do something better...



*Design,
Build,
Soar!*

**Seeds
Software**

www.Seeds2Learn.com

Ph: 206.782.0914 Email: Science@Seeds2Learn.com

Use our comprehensive software package to teach your students math & science using the principles of flight and design. With our software, they can design impressive gliders and rubberband powered aircraft to build and really fly! Consider the incredible excitement and learning! Need something simpler? Then get our Gliders by Design software to easily design gliders. Find out about our Science Methods, Bungee Egg Challenge, and Global Warming software too. With these packages, your students will learn to use technology effectively, to evaluate and design. Don't be surprised to find how interested and engaged they will be doing real science with powerful science tools!

We Accept School PO's and have Volume Discounts



MARYMOUNT SCHOOL

1026 Fifth Avenue, New York, NY 10028

An independent, college preparatory, Catholic day school educating girls and young women in the tradition of academic excellence and moral values.



• Advanced Placement and Honors courses:

U.S. History, European History, Biology, Chemistry, Physics, Calculus, Statistics, English, French Language, Spanish Language, French Literature, Spanish Literature, Latin Literature, Art History and Studio Art

• Metropolitan Museum of Art

Classes for the Integrated Humanities Program and other interdisciplinary courses are held here.

• Community Services Opportunities:

YSOP, New York Cares Day, Social Justice Work, School Service, Zimbabwe school outreach and many others

• Extra-Curricular Activities:

Forensics, Mock Trial, Model UN, Gospel Choir, Drama, Chess Club, Amnesty International, Campus Ministry, "Joritan" (newspaper), "The Muse," "Marifia," Cultural Awareness, Marymount Singers, National Honor Society, Finance Club, Environmental Awareness, Student Government & others

• Semester or year abroad:

Marymount Schools in London, Paris and Rome

• Athletics:

Basketball, Volleyball, Softball, Soccer, Tennis, Badminton, Field Hockey, Fencing, Swimming, Cross Country, Track & Field, Golf, AAIS Basketball Champions

• Senior Internships



Upper School Open House

Tuesday, Oct. 22

6:00 PM - 8:00 PM

RSVP (212) 744-4486
(limited space available)

Visit us at our Website:
www.marymount.k12.ny.us

E-mail: admissions@marymount.k12.ny.us

PROFESSOR B MATH PROGRAM

HISTORY

The Professor B Math Program has a powerful history of achievement over the past thirty years. This claim is substantiated by many testimonials, statistical analyses and research. We have set many precedents in mathematics education:

Kindergarten and first graders mastering the lower/higher addition/subtraction facts and reading numbers in the hundreds of trillions.

Second graders mastering all multiplication facts and long division.

Fifth graders mastering "seventh grade math."

Fifth and sixth grade classes in the most disadvantaged communities outperforming ninth graders on statewide algebra exams.

PHILOSOPHY

A story is verbalized so effectively that virtually all children perceive the flow of its connections. On future occasions, children can confidently tell that story to others, having heard it once or twice. Since their verbalization is not the original, verbatim narrative, it is clear that they have not been burdened with the requirement of memorizing it.

Without memorizing, they have retained the events of the story in the proper sequence. The set of events and their sequence are an example of a structure. Hence, children's ease and comfort in learning stories testifies to the universality of their gift for assimilating structure. Please note, however, that the conveyance of a structure may only occur if the speaker's verbalization permits the listener's reception.

The mathematics educator should know that, of all the academic disciplines, the one most concerned with the study of structure is mathematics. Consequently, it is our thesis that children's universal gift for assimilating structures is also a universal gift for assimilating mathematics.

Unfortunately, traditional verbalizations of mathematical content (from elementary through high school) are so untruthful and meaningless that they actually obscure, rather than elucidate, learners' reception of mathematical structures. The Professor B Mathematics Program provides teachers with truthful and meaningful verbalizations of math content (scripts), whereby children's gifts for assimilating structures are inevitably activated for assimilation of mathematics.

This original philosophy is the basis for our confident guarantee that the implementation of our math program in your home school or school system will lift your math scores to the highest levels of achievement in the nation.

Make this the *FITTEST* season of your life!

A seasoned, professional, private fitness trainer with an extensive Manhattan-Hampton reference list will be available for private or semi-private fitness training in your home or facility.

- Former assistant program director at Manhattan's prestigious Sports Training Institute
- Personal Training Instructor for a certifying organization
- Former head student athlete trainer at Brooklyn College

Call now to reserve your spot!
Mike Silverstein
(917) 450-7338 [mobile]
(516) 520-9234

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.

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

CalTeach
Left Coast. Right Job.™

The Dwight School

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

Dwight offers the highly-regarded International Baccalaureate Programs in Grades K through Twelve.

The Dwight School is comprised of families from the Greater New York and international communities, and we enjoy an excellent record of college placement.

FALL 2002 OPEN HOUSES

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

Grades K - 4	Grades 5 - 8	Grades 9 - 12
September 26, 2002	October 10, 2002	October 2, 2002
October 1, 2002	October 17, 2002	October 9, 2002
October 3, 2002	October 24, 2002*	October 16, 2002
October 8, 2002	October 31, 2002	October 23, 2002*
October 15, 2002	November 14, 2002	October 30, 2002
October 22, 2002*	November 21, 2002*	November 6, 2002
October 29, 2002	December 5, 2002	November 13, 2002
November 5, 2002	December 12, 2002	November 20, 2002*
November 7, 2002		December 4, 2002
November 12, 2002		December 11, 2002
November 19, 2002*		
November 26, 2002		
December 3, 2002		
December 10, 2002		

* Quest

All open houses begin at 9:00 a.m. and end at approximately 10:15 a.m. They are held at 291 Central Park West and are for prospective parents.

A reservation is required. Please contact the Admissions Office at (212) 724-2146, ext. 1 or at admissions@dwight.edu to reserve your place.



The CREATIVE DANCE Keys

A Multi Media Educational Tool Kit for K - 5
CD ROM, Lesson Plans, Music CD's, Video, Vocabulary
For Dance, Drama, Music, Visual Arts, Physical Education

An "approved" teacher's resource - fabulous, interactive creativity!
Written by Professor Linda Rubin, University of Alberta, Canada.

Visit our Web Site for complete Information and On Line Ordering
Toll Free 1 888 606 0688 www.synergymovement.com

INSTITUTIONAL PURCHASE ORDERS WELCOME

Calling on "Young Inventors"



For students in grades
2-8 and their teachers

Deadline for entries is
March 4, 2003

Call 1-888-494-4994 or
e-mail younginventors@nsta.org
to receive entry materials!

Invent a tool and win prizes for
yourself, your teacher, and your school!

Every student who enters
an idea will receive an entry gift,
a personalized certificate
and a chance to win
\$10,000 in savings bonds!

CRAFTSMAN **NSTA**
YOUNG INVENTORS
AWARDS PROGRAM

Visit our website: www.nsta.org/programs/craftsman

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 - Second Semester 2003, Also Summer Courses July 2003
Tel: (905) 508-7108 1-800-422-0548 Fax: (905) 508-5480
Email: cciren@home.com www.ccilanciano.com

CURRICULUM AT HARVEY AIMS TO ENRICH STUDENTS' LIVES

Providing a variety of fulfilling curricular experiences for students has been key to the educational philosophy of Robert Cook, head of Harvey School's upper school in Katonah. More important than standardized test scores, Mr. Cook believes the school has an obligation to create not just academically adept students, but ones who are ethical, responsible and self-reliant.

With that in mind, Harvey is making some changes to the upper school's curriculum this fall, including after-school classes in Japanese and Italian, as well as adding French and several other honors classes such as biology and 10th and 11th grade English to the syllabus. "In the broadest sense, the goals of a curriculum should be for students to understand themselves and the world

around them and I believe the addition of these courses will do just that," says Mr. Cook.

Jacqueline Vedder, the school's foreign language chair, says additional foreign language courses are a step in the right direction. "I think it's really great and I would certainly love to see the language program continue to grow at Harvey," says Ms. Vedder, who teaches French at the school.

Thanks to what Ms. Vedder described as "soul-searching" on behalf of language educators in the 1980's, there is now more of a communicative approach to teaching a foreign language. Learning a foreign language has been considered a chore by many students, especially when it comes to the study of grammar. "What you want to do is encourage students to speak and use the language. Grammar is part of the equation, but it shouldn't be the whole equation," adds Ms. Vedder.

Japanese instructor Mami Fujisaki agrees. "I teach grammar, but I don't really call it that," she says. "In my opinion, communication is the most important aspect to learning a new language, but grammar and writing of course should also be part of that," she adds.

Japanese classes will be offered at Harvey twice a week, starting with Japanese I, which will introduce students to the rudimentary elements of the language, as well as teaching students the basics of Japanese culture. The following year, additional sections and levels will be offered during the regular school day. Ms. Fujisaki is currently developing a similar program in Japanese at The Horace Mann School in Riverdale. She will continue to teach at Horace Mann and is also a Japanese instructor at the New York University Graduate School of Education.

Ms. Vedder, who previously taught French at Our Lady of Victory School in Dobbs Ferry and Spanish at the Rippowam School in Bedford, says learning a new language will help students acquire a better appreciation of English. While grammatical concepts will certainly be taught, Ms. Vedder says she will also be encouraging "a lot of conversation in class."

A Tradition of Helping
Students Succeed
260 Jay Street
Katonah, NY 10536
914 - 232 - 3161
Fax 914 - 767 - 0362
www.harveyschool.org

HIS PARENTS ASSUME YOU HAVE A SAFE PLAYGROUND



ONLY
\$149.95
PLUS SHIPPING & HANDLING

Each year, more than 200,000 children are injured on playgrounds, injuries that require emergency room visits.

Children can't make playgrounds safer.
It's up to you.

But we're here to help.

The National Program for Playground Safety is offering a **SAFE PLAYGROUND SUPERVISION KIT** that includes:

SAFE PLAYGROUND SUPERVISION MANUAL

Instruction guide for training playground supervisors.

SAFE PLAYGROUND SUPERVISION VIDEO

Explains the importance of supervision.

SAFETY PACK

For first aid supplies.

The National Program for Playground Safety

Playground safety starts with you.



To order the kit, call 1-800-554-PLAY
or visit our Web site at
www.PlaygroundSupervision.org





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.NYCLOGOS.CITYSEARCH.COM

As summertime ends and another school year starts for many, it is quite the time to educate oneself. Here at Logos there is the monthly book club called Kill Your TV Reading Group, which will meet on Wednesday, September 4th at 7 p.m. to discuss *Invisible Man* by Ralph Ellison. Towards the end of the meeting, the group will choose the book for the November meeting. After the meeting, those who want to go out to dinner together. The book for the meeting on Wednesday, October 2 is *Bel Canto* by Ann Patchett. All meetings of KYTV Reading Group are on the first Wednesday of every month at 7 p.m. The books discussed are available at the store.

On Monday, September 23 at 3:30 p.m., Logo's Children's Story Hour leader Rikki Stapleton will lead children and adults alike in building Noah's Ark. By evening time, many centuries will have passed and Logos will be in the time of Jane Austen as noted New York character actress Frances Peter Burke

performs for members of the Jane Austen Society and the general public a one-act play by Virginia Glasgow Koste called 'I Remain Jane Austen.' Jane Austen's *History of England* will also be presented. Come one come all at 7 p.m.

Transit: #4,#5,#6 Lexington Ave. subway to 86th St., M15 Bus (First and Second Avenues), M86 Bus (86th Street), M79 Bus (York Ave.)

Upcoming Events at Logos:

Wednesday, September 4 at 7 p.m. KYTV Reading Group will discuss *Invisible Man* by Ralph Ellison.

Monday, September 23 at 3:30 p.m. Children's Storytime, 'Noah's Ark' with Rikki Stapleton.

Monday, September 23 at 7 p.m., 'I Remain Jane Austen' and Jane Austen's *History of England* with Frances Peter Burke.

Wednesday, October 2 at 7 p.m. KYTV Reading Group will discuss *Bel Canto* by Ann Patchett.#

SUPERINTENDENT COMPILES CHILDREN'S REACTIONS TO 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September 11.

Then I received a review copy of this book, and the tears flowed so fast, and so furiously, that I could barely get through it.

Even though as a reporter I had already done some stories about schoolchildren's response to the tragic events of last September, including

collecting their art work and poetry, I had been working in a suburb where the reactions, though pained and often profound, were shaped by the physical distance from lower Manhattan. The communities I profiled were scarcely untouched (many of the children, in fact, had lost parents and loved ones, as had some of the teachers and staff), but the scale of devastation was undeniably

Twin Towers suprimposed on it, one already wounded and burning, bearing the statement "United We Fell/United We Shall Stand"—and the courage, sensitivity and compassion of New York City's schoolchildren during those attacks shines forth. Some of the illustrations represent youngsters' attempts to come to terms with the unfathomable (so many pictures represent the World Trade Center, whole and as it was, reflecting perhaps children's wish fulfillment that nothing had changed). Some express the hope that families will be reunited. Others show the planes crashing into the towers, as if by capturing the loathsome imagery on paper, somehow it can be tamed and put into some safe place.

The children's voices are more profound than anything I could express. Here are some examples:

Danielle, a Brooklyn fifth grader, writes, "I go home in peace./But sleep in terror."

Stephanie, a seventh grader from the Bronx, writes, "On September 11, the twin towers were torn apart./Along with it went a piece of everyone's heart.../On September 11, we were all changed/None of us will ever be the same."

From Sophie, a Manhattan fifth grader:
"People streaming across streets.
People of different colors, different races.
People just walking away.
People getting away from the world behind them.
Away from a world they don't want to know about.
Away from tragedies they don't want to face."

It's not all bleak. The author has organized the book around themes that move to hope and memory. Amidst all the debate about how to properly memorialize what happened at Ground Zero, I would certainly hope that someone takes a close, and careful, look at this book for inspiration and consolation.

I rarely want to keep the books I review once I've read them. This is one that I can't bear to return.#

different.

Those of us in the northern suburbs experienced the same shock, horror and grief as our city counterparts. I doubt I will ever forget the terror and confusion of not only that bitterly beautiful Tuesday, but the uncertainty and sadness of the days and weeks that followed.

Yet reading these students' work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of seeing buildings wreathed in smoke, of racing through dust-covered streets with debris falling all around them, of missing a beloved family member, their night terrors and nightmares, conjure up those days more compellingly than almost anything written by adults.

Combine those written pieces with the poignant imagery included here—like a breathtaking picture of an American flag, with the

Children's Book Reviews

By SELENE VASQUEZ

Dreading going back to school? Take comfort in books about...school!

PICTURE BOOKS: AGES 5 THRU 7

Who Will Go To School Today? by J. Alison James. Illustrated by Miriam Monnier. (North-South, 32 pp., \$15.95). Sam dreads going to school and grooms his stuffed monkey Timbo to be his replacement. He diligently prepares his toy for all that school has to offer: circle time, sing-alongs, playing outside, eating snacks, etc., until Sam reconsiders all the fun he'll be missing. Dreamy illustrations convey the comfort of familiar environments and the excitement of new surroundings.

Our Class Took A Trip To The Zoo by Shirley Neitzel. Illustrated by Nancy Winslow. (Greenwillow, 32 pp., \$15.95). A boy visits the zoo and suddenly one mishap after another befalls him. "A button popped off by the lion's den,/ I tore my pants on the ostriches' pen..." Charming watercolor and ink illustrations complement the jolly repetitive verses of a most unusual field trip.

NONFICTION: AGES 5 THRU 8

Back to School by Maya Ajmera and John Ivanko. (Candlewick Press, 32pp., \$15.95). Bright colorful photographs document the day-to-day life of schoolchildren all around the globe. With minimal text and two photos per page, this great back-to-school title for teachers explores the different types of classrooms, learning activities, and even uniforms from a worldwide perspective.

POETRY: AGES 5 THRU 8

The Recess Queen by Alexis O'Neill. Illustrated by Laura Beith. (Scholastic, 32 pp., \$15.95). A lighthearted look at the ever pervasive "school bully" in classrooms and playgrounds everywhere. The rollicking rhythm of the language with fun-to-say phrases will definitely engage readers and sensitize them to the underlying drama of the situation. Artwork is equally smart and energetic.

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

Write & Wipe & Let's Play Along

By LAURA PRETTO

As we all are aware, teaching children takes time and often an infinite amount of patience. Silver Dolphin Books, publisher of the *My First Write-and-Wipe Book* series, the *Let's Start Play Alongs* series offers some suggestions to help teach your children while providing them with fun activities.

The *Write-and-Wipe* series consists of four books that focus on alphabet, animals and numbers, while the *Play & Learn* edition deals with object identification. Most of the activities appearing in the books, which are aimed at three-to-five year old children, require children to make use of dry-erase markers (included with the books).

One of the best features about the *Write-and-Wipe* books is that they use the age old tradition of following the dotted line to teach children how to make letters and numbers. I learned this way, my parents learned this way, my grandparents, and so on; it is effective and simple

The *Let's Start Play Along* series is very good, provided that an adult will help the child read and follow directions. The premise these books are working with is actually fairly clever; each book has a story about an animal character's day, and correlating activities. When Clara goes on vacation, your child can help make postcards; Timothy, the new mailman, needs help on his route.

Supplies are not all included, but each book comes with the basics: glitter, glue, markers or pencils, stickers, depending on the book. The other necessary equipment is generally found in the common household (i.e. cardboard, paintbrushes, old boxes, etc.).

The *My First Write-and-Wipe Book* series and the *Let's Start Play Alongs* series are good, but they seem more appropriate for five-to-seven-year-olds.#

"Best Bookstore for Kids!"

—New York Magazine

Come see why!

Sign Me Up

Please send me my free copy of your monthly newsletter, *Bookmarks*:

Name _____

Address _____

City/State/Zip _____

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

www.bnkst.edu/bookstore/

Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

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

Subscribe to Education Update today and save!!

15 months for the price of 12!!

Send check for \$30 to Education Update, 276 5th Ave, Ste 1005, NYC, NY 10001



Dean Deborah Shanley: Brooklyn College School of Education

By SYBIL MAIMIN

Deborah A. Shanley, Dean of the School of Education at Brooklyn College, is in an enviable position. She works on a campus that has just been voted "most beautiful" in the country by The Princeton Review and creates and oversees programs in education that have the support of the political power elite from Bush to Bloomberg. At Brooklyn since 1998, she was previously Dean of the School of Liberal Arts and Education at Medgar Evers College, CUNY, where she was an activist dean and an admired advocate of building working bridges between diverse constituencies in the college and the community. Energetic, open-minded, and creative, she is no ivory tower academic, emphasizing instead that, "to be an effective dean, I have to be out there." And "out there" she is, looking at policy and exemplary practices as she meets with principals, superintendents and teachers and creates opportunities for these leaders to confer with faculty and administrators of the School of Education through such avenues as monthly meetings of the Teacher Education Advisory Panel. She has hosted principals on campus to share concerns and challenges and help determine "how we can do better at what we both do." She is determined to find "what works" and to align programs accordingly.

Dean Shanley stresses the importance of partnerships, whether within departments or between departments in the school, as well as between the college and the community. Many programs in the School of Education are based on collaborations. For example, the Brooklyn Transition Center brings District 75 students to campus where they are trained for independence, given appropriate jobs around the school, and nurtured. Their presence provides an inclusive practice model. The College Now project, a partnership between Brooklyn College and 10 local high schools, interfaces high school curriculum with the college theater department by,

for example, providing a high school English class the opportunity to see a play they are studying, produced and performed by Brooklyn College. The Brooklyn College Academy, a campus high school in the alternative high school division, gives 11th and 12th graders access to college facilities and courses. "Learning Communities" have been formed in districts 19 and 23 by teams of faculty who link up with principals and superintendents. Partnerships with the Lincoln Center Institute and the American Museum of Natural History introduce best practices in incorporating the arts and sciences into the classroom. The range of partners keeps growing. Dr. Shanley "thinks deeply about the partnerships" to help bridge gaps between theory and practice. "You cannot develop teachers in isolation," she explains.

Brooklyn College produces the second largest number of teachers in New York City (Queens College trains the most). Degrees are given in early childhood, elementary, middle school and adolescence education, with extensions available in bilingual and special education, as well as in literacy. Dr. Shanley is a strong advocate of "blending" programs. Special Ed and General Ed should be blended with specialized courses tagged on as needed.



Dean Deborah Shanley

will provide an essential "knowledge base" for teaching to the New Standards. Pairing courses, such as methods and materials of teaching social studies together with a content English course, is a unique initiative at Brooklyn designed to give depth. Under a recent law, the Commissioner's Regulation for Registration of Curriculum in Teacher Education, students must spend 100 hours of documented time doing various tasks in schools before becoming practice teachers. Set to go into effect in September 2004, the requirement is already in place at Brooklyn. The graduate program prepares principals, psychologists, guidance counselors, and special educators. To earn a masters degree, 18 credits are taken in a content area and 12 in pedagogy. A Teaching Fellows program prepares people from other professions to teach in New York City underperforming schools. Underwritten by the Board of Education, the program leads to a Masters Degree.

Many of the education programs at Brooklyn College can be found at other CUNY campuses. The strength of Brooklyn, explains Dean Shanley, is its core curriculum and the quality of the arts and sciences departments and their strong relationships with the School of Education. In addition, the depth of its collaborations and partnerships is unique and "goes beyond lip service." Graduates are encouraged to stay in touch with the school, which offers ongoing support and help as well as workshops, conferences, and round tables. Looking to the future, she hopes the education department will be recognized as a strong resource that schools in Brooklyn will turn to, a vital "cog in the borough."#

"Don't separate professionals into boxes," she advises. As mandated by the state, students must take 30 credits in a subject major and far fewer, perhaps 12 credits, in pedagogy. This

Creative Writing

- FICTION • NON-FICTION • ROMANCE
- MURDER • MEMOIR • CHILDREN • and more

FREE Open House
Wed Sept 18, 6pm. RSVP: 212-774-0780
www.mmce.edu

MARYMOUNT
MANHATTAN
COLLEGE
221 East 71 St

SUNDAYS AT JASA

Continuing Education for Adults 60 and Over

FALL SEMESTER

Starts October 13th, 2002
Martin Luther King, Jr. High School
122 Amsterdam Avenue (65th Street)

Comedy-Computer-Current Events-Estate Planning
Exercise-Arts-Opera-Acting-Lectures & More!

Register for the Fall Semester
(Small Additional charge for art, computer and opera classes)

Phone 212-273-5304

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 • INTEGRATED STUDIES • CURRICULUM AND INSTRUCTION • TEACHING • PSYCHOLOGY • 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



President Barbara Sirvis, Southern Vermont College: A Special Leader for a Special Place

BY JOAN BAUM, PH.D.

Baileigh, who sits not too far from the president of Southern Vermont College (SVC) is probably the college's most visible recruiter. An Irish herding dog the color of Bailey's Irish crème, Baileigh's reflective face on the SVC web site seems the perfect complement to the smiling welcome of her mistress, Dr. Barbara P. Sirvis. Only one of them, however, sits under the desk. The online picture of the two, part of Dr. Sirvis's presidential web page, is telling: both text and photo convey the message that SVC, a small, independent college in Bennington, VT, is a caring, friendly place, almost like family. Visitors are urged to tell the Admissions staff that they'd like to meet the canine undergraduate, and everyone—"that goes for faculty and staff, not just students"—is always urged to stop in to see the president, even if just for "a hug." Students at SVC are known by name.



Barbara Sirvis and Baileigh

The tone set by the web page is reinforced by the College mission statement that the Southern Vermont College philosophy "begins with a deep belief in the potential of every individual." Every student "can recite that opening line by heart," President Sirvis says, and also every faculty and staff member. All college presidents are expected to balance the budget and secure funding, she points out, so that while the financial well being of SVC has been a major accomplishment of her tenure there, it is not what she cites first as what she is most proud of. Instead, as she enters her sixth year as president, she points to "a sense of community," a great satisfaction at having involved the "entire college campus in the creation of a functional strategic plan that brings together mission, vision and academic programs." She is proud also of increasing the visibility of the college. The better known, the more partners in the surrounding community and in the state at large—not to mention The South Bronx. That's right, one of New York City's most populous and diverse boroughs is sending students, many of them people of color, to rural Vermont, which is 97 percent white. And SVC and

Bennington are loving it, Dr. Sirvis says.

That's not all that's unusual about SVC, a place that advertises the emphasis it places "on serving students who have yet to fulfill their potential, ensuring accessibility to those with extra needs, financial and academic, who are serious about bettering their lives through higher education." For a school with only 500 students, which will probably cap at 800-850 in a few years, SVC has a particularly rich mix of undergraduates, about 40 percent of whom live on campus. Approximately 30 percent are adults, 60 percent first-generation to attend college, 12 percent students with learning disabilities, and 13 percent students of color. And then there are international students—from France, Bulgaria, Morocco, West Ghana, all living together happily, the president says delightedly. Admissions officers look at a student's entire portfolio. Potential students look at web sites. And then there's word of mouth: SVC already has caught the attention of a number of high schools, public and private, in the

Continued on page 46

(212) 399-0091 (718) 539-6188

Open College Admissions @ Interboro Call Now

- FREE Tutoring in all subjects.
- Earn your Associate Degree in as little as 16 MONTHS!
- Financial Aid is available to all who qualify.
- Day-Evening Programs-VA Approved

- Concentrate in Computer Technology
- Major in:
 - Accounting
 - Business Management
 - Opticianry
 - Security Management
 - Paralegal Studies
 - Office Technologies
- Earn your GED while you study for your Associate Degree
- Placement Assistance & Internships

The Business-Centered College

Interboro Institute

Manhattan Location: 450 W56th St. NY, NY 10019
Near the 1/2A/B/C/D trains @ Columbus Circle Station

Flushing Location: 135-27 38th Ave. Flushing, NY 11345
718-539-6188
Near the 7 train @ Main Street

New Admissions Center: 254 W54th St.
@ 8th Ave. 16th Fl. NY, NY 10019
Near the 1/2A/B/C/D/E/N/R/W/Q/V trains

www.interboro.com

Full Semesters
begin September,
January & May

New Washington
Heights Site
260 Audubon Ave.
N.Y., N.Y. 10033
Near 179th St. 1/2C train
212-543-4730

SETON HALL UNIVERSITY

Offers You ...

A Fast Track to a Traditional Doctorate in Educational Administration

Our Accelerated Ed.D. program will allow you to complete your studies in just 10 weekends and two four-week summer sessions over a two-year period. This rigorous program is open to K-12 educational administrators who need a flexible schedule that won't interfere with career responsibilities.

As a Seton Hall Ed.D. graduate, you will be armed with valuable credentials that will give you the decisive edge in an increasingly competitive job market. A cohort approach will build on shared experiences and the expertise of a seasoned faculty and nationally recognized authorities in the educational field.

NOW ACCEPTING APPLICATIONS FOR THE APRIL 2003 COHORT.
Financial aid loans cover the entire program cost, regardless of financial need.

College of Education and Human Services
800-313-9833

For more information e-mail: excedd@shu.edu
or go to: <http://education.shu.edu/excedd>



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.



College & University Directory

①

SARAH LAWRENCE COLLEGE

For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.

1 Mead Way
Bronxville, NY 10708-5999
Tel: (914) 337-0700
e-mail: slcadmir@mail.slcc.edu

②

Certificate of Advanced Graduate Studies

Brief residencies Licensure options
Studies in School Psychology, Leadership, Educational Administration, Guidance, Community Psychology, Integrated Studies

Vermont University
THE UNION INSTITUTE

Montpelier, Vermont 05602
800/336-6794 vcadmis@tui.edu
www.tui.edu/vermontcollege



③

Touro College
Associate & Bachelor Degrees

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

• Day & Evening Classes • Transfer students welcome
• Financial aid for qualified students

Manhattan: Midtown: 212-463-0400 ext.500
Uptown: 212 722-1575 ext. 101
Brooklyn, Queens: 718 2-School ext 1003

④

Bank Street
GRADUATE SCHOOL OF EDUCATION

Discover the learner-centered, interactive approach to education.

OPEN HOUSE
Tuesday
September 19
5:00 – 7:30 pm

Call 212/875-4698

GradCourses@bankstreet.edu
www.bankstreet.edu
610 W. 112th St., NY, NY 10025

⑤

A FAST TRACK TO A TRADITIONAL DOCTORATE IN EDUCATIONAL ADMINISTRATION

Earn your doctorate in two years, with 10 weekends and two four-week summer sessions and a cohort of outstanding educational administrator colleagues.

SETON HALL UNIVERSITY

FOR MORE INFORMATION
call 800-313-9833
or e-mail execedd@shu.edu
or go to
<http://education.shu.edu/execedd>

400 South Orange Avenue
South Orange, NJ 07079
www.shu.edu

⑥

212-399-0091 **718-539-6188**
MANHATTAN **FLUSHING**

OPEN COLLEGE ACCESS
@ INTERBORO

The "Business-Centered" College

212-543-4730 **914-337-1547**
WASH. HGHTS. **YONKERS**

Mail or Fax this Coupon

Please mail to:
College Directory-Education Update
276 Fifth Avenue, Suite 1005
New York, NY 10001

or Fax to:
College Directory
Education Update
(212) 481-3919

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Phone (include area code): _____ Fax: _____

Please circle catalogs you wish to receive:

1 2 3 4 5 6

I Am Interested In Applying As

- Freshman Transfer
 Day Evening
 Weekend Graduate Student

My Status

- H.S. Student College Student
 Teacher Working Adult

PLEASE INCLUDE YOUR PHONE NUMBER

SEPTEMBER 2002

Barnard College Center for Research on Women Begins Fall Season

The Center for Research on Women at Barnard college opens its 2002 fall season on Thursday, September 12, at 7p.m., with a performance by Sarah Jones, an internationally acclaimed poet and actor, who will pay tribute to immigrants, including victims of the 9-11 terrorist attack in *Waking the American Dream*, a one-woman show.

Waking the American Dream, a moving collage of the hopes and struggles of ten diverse

immigrants to the U.S., portrays the victories and losses of those who arrive in America to pursue a dream. Jones reminds us how elusive that dream can be and shows a moving portrait of diversity in America.

After her performance, Jones will discuss her work with theater scholar and critic Jonathan Kalb, in a forum of how dramatic arts heighten social consciousness and activism.#

LIU OFFERS NEW PROGRAM IN LAW ENFORCEMENT

As a direct result of the public safety concerns raised by September 11, the School of Continuing Studies at Long Island University's Brooklyn Campus is offering a certificate program in Criminal and Civil Investigation. The Civil and Criminal Investigation Certificate Program explores many different topics of law enforcement including court systems, civil rights local, state and federal law enforcement jurisdictions, evidence gathering, litigation support and basic tort investigations. Taught by former law enforcement officers, courses offered this fall are "Introduction to Law

Enforcement and Investigations" and "Introduction to Fraud Investigations." The spring semester will include "Advanced Fraud Investigations," "Undercover Operations and Electronic surveillance," "Violence in the Workplace and Crisis Management" and "Civil Investigations." Applicants to the program will have to undergo a criminal background check and fingerprinting before acceptance. The certificate program is expected to appeal to retired police officers and people who want a career change. For more information, call (718) 488-1010. #

HEBREW UNION COLLEGE- JEWISH INSTITUTE OF RELIGION'S, NY SCHOOL OF EDUCATION

Hebrew Union College-Jewish Institute of Religion's New York School of Education offers a comprehensive and exciting program of study, providing a thorough grounding in Jewish studies, Hebrew and the theory and practice of Jewish education through a mixture of formal classroom learning and supervised, experiential learning.

Situated in New York City, the preeminent laboratory for learning, surrounded by the resources of major academic institutions, museums, libraries and cultural centers, the New York School of Education has unique opportunities for internships, job placements and involvement with inspired practitioners.

Created with an eye on the future of Jewish education, HUC-JIR's New York School of Education strives to meet the expectations of Jewish educational communities in the New York area and around the country. Through the development of an emerging generation of innovative Jewish educators, clinically trained to work with families and adults in both formal and informal settings, the New York School of Education will begin to transform the Jewish Education system.

Programs offered by Hebrew Union College-Jewish Institute of Religion's New York School of Education include:

Master of Arts in Religious Education (M.A.R.E.), Master of Arts in Day School, Teacher Education, Gateways for Learning: Continuing Education and Professional Development and/or Certification in Adult and Jewish Family Education.

For further information, please contact: Jo Kay (212) 824-2213, jkay@huc.edu.

SEE WWW.EDUCATIONUPDATE.COM, 1.1 MILLION HITS MONTHLY
REACH COLLEGE STUDENTS AROUND THE NATION.



INTERBORO INSTITUTE AND SUNY OLD WESTBURY CONCLUDE ARTICULATION AGREEMENT

Stephen H. Adolphus, President of Interboro Institute in Manhattan, announced that he and Dr. Calvin O. Butts III, President of the State University of New York at Old Westbury, have signed a formal articulation agreement between the two colleges. The agreement guarantees junior status admission to graduates of Interboro's two-year degree programs who meet the prerequisites for various majors and achieve a required grade point average.

Interboro offers six degrees at the associate level, primarily in business related fields. Most transfer students will be placed in Old Westbury's highly competitive School of Business.

"This is an important step for Interboro," said President Adolphus. "It represents our first articulation arrangement with a campus of the State University and gives our graduates who want to continue their education a wider range of choices. It also shows the increasing acceptance of our academic programs, which we have worked hard to strengthen in recent years."

Interboro Institute was acquired by EVC Career Colleges in 2000, after more than 100 years of family ownership. Since then enrollment has increased substantially and the college has opened two new instructional sites, in Flushing and in Washington Heights.

For further information please contact President Stephen H. Adolphus, (212)399-0093 or sadolphus@interboro.com.



Your future as a caring and inspiring teacher begins with a Bank Street master's degree.

Explore our programs in early childhood, elementary, or middle school education.

Bank Street



GRADUATE SCHOOL OPEN HOUSE

Thursday, September 19, 5:00 – 7:30 pm

Discover which program is right for you. Meet with our faculty. Learn about our small classes and supportive advisement in school settings.

For information on graduate programs, call: 212-875-4698

e-mail: GradCourses@bankstreet.edu
visit our Web site: www.bankstreet.edu

Office of Graduate Admissions, Bank Street College of Education
610 West 112th Street, New York, NY 10025-1898



Touro College

www.touro.edu

Don't miss a golden opportunity!

The TIME is now to join us at 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 (212)463-0400 ext.500

Financial aid for qualified students

Day and evening classes

Online courses available

Transfer students welcome

Job Placement assistance for all graduates

(718)265-6534 ext.1003

BROOKLYN

Bensonhurst, Brighton, Boro Park, Starrett City,

Sunset Park, Kings Highway

Other sites are located in *Manhattan, Queens, Bronx*

MEDICAL CODING & BILLING CERTIFICATE

(718)871-7292

CISCO & MICROSOFT NETWORKING CERTIFICATES

(718)265-6534 ext.1002

MICROCOMPUTER SUPPORT TECHNICIAN

(718)871-7292

PHYSICAL & OCCUPATIONAL THERAPY ASSISTANT PROGRAMS

(718)265-6534 ext.1003

New York School of Education • Gateways for Learning
Continuing Education & Certification in Adult and Jewish Family Education

Tuition

\$300 per mini-mester for each one-credit course; \$160 per mini-mester for students not seeking academic credit
A one-time, non-refundable, registration fee of \$50

Information and Registration

Jo Kay, Director
212-824-2213 or jkay@huc.edu
Brookdale Center—One West 4th Street
New York, NY 10012

The Continuing Education and Certificate Programs are generously supported by The Covenant Foundation, The Gimprich Family Foundation, and UJA-Federation of New York

Hebrew courses available, beginning October 1, 2002

Contact us for Continuing Education Summer Institute 2003

Changing Faces in the Mirror:

The Evolution of the American Jewish Family

Rabbi Richard F. Address

Each mini-mester may be taken for credit and applied to a Certificate in Adult Education or a Certificate in Family Education. Certificates will be awarded to qualifying students who complete 18 credits, a year-long placement in the area of specialization, and an educational project at their placement.

Mini-mester I—5 WEEKS

Wednesdays, 6:30–8:30 PM
October 2–October 30 (1 credit)

Where Have We Come From? Family as Seen Through Sacred Texts

What is a family system? What do examples from traditional texts teach us about family dynamics? What is the place of community in the biblical family? How are our personal stories reflected in sacred texts?

Mini-mester II—5 WEEKS

Wednesdays, 6:30–8:30 PM
November 6–December 11
(no class November 27) (1 credit)

Where Are We Today? Current Issues of Family Concerns as Reflected in Today's American Jewish Community

How do current studies understand the American Jewish family? What family issues face the American Jewish community today? Can ritual serve as a modern metaphor for contemporary family concerns?

Mini-mester III—5 WEEKS

Wednesdays, 6:30–8:30 PM
January 15–February 12 (1 credit)

Where Are We Going? The Evolving Role of the Congregation as an Extended Spiritual Family

What is the place of the older adult in the Jewish community today? As life expectancies increase, what health issues will the family and community face? How is the community responding to individuals with special needs? What do Jewish values teach about caring for community members?



HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION
היברו יוניון קולג' - מכון למדעי היהדות

MEDICAL UPDATE



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

• 22

Colleges Endorse Meningitis Vaccine

By PRIYA ATHIAPPAN

This Fall, thousands of college students will be vaccinated against meningococcal meningitis. Olivia, an incoming freshman at New York University, is one of them. "I'm going to get the vaccine, mostly because my physician advised me to, even though it's not one of the vaccinations that NYU requires."

Olivia has cause to be concerned about meningitis. College freshmen have a six-fold increase over the general public of becoming infected with the disease. Dr. James C. Turner, who chairs the vaccine task force for the American College Health Association, credits the increase to the "congregate, crowded conditions" of dorm living. In dorms, it is more likely for meningitis to be spread through coughing, sneezing or kissing.

There are two categories of meningitis, bacterial and viral. According to Dr. Turner, the bacterial form—especially meningococcal meningitis—is what college students should be concerned with. Early symptoms of the disease include a low fever, a mild headache and body aches. At this stage, it is often dismissed as a case of the flu. In later stages, an excruciating headache and red spots on the legs or feet, indicating blood poisoning, can develop. The meninges—the lining of the brain—become inflamed, potentially resulting in death. Each year, says Turner, around 2,500-3,000 Americans become infected. Of that number, 100-150 are college students. 20% of those students will suffer permanent complications such as amputation, kidney failure and brain damage. Another 10-15% will die. "It is an extremely dangerous disease," warns Dr. Turner.

Though the chances of getting meningitis are relatively slim, after a person becomes infected, the outlook is bleak. "Despite modern tech-

nology, the mortality rate hasn't changed much," reports Turner. As a result, the Centers for Disease Control recommends that college medical providers "give information to students and their parents about meningococcal disease and the benefits of vaccination." Dr. Turner believes that universities are successfully doing their part in meningitis prevention. "Virtually every health service is providing education or providing the vaccine." Over two million students have been vaccinated in the past few years. At Fordham, Kathleen Letizia, the Director of Student Health Services, sends freshmen a brochure about meningitis and mails letters about getting vaccinated. She says that over 90% of students have been vaccinated this year, and next year it may be required. Dr. Carlo Ciotoli, Medical Director of the NYU Health Center, says NYU also takes numerous steps to protect its students. Aside from sending out letters, informative measures include "mentioning the vaccine at orientations, flyers and brochures distributed in the Health Center, Residence Halls and the annual Health Fair, and articles and ads in the school paper." Based on a random sampling in year 2000, 50% of NYU students were estimated to have been vaccinated.

The vaccine itself is "very safe and effective," although not guaranteed to prevent meningococcal meningitis, according to

Continued on page 46

VACCINES REQUIRED FOR SCHOOL

By HERMAN ROSEN, M.D., F.A.C.P.

With the school year about to begin, it is useful to review the New York City Department of Health's requirements for school children. By law, all "new" students—children entering day care, nursery, pre-school and kindergarten through grade 12 in NYC for the first time (not those who graduate or transfer to another NYC school)—must have a complete medical evaluation. All pre-kindergarten or younger children must also have vision and hearing screening as well as a blood lead test. New students who enter the school system in secondary schools (intermediate school or higher) must have a tuberculin skin test.

The law also has requirements for vaccination before entering the school system. All youngsters born after 1999, who are at least a year old, must have received at least one dose of chickenpox vaccine in order to attend day care, nursery or pre-school. Starting this school year, every student in the 7th, 8th or 9th grade must have had the full series (two or three doses depending on the formulation) of hepatitis B vaccine. For full compliance with Department of Health rules,

vaccination against the various childhood diseases is necessary. These immunizations vary somewhat with the age of the student. Day care and pre-kindergarten students should receive the prescribed courses of DTP (diphtheria-tetanus-pertussis), poliovirus, MMR (measles-mumps-rubella), Hib (Haemophilus influenzae type b), hepatitis B and varicella (chickenpox). For older students, vaccines are prescribed as appropriate for their age.

New students may enter school provisionally without full compliance with the immunization requirements with generally an initial dose of each vaccine. However, they must complete the vaccinations within a designated time or exclusion from school is mandated. Parents should consult their child's pediatrician for immunization and health care. For more information about referral to physicians and clinics in their neighborhoods, parents can call 1-(800) 325-2445, anytime. Health insurance is available for most uninsured children under age 19 in New York City under Child Health Plus, 1-(888) NYC-6116.#

Is your preschooler just too ACTIVE...

Very restless or overactive
Fidgets really often
Has lots of trouble paying attention
Has behavior problems at home or school
Very impulsive
Cannot finish tasks
Very easily distracted

...and between
3 and 5½ years old?



We are a research center conducting a study about treatment for preschoolers with Attention-Deficit/ Hyperactivity Disorder (ADHD). If the child is eligible, and both child and parent wish to participate, he or she will receive a comprehensive evaluation by our study team, as well as up to 14 months of treatment—ALL AT NO COST. The parent will receive parent training, and the child will receive treatment with medication and ongoing evaluations.

If you would like more information,
please contact Nohemy Valderrama at

(212) 543-5676

Research Unit of Pediatric Psychopharmacology/RFMH, INC. @NYSPI

DO YOU HAVE ASTHMA?

Volunteers Needed
For Asthma Study.

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

At No Costs To You

You Can Earn
Up to \$1100 For Participating

For Information Please Call:

212-939-8360

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



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



ADD Children Show Undiagnosed Vision Problems

YOUR CHILD may have 20/20 eyesight but 0/0 vision - the difference is critical.

Eyesight is merely the basic ability to see;
vision is the ability to identify, interpret, comprehend, and act on what is seen.

Routine vision tests performed by school personnel or by most eye care professionals measure **eyesight**.

They do not include the kinds of testing that can find visually related learning problems.



COULD YOUR CHILD BE AT RISK?

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

- 1) Avoids reading, eyestrain, restless. This is often caused by focus disorder or problems with eye teaming.
- 2) Loses place while reading or uses finger to follow. Omits, inserts, or rereads words. Poor control of eye movements will bring this result.
- 3) Slow or sloppy writing, incomplete work. This can be the result of poor eye-hand coordination.
- 4) Slow or choppy reading, poor word recognition, poor spelling, reverses letters, poor reading comprehension. This is often the result of poor visualization.

RELIEF FROM HOMEWORK FRUSTRATION

The Vision Improvement Program (VIP), a nationally known program developed by an optometrist, an educator and a psychologist, corrects visual deficiencies that interfere with

learning. The 10-week program has resulted in improvements of 4+ years in concentration in some cases. And this is without medication.

"Readers must have a variety of scanning, focusing and visualization skills," states Dr. Henry Ettinger, director of a local VIP. "Many of my patients have gone from special ed or failing to A's and B's by the 10th week of therapy."

THE FREE SCREENING INCLUDES AN EVALUATION OF:

VISUAL MEMORY: The ability to store and retrieve visual information.

CONCENTRATION: The ability to maintain a visual task without distractions.

REVERSAL FREQUENCY: Confusing letters (b, d, p, q)

MOTOR SPEED AND PRECISION: Eye-hand coordination

EYE TEAMING/FOCUSING SKILLS: The ability to maintain clear and single vision at near for prolonged periods of time without discomfort or abnormal effort.

VISUALIZATION: Ability to develop a mental picture- the basis for comprehension.

Seventy-three percent of students labeled with a learning disability have vision problems that may be corrected. Could your child be among them?

Call 212 265-4609 for a **FREE SCREENING**.

THE VIP STRATEGY

First, VIP tests and diagnoses the child's visually related learning problems. If a visual handicap exists, the child will practice a sequenced group of activities with one-on-one instruction. These organized activities develop the skills needed for school achievement.

THE TIME TO ACT IS NOW!

Call 212 265-4609 to set up an appointment for a free screening.

Any unexplained learning problem is a potential vision-related learning problem. VIP may significantly improve or alleviate the problem entirely.

The comprehensive screening is free. Can you afford to pass up this possible explanation for your child's baffling lack of success in school? Call 212-265-4609 today.

AN ACTUAL PARENT..

"We were at our wits end. Our daughter was easily distracted and was at risk of failing. Handwriting was messy. Homework became an all-night burden. Now her improvement is remarkable. She loves to read and write now like never before. Her self-esteem has soared and family time together has improved. Your program is literally a God send." -Lillian Sanchez-Perez

Schools Lose Great Teachers In a Sea of Red Tape

By MARIE HOLMES

As classes begin this month throughout the five boroughs, a slew of newly certified teachers step to the front of the classroom. Yet staffing needs have not increased. In fact, according to the Independent Budget Office, the BOE actually lost 7,100 students last year. The majority of these new teachers, then, are hired to replace those who have left the system.

While many spots open up simply because teachers retire or move away, often seeking higher-paying positions in the suburbs, an

unknown number of young, caring professionals quietly exit their classrooms each June. Many don't leave the city. Some continue to work with at-risk children.

As power shifts into the mayor's hands, city schools continue to be characterized by a laundry list of deficiencies: not enough classrooms, not enough graduates, not enough certified teachers. The BOE and a number of national and local organizations have been successfully closing this last gap by actively recruiting anyone with a bachelor's degree and



Elise Merrow

Josh Merrow, a former teacher at El Puente in Brooklyn, says, "You had to submit a written request to make photocopies . . . because there was only one copy machine."

He cites a general lack of time, materials and support as his main obstacles. "It was a struggle to stay on top of everything. You have a full day of classes, plus meetings, then homework to correct, classes to plan. You have to buy materials out of pocket and wait a month to be reimbursed, if there's money. The administration of El Puente did a great job stretching government funding, even raising money from foundations and private donors. Even so, it wasn't enough. It seemed to me that most of the staff were overworked."

The first year, they agree, is the most difficult. Having earned a Master's in Education from City College, says Calton, "I was handed a sponge and a piece of chalk and it was like, 'Good luck.'"

A conflict between a new female assistant principal and a group of older male teachers, as well as what Calton describes as blatant racism, made for a contentious working envi-



Richard Calton

ronment in which he was perceived as a troublemaker.

"I had the kids write letters to Mayor Koch," he explains, "because [they] were sitting four to a book." The mayor later visited the school, although Calton was assured that it wasn't because of the letters. By June, he had been transferred. Made wary by this experience, he choose to substitute teach in a variety of districts to test the waters before committing to another permanent position. He taught and did administrative work before leaving for Harlem Live.

Merrow stuck it out for a second year at her school, even though a beloved director had left. The new director "seemed good," she says, for a brief moment. "He beat us down with protocol."

"I left because I won't teach with anyone . . . who's not a visionary, who's not willing to bend the rules for the kids."

Both would go back into teaching, under the right circumstances. Calton continues advising, organizing and, when he has a spare moment, fundraising at Harlem Live, while Merrow would like to organize biking trip/cultural immersion experiences for students.

Small class sizes, rather than salary increases, would top their list of demands.

"If you have smaller classes," says Merrow, "you don't need [to offer teachers] more money." Twelve to fifteen students, they agree, would be ideal.

Yet all the money and resources in the city can't fix what Merrow and Calton view as the crux of the problem—administration.

"The kids are never, ever the problem," declares Merrow. "It's the leadership."

It's the adults," adds Calton.#

High-stakes testing proved to be yet another hurdle, discouraging the students and, in turn, discouraging their teachers. "They don't feel good about this wonderful thing they wrote for Ms. Merrow . . . It's just the numbers," she laments.

Richard Calton left the BOE to devote his full-time efforts to Harlem Live, the on-line newspaper written and produced by New York City teens that he founded with a few former students. The publication has received numerous accolades, but when a grant from Teacher's College at Columbia University ran out last year, so did Calton's salary. He is currently collecting unemployment and has no plans to leave the organization that he built.

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

MAKE 'BACK-TO-SCHOOL' AN ADVENTURE AT LIBERTY SCIENCE CENTER

Teachers: Who says the beginning of the school year isn't the right time for field trips? Certainly not Liberty Science Center! Take advantage of the LOWEST school group rates for the year, and these fantastic traveling exhibitions and films in the IMAX® Theater.

New Exhibitions:

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 exhibition. The exhibits are a remarkable presentation of more than 200 of the most popular toys of the past fifty years, from Tonkas and Tinkertoys, to Raggedy Anns and Radio Flyers. The Sciences of Toys, an onsite demonstration designed to bring science to this exhibition, will debut in September! It will provide some fun, interactive learning experiences on topics such as polymers, and the mechanics of an Etch-A-Sketch!

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 loveable 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.

Psychology:

It's More Than You Think (Sept. 28, 2002 - January 12, 2003)

Do people everywhere have the same emotions? How do children understand their world? How do people develop and use language? Is it best to cooperate or compete? Investigate these questions and more at over 17 interactive experiments designed to introduce students to the breadth, depth, and diversity of more than 100 years of psychological research.

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)

CKLING THE TEACHER SHORTAGE

New York City Welcomes Over 8,000 New Teachers

By MARIE HOLMES

Last year, hundreds of teaching positions were still vacant just days before school started. A lot has changed since then, and with the academic year about to kick off, only a handful of openings were left, likely to be filled by uncertified teachers.

The BOE received so many applications this year that it actually turned away over a thousand people, reported the *Times* in a recent article declaring an official end to the teacher shortage. 2,000 of the more than 8,000 new hires are Teaching Fellows, career changers and recent college graduates who do not have degrees in education but are working toward their master's while teaching in low-performing schools. Hundreds of others entered the system through similar programs.

The economic downturn, the proliferation of fast-track certification programs such as New York City Teaching Fellows and Teach for America, as well as the increased interest in public service that has been a by-product of the fervent nationalism of the past twelve months, are popular explanations for the surge of applicants. However, the single largest factor contributing to this upswing, teachers and administrators agree, is the new teachers' contract, which raised entry-level salaries from \$31,910 to \$39,000.

While it remains to be seen whether the shortage will return and whether these fast-track programs offer a sustainable model, few dare complain when the number of uncertified teachers working in the schools is at a new low. Many of the new teachers do not yet hold a master's degree, and some of the Fellows and other mid-career recruits got their first taste of the profession during their brief but intense summer training.



A Teach for America Teacher works with students

The Teach for America Corps Member

Due to over-hiring and the usual beginning of the year confusion, some new recruits had not received their assignments at the end of August. Monique Cueto, 23, who spent her first two years out of college working as a paralegal in order to make an informed decision as to whether she wanted to pursue a career in law or in education, was still waiting for her bilingual elementary assignment in mid-August. During her two-year commitment, she will also take classes at Bank Street towards her master's degree.

"I just feel like I'm supposed to be a teacher," said Cueto. "I want to be in the classroom for as long as I have the energy to do it." Having made her decision, she was eager to jump right in.

"My interests just fit practically and philo-

sophically with Teach for America," she said.

Many Teach for America corps members, like Cueto, use the program as a springboard for a career in education, and most do remain in the profession. The program recruits heavily on the campuses of the nation's top liberal arts colleges, such as Cueto's alma mater, Georgetown, and a number enter law school and medical school after their two-year commitments. Teach for America has even established partnerships with several J.D. programs.

The organization's objective is not only to provide well-educated teachers for the country's poorest children, but also to build a national movement advocating each child's right to a quality education. This collective sense of mission, and the support network that it assumes, is a key selling point for service-oriented young people.

Cueto is convinced that between her Bank Street courses and the resources available via Teach for America, she'll be able to find any help that she may need in the upcoming year.

"I think that the five weeks of training gave me what I needed to start," she said, admitting that she was, of course, anxious. "But I feel like I have a good kind of nervousness in me."

The Teaching Fellow

Heather Maguire found her way into the classroom just over a year after graduating from SUNY Cortlandt with a degree in physical education. She worked a variety of jobs, including substitute teaching. "I had pre-K and kindergarten and I really liked it," she said. "This program came up and . . . everything worked out."

Maguire will be teaching 5th grade in one of the city's Schools Under Registration Review, a school that falls below state standards. Unlike Cueto, she knew which Bronx school she would be teaching in, but still lacked a definitive classroom assignment. Over the course of the next two years, while she is teaching, she will earn a master's degree from Mercy College. The program covers the Fellows' tuition. The 2,000 Fellows, selected from a whopping 16,000 applicants, also complete an intensive Summer training session, during which Maguire served as an assistant teacher in a 5th grade classroom in the mornings and attended classes with other Fellows in the evenings.

"I know it's going to be hard, and I know that my first year is going to be the hardest," said Maguire, who readily admits that the summer training could not possibly prepare anyone for all of the issues she will confront in her classroom this September. "Your first year is your first year. You just kind of have to jump into it."

Maguire plans on teaching for as long as she loves it, a sentiment that became clear when she suddenly realized that she was actually enjoying the work. "All my other past jobs . . . I was always looking at my watch. I think I've finally found what I want to do."

She has thought a lot recently about all the baggage that her students will bring with them to school every day, as well as the myriad roles that the teacher is expected to play in their lives—instructor, counselor, nurse. One of her goals for the upcoming year is to connect with her students. "I think that's how you gain

respect and how you get them to want to learn."

The School of Education Graduate

Stephanie Kandel, who will be teaching kindergarten on the East Side this fall, made a big investment when she decided to become a teacher. Two years at Bank Street—which she describes as a hands-on immersion experience, working as an assistant teacher in the public schools while completing her coursework—have left her with thousands of dollars in student loans.

Yet Kandel choose to bypass the fast-track certification programs. Despite having held various volunteer positions working with children, she did not feel that she had the background necessary to manage her own classroom. "I felt like I would really be doing the children a disservice," she said.

An English literature major, Kandel moved to New York to pursue a career in public relations. But after a few years at various firms and companies, she was "unfulfilled" in her profession. "People were just so consumed by money . . . I thought, when I'm my boss' age, what am I going to have to show for my work?"

Her classmates at Bank Street, she explained, included a number of young women moving away from the corporate world, some mothers with school-age children preparing to reenter the workforce as well as a few recent college graduates.

She has an advantage over other new teachers in that she has not only been placed but has been able to set up her classroom. Kandel real-



Stephanie Kandel

izes this, and is concerned for the Teaching Fellows that she met in the city's new teacher orientation workshops. "There's a lot of stuff as a new teacher that you do have to buy, and they don't have the money," she noted, on the scholarships they receive to get them through the summer. During the new teacher orientation, she also overheard a few Fellows wondering aloud how they were going to get books for their classrooms.

"I worry about them because it's tough enough being a teacher without having to worry about basic things like pencils."

Kandel herself feels ready to meet her next big clients. "I'm anxious and I'm also nervous, but I don't feel overwhelmed because I got such wonderful preparation from Bank Street and from my mentor teacher."#

Imagine the Possibilities! ARTS ATTACK



The Award-Winning Art Program for the Elementary School

- ♦ Approved Vendor for NYC Schools
- ♦ Unique Video-based Format
- ♦ Based on the Teaching of Art Elements and Principles
- ♦ Comprehensive, Developmental and Sequential - Grades K-6
- ♦ Emphasis on Right Brain Training and Development
- ♦ Easy to Teach by the Classroom Teacher or the Art Specialist

Toll-free: 888-760-ARTS • Fax: 858-481-3959

Email: info@artsattack.com • Website: www.artsattack.com



HOMESCHOOLING: EDUCATION WITHOUT LABELS

By JAN UPTON, Ph.D.

Homeschooling offers kids who do not easily fit into the system an educational option that can be more readily tailored to their individual needs. A lot of people do not realize that Thomas Edison got kicked out of school and was homeschooled by his mother. We similarly expected the school system would either kick out our son or require us to label and medicate him. Instead, we chose homeschooling.

Our son has never been in public or private schools precisely because, more than anything else, my husband and I feared the labels that the system would place on him. It was obvious that he would have difficulty with any environment in which he would have to sit in one place for long periods of time, deal with a room of 25 or more people (most of them also children), be "taught" things that he already knew, and the list goes on and on. Instead of dealing with the school administration on a daily basis, we

chose to educate our son on our own.

This kid could very easily be labeled ADHD (Attention Deficit with Hyperactivity Disorder), ODD (Oppositional Defiant Disorder), and LD (Learning Disabled) and likely traumatized by the experience. Instead, at age 10, he is learning pre-algebra, doing his own Powerpoint presentations, composing original compositions on his Casio keyboard, and developing an art portfolio. He has incredible self-esteem and is one of the happiest kids that I know.

I do not blame or have any anger at the school system. In my opinion, it is unrealistic to expect the system to successfully educate children like ours. He is simply too far off the normal curve. In reading, math, and science, he is operating several years ahead of his peers. Nonetheless, although he works well independently, social interaction with more than a couple of people at one time can still overwhelm him. As parents,

we recognize his strengths and limitations, encouraging him regularly to work on his weaker areas. At the same time, we know better than to place him in a noisy classroom with 30 others, in which failure would be highly probable.

An increasing number of parents with such kids are quietly making the decision to either remove them or not enroll them in the system. Most of us are quiet about it because it is not the socially accepted thing to do. We are taking our so-called defective children and we are educating them, often without the use of psychotropic medications. In most cases, with effective parenting and education customized to their needs, these children are able to learn and feel good about themselves. Yes, it is controversial and although it is a very quiet movement, there is a growing community of parents who are protecting their children in this way. Many of us are weary from battles over IEPs

(Individual Education Plans), and homeschooling is a much less stressful option.

Homeschooling allows parents to design instruction based on the needs of their children. For example, when you have a seven year-old who is reading at a 6th or higher grade level, you really do not have to spend a lot of time teaching them how to read. In addition, you can cover a lot more material in a shorter period of time with one-on-one instruction (homeschooling is basically personalized tutoring). Finally, the kid can move around more—go to the bathroom as needed and ride his bike or roller-skate in the middle of the day (believe me, recess is essential for active kids). Homeschooling is one of the best decisions that my family has ever made.#

Kellogg's Awards Scholarships



Rosie O'Donnell & Tony the Tiger with grand prize winners

Recently, parents, students, teachers and a variety of Kellogg's representatives—including Snap, Crackle and Pop and, of course, Tony the Tiger—gathered in the Hudson Theater in mid-Manhattan to honor the accomplishments of ten young people who have overcome significant obstacles. The children were presented with Tony the Tiger statuettes and entertained by the Backstreet Boy Nick Carter and performance artist Jean Francois Detaille. Rosie O'Donnell, who has awarded Kellogg's scholarships to special children on her television show, hosted the event.

The Gr-r-reat Tony the Tiger Awards program was established to celebrate the 50th "birthday" of the Frosted Flakes mascot. Parents, teachers and other adults were invited to nominate children who exemplified the "Tony the Tiger spirit of achievement." Volunteer judges from national children's organizations selected finalists from among the applicants. These ten children, ages 9–14, flew with a parent from their hometowns to New York City to receive the awards. For many, it was a first visit.

"It's wonderful. The people are so nice here!" said Heather Bandy, 14. Heather, who is legally blind, was the winner of the 2001 National Braille Challenge and volunteers with other visually challenged students. All of the finalists, each of whom has a physical disability, work with various organizations dedicated to their medical conditions. Several had personally raised thousands of dollars for medical research.

Kellogg had announced that judges would select one grand prizewinner, who would receive a \$10,000 scholarship and appear on a box of Frosted Flakes with Tony the Tiger. The other nine finalists were to receive \$2,000 scholarships; however, at the ceremony's end, Jeff Monte, President of Kellogg's Morning Foods Division, announced that all ten finalists had earned the grand prize. Each will receive \$10,000 and appear on the cereal boxes.

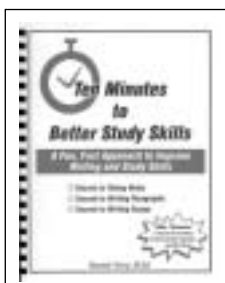
"I want the parents to know," said O'Donnell, "that I asked each child who they thought would be the grand prizewinner, and they all said they hoped someone else did. You've raised amazing kids."#

Do your homeschool children need help with writing?

Mine did. Now writing is easy for them!

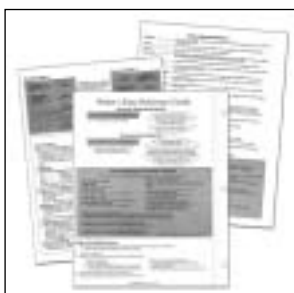
"Delighted with 10 Minutes to Better Study Skills!
It compiles so much information that students need in one convenient place."

--Mrs. Harriet Kroot, Principal, Skyridge School, Auburn CA



Use 10 Minutes to Better Study Skills for:

1. Note taking
2. Paragraph writing
3. Essay Writing
4. Research Paper Organizers
5. Test Taking Tips & More



Writer's Easy Reference Guide:

1. Paragraph writing tips
2. Writing the four basic essays
3. Steps of the writing process
4. Grammatical & literary terms
5. Writing a bibliography



Teacher created ♦ Easy to use ♦ Comprehensive ♦ Standards-based

Call for Free Sampler and Catalog.

Bonnie Terry Learning ♦ 530-888-7160 ♦ www.bonnieterrylearning.com



Child says: "Why should I take time learning Algebra, Calculus, or other advanced mathematics?"

Parent says: "You might be the person who discovers Planet X-The one scientists have been seeking for over 70 years! In 1996 3 new planets were discovered, including one in the Big Dipper! Why shouldn't YOU be the person who finds Planet X?"

A hands-on, all-senses, approach to opening the gateway to making the connections & integrating the math disciplines. Parents can understand the language of mathematics along with their children!

Tell us you saw our ad in Education Update and receive \$50 off our Curriculum Starter Kit! This Kit has the major foundational manipulatives that are used for all ages. Pre-High School. Plus lots of books, video, audio and more!



Institutional Discounts Available

800+4plus4=8! (800-475-8748)
www.mortensenmathdirect.com



BEYOND PHONICS

A new way to sharpen dull reading skills is to use the *Beyond Phonics* workbook. The *Beyond Phonics* method helps students differentiate between words that sound and look the same (such as *we're* and *were*) and also helps them become familiar with common letter combinations (such as *-tion* and *kn-*). The workbook is made to be used in conjunction with a textbook. First, a story full of similar sounding words is read from the textbook. Then the student reads the story again in the workbook but fills in blanks where the similar words were. For instance, "My ear can't hear what you heard" becomes "My ___ can't ___ what you ___".

Though the workbook is useful for grades 1-12, the entire method can be covered in a few years. It is useful for independent remedial study, English as a foreign language, special education and more. More information on *Beyond Phonics* can be found at www.beyondphonics.com. A Christian version is available as well.

GROWLER TAPES

Through audio cassettes, stories unravel for the listening pleasure of kids. Growler tapes, produced by Earthing, Inc., tell stories through intense sounds—original music, the voices of children and special audio effects. The 31 tape series are mostly dramatic science fiction tales where children solve mysteries. In tape 7, the Growler kids play with a magic machine that creates a snowstorm. Strange noises coming from the woods call for the Growlers to investigate in tape 13. In tape 26, the Timefish create openings in time through which they can travel to other time zones.

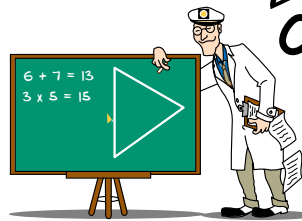
The stories combine challenging vocabulary and story concepts with ear-grabbing audio effects to create a thought-provoking activity for kids. Most cassettes are around 30 minutes long. Growler tapes are targeted to children ages four through 12. More information, including sound samples from the tapes and ordering information, can be found on www.growler.com. Experience the storytelling power of sound.

Read about homeschooling at
www.EDUCATIONUPDATE.com

+ - X ÷

Basic Math,
Kids Deserve
Basic Skills

Software to help your child master the basic tables. Kids get fast and have fun, too.



CAPJAXMATHFAX™

Windows™ / Macintosh™ \$19.95

703-471-6790

jfret@erols.com

www.capjax.com

MATH & THE COSMOS, MATH & MUSIC

As if astronomy was not educational enough, Wildridge's *Math & the Cosmos* pairs it with mathematics, physics, history and mythology. In this original blend students learn about constellations, graphing star charts, planetary motion, Newton's Laws, the motion of the sun and more. The program demonstrates real world application of such fundamentals as graphing, angles, trigonometry, and scientific notation making math more than just a subject at school. There are even connections to Greek literature included! The package consists of a teacher's guide, a student guide, textbook, and a CD. Of course the CD teaches the lessons but it also includes a help option, a glossary, progress reports, a Final Challenge on completion of the program and a slide show of galaxies and other celestial phenomena. Wildridge also offers *Math and Music*. It emphasizes fundamental math skills by relating these skills to the basic elements of music. The history of ancient number systems as the basis for understanding the number theory is explored. The physics of sound and vibrating strings help to explain harmony. The program is meant to help students build a mathematical foundation necessary to understand algebra and appreciate diverse musical forms. The lesson format is basically the same: textbook, workbook, student guide, CD etc. The CD itself covers topics from basic math functions to the abacus to music throughout time. Both the lessons are best suited for children in grades 7-12 due to the complexity of the subjects. For more information visit www.wildridge.com.

The best
of a private
school
education,
delivered to
your home...



Calvert School, established 1897
Baltimore, Maryland

Calvert School offers families a complete curriculum developed in a real classroom with real children. We provide you with the tools to make the best use of your teaching time and to minimize your concerns about taking the leap into homeschooling. We also offer enrichment and supplemental courses.

For your free catalog, visit
www.calvertschool.org
or call 1-888-487-4652.

Calvert  School

*Inspire the best in your child
with the best in homeschooling.*

**HEY, ANDREW!
TEACH ME
SOME GREEK!**



"Overall, this is an easy-to-use program for parents who have no background in Greek."

Gabe Duffy
Christian Home Educator
Christchurch, Missouri 1997-98

Also available from Greek 'n' Stuff



Five levels available

Four studies available

New Online Store!
GREEK 'N' STUFF
P.O. Box 882
Moline, IL 61286-0882
(309) 796-2707
EducationUpdate@greekstuff.com
www.greekstuff.com



FINDING THE ROOTS OF MODERN HOMESCHOOLING

The basis for the growing modern home-schooling movement can be traced back to Virgil M. Hillyer, who championed the idea of a formal homeschooling program almost a century before its general acceptance.

Hillyer (1875-1931), a Harvard-trained scholar who served as Head Master of the Baltimore, Md. based Calvert School shortly after its founding in 1897, said: "The nearer to the heart of the home, to the bosom of the family, the richer is the environment, and the nearer the child is to the center of his world."

In 1905, Hillyer convinced a downtown Baltimore bookstore owner to sell copies of his private school's Kindergarten curriculum to families who could not afford a private school education. Hillyer began advertising in *National Geographic*, and soon his home-school courses were being shipped all over the world.

Nestled in the detailed daily lesson plans was Hillyer's educational philosophy. He believed in the three Rs, calling them the "meaty" part of an education. But Hillyer also had his students, as early as Kindergarten, introduced to science, history, geography, art and music, for he believed that an education had to be well-rounded to ensure his goal of creating "life-long students."

Hillyer always advocated lessons that worked from general to specific. He emphasized constant drilling, and he encouraged teachers to vary their approach to avoid boring students. "Milk may not appeal to many children, but a milkshake always does," Hillyer explained.

He also believed in perfection. No task was complete—be it memorization, a composition, or math work—until it was absolutely perfect, and students who use the modern Calvert curriculum continue that practice.

Virgil Hillyer's vision shaped modern homeschooling and remains an unwavering part of the Calvert School homeschool curriculum. What has become known as "the school in the box" has shipped more than 186,000 courses over the last decade, each containing important pieces of Hillyer's philosophy, once revolutionary, but now widely accepted.#

MAKING SPELLING SENSE

Bonnie Terry, a teacher who has taught for over 20 years, created *Making Spelling Sense* to help kids learn to spell. Her workbook, subtitled "Spelling the 500 Most Used Words," thoroughly teaches the spelling patterns of common words. Fill in the blanks exercises, word searches, phonics lessons and word recognition puzzles combine to create a comprehensive teaching plan. Ideal for use in the classroom, the *Making Spelling Sense* system can be used at home as well. It helps students write papers and take exams.

Terry has also written a second workbook, subtitled "A Step Beyond Spelling the 500 Most Used Words," which goes into a deeper detail of spelling patterns. Terry also has written books that help develop better reading skills and better study skills. For more information, visit www.bonnieterrylearning.com.



A Virtual Classroom

...Just A Click Away!

- Educationally sound
- Cost-effective
- Certified teachers
- Quality instruction
- Online research facilities
- Home accessibility
- Elimination of isolation
- Enrichment opportunities
- Interaction with other students
- Alternative setting for difficult students
- Extra classes for accelerated students
- Expand Districts' course offerings
- Reduce difficulties of home instruction

The Babbage Net School has ushered high school education into the 21st century by offering live online, highly interactive instruction.

Taught by certified teachers in a virtual classroom featuring interactive audio and synchronized web browsing, each course satisfies accepted requirements from traditional junior or senior high school settings, with additional enrichment provided.



Babbage Net School
(631) 642-2029



www.BabbageNetSchool.com

SUCCESS IN MATHEMATICS

From Arithmetic to Algebra through Pre-Calculus:
A Successful New Approach to Learning Math.

Our High School and College Texts Foster Reading, Understanding & Computation, Reducing the stress on Memorization. M.T.E. Texts create a stairway to Calculus, An easier climb for students at any step.

Visit our Website and Learn More About Us and our Products

www.ACTIONMATHEMATICS.com

(303) 696-0839

M.T.E. Ltd. • 3095 So. Trenton St. • Denver, CO • 80231-4164

AGES
2 1/2 - 12

Montessori Educational Software



88% OFF! SAVE up to \$1,211!

MONTESSORI PHONETIC READING

CD1	\$99	(\$600 Value)	6 Modules
CD2	\$99	(\$708 Value)	15 Titles!
CD3	FREE	(\$108 Value)	

Math, History, Science, Geography & More!

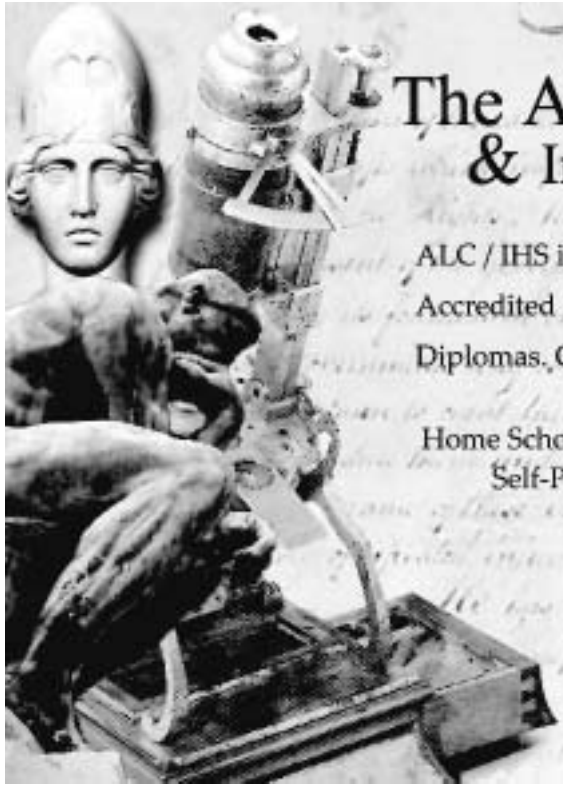
Visit our website for complete information and a FREE DEMO!

Average & Gifted

1-800-995-5133

www.mecssoftware.com/home.htm

ADD & Dyslexia



The Alger Learning Center & Independence High School

ALC / IHS is a Washington State Approved and Nationally Accredited K-12 Private School Issuing Official High School Diplomas. Classes are Ongoing; Enroll at Any Time of Year.

Home School Assistance & Annual Assessments

Self-Paced, Individualized Curriculum

Credit Analysis for Life Experience

Local and Distance Learning Programs

*Enthusiastically supporting homeschooling
and unschooling since 1980*

Phone: (800) 595-2630 Fax: (360) 595-1141

www.independent-learning.com

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 the new 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

KEYSTONE
National High School

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

A division of KC Distance Learning



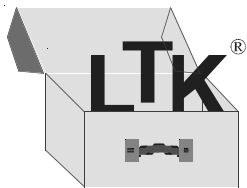
Affordable Legal Services
for less than the cost of a
cup of coffee a day?

Find out more!

Visit www.educationupdate.com
& see our banner ad on the homepage or
visit www.prepaidlegal.com/go/dawnclayton

Language Tune-Up Kit[®]

Orton-Gillingham Phonics on CD-ROM!



"After ordering LTK At Home[®] for our 7-year old son, we canceled the tutor he had for over 1 year and just worked on the Language Tune-Up Kit[®]! I wish it hadn't taken us a year to find it!

-NJ Certified Reading Teacher

- A multi-sensory approach to self-directed learning
- Designed for children 7 and older, teens & adults currently reading at grade levels 0 - 4
- 87 lessons and over 4400 words
- Can advance students to an 8th grade reading level
- Full reporting capabilities allow you to monitor students' progress



Mention this ad and save \$50 off the \$199 list price
(+\$10 shipping/handling) for LTK At Home[®] (supports 2 students)!



JWor Enterprises, Inc.
(888) 431-6310
www.jwor.com

These are the Reasons
We needed to
Work from home...
What's Yours?



If you have the desire and a good work ethic, you can become successful with our internet-based business opportunity.

We provide...

- FREE Websites
- Unlimited Supporting/Training
- NO Deliveries
- NO Billings or Collections
- NO Selling or Home Parties
- NO RISK and...it's GUARANTEED!

Check us out and see for yourself.

Working At Home Parents

We have helped thousands earn an income from home. We can help you too!

Visit us online at
www.homebasedparents.com

Startwrite[®]

The Handwriting Worksheet Wizard[™]

StartWrite software lets Parents and Teachers easily create and print fun, meaningful worksheets, ready for any child to start improving their handwriting skills.



"We have been very pleased with Startwrite and my children no longer hate to practice their handwriting. My kids actually ask for sheets to do extra work. What a wonderful concept!"

- An Appreciative Parent

Software Features:

- Dot and Solid Letter Format
- Guidelines
- 4 Manuscript & 4 Cursive Fonts
- Clip Art
- Gray to Black Shading
- Stroke Arrows
- Spell Checker
- And Much More!

www.StartWrite.com • 1-888-974-8322



Toll-Free
1-866-697-1166
www.onlineECS.org

Electronic Charter School Elkhart, KS

- K-12 online, performance-based curriculum
- Toll-free access to technical and administrative support
- Access to knowledgeable, certified instructors
- Perfect for home school or nontraditional students

Changing the Face of Education!



CRAFTSMAN/NSTA YOUNG INVENTORS AWARDS PROGRAM

Sponsored by Sears, Roebuck and Co. and administered by the National Science Teachers Association (NSTA), the Craftsman/NSTA Young Inventors Awards Program challenges students to use creativity and imagination along with science, technology, and mechanical ability to invent or modify a tool. Students must send in the completed form (signed by the student, parent, and teacher-advisor), Inventor's Log (must be 3-7 pages in length), diagram of the tool, and a photograph of the student demonstrating the tool. Each student entering this competition must have one teacher/adult advisor working with him/her who is a classroom, science, technology, or special-education teacher. The adult advisor may also be a boys' or girls' club leader or member of a similar organization.

The two national winners (one from grades 2-5 and one from grades 6-8) will each receive a \$10,000 United States Series EE Savings Bond. The 10 national finalists (five from each grade category) will each receive a \$5,000 United States Series EE Savings Bond. The winning teachers and schools will receive prizes from Sears, Roebuck and Co. retail stores. The 12 second-place regional winners (six from each grade category) will each receive a \$500 U.S. Series EE Savings Bond. The 12 third-place regional winners (six from each grade category) will each receive a \$250 U.S. Series EE Savings Bond.

Every student who enters the competition with a completed entry will receive a personalized certificate of appreciation and a small gift. All entries must be received by March 4, 2003. Late or faxed entries will not be accepted.

For entry materials and/or a teacher's guide, please call 1-888-494-4994 or e-mail younginventors@nsta.org. More information is available at www.nsta.org/programs/craftsman#

The Growler Tapes Audio Adventures



"Takes storytelling to the status of fine art."
(Jim Cox, Children's Bookwatch)

Sophisticated Storytelling

Awesome! This is unquestionably
the best stuff my kids have EVER heard!
(Phil Zuckerman, Applewood Books)

"This feast for the mind and ears is a must
purchase for public libraries, and an excellent
source of entertainment for school libraries."
(Linda Skeel, School Library Journal)



Exciting, intelligent mysteries are
unraveled using hundreds of sounds,
music, real kids, and unusual voices.
Turn off the TV and listen.



For Ages 4 - 12
31 Tapes/CDs (\$8/\$13) - Free Catalog
1 - 800 - GROWLER
www.growler.com



LISTEN TO FREE SAMPLES FROM ALL 31 STORIES AT growler.com

FINALLY...

BLACKLINE MAPS OF WORLD HISTORY!

"These maps are ideal for the grammar-stage learner... I highly recommend them as a simple but effective way to develop the young student's geographical awareness!"

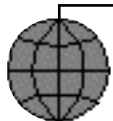


Susan Wise Bauer,

Tired of poring over books and scouring the internet for the appropriate map of your history topic?... **LOOK NO FURTHER!**... Now you can have over 100 maps at your fingertips covering major historical events from ancient civilizations to contemporary times.

It is difficult for gradeschoolers to conceptualize the places of historical happenings when the only maps available show current political boundary divisions.

With this collection, both schoolteachers and homeschooling families can gain the benefits in visualization and conceptual understanding that our own homeschool children (and several schools & co-ops) did in their study of both ancient and modern history.



Knowledge Quest

(503) 663-1210

www.knowledgequestmaps.com

**INSTITUTIONAL
DISCOUNTS
AVAILABLE**

If you read to your kids at bedtime,
you're already home schooling.

Maybe you're ready for daytime.

No one knows your kids like you.
You're the one who shapes them.
Maybe you should be the one to teach them.
Strengthen academic performance.
Build confidence.
And create a loving place for them to learn.

You can join moms across America who are
helping their kids flourish at home.
Interested? Give us a call and we'll
send you information on how to get started.
If home schooling is right for your kids,
you'll be ready to turn the next page.
And let the adventure begin.

HOME SCHOOL
LEGAL DEFENSE
ASSOCIATION

Free home school information packet
1-800-738-8614 • www.hslsda.org/info/14



A Bigger World™

Math, Science, History, Literature & More for Grades 7-12



2001 Parents' Choice Silver Honor Winner



Math & Music and Math & the Cosmos

Math-based interdisciplinary programs emphasizing the practical value of fundamental math skills by relating them to the basic elements of music and astronomy. These programs will help students build a mathematical foundation by integrating math, science, history, music, and literature.

Assignments Include:

- Several multimedia lessons
- Problem-solving
- Reading, writing & vocabulary
- Hands-on activities & Internet exercises
- Tests with instant response analysis

Features Include:

- Textbook, teacher and student guides
- Tracking for multiple students
- Progress reports
- Audio glossary
- Related web links



FREE product demo CDs available

Toll-Free 1.888.244.4379

State standards correlations available

www.wildridge.com

NEW!
from MICROGRAMS SOFTWARE

ABC World

Letter Recognition
Sight Words
Rhyming Words
Opposites
Sequencing Pictures



Reading Readiness Skills

Visit a colorful undersea world to work on preschool and early learning reading readiness skills! Friendly sea characters voice directions and guide prereaders to success. Records are stored in class files. Summaries and printouts carefully track student performance.



Request your
FREE Preview CD today!

Includes ABC World and other
Award Winning programs for Grades K-6!

1-800-338-4726 www.micrograms.com

WORKING AT HOME PARENTS

Begin by thinking of your home as a toxic waste dump. The average human home today contains 62 toxic chemicals—more than a chemistry lab at the turn of the century. More than 72,000 synthetic chemicals have been produced since WWII. Less than two percent of synthetic chemicals have been tested for toxicity, mutagenic and carcinogenic effects, or birth defects.

An EPA survey concluded that *indoor air was two to five times MORE polluted than outdoor air*. The EPA states that common sources include: household cleaning products such as paints, paint strippers and other solvents; wood preservatives; aerosol sprays; *cleansers and disinfectants*; moth repellents and air fresheners; stored fuels and automotive products; hobby supplies; and dry-cleaned clothing.

Another EPA study found that toxic chemicals in household cleaners are three times more likely to cause cancer than outdoor air. We are a group working together from home, who have partnered with a highly reputable company with documented credentials. They are one of North America's fastest-growing companies that manufacture safe consumable household products.

The main focus of our work is educating others about the dangers of toxic chemicals that are found in many common household products and children's unique vulnerability to these environmental toxins. We talk not only about the obvious risk of accidental poisoning, but also about how scientific research is now starting to link toxic household chemicals to all kinds of chronic diseases and disorders in children and adults, including ADD/ADHD, behavioral problems, organic brain disorders, fertility problems, allergies, asthma and cancer just to name a few.

We promote the use of safer household products that are free from harsh chemicals and toxins. We let people know that there are safe alternatives that are cost-effective and affordable and we open up wholesale accounts for people who choose to shop with our company. It's a very simple business to do and one that is very satisfying as well.

For more information, please visit our website: <http://www.workingathomeparents.com>.

Understand Math Don't Just Memorize It!



You use systematic phonics to teach reading because there is a system to reading and, if you know the system, you can read anything. Then why not teach mathematics in the same way? It is systematic and should be taught that way rather than the random method most programs use. I teach math systematically on tape, the way I have been doing it since 1962. It works, it runs itself, it is economical, your children will learn it and you will love it.

SYSTEMATIC MATHEMATICS™
(866) Learn-It

www.systemath.com



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

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



Finally!

A student-friendly, hands-on,
K-adult EARTH SCIENCE program.
Kids of all ages love it!

Uncover the "Oh, Wow's"

in a BUCKET of
rocks, fossils and minerals.
Earth's moving plates
Sea level change
Why the sea is salty

ROCK DETECTIVE
GEOSCIENCE EDUCATION
A MAINE NON-PROFIT
207-737-4612
www.rockdetective.org

For the **latest research based methods of teaching--**

- reading
- spelling
- handwriting
- keyboarding

Visit our website:

www.avko.org or
www.spelling.org

**AVKO Spelling & Dyslexia
Research Foundation**

a non-profit organization
3084 w. Willard Rd, Ste N
Clio, MI 48420
810-686-9283



WHY DICK AND JANE CAN'T DO MATH

By Paul Ziegler

There were some fundamental changes in education that took place in the 1960s and are still with us. Before the 1960s the U.S. held a very high place in literacy and mathematics education in the world. Now, forty years later, we are at or near the bottom internationally. In math, which is my field, US graduates came in 19th in a field of 21 industrialized countries according to the 1999 TIMSS (Third International Mathematics and Science Study). We beat only South Africa and Cyprus. The test also showed that the longer children were in school, the farther behind they fell. In their 1999 report, "Middle School

Math Reform", Cogan and Schmidt found that we expect the children to learn 27 to 32 topics in grades 5-8. The highest achieving countries teach only 20 to 21 topics but they do it more thoroughly. The top achieving countries teach only seven topics in the first three grades. The U.S. teaches 20. In short, we are teaching concepts too early and spending too little time on them. There is too little concern for readiness. I would suggest that the path forward is actually back to what worked in the past. Before the 1960s, math was taught systematically. The object was to teach for an *understanding* of the rules and algorithms of math. Based on that understanding, students could do problems that they had never seen before. Today we use the "spiral curriculum" approach. Under the spiral

approach, children are taught to *memorize* how to do specific kinds of problems and *guess*, or estimate, the results. Because it is based on memorizing, the children get high grades on daily work but six months later they have forgotten what they memorized. We end up with a generation of mathematical illiterates. If we teach understanding of the rules and system of math, they are reinforced each time the students do math. The theory of the spiral approach is to briefly expose students to many different mathematical concepts and revisit them year after year. This is actually not new. In the preface to his 1904 math book, "Advanced Arithmetic", David Eugene Smith wrote, "The extreme spiral system, in which no topic is ever thoroughly treated at one time, but each is repeated until the pupil

wearies of it, is psychologically too unwarranted to be considered seriously."

Another thing that happened was the development of the Federal Department of Education. Before it was founded, we teachers had a lot of autonomy. Now education is a top down bureaucracy with no accountability to the community. It has, in fact, been federalized and we are too busy indoctrinating the children to have time to teach them. Education has become totally politicized. The colleges that train teachers have become politicized and I see no way back.

So who cares that Dick and Jane can't do math, as long as they are politically correct?

Math teacher since 1962.

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^{+sh}

FUNDamental 37 games with 150+
Language variations - manipulatives
Arts Alphabet recognition thru
Games parts of speech
Supplement (Pre-K thru 4+) \$29.95^{+sh}

Happy Handwriting



Manuscript Printing Capitalization Skills
Phonics Review Numbers & More!
(Pre-K thru 1+) \$12.95^{+sh}

Check the 100 most important math skills
covered in the elementary grades
\$10.95^{+sh}

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

Meeting Unique Educational Needs Since 1969!
Distance Learning Academic Program
Internet & Print-Based Courses

Accredited by
North Central Association
of Colleges and Schools since 1981

Contact us online:
www.phoenixacademies.org
e-mail@phoenixacademies.org

Perfect for youthful learners:
Home school students
Traveling Scholars
Accelerated pupils

Free catalog available
800-426-4952

Phoenix Special Programs & Academies
1717 West Northern, Suite 104
Phoenix, AZ 85021-5469



The Basic Cozy Grammar Course on video

A light-hearted, whimsical approach to learning basic English grammar!

"Grammar does not make you creative; it is a technique that enhances your creativity. If you can't speak well and write well your windows of opportunity are closed!"

-Marie Rackham



Join Marie, a retired English teacher, for a series of relaxed tutorials, in and around her cozy cottage on the beach.

The Grammar Course video is a comprehensive, easy-to-follow curriculum for home schooling parents, teachers, and virtually any individual who wishes to improve their basic English grammar skills. This course is not age specific, and includes two videos with reproducible workbook.

"The Basic Cozy Grammar Course is clearly the result of years of classroom experience...makes grammar painless and is suitable for ages nine to adult. Highly recommended!"

-Library Journal



Splashes from the River ♦ 800-201-2280

www.SplashesFromTheRiver.com



Homeschool Learning Network, Inc.

The Homeschool Learning Network is committed to home education. We are real people connecting online resources with practical, daily thematic units for your family in a safe, ad-free environment.

Whether you buy a curriculum or create your own, HLN online can supplement and enhance your family's learning, and help you connect with other homeschoolers.

Browse the Homeschool Learning Network Web site for free thematic units and homeschool resources.

- New Themes Every Day
- Archives of over 200 Themes
- Homeschool Search Engine
- Curriculum Library
- Homeschool Guidance Center
- Collaborative Projects
- Expert, Personalized Advice
- Login for 4 Family Members

Homeschool Learning Network Enrollment Environment
www.homeschoollearning.com

\$15.95 / mo.
3 DAY FREE TRIAL MEMBERSHIP



A WORD WITH JESSE SHEIDLLOWER, LEXICOGRAPHER, OXFORD U. PRESS

By MARIE HOLMES

Part cultural archive, part authoritative database, nothing, perhaps, fits the definition of “living document” as well as the dictionary. By the time it’s in your hands—the new *Shorter Oxford English* is about to hit the shelves—some of the linguistic units that it contains will have already acquired new meanings, and the technocrats or the snowboarders or the I-bankers will have coined new terms for the latest fads.

The *Oxford English Dictionary* (OED) on-line currently contains some 500,000 entries. Jesse Sheidlower, Principal North American Editor, estimates that by the time the OED has been fully updated and revised it would fill some 40 volumes. Whether it will be printed at all, or simply continue to be sold in its on-line form via subscription service, remains to be seen. And they never delete a word.

“We are an historical dictionary,” says Sheidlower. “Our purpose is to reflect language throughout its entire history.” Editorial groups in England, as well as Sheidlower’s North American group, work in alphabetical order to revise and update the OED’s thousands upon thousands of entries. One group is devoted entirely to the task of researching new words. While Sheidlower’s background is in publishing and academia—he studied Early English linguistics at Cambridge—the OED counts among its 60 full-time staff members an M.D., persons with terminal degrees in mathematics and the sciences, as well as “people who’ve competed in obscure sports [and] people who know about knitting.” The editors also consult with hundreds of experts when drafting their definitions.

So who decides which terms make it into the dictionary?

“For well over a century,” explains Sheidlower, the dictionary has relied on a citation program. “Volunteers and staff members will spend a certain amount of time reading a wide variety of books, ranging from mainstream literary sources to news media to highly

restricted things in any field, whether it’s cell biology or wooden boat building or criminology or education.”

In the past, these words were noted on slips of paper and filed away for later reference; computer databases hold more recent additions.



Jesse Sheidlower

The paper files alone contain over five million entries. As a rule of thumb, a word must be referenced at least five times in three separate sources before it will be considered for inclusion in the OED. “On the other hand,” Sheidlower adds, “most of the time if there’s something you’ve heard of, it would be very easy to turn up an extremely large number of examples.”

Poor candidates include highly scientific terms used only in specialty sub-fields, nonsense words only articulated once and words that deviate from the common spelling, but not meaning, of a pre-existing word. Some of the latest additions include *cramming*, *Bollywood*, *gansta*, *tough love*, *big hair* and *D’oh!* Be on

the lookout for *baby mama* in the next edition—Sheidlower says it’s now under consideration.

“There’s this belief that the OED is solely concerned with literary things and with formal English,” he admits, asserting, however, that this is not the case. “We spend a lot of effort including technical terms, scientific terms, slang terms—we’re not trying to be just the dictionary of formal written English.”

Sheidlower, a descriptive rather than prescriptive linguist, is committed to the equality of all languages, or, in his case, all words. “There’s nothing about putting something into the dictionary that makes it a ‘real’ word or an ‘official’ word. There’s no such thing as an official word,” he asserts.

“So anything that’s out there is a word, whether it’s highly technical or regarded as ungrammatical or slangy or very new or very old,” he explains. “They’re not ham sandwiches; they’re not tables; they’re words.”

As a historian of the English language, Sheidlower places the much-hyped “explosion” of new technical terms into a broader perspective. “English has always expanded and it will continue to expand,” he says.

“Yes, the language keeps changing, but the way in which it changes is often surprisingly constant.” While the Internet has sped up the rate at which new terms enter into common usage, the influx of new words in itself is hardly anything new.

“If you look at the history of the language and you look at any particular time period, you’ll usually find that the number of technical terms coming into the language has been stable for a very long time,” explains Sheidlower, citing studies that have found that proportion of technical terms was almost identical in the 1750’s as in the 1950’s.

The lexicographer takes the oft-lamented loss of linguistic aptitude, characterized by dismal standardized test scores and the booming test prep business, with an equally generous pinch of salt.

“We should read more, certainly,” he says. “I would very much like people to use more words.” Yet he sees no crisis in the average American vocabulary.

“You can express extremely complex and difficult thoughts with a very small number of words and you can use big, complicated words for no purpose other than showing off. So the number of words in itself that you use is [not what’s important].”

A former Classics major, Sheidlower even questions the belief that learning Latin gives students any verbal advantage.

“There’s something in English known as the etymological fallacy, which is the belief that a word’s history has some deep bearing on how it’s used today,” he says.

“Words mean what they do because of how they are currently used, not how they were used 500 years ago, and not how they were used in Latin 2000 years ago.”

One doesn’t need to know, for instance, that Homer Simpson’s *D’oh!* precedes him by at least 50 years, or that in the original script the sound was referred to as “annoyed grunt” and it was in fact the actor who came up with the expression. But if you were curious, today or a hundred years from now when the word has fallen out of vogue, then the OED would be the place to look. #

City Schools

Continued from page 6

might not be finished on time. Within the last two weeks, additional testing performed by a PA environmental consultant showed that the auditorium is heavily contaminated by asbestos. “There have been some outright lies,” said Edwards, citing the BOE’s October 2001 reassurances to parents that the building had been subject to a thorough cleaning and asbestos abatement, when it had not. “The continued finding of contamination at Stuyvesant should be of concern to any school in the area.” But little action has been taken on the part of those schools. Edwards said some have dismissed the CSPA as alarmist. Incoming freshman Innokenty Pyetranker said, “The only thing that worried me is that [we] haven’t been getting any updates on a situation that is vital to us.”

Poly Prep Subject of Documentary Film

Poly Prep, a non-denominational private school whose full name is Brooklyn Polytechnic Preparatory Country Day School, took its share of 9-11 blows: eleven alumni died, a student lost her aunt, and a teacher lost her brother. The school is the subject of a Channel Thirteen documentary, a special of the *New York Voices* series produced by John DeNatale. “Lessons of September: One School Remembers 9-11” airs at 10 p.m. on September 5th. Robert Aberlin, business manager and history teacher at Poly Prep, co-produced the program, which does not include graphic footage of 9-11 but rather chronicles grief and recovery through actor John Turturro’s narration and interviews with members of the Poly Prep com-

munity.

Turning to nature for solace in the weeks after 9-11, the Poly Prep administration created a garden. Turning to art, Cameron Bossert wrote a musical about September 11th and performed it with his fellow students. First grade teacher Pat O’Berg, who lost a brother in the attacks, found strength to carry on in the children, who built the Twin Towers out of blocks and decided to let them stand.

Many students were gathered in the chapel, the central assembly room of the school, when news of the attacks reached them. Later, portraits of the lost alumni were hung on one of its walls, joining the portraits of alumni who were killed in wars. A moment of silence was observed for 9-11 victims at every chapel meeting this past year. This September 11th will begin with an extended chapel, at which the documentary will be shown. Athletic events but not classes will be cancelled. Aberlin expects the yearly commemoration of 9-11 to continue at Poly Prep for at least a decade, because the tragedy was so close to home. But the school will forever continue to award scholarships, matching current seniors with families of lost alumni.

In Jewish tradition, there is a prayer called the Mourner’s Kaddish which is recited daily for eleven months by anyone who has lost a close relative. Similarly, the past year has been one of mourning for (and celebrating the good deeds of) dear ones killed on September 11th. This month, with the airing of the Thirteen documentary, Poly Prep will begin a new year along with other New York City schools, all of whom have learned the same lessons. #



“My youngest son will connect and program it as soon as kindergarten lets out.”



NYU Child Study Center & Museum of the City of New York Sponsor Joint Art Exhibit

The Day Our World Changed: Children's Art of 9/11

On View From September 11, 2002–January 19, 2003

An exhibition marking the one-year anniversary of the terrorist attacks on the World Trade Center presents the art of New York area children made in the days and months immediately following the tragedy.

The exhibition pays homage to the role of children as witnesses to this cataclysmic moment in the history of New York City. By examining how young people express in pictures what the attack meant to them, the exhibition can help adults understand how deeply children were affected. Their drawings do more than document the wound suffered by New York and New Yorkers; they can help us all move forward.

The exhibition includes 83 paintings, drawings, and works of collage—ranging in scale from 12 foot murals to six by eight inch sketches—that tell the story of 9/11 through the eyes of children. Divided into five sections, the story begins with drawings of the brutal attack itself, scenes full of crashing airplanes and towers engulfed in flames. The feelings of sadness, fear and anger brought on by the attacks are chronicled next, followed by a sensitive portrayal of gratitude for all the heroes and helpers, from the police and firefighters to the

brave rescue dogs. Painted memories of the way the city looked before 9/11 and tributes to what was lost lead up to the final section. The exhibition concludes with optimistic images of renewal and rebuilding, reflecting our youngest citizens' hopes for the future.

The exhibition and accompanying publication are the result of a collaboration between the Museum of the City of New York and the New York University Child Study Center. The Center solicited children's artwork made in response to September 11 by reaching out to parents and to public, private and parochial schools in the greater New York area. Out of more than 800 submissions, 83 works were chosen by a jury of artists, curators, art teachers, mental health professionals and students. The participating artists range in age from 5 to 18.

The publication, *The Day Our World Changed: Children's Art of 9/11*. (Harry N. Abrams, Inc., September 2002, \$19.95 hardcover), reproduces in color all 83 works in the exhibition. Accompanying the images are essays by prominent historians, artists, writers, mental health professionals, and religious and political leaders from across the New York metropolitan region. A movingly personal commentary by former Mayor Rudolph W. Giuliani serves as the book's introduction.

Public Programs will be held at the Museum in conjunction with the exhibition, including: MCNY KIDS Rebuild New York on Saturdays.

Children and their caregivers will design and build a new city, using wooden blocks and a variety of art materials. Families may wish to combine block building with a guided tour of the exhibition. Art Sundays: Hands-on activities for families designed to encourage children to express themselves through art. Using the art on display in the exhibition as an inspiration, art therapists and mental health professionals will guide children and their caregivers through the creation of such projects as coping collages, diversity quilts, personal time capsules, framed memories, "picking up the pieces" kaleidoscopes, and "My Hero" magazine covers.

Lecture for Educators: "School Response to September 11: Mental Health Diversity in the Classroom," Wednesday, September 25, 6 p.m., Mary Courtney, Ph.D., Director of School-Based Interventions, NYU Child Study Center, Child and Family Recovery Program, discusses the unique challenges educators face when children in the same classroom have different reactions to trauma. Discussion will focus on how educators can address children's varied needs and handle their own responses to emotional upset.

Parent/Teacher Workshop: "Posttraumatic Stress Disorder in Children," Thursday, September 26, 4 p.m. Elissa J. Brown, Ph.D., Director of Trauma Services and Research, NYU Child Study Center Child and Family Recovery Program, will share the most up-to-date information about the causes, warning signs, and treatment of posttraumatic stress disorder in children. Her talk will be followed by a question-and-answer period.

Lecture: "Coping With Tragedy: Obstacles and Opportunities," Sunday, October 6, 2:30 p.m., Robin F. Goodman, Ph.D., Director of Bereavement Services and Outreach of the NYU Child Study Center and co-author, *The Day Our*

World Changed: Children's Art of 9/11, discusses how trauma and loss can affect children. Adults have the opportunity to help children become resilient through such difficult times. Key principles and strategies for coping will be addressed.

Parent/Teacher Workshop: "Depression and Anxiety in Children and Adolescents," Thursday, October 10, 4 p.m., Anne Marie Albano, Ph.D., The Recanati Family Assistant Professor in Psychiatry, NYU Child Study Center, discusses current information about the causes, warning signs, and treatment of depression and anxiety disorders in children and adolescents. A question-and-answer period will follow.

Parent/Teacher Workshop: "Artistic Development in Children," Thursday, October 17, 4 p.m., Robert Forloney, MCNY Learning Programs Coordinator, will help teachers analyze artistic, personal, and cultural expression in children's art. A tour of the exhibition will be followed by discussion on interpreting and encouraging children's artistic expression at home and in school.

Admission to all events is free.

The NYU Child Study Center is dedicated to the understanding, prevention, and treatment of child and adolescent mental health problems. The Center offers expert psychiatric services for children and families with emphasis on early diagnosis and intervention. The Center's mission is to bridge the gap between science and practice, integrating the finest research with patient care and state-of-the-training, utilizing an extraordinary new facility and the resources of the world class New York University School of Medicine. For more information on the NYU Child Study Center, or how you can help, contact the NYU Child Study Center at (212) 263-6622 or visit www.AboutOurKids.org

Extraordinary Resources for Special Children

NEW: AFTER SCHOOL AND MORE: After School, Weekend and Holiday Programs for Children and Youth with Disabilities and Special Needs in the Metro New York Area

Education doesn't end at the classroom door.

Includes more than 400 programs for enrichment, fun, and socialization for children with learning, developmental, emotional or physical disabilities and special needs throughout the five boroughs. Information on ages, disabilities served, area served, program hours, staff/child ratio, medication, transportation and more.

The perfect resource for parents and professionals.

240 pages, \$25.00 + \$7.00 postage and handling ISBN 0-9678365-5-7

Available at local and on-line booksellers, or direct from:

Resources for Children with Special Needs, Inc.

116 East 16th Street/5th Floor

New York, NY 10003

Call 212 677-4650 Fax 212 254-4070

Or visit www.resourcesnyc.org

CHILDREN & ADULTS Assessment & Treatment

- ▶ ADD / ADHD
- ▶ Learning Disabilities
- ▶ Depression, Anxiety

Call for information on upcoming *parent* education seminars

Gabriela Höhn, Ph.D.
Clinical Neuropsychologist
153 Waverly Place
NYC 10014

212.691.0291
geh6@columbia.edu
<http://G.E.Hohn.PhD.att.home.net>

NEVER GIVE UP THE SEARCH TO FIND THE RIGHT PLACE...



"I was advised to settle for something less, but kept searching. When I visited Crotched Mountain there was a tangible difference in attitude—a professionalism, respect, and "can-do" attitude that set them apart. Standards are high and the approach genuine—they really care! I am very happy with Crotched Mountain and most importantly, so is my son Jared. He has grown enormously in many ways and is becoming the young man that I always thought he could become. It's a family's dream, come true!" —Kathy Berns



Crotched 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

OFFERING A LIFELONG ALLIANCE TO PEOPLE WITH DISABILITIES
CROTCHED MOUNTAIN

For more information, call 800-966-2672 One Verney Drive, Greenfield, NH 03047
www.crotchedmountain.org email: admissions@crotchedmountain.org



A Hearing Impaired Teacher Helps Children Discover the World

By TOM KERTES

Linda Bodner has been teaching hearing-impaired children at Saticoy Elementary School in North Hollywood, California for 17 years. Since she's completely deaf in one ear, and has severe hearing loss in the other, Bodner brings an amazing depth of love, knowledge, and life experience to the job.

"I'm just so happy and fulfilled that I can help these children," she said. "And I am really excited about all the wonderful technological developments that have occurred in recent years. They make it so much easier for hearing impaired people these days to cope—and even succeed."

Bodner's childhood was anything but easy. She contracted chicken pox from her sister when she was just three months old; the high fever led to nerve loss. It was not until she was two, and not speaking, that her parents sought medical advice. Several doctors could not diagnose the problem and after three years of searching, one at UCLA "decided I was mentally retarded. They even wanted to institutionalize me. Thank God, my parents refused."

Finally, when Bodner was in the second grade, the famous John Tracy Clinic opened in Los Angeles. "They gave me a hearing test and finally found a severe hearing loss. My parents were so happy! At last, we knew what was wrong!" I was enrolled in a regular elementary school with a deaf and hard of hearing department in Los Angeles. All the children had hearing aids; Bodner wanted them too. For the next three years, she survived without hearing aids. She bit, kicked and was unmanageable because she couldn't communicate.

Bodner's life dramatically changed on her eighth birthday "when I got a hearing aid as a present. My family said I became a different child, became more calm as a result of being able to hear."

Academically, Bodner was doing fine. Social life, however, was another matter. "All throughout junior high and high school, people would say I was talking funny," says Bodner, who speaks almost perfectly. "It made me extremely self-conscious. It wasn't until college, when I started to take speech therapy classes, that I became more confident in my communication skills. College, overall, forced me to be a far more independent person, made me speak up for myself. It was a wonderful experience."

Bodner attended the University of Florida, then Oglethorpe College in Georgia and, finally, Cal State Northridge where she majored in psychology. In reflecting on the obstacles she had to overcome, Bodner felt that regular classes with few support services made her lack social skills and become lonely. She "mainstreamed" herself by being extremely active athletically, being in parades, being a good dancer. At Cal State, she became more social, "discovering a large deaf community," she says. "I grew up speaking orally but within this community we communicated by both lip-reading and using sign language. The warmth, camaraderie and respect within the hearing impaired community was wonderful," added Bodner. She went on to earn a master's degree in deaf education from Cal State.

At this point, in the mid-1960's, hearing aids began to improve and television started to use caption decoders as well. What a contrast to the boxed hearing aid Bodner wore on her chest as a child!

Today Bodner teaches in a school that uses a strictly oral program but, she's a great proponent of "total communication" (oral and signing). "It all depends on the child's needs, the parents' wishes and the extent of the hearing loss," she says. "But, overall, I find total communication a wonderfully liberating thing. Sign language is beautiful, especially in conjunction with music. Bodner is quick to point



Linda Bodner (L) and family

out that there are no secrets when people are signing. And it's very helpful in a dark room or restaurant where you can't read people's lips."

Of particular importance in Bodner's life was "seeing how deaf people functioned and assumed leadership roles, of being among other hearing impaired people who do so well."

Bodner is married, with a "wonderful son who's an engineer and two fantastic grandchildren." None are hearing impaired. She plays the piano quite well and, with the now available ultra-modern hearing aids, which have a telephone coil, she can converse normally on

the telephone. In fact, this entire interview was done by telephone! Still, "the single greatest thing is the increased acceptance by society," she says. "There's really no more stigma attached to being hearing-impaired. It's a far more open, more equal situation. Now you can pretty much lead a normal, happy life. And that is a wonderful thing."#

Read articles about Special Education in every issue of EDUCATION UPDATE!

Multiplication Memorizer®

Children learn multiplication facts up to 12x12 in just a few hours. 54 large colorful 7"x11" illustrated flash cards, study guide, plus teacher & student audiotapes. \$39.95 s&h \$7.95. All credit cards & school PO's. To order call 800-468-2058, fax 310-207-2433. Add & Sub, Spelling, States & Capitals Memorizers available.

BORNSTEIN MEMORY TRAINING SCHOOL
11693 San Vicente Blvd.,
Los Angeles, CA 90049.

www.memorydynamics.com

WINDWARD TEACHER TRAINING INSTITUTE

13 Windward Avenue, White Plains, NY 10605

FALL PROGRAM

Courses

- **EXPOSITORY WRITING INSTRUCTION**
Dates: Wed. Oct. 2 Time: 9 AM - 1 PM Fee: \$425 Instructor: Judith C. Hochman, Ed.D.
Thursday Oct. 3
Wednesday Oct. 16
- **MULTISENSORY READING INSTRUCTION: PART I**
Dates: Saturdays Time: 9 AM - 1 PM Fee: \$475 Instructor: Phyllis Bertin, M.S.
Oct. 5, 12, 19, 26

Workshops

- **A WAY WITH WORDS: VOCABULARY DEVELOPMENT IN THE CLASSROOM**
Date: Tuesday Oct. 15 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: Lydia Soifer, Ph.D.
- **MAKING SENSE OF A PSYCHOLOGICAL REPORT**
Date: Wednesday Nov. 13 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: David Gottesfeld, Psy.D.
- **WORDS ADD UP: WRITING IN MIDDLE SCHOOL MATH**
Date: Tuesday Oct. 22 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: Beverly Plaskett
- **PREPARING FOR ELECTRONIC RESEARCH**
Date: Saturday Nov. 16 Time: 9 AM - 1 PM Fee: \$75 Instructor: Anne Marie Rowley

Community Lecture

- **"RAISING A B+ CHILD IN AN A+ WORLD"**
Date: Oct. 23 Time: 7:30 PM Lecturer: Elisabeth B. Guthrie, M.D.

For further information call 914-949-1279. 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.

THERE IS HELP FOR ADD/ADHD

Results-Oriented Solutions For Families & Adults

Advanced Parenting Skills - Learn the tested techniques that work *with* your child's special wiring. Minimize non-compliant behaviors, power struggles and family discord as you help your child increase his or her ability to self-regulate. Instructor: Dr. Norma Doft
6-session evening seminars for parents & caregivers of 2-11 year olds with Attention Deficit Disorders or related behavioral issues. Limited group size.

Study & Organization Skills - Learn useful techniques and strategies to successfully manage schoolwork, graduate board study, multiple deadlines, papers and projects.
Individual sessions for adults and older teens.

ADDult Coaching - Enhance your personal and professional life. Your Coach helps you to compensate for problem areas through practical strategies, self-management techniques, motivation, accountability, structure and support. Clarify and accomplish personal and career goals.
For high-functioning adults with attention deficit disorders or similar issues. Individual Coaching by appointment. Telephone Coaching & Groups available.

Organization & Time Management Skills - Take control of your time and environment. Manage your day more efficiently, accomplish projects more effectively, organize your home or office and control paperwork and clutter through personalized and "do-able" systems and strategies.
Individual sessions by appointment. Home and office visits available.

Consultation & Case Management - Knowledge empowers! Individual help, education and support for such issues as Behavior Management, Education/Employment Rights and Advocacy, Medication and Treatment Options, Working with Doctors, Therapists, Educators, etc.
Individual sessions by appointment.

The A.D.D. Resource Center, Inc.

New York City: 646-205-8080

Westchester/Connecticut: 914-763-5648 • Email: addrc@mail.com
Hal Meyer, Director • Programs since 1993



DVD: The Technology of the Future: Has DVD Made the Opera House Obsolete?

By IRVING SPITZ

The advent of DVD (digital video discs), a medium that combines an outstanding digital video image with superb surround sound, has revolutionized the presentation of music in general and opera in particular. The leaders in this new technology are Universal Classics, representing the Decca, Philips and Deutsche Grammophon labels, and Naxos, who distribute the Arthaus Musik, BBC/Opus Arte and TDK series. When I first came across DVD recordings, I was somewhat skeptical. How could the drama and excitement of the opera house possibly be transferred to the living room? But it didn't take too long before I was completely won over.

Decca has recently released two Puccini favorites, *Tosca* and *Madame Butterfly*, which were recycled from laser discs, that short-lived technology, which, like the ill-fated betamax, never really caught on. Both of these performances are true cinematic versions. *Tosca*, whose story encompasses the intrigues of love, jealousy, politics and murder, is particularly well suited to the film medium. Directed by Gianfranco de Bosio, it was filmed in its precise settings in Rome; Act 1 in the Church of Sant'Andrea della Valle, Act 2 in the Farnese Palace, while the finale is played out in the Castel Sant'Angelo. The triad of murders—*Tosca's* stabbing of the evil Scarpia with a knife, Cavaradossi's execution by the firing squad and *Tosca's* subsequent suicide—are vividly portrayed. In *Butterfly*, director Jean-Pierre Ponnelle brings his genius into play most effectively in the successive scenes which reveal *Madame Butterfly's* initial shock, then hope, when she fantasizes of returning to the U.S. as *Pinkerton's* wife, and her ultimate desperation and suicide. Ponnelle effectively utilizes close-up images and subtle changes of shading and lighting to highlight her emotions. What is particularly impressive is that these films do not sacrifice the integrity of the staged opera. In fact they enhance it.

Tosca (recorded in 1976) features Raina Kabaivanska in the title role, with Placido Domingo as Cavaradossi and Sherrill Milnes as Scarpia. The New Philharmonia Orchestra is conducted by Bruno Bartoletti. *Madame Butterfly* (first issued in 1974) has the Vienna

Philharmonic Orchestra conducted by Herbert von Karajan with Mirella Freni as the hapless Cio-Cio San. Placido Domingo is featured again, this time as the American naval officer Pinkerton, and Christa Ludwig is Suzuki, *Butterfly's* servant. As expected from this roster of singers, the vocal performances are impeccable. The young Domingo is in the prime of his voice in these two dramatic roles. Mirella Freni's is simply stunning. These DVDs should be regarded as treasured items and will long be considered gold standards by which future performances will be judged.

Arthaus Musik (distributed by Naxos) has released two of the Mozart-Da Ponte trilogy, *Così fan Tutte* and *Don Giovanni* from the legendary Zurich Opera house productions directed by Jurgen Flimm and conducted by Nikolaus Harnoncourt. Filmed staged performances can never be as visually compelling as the cinematic equivalent, but nevertheless, director Brian Large does certainly succeed in making the drama come alive. In *Così* particularly, the intrigue and duplicity are ever present. Both of Arthaus' DVDs have vocally and dramatically brilliant performances by Cecilia Bartoli as Donna Anna in *Don Giovanni* and Fiordiligi in *Così*. This consummate artist, with her impeccable stage presence and vocal mastery, certainly succeeds in capturing the moods and of both roles. In *Così*, Bartoli is well supported by the Dorabella of Liliana Nikiteanu and the Despina of Agnes Baltsa. Roberto Sacca and Oliver Widmer as the two confused loves and Carlos Chausson as Don Alfonso complete the casting. All complement each other, making this DVD a really most desirable item.

Sacca, Nikiteanu and Widmer also feature successfully in *Don Giovanni* as Don Ottavio, Zerlina and Masetto respectively. Laszlo Polgar, Rodney Gilfry and Matti Salminen sing the roles of Leporello, Don Giovanni and the Commendatore and Isabel Rey that of Donna Anna. But in this *Don Giovanni*, it is Bartoli who dominates the drama. Indeed, her towering presence alone makes the purchase of these DVDs well worthwhile.

The cost of a single DVD opera disc runs about \$30. The two Puccini operas each fit onto a single disc, while each Mozart opera is on 2

discs, making DVDs competitive with CD boxed operas. The visual format adds immensely to the overall enjoyment. Indeed, Universal will probably stop producing operas in the CD version, concentrating exclusively in presenting opera in the DVD format, which, in view of the quality of the product, is a wise and prudent decision. With this new technology, the multi-language libretti of the boxed CDs are no longer required. Instead, there is the possibility of selecting subtitles in multiple languages. The DVD package also comes with informative discussions of the opera as well as the artists, and an easy guide enabling the listener to identify and replay specific arias.

Nothing, of course, can replace the magic of a live performance in the opera house. Only the privileged few, though, can afford the hefty prices of the best seats and fully enjoy facial expressions in the live performance. These are images which are easily seen in a DVD. In addition, this new format has the ability to capture legendary singers in their prime and is available to the music lover as a permanent record.

Yes, music for the masses at affordable prices with perfect visibility and sound has arrived. With the advent of DVD, the opera house has been successfully transplanted to the living room.#

???Literary Riddle??? By CHRIS ROWAN???

In which piece of work does Rip Van Winkle appear as a passenger on the NYC Subway?

ANSWER:

The Bridge (1930), a poem by Hart Crane.

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 orchestra! 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

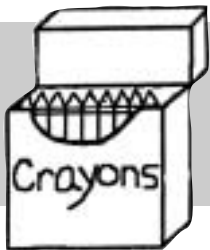
Materials/Teacher Workshop Fee: \$20 per teacher

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 or call (212) 903-9831. Visit us on the web at www.carnegiehall.org.

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

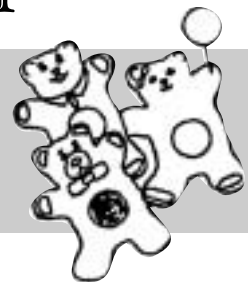
CRAFTS DESIGNED WITH FUN IN MIND! SUPERB SELECTION - HUGE INVENTORY



PAPERS
GLUES
CRAYONS

BEADS
SAND ART
WOODCRAFT

FABRIC DECORATING
CANDLEMAKING SUPPLIES
JEWELRY MAKING SUPPLIES



PLUS ALL YOUR BASIC CRAFT NEEDS AS WELL AS:

HUNDREDS OF CRAFT KITS IDEAL FOR USE WITH SMALL OR LARGE GROUPS



VANGUARD CRAFTS

1081 East 48th St, Brooklyn, NY 11234
Phone 718-377-5188 Fax 888-692-0056

www.VanguardCrafts.com

WE SHIP ANYWHERE!
CALL OR STOP IN FOR YOUR FREE CATALOG.

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

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





MORE LES PAUL

By ANDREW SCHIFF

Throughout history, education has usually placed emphasis on the teacher-student relationship. Socrates taught Plato, Anne Sullivan taught Helen Keller and other examples flood the history books. Modern education, with its emphasis on classroom learning, has brought a new dynamic to the student-teacher relationship. With such strong emphasis on the teacher-student system, less attention has been centered on self-education. Probably one of the greatest examples of success in self education is that of the inventor Les Paul.

In the world of rock music, Les Paul, who was born Lester Polsfuss in Waukesha, Wisconsin on June 9, 1915, is seen as an icon.

He not only invented the electric guitar—arguably the most important invention in music history, at least in the twentieth century—he also invented the guitar amplifier and sound effects such as reverb, delay, chorus and flange. He also was the inventor of sound-on-sound recording, a precursor to the multi-track recording used today.

Interestingly, Paul's education, however, was not in a university setting under the guidance of professors with doctoral degrees. In fact, Paul never finished high school.

Paul's formal education ended when he accepted an offer to join virtuoso guitarist Joe Wolverton in Saint Louis to be part of a musical duo (Paul, who also was a fabulous self-taught guitarist in his own right, played harmonica in the duo). Prior to teaming with Wolverton, Paul had actually replaced Wolverton in the very jazz band he had been performing with. There he earned \$12 a night, outstripping the weekly \$8 he would have earned doing neighborhood chores. Because of his music talent, his guitar and the harmonica playing virtually led him from the classroom to the ballroom.

"I look back now and I say what I learned from actual experience, I would have never learned in high school. That doesn't sound right, but in high school they didn't teach music and I wouldn't have learned electronics; [besides] there is nothing like being taught where it's hands-on."

Paul's curiosity led him from being merely a musician to being someone interested in recording. Paul eventually took his stereo and phonograph and turned it into a recording studio. Later, Paul decided that he needed to learn more about electronics to improve the sound of his recording. He journeyed to the local radio station that was transmitting the songs he had heard on the radio. Paul asked the engineer to teach him what he knew. So every Sunday Paul would study with the engineer and would augment his learning by going to the library



photo courtesy of Chris Lentz

Les Paul

and taking out books on electronics until he became well versed in the field. Later, when he ran his own recording studio during the 1940s, Paul would offer free recording sessions in exchange for the opportunity to experiment with different recording techniques. Some of his clients included Bing Crosby, Billy Holiday, the Andrews Sisters and Dina Shore. He developed a reputation as a great producer because of his willingness to learn and experiment. By the early 1950s, Paul also released his own material with his wife singer Mary Ford.

Together they recorded some of the greatest hits of the decade like "Vaya Con Dios," "How High the Moon," and "Mockin' Bird Hill."

Regarding advice to parents, Paul has this to say: "Parents should understand what their child is qualified to do. Today, you'll find a lot of young men in their late twenties and early thirties who are still trying to figure out what to do with their lives."

One of the keys to his success Paul says is that he knew early on what he wanted to do and his mother was there to encourage him. But he set realistic goals for himself as well.

"I made sure that I didn't set my sights so high that I would drop it," Paul said. "I am a believer; I knew what I was going to be and set out to do that."

When asked about the kind of things he would advise kids interested in a particular field Paul said, "I know that they are going to have to work hard. But I also know that you've got to love what you do. You really have to love your job."

One thing that fans of Les Paul have been doing for the past fifty years is loving the job that Paul has done.#

There are cheaper cables.
Just none that are better.



High-purity copper. Unbreakable, gold-plated brass plugs. And kevlar. Just a few of the things that make our Guardian series the best cables you can use. Engineered from one end to the other for superior performance and durability, every Guardian cable is backed with our Unlimited Lifetime Warranty—any excuse, even abuse.



www.procosound.com
800.253.7360

Cables • Rats • Snakes • Direct Boxes • Pro Gear

Master Voice Specialist
Robert Talbert announces the reopening of the Renowned Studio of Dr. Regnier Wiesel

The co-author of the celebrity book *The Anatomy of Voice* can teach all styles of Classical and Contemporary voice work for Singers, Performers and Public Speakers. Increase your range and ability in an encouraging, professional vocal studio. Adults and Children are welcome.

Please call (212) 724-9246 for appointment

JETSLIDE

- Now with a heavier 5/16" dia. slide bar for improved tone!
- Alternate between slide guitar and normal fingering quickly and easily!
- Available in ring sizes up to 15 for right or left handed guitarists.

For ordering info visit our web site at:
www.jetslide.com

TOLL FREE: 1-888-244-0252

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

When you let your students discover the wonder and joy of Disney on Broadway, we'll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney's educational program, which provides schools with special rates for groups of 15 or more for *Beauty and the Beast*, *Aida* and *The Lion King*.

In addition, because we know that you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at all three shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1800 people. The theater and its two historic rooms, The Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

We will help teachers arrive to the theater prepared. For every show Disney has developed study guides that help teachers develop projects, discussion and activities. And, for those students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, with seating of over 2000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.

For more information or to book, call 212-703-1040 or 1-800-439-9000, fax 212-703-1085, email BVTGgroupitix@disney.com. Or visit www.disneyonbroadway.com.

ACTING • VOICE/SPEECH • MOVEMENT • MUSICAL THEATRE • ON-CAMERA WORKSHOPS

Saturday Courses

For Children, Teens, Adults begin in October



- Accredited Two-Year Program (Financial Aid)
- Two-Year Part-Time Evening Program

Some AADA alumni...



Redford Catrall Bellows Stickney Sciorra Rudd

The American Academy

of Dramatic Arts

New York • Hollywood

Apply now: www.aada.org
120 Madison Avenue, New York, NY 10016
1.800.463.8990 1.212.686.9244



From the Superintendent's Seat
By Dr. Carole G. Hankin with Randi T. Sachs

Commemorating an Unforgettable Day

"Where were you?" For many parents of schoolchildren today, that question was usually followed by "when President Kennedy was shot." Thirty-nine years ago, the baby-boom generation was in school, and depending upon which time zone you lived in, the news may have first reached you when you were sitting in the classroom. Although anyone old enough to remember November 22, 1963 will always know the answer to that question, we will also be able to answer the question, "Where were you on September 11, 2001, when the World Trade Center was hit?" And so will our children.

Our children were in school. It was a beautiful, sunny day and school was still brand new for the year. The news filtered in, slowly at first and ultimately in a non-stop barrage. In Syosset, our thoughts immediately turned to our students. Would some children's parents be unable to get home? As Superintendent, I quickly made plans to stay overnight at school if necessary, and a number of my colleagues volunteered to stay as well. We decided that our number one priority would be to ensure that no child in elementary school or middle school be sent home unless we were certain that a responsible adult would be there for him or her. PTA volunteers helped form a telephone chain. What seemed like an overwhelming task, contacting the parents of close to 3,000 children, was accomplished with dedicated teamwork. The day was a horrific disaster for our country, but we were comforted with the knowledge that we were able to ensure the safety of the children entrusted to our care during the school day.

In each of our schools, students, parents, faculty, and administration worked together in the days, weeks, and months following September 11, 2001, to help in some way with rescue efforts and with contributions to help those who had suffered losses in the attack on the World Trade Center. Eventually, as the school year progressed, we settled back into a sense of normalcy, although we were forever changed.

As the anniversary of September 11 approaches, we plan on the best way to commemorate the day and to give our students the feeling of security they deserve to have at school.

We will hold assemblies. It is important for us all to be together at school, as together we feel safe and strong. We will sing songs and read poetry and essays in praise of the many brave men and women who helped those affected by the attack. We will display artwork inspired by both tragedy and heroism. We will memorialize those individuals who lost their lives so suddenly.

We will give our students the opportunity to express their feelings—both on that day and now, one year later. We will again make our counseling staff available to our students and encourage anyone who wants to seek comfort in their guidance.

We were in school on September 11, 2001, and it is most appropriate that we are again in school on September 11, 2002, proving for all the world to see that we will not allow our freedoms and our way of life to be taken from us by anyone. #

If You Ask Dr. McCune

About Children and Grief—in the Long Term

BY LORRAINE MCCUNE, PH.D.

Some believe that if a loss occurs when a child is too young to know their parent personally, or to remember a parent who has died, that the impact is less than on an older child or adult who has had the opportunity for personal caring with that parent. From my own experience I can say that the impact of the death of a parent in infancy differs from later loss, but the effect of even the earliest loss is life-long. My father died in WWII when I was 6 months old. My earliest awareness included a sense of loss, a sense that continued through childhood and early adulthood. My father's death was a defining event in my life. Only as a mature person was I able to let my father and my loss go, experiencing some pain in the process, followed by a new lightening of feeling. I wonder if the grief of the others around me, and their inability to provide a gradual knowledge of loss along with a sense of safety as I grew up, kept me on the treadmill of orphaned sadness. Perhaps there are ways of helping children with grief.

Some come to mind . . . The early loss of a parent is a lifelong condition. In addition to the sadness of their loss, a parent also leaves a

legacy of love and guidance. As children grow and change, their sense of loss will naturally be re-experienced and perhaps deepened. Adults can help by empathizing with their loss as the children show their renewed feelings. They can also help the child to know the parent they have lost. Photos, family stories of the parent at their age, even meeting people that were close to their parent can help. In early and later childhood and as an adult these experiences helped work the impossible magic of bringing my lost father close to me. Knowing my father's strong qualities, some of his foibles, and the thoughts he expressed about me have given me the father I never knew when he was living.

Sometimes a child can feel a need to carry on the life and goals of their lost parent. This can be an impossible burden that interferes with the child developing new attachments. If a widowed parent remarries, a child needs to know that it is OK to care for the new person in their parent's life.

It is challenging to help children with these life issues, especially for a living parent who is also confused and grieving. Knowing the parent who died would wish the best for the loved ones remaining can sometimes give courage. #

Kid's Korner

Preschool
(212) 229-9340

247 West 24th Street, New York, NY 10011

Nursery & Pre-Kindergarten Programs



OPEN HOUSE Oct. 14-18 • 10 am & 2 pm



*Open 8 a.m. to 6 p.m.
*Flexible days & hours
*Ages 2 to 5 years
*Applications accepted for 2002/03
*Call for appointment

Applications accepted for 2002/03




The Preschool that makes housecalls.

HOMESCHOOL PROGRAMS

- Early Childhood Education Classes
- Small Class Sizes (3-6 students per class)
- Starting at age of 18 months

Preschool, Learn to Read & Science



www.homeschoolpreschool.com

call 1-866-258-3475 for a brochure



Register
TODAY for
Best Selection!

Let Your Child Come Home to Rhinelander!

*Nursery School Applications for 2003-2004
Available in September - Call to Receive Yours!*

- Early Childhood Classes for 6 mos. - 4 yrs.
- Fully Licensed Nursery School
- KinderClubs and "Arts & Smarts" Clubs for K-5
- After-School Specialties include Visual Arts, Dance & Pottery
- Private Tutoring & Music Lessons
- Bus/Walking Service from Select Schools
- Lamaze Classes and Parenting Seminars
- Scholarship Aid Available by Application

THE CHILDREN'S AID SOCIETY
Rhinelander Children's Center
350 East 88th Street, New York City 10128
Call (212) 876-0500 for more information
Fax (212) 876-9718
<http://www.childrensaidsociety.org>





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 www.betacom.com

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

Starting in October,
look for 2 new columns:
Grants for Superintendents and Districts
-and-
Scholarships for Colleges and Grad Schools

September in History

Compiled by Chris Rowan

Labor Day

On September 5, 1882, the Central Labor Union, an association of 36 unions, held the first Labor Day Parade in New York City. In 1894, Labor Day was observed as a federal holiday for the first time – on the first Monday in September. The day honors America's workers.

Other Firsts

On September 8, 1565 the first European settlement in what became the United States was established in what was later named St. Augustine, Florida.
On September 2, 1910, Blanche Stuart Scott became the first female airplane pilot to make a solo flight. On September 2, 1948, Scott became the first woman jet passenger.

World History


In 1939 (on Sept.1) Germany invaded Poland, beginning World War II.
In 1945 (on Sept. 2) the Japanese signed a surrender agreement aboard the USS Missouri, formally ending World War II.
In 1983 (on Sept.1) the Soviet Union shot down a Korean passenger airline, Flight 007, killing all 269 persons aboard, including 69 Americans.

American History

In 1774 (on Sept. 5) the first Continental Congress met in Philadelphia.
In 1776 (on Sept.22) Revolutionary War hero Nathan Hale was hanged by the British in New York City.
In 1787 (on Sept. 17) the U.S. Constitution was signed.
In 1974 (on Sept.8) President Ford pardoned former President Nixon for all crimes he "committed or may have committed" as President.


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.

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.

ORDER NOW: 

Available exclusively at:
866-266-5622  **Crywolf**
www.crywolf.com

CRYWOLF: EDUCATION BY DESIGN


What student software should be

Save up to 90% off commercial prices

Studica
www.studica.com

professional software
educational prices

HUGE EDUCATIONAL DISCOUNTS ON... ADOBE, AUTODESK, CAKEWALK, COREL, DIGIMATION, DISCREET, EXECUTIVE SOFTWARE, FINAL DRAFT, INTUIT, MACROMEDIA, MATHSOFT, MGI, MICROSOFT, NETOP, SONIC FOUNDRY, WACOM, WOLFRAM AND MANY MORE.

 **TORCOMP**
Studica is a division of Torcomp Inc

888.561.7521 v
716.754.2807 f



BookEndz Docking Stations convert PowerBooks to desktops.....

BookEndz is a popular line of docking stations for Apple PowerBook and iBook computers that enables the user to convert from a portable system to a complete desktop system (or back) in seconds.

All of the peripheral devices normally connected to the PowerBook or iBook—printer, external monitor, Ethernet, FireWire, USB, etc.—can be plugged into the back of the BookEndz Docking Station, and remain plugged in, independent of the computer. Taking the computer from the office or the home, or moving it from one room to another, doesn't require disconnecting and reconnecting several devices. With the BookEndz docking station the PowerBook or iBook is simply placed into, or removed from, the docking station, connecting and disconnecting all peripheral devices at once.

Currently, BookEndz Docking Stations are available for the Apple iBook, the 2001 and 2002 G4 Titanium and G4 Titanium with DVI PowerBooks, and the 1999 and 2000 G3 PowerBooks. The iBookEndz Docking Station for the iBook is ultra compact—only 1.35" x 5.75" x 3", and takes up very little room on the side of the iBook Computer. The G3 and G4 models add only 3" to the rear of the computer when docked and allow for increased airflow.

The BookEndz line has recently been expanded to include accessories for the Apple iPod. These are the iPodWrap, which provides complete wrap-around protection for the iPod and keeps it looking new; the iPodCradle, to hold your iPod on a desktop; and the iPodDock, which has audio and FireWire connection ports—holds your iPod while using your home stereo system and when transferring music or data from your Mac.

BookEndz products are manufactured in Minneapolis, Minnesota, by Photo Control Corporation. Photo Control has been in business for 43 years, designing, manufacturing, and selling equipment for the professional school picture and high volume portrait photographic market. BookEndz Docking Stations were added in 1998. Further information is available at www.bookendz-docks.com or from the Photo Control Corporation, 4800 Quebec Ave. N., Minneapolis, MN 55428, telephone: 763-537-3601.

U. S. Dept. of Ed.: "What Works Clearinghouse"

The U.S. Department of Education has awarded a five-year, \$18.5 million contract to a special joint venture to develop a national What Works Clearinghouse, which will summarize evidence on the effectiveness of different programs, products, and strategies intended to enhance academic achievement and other important educational outcomes.

The clearinghouse will help provide education decision-makers with the information they need to make choices guided by the best available scientific research. The use of research-proven strategies based on sound scientific evidence is one of the key principles of No Child Left Behind. "By providing educators with ready access to the best available scientific research evidence, the clearinghouse will be an important resource for enhancing the quality of local decision-making and improving program effectiveness," said U.S. Secretary of Education Rod Paige. "And it will help transform education into an evidence-based

field."

The What Works Clearinghouse will provide the following easily accessible and searchable online databases:

-An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.

-An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.

-An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.

-A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.

-An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.#

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



The Only Laptop Bag Period.

Guaranteed for life, a certain laptop must have, and simply inexpensive! For more info and to place an order please visit our website.

www.tibag.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

Class Aggregator (Rosters)

Equitably distributes students to classes.

Considers:

- Placement — teacher/parent requests
- Interface w/student administration system
- Multiple student attributes

Produces:

- Parent conference schedules
- Class/Working rosters
- Teacher/Student lists
- Family track assignments

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 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

FREE

Download from

"The GrammarKey"

www.tutorace.com

**Ace Math, Grammar, Phonics,
Reading, Science & Social Studies
on Video, CD-ROM, and DVD**

"★★★★" Video Rating Guide

"Highly recommended." Library Journal

"Best in the country!" California Mathematics Council Quarterly

"Accomplishes in minutes what would take hours."

Mary Pride, Homeschooling

1-800-223-6284

Video Resources Software

11767 South Dixie Hwy., Suite 222 Miami, FL 33156

MUSEUMS AS EDUCATORS

Transit Museum Runs Nostalgia Train

By **TOM KERTES**

Riding the New York Transit Museum's Nostalgia Train really does make you ponder the passage of time. For instance, what would happen in 2002 to a Subway train with leather seats, an open ceiling fan, and exposed light bulbs? One can only shudder at the thought. Yet these BMT Triplex cars, first put into service in 1924, were used all the way up to 1965.

The Transit Museum, of course, is all about history. "It's no exaggeration to state that public mass transportation has impacted seriously on all aspects of society," said Mark L. Watson, the Museum's Director of Education. "Before the Subway, which began operations in 1904, the borough of Queens was no more than a series of small settlements, mostly farmland. Many other areas of New York City were either not developed or not reachable as well. The reach of the Subway encouraged developers and land speculators to buy and build more than any other single factor."

The first Subway line merely ran from City Hall to 42nd Street where, switching to the current IRT line, it continued up to 145th Street. In 1908 the line expanded to the East Side and Brooklyn and, once the train's importance became clear, further additions quickly followed.

"Truth is, we still use much of the original equipment when it comes to switches and many other things," Watson smiled. "Not because we don't want to modernize but because it is wonderful sturdy stuff. Because it works."

Originally, only the IND line was owned by the City; the BMT and IRT lines were owned by private corporations. However, the BMT—then called the BRT—went bankrupt in 1910 and by 1940 the City ran all three lines.

The Museum, located in a decommissioned 1936 IND subway station at the corner of Boerum Place and Schermerhorn Street in Brooklyn, is currently undergoing a major modernization process. The Education Department is being reconfigured to include an additional classroom for children's workshops, a computer lab and a reference library.

Present educational programs serve approximately 60,000 students a year. The Museum's focus is hands-on workshops such as "Building the Brooklyn Bridge," in which students use mathematical skills to build a huge (16-foot) model of a suspension bridge. Another workshop, "Miles of Tiles," teaches students how to make those colorful mosaics you see in many Subway stations.

Many of the workshops are mobile; Transit Museum staff frequently visit the Brooklyn Children's Museum, St. Francis College and all 69 branches of the Brooklyn Public Library.

"All the workshops and lectures are in strict coordination with City and State educational standards," Watson said. "You could safely say that educating children—and educating them in a fun, creative manner that inspires them to learn—is one of the chief missions of the New York Transit Museum."#

SPORTS

92nd Street Y

For over five generations, the 92nd Street Y (1395 Lexington Avenue, NYC 10128) has been teaching, nurturing and inspiring children. There is something for every child at the Y. Young feet catch the hip-hop groove or float like graceful ballerinas in dance classes. Budding artists learn how to make their own pottery and sculpture, jewelry, cartoons and comic strips. Children's homes are filled with beautiful melodies from music classes like acoustic guitar, piano, violin and more. Tumbling, gymnastics, private and group aquatics lessons, basketball lessons, leagues and camps, fitness classes and tennis instruction let children get active. There are also science, arts and movement classes for babies and toddlers and their parents or caregivers to enjoy together. In addition, the Y offers afterschool and Sunday programs for children and teens. Supervised programs include Connect Jewish Afterschool, cooking, mime, the arts, sports, swim and more. Call 212.415.5500 or visit www.92ndsty.org for information, registration and to request a catalog.

LET'S GROW
TOGETHER!



The Sol Goldman Y's
QUALITY EARLY CHILDHOOD PROGRAMS
(212) 780-0800

GANI NURSERY SCHOOL, ext. 238
Ages 2.0-4.8, Full and Half Day Programs, 2,3 or 5 days,
Nurturing, Experienced Staff, Rooftop Playground,
Shabbat Celebrations

PARENTING AND FAMILY CENTER, ext. 239
Classes for Infants, Toddlers, Two's, Moms, Dads, Caregivers,
Couples and Single Parents, A variety of Play and Discussion Groups,
Days, Evenings and Weekends, Ages Birth-Adolescence

AFTERSCHOOL PROGRAM, ext 241
Exciting Afterschool Program for Grades K-6, Mon.-Fri. from 3-6 PM,
Pickup from Neighborhood Schools Available, Swimming, Art,
Science Workshops, Cooking, Homework Help, Outdoor Play

DAY CAMPS, ext. 241
New Town Day Camp for Ages 2.9-6.0
New Country Day Camp for Ages 5.5-11.6
Music, Arts & Crafts, Sports, Cooking, Drama, Trips

JAPANESE PROGRAMS, ext. 243
Japanese Programs for Children and Parents

The Sol Goldman YM-YMHA of The Educational Alliance
344 E.14th Street, New York, NY 10003
tel: (212) 780-0800 fax: (212) 780-0859



**LECTURES AT
THE METROPOLITAN MUSEUM OF ART
THIS FALL**

Manet/Velazquez: French Taste for Spanish Painting	Stanford White's New York	Tales of the Surrealists
An Evening of French Literature	Classic Design Styles	Masterpieces of Western Architecture
Gauguin's Truthful Lies	Jackson Pollock: Man & Myth	Verdi and Puccini
Richard Avedon and Adam Gopnik: A Conversation	The Creative Spirit	Sound of Broadway
India and Out	Finding a Choreographer's Voice	The Three B's
Acquisitions in Focus: A Russian Tula Table	Italian Genius: Renaissance Painters	Listening to Beethoven Now: A Composer's View
Islamic Art & Society	Aspects of England	The Lincoln Family Album
The Machiavellian Stuart: King Charles II	Images of Women: Queen Victoria to Salome	The Philharmonic in Victorian New York
		Modernism and Mythology

Call the Museum for a complete brochure of concerts and lectures at (212) 570-3792, Monday - Saturday, 9:30am to 5:00pm. Or visit www.metmuseum.org and click on Events & Programs

The Metropolitan Museum of Art, Exterior: Fifth Avenue Facade, View to North; photo by Robert Gray

In our eyes, he is the next Mark Spitz.

For over five generations, you have trusted the 92nd Street Y with teaching, nurturing and inspiring your children. Come experience Y.

More than 100 programs including tumbling & gymnastics; private and group aquatics lessons; basketball lessons, leagues and camps; fitness classes and tennis instruction

Programs begin September 9

To register call
212.415.5500

May Center for Health,
Fitness & Sport
Lexington Avenue at 92nd Street
www.92ndsty.org
An agency of UJA-Federation





New School System: Unfinished Business

By ASSEMBLYMAN STEVEN SANDERS

On July 1, a new system of governance for the New York City public schools was begun. This marks a truly historic new beginning for public education.

The legislation, which I negotiated and which was passed into law by the State Legislature, gives to the Mayor the power to appoint a majority of the members to a recast central board of education—now to be known as the Panel for Educational Policy. It also allows the Mayor to unilaterally select and hire a Chancellor.

Each Borough President retains an appointment to the Panel, but each of those five appointments must be a parent of a student currently attending a public school in the city.

Moreover, the new Panel—or central board, as many will still call it—retains important decision-making authority as it relates to adopting a school budget each year, a capital budget and any budget modifications. It must vote on any important policy issue, including key contracts, matters dealing with privatization and system-wide curriculum issues.

Gone are the days of a central board of education's micro-management of the system and interference with the Chancellor's responsibility to run the day-to-day operations of our vast school system of 1,100 schools and 1.1 million students.

Very significantly, the new law will prevent the Mayor from making cuts in education so as to balance the city budget, as was the all-too-often-used practice by previous mayors of both parties. And state school aid increases to the city will not be available for poaching—they can no longer be nullified by reductions in the city's own total-dollar public schools appropriation.

Two matters of great importance still remain to be resolved. Currently, the U.S. Justice Department is reviewing the power given to the Chancellor to unilaterally appoint community district superintendents. This review is necessary because *any* change in the powers of the elected school boards (which previously nominated candidates for superintendent subject to the Chancellor's final say) are governed by provisions of the Federal Voting Rights act.

In addition, later in the year, I will chair public hearings in every borough of the city to consider how the current school boards should be replaced when they are phased out on June 30, 2003. What system should be instituted, community—or boroughwide—to provide essential parental and community input into educational policy? It is very important that the entities that are developed to replace these school boards be representative of the people who live in the various neighborhoods across the city, and that they enjoy a much greater degree of credibility than most of the elected community school boards, now on their last legs.

I am determined to insure that the parents, students, teachers and all concerned citizens are given an opportunity to not only shape the future of local education decision-making, but also to actually participate, meaningfully, in the reforms we will eventually adopt.

A schedule of these hearings will be posted on this page in future editions.#

Steven Sanders is chairman of the NYS Assembly Education Committee. You can contact him at 201 East 16th Street, New York, NY 10003 (e-mail: sanders@assembly.state.ny.us; tel.: (212) 979-9696).



Report Helps Finest and Bravest Build on 9/11 Heroism

By MAYOR MICHAEL
R. BLOOMBERG

Five months ago, Police Commissioner Kelly and Fire Commissioner Scoppetta asked the highly respected consulting firm of McKinsey & Company to study the responses of the NYPD and FDNY to the September 11th attack on the World Trade Center. Their goal was to learn from the experiences of our uniformed services on September 11th and make certain that we are prepared for possible future terrorist attacks and other major incidents. The McKinsey report findings illustrate the strengths and weaknesses of the NYPD and FDNY in handling large-scale emergencies. The reports also highlight significant opportunities where these vital agencies can improve their capacity to respond to potential crisis situations in the future.

In reviewing the NYPD's response to the attack on the World Trade Center, the McKinsey report suggested that the Department improve mobilization procedures and the distribution of equipment to personnel. In addition, the report stressed that the NYPD should develop a response blueprint that clearly defines the roles and responsibilities of key NYPD officials during large-scale emergencies.

The NYPD has already begun to address many of the issues raised by the McKinsey report. For example, since January 1st, 2002, the Police Department has created a counter-terrorism unit, expanded their intelligence division, revised their command and operational succession plan, and upgraded equipment for police officers.

After reviewing the FDNY's performance on 9/11, McKinsey also identified several areas for potential improvement in that Department's emergency response capabilities. McKinsey stated that the FDNY should create specialized

incident teams, institute effective staging and recall procedures, establish mutual aid agreements with other agencies, and improve its internal and external operational capabilities in emergency situations by utilizing its Operations Center to coordinate incident command and control throughout New York City.

The FDNY has also taken proactive measures independent of the McKinsey report, such as expanding and reorganizing the Fire Department's top uniformed ranks through the appointment of five Staff Chiefs as Borough Commanders.

Some of the McKinsey report's recommendations mirror initiatives launched by the FDNY and NYPD over the last few months to promote inter-departmental cooperation, communication and coordination. The FDNY and NYPD have assigned Departmental liaisons for placement at the agencies' respective headquarters. They have established an interagency senior executive coordinating committee to review and resolve operational issues. They have begun placing FDNY Chiefs on NYPD helicopters in certain emergency situations.

We are also examining ways in which the NYPD's radio infrastructure might enhance the FDNY's communication system. Interagency competition may be unavoidable, and even healthy to some extent, but it can never impair our ability to respond to emergencies. The stakes are just too high. New Yorkers will never forget the incredible bravery, professionalism and sacrifice of the FDNY and NYPD on September 11th. Putting aside any risk to their own safety, they carried out what the McKinsey report describes as the most successful urban emergency evacuation in modern history. We owe it to those we lost and to those left behind to learn from this tragedy and help the FDNY and NYPD build on their proud traditions of being the world's Bravest and Finest.#

TUTORS

To post a listing:
Call 212-481-5519 Fax 212-481-3919

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. Caroll 212-348-9366
Upper East Side Location

Licensed Teacher NYC, NYS
Orton Gillingham Trained • References Available

Editing Services, Writing Tutorial

Experienced professional writer,
advanced Ivy League degrees,
Can turn your prose from B- to A+
All services available:
one shot assignments
all the way to tutorials.
For those who wish to write better.

Competitive Rates

Lawrence Richette,
MFA, PHD Candidate
212-249-6044, 212-288-1759

E-mail: larry1918@earthlink.net

S.A.T. TUTORIALS

ACADEMIC TUTORING CENTER
ALL SUBJECTS • LEVELS • EXAMS

CALL TOLL FREE 1-877-444-4728
1-877-HIGH-SATS

N.Y.'s #1 TEST PREPARATION SERVICE

H.S. ENTRANCE-SAT I&II -GRE-GMAT-LSAT-MCAT
MATH-SCIENCE-ENGLISH-FOREIGN LANGUAGE
SPECIALISTS. AWARD WINNING INSTRUCTION.
GREAT RESULTS!
BILL GURIAN-DIRECTOR 212-966-2860

All Ivy Tutors

Let our Ivy League educated
instructors help your child
along the road to academic
success.

All subjects, all grade levels.
Private test prep, Music lessons too!
Reading & Math specialists

Call: Cynthia
(212) 725-0460



Wendy Hilliard Brings Gymnastics to Harlem

By TOM KERTES

The first African-American to make the U.S. Rhythmic Gymnastics National Team—she later became its captain and coach—Wendy Hilliard also heads her own foundation, a successful non-profit group devoted to bringing gymnastics to children in disadvantaged communities. She's been an active and important athlete-representative on the United States Olympic Committee. Hilliard is also a network sports broadcaster—she's done two Olympics in the booth—and a prominent member of the Board of Directors of NYC 2012, the organization responsible for attempting the near-impossible feat of bringing the 2012 Summer Olympics to New York.

In the midst of all this, she somehow still had the patience to personally direct 380 chattering

6-12 year-old Summer Gymnastics Program participants in a featured dance number—set to music from the first “Austin Powers” film—at the 7th Annual Gymnastics Gala at the Harlem PAL.

“I think bringing gymnastics to kids who otherwise would never be anywhere near it is extremely important,” says Hilliard. “The impact of this sport goes way beyond athletics: this is a highly structured activity that creates commitment and teaches discipline. It'll help you in all walks of life.” Hilliard's classes are not “merely” gymnastics as we know it from the Olympics; they include rhythmic gymnastics—a sport where athletes use equipment such as a hoop or a ball in their difficult routines—trampoline art, and dance as well. “They all start with the same basics,” says

Hilliard. “And, ultimately, they all teach the same things.”

The kids certainly had a ball. Their fun was only exceeded by the pride of the parents who attended the gala in record numbers, helped in innumerable ways, and cheered at deafening levels. “I'm from Los Angeles,” parent-helper Debra Brown said, pointing to her 12-year old daughter, LeAna. “We heard about this program from the Dance Theater of Harlem in L.A.—they

partner with Ms. Hilliard. Yes, it is a sacrifice to spend six weeks in New York. But this is what LeAna wants to do—so it's worth it.”

The goal of the partnership between the Wendy Hilliard Foundation and the Dance Theater of Harlem is to have a diverse team of young women who were trained in Harlem compete in the 2012 Olympics. Which, if Ms. Hilliard has anything to do with it, will be held in the Big Apple.

“We are doing our best to convince the world,” she says. “We're bringing major athletic events—the National Triathlon Championships, the U.S Weightlifting Championships, the Wrestling Worlds—to New York City to prove to the different federations

that we have the facilities, the transportation, the infrastructure, and the interest. We have tough competition, both from inside the U.S. [Washington, San Francisco, and Houston also want the Games] and from around the world [Moscow, London, etc.] But I feel we have a great chance at succeeding. For one thing, those foreign cities already held Olympic Games. And, among the American cities, I feel that New York has an edge both because of its innate uniqueness, and due to the horrible events of 9/11,” says Hilliard.

“It would be historic to hold an Olympic Games here. And the Olympics has a great sense of history.”#



Hilliard's students performing on “Today in New York”

I am Asphalt Green

- Basketball
- Chess
- Diving
- Flag Football
- Girls on the Run®
- Gymnastics
- Hip Hop Jazz
- In-Line Skating
- Kindermusik
- Martial Arts
- Soccer
- Swimming
- T-ball/Baseball
- Water Polo
- Weight Training
- Yoga

Classes begin September 8th
212.369.8890 ext. 225

Asphalt Green
Sports and Fitness for a Lifetime

91st Street and York Ave. • NYC
www.asphaltgreen.org

Need a place to play?

CHELSEA PIERS GYMNASTICS

Sign-up for Fall Classes Today!

gymnastics	dance	golf
basketball	ice hockey	figure skating
soccer	inline skating	roller hockey

23rd St. & the Hudson • 212.336.6666 • www.chelseapiers.com



In our eyes, he is the next Jacques Pepin.

For over five generations, you have trusted the 92nd Street Y with teaching, nurturing and inspiring your children. Come experience Y.

Afterschool programs include Connect Jewish Afterschool, Neshar for children with developmental disabilities and Noar with cooking, mime, the arts, sports, swim and more

Programs begin September 9

To register call
212.415.5500

Lillian & Sol Goldman Family
Center for Youth & Family
Bronfman Center for Jewish Life
Lexington Avenue at 92nd Street
www.92ndsty.org
An agency of UJA-Federation





Revolutionary Afterschool Series on PBS

By JAN AARON

Continue to inspire post September 11 patriotism with the "revolutionary" new kids' show, *Liberty's Kids*, a clever animated PBS series which features a galaxy of movie stars reenacting leaders from American history. Premiering September 2 (Labor Day), the 40-part series then settles into its regular 30-minute afterschool slot, Monday through Friday (check local listings for time). Additionally, six new episodes will run in November, with the remaining nine scheduled for early 2003. Through innovative story telling and first-rate animation, *Liberty's Kids* covers American history from 1773 to 1789, starting with The Boston Tea Party and ending with the inauguration of America's first President, George Washington.

Aimed at seven to 12-year-olds, the series focuses on key historical incidents through the eyes of James Hiller (Chris Lundquist) and Sarah Phillips (Reo Jones), two young apprentices working in Benjamin Franklin's (Walter

Cronkite) Print Shop. Together, they prove they can get the scoop for Franklin's paper, as they meet revolutionary superstars such as Patrick Henry (Michael Douglas); Paul Revere (Sylvester Stallone); Thomas Jefferson (Ben Stiller), and Abigail Adams (Annette Bening). Eight-year-old Henri (Kathleen Barr), a French urchin befriended by Franklin, is the duo's sidekick and Moses (D. Kevin Williams), a slave who bought his freedom, keeps an eye on all three.

Two pilots available to the press did a fine job of dramatizing the whys, wherefores and reprisals of "The Boston Tea Party" and the British Parliament's "Intolerance Acts" in response to it. Here, at Franklin's request, Moses, James and Henri travel to Boston to meet Sarah who has arrived from England on a tea-laden ship under raid by the colonists. Fleeing, they hide in the house of the African-American poet, Phillis Wheatley (Tina Dixon), where Sarah first learns the horrors of slavery. Lesser-knowns of history like

Wheatley add value to the series. Each segment also features three one-minute flash games and news segments, which further reinforce the learning elements of the show and lead to its website (www.pbsskids.org/libertyskids).

Produced by DIC Entertainment in association with Public Broadcasting Systems, *Liberty's Kids*' research team included Stanford's Professor Jack Rakove and UCLA's Dr. Gordon Berry. #



Liberty's Kids L-R: Sarah, James, Moses & Henri

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



LOEWS·IMAX® THEATRE

LOEWS LINCOLN SQUARE

Broadway & 68th Street, NYC

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

Showtimes and Information (212) 336-5000

Advance Tickets (800) 555-TELL

COMMEMORATIVE EVENTS

In the Mix: The New Normal

Airs on Channel 13

September 15, 22, and 29, 11:30 am and 6:00 pm

A collection of documentaries in which teens relay personal stories about the day of the attacks.

An Evening of Reflection and Hope

Sponsored by the Jewish Community Center Manhattan Symphony Space, Broadway & 95th St. www.jccmanhattan.org

September 10, 6:30 p.m.–8:00 p.m.

A commemoration of the one-year anniversary of September 11th with written testimony and music. *Free admission.*

New York City's September 11th Commemoration

September 11, 8:00 a.m.–10:29 a.m. www.nyc.gov

A procession of pipe and drum corps led by the FDNY, Port Authority of New York and New Jersey, the NYPD and the City Corrections and Sanitation Departments, marching from each borough and arriving at the World Trade Center site at 8 a.m. At the site there will be two moments of silence; former Mayor Giuliani will lead a reading of the names of those lost. The President will visit the site late in the afternoon. At sunset, there will be an observance at The Sphere in Battery Park. Candlelight vigils will be held in Central Park, Van Cortland Park, Prospect Park, Flushing Meadows Park and Snug Harbor.

Music of Remembrance and Voices of Inspiration

Metropolitan Museum of Art, September 11 www.metmuseum.org,

A daylong series of free special programs:

"Music of Remembrance," as listed below, in the Medieval Sculpture Hall; and "Voices of Inspiration," selected readings appropriate to the date, at 10:00 a.m. and 4:00 p.m. in The Charles Engelhard Court.

11:00 a.m.—Judith Serkin, cello, and friends: works for four cellos

12:00 p.m.—Parthenia, A Consort of Viols

1:00 p.m.—Stephanie Chase, violin: Bach violin sonatas

2:00 p.m.—Paula Robison, flute

3:00 p.m.—Edward Arron, cello, and friends: Schubert Quintet in C major.

Free with Museum admission.

Spring Will Come Again

Lincoln Center—Stanley H. Kaplan Penthouse Rose Building, 65th Street and Amsterdam Avenue, 10th Floor, September 11–6:00pm www.lincolncenter.org

An evening of song and poetry

Admission is free; tickets available at the Juilliard Box Office.

September 11 Observed: Yahrzeit

Museum of Jewish Heritage
18 First Place in Battery Park City
www.mjhnyc.org

Open 10 a.m.–5:45 p.m. and free on September 11th

Exhibit on display through January 5, 2003
An exhibition of the yahrzeit—the Jewish observance that marks the anniversary of death—of September 11th.

Art and Observance

School of Visual Arts
209 East 23rd Street
www.schoolofvisualarts.edu
September 11–October 9

Reception is on September 11, 5 pm–8 pm

An exhibition of artwork created by SVA faculty and students. Faculty art is displayed in the Visual Arts Museum at the above address and student work is at Westside Gallery on 141 West 21st Street.

Post 9/11 Resources

Columbia University's Teachers College
<http://dlp.tc.columbia.edu/teachin>

A website launched by Teachers College with resources for teachers interested in a more global approach. It will include lesson plans, video presentations and other materials from leaders in curriculum development and diversity issues.

September 11 Commemoration

Barnard College
3009 Broadway
September 11, 8:40a.m.–9:00p.m.

Barnard College has planned a daylong commemoration, including tree planting (4:30 p.m.), an art mural which three city elementary school children will paint in memory of the tragedy (12:45 p.m.–4:00 p.m.), a candlelight vigil (9:00 p.m.), and other memorials to mark the first anniversary of the terrorist attacks.

ARTifacts: Kids Respond to a World Crisis

Gallery in lower Manhattan
180 Maiden Lane

September 1st - the end of the year
Monday-Friday 9:00a.m.–5:00p.m.

The Center for Arts Education and the Alliance for Young Artists & Writers, Inc. jointly present an exhibit of artwork by New York City and tri-state area students, in grades K-12, expressing their reactions to the attacks of September 11th.



THREE **HOT** SHOWS.

“The
astonishments
rarely cease!”

-The New York Times



Disney's
BEAUTY AND THE BEAST
BROADWAY'S SMASH HIT MUSICAL

“THERE IS SIMPLY
NOTHING ELSE
LIKE IT!”

-THE NEW YORK TIMES



Disney
PRESENTS
THE LION KING
BEST MUSICAL 1998 TONY AWARD® WINNER

“DISNEY'S
DONE IT AGAIN!
A WINNER!”

-THE NEW YORKER

ELTON JOHN
& TIM RICE'S



AIDA
BROADWAY'S TIMELESS LOVE STORY

THREE **EASY** WAYS TO BOOK.

CALL

212.703.1040
or 800.439.9000

FAX

212.703.1085

E-MAIL

disneyonbroadwaygroups@disneyonline.com
www.disneyonbroadway.com/groups

Ask about special group benefits!

Cuomo

Continued from page 4

dropout prevention philosophy, the initiative will include a literacy component. Each mentor and mentee will receive an age-appropriate list of books on B.R.A.V.E. Juliana themes (ethnic heroes, non-traditional families, world religions, geography, immigrants and immigration, history) from which they may choose those books which interest them most. Mentoring USA will order the books—which will be the child's to keep—with the understanding that they are to be read and discussed with their mentors. In addition, Mentoring USA has created a guidebook of activities that build upon the book list, such as "Everyday Acts of Kindness and Courage," "Don't Tell Me What I Can't Do: Identifying Gender-Stereotyped Attitudes," "What to do with the Empty Lot: An Exercise in Problem-Solving," and "What is Community."

Yet B.R.A.V.E. Juliana is more than simply a literacy program. In addition to the reading and discussion sessions, Mentoring USA will schedule a "speakers' bureau" of consultants, including experts from various fields (child psychology, religion, conflict resolution, diversity education, theater, dance and movement, visual arts) who will facilitate interactive group programming with mentors and mentees around B.R.A.V.E. Juliana themes. We piloted several such sessions last year, to great success. Mentees and their mentors engaged in a wide variety of horizon-expanding activities, including some of the following experiences:

- Making identity collages. Youth and mentors made autobiographical artworks using pictures and text found in magazines which they then pasted all together to represent their community centers or schools.
- A theater workshop consisting of individual skits depicting conflicts experienced in real life by the youth, with peaceful solutions presented back to the group in the form of skits.
- A book-making session, led by a psychoanalyst who specializes in art therapy, in which each youth created a book with the help of his or her mentor, and each writer got a chance to read his or her story to the group.

Using various educational and experiential methods, Mentoring USA hopes to complement our existing mentoring programs by offering our mentors and mentees both a process and a forum for advocating cultural diversity. We are grateful that David McCourt, little Juliana's father, has selected Mentoring USA as a vehicle to share some of his daughter's exceptional sensitivity to the feelings of others, a spirit which is embodied, to some degree, in all children. It is our responsibility as adults to continue nurturing this spirit.

In David McCourt's words, "Juliana, at four years old, was an extraordinary example of a person who displayed sensitivity to everyone's feelings. Her gift of love to all children was manifested in her mother's love. If we can pass that gift on to create more harmony among children, future generations will be more compassionate. After September 11th, I realized that I could spread Juliana's message of love and thereby teach children to live without hate."

Let Mentoring USA train you as a mentor to help a child live and learn about other children in their school and neighborhood and around the globe. For more information on how to become involved with B.R.A.V.E. Juliana, visit www.mentoringusa.org or www.julianamc-court.org.

Matilda Raffa Cuomo is Founder and Chairperson, Mentoring USA. Susan Moesker is Acting Director.

Levy

Continued from page 4

the fact that principals and other administrators who lead schools still do not have a contract, that assistant principals make less than teachers they supervise, and the recent teacher contract demands more of their time and resources. Notwithstanding the potentially disastrous state of our fiscal situation in the city and its effect on schools, I believe that the future holds promise.

For those of us who believe strongly in the value of public education, the path is clear. There is unity, a common purpose, that energizes the atmosphere. There are those who are still asking, "What is the Mayor's vision for our public schools? When will he articulate it?" He certainly hasn't shared it with me, but if I were to guess, it would be very simply stated, "NYC will have the best public education system in the nation."#

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

Meningitis

Continued from page 22

Turner. It is made of a derivative of the protein that coats meningitis-causing bacteria. The vaccine becomes effective after 14 days and protects for three to five years. The average cost of the vaccine is around \$75-\$85, but many colleges provide the vaccine at a lower cost.

Although the risk for off-campus students is less than those who dorm, it is recommended that they receive vaccine as well. "I don't push as hard, but I still think they should get vaccinated," says Kathleen Letizia. "We review the risks and benefits of the vaccine and provide it based on the student's decision," says Dr. Ciotoli. Amee, a sophomore who commutes to NYU, believes off-campus students are treated differently. For example, she says, "People who move in get a package of info that we don't get."

Although some do not receive the meningitis vaccine believing the chances of becoming infected are small, experts say the benefits outweigh the cost. "There is a high mortality rate for meningococcal meningitis even with treatment, so prevention is important," advises Dr. Ciotoli. As for Olivia, she realizes the importance of prevention as well. "I remember hearing on the news last year about a student at another university who got meningitis and died from it. I'm not saying something like that will definitely happen at NYU, but it's always best to be safe and get the vaccination."#

Letters

Continued from page 2

Special Education

To the Editor:

Do you have any information on help for children labeled as Mild Intellectual Disability?

Karen Campbell-High
Via email

To the Editor:

I am in desperate need of information on afterschool programs for an 8 year-old with learning disabilities.

Annamaria Rios
Via email

Sirvis

Continued from page 19

Northeast, including New York City, and, with an increasing infusion of grant money, has become a more prominent competitor as a "career-oriented liberal arts college."

Students love the place, the president says, because "here they are individuals." There's the young African American who created her own program, "The Gospel Diva," on the college's expanded radio station, the Jewish student who arrived with his electric menorah, and the foster child from the Bronx. And then there are Vermont's own, such as the undergraduate who went on to become the local police chief. "We are," the president says, "a private college with a public mission."

Do they succeed? Well, they have a 70 percent retention rate, which is considered "excellent" for an institution such as SVC, and a 90 percent employment rate, in the first year after graduation. Students receive extraordinary attention as freshmen, do at least one field placement (service learning), and enjoy entry into a diverse job market. At SVC the hot fields are also the open fields: Criminal Justice, Nursing, Psychology and Business. Partnerships with hospitals have been growing, collaborative programs especially in radiologic technology. Since 9/11, the number of applicants in justice fields—police, sheriff, immigration and naturalization, paralegal, etc.—has gone up three times overall and six times for women.

The special place that is SVC has in Dr. Barbara Sirvis a special person in more senses than one. A former special education teacher, with particular interest in children with physical disabilities, she received her doctorate from Teachers College, Columbia University and went on to pick up degrees and expertise in management and administration. Before coming to Vermont, Dr. Sirvis was Vice President of Academic Affairs at SUNY Brockport and has held and holds national and international posts in higher education. As for Baileigh, she's just special all on her own.#

Math Adds Up

Continued from page 8

In a third room, staff member Dawn Selnes is using colored tiles to help teachers see what happens to the area of a shape as the perimeter is changed.

In her own classroom Dr. Fosnot is transformed from a scholarly professor to an energetic teacher with bare feet and a baseball cap. Faces light up at the conclusion of her lesson. "So what you're saying is this triangle here is similar to this triangle here," she points to shapes that students drew on the blackboard. "Can kids do this?" she asks. The teachers nod.

She explains that teachers used to start by proving the triangles were similar. But now they are starting with real world problems, like the swimmers that might have been hit by the boat. "Mathematics is about ongoing observation of the world around you," she says, "It's about teaching a discipline that's alive."#

For more information about Mathematics in the City call Dawn Selnes 212-650-8148 or Pablo Carvajal 212-650-6346 or go to www.mitccny.org

Fantastic Fall Festivities in Everett Children's Adventure Garden, NY Botanical Garden

This fall surround yourself with the orange, yellow, and red leaves of the trees in the Everett Children's Adventure Garden and experience the beauty and excitement of nature in the one-of-a-kind, 12-acre indoor/outdoor science museum where children can explore, discover and learn how plants live and function. There are so many things to do—from ballet dancing to building scarecrows. Participate in our specially designed inquiry-based programs that stimulate a child's enthusiasm for science, ecology and conservation.

ONGOING ACTIVITIES FOR CHILDREN OF ALL AGES

Tuesday–Sundays and Monday holidays: 10:00 a.m.–6:00 p.m.

Throughout the season, children dissect plant parts such as seeds and flowers, experiment to find out if plants make sugar to use as food, investigate bugs that help plants grow, use microscopes to see plants up close, press flowers and plants to take home, and much more. We encourage children to explore, examine, inquire and question just like scientists. A few of the many things children discover include, what's in a flower by taking it apart and putting it back together—and children have an opportunity to look at things through a bee's eye view!

Budding Botanists Every Tuesday–Friday, 1:30–3:00 p.m.

Join us for activities specially designed for the early learner (2–5 year olds). Nature crafts featuring recyclables and experiments abound. Using washed juice boxes, milk cartons, soda bottles, or egg cartons create an instrument, garden pet, or experiment to take home. Activities change regularly and are complemented with a colorful story each week. Drop in!

September

Ballet Among the Blooms–Saturday, September 21, 3–5 p.m.

Delight in an afternoon of ballet in the Everett Children's Adventure Garden. The New York City Ballet's education department along with the School of American Ballet dancers will introduce children to ballet steps and choreography.

Scarecrow and Harvest Weekend–Saturday and Sunday, September 28 and 29, Adventure Garden 11 a.m.–5:30 p.m. and Family Garden 1–5:30 p.m. Come enjoy Scarecrow and Harvest Weekend at the Ruth Rea Howell Family Garden and the Everett Children's Adventure Garden. At the Family Garden,

build a scarecrow to live at the Family Garden, make corn husk dolls, and sip apple cider. Then stop by the Adventure Garden where children can dissect apples and make fruit prints, create a fall field notebook with autumn leaves, decorate gourds, participate in a fruit and seed hunt, and much more. For more information please call (718) 817-8700. *The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett.*

**Experienced, reliable
housekeeper available**

**Excellent
childcare
references
on request**



Mary (718) 574-8555



Resource & Reference Guide

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

BOOKS

Bank Street Bookstore, 112th St. & Bway; (212) 678-1654
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

Logos Books, 1575 York Avenue, (@ 84th Street), (212) 517-7292
A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, bibles and children's books, as well as greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

HIGH MARKS IN CHEMISTRY

1-877-600-7466
Over 40,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor- Easy review book for NEW regents (second edition) with hundreds of questions and solutions. Get HIGH MARKS \$10.95. Available at Leading book stores or call (718) 271-7466. www.HighMarksInSchool.com

CAMPS

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

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

COLLEGES

September Events at Sarah Lawrence College

EXHIBIT: American Pastoral- Paintings by Joy Moser. Sunday, September 1 through Monday September 30. Esther Raushenbush Library, Free

Sarah Lawrence college alumna Joy Moser's landscapes grew out of her work as an abstract painter and memories of her childhood in the mountains of Pennsylvania. A former Professor of Art Education at New York University, Moser is now a full-time painter. She uses a camera as a sketchbook, shooting multiple points of view and using photographs as a catalyst for her paintings. "The process of painting a landscape is always a mediation between memory and the photographic image pinned to my easel," Moser says. Her paintings have been exhibited in solo and group shows in New York and Massachusetts. For more information, please call (914) 395-2411.

LECTURE: "Black Feminists Living for the Revolution: A Multimedia Presentation"- A Talk by Dr. Kimberly Springer. Wednesday, September 18.

Pillow Room, Esther Raushenbush Library, 6 PM, Free
Dr. Springer will deliver a multimedia presentation on the history of black feminist organizations from 1968 to 1980. The editor of the anthology, *Still Lifting, Still Climbing: African American Women's Contemporary Activism*, Springer uses oral history interviews and archival documents to trace the emergence and activities of these organizations.

For more information, please call (914) 395-2411.

READING: Celebrated Writer and Foreign Correspondent Ryszard Kapuscinski to Speak. Wednesday, September 25 Titsworth Lecture hall, 6:30 PM, Free

During Ryszard Kapuscinski's four decades of reporting for the Polish Press Agency on Asia, Latin America and Africa he befriended Che Guevara, Salvador Allende and Patrice Lumumba; witnessed twenty-seven coups and revolutions and was sentenced to death four times. Kapuscinski is the author of *The Emperor: Downfall of an Autocrat*, about the fall of Ethiopia's Haile Selassie, *Shah of Shahs*, about the Iranian revolution and most recently, *The Shadow of the Sun*, about his experiences in Africa.

For more information, please call (914) 395-2411

CONTINUING EDUCATION

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

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

DANCE PROGRAMS

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

Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

EDITING SERVICES

Editing Services, (212) 423-0965, (646) 479-5433

Theses, Dissertations, Manuscripts, Articles and Reports. I'll make your work look its best and sound its best. Reasonable rates call (212) 423-0965 or (646) 479-5433

Ralph W. Larkin, Ph.D.; (212) 889-3428, (800) 352-9139

Thesis problem? Help in all phases, academic research, consulting services. Visit us at www.academicresearchsvc.com.

EDUCATIONAL TOYS AND AIDS

Vanguard Crafts, 1081 East 48th Street, Brooklyn, NY 11234. Compare and Save on Arts & Crafts Supplies & Group Project Packs, (718) 377-5188

Our low, prices, big selection and speedy delivery help you to create a fabulous Arts & Crafts program without blowing your budget. Start SAVING NOW! Call for a free catalog: (718) 377-5188.

GUEST PASSES TO HEALTH CLUBS

American Health & Fitness Alliance, (212) 808-0765

Be their guest—get the Fitness Access Passbook—swim, exercise, have fun. For \$65.00 you'll get over 200 guest passes to over 75 of the best fitness clubs in New York and the tri-state area. Includes NY Health and Racquet, Bally's, Crunch, New York Sports, Gold's Gym, World Gym, all the Y's, and much more. Call the American Health and Fitness Alliance at 212-808-0765 (24 Hrs.) to order or for info. Hurry, they're going fast!

LANGUAGES

SINGLISH

877-375-7464(SING); www.singlish.com

Build Languages The Fun Way! Accelerating language and learning through traditional kid's songs. Visit our website or call: 877-375-SING.

MEDICINE & HEALTH SERVICES

Psychotherapy, A Jungian Approach, (646) 221-9135

• Dreams • Gender • Culture • Relationships
Paul Stein • Licensed • 30 years experience

Henry Ettinger, O.D., F.A.A.O., (212) 265-4609
Is Your Child Easily Distracted?

Concentration is adversely affected by poor visual processing skills. Recent studies show these skills can be dramatically improved (three year + gains in 10 weeks, in some cases) with one-on-one therapy. Dr. Henry Ettinger and staff provide a free screening for children who struggle with reading. For more information please call (212) 265-4609, www.nyvision.org

NYU Child Study Center, 550 First Avenue, NYC; (212) 263-6622

The NYU Child Study Center, a comprehensive treatment and research center for children's psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

Weight Loss Study; 1-800-782-2737; www.rucares.org

Lose Weight Under Medical Supervision
Health Overweight Women, Age 20 to 40
Join An Inpatient Study on Weight Loss.

Work and School allowed

Rockefeller University Hospital

Advanced Degrees in Medicine, Science, and the Health Professions at New York Medical College Valhalla, New York; (914) 594-4000; www.nymc.edu

SCHOOLS

The Harlem School of the Arts, 645 St. Nicholas Ave., NYC; (212) 926-4100 ext. 304

Learning continues after school at The Harlem School of the Arts, an afterschool conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much more!!

The International Center in New York; (212) 255-9555

Assists international students and immigrants improving their English and learning American customs/culture. Volunteer conversation partners needed. Minimum commitment; maximum satisfaction.

SPECIAL EDUCATION

The ADD Resource Center, (212) 724-9699, Ext. 59 or (914) 763-5648

Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for schedule.

The Smith School, (212) 879-6354

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

The Sterling School, (718) 625-3502

Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Aberman at 718-625-3502.

Windward School, (914) 949-8310

Windward is a co-educational, independent day school for learning disabled students, grades 1-12, located in White Plains, NY. The school selects students of average to superior intelligence who can benefit from the unique educational approach it provides. Students stay at Windward approximately 2-5 years and then return to mainstream settings. The upper school is designed to prepare students for a successful college experience.

TEACHER PLACEMENT

Manhattan Placements, 501 East 79th Street, (212) 288-3507
A personal and highly effective placement company for teachers,

administrators and department heads serving New York, New Jersey and Connecticut independent schools.

TUTORS

Kumon Math & Reading Centers, (800)ABC-MATH www.kumon.com

Kumon offers students of all ages and abilities a convenient, affordable learning program to build academic skills. Over 100 locations throughout New York and Connecticut. For general information call: 1-800-ABC-MATH. Visit our website at www.kumon.com

TUTORING AND ENRICHMENT YOUR CHILD CAN BLOSSOM! (212) 348-9366

Traditional and Progressive Teaching
Reading Skills • Writing Skills • Math
All Test Preparation • Homework Help
Call Ms. Carol (212) 348-9366, Licensed Teacher, NYC
Orton Gillingham Trained, Upper East Side Location

Sylvan Learning, 1-800-EDUCATE

Sylvan Learning Centers are the nations leading provider of supplemental education. Individualized instruction in reading, mathematics, writing, and study skills and test prep is offered in centers conveniently located in Manhattan, Brooklyn, Bronx, Queens, and Staten Island. Instruction is offered year-round. Hours are flexible. Contact us today at 1-800-EDUCATE or at www.educate.com.

VOLUNTEER ORGANIZATIONS

Learning Leaders, (212) 213-3370

Join Learning Leaders, New York City's largest organization dedicated to helping public school children. Learning Leaders recruits, trains and supports over 11,500 volunteers who provide instructional support to over 165,000 children. No experience necessary. Training and curriculum provided. Call (212) 213-3370 to set up an interview. For more information visit www.learningleaders.org.

WEB PAGES

www.AboutOurKids.org

Provides scientifically-based child mental health and parenting information through a continually-expanding store of practical and accessible articles based on the latest research in child psychiatry, psychology, and development. It's a reliable resource for both common challenges, such as toilet training, and more serious problems, such as depression.

WOMEN'S SERVICES

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

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

WRITING CLASSES / WORKSHOPS

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

Gotham Writers' Workshop, offers afterschool and online writing programs for teenagers. Teen workshops include instruction in writing fiction, nonfiction, poetry, plays, and screenplays. The live and online classes are taught by professional writers and run for 8 weeks. Private instruction is also available. Call 212-WRITERS (974-8377) or visit www.WritingClasses.com for a FREE brochure.

Essay Writing Workshop®, Creating Superior College Application Essays (212) 663-5586

Write college admissions essays that reflect your passion, integrity and individuality. Ivy grads, professional writers and former Ivy admissions staff offer private and group classes. Editing services. Call New City Workshops at 212.663.5586 for a brochure.

CLASSIFIED SECTION

CHILD CARE

CARE FOR SCHOOL AGE CHILDREN

We offer excellent afternoon thru evening positions with well-screened NYC families. Supervise activities, homework, dinner.
Call A Choice Nanny,
212-246-5437
(agency license #0890176)

FACULTY JOBS

P/T Teachers needed (k-12)
Basic skill instruction in reading, writing, math and SAT prep. Flexible schedules (Mon.-Sat.) Great Opportunity for retirees, recent grads, or between jobs. Certification, private school, or SAT prep experience required.
Fax resumes 212-534-0482

FACULTY JOBS

Educationally progressive high school in the Brighton Beach section of Brooklyn is looking for like individuals comfortable with Math A.
Please forward resumes by e-mail to canarsie@ix.netcom.com

JOBS FOR EDUCATORS

Manhattan Placements

501 East 79th Street, #6A
NY, New York 10021 • (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

REAL ESTATE

FOR SALE
Mint Condition condo, W. Orange, NJ, 2800sq ft. 2B, 2 1/2 BA, EIK, FRPL. New Appliances. Full Base. Swiss Chalet-like vistas from all views. On site exercise room, pool, tennis court, playground. 30 min. commute to midtown. mid 300's. 973-324-1831, principles only.

REAL ESTATE

* **West 50s, Theatre District**, Prewar, Elevator, Secure / p/t, DM building, 1-BR, \$1900.

* **Madison Ave, E30's**, Approx 900^{SF} Bright & Huge Corner Apt, S+W Expos, Windowed Kitch, Step Down LR 20x12 w/ Corner Window Seat, \$2750 Photo Online: #77192

* **West 40s**, Mod f/s DM bldg, Dup Twtns w/ W Expo Terr 1 1/2 Ba Mod Appl, 9/30 Occ \$3500.

This and much more!

AMY REA
917-440-7232
area@adorny.com



TUTORS

TEACHER- H.S.

Science & Math, 5 days/35 hr wk
Req. B.S. + 2 yrs exp in H.S.
Science & Math
Send resume:
St. Jean Baptiste H.S.
173 East 75th Street
New York, NY 10021

ESL / Writing Tutor

Patient, experienced, professor tutors:
• Academic / Professional
• Writing, Resumes, Tests
• Preparation and Pronunciation
Diana Bloom, Ph. D.
wijmlet@aol.com • (212) 799-0720

Award
Winner

EDUCATION UPDATE ■ FOR PARENTS, EDUCATORS & STUDENTS ■ SEPTEMBER 2002

The Idea Book™

for educators



National Anthropological Archives

SAVE OUR SOUNDS
America's Recorded Sound Heritage Project

PREMIERING IN DECEMBER



A&E Network and The History Channel provide "The Idea Book for Educators," a free educational magazine containing teacher guides, programming calendars, useful classroom tips, and information on how teachers can win \$500 for their creative ideas.

In this issue learn how you can get information on Save Our Sounds, a project dedicated to preserving historical audio recordings.

To order your free copy, email us at Classroom@aetn.com and mention Education Update.

