

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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Looking for Scapegoats

By RANDI WEINGARTEN, PRESIDENT, UFT

During recent hearings before the City Council, I started to wonder what school system Council Education Chair Eva Moskowitz and Schools Chancellor Joel Klein were talking about. If you believe them, our system is one where teachers have all the advantages: ideal working conditions, competitive pay, and strict work rules that make their lives easy. Meanwhile, teacher tenure, seniority rights and a defined pay schedule are responsible for all the

evils in our schools.

But that's certainly not the New York City public school system I know. If it were, teachers would be breaking down our doors to work here, and would leave only after long careers. Instead one in four of our new teachers leave within a year, 40 percent within three years. The fact is that nearly ten thousand New York City public school teachers head for the exits every year. Demoralized by oversize classes, shortages of equipment and supplies, and lack of administrative help in enforcing discipline, they leave for the

suburbs, other careers, or retirement.

The *fictions* about the city's schools may produce headlines, but the *facts* are what we have to consider when we try to make our schools better.

Tenure: Council Member Moskowitz and Chancellor Klein made much of the fiction that the contract shields incompetent teachers.

Fact: In a member survey a few years ago, more than 80 percent of our members said they did not want to teach beside incompetent teachers, though they did insist that people have a process by which they could defend themselves.

This union and the Legislature have streamlined and expedited the teacher disciplinary process three times in as many contracts. What the chancellor says takes years; last year under the new rules took on average, 65.5 days.

Seniority-based assignments: The chancellor promotes the fiction that seniority keeps the most experienced teachers from the schools where he believes they are most needed and forces new teachers into the most difficult settings. **Fact:** Last year, principals hired nearly 9,000 new teachers to fill vacancies, and seniority transfers filled about 600, less than 10% of the total. (Keep in mind that many of these 600 can simply retire. That's what happened with a number of our educational evaluators who were mistreated by the system this year and chose to retire rather than take inappropriate assignments). **Fact:** Many middle-class districts got more new teachers this fall than hard-to-staff areas. **Fact:** Thanks to incentives we worked out with the previous administration, hundreds of experienced teachers have been attracted to and have remained in the otherwise hard-to-staff schools in our Extended Time program.

Single pay schedule: The chancellor says he wants to be able to pay more to

teachers in shortage areas and in harder-to-staff schools, but the union won't let him. **Fact:** In 2000 the union included in its contract proposals additional pay for teachers who earned certification in specified shortage areas. We have been open to other similar proposals.

Keeping good teachers: Our last contract raised starting salaries and the system made great strides in recruiting qualified teachers. The problem now is **retention**. Because if we can't keep the qualified teachers who are hired, building a cadre of experienced, well-prepared teachers becomes like trying to fill a bucket that has a hole in its bottom. It's costly and counterproductive to hire thousands of well-qualified people every year, invest millions of dollars in incentives, orientation and professional development—only to see so many of them leave. Worse, it's bad for kids.

The Bloomberg/Klein administration has already experienced a number of failures in its short tenure: poor planning led to serious overcrowding in many schools; thousands of new teachers went unpaid and without medical benefits for weeks and even months; lack of teacher training in the system's new reading and math curricula have made it very difficult for kids to grasp this difficult material; music and art programs have been decimated; and teachers and parents are bristling at supervisors' attempts to micromanage everything from the placement of desks to the number of staples on bulletin boards.

Confronted by the chaos they have created and faced with their own failure to bring positive change to our schools, the Bloomberg/Klein administration has decided to scapegoat teachers by focusing on the fictions of the New York City system rather than its real needs: a qualified teacher in every classroom; the books, supplies, resources and disciplined atmosphere that make instruction possible; and a relationship with teachers that supports rather than demonizes them. #

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GUEST EDITORIAL

Global Education in Our Schools

By **STUART DUNN**

Recently, Dr. John Brademas, former Congressman and President Emeritus of NYU, addressed The Ralph Bunche Institute for International Studies at the CUNY Graduate Center. His lecture marked the centennial of the birth of Ralph Bunche whom he called, "...a brilliant international statesman and a significant figure in the history of the United States."

While his remarks about the role of Ralph Bunche in the early days of the UN were significant, as was his review of his own role in the US Congress for 22 years, of particular interest here are his more recent activities in extending the global reach of NYU and the role of educators in world affairs. Following his career in Congress, he served as President of NYU. During his Presidency he established numerous centers for international study,

brought thousands of foreign students to study at NYU, and fostered centers of study in Florence, Madrid, Prague, London and Paris. More NYU students studied abroad last year, nearly 2000, than from any other institution in the country.

After a long and successful career he continues to travel, meet with world leaders and to speak in the causes of democracy, peace and international cooperation. He is currently, "proposing to establish, in consultation with our Department of State, a Center for Public Diplomacy and Dialogue, for the purpose of building bridges to the Arab and Muslim World." "Our plan," he said, "is to forge a university-based center that will serve both as a public policy think tank and sponsor of a program of international fellowships and exchanges to encourage dialogue and engagement between individuals rather than states."

He is simultaneously working to establish a center for discussing the decision making for the security of the United States. "Universities," he asserted, "because of their wealth of knowledge across academic disciplines, are...uniquely equipped to contribute to the debate on these great issues."

[This issue of Education Update illustrates the importance of global studies and the cultural interchange of ideas. At PS 77 in Brooklyn, students celebrated the International Year of Freshwater, showing efforts from Zimbabwe to Holland. A 26-year-old student exchange program between Israel and the US is quoted by participants as being "great!" And at UN-USA, global studies curricula have been initiated in public schools across the land. The movement to encourage international understanding and peace has begun in our elementary schools. ED.]

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LETTERS

Response to *More Than Moody: Depression in Teens*

To the Editor:

This article is very informative for teens with depression. I am struggling with it and I know how it feels. When I read your article, I was amazed at how the things you wrote came so close to what I was feeling. There should be more writers like you!

*Sarah Wells,
New Boston, MI*

Response to *A Smoking Gun: Speaking to 9.8 Million Women & Girls of NYS*

To the Editor:

I agree. Why doesn't any media comment about the radiation from tobacco and second hand smoke? 17,000 milligrams per pack per year per total body according to NEJM letter to Ed at time of Chernobyl. At autopsy, a lung slice will develop x-ray film overnight, etc. Small wonder the risk of almost all cancers go up if you smoke.

*Brian Paaso,
Palo Alto, CA*

Response to *Taking Education Outside of the Classroom: NYC Museum School*

To the Editor:

This article is so true of what an LEOTC program can do to enhance the lives of students who are given the chance to see what is outside the classroom walls. We have students who visit us from all over New Zealand. When the schools are on holiday—which is in two weeks time, we will get an influx of students from the Northern Hemisphere coming to visit us. With geysers and hot mud pools and hot water springs for cooking in, our lessons are many and varied.

Our situation, although slightly more diverse than the Museum, still has a few issues. The main one being the small 5 per cent of teachers who want to leave the students in my care and go away for a coffee! That is not an option with our lessons as we deal with real life geysers that boil all day at 98 degrees centigrade.

*Poihaere Hanna,
Rotorua City, New Zealand*

Thank You from Rockefeller U.

To the Editor:

Thank you Dr. Pola Rosen, and your staff at *Education Update*, for your commitment.

Appearing in the same issue with Laura Bush on the cover and Caroline Kennedy on page 9 is sure to get us noticed!

You have been so thoughtful and kind to us over the years and you are so committed to excellence in education.

*Bonnie Kaiser, Ph.D., Director,
Pre-college Science Education Program,
The Rockefeller University*

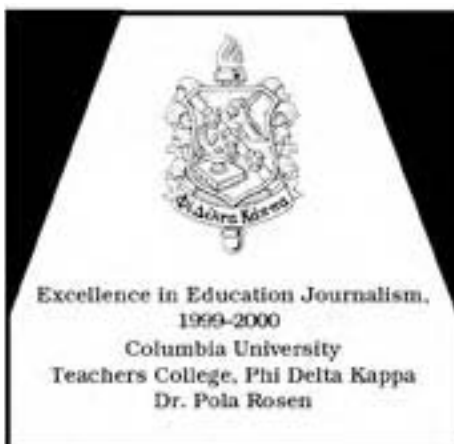
Response to "Sopranos" Writer Tells His Story

To the Editor:

I grew up in Brooklyn also and hung out with Terri for years. It was so good reading about him and I am very happy for his success, and that he is doing what he loves. Great to read about him.

Janet, the girl with the long red hair and an Alice Cooper album.

Cover: Dr. Cecilia McCarton, founder of the McCarton School, with one of her students, Michael Esses.





High School Youth Ambassadors Lead the Way

By JOCELYN K. EGYES

Happy chatter of friendship flows through the room. Smiles and laughter are constant throughout the conversation. Looking around one would think this young group of students knew each other all their lives. But the truth is, they just met a few weeks before.

Welcome to the luncheon reception for the America-Israel Friendship League (AIFL) honoring the high school youth ambassadors. A mixture of Hebrew and English is heard throughout the room as new friends continue sharing stories.

The AIFL is a 26-year-old exchange program between Israel and America. Each year, approximately 120 students from Israel are assigned to host families from the United States. For some, like one of this year's participants, Nofar Sametz, her first time to the states has been "the

best time of my life."

Sametz was chosen by her principal, the Israel Embassy and the American Embassy to represent her school for the two-week exchange in the US. She says she would recommend this program to everyone in Israel. "All of the students in Israel should come just to have this experience to see that there is another life outside of Israel," says Sametz. She spent part of her time with Clarrissa Moore, a 15-year-old from Dayton, Ohio. Moore says she learned a lot from living with Sametz. "I had to learn about the food she liked, she can't have meat and dairy [together]," Moore said speaking about the kosher laws. "But she's like me, she's 15, she likes music, we both like children. They are teens just having fun; they go to the movies, they go shopping, they go skating."

Oren Moisa, a 16-year-old from Netanya,

says he learned about living with a large family. Moisa was hosted by Jerius Gamble, who lives with his six siblings, two parents, one grandmother and a dog. Moisa, the middle of three children, said "It was a big pleasure to be in a big family." Moisa said they talked about Israel and the US differences until 3 AM every morning. He showed them the traditional male head covering called a yarmulke and Shekels, the money of Israel. "I learned a lot from this program and I saw there is a lot of good differences between the US and Israel," said Moisa.

"It makes me want to be more involved with what's going on," said Gamble. "I feel like I should be part of the gap that brings the two bridges together." Bridging the gap between international education and sense of self is exactly why executive vice president of AIFL, Ilana Artman, said this program is so phenomenal. "I remember when I started the program and I was meeting with a person in the State Department and I said 'here's a program that

is directed at kids from every socioeconomic status that gives them a boost in their confidence, that makes them believe they can do something'" said Artman. "We take kids with leadership qualities. You give them a possibility to grow and to feel special."

Plans are in the works to expand the program into Russia in 2004. Artman also hopes to take the students to Israel in 2004 since the last three years has forced them to modify the program because of the situation in Israel.

In addition to spending time with their host families, the group was in Washington DC for four days participating in workshops on the American and Israel perspective on terrorism. They also spoke about the Holocaust and Holocaust survivor addressed the group.

Peter Yarrow, of the folk singing group, Peter, Paul and Mary performed at the luncheon. Encouraging others to sing along, Yarrow says he uses music to "help make the world a better, more peaceful place." Says Yarrow, "in God's eyes, we're all the same."#

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

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The Private Sector Helps CCNY to help the Public Schools

By ALFRED S. POSAMENTIER, Ph.D.

It is by now no secret that we have a national crisis in the teaching of mathematics in our urban schools. What is news is that the private sector is coming to the rescue! In June, New York State got a wake-up call. Over two-thirds of the students taking the graduation-required Math A Regents examination failed. The resulting political alarm led to a Commissioner's panel (of which I was a member) that rescaled the test, and thereby reduced the damage. The message was clear: We have an emergency situation in front of us and we must act immediately.

The crisis is that our math teachers are insufficiently prepared to teach our students. There is probably no better illustration of this than in New York City, where the latest estimates show that about 50 per cent of the math teachers have less than four years teaching experience. Couple this with the long-standing placement dilemma that results in our least experienced teachers being assigned to the weakest schools and you have a problem of almost insurmountable proportions.

Much of this is the product of a severe shortage of mathematics teachers. Incentives for entering the math teaching profession, such as job security during the Great Depression and draft deferments for men in the 1960s, no longer exist. To add to the problem, information technology, an attractive new industry that did not exist in the past, siphons off talented individuals who might otherwise have turned to teaching.

The question is what can be done to improve mathematics instruction in the schools today? The New York City Department of Education has been devising innovative methods for bolstering the teaching ranks with qualified mathematics teachers with less than hoped for success. For example, the Teaching Fellows program, designed to take career changers through a fast track alternative certification process, attracted fewer math teachers than expected. The program was then broadened with a math immersion program that took marginally math-prepared individuals, supplemented their mathematics training, and provided them with the pedagogical support needed to become certified. Even this did not enable the City to fill all



Alfred S. Posamentier, Ph.D.

its secondary school math positions. In an effort to fill the rest, the State Education Department granted the City waivers, allowing it to hire uncertified mathematics teachers to fill vacancies. This further exacerbated an already severe problem of teacher quality.

Certainly financial incentives such as signing bonuses for new math-prepared teachers, or offering math teachers higher salaries are available options. The problem with these is that they are unlikely to be embraced by teacher unions and therefore probably unrealizable. Another option for improving our math teaching force is to recruit teachers from other countries that have a surplus of such teachers. In 1998, we, at the City College of New York—School of Education, initiated a program that brings math and science teachers from Austria, where there is a surplus. For the most part these teachers have performed admirably, but they only stay for a few years and then return home, having acquired the advantage of being able to teach their subject there in English—a tremendous asset in Europe. Using such teachers is not a solution to the problem; it is merely a temporary abatement.

The challenge of improving the current teaching force—training large numbers of teachers—at times seems insurmountable. If, however, professional development could take place at each school, the problem could be solved. The teachers' immediate supervisors (in New York City they are assistant principals) are selected

largely for their administrative abilities, and not necessarily their teaching skills. If we could provide the support these administrators need to make them instructional experts, they could then take on the responsibility for improving the mathematics instruction in their schools by working with each of their teachers. In this way, through a multiplier effect, we could efficiently improve the competence of all math teachers.

The public sector alone does not have sufficient resources to solve this problem in a comprehensive way. To realize this concept I turned to the private sector for help, with proposals to two very concerned individuals to develop a program to improve the instructional leadership skills of the secondary school assistant principals in charge of mathematics. The proposals were favorably received, resulting in two grants totaling \$5.7 million from CCNY alumnus, Stanley H. Kaplan (\$2 million), and the Carroll and Milton Petrie Foundation (\$3.7 million). The grant from Mr. Kaplan will train many middle school supervisors of mathematics, while the grant from the Petrie Foundation will train all the high school math assistant principals. Their leadership and vision in helping to reverse the continuing decline in the teaching and learning of mathematics should provide a shining example to others in the private sector. With equal insight and enthusiasm, Chancellor Joel I. Klein and the New York City Department of Education are partnering with the City College of New York to implement this new training. It is imperative for the for-profit world to realize its responsibility in making our young people mathematically literate, especially in light of the demands of the technological age.#

Alfred S. Posamentier is Dean, School of Education, The City College—CUNY

AARON SCHOOL: A SCHOOL FOR CHILDREN WITH SPECIAL LEARNING NEEDS NURSERY - ELEMENTARY

Aaron School, located at 309 East 45th Street in Manhattan, opened in September 2003. The school serves children who have been identified with potential learning challenges including language delay, learning disabilities and sensory integration issues. Aaron School provides an enriched educational environment for children not ready for mainstream education by integrating a traditional school curriculum with an individualized skill-building program that builds upon strengths while remediating areas of weakness. Their approach is multi-sensory and multi-disciplinary. Classes are small, with an excellent student to teacher ratio. Qualified specialists provide supplementary speech and language services, and occupational therapy. The beautiful brand new facility features 13 classrooms, gymnasium, art studio, computer lab, library and a separate OT/Sensory gym. The school is committed to a partnership of staff, parents and professionals, dedicated to the common goal of enabling each child to become a successful learner.

Aaron School's mission is to prepare each child to graduate to a less-restrictive educational setting, where he or she can flourish. These goals are accomplished by focusing on the development of the whole child, encouraging cognitive, social, emotional and artistic growth.

The director, Debra Schepard, ED.M, SAS, SDA has been in the field of special education for over 25 years. She was the director of the Sunshine Developmental School for the last seven years.

Aaron School is staffed with a variety of talented professionals whose backgrounds include both special and general education schools.

The curriculum is in compliance with New York State Department of Education standards and also includes specialized programs such as Oton-Gillingham reading, Stern math, and Handwriting without Tears. Each child has an individualized academic program that focuses on his or her learning strengths.#

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How Do We Address The Reading Crisis In America?

By DR. BILL BLOKKER
& MITCHELL LEVINE

According to a recent report of the National Assessment of Educational Progress (NAEP), there are over 33 million K-12 students reading at least two grades below level—over two thirds of all K-12 students in the United States. Given the research currently available in reading, brain based instruction, instructional leadership, and the change process, there's absolutely no excuse for at least 90 per cent of these students not reading on grade level.

The Literacy First Comprehensive Reading Reform Process, a comprehensive three-year reform process, was developed using exactly this scientifically based research. Two separate three-year studies consistently demonstrated that the Literacy First Process does close the reading gap of all subgroups including minority, special education and second language students; in fact, 85 per cent of all program students in grades K-12 are performing on grade level in phonological awareness and phonics as well.

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After one year of implementation at Sebring Middle School, for example, students showed 1.5 to 3.5 years' growth on the state criterion referenced reading assessment. Anne Lindsay, Director of Curriculum and Instruction, reports that this amazing growth is directly attributed to the Literacy First Process. An independent study done by the Southwestern Educational Development Laboratory (SEDL) focused on 29 Literacy First schools in Oklahoma found they outperformed demographically matched schools on nationally normed assessments. In addition, the Literacy First schools also exceeded the state average score.

The NAEP data indicates there is a reading crisis in America. At present, many schools and districts are attempting a piecemeal approach. We must take a comprehensive approach that focuses on the application of the research in reading, instruction, leadership and the change process. For more information, call 1-888-303-3029 or visit www.literacyfirst.com.#

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Careers: Lewis Frumkes, Director, Writing Center, Marymount Manhattan College

By DOROTHY DAVIS

Lewis Burke Frumkes, who right after graduation worked on Wall Street, is now the Director of The Writing Center at Marymount Manhattan College. He is the author of *How to Raise Your IQ by Eating Gifted Children: Manhattan Cocktail and Other Irreverent Observations on Life, Taxes and Meter Maids* and five other books. His work has appeared

in *Harper's*, *The New York Times*, *Punch* and *Reader's Digest* and is widely anthologized. He has a radio program on which he interviews high profile people in the arts and sciences, primarily writers. It is broadcast on Sundays at 8:00 PM on WPAT-AM (930 on the dial). We spoke to him one recent evening in his office, which was comfortably cluttered with books, manuscripts, photographs and

memorabilia. Declining his kind offer of some Hershey's chocolates we got right down to the interview:

Q: What was your career goal at college graduation?

A: "I always wanted to teach," said Frumkes, who majored in English and Philosophy in college, "and I always wanted to make a lot of money. Unfortunately these goals were not compatible. So I compromised."

Q: Will majoring in English help a person become a successful writer?

A: "You don't have to be an English major to be a writer," he said, "but it certainly helps. The advantage in being an English major is that you can introduce yourself to some of the greatest writers writing in the English language, some of whom may inspire you and lead you down exciting paths. And if you love what you do and feel passionate about what you do success will follow. You need three things to become a successful author: 1. A modicum of talent, 2. Some marketing skills, 3. Perseverance."

Q: How can being an English major prepare us for our modern world?

A: "There is a lot to be gained from being an English major to someone who loves language. No language on the face of the planet today is as rich as the English language. Language takes on a special life of its own for someone sensitive to it. It transcends just communication and becomes music. As an English major you are being introduced to the music of life. You can learn to amuse, entertain and educate yourself all by yourself if necessary. Ray Bradbury, one of our greatest writers, is an autodidact. This will make you a more interesting human being. So it is not just a dead major in an ivory tower, but a vital and important study of life in the

world around you.

Q: Is English a popular major for students in 2003, with the increased importance of mathematics and technology in our society?

A: "English is more popular than it used to be. It has sort of evolved for some people into communications courses, a relatively new field. They start in English and then see that they want to get into communications. People study communications for a variety of reasons, not least of which is that they want to get into Radio or TV. There is also media ecology, the study of media itself, how it operates, and the physical underpinnings of media. It may also include writing for theater or business writing. It can lead to careers in cyberspace, the Internet, electronic media.

"New technology is opening up whole new vistas for English majors. With digital publishing we can keep in memory every book ever written, including every book you and I write. Before these may have been shredded; now they will be part of the collective human memory. With the Internet there are whole new universes for exploration. One is limited only by one's imagination.

"Writing is part of English and very few things are as important as learning to write well. Many people feel powerless in our society, but if you can put 750 to 800 words together in some cohesive and intelligent fashion you can publish an essay with your views in *The New York Times* [or any number of newspapers around the country] and influence millions of people, perhaps change the course of events and history. You have only one vote as a citizen, but with your words you can transform the world around you. It's a very powerful tool."#
See article on *English majors on page 15*.



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PROFILES IN EDUCATION:

Prof. David Elliot, NYU

By JOAN BAUM, Ph.D.

What do music educators do? The sweet tenor voice hardly betrays the insistent author of *Music Matters*, Dr. David Elliott's 1995 declaration of "paraxial philosophy," which he believes must inform music education if it is to have "value." Most music educators, he said, mere academics, train their students to make a living. There are exceptions, he allows, and he doesn't mean to dismiss real-world needs. Indeed, his own students, who graduate with bachelors, masters and doctorates, "all get jobs," whether they're in education, music therapy, composing film scores, playing jazz, tutoring techniques. After all, he points out, corporations want to locate where there is art. But unless students are also encouraged—make that primarily encouraged—to regard music not as a way to make a living but "a way to make a life," they will never achieve a "multidimensional" appreciation of music that will serve them well, not to mention the world.

David Elliott is a music educator with a passion and an agenda. At the Steinhardt School of Education at New York University, where he has been Director of Music Education for the last year, after teaching and performing all over the world, including being Professor and Chair of Music Education at the University of Toronto for 25 years, he pursues his belief that music educators must be entrepreneurial advocates of social action. His views and the fervor with which he advances them have won him praise from devoted followers who call him discerning, candid, constructive and original, but those same views have also elicited sharp criticism from those who dismiss his ideas as either old hat or mistaken. Though Dr. Elliott confidently speaks



of *Music Matters* as "rocking the boat" and "challenging received wisdom," he confesses he was "astonished" at the negative response. Listening to him articulate his deeply held views, however, suggests that style may be more the problem than substance.

Dr. Elliott equates old ways of teaching music with European concepts and traditional pedagogy, whereby students are basically passive recipients of lectures, inculcated with theory and rarely given a chance to cross the stage to experiment and perform ("praxis" means exercise or practice), and then rarely on instruments from other cultures and countries. He speaks of music as community and cites his lower-middle class Irish family in Toronto, where he grew up, as his great influence and inspiration. Everyone in his home played music, especially his father, a self-taught jazz pianist and composer. Though he himself was making music at four, conducting at eight, and went on to study composition, he believes that "everybody can do music." Any music. He is his own best example, a multitasking musician who has written scores for movies and commercials and composed compositions for various groups and children's choirs, though his preference has always been jazz.

He is delighted to be at a major university helping to develop a "unique" program in music education, fostering the "nature and values" he considers paramount—performing, improvising, composing, arranging, conducting, exposing students to a diversity of genres and cultural traditions—all of which strengthen creative abilities and listening skills. The NYU program of 75 undergraduates, 35 Masters candidates and 8 doctoral students, double the number just two years ago, certainly keeps him busy, but he's also absorbed in writing an undergraduate text, *Becoming a Music Educator*, which will have a

Council of School Supervisors & Administrators

By JILL LEVY, PRESIDENT, CSA



It is 14 years since I began working in CSA's Supervisory Support Program as an inter-vener, but this year, more than any other, has wrought so many changes that it has brought us to a new frontier in how we perform our professional responsibilities.

Many, if not all, of the familiar relationships and procedures within the school system have been turned inside out and upside down. The new Board of Education structure challenges us in many ways, not all of them professionally acceptable to school leaders. District Offices are now Regional Offices. The questions remain to be answered: In what way will this improve the support we receive? Will the new regional offices provide the effective, non-evaluative professional support we so desire?

Up until now, the systemic culture around such support has hardly been idyllic. And now, the new level of what was intended to be "support" may be micromanagement at its best and a punitive bureaucracy at its worst.

The truth is, for CSA members, the type of structure adopted by the system hardly matters as long as it responds to the needs of children and the professionals who guide their education. And that type of support, the type that CSA members yearn for, remains a hope, something that we have yet to receive.

website showing "action-based video clips," and he's gathering essays for a book (*Paraxial Music Education*) from 17 professionals around the world that will answer his critics and advance the paraxial word.#

This year is clearly marked as one where union contracts and relationships have been challenged and ignored. The new Department of Education wiped out entire CSA license areas without warning. It turned positions on their heads; some of us were even forced to apply for what appeared to be the jobs we already held, jobs that had simply been renamed. The new DOE also changed the nature of CSA members' responsibilities without disclosing the nature of the new work up front or additional supportive resources. Naturally, this has resulted in many angry professionals.

The new regime at DOE has made unprecedented demands on CSA members' time well beyond contractual obligations. Our members have been summoned to retreats, retrained, seen their schools retooled and been redeployed.

These many changes made without any input from us, secretly and behind closed doors, have resulted in a sense of oppression and exhaustion. It will be years before we know if the present culture of stress and human misery created by these overwhelming changes will actually result in a better education system. I certainly hope so.

While some of these changes are certainly within the right of the mayor and chancellor, a number were made without regard for state law or our contract. CSA has responded with an unprecedented number of legal actions to enforce our contract and the law. At the same time, we seek to resolve many of the issues outside of these formal procedures. We always remain hopeful that the culture and the structure will change for the better as we are hopeful that the avenues of communication will widen and become safe pathways to bridge the current divide between intention and impact.#

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PS 77 Learns About International Year of Freshwater

By TOM KERTES

This was truly a case of "Everything you wanted to know about water but were afraid to ask."

To commemorate The International Year of Freshwater, the students of Brooklyn's P.S. 77 inundated their auditorium with a plethora of imaginative projects. The walls reflected a true East-meets-West worldview: a project dealing with Holland celebrated the nation's use of bicycles—this refreshingly non-pollutant way of transportation keeps the water and the air clean. In Zimbabwe, water protects the nation's crops from drought. Italy's industry has unusually interesting uses for water. The projects dealt with everything from water pollution (and the resulting environmental dangers), the importance of saving water, the protection of oceans, water quality, the different uses of water, water as a source of life, water standards on different continents, etc.

These projects were made even more special when you consider that the students of P.S. 77 are autistic. "They've been working on this exhibition for months," principal Ivy Sterling said. "I can't tell you how proud I am of my kids."

The apex of the celebration was a special United Nations Assembly, which culminated in a lengthy program that featured everyone from professional artists (opera tenor Abraham Singer brought the house down with his Italian arias), to talent imported from other schools (Tottenham high school's brilliant violinist Arsenio Perez), to home-grown talent (Irish step-dancer Justine

Kinsky is the daughter of a P.S. 77 teacher), to P.S. 77 students who danced to "What A Wonderful World", then sang everything from "The Flower Of China" (in Chinese!), to "Hero" to "Getting to Know You" to a rendition of "We Are The World". Blues singer-percussionist Eugene Osborne Smith, whom assistant principal Elizabeth DiFrancesco met at B.B. King's club, summed up the afternoon with his soulful performance. "Water is everywhere," he said. "And wherever there's water, there's life."

"This is our third UN-themed Assembly," Sterling said. "In this school, we have children from all kinds of different backgrounds. It is very important that they learn about unity and different cultures—and the United Nations is an integral part of that."

One of the projects on the wall quoted UN Secretary-General Kofi Annan: "Lack of access to water—for drinking, hygiene and food security—inflicts enormous hardships on more than a billion members of the human family. Water is likely to become a growing source of tension and fierce competition between nations, if present trends continue, but it can also be a catalyst for cooperation. The International Year of Freshwater can play a vital role in generating the action needed—not only by governments but also by civil society, communities, the business sector, and individuals all over the world."

It's safe to say that The International Year of Freshwater, which will not be officially launched until Dec. 12, got off to a rousing head-start at P.S. 77. #

UN/USA: KEEPING STUDENTS ACTIVE IN GLOBAL ISSUES

By MICHELLE ACCORSO

Currently implemented in five cities across the United States, including New York, Houston, Tampa, Los Angeles and Chicago, Model U.N./Global Classrooms is continuing full-force in its efforts to bring this innovative, role-playing program to a diverse array of students. Although known worldwide, Model U.N. has never been widely executed in urban public schools. That is, not until Global Classrooms was introduced.

In 2000, the United Nations Association of the United States of America (UNA-USA) began Global Classrooms to introduce public school students to the work of the U.N. and pressing international issues.

The Global Classrooms National Advisory Board, which includes Ambassador Bill Luers, and Dr. Lucia Rodriguez, tries to ensure that as many students as possible receive global education.

UNA-USA is a non-profit, nonpartisan organization that supports the work of the United Nations and encourages active civic participation in the most important social and economic issues facing the world today. As one of the leading

center of policy research on the U.N. and global issues, UNA-USA offers Americans the opportunity to connect with issues confronted by the U.N.—from global health and human rights to the spread of democracy, equitable development and international justice. Through its work, UNA-USA educates Americans about the work of the United Nations and encourages public support for strong U.S. leadership in the United Nations.

Preparing for the fifth annual UNA-USA Model U.N. Conference, the advisory board met on a recent weekday afternoon to discuss plans and strategies in order to ensure a successful and knowledge-filled event. In evaluating the Model U.N.'s Global Classrooms Program, the advisory board is able to provide the utmost service to its students and enable them to learn hands-on how to help the U.N. help the world. As one tenth grade NYC public school student put it, "I enjoyed learning about the U.N. and meeting other students with the same interests as me. The Conference Secretariat makes you think that you are a real delegate, and this gives you a lot of confidence." #



Dr. Lucia Rodriguez



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MUSIC, ART & DANCE

The Rossini Festival in Pesaro

By IRVING SPITZ

An operatic extravaganza on the Adriatic

Pesaro, a delightful city on the Adriatic coast, is the birthplace of Gioachino Rossini. Since 1980 it has hosted an annual festival devoted to the production of the operas of its illustrious native son, in particular the long-forgotten scores. The most notable was the first revival of *Il Viaggio A Reims (The Voyage to Reims)*. Following four performances in 1825, Rossini withdrew the score and it was presumed lost. Accidentally rediscovered, it was revived in Pesaro in 1984 and has now entered the international operatic mainstream.

Although he composed some 39 operas, until the Rossini revival (in large measure due to the efforts of the Pesaro Festival), the only one regularly performed was the Barber of Seville.

Rossini worked prodigiously fast and claimed to have written the Barber in 13 days, to which Donizetti is reported to have said, "Ah yes, but Rossini was always a lazy fellow." Rossini completed *Semiramide* in 33 days, remarking, "for once I was able to take my time."

The 2003 festival featured five operas, the highlight being a new production by the Catalan artist, Lluís Pasqual, of Rossini's penultimate opera, the light-hearted comedy *Le Comte Ory*. With the aid of the librettist, Eugene Scribe, Rossini recycled many of the numbers of *Il Viaggio* into this opera. The plot revolves around the escapades of a dissolute Don Giovanni-like character, Comte Ory, who attempts to win the heart of the Comtesse Adele. Like his predecessor, the Comte is equally unsuccessful.

Pasqual's innovative set featured a billiard saloon with chandeliers and rich décor, all part of a highly original parlor game. Juan Diego Florez in the title role is a great vocal artist in his prime and delivered a sumptuous performance. His purity of voice and vocal athleticism was a marvel. Whether playing the part of the count, a fake hermit, old woman or passionate lover, his commanding and imposing presence dominated the performance, holding everyone, both in the audience and on stage in thrall.

However this was not a one-man show and he was ably supported by an excellent cast, notably his ensign Isolier, Marie-Ange Todorovitch, a mezzo in the Cherubino and Octavian mold who sang with fluidity and assurance. Also impressive was bass-baritone Bruno Praticò in the comic role as the count's friend. The Comtesse Adele, soprano Stefania Bonfedelli, was a little unsteady early on but rapidly settled into the role.

Semiramide is a convoluted story of the Babylonian Queen Semiramide, who together with Prince Assur, assassinated the king. Assur in turn expects to win her hand. At the same time, Semiramide's son disappears. These events occurred before the curtain rises. During the course of the opera, the army commander Arcase returns and Semiramide is enamored with him. Arsace, turns out to be the son of Semiramide but only the high priest Oroe is aware of this. At the climax of the opera, the three principals meet in the tomb of the murdered king. Arcase tries to kill Assur but Semiramide intervenes and is mortally wounded.

This opera requires a soprano and contralto capable of doing justice to the demanding roles of Semiramide and Arcase. This production certainly had the contralto, Daniela Barcellona, who as Arcase delivered all the goods. Her voice was large and rich with a marvelous range of color.

There was some beautiful singing in the duets with Darina Takova, who took the title

role. Marco Spotti as the high priest Oroe, was impressive with his sonorous bass. Bass Ildar Abdrazakov successfully portrayed the villainous character of Assur.

William Orlandi's imaginative multipurpose set featured a large terrestrial globe and mirrors, evoking impressions of the space age (not unlike a Star Trek movie), a meeting in the UN Security Council, a gambling saloon or venue for a fencing competition.

A revival of Rossini's rarely performed *Adina* was a real revelation. As was his usual practice, Rossini resorted to much self-borrowing from forgotten operas of his youth for the score. Set in a harem in Baghdad, the plot is reminiscent of Mozart's *Abduction from the Seraglio*. Commissioned by a wealthy Portuguese, this one act opera received only two performances prior to a revival in 1963.

The current production was first staged in Pesaro in 1999. In this revival, all singers complemented each other well, in particular soprano Joyce Di Donata in the role of Adina who floated her high notes beautifully. Equally impressive was tenor Raul Gimenez as her lover. Giovanni Carluccio provided handsomely carved ornate settings.

To be continued next month

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Adolphe Sax & the Saxophone

By MR. RODNEY J. CROFT

Adolphe Sax, born in November 1814 in Dinant on the river Meuse in Belgium, became a prolific inventor whose inventions included the saxophone, patented in Paris in 1846. It is one of the most instantly recognizable of all musical instruments and has for many years been inextricably linked to the jazz genre. The history of Sax and the origin of his invention provide an interesting story.

Adolphe's father, Charles Sax, at the age of fifteen, became an apprentice cabinetmaker in Brussels, and at this time he played a serpent (a now obsolete large wooden S-shaped bass wind instrument) in a local musical society. A serpent was an expensive instrument so Charles Sax made his own; a skill he would return to.

The advent of the machine age brought about a surge in the Belgian textile industry and Charles Sax took a job in a factory making cotton-spinning machines. Following Wellington's defeat of Napoleon at the Battle of Waterloo in 1815 the Belgian economy and the textile industry slumped, leading to the closure of factories and the loss of Charles Sax's job.

Charles Sax then returned to his previously

honed skills and began to make musical instruments including serpens, flutes, and subsequently bassoons, clarinets and brass instruments. He even began making string instruments including pianos, violins, harps and guitars.

His son Adolphe therefore grew and developed in this environment of musical instrument manufacture. He began to be increasingly involved in his father's business and developed both as a craftsman and as a player of the flute and clarinet. He attended the Royal School of Singing in Brussels where he developed his playing abilities to a very high proficiency, particularly on the clarinet.

There are various theories as to why and how the saxophone originated. One belief is that Sax discerned a tonal gap in the Symphony Orchestra between the cellos and the brass section. It is possible to appreciate the success of bridging this gap when hearing the tenor saxophone solo line in Ravel's Bolero. Or perhaps it was Sax's efforts to find a bridge between the woodwind and bridge in a Military band. Another theory surrounds a search for a brass instrument with stronger volume dynamics than the wooden clarinet family. Whichever



Old Belgian Bank Note Honoring Sax

of all the theories is correct one thing seems certain; Sax was searching for a previously undiscovered sound either in timbre and or volume dynamics. No doubt he experimented with a number of different ideas but it is thought he finally combined an ophicleide (a euphonium-like sounding instrument) with a bass clarinet mouthpiece. The ophicleide, from the Greek "serpent and key," was invented in 1817. It superseded the serpent, and Sax had access to ophicleides in his father's workshop. The ophicleide was basically a bass keyed bugle and was a conical brass instrument with the brass cupped mouthpiece and replaced it with the single reed mouthpiece of a bass clarinet thereby creating a conical bore brass instrument with a single

reed. The saxophone was born!

The first saxophone was a bass and subsequent models followed—eight models were patented in 1846. Now the following are available: soprano and soprano (both usually straight but can also be curved), alto, tenor, baritone and bass. In 1857 Sax was appointed instructor of the saxophone at the Paris Conservatory.

Sax also made major changes to the keys and articulation of the bass clarinet much of which lasts to this day. He also

manufactured brass instruments including the Saxhorn for Military bands and won large contracts for French Army Regiments. He was so successful, a number of attempts were made by rivals to spike his instruments prior to crucial military band competitions in the Tuilerie Gardens in Paris, and there were also assassination attempts, which gladly he escaped. However, he suffered multiple lawsuits from rivals who tried to steal his patents and towards the end of his life was in abject poverty. Chabrier, Massenet and Saint-Saens petitioned the Fine Arts Minister to come to his aid. He died in Paris in February 1894.

Adolphe Sax will always be remembered for his wonderful invention—the Saxophone. So, but for the Battle of Waterloo—where would Jazz be?#

Rodney Croft is a Consultant General and Vascular Surgeon in London, England. He is also a professional saxophonist.

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Camp Fair

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Conferences

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Tues., Jan. 13, 2004, from 9:00-11:00 am
Lyceum Kennedy Open Houses:
Wed. Jan. 14, 2004, from 6:00-8:00 pm
Sat. Jan. 24, 2004, from 10:00am-12:00 pm

Exhibitions

The Studio Museum of Harlem
144 West 125 St., NYC 10027
Phone: 212-864-4500
Fax: 212-864-4800
Web: www.StudioMuseum.org

Hoofers' House

Thursday, December 12, 7pm
Have you ever heard of the "Hooper's Club?" From the 1920s through the 1940s, Harlem's Comedy Club on 131st, owned by Lonnie Hicks, was the home of the legendary Hooper's Club. For those interested in tap dance, the back room was the site for learning, listening and creativity. Bill "Bojangles" Robinson, King Rastus Brown, John Bubbles, Charles Honi Coles and many more crossed the threshold of this intimate room. In honor of this important aspect of Harlem's history, SMH is a new home for hoofers! Tap dancers -elders and young people alike -are invited to take the floor at these quarterly jam sessions! This season's *Hoofers' House* is hosted by Derrick Grant of the acclaimed Broadway hit *Bringin'da Noise, Bringin'da Funk*.
Free for hoofers with tap shoes, \$7 (general public) \$5 (members, seniors, students)
Space/seating is available on a first-come, first-served basis.

Words in Motion Open Mic

Saturday, December 13, 6-9pm
Check out the Words in Motion teens at this culminating Open Mic/DJ Dance Party. Be here as they read their poems,

share their artwork, and debut their spinning skills developed during the eight-part workshop that focused on music, spoken word, and the visual arts.

This program is free and open to the public. Space/seating is available on a first come, first-served basis. Call us to let us know you're coming at 212.864.4500 x 264.

Family Fun

Looking for something fun to do on a Saturday other than watch the cartoons on TV? Bring the family as we explore the Fall 2003 exhibitions!
Become an artist in a hands-on workshop and create your own works of art! SMH acknowledges the need for families to spend time together. Hoping to nurture bonds between parents and their children through art, the Museum offers programs and activities that allow families to share in the creative process.

Saturday, December 20, 10am Celebrate Kwanzaa with SMH.

Family programs are designed for families with children ages 5-10 years old. Family programs are FREE. Pre-registration is required. Please call 212.864.4500 x264 to RSVP.

VOLUNTEER OPPORTUNITIES

SMH has grown and so has our need for volunteers. There are many volunteer opportunities at SMH that are important to continuing the Museum's overall operation and success.
For answers to your immediate questions, please contact Carol Martin, Assistant to Education & Public Programs/ Volunteer Coordinator at 212.864.4500 x 258 or by email at cmartin@studiomuseum.org.

Volunteer Orientation

Tuesday, January 12, 6:30pm

Workshops

The ADD Resource Center
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Resources for Children with Special Needs, Inc. Presents 2003-2004 Free Training Series For Families and Professionals Needing Programs and Services for Children with Disabilities.

Manhattan

Jefferson Market Library
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12/16/2003 10:30AM-1PM Transition from School to Adult Life

West Harlem Head Start

121 W. 128th Street, NYC 10027
4/15/2004 10AM-1PM Advocacy Skills for Parents

Columbia University Head Start Health Science Building - 701 W. 168th St. NYC 10032 Riverview Lounge 3rd Floor
1/21/2004 Opciones Educaciones 10AM-1PM (en Espanol)

Resources for Children with Special Needs, Inc. 116 E. 16th St. 5th Floor NY, NY 10003

1/22/2004 10AM-1PM Transition from Preschool to School Age Programs
2/12/2004 10AM-1PM Education Options for Children with Special Needs
3/4/2004 10AM-1PM Preschool Services

for 3-5 Year Olds
3/18/2004 10AM-1PM Transition from School to Adult Life
3/30/2004 6PM-8PM Community Resources
4/21/2004 6PM-8PM Preschool Services for 3-5 Year Olds

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Our assembly programs are 45 min.- 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. There are five assembly program topics from which to choose! All our current workshops and assembly programs 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 x340, jmcglynn@lsc.org, for further details.



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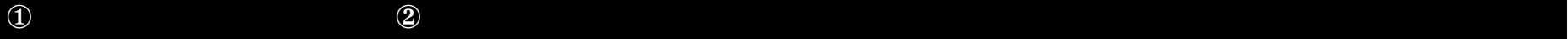
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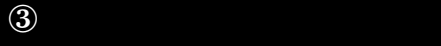
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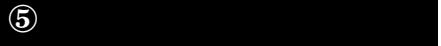
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CCNY Receives Record Grant from Petrie Foundation to Boost Math Education

By ADAM W. SUGERMAN

The Carroll and Milton Petrie Foundation has donated nearly \$3.7 million to The City College of New York for the advancement of mathematics education. It is the largest foundation grant ever received by the College in its 156-year history, said Rachelle Butler, Vice President for Development and Institutional Advancement at CCNY.

The grant will be used by The City College School of Education to train all of the math assistant principals in New York City public high schools, who will then concentrate on the instructional program in their respective schools. In this way, each math teacher will have the benefit of instructional support from a trained supervisor.

This model uses a multiplier effect to reach all the math teachers in the City of New York, which would otherwise not be possible. Alfred S. Posamentier, Dean of the CCNY School of Education and an international leader in the field of mathematics education, developed the concept for the program and will serve as its director at The City College of New York.



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We offer courses for skills development, college credit, and an associate degree program in general studies. Our experienced advisors meet frequently with you to review and guide your progress. All instructors are trained professional educators, not teaching assistants or peer tutors.

Your time at Landmark College is a time of exploration and learning. A time for you to discover your own personal strengths and abilities. A time for you to grow into your full potential.

It's also a time to make friends, discover talents, and explore interests. Located in southeastern Vermont in the town of Putney, Landmark offers students a wide variety of sports and social activities—from mountain biking and kayaking to cross-country skiing and winter camping. The College is two and a half hour drive from Boston and four and a half hours away from New York City.

Students at Landmark College learn how to balance their academics and social lives. They develop the skills and access the learning tools they need for success in college, graduate school and the workforce in the real world. It's all made possible through our integrated approach to the whole student—and Landmark's strong belief that bright students who learn differently also learn well, once they've mastered the information processing strategies they need. You can join them. Take a step onto a different path...one that leads to success.#

Contact us today, then come visit Landmark College. For information, visit our web site at www.landmark.edu or call 802-387-6718.

Chancellor Joel Klein of the New York City Department of Education, who will provide the release time for the training of assistant principals, said, "I am delighted with the continued support of the private sector for our school system and want to thank the Petrie Foundation for this generous contribution. We look forward to working with City College to assure that this program is effectively implemented."

CCNY President Gregory H. Williams said the Petrie Foundation's generosity has helped maintain the College at the forefront of mathematics education in New York.

"Clearly, we have reached a crisis point in the way math is taught, not only in New York but around the nation," added President Williams. "Any real reform must include not only math teachers, but also those who are responsible for instructional leadership. This allows us to address that crucial area in the most comprehensive fashion."

Recently, CCNY received a \$2 million donation from Stanley H. Kaplan to train the assistant principals in New York City public middle schools who supervise mathematics instruction in their respective schools. Mr. Kaplan, a 1939 graduate of City College, is the founder of the Kaplan test preparation program and provides funding assistance in the bio-medical research program at City College.

The funding from the Petrie Foundation grant and Mr. Kaplan's gift together fund a comprehensive, \$5.7 million program that will enable CCNY to assume a prominent role in the training of all public school officials who supervise math teachers. The \$3.7 million grant is the latest Petrie Foundation support to benefit CCNY. The Foundation also funds the Petrie Scholars Program for outstanding students in CCNY's Honors Programs.#

The Carroll and Milton Petrie Foundation is a private, independent grant making foundation that began active operation in 2002. The Foundation's mission arises from the belief that education is the key to realizing an individual's potential and his

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SO YOU WANT TO BE AN ENGLISH MAJOR?

By SARAH N. LYNCH

For senior Regina Udler, an English-computer science double major at Barnard College, it all began with Dr. Seuss.

Udler, a lover of Shakespeare, Gabriel Garcia Marquez and Charles Dickens, said that reading Seuss books inspired her to pursue English as a major in college.

"I always liked to read," Udler said. "When I came from Russia, I learned English by reading Dr. Seuss books and I really fell in love with the rhyme. I was an only child and it was a way to escape."

Similarly, English major Laura Riley, who will graduate from Barnard this December, said she was first drawn towards the subject at a very young age.

"I think when I was little I liked to write poetry," Riley said. "I came into college knowing that I wanted to major in English. When I was younger I enjoyed reading, mostly poetry from the Romantic period and in Jamaica (where she's from), they said it wasn't poetry unless it rhymed. So then I didn't know if I wanted to be a writer, but I liked writing and that was my reason for looking into schools

with a strong English department."

According to Anne Prescott, an English professor and Renaissance literature specialist at Barnard College, learning how to write is one of the most important skills a student will learn by majoring in English.

"[English majors learn] how to write and [they gain] the intellectual flexibility that comes from reading a variety of texts with different attitudes towards life and from different cultures, past as well as present," Prescott said.

"An English major encourages the imagination, and the imagination is useful in virtually every part of life, even in the sciences." Contrary to popular belief, teaching is not the only career path for an English major. In fact, English is an extremely versatile major.

"That's an illusion," Prescott said. "What can you do with an English major? The obvious answer is teach, but the secret is an English major can be used as the basis for so much else. There are some clear examples: law school, where knowing how to use language can help you get the criminal off or put the bad guys away."

"That's not surprising, but what may come as news is the degree to which admissions committees for business and medical schools or banking firms downtown welcome literacy and look with favor on English majors, not just simply economics or biology majors."

This is the case for Riley, also a Latin American studies and economics minor. Upon graduation she hopes to find a career that will combine the skills she's learned studying literature and business. She plans to look into positions with business news wires or in media relations.

"They have this poster up (in the English department) that says 'Does Your Major Determine Your Career?,' and I think English is one of the few majors you can use to answer yes or no," Riley said. "It was easier to get internships in publishing or media than it would have been for some other majors, but I don't think that it necessarily limits you to the literary world."

Most English departments will offer a range of classes, both lectures and seminars, on literature from all time periods. Beginning English majors will start off reading classic lit-

erature such as Shakespeare, Charles Dickens and Chaucer.

"It's important to start with the classics—Shakespeare and the Greek dramas—and also (to have) exposure to mythology," Udler said. "A lot of literature stems from it and being able to track back or at least compare the themes provides you with the necessary skills."

Some schools, depending on the programs, will allow students to focus on different literary time periods or other specialty areas like film, theatre or creative writing.

Although Udler plans to pursue a career in computers, she has decided to concentrate in theatre. Currently she works for a theatre agent designing websites, which she said, combines elements from both of her majors. Prescott adds a final note on the "pleasure" component of English.

"Modern Americans like to think that something will be useful, and an English major is useful, but we shouldn't forget that reading a variety of texts is a great pleasure.#

To see one of the career pathways for an English major turn to page 8.

Martha Nussbaum Presents Rudin Lecture at Marymount Manhattan College

Marymount Manhattan College (MMC) recently hosted the Jack & Lewis Rudin Distinguished Visiting Scholars Program, featuring Dr. Martha Nussbaum, in the Theresa Lang Theatre at the College, located at 221 East 71st Street. With support from the Rudin Family Foundation, this annual program brings renowned scholars from across the globe to MMC to discuss crucial issues that affect our community. Dr. Nussbaum's lecture,

"Liberal Education and Global Responsibility," addressed issues related to ethics, education, and urban living in the 21st Century.


Dr. Martha Nussbaum is the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. She is an award-winning author, professor and speaker whose work focuses on philosophy, liberal arts, law, ethics, and feminism. Dr. Nussbaum is known for connecting Greek and Roman phi-

losophy and literature to the ethical and moral dilemmas that face our modern society. Dr. Nussbaum was a research advisor for the United Nations University in Helsinki, and she will be a Visiting Professor at the Jawaharlal Nehru University in New Delhi. Her lecture at MMC reflected the College's commitment to academic excellence, community outreach and its distinctive undergraduate program in liberal arts.

Marymount Manhattan College is an urban,

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Some of the medical conditions the School can provide for include, but are not limited to: autism, brain injury, cerebral palsy, medically fragile conditions, seizure disorders, and neurological impairments, including visual, hearing, and speech and language impairments.

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Brent Reagan, former student and graduate recently addressed our graduation class with the following, "...Never in my wildest dreams would I have been able to do half of what I've achieved without the encouragement and help that I received at Crocthed Mountain! I want to thank everyone at Crocthed Mountain for helping me get my life back!"#

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LETTER FROM A PARENT

I like to tell people that our journey to The Sterling School began the day the District's Director of Special Education told me that I should just get used to the fact that my son would never really learn to read. At the time of this conversation my son was in the fourth grade and his reading ability was approximately on the first grade level. This despite the fact that he had been identified at an early age, classified as learning disabled and had received early intervention and was in specialized instruction classrooms since Kindergarten.

At an early age we noticed our son's language development was not progressing as our first child's had. We brought our concerns to our pediatrician who recommended an evaluation for early intervention. He was diagnosed as having an Expressive Language Delay, and intervention began. So that I could be more proactive, I tried to learn all I could. I was often thwarted by a lack of information or the highly technical lingo. Not only did I have to educate myself about my son's condition, but also I had to deal with my feelings of grief for no longer having the "perfect" child. I also had to come to terms with my memories of my own educational shortcomings, as did my husband.

We had no choice but to rely on the professionals and their suggestions, because they were the "experts." As time passed, we saw "Bob's" speech improve greatly. His report cards were good yet each spring the district's standardized educational testing (Woodcock Johnson, etc.) showed minimal growth in reading despite the intensive program that he was receiving in school. If our child was so smart why wasn't he progressing? Why was he having so much trouble learning to read? Frustration and anger are great motivators. I tried to find out as much as possible about the tools and methods being used to teach my son reading. I asked the school for more intense or a different program. Administrators and teachers alike told me that the programs employed by the district worked. It was implied that if my child was not learning, there was something "wrong with the child" or it "would just take more time for it to click." My child was running out of time, he no longer had any confidence that he could learn. We couldn't wait for things to "click."

Finally, I turned to the web, finding the site for the International Dyslexia Association. I learned about dyslexia, and that a person who is dyslexic can learn to read. I learned that in order to succeed a child would need to be taught by a highly trained professional using Orton-Gillingham multi-sensory methodology. I learned that instruction needs to be done within a small group or on a one-to-one level. What became clear was that our suburban neighborhood elementary school was not an appropriate place for my child to learn. My husband and I then came to the realization that if we wanted our son to learn to read we were going to have to send him to a specialized school. All the schools were either in New York City, or boarding schools. We applied and were denied admission to three of these schools. We were heartbroken. Our child was "too dyslexic" for these schools. Frustrated beyond belief, I came across the telephone number for The Sterling School and spoke with Ruth Arberman, the director. Immediately I was impressed with Ruth's understanding of my son's situation and our journey.

During our conversation, I was impressed by Ruth's background, training, knowledge, and philosophy of working with dyslexic children. I gave Ruth all the reasons why her school would not want my son as a student, and she gave me all the reasons why it might be the right fit. We applied and I went into Brooklyn to attend an Open House.

When I arrived at The Sterling School, I was immediately impressed with the school's size, the highly personalized instruction and the quality and training of all the staff. In September, after much soul searching, Bob began at Sterling, despite the transportation issues, the adjustment problems and the legal aspects. It's a new world. Bob is happy. He is beginning to read independently, is more confident, and is doing his homework more independently. What a change in only three months!#

For more information contact The Sterling School at 718-625-3502 or on the web at www.sterlingschool.com.



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THE MISSION

The **Group For ADHD** does not believe in a one size fits all therapy. Our Clinicians carefully evaluate each individual using state of the art diagnostic tools. Based upon the findings, we design, together with the individual, an effective treatment plan. We have many tools in our tool box at the **Group for ADHD** to accomplish this, and we employ the methods best suited for each particular situation. The **Group For ADHD** is dedicated to individual adults, children, and families of all ages living with Learning Disabilities and Attention Deficit Hyperactivity Disorder. The goal is to establish alternative and adjunct treatments to drug therapy as well as to offer school and workplace support.

Lenore Ruben, CSW, CHT, EMDR
Orly Calderon, PsyD
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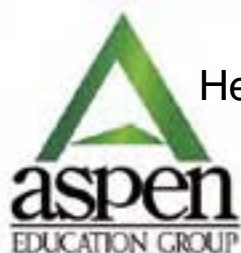
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A Therapeutic Mecca: The McCarton School

By JOCELYN K. EGYES

Sitting in Dr. Cecelia McCarton's office there is no doubt that her passion is children. Kermit the Frog and a teddy bear sit side by side on a bookshelf while dozens of other toys line her office. But it's a special kind of child that warms the heart of this pediatrician, it's "children who are different" says McCarton, her blue eyes passionately sparkling as she speaks of 'her' children.

"Our inability to connect with these children should motivate us to figure out what is inside these children and help them." McCarton refers to children with Autistic Spectrum Disorder (ASD). Trained as a medical doctor and an academic at Albert Einstein for 25 years, McCarton says, "The years at Einstein were wonderful, but it was time for me to move on. I wanted to go back to being a doctor."

Nowadays, McCarton not only sees children, but also runs The McCarton School for children with ASD, on the Upper East Side of Manhattan.

"Our interdisciplinary program is truly unique," says McCarton. "No one is king of the hill, everyone is equal."

Autism, a developmental disorder, is also called a spectrum disorder because children are affected in different ways and in different degrees. A child with ASD usually has expressive and receptive language disorder, limited social interaction skills with peers, and a restricted range of interests. These children are either diagnosed at birth, or as in 1/3 of the cases, diagnosed around 15 months. In addition, some children present only some signs of autism and are diagnosed with Pervasive Developmental Disorder Not Otherwise Specified (PDDNOS).



Children Play at the McCarton School

"Diagnosticians are sometimes very hesitant to use the 'A' word, (autism) with parents because of the stereotypes," says McCarton. "So they will say your child has PDD or your child has PDDNOS when in actuality, the child is autistic. People think that PDDNOS is better than getting a diagnosis of autistic disorder because there is more hope for their children."

McCarton states that autism is not a hopeless diagnosis. "You can bring about enormous change in these children. You must have qualified therapists but you can change the children," she says encouragingly.

The McCarton School, which educates 18 students a year ranging from three to eight years of age, focuses on speech and language therapy, occupational and sensory therapy, and Applied Behavior Analysis (ABA) therapy. "The technique of ABA therapy is breaking a task down to the least common denominator," says McCarton. She adds, one of the most important factors of ABA therapy is focusing on the positive. "You don't comment on negative."

The McCarton School is one of three schools in New York City, which focuses on ABA therapy. There is a one-to-one ratio of teachers to students at the school. McCarton says ABA therapy requires a lot of work on the part of the therapist and child. She adds, "There has been criticism of this therapy because some say it feels 'robotic' and 'mechanical' but unless you teach a child to sit at a table and look at you, you will never get a child to learn." Equally important is ensuring that responses will generalize to other environments and situations. For example, a child may be taught to look at you at a table but not in the playroom.

In addition, McCarton says every child may require different types of therapy and research will help determine how to work with each individual.

"I believe that money must be allocated into learning what the best therapeutic interventions are for these children, because we have to teach and educate them on a daily basis. While basic research is important, many children may not benefit from it immediately. While research is being conducted daily, it is still unclear exactly what causes autism which affects boys 4 times greater than girls in increasing numbers each year. "It used to be 2 to 4 in 10,000 now it's 1 in 250. That is more than any other childhood disease that we have," says McCarton.

"The belief among the medical community is that this is a genetic disorder and that it probably takes about 6 or 7 separate genes to get the full blown picture of autism, autistic spectrum disorder or PDD. Some children may have a predisposition that has been environmentally triggered," she added. There are about eight centers in the United States working to track

the genetic relevance to children with autism. "People are passionate in their beliefs about what the triggering event might be. It's all speculative and we don't know. It's unfortunate because it's impossible to treat an illness whose cause is unknown."

So far, McCarton is treating the students and the proof comes from the 30-35 per cent who are mainstreamed after being in her program for three years. "My hope is that the children are going to move out of here."

Each year there are 127 applicants to the McCarton School and only six available spots. Tuition for one year is \$65,000 yet McCarton says it costs \$132,000 to educate each student. With no money coming in from the state, McCarton says money from a scholarship fund helps with the expenses but the parents also lend a hand. "They fundraise, network and do anything in their power to raise money."

Parents are also encouraged to be involved. Each therapy room is equipped with a double-sided mirror where parents can visit and observe unobtrusively at any time. Furthermore, everything is taped so if parents miss a session, they can still see their child's progress. "The more you know, the better off your child is," says McCarton.

McCarton says the goal is to have 24 children enrolled and then move into a bigger school. Each day, she is encouraged by how far the children have come.

"Sometimes kids can't recover but I know the kids are in much better shape than when they entered," says McCarton. "They have come a long way; they have learned and will continue to learn."#



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McCarton School Parent Shares Views

One parent who sees the learning first hand is Noam Spanier. His 6-year-old daughter Shira has been with the program since January and Spanier says the difference in Shira is "night and day" since coming from public school.

"Shira is a lot more attentive, she is learning a lot and she is more responsive," says Spanier who says his daughter who has since begun feeding herself and being aware of her surroundings.

Although Shira has not been diagnosed with autism, she has an undiagnosed developmental delay, which has kept her from talking, yet through the McCarton School, Spanier says Shira is learning how to communicate.

"She will come up to me when she needs her diaper changed and tap me on the leg," says Spanier who says before Shira may have cried or not reacted.

Shira's workweek averages 40 hours. Spanier says Shira is "the hardest working little girl in the city." And Spanier credits McCarton with

the work she is doing.

"I haven't seen anyone care like anyone else" Spanier says about McCarton. "The kids are her kids."#

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Group for ADHD does not believe in a one size fits all therapy. They have many tools in their toolbox to devise a custom fit program best suited for a particular situation. The therapists carefully evaluate each individual using state of the art diagnostic tools and then based upon the findings work together with the individual to design an effective treatment plan. Group for ADHD is dedicated to individual adults, children and families of all ages living with Learning Disabilities and Attention Deficit Disorder (ADD/ADHD). The goal is to offer alternative and adjunct treatments to drug therapy as well as to offer school support.

Lenore Ruben, CSW, CHT, EMDR, co-founder of Group for ADHD, has her Bachelor's in Special Education from Boston University and received her MSW from NYU. Orly Calderon, PsyD, co-founder of Group for ADHD, is certified by NY State as a School Psychologist and is licensed by the NYC Board of Education.#

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TALISMAN TRANSITIONS By LAURA McMANUS

Do you remember the first day you started college or a "real life" job? Do you remember learning how to live independently in a house or apartment on your own? Did you feel confident in paying bills, home and car repairs, and balancing school, social and job life? Did you feel prepared and supported in your endeavors?

Talisman Transitions is a program for young men 17-20, with Asperger's Syndrome, AD/HD and other Learning Differences, who need that preparation and support in a structured environment while they are learning the intricacies and rules of living in the "real world."

Talisman Transitions believes there are three major components to healthy adult living: The Social World, The Working World, and The Independent Living World. Our program is designed to teach, promote, and allow practice in living these three components so that when our young men graduate from the eight-month program they are well rehearsed in appropriately and successfully meeting their needs within these three major components. There are specific goals for each of the components that we expect participants to complete while in this transitional phase of their lives. In addition to our pre-determined goals, participants will be required to develop their own goals for the components and follow through with them.

Talisman Transitions recognizes that some individuals need specific guidance and insight into the Social World. In our Social World Learning Block we will address the needs of social situations and relationships. The weekends and afternoons will be filled with outdoor trips, social outings, community service and volunteer projects in which participants will be able to practice what they learn in the classroom.

The Working World Component includes both academic life and career or job choice. Talisman Transitions recognizes the differences individuals have in choosing the path for their careers and education. Participants in the program are taught processes to obtain jobs and the skills to keep them. They will be attending a community college for a semester, as well as obtaining and holding a job in the area.

The Independent Living World Component of Talisman Transitions is a hand-on, day-by-day learning process. Participants will live in a dormitory house with one staff. Through guidance, mentoring, and one-on-one teaching, students will learn how to manage a house, do laundry, work on nutritional guidelines and cooking, practice general house maintenance and more. Participants will learn skills for banking, taxes, voting, insurance issues, bill paying and other living issues.

Through these Three Components, participants will gain a thorough knowledge of skills needed for a successful adult life. The confidence they will build in themselves will prepare them for all of the unsaid or unclear rules and intricacies of adult life. They will always be supported by the staff and administration of Talisman so that they have a strong support system throughout their stay and after graduation.#

For more information on Talisman Transitions, please contact Laura McManus or Linda Tatsapaugh at 828-669-8639 or e-mail to summer@stonemountainschool.com.

GOOD PARENTING IS IMPORTANT FOR EVERY CHILD— BUT IT'S CRITICAL WHEN YOUR KID HAS ADHD

There are many elements that go into the art of Good Parenting, but there are two key words for parents of children with Attention-Deficit/Hyperactivity Disorder and related problems: Structure and Consistency.

What is Structure? Structure is the foundation. It relates to environment, activities, rules and behavioral expectations. Structure provides a child with a clear understanding of where they should be in relation to all of the above. For a child who can't always control their actions, structure is critical in providing security and comfort. (Please don't confuse structure, which provides a framework, with rigidity, which is a cage.)

One aspect of Structure is to have a fairly set schedule, and to keep your child aware of this with age-appropriate calendars, charts and clocks (analog clocks, which show the passage of time, are more effective than digital, which show numbers without context). Since the child—or adult—with ADHD often has difficulty with both transitions and task accuracy (changing from one task to another and beginning a new activity), knowing what it expected eliminates confusion and minimizes negotiation—just point to the scheduled item and there's no need to get into a discussion. The question is no longer what *needs* to be done, but only *how* to do it. Schedules also give a graphic understanding to the sequence of the day. For a child with ADHD, the moment is everything. If they have to do homework, the time for watching TV doesn't exist. A graphic schedule helps them to understand sequences and time management.

What About Consistency? Consistency is necessary for both the child's security and the parent's sanity. All children will test; kids with ADHD are masters at pushing the buttons. To avoid power struggles and minimize temper tantrums, a consistent approach to behavior management is critical. This includes sticking to the rules you've set up in your home. If there's no jumping on beds, then it isn't acceptable behavior at any time. It is much more difficult to enforce rules when you sometimes permit unacceptable behavior, and at other times let it go. This just confuses the child. (That doesn't mean there aren't exceptions at certain times; it just means you make it clear when you're allowing an exception, and why.)

However, to make Consistency work, parents need to *determine which rules are important, and then follow through*. An example of this would be: Your child keeps throwing a stuffed animal across the room. You tell her not to. She does it again. You give another warning. She ignores (or baits?) you. The fourth time you're yelling and the action has been elevated to a major confrontation. Telling a child not to do something four times in a row is the same as allowing them to do it. They don't see the consequences of their actions, so they see no reason to stop.

The consistent approach is to tell them, after you notice the first throw, that the stuffed animal is not to be thrown or they'll lose it. (If it isn't a major concern, allow the child just one throw, which gives them a feeling of some "power" or control.) After that final "allowable" throw, if they still continue to throw the toy, immediately take it away, saying: "Since you decided to continue throwing this after I asked you not to, you obviously don't really want to play with it, so I'm putting it on time out until tomorrow afternoon."

You are speaking calmly (you haven't gotten to the point of anger that you would have been at by the fourth warning).

You aren't criticizing the child, but the action.

You're giving an immediate and natural consequence to an unacceptable behavior, which reinforces the rule.

Also, you avoid having to continually put the child on time out, substituting the object.

You've made it clear that your child had a choice and chose to lose their toy, rather than comply with the rule.

You've given a reasonable time limit for the "punishment."

Most important, you've reminded your child that when you say something, you mean it: Consistency at work.

These tips were supplied by The A.D.D. Resource Center, Inc., which specializes in providing practical help to individuals and families with Attention-Deficit/Hyperactivity Disorder and related disorders, with offices in Manhattan and Westchester.#

For information on individual Parent Coaching sessions, or to register for our next 6-session Parenting Class, call: 646-205-8080 or send email to: addr@mail.com

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All students prepare both French and American tests and exams at different grade levels in the elementary and secondary sections.

Lyceum Kennedy also offers a daily after school program for Nursery through 6th grade students, from 3:30-5:30pm. Our study hall program is open to students from 1st grade through 6th grade. It is supervised by a French bilingual teacher who offers homework guidance in both languages.

Lyceum Kennedy also offers an educational program of extracurricular activities taught by specialist teachers in both languages. Each session lasts one quarter culminating with an exhibition, a presentation or a performance for parents.

A summer program will be created in 2004 offering a myriad of fun activities and classes during a period of 4-6 weeks. Students will be able to enroll for two weeks or more.

Our Westchester campus located in Ardsley offers the same quality education and bilingual programs and enrolls students from Nursery through 5th grade (ages 3-11).# **Lyceum Kennedy - French International School:** 225 E43rd St., NYC 10017, 212-681-1877, Info1@lyceumkennedy.com, Info2@lyceumkennedy.com, www.lyceumkennedy.com.

SPECIAL EDUCATION BOOK REVIEW

Quirky Kids: Understanding & Helping Your Child Who Doesn't Fit In

REVIEWED By MERRI ROSENBERG

Quirky Kids: Understanding and Helping Your Child who doesn't fit in—When to Worry and When not to Worry

By Dr. Perri Klass and Dr. Eileen Costello

Published by Ballantine Books, New York, 2003 (384 pp)

I envy those lucky Boston parents, who have easy access to Drs. Perri Klass and Eileen Costello as their children's pediatricians. My late father was a pediatrician, and I love myself picking up the phone and seeking guidance from either Dr. Klass or Dr. Costello about any issues that trouble me about my own children.

Rarely have I come across as reassuring, wise and useful a book as this one. The authors, both Harvard-trained pediatricians who are currently on the staff of Boston University School of Medicine, tackle the potentially troublesome topic of what parents can do when they have so-called "quirky kids."

They don't dwell on the labels or diagnoses (although the authors certainly provide comprehensive information about pervasive developmental disorder, sensory integration dysfunction, Asperger's Syndrome, autistic spectrum disorder, as well as many, many others). They don't write in technical, complicated language that could make any parent feel as if she just wandered into a thicket of jargon that obscures the reality of her child. Perhaps most important, the authors don't reduce children to their diagnoses, never losing sight of the individual.

The purpose of the book, Klass and Costello write, is this: "Parents come to see us at our office with stories, with patterns, habits and behaviors that they've noticed in their babies and their toddlers, their preschoolers and their elementary school children, and they ask our opinion: Is this normal? Is something wrong? We hear stories about toddlers whose tantrums seem off the scale by comparison to their siblings, about young children with intense obsessive interests, about children who don't talk on schedule or who do talk but in peculiar ways, about children who don't enjoy the games that delight the other members of the playgroup... And as we watch parents struggle with a multitude of assessments, diagnoses, therapies and

medications, we have come to appreciate that life with a quirky child can be complex and difficult. We wrote this book to help you navigate and to help you do what you most want to do: know and recognize and appreciate your own child and help him grow and thrive."

A little later in the book, the authors reinforce this message. They write, "The truth is, of course—as every worried parent knows—that not every quirky child grows up to be a successful but quirky independent adult. However, the ability to succeed in life and to function independently depends on the whole package that is your developing child, not just the quirky aspects."

Quirky kids are in good company, at least according to literary models—like Professor Henry Higgins or Sherlock Holmes—or path breakers like Albert Einstein, Emily Dickinson and Mozart.

With a reassuring tone, lots of examples from parents who have "quirky kids" of their own—and interjections about successful adults who undoubtedly were quirky back in their own childhoods—Klass and Costello explore and examine a variety of behaviors that can make it clear to parents that their child is somewhere outside the "normal" boundaries (a three-year-old who won't wear clothes that have flowers on them, a six-year-old who can't bear loud noises, a nine-year-old who doesn't know how to speak with kids in the lunchroom because all he wants to talk about is astronomy). And they point out that many quirky children have so-called "splinter skills," like a tremendous musical talent, or ability to work with animals, that can be a positive in dealing with their peer group.

They don't sugarcoat the topic, either. "Family life with a quirky child is more fraught with tension, more difficult and subject to all kinds of stresses, to more intense versions of the usual stresses," write Klass and Costello.

The authors address issues like how to negotiate the playground with a quirky toddler; find play dates that work; handle family gatherings—and the relatives—when one's child doesn't quite conform; find understanding and compassionate babysitters; negotiate school, both with and without an individualized education plan, as well as homework, after-school activities like sports or religious training, and figure out the strategies to successfully move

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The Vanguard School of Lake Wales, Florida, is a coeducational boarding school and was founded in 1966 to serve the needs of students with learning disabilities, dyslexia, and attention deficit disorder. Located in the heart of the Sunshine State, the school has a 75-acre campus in the city of Lake Wales, and is ideally situated for access to the beaches and cultural and entertainment centers of central Florida. Students from over 20 states and 20 foreign countries have access to three dormitories, three classroom buildings, full gym, aquatic center, physical fitness center, library/media center and cafeteria. The mission of the Vanguard School is to provide an individualized program in a nurturing environment which enables students to develop to their fullest: academically, socially and personally.

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Book Review

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through pre-school, elementary, middle and high school.

They also describe what various therapies and interventions do—like occupational and physical therapy, speech and language therapy, play therapy—and how children may benefit from such programs. They also reassure parents that it's okay to step off the diagnostic/intervention treadmill, if a parent feels his child would be better off relaxing after school instead of being carted off to yet another appointment with yet

another specialist.

This is definitely a book that would be of tremendous value to any family that lives with a quirky child—and an important addition to a school psychologist's professional library shelves.

Finally, write Klass and Costello, it's important to remember that "the world needs its quirky children, its quirky adults, its quirky minds and its quirky sensibilities; for all the challenges they face, quirky people enlarge and enhance life for us all."#

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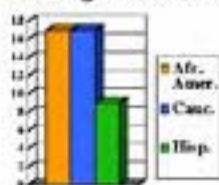
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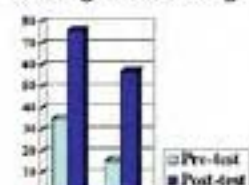
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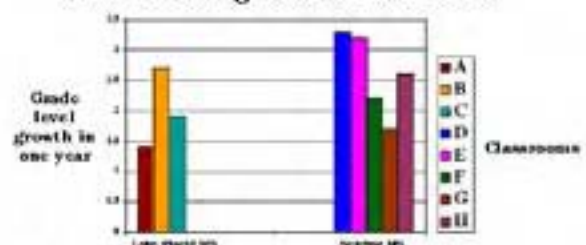
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By MR. RODNEY CROFT

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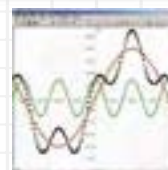
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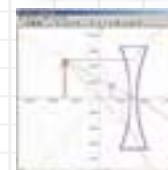
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“Bright Lights, Big City”

By MAYOR MICHAEL R. BLOOMBERG

All over town this fall, it's lights...camera...and action, with more than 30 feature films and

prime time television programs in production in New York City. In fact, earlier this month, the Mayor's Office of Film, Theatre and Broadcasting issued a single-day record of 152 permits to film movies, television shows, commercials, documentaries, fashion shoots and other productions in the Big Apple. One of the nation's current top-grossing films, *Elf*, was shot in New York City. And for the first six months of this year, feature film production in New York was up nearly a third compared to the same period last year; television production was up by more than half.

All of that is great news for New York—for a lot of reasons. The movies and television shows that are made here reach audiences around the world, and are constant reminders of what an exciting and dynamic city New York is. That's great free advertising. Film and television production is also a major part of our city's economy, employing some 100,000 people and generating \$5 billion of economic activity each year. And that's money that gets spent in stores, lumberyards and other neighborhood businesses throughout the city.

Good as those numbers are, we're working to make them even better. Under Commissioner Katherine Oliver, the Mayor's Office of Film, Theatre and Broadcasting has streamlined the

process of obtaining film permits, making it faster and easier to get production started. She's also inspired a spirit of teamwork among producers, unions and City government. Upgrades to the City infrastructure around the Brooklyn Navy Yard have led to \$28 million in private investment to create state-of-the-art film production facilities there. That will produce thousands of new jobs in our city—as will the planned expansions of the Silvercup and Kaufman-Astoria film studios in Queens. In addition, last month, our Administration named film and recording super-star Jennifer Lopez and others to a Latin Media and Entertainment Commission; their job will be to help make New York the capital of the fast-growing Latin media and entertainment business.

Movie and television production are a big part of what gives New York its special excitement. They have long and legendary histories here—and our Administration is making sure they've got great futures in our city as well.

Before closing, I want to remind everyone who's listening that recently morning's rush hour, the single-occupancy-vehicle restrictions that have been in place for the last two years on crossings to Lower Manhattan will be lifted. Those crossings are the Williamsburg, Manhattan and Brooklyn Bridges and the Holland and Brooklyn-Battery Tunnels. The restrictions were enacted to reduce traffic in Lower Manhattan and permit recovery and reconstruction following 9/11; lifting the restrictions is more proof that Lower Manhattan is coming back strong. #



“Implementing” the CFE Decision

By ASSEMBLYMAN STEVEN SANDERS

When the State's highest court, the Court of Appeals, issued its landmark ruling in the *Campaign for Fiscal Equity* (CFE) case last June, the Legislature and Governor were directed—to ensure New York City has adequate resources to provide children with a sound, basic education—to “implement” a new State school aid formula by July 2004.

We in the Assembly majority believe that “implement” *must* mean that a first down payment is made, that substantial new additional resources are appropriated to impact the New York City public schools by September 2004. “Implement” does *not* mean merely that a plan has been agreed to by the Legislature and the Governor to go into effect two, three or five years later, with no substantial new resources provided in the next budget in time for next fall's school year. A new statewide school aid formula, we believe, along with appropriations at an ample level in the next budget, is not negotiable. Rather, it is *required*, so that what the Court mandated is in fact in place, or operational, by the Court's firm deadline of July 30, 2004.

While it is true that the CFE decision specifically relates to school financing and State aid only to the New York City public schools, the Assembly believes that in the interests of fairness, equity, and doing what is correct for stu-

dents in similarly under-funded districts across the State, that the Legislature and Governor must come to terms with a new and realistic funding formula for each of the over 700 school districts statewide—rather than addressing the constitutionally inadequate level of funding to New York City schools alone.

To that end, as Chairman of the Assembly Education Committee I have been conducting hearings around the state since October to get public input about how much money is needed and where it should be best invested. By mid-December, we will have concluded seven public hearings—in New York City, Albany, Buffalo, Rochester, Syracuse, Watertown and Suffolk.

Additionally, a number of costing-out studies—professional analyses across the state, district by district, to determine what level of funding each district needs to provide what the Court delineated as components of a modern sound, basic education—will be completed within a month.

The Assembly is determined that when we adopt the budget for the next fiscal year it will include a down payment, or first substantial increase in State aid for New York City schools and other districts, to satisfy the findings of the Court and be in place with the school year beginning next September.

We are, I caution, suspicious about Governor Pataki's sincerity in meeting the July deadline. The Governor, who wasted two precious and irreplaceable years of children's educational lives in an ill-advised appeal of the lower court CFE ruling, has appointed a commission on school funding that is charged with reporting back to him in March, by which time it will be too late under State law for the Governor even to amend his own education budget proposal. Consequently, we in the Assembly majority will be looking closely in January at precisely how much money the Governor includes in his executive budget for New York City public schools.

The courts have had the last word and our children have waited way too long. Governor, it is time to take action. We are ready to work with you. #

Assemblyman Steven Sanders is Chairman of the Education Committee. You can contact him by mail at 201 East 16th Street, New York, NY 10003, by e-mail at sanders@assembly.state.ny.us or by phone at (212) 979-9696.



Give the Gift of Reading: Reading Reform Begins at Home

By MATILDA RAFFA CUOMO AND SUSAN J. MOESKER

In any given New York City classroom, when children sit at desks with textbooks open, how many of them actually understand the words printed on the page? According to Beth Fertig's recent series, “Reading, Writing and Reform” on WNYC radio, only about 40 percent of elementary and middle school students are meeting state standards.

The existence of a crisis is obvious; the question remains, what can be done? Recognizing that reading is the basis of all learning, the New York City Department of Education, under the leadership of Chancellor Joel Klein, has implemented a new curriculum intended to boost reading scores for the 2003/04 school year. If children cannot read, they will not be able to master any academic subject matter.

The good news is that research indicates that 90 to 95% of all children can learn to read at grade level with appropriate intervention. A caring adult—a parent, grandparent or mentor—can impact a child's reading skills by spending fifteen minutes per day reading to a child. It is also important to remember that as adults, we are role models: children must see us reading to want to become readers themselves.

It is never too early to start—the Einstein tapes for babies, a video series, full of classical music and colorful graphics and designs, are pre-reading stimulation aids for preschoolers.

Unfortunately, too many parents cannot afford resources such as these that would otherwise be available and helpful. According to Sandy Feinberg, the Director of the Middle Country Public Library in Centereach, NY, *any* books read aloud and displayed to young children can have the same effect as the Einstein tapes. The New York City Public Libraries are a rich resource, which families and children should visit. Many families who cannot afford to buy books are unaware that books and videos can be taken home for a designated time and then returned to their local library branch once they sign up for a library card.

To promote reading and proficiency in the English language, Mentoring USA's trained mentors help children in our initiative English as a Second Language (ESL) Mentoring Program. When English is not spoken in the home, reading is of paramount importance to reinforce the subjects learned at school. Our Mentoring USA mentors, through the use of curriculum materials, improve reading comprehension. It is beneficial for ELLs (English Language Learners) to hear English pronounced by native speakers.

The Mentoring USA program is an affiliate of HELP USA, the nation's largest provider of transitional housing for the homeless. Mentoring USA provides mentors to children in HELP USA's shelter facilities in New York City, including locations in Brooklyn, Manhattan, and Westchester County.

Mentoring USA also reinforces reading

through the “ethnic heroes” library component of our BRAVE (Bias-Related Anti-Violence Education) Juliana Cultural Diversity initiative. Each youth receives free books from Mentoring USA that are read and discussed during weekly mentoring sessions. Our trained mentors receive activity books in training, which contain curriculum that refers back to the books that the pairs have read together. The intention of BRAVE Juliana is to promote global peace through understanding and appreciation of other cultures. Reading books is a great way to travel all over the world without ever leaving New York City!

As the holiday season approaches, consider the gift of books for that special child in your life. The holiday season is an excellent time to plunge into the BRAVE Juliana Diversity Booklist, as it features books about holidays celebrated in different cultures throughout the world. This can be a springboard to discussion about, and acceptance of, the differences between youth and their mentors, who may well practice different religions and celebrate different holidays. Consider giving a child a bookstore gift certificate, to engage the young person in the process of becoming an active, discriminating consumer of literature. In most cases, a good reader is also a good student with good grades. We adults have a responsibility to help each child succeed to read. It is a great gift to give a child the joy of reading. #

Matilda Raffa Cuomo is the former First Lady of the City New York. She is Founder and Chair, Mentoring USA and Chair, National Committee for Advanced Placement Italian Language Course & Examination. Susan J. Moesker is the Director of Programs at Mentoring USA.

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By PATRICIA FLAHERTY MCNEILLY, M.B.A., FINANCIAL ADVISOR

Teens are ringing up too much debt too fast, with all the related problems—impulse buying, overspent budgets, and bad credit. What's the solution?

When today's teens go away to college, they carry two instruments that prior generations lacked: personal computers and credit cards! According to Nellie Mae, the national student-loan financing corporation, 83% of under-graduate students have at least one credit card, and the average balance owed is \$2,327. Adding to the challenge are savvy marketers and advertisers who spend billions of dollars each year trying to convince us that we "must have" more than we can afford.

What's wrong with this picture? It suggests teens are ringing up too much debt too fast, with all the related problems—impulse buying, overspent budgets, and bad credit. What's the solution?

For teens, as for adults, there's no elixir that will cure problems caused by poor credit habits. The key is to practice good credit behavior now to prevent problems later. Here are some specific steps you could take: Understand that credit is a major responsibility. It's tempting to apply for credit just to get a discount on purchases, or to get a gift, but beware! There are consequences many teens overlook. For example, each application "trips" an inquiry on your credit history. An inquiry simply confirms that your credit history was reviewed in response to an application. Creditors always check on recent inquiries. Too many inquiries and it looks like you are desperate for credit. That makes you a potential poor risk, which could negatively affect your chances to obtain credit. And inquiries stay on your credit report for two years!

Choose credit cards that charge a low monthly interest payment.

When possible, pay more than the minimum amount due. A \$1,000 credit card balance can take many years to pay off if you only make

minimum required payments! If you need to "roll over" a balance, make sure that you create a plan to pay it off in a short period of time.

Pay bills on time. Making timely payments is critical to maintaining a good credit history and credit rating.

Only buy within your budget and don't charge more than you can pay each month.

Save all receipts and match receipts with actual transactions posted on the monthly credit card statement—statements are often accessible online, as well. Once a month, compare your statement to your actual budget and make adjustments.

Prevent credit card fraud. Safeguard your personal information. Never lend credit cards to anyone and never leave cards or receipts lying around. Keep card numbers, expiration dates and telephone numbers in a safe place separate from cards.

Today, it is realistic for teens to go away to college with at least one credit or debit card. The goal is to go into the world with confidence so that you won't owe "an arm and a leg."#

The Guardian Life Insurance Company of America awards college scholarships to girls ages 12 to 16 that demonstrate budding entrepreneurship, are taking the first steps toward financial independence, and are making a difference in their school and communities. Scholarship prizes totaling \$30,000 are awarded annually. Nominations for the 2004 Girls Going Places Scholarship Program are due on or before February 27, 2004. Today's young women enjoy limitless opportunities and bright horizons. We have long supported this spirit of achievement and will continue to do so for generations to come! For a Girls Going Places College Scholarship entry form and program rules, visit: www.girlsgoingplaces.com or write to The Guardian Life Insurance Company of America, Attn: Girls Going Places, 26-C, 7 Hanover Square, New York, New 10004.

Patricia Flaherty McNeilly is Financial Advisor, Guardian Life Insurance.

\$1.8 MILLION FOR BLENDED LEARNING IN NJ COLLEGE

By SEBASTIAN VASTA, ED.D.

A five-year grant from the United States Department of Education is allowing New Jersey's largest community college to accelerate its goal of infusing technology into the instructional process while maximizing existing on-campus classroom space.

The \$1.8 million grant that Camden County College received from the federal Title III Strengthening Institutions Program will fund the creation of 70 blended learning model (BLM) courses. The BLM fuses in-person instruction with online instruction, making each BLM course part traditional and part distance in nature. These courses truly offer the best of both instructional worlds. Because they operate partly in a physical classroom, they provide the clarity and camaraderie that comes with face-to-face interaction. Because they also operate partly in a cyber classroom, they provide the convenience and flexibility of distance education. Because they are split between these two delivery modes, the number of hours that they require classrooms is reduced and the number of hours that the classrooms are available for other courses is increased.

The grant also will support the curricula redesign and faculty development that is necessary

to incorporate these courses into the college's established degree and certificate programs. Although BLM or "hybrid" courses are not new features in distance learning, the Camden County College approach is unique in that the support mechanism actually is being built into the endeavor itself. Faculty members who participate in the project each semester will be required to invest a minimum of 45 hours in a series of professional development activities. With so much of the traditional lecture-based material being disseminated to students electronically, the dynamic of the remaining classroom contact time will change significantly.

As a result, Camden County College's professional development program will include workshops on topics that deal directly with instruction. These include the impact that different student learning styles have on teaching, the importance of connecting assessment to stated student learning outcomes and the implementation of strategies that transform classrooms into student-centered venues. Other faculty activities will include one-on-one sessions in which faculty familiarize themselves with the college's online platform, WebStudy, and the many unique instructional features that WebStudy provides.

RUTGERS UNIVERSITY TEACHES RESPECT TO STUDENTS

By STEVEN DRANOFF, Ph.D. & WANDA DOBRICH, Ph.D.

American schools are struggling with a challenge to educate students not only academically, but also to build character in a climate of social upheaval. With shrinking resources, escalating and perhaps even unreasonable academic demands, the character education movement has been stymied on all fronts. The most at risk, but paradoxically undeserved population, are students in middle and high school.

We are psychologists and researchers at Rutgers University. Over the past ten years we have designed and tested a model for the prevention of bullying, sexual harassment and violence for adolescents. Our program is called RESPECT and is for all students—not only those who are targeted as victims and perpetrators. Using a method we call *Preparedness Training*, we arm students with the information they "miss" because of normal development. From our research we have identified "normative distortions" teenagers have of their peer group—the source of most outbreaks of peer aggression. We have designed a curriculum to correct these misperceptions by grade, so that teenagers are better equipped to protect themselves.

The underpinnings of this research-based program grow out of the theories of Piaget and Erikson. The changes we have discovered in social perception are driven by the maturational constraints of normal cognitive and emotional development. RESPECT uses a pre- and post-test design that allows us to quantify shifts in

student perception that scaffold development, leading to enhanced empathy, nature's antidote for aggression.

As we look in hindsight at the bigger picture, *Prevention*, we realize we have forgotten to take development into account. RESPECT is a "primer;" it fills in the gaps that adolescents are missing in the wake of normal maturation so that they can then use the strategies we teach in traditional intervention programs.

RESPECT training has caught on like a brush fire in major districts across the country, including New York City, Yonkers, Clifton, Montclair, West Orange, Newark, Berkeley Heights, Edison, Monmouth County Vocational, Philadelphia, Baltimore, Washington, D.C., Cleveland, Chicago, Denver, Los Angeles and San Diego. Participating middle and high schools span the affluent suburban to "persistently dangerous" schools.

RESPECT has been found to be effective with a wide range of students including special education, ESL, seriously emotionally disturbed and other special needs groups, and, of course, with the general education population.#

Drs. Steven Dranoff & Wanda Dobrich are psychologists, researchers, educators and authors, each with over 25 years of experience working with adolescents, families, schools and other organizations. They are producers of RESPECT, and have been responsible for bringing the program into major school districts across the U.S. They are also on the faculty of the Graduate School of Applied Professional Psychology at Rutgers University.

McGreevey to Highlight Reforms that Support Great Teachers

Recognizing that providing our children with the skills to compete in the 21st century economy means supporting great teachers and high teacher quality. Governor James E. McGreevey will demonstrate the progress of his administration's teaching reforms, when he spoke recently at the groundbreaking ceremony for Montclair State's Center for Teacher Preparation and Learning Technologies.

During his campaign, McGreevey visited Montclair State and promised to give teachers the tools they need to reach the highest levels

of their profession. He discussed the impact of his reforms, two years later, like establishing uniform standards and providing incentives for teachers to obtain National Certification.#



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Furthermore, the grant will fund initiatives to better orient students to the technology used in BLM courses as well as to better monitor student progress as they engage the technology on a regular basis. The goal is to provide the most intellectually rewarding and successful experience possible to an already eager group of students. After all, some students like that distance learning is easy to incorporate into their busy schedules but really miss the interaction of the traditional classroom. The blended learning model will allow Camden County College to provide them with both simultaneously.

As the BLM becomes integrated into the fabric of college offerings, there will be careful monitoring of exactly how much classroom space is being saved. Because of Camden County College's unique approach to teaching through the BLM, the value of this savings will be magnified by the fact this savings will have been achieved without sacrificing the quality of the educational experience.#

For more information about Camden County College's development of blended learning model courses, contact Dr. Sebastian Vasta at svasta@camdencc.edu.



FROM THE SUPERINTENDENT'S SEAT:

Letting Little Hands Reach Out

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



I'm in the very best stage of parenting: It's called grandparenting. My three children have given me seven grandchildren all under the age of seven, and most are under the age of three. They live in various parts of the country

and quite often they all come to visit at once. It's always an adventure.

Of course I'm always interested in their intellectual development, and I find it fascinating to watch them as they encounter new things and then decide what they are for. Since they are my grandchildren, I have the luxury of indulging them. But the best gift I can give them is to just say "yes" when they make a new discovery. Having several toddlers and infants over at once makes the message of the need for preventive "child-proofing" sound loud and clear. When it's four, five, six, or seven pairs of small hands reaching and touching everything they see, it's obvious that there is no room for ambiguity. We've got to keep those children safe and happy and provide them with an environment from which they can learn.

A child's curiosity is what drives them to learn. Parents need to encourage them to explore and find answers on their own from the time they are crawling and grasping things and

on throughout their lives. It may be easier to just keep everything out of reach, but it is not the best thing for your child.

With the holidays all but here, I suggest that anyone who has children at home or will be visited by small children do some immediate observation and see what needs to be put away. Then I recommend you take one step further. Look around for what you can put within the children's reach and furnish your home with safe "treasures" that they can discover. Instead of having to tell them "no," when they reach for an object, you can relax and say, "Yes, you may play with that." This is especially true for children who are beyond the grab and destroy stage, three or four years old and older.

Do you have a collection of photos from your travels? Leave it where your child can discover it on his or her own, and then cuddle up and share some of your favorite stories about the places you've been. Have you kept any toys from when you were young? Your child may be intrigued with a toy that doesn't actually use batteries or have to be plugged in, and isn't some kind of alien monster.

With my oldest grandchild (she's seven) I can say "yes" to a lot of different things. If it's just her and me, we can have dessert before (and after) dinner. We can stay up as late as we want, or escape from the babies and have a grown-up excursion. It's really not that important what we do, just as long as she leads the way. #

Dr. Toy Presents—Best Holiday Gifts Wish List

By STEVANNE AUERBACH,
Ph.D., (DR. TOY)

This is the time of year you want to begin to find those special play products for children. These products combine learning and fun plus they are unique and interesting. They will provide hours of fun beyond the holidays and can be used in many different ways to provide children with new playtime experiences.

Scramble Square Puzzles: Little brain teaser puzzles are easy to play, but hard to solve. Puzzle has nine 4" x 4" pieces with excellent original artwork for everyone's entertainment. Easy to carry, beautifully produced and perfect for home or to take on travel. Fascinating facts, trivia questions, hidden answers included. Ninety-one themes for all interests available in easy travel pouches. Ages four and up. \$7.95, b. dazzle, inc. 800-809-4242 www.b-dazzle.com.

Unbelievably Soft Baby: Baby doll has extraordinary, delightful realistic firmness and softness. Magic Softskin™ makes cuddly baby unique. Powdered scent provides your pretend mommy or daddy hours of important role-play experience. Baby is 19" and dressed in newborn clothing. This doll comes with lifetime guarantee. Price is right for good value. Ages 2 and up. \$19.99, Goldberger Doll 800-452-3655 www.goldbergerdoll.com.

Teaching Cash Register: Playing store will be fun and educational. Learn real-life money and math concepts, coin and currency while interacting with new talking toy. Large LCD screen shows real-life transactions with easy-to-read numbers, talking scanner rings up object, with sound effects such as "Special of

the day," and "Big Bargain." Coin slot identifies and tallies real and plastic play coins, plus scale and four built-in games such as Coin Quiz and Money Math. Use plastic coupon to receive random price reductions or pay with a play credit card. Requires three "C" batteries. Ages Three and up. \$44.95, Learning Resources 888-222-3909 www.learningresources.com.

Probuilder Code Blue: New construction product to build and rebuild 10 different land, sea and/or air vehicles. Reinforces multiple building to build up to 3 vehicles at a time. Three levels of building offers challenges and builds eye hand coordination and imagination. Excellent value with handy travel storage case. Ages 5 and up. \$19.99, Mega Bloks 800-465-6342 www.megabloks.com.

LandAir R/C: Extraordinary radio-controlled vehicle patrols land and sky. Motorized flying aircraft can be launched and fly anywhere. Handset controls maneuver land cruiser to drive through various terrain. Push another button to launch aircraft into the air, control it to soar in sky or make sudden dives. Available in two different versions for racing based on R/C frequency and color. Ages 9 and up. \$100.00, MGA Entertainment 800-222-4685 www.mgae.com.

Supermag: Magnetic construction system provides solid structures yet can be pulled apart easily. Consists of steel balls and plastic-coated magnetic, polarized rods. Connect rods and spheres to create endless structures and geometric shapes. Build bridge, motorcycle, building, animals and more. Ages 6 and up. \$21.95, 800-647-9989 [#](http://www.plastwoodusa.com)

Holiday Fun at NY Botanical Garden: Gingerbread Adventures & Holiday Train Show

Twinkling lights, towering evergreens, a miniature New York made from plants glowing in the historic Enid A. Haupt Conservatory, and topiary bunnies with mittens and scarves baking gingerbread are just a peek at the Holiday Family Fun at the Garden. Children and their families delight at the Garden's Holiday Train Show and Gingerbread Adventures in the Everett Children's Adventure Garden.

Gingerbread Adventures in the Adventure Garden—Now through Sunday, January 11, 2004, 10 a.m.–5:00 p.m. Extended hours December 19th–January 4th, 10 a.m.–7 p.m. Program Activities reserved for School Groups Tuesday through Friday until 1:30 p.m.

Gingerbread ignites the imagination and the world of celebration, history and culture. Discover the magic of *Gingerbread Adventures*—from the twinkling holiday trail to the giant gingerbread house laden with frosting and glittering with goodies, to the jaw-dropping gingerbread house replica of the Enid A. Haupt Conservatory. This holiday season, children and their families learn about the different plants and the ingredients that go into making a classic gingerbread holiday delicacy. Themed, seasonal activities allow hands-on fun while learning. Discover that cinnamon comes from the bark of the tree and ginger root from an underground stem. Children and their families grind pieces of different plant parts—raw sugar, cloves, wheat seeds, and bits of ginger. Using their senses, children are encouraged to ask questions and observe using hand lenses. They make field notebooks and fill it with plant parts and notes. Make spicy sachets, ornaments, and decorate gingersnap cookies. Come experience *Gingerbread Adventures* and leave with a recipe for the perfect gingerbread—as well as special Holiday memories.

NEW! This year in the Discovery Center,

children learn more about the history, facts, and the plant's origins. Illustrated panels chart the story of how the plant part ingredients are processed to become the special, spicy recipe ingredients.

Also *NEW* this year, visitors to the Adventure Garden's Multipurpose room will see a gingerbread house extraordinaire—a replica of the Garden's Enid A. Haupt Conservatory, the nation's largest Victorian glasshouse that opened to the public in 1902, and is a New York City Landmark! Children of all ages will marvel at the baked replication soaring approximately two feet high and three feet wide. It is made from a classic gingerbread recipe with lots of spices, including seasoned gingerbread, cloves, nutmeg, cinnamon, and molasses—topped off with gumdrops and seasonal candy. The upper West Side Soutine Bakery, named by Zagat's as one of New York's top bakeries, painstakingly details the Gingerbread Conservatory.

Travels of a Plant Scientist in the Bendheim Herbarium—Going on now through April 2004

Holiday Trains and Treats in the Adventure Garden—Now through Friday, January 9, 2004

For a doubly exciting program, K–5th grade students enjoy Gingerbread Adventures in the Adventure Garden and the delightful Holiday Train Show in the Conservatory. Participate in the hands-on learning about the holiday treat gingerbread in the Adventure Garden. Students discover the plant parts in gingerbread and decorate a gingersnap cookie. In the Conservatory, see model trains and trolleys move throughout the miniature landscapes of scale-model historic New York buildings. #

For more information call (718) 817-8700 or visit us on the web at www.nybg.org. The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett.

CHILDREN'S MUSEUM EVENTS

The Children's Museum of Manhattan (CMOM) and The History Channel have teamed up to bring the story of the Alamo to life.

Remember the Alamo, a World Premiere documentary, airs on The History Channel December 16th and CMOM has devoted Saturday, December 13th and Sunday, December 14th to commemorating this historic time in history.

"The collaboration between CMOM and The History Channel reinforces the Museum's interdisciplinary approach to learning—weaving together history, literacy, science, math, and art in public programs", said Andrew Ackerman, CMOM's Executive Director.

"Our *Remember the Alamo* documentary challenges the myths that grew out of that battle and gets to the heart of the real story," adds Judy Klein Frimer, Director of Brand Enhancement at The History Channel. "Learning history—balanced from all viewpoints—is of importance to people of all ages."

At CMOM, children and their families will participate in activities and programs based on the documentary's themes that will immerse visitors in the Alamo era through song, dance, workshops and play. These programs and performances taking place on Saturday, December 13th and Sunday, December 14th are sure to excite, entertain and educate the whole family. Highlights from CMOM's The Story of the Alamo—Fact, Fiction and Fun weekend include: 11:00am–1:00pm: The lively sounds of Mariachi musicians performing in the museum lobby, 1:30pm Bi-lingual sing along, 2:00pm and 3:00pm: Circle Left, Circle Right...and

Promenade to the theatre on the 3rd floor! Families can Do-Sa-Do together with square dancing lessons for beginners, 2:00pm and 3:00pm: Children five years and older can participate in workshops focusing on positive conflict resolution in the museum's creativity lab. The workshops will be run by the Educators for Social Responsibility, Metropolitan Area—a non-profit organization with expertise in working with teachers, youth and parents to solve conflicts non-violently through communication skills. CMOM is open Wednesday through Sunday from 10 a.m. to 5 p.m. Admission is \$7 for children and adults and \$4 for seniors. #

For details on all of CMOM's events, activities exhibits and special performances, visit www.cmom.org or call 212.721.1223.

Travel back in time at the Dahesh Museum of Art

With the
American Magic-Lantern Theater's
Victorian Christmas Show!

Saturday, December 13, 2:30

Free to kids under 12!

For more information, visit
www.daheshmuseum.org

Dahesh Museum of Art,
580 Madison Avenue and 57th Street

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PROFILE: ZALMEN MLOTEK & THE YIDDISH THEATER

By JOANNA LEEFER

In the early 20th century, New York City was the host to two dozen Yiddish Theaters troupes entertaining more than two million people. As Jewish immigrants assimilated and moved out of the city, the audience dwindled. Today only one of these theaters survives: The Folksbiene. Now in its 89th year, it is guided by its impassioned executive director, Zalmen Mlotek, who believes "We have a treasure in Yiddish culture...it's not just a window into the past; it's a vibrant way of expressing Jewishness...in a non-threatening, non-religious way." His mission is to "present Yiddish cultural events with enough English culture to attract new audiences."

One of Mlotek's newest contributions to Yiddish theater is the addition of super titles to all his productions. As with opera, Mlotek believes this addition will allow a non-Yiddish speaking audience to "enjoy this rich tradition."

Mlotek also hopes to interest young people in the Yiddish productions. He is accomplishing this through the creation of the Folksbiene Company's Kids and Yiddish Theater productions. Now in its 5th season, Mlotek hopes this series will "...unite the generations, and make Yiddish broadly accessible in a multi-cultural city."

This year's production for children is a whimsical combination of magic and music woven together in the theatrical production called "Farmisht and Far-Fetched!" This zany comedy is directed by Joanne Borts with musical direction by Zalmen Mlotek. Mlotek describes the show as a blend of "Saturday Night Live and Sesame Street, intertwined with English and Yiddish." The production, which opened recently at Manhattan's Jewish Community Center, is a fusion of Yiddish and English, with a dash of hip-hop. The cast includes five children actors between the ages of 9 and 17 years old, and the internationally acclaimed musician/magician Josh Dolgin who is known for combining hip-hop and Klezmer on stage and in recordings.

This year Mlotek also presents a revival of *The Lady Next Door*, a comedic drama originally introduced and performed in 1916 as *Di Neksdorike*. The original production, written by Leon Kobrin, depicted real life conditions in a Jewish tenement.

Although Mlotek feels it's important to know the background of Yiddish Theater, he is not a purist. He feels Yiddish Theater should evolve. "Every generation should put a personal stamp



Zalmen Mlotek

on it, as long as it translates and turns someone on."

Zalmen Mlotek is not a stranger to Yiddish theater. "I grew up with Yiddish. To me, Yiddish is a living, breathing life style." Mlotek's father and mother were both prominent figures in the Jewish cultural community. His mother, Hannah, a publisher of several Yiddish musical anthologies, was honored recently by the Milken Foundation. His father, Joseph, was a producer of Yiddish festivals in the U.S.

Both his parents were regular contributors to the *Jewish Forward*, a weekly Yiddish newspaper. Their columns answered reader's questions about titles and origins of fragments of old Yiddish songs. After research they identified the songs and later published them in their entirety. Issac Bashevis Singer, the Nobel-prize winning Yiddish writer, referred to the elder Mloteks as the "Sherlock Holmes of Yiddish songs."

Zalman Mlotek describes his life as a "natural evolution to become involved in Yiddish music, theater, language and culture." He attended Workman Circle schools, then studied at Juilliard, and with Leonard Bernstein. He began conducting shows in Yiddish summer camps in the Catskills. He now travels extensively, as a one-man ambassador, to Russia and Europe, conducting classes and workshops on Yiddish theater.

The first Yiddish theater in America began in 1882, an outgrowth of the Purim plays of the 1770s in Europe. Thanks to Mlotek, the tradition is "alive and well" and expanding around the world. #

POETRY CORNER

No Need for Tears

By JOAN CONSTANCE CROFT

Mourn not the Shell when Life's fretting is o'er,

But pray the soul has come to rest
Upon some distant happier shore,
Where love and joy go side by side
And only hurtful things have died.

And do not shed too many tears,
I've wept them all before,
Enough to fill an ocean and standing on the shore,

The waves have washed around my feet

'til my heart could weep no more.

Just throw away my ashes on the sea
That they may ride the waves, and with
incoming tides
Rush gaily in the caves, or dash up freely on
the rocks

To come teasing back again,
Released at last from inhibition, wasteful doubt
and pain.

Mourn not the Shell, Life's fretting is o'er.

Joan Constance Croft has written poetry for some considerable years and has published poems on a number of previous occasions in Education Update. She is now 82 years of age and lives with her husband Ronald, aged 85, a retired Senior Textile Executive and Church Organist and Choirmaster in Bolton, Lancashire, England.

Looney Tunes: Back in Action & The Barbarian Invasions

By JAN AARON

For holiday filmgoers who want to take the kids out or get in touch with their inner child, there's Warner Bros. *Looney Tunes: Back in Action*, a blend of live-action and animation. Director Joe Dante's premise creates a world where cartoon characters blend in with their human costars, and showcases Bugs Bunny and Daffy Duck as scene-stealers throughout. When Warner studio's tough VP of comedy Kate (Jenna Elfman) fires Daffy, she orders the studio security guard and aspiring stuntman DJ (Brendan Fraser) to boot him off the lot. When this goes wildly wrong, Daffy and DJ end up taking off for Las Vegas to rescue his dad (a self-parodying Timothy Dalton) who is a Warner star and secret agent.

Recognizing her blunder, Kate and Bugs Bunny take off to lure Daffy back.

Reunited, the foursome end up on going all over the world trying to foil the maniacal monkey plot being hatched by Mr. Chairman (Steve Martin), head of the Acme Corporation. Along the way, they meet and interact with a host of other Warner cartoon icons. Of the live actors, Martin impresses the most, although he has limited screen time.

The film strives to entertain kids with nonstop action and adults with inside jokes. A highlight for adults is a chase through the Louvre where



the Daffy and Bugs leap into and out of paintings and they'll certainly get a kick out of some scenes that recall "Psycho" or show Daffy in a photo with Richard Nixon. For the kids, there's a frenetic pace and some jokes and pranks sure to delight them.

Oscar and Emmy award winner Jerry Goldsmith's score adds just the right notes throughout. (91 minutes, PG)

When the kids are tucked in, take in Denys Arcand's remarkable *The Barbarian Invasions*, a story of dying Remy that celebrates life, as his friends, a marvelous group of talkative intellectuals, turn his hospital room into a roundtable of delectable chitchat, which ultimately becomes immensely moving. (99 minutes, R)#

For times and theatres of both films, call 212-777-FILM.

"LADY NEXT DOOR" OPENS FOLKSBIENE'S 89TH SEASON

By JAN AARON

A tale of 20th century immigrants, performed first in 1916, gets the forever-young Folksbiene Yiddish Theater's 89th consecutive season off to a great start with Leon Kobrin's "The Lady Next Door" at the handsome new Jewish Community Center theater at 76th and Amsterdam. Skillfully adapted and directed by Allen Lewis Rickman, who also translated the English super titles above the stage, the play will continue through January 4.

Subtitled, "Temptation in the Tenements," it's a classic comedy-drama about a strong handsome immigrant blacksmith from the Russian shtetl who falls head over heels for a conceited vamp, and forgets all about the wife, a real mensch, he left at home. That's the essence; yet the plot extends beyond this theme to include assimilation, shedding the old world ways, come what may, to take advantage of opportunities and temptations in the new world.

"The Lady Next Door" begins on a balmy day in 1913 at home of the local blacksmith Kulye, (David Mandelbaum) in the shtetl, where a lurking constable and his dogs and money lender (played by Rickman) keep the Jews in line. Kulye's kids Khyenke (Alison Cimmet) and the short tempered Velvel (Sam Guncler), who habitually has run-ins with the constable, and Ben-Tsien, (Amitai Kedar), the rabbi's son and Khyenke's secret fiancé, are packing to leave for America. Velvel's young wife, Hindele (Yelena Shmulenson-Rickman) weeps and worries about their safety. "We'll live like royal lovebirds," says Velvel, promising to send for her in three months.

Two years later: Velvel hasn't even thought of bringing his wife over. In fact, he has become "Willie," a jaunty, smooth-shaven guy and non-observant Jew, with a bow tie and snappy suit, a labor organizer and powerful orator. Also,

he often visits the Suffolk Street neighbor of the now wed, Khyenke and Ben-Tsien, the painted and powdered Clara Ryabtshik (Debra Frances Ben), his ideal modern woman, who ignores her widowed mother, and taunts her husband Gimpl (I.W. Firestone), a man of considerable means and ingenuity. Gimpl sends money to Russia to bring Kulye and Hindele to America.

I hate to give away the ending. Go, find out for yourself!

(Tickets, \$45, 212-239-6200; groups, 212-213-2120.)#



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Distance Learning Profile: Houston Independent School District's Virtual School

By MITCHELL LEVINE

The Houston Independent School District may be in fact the geographically largest of Texas' brick-and-mortar school systems, but that didn't stop it from developing a virtual education portal that's not just a clearinghouse for curricula delivery, but, as Project Manager and Program Director Jo Beth Harris describes it, an "interactive learning resource for parents, teachers and students."

"Originally, the courseware was developed for the middle school program in April of 2000, with the Texas state standards as our model. Texas is known for the rigor of its standards, and we actually customized the program specifically to meet the challenge points of the TAKS exams (Texas Assessment of Learning and Knowledge)." The state assessment program—created with the intent to both measure and promote higher level thinking skills and abstract reasoning—was used as a baseline for the school's lesson plans, an initiative known as Project Clear. As Harris says, "Project Clear's developers cross-referenced it by the standards, and added detail to enhance the content and organize it as a modular series of lesson plans for grades 6-8," including language arts, sci-

ence, social studies, and mathematics.

Using the very popular Blackboard enterprise system for Internet delivery, the Virtual School has expanded the program's scope to include individual classes for high school students in grades 9-12, with not only the standard general studies sequences but classes in study skills, test preparation for the SAT, PSAT, and ACT exams, and a fourteen Advanced Placement classes for possible college credit as well.

Harris points out that the Virtual School, beyond simply welcoming out-of-town students, offers state-certified teachers to offer additional support and online assessment to their distance learners, all with a 24 hour turn-around time. Although the program is primarily designed to provide individual courses for secondary learners, it is possible to earn a certification diploma, under a contract with student's local school district.

When asked for a brief summary of the program's philosophy, Ms. Harris quickly replied, "The Virtual School was intended to make available for all students interactive learning anytime, anywhere!" For more information visit the school's site at virtualschool.houstonisd.org.

Distance Learning Profile: University of Nebraska-Lincoln's Independent Study High School

By MITCHELL LEVINE

Distance education has come along way since the University of Nebraska-Lincoln Independent Study High School's inception in 1929. In its 75-year history, Nebraska's High School has moved from delivering courses on horseback to offering an interactive, real-time web-based course management system they call Way Cool™. Introduced in April of 2003, Way Cool™ allows students to submit assignments and tests online, receive instantaneous grading, view feedback on graded assignments and access their online courses.

"The entire scheme of online and distance learning has changed dramatically, particularly in the last five to ten years," says Carol Ash, director of Nebraska's High School. "We offered our first online course more than five years ago, and already we have moved from that platform to Way Cool™, which goes beyond just an online course to a full course management system. I like to think of Way Cool™ as a student's homeroom on the Internet."

Having year-round open enrollment is such a blessing for so many students, Ash continues. This kind of flexibility allows students to customize their academic schedule. Our students can enroll in courses at any time throughout the year and complete in as little as five weeks or take as long as a year.

Students wishing to earn their diplomas from Nebraska's High School have the option of choosing from two-sequences: a general education or college preparatory sequence. Students wishing to attend college after graduation are encouraged to enroll in the college preparatory sequence. In addition to granting diplomas, courses Nebraska's High School can also be used to supplement either a homeschool curriculum or a local high school curriculum. With more than 160 online and print courses in 14 subjects, Nebraska's High School offers courses such as Latin, Career Planning, Drivers Education and courses that are challenging to teach at home, such as science courses with labs.

All of Nebraska's courses are designed by an in-house instructional design staff that has won numerous curriculum awards from the University Continuing Education Association (UCEA), an organization devoted to advancing new distance education technologies within universities. Nebraska's High School also offers advising services, a friendly customer service staff and Way Cool™, its online course management system.#

For more information about Nebraska's High School, visit <http://NebraskaHS.unl.edu> or call (402) 472-2175.

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Win Free Movie Tickets: Where is this Statue?

Soon after the assassination of Abraham Lincoln in 1865, the Union League Club, a Republican organization founded two years earlier to promote good government, commissioned Henry Kirke Brown to create this commemorative statue. Of the many outdoor portrait statues of Lincoln erected in the United States, this appears to be the first in New York City.

If you know where this statue is, please email us the location at ednews1@aol.com or fax us at (212) 477-5893. You must include your name, address, and telephone number. The first to respond will win the prize.

Congratulations to our last winner! Katherine G. Brennan of Manhattan was the



first to write in with the correct location of Admiral Farragut located in Madison Square Park.#

PRODUCT REVIEW:

E&B COMPANY'S SLIPPER AND FLIPPER PDA CASES

By MITCHELL LEVINE

A PDA in the year 2003 is a remarkable piece of technology: once you have one, it's hard to believe you ever got along without it. And increasingly, schools in our area are agreeing. Although laptops may still prevail in terms of power and versatility—and even this gap is closing—PDAs now provide not only functionality, but even more importantly, simple exposure to technological paradigms to which many students might be otherwise deprived. In those districts where students most need access to the tech, because parents are least likely to make it available in the home, deploying a desirable item like a laptop to a child is also the most likely to be a security risk—to both the child and the laptop.

In these days of techno-convergence, a quality PDA can provide enterprise capabilities, Internet access, Bluetooth compatibility, and most of the other features sought after by education buyers, while still offering an inconspicuous profile. The problem is, unlike the case with most full-size portable computers, PDAs are much less self-contained and far more physically vulnerable. For notable example, just ask anyone you know with a Palm or Pocket PC (including this reviewer), if they still have their original stylus. And, according to industry statistics, about two-thirds of all accidents with a PDA result in the purchase of new unit: just about no one can make a living specializing in PDA repairs alone. For this reason, a good

quality case is almost as important as a quality handheld computer.

E&B Company's cases are about as good as I've used myself—in fact, my Palm is sitting in a Slipper T3 now. Several versions are available, specifically designed for a variety of popular models: Palms, iPaks, Handspring Visors, etc. The leather wallet cases feature flip-tops with magnetic closures, and access points for cradles and power switches, enabling the user to charge and sync the units while cased. Belt clips are also available for transport ease. A small weakness is the lack of substantial space to hold multiple peripherals and accessories, but I've really had no problem keeping the few I use in place.

For students, E & B offer a good basic model, the Flipper. These neoprene-based, sport/utility cases are side opening and highly durable. Equipped with a belt clip as a standard feature, they provide much more space for accessories, and a substantially lower price point, even prior to any potential volume discounts for education procurement. These products have a bit more padding, and, while perhaps not be designed for ruggedized environments, they should be at least a bit more protective than most comparably priced solutions.

The best endorsement I can give to these well-designed products is that I wouldn't want to do without mine. For those interested in understanding why, much more information, as well as online ordering, can be found at the company's site, www.ebcases.com.#

PRODUCT REVIEW:

RADTECH'S SCREENSAVRz

By MITCHELL LEVINE

Today's mobile computers pack a lot of power and multimedia performance into their compact chassis. But there's a price to pay for those streamlined form factors. Compressing all of those components into a miniaturized scale, while still providing benchmarks on a par with their desktop colleagues, usually involves a trade-off in terms of heat production, an often-deadly by-product. Similarly, to produce graphics with high resolution and color depth, active-matrix screens must be equally sensitive instruments.

As is the case with CPUs as well, the natural enemies of a laptop screen are dust, dirt, and what is often referred to as "gunk." Even light exposure to these adversaries can quickly snap an LCD into a steep downward spiral over reasonably short periods of time. Keeping a screen free from environmental toxins can be a formidable task, and a potentially dangerous one for the screen. According to research, typical cleaning mishaps; i.e., using Windex and a sponge, frequently results in damages averaging around \$900 to \$1000—if the injured screen can be repaired at all.

There are some excellent cleaning solutions available commercially, but they'll cost you. Optical grade cloth swiftly degenerates with usage, and therefore loses its efficacy and safety factor. Specially formulated cleaning solutions are highly effective, but spray your

mobile's screen with them every time it needs an application, and the expenses start mounting fast.

Radtech's ScreensavrZ accessory defines a new class of problem-solvers by simply and cost-effectively preventing the problem from developing in the first place. A light, ultra-sheer microfiber polishing cloth that fits over the keyboards of most popular brands of laptops, ScreensavrZ protects the display surface by shielding the screen from oils, dirt and abrasion when closed.

It even repairs certain types of pre-existing damage: dampen the ScreensavrZ with water, and most light scuffing you may have can actually be wiped away.

The synthetic cloths are not only durable, they're specifically designed not to leave oily residues, allowing the user to polish virtually every surface on a typical notebook. The product is not limited to only portable computing, however. The company manufactures variations on the item for Power Macs, iBooks, iMacs, and even iPods. Although the cost will vary according to the particular model you're looking to protect, the laptop version averages out at about \$15 (educational pricing is available for accredited institutions)—a sum far below what a year of spray 'n' wipe solutions cost. For those that need additional octane for their screen maintenance, Radtech also produces Ice Crème, a potent brand of cleaning solutions for acrylics.#



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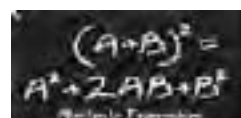
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PRODUCT REVIEW:

Innovative's LCD Arms

By MITCHELL LEVINE

The benefits of flat panel screens are subtle, but they're there. One of the biggest obstacles to technology deployment, especially in the schools that need it most, is space. Cathodes take up desk room that's in short supply in most education environments in New York. Due to better use of resolution, they're also easier to read.

Those excellent qualities, however, don't necessarily mean that they're easy to use, per se: they're large and flat. With the many mandates for accessibility created by the provisions of the No Child Left Behind, schools must be prepared to offer the differently abled exactly the same opportunities for techno-literacy mainstream students receive. Of course, the advantages of flat-screen displays definitely complement these efforts, but the disadvantages are an equal liability to them. Is it possible to have all the benefits without the headaches while trying to deploy Apple's flat-panel monitors?

Thanks to Innovative Office Products LCD Arms accessory, the answer is now a resounding "yes!" The product is a shock-mounted swivel arm for 20" and 23" Apple Cinema Display (a separate product also services 17" monitors) that suspends screens 18 vertical inches, with a full 27" of complete extension.

The arm also routes all cables within its housing, keeping clutter to a minimum. While sturdily holding screens and maintaining lateral

stability, our review model—which I was able to set up in only 15 minutes, probably an office record—allowed for over two hundred degrees of display rotation, exceeding the manufacturers stated claims. Once in place, the monitor can easily be adjusted with a single hand, and pulled in and out of position in much the same way.

The ergonomic plusses of this configuration are easy to see, and, considering the fact that our current generation of students are the very first to actually grow up with extensive in-class computer usage, these features should be carefully evaluated: no one really knows exactly what the true long-term effects of sustained use of technology by young people will be years from now. Taking extra care to attempt to ensure that our current best estimates of what is kinesthetically reliable should be a priority for technology buyers, and this product may provide that in addition to its advantages for those with special needs.

The company's website, www.lcdarms.com, not only details a wide variety of products designed for different manufacturers displays, but, on their education-specific page, offer a number of units pre-configured for various types of school users; librarians, public spaces, info kiosks, etc.#

For more information, as well as on-line ordering, log on to the above URL or call the company toll-free at (800) 524-2744.

PRODUCT REVIEW:

SHARP ACTIUS RD20

By MITCHELL LEVINE

We've reviewed an awful lot of laptops in this section over the last few years; unsurprisingly, as it's common knowledge that our school systems are gearing up to make a full deployment of them in the near future. But, despite all of the different manufacturers and models we've had the distinguished fortune to evaluate, it's been the case that I've never seen one before that could be called a true "desktop replacement." Of course, I do almost all of my own computing on a laptop, but like most mobile computer users, I've just acclimated myself to occupying a lower echelon of features and performance availability. I don't search for the largest Mersenne primes, or help power SETI, I tell myself, so why worry about it? I get done what I need to do.

Schools don't always have that option. Their needs and demands are virtually limitless, and the more power and alternatives they get to help meet them, the more the boundaries expand to supersede them. Our readers involved with technology procurement in the schools, districts, BOCES, the Technology Task Force, and the New York Department of Education itself should know that I have recanted my previously-stated conclusions: I've found a genuine desktop replacement laptop, and it's, quite simply, the finest one I've seen.

The Sharp RD20, the latest iteration of the RD line, has performance uncharted here before; superior graphics capabilities, a blazing CPU, built-in 802.11b wireless access, and a gener-

ous cache of standard software—the last a point which unfortunately can't be made for all of the high-end units tested here in recent months. Our model was configured with a better-than-3 GHz P4 (non-Centrino, sorry)—the fastest one I've ever used—and a full 512 GB of RAM! The wireless feature, crucial in education, as most enterprise systems are only practical if they can be configured for LAN use in-class, picked up a Linksys wireless broadband router's signal just about instantly. At the price point of the unit, about \$1700 according to the website, it's hard to believe that a 3D-enhanced graphics chip like NVIDIA's GeForce 4 440 would actually be included as a system component—especially considering both the high prominence of graphics-intensive tutorial software these days, and the sluggish action of most typical notebook graphics systems. In fact, it's very hard to believe.

The only criticism I've been able to come up with is that it doesn't have the 3D perspective gewgaw their top-of-the-line model, the RD3D, comes equipped with—but as the world has always persisted with 2D flatscreen monitors in the past, I suspect it will continue to spin 'round in the future regardless. Actually, my only real complaint, come to think of it, is that I don't have more space to describe its features! Perhaps the reader will be best served by exploring them personally, which you can do, with Education Update's highest recommendation, at [#](http://www.sharpsystems.com)

PRODUCT REVIEW:

**PHONICS TUTOR
FREQUENT WORDS**

By MITCHELL LEVINE

One thing no one in education seems to agree on is reading methodology. A confusing profusion of approaches have been suggested with no end in sight. A point of general agreement, it seems to me, is that the officially sanctioned paradigm, whole-language learning, is not effective. Just about everything else conceivable has been suggested, usually with a coterie of devotees, all of whom seem to believe that their way is "best by test."

Ironically, the method that research upholds as the most empirically validated is also the most demanding: phonics-based learning. Tedious for kids, exceedingly difficult for both amateurs and professionals, the phonics method has been a pedagogical stepchild: respected, but definitely disliked. Because of this status, it's a pleasure to see that an old favorite of Education Update, 4:20 Communication's PhonicsTutor has finally released a new addition to its well-received phonics-based reading software, PhonicsTutor Frequent Words edition.

For those who've unforgivably forgotten our review of the parent suite in 2001, PhonicsTutor provides both a tutorial and assessment system intended for both non-readers and remedial readers. Briefly, the program teaches the student to recognize words in print by breaking them down to the phonemic level through a series of eight modes, from word-sounding to ultimate recognition and spelling. The software, however, is not "drill and kill," or a mechanical tutorial: it's specifically designed to enable interaction between the learner and a teacher. This interactive process not only stimulates the

learning relationship and discourages the use of the product as "busywork," but additionally ensures that it will be appropriate for learners of all ages and levels of mastery.

What's specifically new in the latest build of the product is that, in response to numerous customer requests, the developer has standardized the curricula by using as its basis the most statistically frequent word in the English language. According to the manufacturer, "Six different frequent word lists, such as the Ayres list, were examined and entered into our database... By knowing how to read and spell these words, a student will have mastered 96% of all words used in telephone conversations and 76% of all words in print."

Compared to a number of other approaches I've encountered, the latest version of PhonicsTutor seems like an ideal implementation of this concept: One thing should be mentioned though: unlike some enterprise software for education, assessment is not done electronically—the software's focus is on teaching. The package provides a student workbook with traditional pencil and paper tests to inventory student progress. While this might seem like a unnecessary added burden, it not only keeps the size of the program down, it also reinforces graphic skills that are complementary to those that the tutorial is designed to develop.

Very reasonably priced for the market, and available for both institutions and individual learners and families, anyone with a need to augment reading skill for one or more learners should definitely get more information at the company's site at [#](http://www.phonicstutor.com)

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HAPPY HOLIDAYS TO ALL OUR READERS!

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EDUCATION UPDATE



Magda's Daughter: A Hidden Child's Journey Home by Evi Blaikie

REVIEWED By MERRI ROSENBERG

There are as many stories of the Holocaust as there are survivors. In recent years, there has been increasing recognition that such stories need to embrace the wider spectrum of those who emerged alive from that dark period in world history, to include not only those who endured the labor and death camps, but also those who spent the war in hiding.

Evi Blaikie's memoir, *Magda's Daughter*, is one of those accounts. Spared the devastation of life in the concentration camps, Evi Blaikie's childhood was nonetheless profoundly affected by the dislocations of World War II, disruptions whose echoes lingered long into her adulthood.

Her parents were fairly assimilated Hungarian Jews who had immigrated to Paris. Born as Evelyne Juliette Weisz in Paris barely a year before World War II started, her mother soon sent her to Hungary with an aunt when Evi was a toddler. As Bella Brodzki writes in her introduction to Evi's memoir, "Because she didn't know life before the war, had no conscious understanding of what constituted 'normal' existence...she also lacked the capacity for envisioning a different world, another future.... Blaikie's memoir makes a strong case for the necessity of bringing to light what has been concealed in the discourse of the Holocaust until a relatively short time ago: the lost perspectives and experiences of those who survived.... Evi came of age as a child survivor, a Hidden Child—but she didn't know it."

She writes, "After the war, who had time to care about our confusion, our feelings of abandonment, alienation, fear of the future, the unknown, our nightmares of the horrors remembered? Once we were fed, we were going to be all right." But that wasn't true.

As this memoir makes poignantly clear, there was much that Evi didn't know precisely because of her disrupted and stolen childhood. Depending on where she was, and who was responsible for her (her mother, Hungarian aunts), Evi assumed a wide variety of identities. Sometimes she was her male cousin, Claude. Shuttled between schools in France and

Magda's Daughter: A Hidden Child's Journey Home
by Evi Blaikie
The Feminist Press, New York, NY, 2003
277 pages

England, Evi learned how to adapt. If, in the process, she lost a sense of an integrated self, well, there was no choice. Separated from her mother, who worked as a housekeeper in an effort to gain some financial footing, Evi mostly had to raise herself.

As she writes, "I wanted a mother who was powerful, who inspired respect, someone well educated in the subjects that I thought were important, someone to come to school with me and discuss my future confidently with my teachers—in perfect English. Instead, I had an immigrant mother with faltering health, whose English was halting, whose jokes were greeted with either blank stares or polite smiles...My mother, on the other hand, fantasized of a relationship that she once had with her mother. The two of us against the world. Me, the younger and stronger, looking out for her, loving her unconditionally, recognizing the many sacrifices she had made."

Predictably, and sadly, neither really achieved the kind of relationship each craved so desperately.

Evi's lost childhood meant that she struggled to be a good mother to her own children. "I cuddled my children, fed and clothed them, and watched anxiously if the mercury climbed in the thermometer, indicating a fever. But I didn't know how to play with them or how to talk to them. I didn't remember being a child, neither did I know how that felt. I always thought of them as little adults."

There is much here that would add to anyone's understanding of the complexity of the Holocaust, and its ramifications today. Ignore the sloppy copy-editing (a "Jean" "becomes" "Joan", instead of "leeches", she writes, "leaches"), aggravating though it can be. Focus on the elements of Evi's story, her struggle to make sense of what was so senseless, and the lessons it carries about what children need.#

Logos Bookstore's Recommendations



By H. Harris Healy, III, President
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It is that time of the year again and as the year ends and the holiday season arrives, come to Logos for your holiday gift buying.

You might hear over the store's speakers some wonderful new Christmas releases like "New England Yuletide," a sequel to the ever-popular "New England Christmastide" released back in 1985, performed by the New England Christmastide Musicians on vintage folk instruments such as Uilleann pipes, Low whistles, melodeon, hurdy-gurdy and Irish harp, among others. "New England Christmastide" is also available.

Another new release is "Glad Tidings," a rollicking rendition of yuletide classics rendered on banjo, fiddle, mandolin, guitar, bass, percussion, Irish whistle complete with singing. Both are great gift ideas.

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Upcoming Events at Logos:

Wednesday, December 3rd, 2003 at 7 P.M., KYTV Reading Group will discuss *Motherless Brooklyn* by Jonathan Lethem

Wednesday, January 7th, 2004 at 7 P.M., KYTV Reading Group will discuss *The Red Tent* by Arita Diamant

Children's story time with Denise Dumaine is every Monday at 3 P.M.

Opening Windows of Science at the Harlem Society

By JOCELYN K. EGYES

Every morning over the summer 16 year old Sobella Quezada woke up at 7 AM at her home in the South Bronx to get ready for work. After a 40 minute subway commute, Quezada arrived at a molecular cytology care facility in Manhattan where she researched apoptosis and rapid multiplication of a specific cell population. Her day technically ended at 5 PM but there were many days she was there longer.

"I could've worked in McDonald's, but I decided not to settle for mediocre," said Quezada.

Thanks to the Harlem Children's Society, Quezada and 12 others from under-privileged neighborhoods in New York didn't have to settle for mediocre. Instead they spent the summer researching everything from heart attacks to cancer research.

"I always wanted to study medicine," said Quezada. "This [summer] reaffirmed what I want to do with science and it made me more conscious of the different aspects of science."

A ceremony at Rockefeller University recognized students and mentors for their work and participation in the program. Dr. Sat Bhattacharya, founder of Harlem Children's Society said the program was started in June 2000 to expose students to opportunities available in science and to promote an innovational science program.

"My dream is to get science onto the street," said Bhattacharya. "People in Harlem, the Bronx, should be able to talk about issues like cloning because they are all concerned about this."

In addition, Bhattacharya said there is another goal to his program. "What I really hope is for them to give back to the community," he said adding the importance of people initiating change in their own society.

And 17-year-old honoree, Willie Collado said he plans to do just that. Next year he heads off to college to study medicine. Collado said being a doctor is a win/win situation.

"You are successful and you are giving back

to the community," said Collado.

Bhattacharya said students selected to work at one of the eight participating organizations like Rockefeller University, Columbia University, and Sloan Kettering, are chosen for their motivation, enthusiasm and performance at school.

Sixteen-year-old Swapan Bhuiyan said he learned "a great deal" during his internship at Sloan Kettering Biostatistics where he studied mathematical cancer research.

"It's very important for doctors to know if they give a patient pills, they [the doctors] know the effects," said the student from Manhattan Center for Science and Mathematics. "These are the things sophomores at college learn. I was blessed with the opportunity to do research like this at this age."

New York City Department of Education, Chancellor Joel Klein agreed that this program is an enormous opportunity for the students.

"One of life's greatest rewards is when you work with kids to help them reach for the stars," said Klein who credited Bhattacharya by saying, "Sat proved that one person can make a difference."

Klein added that another ingredient to succeeding is passion.

If you live your passions, not other people's expectations, you will have a life that is rich and meaningful," said the Chancellor who spoke about his own upbringing in public housing in Queens. He credits a physics teacher for helping him reach for the stars. "There is a lot of world out there, you take your shot, don't let any one ever tell you about the limitations, you bust through them."

Dr. Tshaka Cunningham, a HIV researcher at Rockefeller University, agreed. "There is nothing that can stop you," he said to the audience. "All you have to do is say 'I can do it.'"

And it seemed that many of the students have taken those words to heart. Especially Quezada who said many people thought she wasn't going to succeed in this program.#

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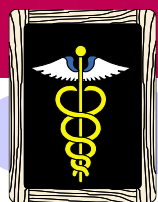
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MEDICAL UPDATE



New York City • DECEMBER 2003
FOR PARENTS, EDUCATORS & STUDENTS

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CHILDREN'S HOSPITAL THAT WALL STREET BUILT

The Morgan Stanley Children's Hospital of NewYork-Presbyterian, the only children's hospital in Manhattan and one of the largest in the country, opened its doors recently. One of the most technologically advanced children's hospitals in the world, the Morgan Stanley Children's Hospital of NewYork-Presbyterian is a family-centered, high-tech facility that offers world-class care and unparalleled resources in an innovative physical environment devoted exclusively to children.

Building on NewYork-Presbyterian's record of breakthroughs in pediatric care, this ten-story, 265,000-square-foot hospital facility positions The Children's Hospital of NewYork-Presbyterian to expand on its leadership position in pediatric clinical care, research and the training of future physicians. The Morgan Stanley Children's Hospital, an affiliate of Columbia University College of Physicians and Surgeons, provides the highest-level care in every area of pediatrics and is world renowned for advancements in neonatal and critical care, cardiology, oncology and neurology.

The new \$120-million building is being funded entirely through philanthropy, including personal contributions of \$55 million by

more than 600 employees of Morgan Stanley.

John Mack, Chairman of the Board of NewYork-Presbyterian Hospital, said, "For over 100 years, children have come through our doors to get the finest pediatric care available. Through the outstanding generosity of the many people involved, NewYork-Presbyterian will have a new state-of-the-art facility to carry on its tradition of providing the best care to those who need it most for decades to come."

In addition to Morgan Stanley, other members of the New York City financial community, including JP Morgan Chase and a consortium of donors from Goldman Sachs, made significant contributions to the new hospital. The medical staff and employees of the Children's Hospital also made important contributions.

"The relationship between the Children's Hospital and Morgan Stanley reflects our commitment to the local community where our employees live and work," said Morgan Stanley President and Chief Operating Officer Robert Scott. "The opening of the new hospital means more than our name on a building. It represents a deep and personal relationship that will last into the future."

A key element in the design of patient areas revolves around the understanding of "family-centered care." When a child is ill, the entire family must be a part of the treatment and healing process. The philosophy of family-centered care also emphasizes the importance of teamwork in the treatment of children, and the involvement of multidisciplinary groups of physicians and medical professionals to oversee a child's care from diagnosis forward.

Dr. Herbert Pardes, President and CEO, NewYork-Presbyterian Hospital (the parent of the Morgan Stanley Children's Hospital of NewYork-Presbyterian), said, "With the opening of the Morgan Stanley Children's Hospital of NewYork-Presbyterian, we now have the physical plant to match the expert clinical care and cutting-edge research that we do here every day. We know that when a child is sick, the entire family hurts. The stress of having a child who needs hospitalization is unimaginable. Recognizing this, our goal is to keep the physical and emotional needs of the child and his or her family at the heart of everything that we do. This new facility makes it possible."

The Morgan Stanley Children's Hospital houses inpatient, ambulatory and diagnostic services, including the largest neonatal intensive care unit and pediatric intensive care unit in the tri-state area. In addition to having floors dedicated to providing intensive care for children at every age, from the tiniest newborns through adolescents, there are individual floors dedicated to specialized services such as cardiology, neurology, oncology and surgery. The Hospital has 100 medical/surgical beds, 41 pediatric intensive care beds (including 14 cardiac intensive care beds), and 50 neonatal intensive care beds. Most of the patient rooms are single occupancy, measuring 382 square feet, with facilities for parents to stay overnight with their child, computer connections for the child and the family, and lounge areas that offer the family privacy and an opportunity for quiet contemplation.

The design of the neonatal intensive care unit, where the average length of stay is 17 days, reflects the hospital's attention to the needs of families during long-term stays. The new unit provides parent amenities and enhanced privacy at every bedside, surgical capabilities that minimize the need to transport babies out of the unit, and a liaison service to greet and assist the families of new patients. In the pediatric intensive care unit there are private rooms with sleep areas for parents, family lounges, a family nourishment station, and support for clinical research. Both departments will have their own pharmacies.

The hospital features two design elements with families in mind: the Launch Pad is a virtual home in the Neonatal Intensive Care Unit designed for parents to sleep in and prepare to take their baby home after a long stay. Patient rooms are divided into three zones: a clinical space, a child space and a family space, including a daybed for parents to sleep, a storage space for longer-term stays, a writing

desk and computer-ready internet access.

"We understand how difficult it is for a child to spend time in the hospital, and we understand the need to provide a nurturing environment," said Cynthia Sparer, executive director, Children's Hospital of NewYork-Presbyterian. "Our commitment is to remember at all times that the patient we are caring for is a child. We have top physician leaders in the field of pediatrics, and together with our nurses and the rest of our staff we dedicate our efforts to these children and their families."

Morgan Stanley Children's Hospital of NewYork-Presbyterian is the first New York hospital to offer patients and families new communication technologies, such as handheld remote and wireless keyboard devices that allow access to e-mail, the web and information about healthcare. Via closed-circuit television, patients too ill to leave their rooms can observe musical theater and other entertainment that will be staged year-round in the hospital's Winter Garden. A flat screen television equipped with additional features, such as movies on demand and games, will also be a feature in all patient rooms.

The computerized patient rooms are complemented by an emphasis on education and literacy. The theme of the new building is "Learning Through Literature," and it showcases artwork and murals inspired by such classic children's books as: *The Very Hungry Caterpillar*, by Eric Carle, *Where the Wild Things Are*, by Maurice Sendak, and *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst. All featured books will be available to patients.

To personalize each child's room, an area of wall space at the entrance of each room is intended specifically for a child's favorite artwork, messages or photographs. For the opening of the new facility, the Morgan Stanley Children's Hospital invited students from New York City's P.S. 128, Riverdale Country Day School from the Bronx, Ranney School from Tinton Falls, New Jersey, and Rockland County's Nyack Public Schools to "adopt a floor" by contributing original artwork from their students that will be displayed in these spaces.

In addition, each floor has a dedicated Child Life Center, a playroom that is a designated "safe space" from medical procedures where children are taught coping mechanisms, such as talk therapy and relaxation. Inpatient units also feature a meditation room, a kitchen, a laundry room and a classroom staffed by New York City public school teachers.

Speaking of what the new Morgan Stanley Children's Hospital of NewYork-Presbyterian will mean for children, Dr. John M. Driscoll, Jr., Pediatrician-In-Chief at Morgan Stanley Children's Hospital, said, "We know we can't duplicate the comforts of home for our patients. We know that they'll miss going to school with their friends, playing outside and all of the other pleasures of childhood, but this new facility enables us to come as close as we can to making sure that each patient who comes through our doors receives the highest quality care in an environment that still allows them to be children."#

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NYU SCHOOL OF MEDICINE FACULTY MEMBER RECEIVES FRANCE'S HIGHEST SCIENTIFIC HONOR

The French Academy of Sciences selected Dr. David Sabatini as the recipient of its highest honor for 2003, the Grande Medaille D'Or (the Grand Gold Medal), in recognition of his scientific contributions to Cell Biology. Previous recipients of the Medal include many illustrious scientists, such as Louis Pasteur, Pierre and Marie Curie, Gustave Eiffel, and Henri Poincare.

The Grande Medaille was presented to Dr. Sabatini at a formal ceremony held in Paris under the Grand Coupole of the Institut de France.

The Medal is given every year to a French or foreign scientist working in one of the many disciplines represented in the Academy, which include the mathematical, physical, chemical, natural, biological and biomedical sciences. The award recognizes a decisive contribution to science in one of these areas and emphasizes the originality of the discoveries, their international impact, and the awardee's role in creating a true school of research. The rules of the Academy stipulate that the work of the recipient of the medal must have been carried out in an important area of fundamental research, and must have resulted in new insights and a greater understanding of the discipline in which the award was given.

The Academy cited Dr. Sabatini's work as having revolutionized research in Cell Biology through his innovations in electron microscopy and through seminal biochemical studies on the sorting mechanisms that generate the organizational complexity of the cell.

In the early 1960's Dr. Sabatini introduced glutaraldehyde as a reagent that preserves the fine molecular architecture of the cell, as well as many of its enzymatic activities. His methods led to the discovery of new structures within the cell, most notably microtubules and other components of the cell cytoskeleton. They also helped to elucidate the functional role of subcellular organelles, opening many new avenues of research in cell biology.

Proteins are the most important functional components of cells and much of Dr. Sabatini's research dealt with the mechanisms and pathways, which newly synthesized protein, distributes molecules to their sites of function within

the cell. His work on the synthesis of proteins by ribosomes attached to the membranes of the organelle known as the "Endoplasmic Reticulum" set the foundations for the "Signal Hypothesis", which he formulated in 1971 together with his then associate, Gunter Blobel, the Rockefeller University scientist, who, in 1999, was awarded the Nobel Prize in Physiology and Medicine. This hypothesis explains how secretory proteins, such as insulin and growth hormone, synthesized in the deep interior of glandular cells, begin their journey toward the blood stream. It also applies to many nonsecretory proteins that share their subcellular site of synthesis with secretory proteins but are subsequently sorted to various destinations within the cell. This is the case for many important receptors that remain anchored at the cell surface, where they recognize hormones and growth factors that activate cellular response pathways.

Defects in protein sorting and transport underlie many diseases, such as cystic fibrosis, Alzheimer's and certain forms of hypercholesterolemia that lead to atherosclerosis.

Sabatini has also carried out pioneering research using cultured epithelial cells of kidney origin, which provided great insights into the protein trafficking mechanisms that are responsible for the generation and maintenance of the polarized architecture of epithelial cells. Cells of this type, such as those that line the digestive tract and cavities within various organs, form layers that serve to separate different physiological compartments and control transport of molecules between them. A major achievement of his laboratory was the landmark discovery that different types of enveloped viruses, a class of viruses that includes influenza, rabies and HIV, bud from the cellular membrane of epithelial cells with characteristic polarity, i.e. the viral particles are released either from the apical surface of the cell, which faces an external space that communicates with the environment, or the basolateral one, which confronts the internal milieu of the body and is accessible to the bloodstream. These findings explain the routes by which viral infections spread within the organism and throughout the population. They also served as a foundation

for a continuing stream of discoveries over the last thirty years, throughout the world, that illuminate how the complex organization of the cell is achieved.

Dr. Sabatini is a native of Argentina, and he received his medical degree in that country from the University of Litoral in Rosario in 1954 and his Ph.D. from The Rockefeller University in 1966 where he remained on the faculty until 1972, when he became Professor and Chairman of the Department of Cell Biology at the NYU

School of Medicine.

Dr. Sabatini is a member of the US National Academy of Sciences, the American Academy of Arts and Sciences, the American Philosophical Society and the Institute of Medicine. In 1986, he was awarded, together with Gunter Blobel, the E.B. Wilson medal from the American Society for Cell Biology, and in 1988 he received the Charles-Leopold Mayer Grand Prix of the French Academy of Sciences.#

AAAS Urges United Nations to Endorse Cloning for Research Purposes

AAAS, the world's largest general science society, urged the United Nations to support embryonic cloning for research or "therapeutic" purposes, but ban all efforts to use cloning for human reproduction.

"AAAS, along with most of the world's mainstream scientists, endorses a legally enforceable ban on any efforts to clone a human being," said Alan I. Leshner, chief executive officer of AAAS and executive publisher of its journal, *Science*. "Our fear of reproductive cloning is understandable and appropriate. But, we must not allow those concerns to block medical advances that may someday be achieved through other kinds of research that involve cloned cells. AAAS urges the United Nations to support research cloning methods intended to alleviate human suffering caused by injuries and disease."

What is research cloning, and how is it different from reproductive cloning? Both involve


a technique called nuclear transplantation—replacing the nucleus of a donor's egg with the DNA from an adult cell. Under certain conditions, the resulting entity will begin developing like a fertilized egg. In reproductive cloning, the entity is implanted into a uterus, where it has the potential to develop into a full organism; a clone of the donor of the adult cell. In research cloning, the entity is not implanted in a uterus. Instead, after several days, researchers harvest embryonic stem cells, which theoretically can develop into any type of cell and, according to many researchers, may someday be used to treat neurodegenerative diseases or other conditions.#

Founded in 1848, the American Association for the Advancement of Science (AAAS) has worked to advance science for human well-being through its projects, programs and publications in the areas of science policy, science education and international scientific cooperation.

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Program to be announced. Directed by Barbara Benary and I Nyoman Saptanyana. For more information, please call (914) 395-2411.

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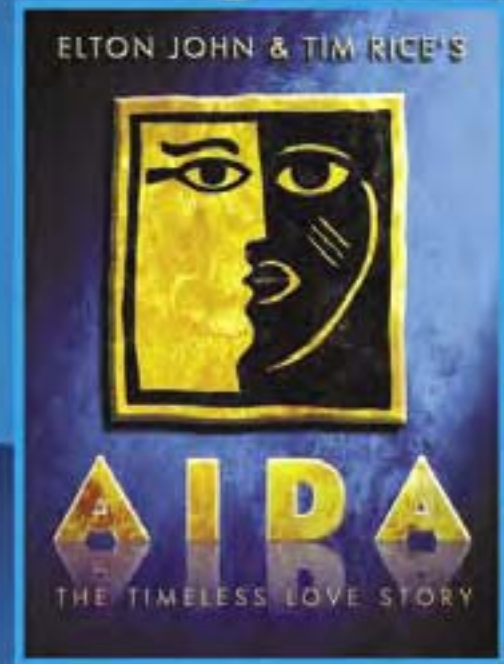
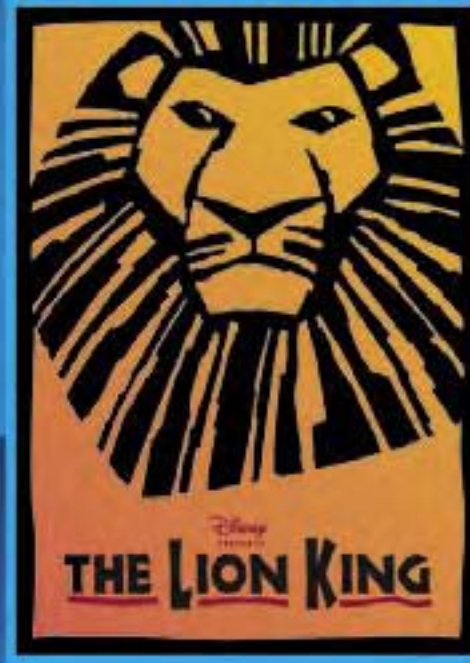
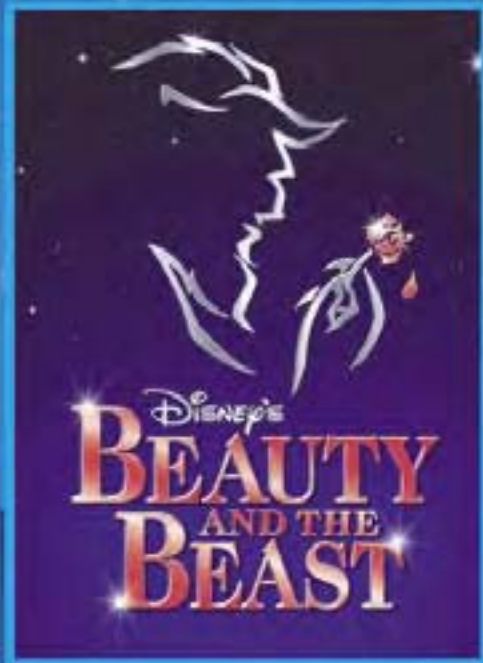
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