

EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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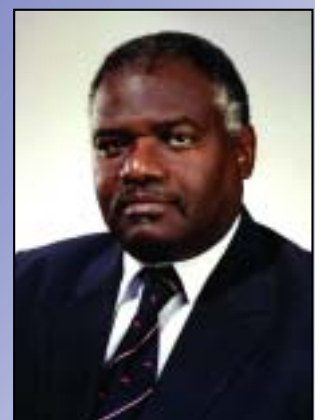


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COMMENTARY

Getting to Work

By STUART DUNN

With the elections over, Mayor Bloomberg has begun to address the city's budgetary problem. While I don't agree with the particulars of his plans to raise revenues, I do agree that revenue increases are needed to prevent disastrous reductions in services. This is particularly true of the public schools. He now must face up to getting the state to pay a fair share of the cost of public education here in the city.

The school system can, and should, continue to work to improve efficiency particularly by reductions in personnel in the district offices and central administration. Savings in these areas will be needed to help fund teacher salary increases and necessary additional personnel such as assistant principals and teaching specialists. The mayor has recognized that the cost of school construction in NYC is outrageous (almost three times the average cost per square foot of equivalent construction outside of the city). The chancellor should also examine the cost of maintenance and repairs. The mayor should assure transparency in this area by providing the city council with the information that it has requested.

The budgetary problem should not be permitted to distract from the fact that the schools require immediate attention. For months, the mayor was consumed with reorganizing school governance. More recently, the mayor and chancellor have begun to focus on substantive changes. Perhaps all the reorganization and relocation wasn't merely "rearranging the chairs on the deck of the Titanic."

In recent weeks policy initiatives have been announced which could make a difference in the children's education. The hard part is converting these policy changes into actions. The most comprehensive of these is the citywide public school choice program under the No Child Left Behind Act. This program initiates a transfer process for eligible children from failing schools to "better performing schools," including transfers across home district lines. How the receiving schools will accommodate the potential flood of transfers remains to be determined. Perhaps, the chancellor is counting on the fact that parents will not take the necessary actions to get their children transferred. Let's hope that this is not the case. #

LETTERS

P. 2 & 11

To the Editor:

"Realistic Math Makes Sense for Students" (December 2002) brought to mind a conversation I had with a math teacher. My son, who now has a Ph.D. in mathematical logic, was in middle school at the time and the teacher remarked that his solutions to problems were so creative. My response at the time was that that was because nobody ever taught him how to solve the problems.

Francine J. Wald, New York, NY

To the Editor:

[Re: "Realistic Math Makes Sense for Students"] Try comparing the salary scales of Robert's teachers both here and there. My guess is that if the teachers from there taught algorithms here Robert would come out with flexible understanding and if Robert's teachers from here tried to teach flexibility Robert would come out mush. There is more than one variable here.

Stephen Wilson, Baltimore, MD

GUEST EDITORIAL

Is There One Way to Teach Reading? Phonics? Whole Language?

By SANDRA PRIEST ROSE

Is there one way to teach reading? Phonics? Whole Language?

Yes, there is! And this is where all points of view can converge. Everybody can be right. What is at issue is only WHEN you do what.

So, let's sweep away the conflicts and proceed to what we can all agree on:

Teaching the sounds of the language with their appropriate letter symbols *from the beginning* is essential.

Helping students to understand what they are reading is essential.

Teaching students to write clear sentences, paragraphs, compositions is essential.

Now we can proceed to the best order in which to do things, as supported by vast federal research of educational studies and as based on current neurological studies.

Teach letter sounds and letter symbols from the very beginning. As soon as the child learns a few letter sounds, he or she can immediately put them into words. Simultaneously writing and sounding out simple words at first, and more complicated ones later, helps the child fix in his mind what is being taught, while reinforcing eye training. Children's eyes have to be trained to go in the direction in which we read and write in English. This careful training helps prevent reading, writing and spelling reversals. Accurate spelling is important both for good comprehen-

While the program of transfers can provide immediate help for students in failing schools, in the long run, these schools cannot simply be abandoned. They must be brought up to an acceptable level. In this regard the initiatives announced to improve principal leadership and accountability is quite hopeful, including the planned financial incentives to get the best principals to transfer to low performance schools. Now we need a similar program for teachers.

Altogether, there appears to be real movement on the part of the mayor and the chancellor. Making the schools work for all of our children is a long-term project—but the journey begins with the first steps. #

sion and because inaccurate spelling imprints itself on the brain and is hard to correct.

Once the students understand the idea that letters stand for sounds and these sounds make up most of the words in our language in a predictable way, and they are at ease sounding out words independently, then directing them to comprehend what they are reading in a thoughtful way is appropriate. Here all the elements of different types of writing (fiction, non-fiction), elements of stories (character, plot, conflict) and appreciation of beautiful writing all have an important place in a reading program.

A good writing program can also be started early by beginning with writing simple declarative sentences, moving to paragraphs and then to compositions teaching the structural elements of each. Writing helps clarify thought in subject matter which might be of great interest to the student or can allow expressions of deepest feelings and concerns.

This is a well-rounded reading program that will equip students to explore the entire universe of myths, fairy tales, history, science, human thought for the rest of their lives and give them that which gives all of us our humanity, an understanding of times past, of other countries, of other peoples, and of one another.

References: *The Writing Road to Reading*. New York: William Morrow, 1990; *Report of the National Reading Panel: An Evidence-Based Assessment of the Scientific Research Literature and its Implications for Reading Instruction*, 2000.#

Sandra Priest-Rose is a founding trustee of the Reading Reform Foundation, www.readingreformny.org, and Chair, Lincoln Center Institute for the Arts in Education.

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Arlene Alda Charms Children at Bellevue's Reach Out and Read

By SYBIL MAIMIN

Waiting can be fun, even for children in a hospital waiting room, thanks to Reach Out and Read (ROR), a national pediatric early literacy intervention program that sees a child's visit to the doctor as a chance to bolster the importance of reading. At Bellevue Hospital's Pediatric Clinic, prize-winning children's book author and photographer, Arlene Alda, recently read from her work to a delighted group of children who were waiting their turn to see the doctor. She joined a group of about 50 volunteer readers at Bellevue, ranging from high school and college students to retired seniors, who each devote two hours a week to reading to young children and introducing them to the world of books while providing a useful model of interaction to parents.

There are 71 ROR programs in 50 hospitals and clinics and 500 volunteers in Greater New York; Bellevue is the oldest branch (since 1995). The program involves doctors and nurses as well as volunteer readers and is designed



Arlene Alda reading from one of her children's books

especially for the economically disadvantaged, explained Linda van Schaick, a child develop-

ment specialist and dynamic director of Bellevue's ROR. Pediatricians are trained to speak to parents of the importance of reading to their children and present each parent and child with a developmentally appropriate book during routine visits. Books are donated or purchased and are arranged by age and language. ROR believes family culture must be respected and makes translations available in many languages including Bengali, Chinese, Creole, Arabic, Polish, Russian, French, and Bosnian. As explained by Dr. Alan Mendelsohn, associate medical director of Bellevue's Pediatric Resource Center and an avid devotee of the program, "I see medical problems but I also see children who are doing poorly in school. Until this program, there was limited opportunity for physicians to do something." ROR provides "a chance to do something wonderful for patients who come here." The program "empowers parents by giving them a book and showing how easy it is to use it to interact with their child." Dr. Mendelsohn has done research that shows ROR

puts children about six months ahead of their peers in reading ability. The pairing of doctors and the literacy program works because physicians are trusted as advisors and frequent "well visits" in the early years provides regular contact. New York ROR is ably led by executive director Trish Magee.

Arlene Alda has had a broad career in the arts, first as a musician (she studied the clarinet in Cologne, Germany on a Fulbright and played with the Houston Symphony) and then as a photographer, with shows in leading galleries. Twenty years ago, seeing the positive reactions of parents and children to the humor in her photos, she began writing children's stories to accompany the images. The writing has grown in importance, and the story now comes first, illustrated with her photos or the drawings of an outside artist. She loves an audience of children and they respond to her. At Bellevue, she read from her book *Hurry Granny Annie, Hold the Bus*, a story whose intentionally silly plot involving red elephants and green goats on a bus had the children sitting at her feet riveted. Her *1 2 3 What Do You See?* encouraged the children to use imagination as they recognized familiar numbers formed by her photos of everyday objects such as the legs of a flamingo forming a "4," a donut a "zero," and a curl of hair a "6." Entering the world of her young readers, she has written about going to sleep, *Sheep, Sheep, Sheep, Help Me Fall Asleep*, and getting up, *Pig, Horse, or Cow, Don't Wake Me Now*.

Alda, who grew up in The Bronx, has three grown daughters and seven grandchildren. She is married to actor/writer/director Alan Alda.#



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EDUCATION AND PHILOSOPHY: THE ABRAHAM LINCOLN SCHOOL

By MARIE HOLMES

Howard Schott adores his job. He reads the Bible, Plato's *Republic* and other canonical works to elementary and middle school students, teaches 7th grade science, and also serves as Headmaster of the eight year-old Abraham Lincoln School (ALS).

ALS is affiliated with the School of Practical Philosophy with which it shares a building, as well as a group of schools in several different countries. The Abraham Lincoln School, housed in an East Side townhouse, began in 1975 as a playgroup for parents who were members of the School of Practical Philosophy (founded in 1964). Although the K-8 Abraham Lincoln School wasn't founded until much later, "it was a hot item on my mind in 1977, because my daughter was graduating [from the] Ark," says Schott, who was teaching science in the City's public schools at the time. (Schott proudly reports that he is a graduate of the New York City public schools and Brooklyn College.) By 1991, "we felt we had all the ducks in a row," as far as curriculum and trained teachers, he says. The school opened its doors in 1994.

This past June, the School graduated its first 8th grade class. The 14 ALS students were accepted to the usual roster of elite high schools, validating, says Schott, the school's work, as well as staking its place within the city's highly saturated independent schools market.

One of the school's 4th graders, whom Scott says has a "standing appointment," stopped by the other day to give his Headmaster a gift. The student had seen "The Quotable Shakespeare" in a store window and told his mother that he knew somebody who would appreciate it. The fourth-grader likely quotes Shakespeare's work with as much ease as his teacher, having been exposed to the master's poetry and drama since kindergarten—the same age that students are introduced to Sanskrit. Latin follows in grade 5, Spanish in grade 7.

While the curriculum might seem not so much traditional as archaic, at first glance, the School is more intent on having students engage in discussions about philosophical and moral issues than preparing future Classics pro-



Headmaster Howard Schott

fessors.

Students tackle great works of Eastern and Western philosophy on a weekly basis, and teachers, who frequently take evening courses at the School of Practical Philosophy, incorporate this curricula into the general subject areas (history, English, math, science, art, music and foreign languages).

Dramatic productions—plenty of Shakespeare, of course—and an annual "Speech Day" are examples of the school's self-proclaimed focus on public speaking, but it is the philosophical curriculum (as well as the Sanskrit) that makes ALS unique even among private schools that have the liberty to talk about good and evil and God as they please.

Despite all the Bible reading, Schott affirms that ALS is "most definitely not a religious school," and concedes only that, "we do think the study of philosophy helps shed light on all religions."

Not surprisingly, Schott has long been an advocate of what is commonly referred to as "character education" in the schools. In a recent series of lectures for ALS parents, he explored educators' and parents' roles in teaching children ethics and virtue. Back in the 1970s, Schott explains, the view in the educational community was that such questions were too much for schools to take on and that such matters should be left to the parents.

But after corporate America proved so thoroughly

continued on page 31

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INSIDE THE SUPERINTENDENT'S OFFICE:

Supt. Reyes Irizarry, District 76, BASIS

By JOAN BAUM, Ph.D.

Though he has been Superintendent of Brooklyn and Staten Island High Schools (BASIS) for only a short time, Reyes Irizarry, whose career began as a bilingual teacher of social studies at James Monroe H.S., always seemed to be destined for supervisory positions. At each step of his career—from teacher to Assistant Principal (AP) to Principal, to Deputy Superintendent of BASIS, to his present appointment by then Chancellor Harold Levy—Izizarry, who holds a Professional Diploma in Supervision and Administration from Queens College, felt he “had developed a sense of competency” that he wanted to share with others and to “embrace” with them modes of instruction that worked. Being involved in the training of teachers, particularly in interactive instruction and information literacy, could not have come at a better time, he points out, because of recent massive retirements, both of teachers and supervisors. Whether the new cadre comes from teaching fellows programs, UFT transfers who find Staten Island schools attractive, or imports from abroad, these young, able, and willing new professionals, teachers and supervisors in training, are for Superintendent Irizarry a source of great enthusiasm. Indeed, as he talks about programs devoted to them, his voice takes on a distinctly animated tone.

He is also “delighted” with the “unique partnerships” his district has maintained with The College of Staten Island (CSI) Discovery, Educational Administration, and Summer Internship programs. A frequent lecturer in CSI’s cohort classes of future AP’s, Irizarry says that the marriage between educational theory offered by the College and his own case-study, nuts-and-bolts experiential presentations is ideal. He gives his audience “real information.” As an example, he cites his District Comprehensive Plan, a blueprint for implementing philosophical goals and strategies for how to measure these goals. The plan is continually updated, he notes. Many princi-

pals who have been fine teachers, he points out delicately, do not necessarily know what to look for in doing observations. In other words, a great teacher does not necessarily have the stuff to make a great supervisor—yet.

The Superintendent knows, of course, that supervision or leadership has been identified as crucial in the success of any school. Of all his many and diverse interests, developing leaders would seem to be Irizarry’s number-one goal. This interest—passion is more like it, to hear him talk—has prompted him to continue and expand outside associations with, among others, McGraw Hill and PBS [Public Broadcasting System], both of which offer methodology and materials workshops for teachers and principals—in print and online. But he has also initiated or sustained initiatives on his own, such as Technology Fairs where “best practices” are on display. He is also a strong advocate of field trips to places such as the Brooklyn Aquarium, where there is a “great science and oceanography program” that can easily be used to interest students in marine biology. In addition, the Superintendent has been concentrating on library media centers, incorporating technology and making libraries “access equitable.”

Of course, there will be cuts in education budgets as in all areas in the city, but Superintendent Reyes Irizarry feels secure that they will not adversely affect instruction in the seven Staten Island and fourteen Brooklyn high schools under his wing. Overcrowding is always an issue, but the Superintendent prefers to refer to it as a “challenge,” getting great teachers and principals to do more with less. It’s been said that one of Reyes Irizarry’s adages is “If you don’t know where you are going, any road will take you there.” By contrast, for the high schools of Staten Island and Brooklyn, the Superintendent clearly has a well marked and well paved path in mind. #



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Reyes Irizarry

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Let's Remember All Our Children



By **MATILDA RAFFA CUOMO**

The tragic, recent earthquake in San Giuliano di Puglia came in the wake of our own unforgettable catastrophe of 9/11, just as we brace ourselves for still more death and destruction

in Iraq . . . and perhaps beyond.

The week before Christmas I was invited by Pastor Cogo and Sister Marialice Ackermann, principal of Our Lady of Pompeii School, located on Bleeker Street in lower Manhattan, to be part of the meaningful ceremony of a presentation of donated books for their school library.

The generosity of Emigrant Savings Bank and Mr. Theodore C. Morehouse, III, Senior Vice President, providing new books for the school children delivers exactly the right message at a most appropriate moment in our history and memorializes the children in Italy.

We recognize the accomplishment of Songmasters, who established the sponsorship of Emigrant Savings Bank for its initiative, Building the Future One Life At A Time. Communities In Schools with my good friends, Dr. Roy Blash and Steve Menchini, organized the event for Songmasters.

Most of us are not wise enough to comprehend all of God's design, but we do know this: that the one precious gift we have is the life still in us and the ability to do all we can to make that life as sweet, safe, rich and fulfilling as we can.

The Mentoring USA program is committed to improving the life of children at risk by providing mentors who offer them—on a personal

one-to-one basis—guidance, understanding and love.

An important part of the Mentoring USA program is training every mentor to bring a book to read and share with the mentee. The mentor's effort encourages the child to expand his or her knowledge and education by reading worthwhile books as often as possible.

I hope the children will read more and be eager to share and express themselves writing with pen pals in Italy. The Director of our more than 65 programs in Italy (Mentoring USA/Italia) will communicate with Sister Ackermann to set up a pen pal connection with the children of the Molise community devastated by the earthquake.

This will help both children here and in Italy to learn a lesson which I learned a long time ago from one of my own mentors, my father, who came from Sicily and taught my siblings and me—"Tutto il mondo e paese"—all the world is one.

That means the beautiful young children who were taken so suddenly and so early in their life in the Italian earthquake were our children, our brothers and our sisters, as are all the suffering children and young victims in our own country and all over the world. So we should love them, care about them, and remember them always.

That is what we are trying to say with the gift of books for the children, thanks to Emigrant Savings Bank.

Reading good books will open up their minds to the breadth and beauty of this world and all its wonderful possibilities.#

Matilda Cuomo is Founder and Chair, Mentoring USA. (www.mentoringusa.org, musa@mentoringusa.org)

Mayor Bloomberg & Richard Cook Give 100 Year Association Awards



Wendy Silverstein receives scholarship from Dr. Pola Rosen and Janice Perna-Nicholas as Mayor Bloomberg gives the award

Recently, President Richard A. Cook, of the 100 Year Association presided over a ceremony at Surrogate Court in which \$80,000 in public service and college scholarships were given to outstanding career civil service employees and their sons and daughters. This year marked the 40th anniversary of the granting of the awards which total more than \$1,000,000 since its inception.

Mayor Bloomberg addressed the packed, attentive crowd underscoring the fact that "many scholarship winners are public school grads. For all its faults, the New York City public school system is better than any other in the US. I am thrilled to salute the exceptional work of the Hundred Year Association. This is a city that opens its arms to the tired, hungry and poor. The future has never been brighter." He summed up saying "This is a city of dreamers, of people who try to improve the lives of other people in the city."

Gary Strong, Chair of the Awards Committee and head of the Queens public library gave a

number of awards as did Jeffrey P. Klein, grandson of the founder of the awards, Isaac Liberman. Dr. Pola Rosen, publisher of Education Update and Janice Perna-Nicholas, Manager of the Hotel Wales and Franklin, jointly sponsored a scholarship for Brandeis student Wendy Silverstein. Wendy's mother, a probation officer, was extremely proud, citing her daughter's outstanding record at Cardozo High School and her mentor, English teacher Gene Mann. Among the companies represented as scholarship sponsors were Scientific American, JPMorgan Chase, and the Oratorio Society of New York. Recipients of college scholarships were students at Yale, Harvard, Sophie-Davis and Williams, among others.

Kenneth Forte, a Corrections Officer, received an award for rushing to assist at Ground Zero with his canine partner, Bullet.

Cook's final remarks summed up the sentiment of participants and observers alike: "We hope the public will be inspired by this view of city government."



Kenneth Forte with Bullet

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MISSION NOT IMPOSSIBLE



By CHANCELLOR
JOEL KLEIN

Special to
Education Update

My mission for our schools is simple: to educate every child effectively. To achieve this, I commit to an unrelenting focus on teaching and learning inside the classroom. I will lead a system that is focused squarely on student achievement and the safety and security of all children through strong leadership.

From the earliest days on this job, I became convinced that if we were to have major change in the school system, we were going to have to focus on individual schools—and if we were going to have great schools we were going to have to have 1200 great schools leaders. So, one of the organizing principles of Children First—almost a mantra, in fact—has been 1200 great principals for 1200 great schools. Why great principals? Because, as we all know from our own experiences, leadership matters—and when it comes to a school, a great leader inspires and works with teachers, staff, parents and community groups to create a learning environment that is effective and exciting. I know this can happen because I have seen it in

schools that I have visited on my random visits—schools where you can see and feel the excitement of great education.

If we are to achieve that goal—1200 great principals for 1200 great schools—we need to get started immediately. The fact is that, just through retirements, we are likely to have hundreds of vacancies in the next few years; in addition, there are other principals currently in the job who should not be there and will be dismissed. The challenge is thus as daunting as it is critical.

If we are to succeed, we will have to do three key, interrelated things: (1) we will have to find, train and support a new generation of leaders who have the talent, energy and creativity to take on one of the most rewarding and difficult jobs—being responsible for the education of a school full of children; (2) we will need to change the nature of the current job, so that principals are empowered and so that they can commit themselves to their core function as instructional leader—paperwork burdens and crisis-management cannot be allowed to so overwhelm principals that they cannot do their jobs; and (3) we need to implement a system of true accountability where success is rewarded and failure is properly dealt with.#

First Mathematician to Win the Nobel Prize Takes an Interest in Pre-College Instruction

By ALFRED POSAMENTIER, Ph.D.

With all the publicity that the film *A Beautiful Mind* brought to Nobel Laureate John Nash (Economics 1994), who was only the second mathematician to win a Nobel Prize, forgotten has been the first mathematician to win a Nobel Prize, Dr. Herbert Hauptman (Chemistry 1985). Despite much speculation, why there is no Nobel Prize for mathematics has remained a mystery for over a century. Following graduation from the Townsend Harris High School, Dr. Hauptman enrolled and then graduated from CCNY in 1937 (math major). Like many graduates during the depression, Dr. Hauptman thought that teaching would be the logical career to pursue. Fortunately for the world of science, Dr. Hauptman's Bronx dialect kept him from this position and enabled him to begin a career as a research scientist. Yet in recent years his interest in the instruction of mathematics has been rekindled.

Today, Dr. Hauptman is a world-renowned mathematician who pioneered and developed a mathematical method that has changed the whole field of chemistry and opened a new era in research in determination of molecular structures of crystallized materials. Dr. Hauptman's direct methods, which he has continued to improve and refine, are routinely used to solve complicated structures. It was the application of this mathematical method to a wide variety of chemical structures that led the Royal Swedish Academy of Sciences to name Dr. Hauptman recipient of the 1985 Nobel Prize in chemistry.

Dr. Hauptman's work is concerned with the development of methods for determining molecular structures, which is the arrangement of the atoms in molecules, using the technique of X-ray diffraction. The work is important because it relates molecular structure with biological activity and therefore permits a better understanding of life processes. In this way one can devise better methods for the diagnosis and treatment of disease.

In addition to the Nobel Prize, other honors

awarded to Dr. Hauptman include election to the National Academy of Sciences in 1988; and receipt of honorary degrees from the University of Maryland in 1985, CCNY in 1986, University of Parma, Italy in 1989, Bar-Ilan University, Israel in 1990, Columbia University in 1990, Technical University of Lodz, Poland in 1992, Queen's University, Kingston, Canada in 1993 and Niagara University, New York in 1996.

He has authored over 350 publications, including journal articles, research papers, chapters and books. In 1970 Dr. Hauptman joined the crystallographic group of the Hauptman-Woodward Medical Research Institute (formerly the Medical Foundation of Buffalo) of which he became Research Director in 1972. He currently serves as President of the Hauptman-Woodward Medical Research Institute. Prior to coming here he worked as a mathematician and supervisor in various departments at the Naval Research Laboratory from 1947. In addition to his B.S. from the City College of New York (CUNY), he received his M.S. from Columbia University and Ph.D. from the University of Maryland.

In recent years Dr. Hauptman has taken an interest in the math education of young people. Always interested in motivating the next generation towards mathematics and thereby increasing the pool of mathematicians forging their way through the challenges presented by our technological advances. Towards this end, we have co-authored 101 Great Ideas for Introducing Key Concepts in Mathematics (Corwin/Sage Publications, 2001), a book designed to provide secondary school teachers with some innovative ideas to incorporate into their regular high school instructional program. His interest to communicate on this theme led him to write introductory sections for two of my forthcoming books, *Math Charmers: Tantalizing Tidbits for the Mind* (Prometheus, 2003) and *Math Wonders: Motivation for Teachers and Students* (ASCD, 2003).#

Dr. Alfred S. Posamentier is the Dean of the School of Education, City College of New York.

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Brooklyn D.A. Joe Hynes

By JOAN BAUM, Ph.D.

Is it possible that one of the best known district attorneys in the country—Charles “Joe” Hynes, from Brooklyn, was once so indifferent to school, let alone law school, that he let grades go, drifted through classes, and finally, after graduation, took the only job he could get—claims adjuster for Allstate? Yes, but. . . . The “but,” the soft-spoken but passionate 67-year old prosecutor says, had mainly to do with his mother, his ultimate mentor, a courageous woman who got up at 5:00AM to go to a job in a real estate office in Brooklyn when working women were hardly appreciated. Because of her faith and determination, the aimless graduate from St. John’s Law School was wise enough one day in 1963 to take advantage of a chance meeting with a law school alum who happened to know of an opening for an associate attorney at the Legal Aid Society—“anything was better than claims . . . so boring.” And thus Joe Hynes found himself with The Job That Would Change His Life Forever.

He loved Legal Aid because it gave him a sense of the law as mission, a dedication he took with him when he moved to the Kings County District Attorney’s Office and when he was appointed Special State Prosecutor under Governor Hugh Carey, who asked him to investigate nursing home fraud. That sense also went with him when he became Fire Commissioner in the Koch administration, and it was reinvested, once again, when he was appointed a Special State Prosecutor under Governor Mario Cuomo for the New York City Criminal Justice System. The irony of his present position does not escape the feisty, crusading prosecutor. As D.A., Joe Hynes is committed to putting criminals behind bars, but his



District Attorney Charles “Joe” Hynes

heart is in programs to prevent young people from becoming criminals in the first place.

Shortly after serving as Special Prosecutor and Chief Trial Attorney in the racially charged Howard Beach case in 1987 (and winning three homicide convictions against the murderers of Michael Griffith), Joe Hynes founded Legal Lives, a crime-prevention and consciousness-raising program for youngsters ages 10-14, with major attention on the 5th grade. Joe Fernandez was Chancellor at the time and Mary Hughes, Hynes’s Deputy D.A. and Chief of his Crime Prevention Division, along with a Brooklyn neighbor and friend, Charles Posner, an Orthodox Jew, got together to start Legal Lives. The D.A. has the goal of the program memorized: “Fostering good citizenship in students by helping them to make choices that require courage, tolerance and decency.” He wants to break the pattern of self-abuse and hatred that drive young people to drugs, crime, and violence. “It’s the easiest thing to put peo-

ple in jail.” He’ll do it, but he would prefer not to.

Unless we invest heavily in the social education of our youngsters, he has said on numerous occasions, “you could build a zillion prison cells and you’ll never make the country safe.” There are all those latch-key kids out there

wandering around from 3:30-6:30 in the afternoon, it’s “a formula for disaster.” So, what about all those after-school programs, asks Sam Koplewicz from the Dalton School, who wants to be a lawyer. The D.A. turns a

continued on page 31

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"CIRCUS OF THE SENSES" BRINGS CHILDREN WITH DISABILITIES UNDER THE BIG TOP

By MARIE HOLMES

The Big Apple Circus recently held its annual Circus of the Senses for hearing and visually impaired students under the circus tent set up at Lincoln Center. The show happened to coincide with an impressive performance by the weather as a record six inches covered the ground in the first snow of the season.

While far fewer than the 1,400 children who had tickets to the sold-out performance were able to attend—New Jersey groups chose not to risk road travel and Chancellor Klein cancelled all field trips—the fun could not be spoiled for those who did show up in hats, scarves and mittens to "see" the animal trainers and acrobats work their magic.

The audience, composed primarily of hearing and visually impaired children from specialized private schools in Manhattan, alternately gasped and cheered as clowns, trapeze artists, horses, poodles and other performers displayed their talents to cheerful music under multicolored lights. As one clown teetered in the air on a giant ladder, a child called out, "Be careful!" (The clown proceeded to make a safe landing on a padded mat.)



Bethany & Christina Quinones, students at J47

One teacher stood under a spotlight in the audience, interpreting the ringmaster's commentary into sign language. Vision-impaired children were given infrared headsets broadcasting a live play-by-play commentary of the performance, narrated by Paul Wellstone, the Circus' founder and artistic director, and Michael Christensen, co-founder and creative director, from a back booth at one edge of the tent.



A clown entertains one and all



Kianda Copeland

After the main performance, certain children, primarily those with more severe visual impairments, were allowed into the ring for a "touch session" in which they were allowed to feel the poodle's fur, the pony's mane and several of the performer's costumes. Children lined up to ride on the trapeze artist's velvet-covered swing, and one performer kept several of them wildly entertained with a whoopee cushion.

Francesco, another circus clown, taught children how to make music by running damp fingers around the rim of a glass—a trick he uses during the performance—dipping little fingers in the water and dragging them around the rim until the glass emitted sound. "They feel the vibration of the glass," he explained.

Francesco added that the Circus of the Senses audiences are some of his favorites. He likes to come out before the show and say hello as well—"the touch, it's very nice." The children make for good circus-goers, he says. "They react for everything."

Big Apple Circus puts on a Circus of the Senses in some of the major cities that it visits—New York, Boston, Washington, D.C.—says Paul E. Cothran, Director of Health and Community Programs for the Circus. "It's probably my favorite show that we do."

The Big Apple Circus will be performing Dreams of a City at Lincoln Center until January 12th, 2003. For more information, call 1-800-922-3772 or go to www.bigapplecircus.org.



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Living and Overcoming Learning Disabilities

By **ROB LANGSTON**

I spent many miserable years as a “handicapped” child and I have spent many wonderful years as a “successful” adult. Somewhere in between lies living and overcoming learning disabilities. The story I share in my book *For the Children* with regards to breaking through obstacles illustrates one such journey.

I’ll never forget that day in 8th grade when I misspelled my middle name. I wrote “Willaim” instead of “William.” It was a common mistake for someone with dyslexia, but my 8th grade teacher ridiculed me. He pointed out my error and said to the class, “I don’t know how any student can get to the 8th grade without knowing how to spell his own name.” The class laughed. I forced a half smile and sank lower into my chair, trying to look unaffected. Neither he nor the other students knew how humiliated I felt. Living with a learning disability often times means believing in yourself despite the good opinions of others. Creating a level of self-confidence that can withstand life’s more challenging moments is a gift. Developing this gift will serve you well all the days of your life. I chose to let this humiliating experience make me more determined to succeed, not less. It is in these moments that we decide to overcome or to be crushed.

Many years later, I was inducted into that school’s Teacher’s Hall of Fame for my work in helping children with learning disabilities. What if I had made a different choice that day? What if I had bought into the ridicule? What if I had chosen to not ever risk humiliation again? I’ll tell you. I would have never graduated high

school or college. I would have never shared my stories of growing up with dyslexia with hundreds of thousands of children and I would have never written a book. The small measure of hope that people struggling with disabilities received from these things would have been lost and so would I.

There are two lessons here. One is to be careful what you say to children, because they are listening. The other is, that no matter how painful an obstacle is, it can be overcome.

I have not been able to fully overcome my disabilities in reading, writing and arithmetic. I have, however, been able to overcome how these deficits affect my perception of myself. Learning to overcome obstacles is just that—a “learning process”. Next time something challenges you in your life, just stop. Ask yourself “what power does this situation really have over me that I am not giving it?” Ask yourself, is there a way this situation can make you stronger or a better person? I think you will find, as I did, that overcoming a bad situation has more to do with your perception of yourself than the actual elements that make up the bad circumstance. Your reaction to situations is the only thing in your control. So take control and choose to make life happen for you instead of to you. #

Rob Langston is Chairman and CEO, For the Children Foundation and President, the Langston Company. He is the author of For the Children, Redefining Success in School and Success in Life. You can reach him by e-mail at rwtalk@mindspring.com.

Students Spread Cheer to Group Homes



Nearly 30 young adults with developmental disabilities were treated to a holiday party recently, courtesy of the eighth-grade confirmation class at Holy Innocents Church.

Many of the guests, mostly residents of YAI/National Institute for People with Disabilities’ group homes in Pleasantville and Mamaroneck, thoroughly enjoyed an evening of dancing, food and fun. #

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Ask Dr. Rosen

A new column answering parents’, educators’ and students’ questions about special education, in response to the flood of letters and e-mails we have been receiving at Education Update.

Dear Dr. Rosen:

Do you have any information for a student who graduated with a transitional degree (special ed student), who has the desire and will to go to college? Are there programs to help assist children with learning disabilities get into college and assist them with their study while in college?

Sheila Howard
 Hampton, GA

Dear Sheila,
 Community Colleges with open admissions policies are an option for students who cannot meet the academic admission requirements for four-year institutions. After earning an Associate’s degree from a community college, it is often possible to transfer to a four-year university.

There are a few college programs specially designed for learning disabled students. Students generally pay above tuition for this extra support. Marymount Manhattan College in New York City runs the Program for Academic Access (www.mmm.edu). Jaquelyn Bonomo is the Program Director. You can write her at jbonomo@mmm.edu or call 212-774-0724. The University of Arizona in Tucson runs the S.A.L.T. Center (www.salt.arizona.edu). Shirley Ramsey is an admissions director. You can write her at ramsey@u.arizona.edu or call 520-621-3652.



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Mark O'Connor: From Nashville to San Francisco, Musician Extraordinaire

By JOAN BAUM, Ph.D.

Though Itzhak Perlman and Isaac Stern have both lovingly referred to their violins as “fiddles,” Mark O'Connor may have the world's indisputable claim to the term. By all accounts—professional and lay (*The New York Times*, among numerous others, calling him “spectacular”)—O'Connor is a superb fiddle player, whose performances and compositions have been creating a sensation in the music world—on stage and on CDs. “Fiddle Concerto No 1,” for example (pointedly titled to embrace the compatibility between folk and classical), is said to be the “most-performed modern violin concerto.” Though his virtuoso work on the guitar and the mandolin have also won wide praise, the “fiddle”—a.k.a. violin—is O'Connor's most abiding love, both the word and the instrument. The “slangy, casual moniker,” he says, keeps him conscious of the world of folk culture that has prompted so much of his musicianship and that is explicitly reflected in the names of some of his best-selling albums, “Appalachia Waltz” and “Appalachian Journey,” which won a Grammy in 2001. For five years running, Mark O'Connor was Country Music Association's Musician of the Year.

What is particularly remarkable about this still not-as-well-known-as-he-should-be extraordinary talent is his range: jazz, folk, classical, rock. He can do traditional, he can do experimental, he can play acoustic, he can do electric. He fiddles brilliantly and regularly with the likes of Nadja Salerno-Sonnenberg, Yo-Yo Ma and the double bassist Edgar Meyer, as well as with well known rock and folk groups. Later this month his new album “In Full Swing” will be released, and next month, February 2003, he'll be at Lincoln Center playing with Wynton Marsalis and vocalist Jane Monheit. But wait, there's even more to this astonishing young man who at 41 has already covered more ground than an aggregate of

musicians. Indeed, Mark O'Connor is an aggregate of musicians—record artist, educator, arranger, music camp director (in Nashville and San Diego), strings conference director (he prefers “fiddle gatherings”), and of course, composer and performer. What unites all these activities is the quality O'Connor brings to his work, which has been called “distinctively American.”

No “crossover” artist, O'Connor is the first to point out that he crossed over long ago when, at the age of 7 he moved from guitar, his first instrument, playing classical and flamenco, to the fiddle, when he was 11. He sees himself as an “inclusive” musician. “Innovative” could also apply, as well as “inspired.” His fertile imagination seems to know no bounds. Ideas just come to him. Thinking about 9/11 one day led to his composing a *Folk Mass*, an *a cappella* work for the *Gloriae dei Cantores* singers from New England, which will premiere at St. Thomas Church in the City. Unlike most composers, he does not sit at the piano and write. Everything, he says somewhat shyly, seems to originate and develop in his head.

Though legend has it that O'Connor is largely self-taught, he has had formal lessons on the violin, the guitar and mandolin. He is also the first to credit the major influences in his life. When talking about his mother, his tentative, somewhat halting tenor noticeably shifts into animated mode. She was, before she died of cancer when he was 20, the guiding light of his life. No one played an instrument in his family, he says, though he does remember that the stereo was always on with classical music. In better days, his presents were ballroom dancers, which may account for O'Connor's attraction to flamenco guitar when he was young. He also singles out the great Texas fiddler, Benny Thomasson, and jazz guitar legend Stephane



Mark O'Connor, violin, Jon Burr, bass, Frank Vignola, guitar

Photo Credit: Giino Domenico

Grappelli.

It is not just Mark O'Connor's music, however, that commands attention. It is his extraordinary personal story, which includes the kind of grim childhood and adolescence that one associates with 19th century novels. Growing up poor, in a bleak Seattle backwater, lonely, solitary, burdened prematurely with responsibilities at home and totally ignored at school (when he was not being waylaid and beaten up) for accomplishments that were already being reported in the press, he came to feel that he had a gift that no one wanted. When the occasional opportunity to perform did come along, he and his mother were met with resistance and mockery from high school administrators. At the time there was not one musical instrument in the entire building, he points out. Depressed, anxious, withdrawn, he decided at the age of 17 to hit the road, a trail that led to Georgia (where he played with The Dixie Dregs, a top rock fusion group), to Nashville, to San Francisco, purposeful drifting that with each turn brought him great admiration. His story is one he tells for cathartic reasons, obviously, but also per-

haps as a cautionary tale and as a way of explaining his views about music education.

He thinks that young people should expose themselves to playing different kinds of music and learning various instruments. Specialization, rigid curricula, age-structured or mode-conditioned instruction are not for him. He notes, incidentally, that his old high school was completely rebuilt some years ago and underwent a total curricular overhaul, including the institution of a music program. Nonetheless, he laments the diminution of the culture of music in America today, the lack of performance in homes. There is just so much that schools can do or should do. When he was a child, even the poorest would gather in rooms to sing and play. Pianos were the rule not the exception. And then, of course, reflecting on his unhappy childhood, Mark O'Connor articulates a heartfelt belief not only in the healing power of music but in its significance for a free society.#

More on this unusual musician can be found on his website: www.markoconnor.com

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

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



Artists, Innovators, and Teachers Hold “Imagination Conversation” at Lincoln Center Institute

By MARIE HOLMES

Do schools suffer a lack of imagination?

The audience full of teachers and other education professionals in attendance at a panel discussion entitled “Imagination Conversation,” held recently by the Lincoln Center Institute, likely rely upon their own imaginative powers every day.

Yet at the end of a lengthy discussion about the elusive nature of the human imagination and its various applications, the illustrious panelists—Natalie Angier, Shelly Lazarus, Reynold Levy, Winston Lord, Anna Deavere Smith and moderator Robert MacNeil—were in agreement that one sector of society seriously lacking in imagination is education, specifically, the policy side of education.



The audience listens attentively

The “Conversation,” one of numerous discussions taking place throughout the country in the past few months, was designed to bring together thinkers, artists, scientists, scholars, businesspeople and educators to talk about their conceptions of the imagination, how their imaginations have influenced their lives and career paths, and how schools might do a better job of fostering the imaginative capacities of their students. Maxine Greene, Professor Emeritus at Columbia Teacher’s College and the Institute’s “philosopher-in-residence,” responded to the panelists’ comments.

MacNeil, of PBS’ *MacNeil-Lehrer NewsHour*, posited the nature versus nurture question, positioning himself squarely on the side of genetic determinism. Natalie Angier, award-winning science writer and author of *Woman: An Intimate Geography*, responded that she disagreed, to a certain point, saying, “I think that there are ways to teach people to think creatively and I think we should do more of that.” Angier noted that even more traditional teaching methods that rely on memorization and paradigms, such as English grammar or the scientific method, can foster student creativity. “If you . . .



Robert MacNeil moderates at Lincoln Center

. . . have this algorithm it really liberates you,” she explained.

Winston Lord, Ambassador and Co-Chair of the International Rescue Committee, said he did not believe that the Foreign Service rewarded imaginative thinking in its employees. Some of the most celebrated, as well as the most regrettable, chapters in this history of international relations, Lord noted, could be characterized as acts of imagination, from the efforts to rebuild Europe after World War II to the Domino theory of Communist takeover in Asia that supplied a justification for the war in Vietnam.

The playwright Anna Deavere Smith suggested that when people talk about the imagination,

they sometimes appear to be talking about a rare gift, even though “it’s clear that everyone has an imagination—it’d be interesting to meet someone who didn’t have one.” A challenge for educators, Deavere Smith and other panelists concurred, is to impart students with an understanding of the rigor that all creative efforts command. “Any imaginative energy has to be accompanied by rigor,” said Deavere Smith. “I don’t think I’d say that some people have more imagination than others. I think it’s more about what you can make with your imagination.”

Shelly Lazarus, Chairman and CEO of Ogilvy and Mather Worldwide, elicited agreeing nods from panelists and audience members alike when she said, “if we ever needed imaginative problem-solving it might be now.” Such intensive, imaginative efforts present our best hope of remedy for failing schools and school systems, Lazarus suggested. Her own daughter, she said, had recently left her Teach for America classroom assignment out of frustration with high-stakes testing, Lazarus reported.

Maxine Greene offered her thoughts on the subject of the imagination, offering hope by assuring those present that they were not the first generation to reckon with tough questions in times of turmoil.

Teachers that spoke following the panel discussion appeared to share the speakers’ concern for their students’ academic and creative futures. One teacher commented that it was comforting to hear the panelists reinforce the idea of multiple intelligences, albeit in different language, over the course of their discussion. #

ARTS EDUCATORS LEARN TOOLS OF THE TRADE

By SYBIL MAIMIN

Art teachers from the five boroughs recently met at Fiorello LaGuardia High School for Music and Art and Performing Arts for the 22nd annual New York City Art Teachers Association (NYCATA) conference to share talents, techniques, and perspectives and to honor some of their own for outstanding work in the field. The full day of activities included a keynote address by noted architect James Stewart Polshek and numerous hands-on workshops that ranged from how to make puppets from everyday materials to using computer technology in the art studio. The day concluded with a gala reception in Lincoln Center’s Cork Gallery where many works by teachers were exhibited.

James Polshek, who was honored as “Artist of the Year,” is particularly well known for designing the Rose Center for Earth and Space at the American Museum of Natural History. His firm, Polshek Partnership Architects, primarily serves not-for-profit educational, cultural and scientific organizations and its credits include the Santa Fe Opera, the National Inventors Hall of Fame, and the renovation and expansion of both the Brooklyn Museum and Carnegie Hall. Current projects include the William J. Clinton Presidential Center and a new building for New York City’s Lycee Français, a private school.

Polshek explained to the assembled teachers that he does not consider architecture an art form because, unlike art, it cannot be arbitrary. With the help of slides he illustrated the evolution of two projects, the Rose Center and the Lycee Français, emphasizing, “architecture is about collaboration” and involves many skills including design, construction, technology, heat, and light. Twenty-four people in his

office worked on the Rose Center. He lamented that today “architecture is increasingly a celebration of the individual,” “an ego trip,” and noted that we marvel at the great buildings of medieval Europe and Asia without knowing the names of their designers. Ideas for the Rose Center were explored via science fiction illustrations, Styrofoam models, and flashes of inspiration. The “idea of a space where events in space can be replicated” was key. Because some people are intimidated by museums, the Rose Center was made visually accessible to those on the outside. The museum is a landmark, he acknowledged, but “landmarks have to go on, to be transformed. Architecture is a vehicle for giving new life to an old place.” Meeting a different challenge, he and his firm designed the Lycee to be “sublimely rational,” because “that’s what’s French about it.” It will be an école de verre, a school of glass.

Inspired by this master architect, the teachers chose from among 34 workshops that offered exemplary curriculum models, management strategies, and resource guides. Becoming students themselves, teachers sat at tables in the class of Temima Gezari, a 96 year old dynamo who shared her secrets of how to give students confidence in their abilities to draw (stroke the head and back of an imaginary cat and then replicate that stroking movement with a pencil on paper). Using simple materials—scissors, colored paper, and glue—teachers produced wonderful two-dimensional designs in Muriel Silberstein-Storfer and Electra Askitopoulos-Friedman’s class while learning the effectiveness of hands-on experiences in conveying the importance and joy of art. Eastern art techniques were learned in a sumi-e (ink-stick painting) workshop. The teachers were given brushes,

ink, and rice paper and taught the brush strokes and ink gradations used to depict traditional subjects such as bamboo, chrysanthemums, and irises. A model-making workshop taught architectural principles and suggested how they could be learned in the classroom through references to the school, home, or neighborhood. Learning “to see” from Noguchi sculp-

tures, telling students African tales to foster pride and broaden understanding of “ethnic chic,” and planning museum tours were some of the many other opportunities to learn and bring ideas back to the classroom that were offered. Joan Davidson, president of NYCATA, explained that the New York City Visual Arts Standards formed a framework for the workshops, and the perspectives gained would help teachers accomplish the vital task of “building art education.”#

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Best Toys for New Year's Fun and Learning

By STEVANNE AUERBACH, Ph.D.

[DR. TOY]

Look for Dr. Toy's

Recommendations next month

Parents and teachers should look for products that have enduring qualities, are reasonably priced and will help children to learn. We want to provide children with learning and fun and know that toys will be enjoyed well into the new year.

Dr. Toy suggests a good mix of children's toys and products to help children gain essential, life-long love of learning. Look for toys and products that help children develop curiosity, interests and hobbies and stimulate learning. Find the right technology to assist children with learning, imagination, creativity and gaining skills.

Select well produced products from among new ones Dr. Toy recommends such as:

Baby Beethoven' Symphony Fun provides gentle, playful mix of music, re-orchestrated especially for little ears newest video combines the timeless musical compositions. Educational videos help children learn and have new information. 0-4 yrs, \$14.99. 800-793-1454. www.babyeinstein.com

Knowledge Adventure's JumpStart Advanced Preschool provides skill building and

helps children learn and have fun playing games and activities. Excellent series will provide support to child's learning of basic concepts and skill building. The characters are easy for children to relate to. Each one of the programs include particular skills such as playing games, reading and following through on concepts in science, creativity and others plus there is guidance on learning style. 2-4 yrs, \$29.99, 800-545-7677 www.knowledgeadventure.com

OWI's Jungle Robot provides learning opportunities in science, electronics and reasoning. New colorful robot goes across ropes, hand-over-hand like a monkey or walks on ground like a gorilla. Condenser, microphone and printed circuit board controls multi-functions while walking or climbing.#

Stevanne Auerbach, Ph.D. (Dr. Toy) selects best educational and developmentally appropriate products annually for Dr. Toy's Guide (<http://www.drtoy.com>). Dr. Auerbach graduated Queens College, taught 6th grade in NYC and worked for the Department of Education in Washington DC. She lives in the San Francisco Bay Area. See Dr. Toy's Smart Play: How to Raise a Child with a High P.Q. (Play Quotient), St. Martin's Press. Send comments to Dr. Toy c/o ednews1@aol.com.

FROM THE SUPERINTENDENT'S SEAT



Out of the Mouths...

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

A Congressional redistricting Representative who promises to be a strong supporter of our schools and our community. I had the pleasure of meeting him recently and seeing our students engaged in lively discussion with this national decision maker.

Congressman Steven Israel came to visit Syosset Schools, and it was clear that he felt right at home. "I make it a point to be in a school in my constituency at least once a week," he said, "so I hope to be here a lot." The Congressman made it very clear that he believed that keeping in touch with our children is a great way to be in touch with the people he represents in Congress.

We invited the eighth graders from both of Syosset's middle schools and filled the auditorium with the district's future graduating class of 2007. To establish a rapport with the students he began by asking them very simple, basic questions about our government. They soon got on the topic of Congress's role in upholding the Constitution and to the amazement of Congressman Israel, one of our students came up on stage and recited the preamble to the Constitution from memory. It was then that he got a true understanding of the students he was talking to, even though they were just 13 and 14 years old.

The students continued to impress him when he opened the floor to questions. They wanted to know about the situation between U.S. and Iraq, how the question of war would be resolved, and what the Congressman believed would be the outcome of such an action. Hands were waving throughout the large room, and the students called upon posed questions that demonstrated they had given the issues a great deal of thought. Time was up too quickly to answer all the questions and the Congressman asked if he could return and perhaps meet with a smaller group of interested students and continue the discussion.

Throughout the day, students continued talking about the issues that had surfaced that morning, and the principals were approached by many students requesting to be part of the "smaller group of interested students."

Personalizing government by introducing students to elected officials shows the students that they are people struggling with weighty decisions that will have a long-reaching effect is important in teaching our children to care about their government. The students in Syosset are very fortunate to have a Board of Education and school administrators, faculty, and parents who recognize this and foster a school environment that enables them the opportunity to meet people like Congressman Israel, who bring alive the lessons they learn in the classroom.#

IF YOU ASK DR. MCCUNE

No Child Left Behind: Research and the Art of Teaching



By DR. LORRAINE
MCCUNE

Enactment of the *No Child Left Behind Act of 2001* (Public Law 107-110) will ensure that all children learn

by supporting educational activities evaluated by "scientifically-based research". Teachers

beware. The

salvation offered by this plan is both limited and long-range.

It is limited because, at present, only

a handful of practices meet the "scientifically-based" test. The academic strategies include

one-on-one tutoring for at-risk students in reading, as well as teaching phonemic awareness, phonics instruction, guided oral reading with feedback, and peer tutoring in kindergarten and elementary reading and mathematics.

High quality preschool experiences, evaluated over the long term (1962 interventions evaluated 20 and more years later) improve a variety of life outcomes for at risk children, and "Life Skills Training" in junior high has been shown to reduce tobacco, alcohol, marijuana and illicit drug use. Effects in the preschool and Life Skills research were analyzed over many decades. This is surely long range.

Let's not leave today's children behind while we wait for scientific validation of known educational effects. All of the academic effects noted above involve relationships between an instructor, a child, and some material to be learned. The more intimate, detailed, and knowing these relationships are the more the child will learn.

The Report of the Coalition for Evidence-Based Policy (November 2002) recommends that the U.S. Department of Education develop a strategy of "randomized trials" to determine the efficacy of various educational practices. A good idea perhaps, but in many ways limited, and definitely most useful in the long range. Randomized trials involve random assignment of children to a group that experiences the practice to be tested or a control group. Presumably the practices under test are believed to be very good for children. How do we justify offering these practices to only some children? What instruction will the others receive?

Another problem: How do you measure success? Standardized tests are often the answer, but limitations in such tests are apparent. Can we really effectively test the educational progress we value most in children?

And another: Will all teachers deliver the educational practice under study in the same

continued on page 31

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OUTSTANDING TEACHERS OF THE MONTH

The **Outstanding Teachers of the Month** for January 2003 have each been nominated by their colleagues, students, parents, principals and superintendents. *Education Update* has selected five nominees for their outstanding work on the "frontiers" of education.

Congratulations to this month's **Outstanding Teachers of the Month** in recognition of the vital role they play in our children's lives.

Eric Stein

John J. Pershing I.S. 220K,
Brooklyn

Jo N. Rossicone, Principal
Vincent Grippo, Superintendent
Community School District 20



Eric Stein first wanted to become a teacher after a high school teacher inspired him. He studied at Queens College, and after college he enlisted in the US Army. During his time in the military he traveled to South Korea and Japan while gaining the leadership qualities he now uses as a teacher. After being honorably discharged from the service he began teaching TESL (Teacher of English as a Second Language) at I.S. 220 in Brooklyn. Eric has grown to love the position, and he is close to earning a master's degree in TESL. Eric, an avid runner and a member of the New York Road Runner Club thought that many students would enjoy the experience of running on a daily basis. He wrote a proposal and started a program that has the kids at I.S. 220 in competition with other students around the tri-state area. As a coach, Eric developed the students' raw talents and took his kids to the top, winning many trophies. His biggest highlight so far has been qualifying the kids in the program for the Verizon Millrose Games at Madison Square Garden. In November 2002 the Knicks honored Eric when he received the "City Spirit Award," which is sponsored by the NY Knicks and Emigrant Savings Bank. Eric is the type of teacher who gives everything to the kids he teaches, and motivates them to achieve their full potential.

Susan Bellack

Marathon School P811Q, Queens
Joan Washington, Principal
Susan Erber, Superintendent
Citywide Programs



Susan Bellack has been teaching for fifteen years, and has dual certification in general and special education. She works in the library and does language arts lessons at P811Q. During the past five years she has been providing sensitivity workshops for the general education students and inclusion support workshops for participating staff. Susan was awarded an IMPACT II Disseminator Grant for a curriculum program entitled Project Friend. The program serves as a values- and character-education program for students with disabilities and their non-disabled peers. It addresses tolerance, patience, and friendship towards those that are different. Students integrate language arts and technology skills by using computers to create literacy and art projects related to friendship. The students contact each other weekly via e-mail and participate in read-aloud and "book buddy" sessions in which they read stories relevant to the program. They create a book on friendship using their responses to these stories, and they create a "friendship mural" with photographs of each other as they work together. Each student also creates a square for a friendship quilt. The program culminates in a Celebration of Friendship party where students videotape vignettes of their reactions and feelings about Project Friend. This program provides special education students the opportunity to interact with their general education peers, and helps to improve their communication and social skills. It also teaches general education students to better understand and accept people with disabilities.

Donna Day-Gandolfo

William H. Maxwell Vocational
High School, Brooklyn
Barbara Elk Duncan, Principal
Charles Majors, Superintendent
Brooklyn

Donna Day-Gandolfo is an excellent teacher, role model, coordinator and mentor. For the past several years as a teacher at the William H. Maxwell Vocational High School she has prepared activities to help her students transition from high school into the workplace. She has placed hundreds of students into off-site positions that range from voluntary to paid jobs. She mentors her students, provides coaching for job development, and exposes her students to many employment programs. Throughout the school year she prepares exciting excursions for her students that are in preparation for their transition from school to a career, and

from these experiences students learn of the many professional opportunities that are available to them. She also takes care to prepare students with different handicaps, as well as students in the general education program and the non-diploma population of the school for their transition. She is a consistent, thorough and conscientious teacher. She is extraordinarily committed to her students, and even after her students have graduated, she follows up on their status of employment and other training.

Shawn O'Connor

Abraham Lincoln High School,
Brooklyn
Corinne Heslin, Principal
Reyes Irizarry, Superintendent
BASIS



Shawn O'Connor is a Physical Education Teacher, Dean, and Head Football Coach for Lincoln High School. He is a teacher who excels in each of his positions. He has great rapport with his students and athletes. Students love to attend his classes because he inspires them and pushes them to achieve their best. As a physical education teacher he brings a great amount of energy to his classes, and is constantly praising his students, and giving them positive reinforcement. He makes an immense effort to get to know his players physically and mentally. As the Head Football Coach he encourages his students to strive to reach their potential both on and off the field. He teaches his players the value of working hard in their academic classes. He has successfully guided his senior athletes to meet all of the requirements that are needed to attend college, and he has organized study halls for his athletes in the off season, created a conditioning program, and consistently encouraged his student athletes to do community service. Shawn has also made an effort to expand the football program at

Lincoln HS. He made a proposal to the "Play it Smart" program, which is sponsored by the National Football Foundation. This program has now been successfully implemented into Lincoln's Football Program. The program assists the athletes in their studies, incorporating technology, offers SAT prep courses, helps students meet NCAA requirements, assists students in improving their writing skills, and emphasizes the importance of working hard in the classroom.

Michael Pezone

Law, Government & Community
Service Magnet High School,
Queens
Carole Kelly, Principal
John W. Lee, Superintendent
Queens

Michael Pezone has been a social studies teacher at Law, Government & Community Service Magnet High School for five years. He is a dynamic and caring teacher who always listens to his students, and challenges them to do their best. His classes are always interesting and he involves his students by filling his classes with debates and in-depth analysis of historical events. He is known by his students as a teacher who goes out of his way to make sure that every student understands everything discussed in his class. Michael has helped students publish a student news magazine called *Perspectives*, which includes poetry, surveys, news articles and artwork. He also moderates a school organization that fights discrimination, and is known as an advocate for every student. He is admired by his students and his peers for the commitment he has for his students and the energy he brings to the classroom.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

-Albert Einstein

Education Update honors teachers each month for their outstanding work on the "frontiers" of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in one or two paragraphs, what is "special" about them. In June, we will invite the teachers, principals and superintendents to a luncheon to celebrate their achievements. Please include a photograph with each nomination, the principal's name and superintendent's name.

Teachers are the backbone of our educational system. They richly deserve the recognition that *Education Update* plans to give them.

Dr. Pola Rosen, Publisher

Please email recommendations, with photographs, to: ednews1@aol.com, or mail to:
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MEDICAL UPDATE



New York City • JANUARY 2008
FOR PARENTS, EDUCATORS & STUDENTS

LASERS: STATE-OF-THE-ART IN DERMATOLOGY

By SYBIL MAIMIN

Ever wonder what happens to Westinghouse (now Intel) Science Talent Search winners? Well, one, Dr. Arielle N.B. Kauvar, board certified dermatologist and a fellow of the American Academy of Dermatology and the American College of Mohs Micrographic Surgery and Cutaneous Oncology, and a Westinghouse finalist in 1980, is on the cutting edge of the development and use of lasers in the treatment of cosmetic and non-cosmetic skin problems. Dr. Kauvar worked in an immunology lab while in high school and based her Westinghouse project on her study there of the movement of white blood cells. Also tempted by a possible future in art, she took art history courses, painted, and did free-lance illustrating while a student at Princeton, but spent her summers doing immunology. At Harvard Medical School, where she continued her work on white blood cells, the lab focused on skin immunology, leading her to the specialty of dermatology. Her journey of self-discovery continued during a residency at New York University Medical Center where, experiencing the satisfactions of working directly with patients, she decided on

a career that combines her interests in research (lasers), art and aesthetics (improving skin appearance), and taking care of people (private practice). A fellowship in Mohs micrographic surgery, which allows the removal of skin cancer with microscopic control, and laser surgery put her in the forefront of her field. Involved in the development of modern laser technology and practice, she continues to be a pioneer in its many uses. She lectures, teaches, and writes about the procedure and is preparing a comprehensive textbook, Principles and Practices of Cutaneous Laser Therapy, to be published this year.

The first medical laser, created in 1960 to remove birthmarks, was successful but often left scars. In 1983, a laser was developed which eliminated marks without damaging surrounding skin, based on a concept known as selective photothermolysis. There are currently about 30

different types of medical lasers, each designed to treat specific problems and skin types. The machines are extremely expensive and, because



Dr. Arielle N.B. Kauvar

of explosive development in the field, become obsolete in two to three years. Dr. Kauvar has 10 of the newest lasers in her office, one of a handful of dermatologists in the country able to offer a wide range of personalized treatment options with the most appropriate machine available.

Lasers have many dermatologic uses. Non-cosmetic applications include removal of birth marks (can be done at birth) and precancerous skin growth. Psoriasis and inflammatory skin disease can be treated. Lasers that target blood vessels can eradicate port wine stains and spider leg veins. Scars can be reduced or removed, and a recently approved machine can attack acne. Dr. Kauvar sees infants and children and believes the psychosocial benefits of early intervention are com-

PELLING. Cosmetic uses include rejuvenating and resurfacing the skin and removing sun spots, age spots, blood vessels and tattoos. A laser can remove hair. New and popular are non-ablative lasers that are even less invasive than the standard machines.

Dr. Kauvar has not encountered obstacles as a female in medicine. Her mentors (Dr. Joel Schwartz, whom she worked with on her Westinghouse project, Drs. Rudolf Baer and Jeanette Thorbecke, who supervised her lab work during college summers, and Dr. Rox Anderson, "a fascinating man" who is a pioneer in lasers) have all encouraged her. They and other teachers were "fundamentally important to [her] intellectual development and analytical skills." When she began, there were few women in Mohs surgery; today about half of all dermatologists are female. Her hours are long but she encounters few emergencies in her practice, allowing planned time with her physician husband and three children. Smart, focused, and excited about being at the cutting edge of medical lasers, she sees a future where patients around the globe will benefit from treatments undreamed of in the past.

Dr. Kauvar is president-elect of the Dermatologic Society of New York.#

Dr. Kauvar's office is at 994 Fifth Avenue, 212-249-9440.

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Weill Cornell Medical Advances:

First Robotic Urologic Surgery Done on Child in NYC

EDITED By HERMAN ROSEN, M.D.

Dr. Dix Poppas, Chief of Pediatric Urology at New York-Presbyterian Hospital Weill Cornell Medical Center performed the first robotic urologic surgery on a child in New York City. The procedure was done to correct a congenital obstruction of the flow of urine from the kidney where it connects to the ureter. If left untreated, kidney damage will result. As many as 1 in 200 children are born with dilatation of the inside of the kidney mainly due to obstruction at the ureto-pelvic junction (UPJ). The traditional "open" operation for this condition leaves a large scar. Another surgical technique using laparoscopy sometimes presents difficulty in

suturing the ureter. By contrast, robotic surgery is less invasive than the "open" procedure, has less postoperative pain and shorter hospital stays, and has the potential for higher success rates. The seven year-old patient operated on at Weill Cornell is recovering well after a three-day hospital stay.

UPJ obstruction is often detected before birth by abdominal ultrasound. It may become clinically significant in childhood with flank pain and altered kidney function.

Less than ten robotic pyeloplasties have been performed in the U.S.; the first was done at Boston Children's Hospital in 2002. Adult robotic pyeloplasties were first done in 2001.#

Optimal Therapy for High Blood Pressure

By HERMAN ROSEN, M.D.

Results of the largest study ever to determine the optimal treatment of hypertension were published December 18, 2002 in the Journal of the American Medical Association. The study, the Antihypertensive and Lipid-Lowering Treatment to Prevent Heart Attack Trial (ALL-HAT), involved 33,357 participants 55 years or older with elevated blood pressure and at least one risk factor for coronary heart disease (CHD) such as diabetes, smoking or elevated cholesterol. Excluded were patients with known heart failure. Participants were randomly assigned to receive one of three commonly used classes of drugs: diuretics, angiotensin-converting enzyme (ACE) inhibitors, and calcium channel blockers (CCBs). The main outcome to be looked for was coronary heart dis-

ease or heart attack, but also looked for were stroke, heart failure and other vascular complications. Participants were followed an average of 4 years, 11 months.

The researchers from 623 clinical centers found no significant differences in the main outcome or in mortality between the three treatment groups. However, systolic blood pressure (higher number of the blood pressure reading) was lower with the diuretics than the other drugs and diastolic blood pressure (lower number of blood pressure) was lower with CCBs. There was a higher rate of heart failure with the CCB than with the diuretic. The ACE inhibitor had higher rates of stroke and heart failure than the diuretic.

This study showed that a thiazide-type diuretic (chlorthalidone) is better in preventing

BEYOND THE STETHESCOPE

If you are a physician with a hobby (photography, poetry, etc), we invite you to share it with our readers. Our newspaper is distributed to 35 hospitals and the deans of every medical school in NYC. The general public has access through schools, streetcorner boxes, apartment buildings and subscriptions.

Donald Feinfeld, M.D., Chairman, Department of Medicine, Nassau University Medical Center is a published poet.

SOLFEGGIO

(In memoriam: Dr. Jay Liveson, Neurologist)

It's a tune where the notes slide down the scale, sol to fa, before they rise again, spread into melody that tracks back to the origin. Rhythm drums once and again, charges my brain to remember your stepfall.

If you could hear sol-fa,

you'd joke about sulfa drugs or your aunt's old sofa. Words laughed and sang to you as you walked the cliffside or glided needles into nerves. You knew how they branch and branch, carry music in shivers and pain.

With old chants slipping up and down through your head, you wrote poems. When your heart snapped, they rose from the wreck, shouting for more brightness, more words.

Sing the heavens, sing the hills, run scales to their roots in Hebrew, English, Yiddish. Along the path of glowing nerves your verses flow, sol-fa, down to their starting place.

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coronary heart disease than an ACE inhibitor (lisinopril) or a CCB (amlodipine).

Diuretics are less expensive than the other categories of drugs and should be considered for initial antihypertensive therapy. Known metabolic side effects of diuretics, such as lowered potassium levels, elevated cholesterol, and elevation of blood glucose were noted in the study but did not result in more cardiovascular disease or mortality compared with the other drugs.#

Dr. Herman Rosen is Clinical Professor of Medicine at Weill Medical College of Cornell University.

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- 3) Slow or sloppy writing, incomplete work. This can be the result of poor eye-hand coordination.
- 4) Confuses words, poor word recognition or spelling, reverses letters, poor reading comprehension. This is often the result of poor visualization.
- 5) Frustration, irritability

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Dr. Ettinger assists student with a processing speed procedure

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psychologist, detects and corrects the deficiencies that block learning. VIP students have improved their learning skills by 3 years within 10 weeks in many cases. And this is without medication.

"Vision processing includes scanning, focusing, visualization, and other visual functions, which means a child may have standard 20/20 eyesight but poor visual skills," states Dr. Henry Ettinger, director of a local VIP. "Volumes of success stories include children going from failing or special ed classes to honors as a result of vision processing training."

A VIP PARENT RECENTLY-COMMENTED ...

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--Lillian Sanchez-Perez

MEET THE REGENTS: NEW YORK

If you have visited a museum, attended school or seen a doctor or other medical professional in New York State, your experience has been impacted by the work of the Board of Regents, the policy making body of the University of the State of New York, the State's unique integrated system of education. As the following Board members can attest, the Regents do much more than mandate high school examinations.

Compiled by Marie Holmes



Harry Phillips, 3rd

Harry Phillips, 3rd, who also serves as Managing Director of financial services group Winged Keel in New York City, was appointed in March, 2000. He has served on the board of various non-profit organizations, including Westchester Community College. As a Regent, he serves on the Higher Education, Professions, VESID (Vocational and Educational Services for Individuals with Disabilities) and Audit committees. A current hot topic facing the Higher Education committee is teacher education programs. The Professions committee "is trying to make sure the public is well-served by the 39 licensed professions," says Regent Phillips. Professional licenses granted by the State University of New York (the Regents) include physicians, pharmacists, midwives, massage therapists, landscapers and shorthand reporters. The VESID committee deals with Special Education in the entire state as well as all other services for persons with disabilities. The Audit committee, which performs audits of particular districts and programs, "is concerned with budget imbalances in the school districts," according to Phillips.

He believes that some of the more pressing issues now facing the Regents are: dropout rates, especially in urban areas, test requirements for earning a high school diploma, and financing VESID efforts and the testing required by all states under President Bush's 2001 No Child Left Behind legislation.

The most significant action that the Board has taken during his tenure, says Phillips, "was the

adoption of new standards that energized the education system in New York State." In recent years, the Regents diploma, which high-achieving students obtained by passing a number of Regents exams, has been phased out. All high school students in the state will now have to pass five Regents exams in core curriculum areas to earn a diploma in 2003.

"The potential of having all institutions that are allied to education under one body, like the Regents, is staggering. We need to exploit the connections better," says Phillips. "If we can be more flexible on testing, I see a bright future for the Regents."

Charlotte Frank ended her term as Regent in April, 2002. She came to the Board after having been a teacher, supervisor and then administrator in the New York City schools, serving for 25 years as executive director of curriculum and instruction. She is currently a Senior VP at McGraw-Hill Publishers and works with the education division.

During her tenure, she served on the committee that set the new standards for career and technical education diplomas. Frank praises the flexibility of these specialized courses of study and says that career and technical education programs help students see the connections between academic subjects and career and technical issues, or everyday life. She was also with the Regents when they raised the bar for high school students across the state, changing policy so that all students must pass multiple Regents exams in order to earn their diplomas. Like many of her colleagues, she credits the standards movement with saving some students from others' low expectations. "The data was that there were more Special Ed kids passing Regents exams than had been taking them before."



Charlotte Frank

The Regents take their duties and responsibilities seriously, says Frank. They "do a good job of moving around the state so that they can think about the policies that are designed and developed." The concerns of stu-

dents and schools in poor areas of the Bronx, for example, aren't quite the same as those of students in upstate towns that have struggled economically since industry left the area. One Superintendent in an upstate area with plenty of farmland mentioned to the Regents that his parents worried about their children going off to college because they were afraid that they would leave the farm and never come back.

"The dreams are the same, but the issues are very different... Everybody wants their kids to be healthy, responsible, happy people," says Frank, noting that New York has traditionally been a gateway for people looking to fulfill their dreams in the United States.

The newly-required exams, she says, test for "skills that are needed to build up the city, state and nation," so that New York does not need to look outside its borders for a competent workforce.

The mission of the Board of Regents, says Frank, relates to "the quality of life in the state."

Geraldine Chapey was appointed to the Board of Regents four years ago, following a long and varied career in education. She began as an elementary school teacher and continued to earn licenses and degrees, including certifications in speech pathology and administration and a doctorate in administration and public policy from Fordham University. She was a professor and a dean at St. John's University and has authored numerous articles, books and curriculum and currently teaches at City College. In sum, says Chapey, "I'm steeped in education—it's my life."

Regent Chapey serves on the Finance, Higher Education and VESID committees. She characterizes the Regents as "policy makers and accountability assessors," who work in close collaboration with those who implement their policies: the state, federal and local governments. "For our work to be successful it's not limited to a group of Regents sitting in a room making decisions."



Geraldine Chapey

The standards movement penetrates every level of education, Chapey says, from pre-kindergarten through graduate school and professional certifications. The Board is currently working on revising the requirements to earn certification for leadership positions, such as principals and superintendents, within the state's school systems. These new regulations will then force graduate programs that prepare such professionals to be reevaluated, as they will eventually have to re-register with the State Education Department.

Since Chapey joined the Board, the Regents have toughened the standards for teacher education, forcing colleges and universities to reregister their teacher education programs. College presidents became responsible for oversight of such programs, and "came by dozens to Regents meetings," according to Chapey.

Projects in development include a student information system that would allow school officials to track students within the state system, to use when students have transferred or moved.

"What we have been doing is forerunner to a lot of what the national government is expecting," says Chapey, claiming that New York has held the highest education standards in the entire country since 1984, which she attributes to its unique immigration patterns and new immigrants' dependence on public education.

Robert M. Bennett, Chancellor of the New York State Board of Regents, was first appointed in 1995 and again in 2000. Since 1975, he has taught at the graduate level both at Niagara University and SUNY Buffalo. He is the founder of Family Support Centers, which places health and social services in schools, and Success by Six, an early childhood education program, both in Western New York.

Key educational issues in New York today, as presented in the Regents' "performance Agreement" for Commissioner of Education Robert P. Mills, include: implementing policies, such as a statewide student record system, that will help more students meet testing benchmarks, helping school districts that are struggling with finances and poor student performance, and strengthening the internal governance of the Regents and the Department of Education.

The Board is currently reviewing the stan-

A BRIEF HISTORY OF THE NEW YORK BOARD OF REGENTS

By ROBERT STILES

The New York State Board of Regents came into being on May 1, 1784 as a corporation that served as the trustees of Columbia College. In 1786, the Regent's committee broadened the Board's responsibilities so that their own board of trustees would then oversee all colleges and academies. One year later, a bill was passed which gave the Board the power to 'visit and inspect all the colleges, academies, and schools' in New York, award higher academic degrees, hold and distribute funds, and exercise other powers of a corporation. Under this law, the board consisted of nineteen Regents, elected for lifetime terms by Legislative joint ballots, in addition to the governor and lieutenant governor.

Initially, the Regents implemented their authority of oversight by reviewing and sifting through statistical information gathered from the state's academies and colleges, and any actual visit to an institution by the Regents was a rare occurrence. In 1801, the Regents began applying a set of standards for the incorporation of private

academies and in 1811 these standards were applied to colleges as well. By decree of the Legislature, the Regents then became trustees of the State Library and the State Museum in 1894 and 1845; and, by 1892, the Regents involvement came to include the right to incorporate and supervise all libraries, museums, correspondence schools, and other educational institutions.

Throughout the mid to late 1800's, as a statewide system of public schools evolved, the responsibilities of the board of Regents and those of the newly created Department of Public Instruction came into conflict because of the two entities' similar administrative functions. The Department of Public Instruction, under the common school law of 1812, oversaw the state's public school system by advising local school authorities, allocating state aid and preparing reports to the Legislature. One indication of the increasingly blurred lines of authority between the Department of Public Instruction and the Regents became apparent when, after 1842, both

the Superintendent of Common Schools and the Superintendent of Public Instruction were both members of the Board of Regents. What's more, the state's high schools were subject to visitation and inspection by the Superintendent of Public Instruction, even as the academic programs of all secondary schools were under the general supervision of the Regents. Competition between the Regents and the Department of Public Instruction grew increasingly acute, and in 1899 Governor Theodore Roosevelt named a special commission to study the unification of the two educational organizations. The commission recommended that a new department of education, with greater oversight, replace the Department of Public Instruction and that the Governor, with the consent of the Senate, appoint the Regents for fixed terms. Soon after, in 1904, a joint committee proposed that a three-member commission, made up of one Regent and two other members (each selected by their respective parties), oversee elementary and secondary education. However, then-governor Benjamin Odell

and a Republican caucus disregarded the committee's recommendations, and created their own unification bill, which then became law, and established an Education Department on April 1, 1904. Under the new law, the Regents would appoint a Commissioner of Education. The first Commissioner was Andrew S. Draper. The Legislature elected the Regents to serve fixed terms and one Regent was chosen from each Supreme Court judicial district. Currently, the Board of Regents works through standing committees, as well as through its administrative, legal, legislative, and ethical committees, while it oversees educational activity at all levels, including private and public, non-profit and for-profit institutions. The Regents meet monthly, excluding August. The group has become more socially heterogeneous—the first woman was appointed in 1927, the first Italian-American in 1948, the first African-American in 1966, and the first Puerto Rican-American in 1975. #

dards for school principals. School leaders, says Bennett, must “understand governance issues, poverty’s impact and the nature of families.”

Some of the important policies that the Regents have drafted during his tenure, Bennett says, include:

career and technical education options, universal pre-kindergarten, teacher preparation and continuing education requirements, inclusion for special education students, graduation requirements, the New Centuries Libraries proposal and the nursing shortage study and subsequent recommendations.

Regent Bennett believes that the unique structure of the University of the State of New York, singular among U.S. institutions and governing bodies, “has the greatest potential to provide a comprehensive array of education and training services to all seeking educational opportunities.” In line with the Regents’ mission to “raise the level of learning for all New Yorkers,” Bennett would like to see “greater focus on high need districts, including more effective partnerships with related State agencies such as Health, Mental Health, Children and Families.” Another goal is to “have all children reading at grade level by third grade, thereby eliminating all level ones on the fourth grade ELA” (English Language Assessment).”

James Dawson was appointed to the Board of Regents in 1993 and was reappointed in 2000. He serves as a Distinguished Service Professor in the Center for Earth and Environmental Science, State University of New York, College at Plattsburgh. Dawson has taught earth science majors, geology majors, environmental science majors, and general education undergraduate courses every year since he joined the faculty as an Assistant Professor on September in 1970. As a Regent he represents the Fourth Judicial District of New York State which includes Washington, Schenectady, Montgomery, Fulton, Hamilton, St. Lawrence, Franklin, Clinton, Essex, Warren and Saratoga counties. These counties constitute about 29 percent of the land surface area of the State of New York with districts ranging from under 20 to about 9,000 students. Dawson has visited virtually all of these districts and school buildings.



James Dawson

to school districts for the Regents’ consideration. After the Regents’ have decided on a proposal (usually at their December meeting) members of the Subcommittee assist the Commissioner and the Department in informing the Division of the Budget and the Legislature about the details of the proposal. In addition, Regent Dawson serves on the Professional Practice Committee, and the Elementary/Middle/Secondary/Continuing



Robert M. Bennett

Education Committee.

One of the most important issues now facing the Regents, says Dawson, is maintaining adequate funding for school districts as the state economy sputters. “Funding for library systems is also a major concern of our Twenty First Century Libraries proposal,” says Dawson, “and with this year’s serious budget problems, maintaining the existing levels of funding for libraries will also be a priority.”

The fact that the Regents have multiple responsibilities gives them “the capacity to better integrate the policy work of the Board across all of the educational policy arenas in the State,” says Dawson. The Regents’ authority, while spread across a number of areas—K-12, colleges and universities, professional licensing, museums, libraries and other cultural institutions—varies significantly from one area to the next. “Regents’ authority is clearest and most sweeping in the K-12 arena,” says Dawson, while more limited in other spheres. “However,” he adds, “the Regents have had great success with their existing authority because they are able to use what they have to gain the voluntary participation of many of the players across the full range of education arenas.”

Merryl Tisch was appointed to the Board in 1996. Tisch, who holds a M.A. in Education from NYU and is currently working towards her doctoral degree at Columbia University Teachers College, has focused on education for her entire career, having taught first grade, worked in the Jewish yeshiva system and served as president of a not-for-profit organization.

Regent Tisch is chair of the VESID committee and serves on the State Aid committee, which makes recommendations to the legislature about how much aid to give to school districts, the Cultural Education committee, which deals with museums, libraries and other cultural institutions, and the Quality committee, which oversees the internal governing of the Board of Regents.

“New York State is probably one of the most segregated states when it comes to providing services for children with disabilities within the school system,” says Tisch, adding that the inclusion movement has taken a hold in the state

and that she expects more progress to be made within the coming years. When the Board of Regents raised the testing requirements for high school graduates, “we decided [students with disabilities] should be incorporated into this movement of higher standards,” says Tisch, “and, actually, many of them are performing very well.” For lower-functioning children who may have more severe disabilities, the state has put into place an alternative assessment. Students with disabilities, she affirms, are now receiving the same diplomas that they would have before the policy changed. If they score a certain level on competency tests but are unable to pass the Regents exams, “they get their special ed diploma.” The real draw of including special education students in testing practices as well as general education classrooms, says Tisch, is having “people start to talk about their students’ outcomes rather than whether we’re complying with standards.”

The Regents, says Tisch, “are a unique group and a group that ten years ago was tinkering on



Merryl Tisch

the verge of irrelevance,” she says, adding that between then and now, the Regents “really became a force for change.” These days there is less anger directed at the Regents. On the other hand, “I think some people have a harder time with us because we’re not irrelevant,” she adds. “What they’re seeing now is that we are very purposeful about the standards and very thoughtful about the standards.”

Diane O’Neill McGivern is the first nurse to have been appointed to the Board of Regents. She was originally recruited in 1991 to serve the remainder of Dr. Jerry Lustig’s seven year term, and has since been twice re-elected. For the past thirty years, Regent McGivern has worked in higher education both as a professor and an academic administrator.



Diane O’Neill McGivern

McGivern is Chair of the Professional Practice committee and Vice-President of the Higher Education committee. The focus of the Professional Practice committee, says McGivern, “is to ensure that New York State citizens have the highest quality, ethical practitioners in a wide range of disciplines.” The committee takes disciplinary action against individual practitioners, communicates with the field and anticipates issues of concern. Some of her past efforts with the Board include having chaired a Blue Ribbon Panel on the future of nursing in the state, which examined the nursing shortage.

McGivern has also chaired task forces on teaching and leadership. The work of her leadership group has grown into recommendations currently being formulated by the Board regarding certification requirements for principals and school administrators. Many people have offered advice about what the Regents and other groups can do “to attract, cultivate and retain good leaders,” says McGivern. “Clearly, recognizing good leaders and supporting them in professional environments is central to improving instruction for students.”

While there are numerous other issues that the Board is currently examining, and “as important as the individual policies are,” McGivern says, “I believe the interconnectedness of our policies is most significant. The relationship of all parts of the University of the State of New York is reflected in policies that link areas like libraries and information technology to curriculum, services to individuals with disabilities and access to higher education.”

James R. Tallon, Jr., was elected by the State Legislature last March to serve a five year term on the Board of Regents. “I’m one of the new kids,” he jokes. While Tallon might be new to the Board and to the world of educational policy, he brings with him years of administrative and political experience. Tallon currently serves as President of the United Hospital Fund, a philanthropic and health services research organization. From 1975 to 1993 he was a member of the New York State Assembly.

Regent Tallon serves on the Elementary, Middle, Secondary and Continuing Education Committee, the VESID committee, the Cultural Education committee and the sub-committee on State Aid. Each year, Tallon explains, the Regents draft a proposal regarding how much

money the state should allocate for the schools and how such funds should be distributed. A number of concerns arise during this process, as might be expected in any equation involving billions of dollars. Like many New Yorkers, Tallon believes that the state financing system needs to be reformed. At the same time, the State Aid committee tries to formulate regulations that are viable in the long term as well as consistent from one year to the next—a delicate balance.

Regent Tallon is optimistic when it comes to New York’s progress on educational reform. He believes that New York is further along than many other states when it comes to complying with the No Child Left Behind regulations, as some New York laws were basically precursors to the more recent federal legislation. The State is also on the right path when it comes to special education, according to Tallon. “I think it’s fair to say that New York is one of the more aggressive states” concerning the provision of services for special needs students, he says, noting that the number of special education students earning diplomas has increased in recent years.

The Regents, Tallon asserts, are a diverse group, both geographically and in terms of professional experience. Tallon hopes to use his own background in State government to help the Regents better understand the Legislature, and vice versa. He would also like to examine ways that health and educational services might be better linked in areas such as early childhood and adolescent development, nutrition and behavioral and psychological issues.

“It’s clear that the future of the state and city’s economy . . . is just anchored in educational achievement,” says Tallon. The predominantly socio-economically determined gaps in the educational system, he says, must not be tolerated. “There’s a societal imperative to just keep advancing this educational agenda.”

Judith Rubin was appointed to the Board in March, 2002. She is Chairman of the Board of Playwrights Horizons, a not-for-profit off-Broadway theater that works with undergraduate theater students at NYU and provides paid internships for young people interested in careers in the arts. Rubin herself has spent most of her career at various arts-related organizations. She has been a Council member of the National Endowment for the Arts and the New York State Council on the Arts, President of the 92nd Street Y, and Vice-President of Theatre Communications Group and Public Radio International.

Regent Rubin serves on the Elementary, Middle, Secondary and Continuing Education committee, as well as the Cultural Education, Quality and Audits committees.#



James R. Tallon, Jr.



Judith Rubin



An Ongoing Series of Interviews with Deans of Education

University Dean at City University of New York: Nicholas Michelli

By JOAN BAUM, Ph.D.

In a way, the University Dean for Teacher Education at The City University of New York (CUNY) Dr. Nicholas M. Michelli has been preparing for this position—which includes a joint appointment as Professor in the University's Ph.D. program in Urban Education—all his life, bringing to it a long interdisciplinary career in public policy and teacher education. Although Dr. Michelli retains the title of professor and dean emeritus at Montclair State University, where he served as Dean of the College of Education and Human Services for 20 years, his head and heart are clearly centered on the “challenge” of overseeing education at the 10 senior colleges and 6 community colleges that constitute the nation's largest public urban university. He talks about his “vision” for the New York City schools with an enthusiasm that borders on mission but draws on years of practical and political expertise.

Masters work at NYU in African Studies, followed by a doctorate at Teacher's College, Columbia University, fired Dr. Michelli's sense of wanting to connect education with national endeavor, he says. The creation of a democrat-

nation should reflect and direct the role of education, he believes. Historically, the purposes of urban education have been confused. Yes, higher performance on standardized tests is important but this is not the “purpose” of education, it is only an “indicator.” The purposes of education have “moral dimensions” to them, and an element of social justice. Education must be for all children “the vehicle by which they will find their way.”

Children must finally see themselves “as having the ability to create knowledge instead of seeing it passed on to them.” This means, he says, that children will have good economic opportunity; that they will have rich and fulfill-

ing lives; and that they will become active and empathic participants in our democracy. His job? To ensure the very best preparation of teachers and principals who will instill these purposes.

The timing is good. The first class of teachers to be graduated under the new state certification standards in 2004 will move into the classrooms with a major in a subject area. Of course, he points out, New York City is an “abstraction”; the reality is

that the New York City education system is an amalgam of different school districts. Changing the system means changing schools a district at a time. Competition will eventually mean survival of the fittest but with a sense of what's

appropriate for each district. There are, for example, approximately 75 different math programs in the schools and any number of ways to teach literacy. What works? With CUNY colleges partnering with neighboring schools, it will be easier to tell. The dean's got a lot of promising initiatives under way—“balanced literacy,” for instance, which focuses on comprehension with phonics and other skills taught in the context of meaningful learning, includes healthy doses of both phonics and reading comprehension.

Dr. Michelli is especially energized by the challenge of getting 11,000 certified teachers into the classrooms by September 2003. He smiles, the eyebrows go up but the voice more than suggests he is determined to recruit and retain. Approximately 50 percent of new teachers have been on the job for less than 5 years. The dean is understandably critical of past policy to assign novices and uncertified teachers to the more challenged schools. He is also shrewdly optimistic about what higher salaries may effect. His particular charge, he says, is to provide the best possible educators and then

continued on page 33



Dean Nicholas Michelli

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JANUARY 2003



WHAT'S A "PROVOST"?

By JOAN BAUM, Ph.D

Once upon a time someone noticed that when you go to buy large olives you have a hard time trying to distinguish large from giant, colossal, or super.

Then there's the confusion about titles in the financial industry: what's a CEO that's not a COO or the company president or chairman of the board, and who gets indicted first as most (ir)responsible? With a new academic semester about to start, add this timely query: What's a provost and how does he or she differ from a vice president, dean, CAO or other top-level academic officer? The average student—not to mention faculty member—does not know what a provost is or does. One wag—a former provost from CUNY—suggests that a provost is essentially a vice president given a ceremonial title in order to make more money.

"Provost" comes from the past participle of *L. praepositus*, meaning "placed at the head" or "set before or over." Early use was ecclesiastical: someone who was the chief dignitary of a collegiate or cathedral chapter, where "collegiate" was understood as part of the Anglican university system, which well into the 19th century was designed to prepare men for the professions, which meant the church or law. A provost was the administrative official charged with policy and procedures oversight, the person who made sure that the university carried out its curricular duties with proper regard for theological and moral imperatives. But students and administrators take note: the word early on also meant head of a prison! (And a restricted use in Scotland signified a

magistrate of a "burgh," a kind of mayor.) Put all these meanings together and you get *provost*: an administrator who is second in line to the top person at an institution where there are multiple divisions or departments. This extended jurisdiction explains why small colleges tend not to have provosts.

According to Marymount Manhattan College (MMC) President Judson R. Shaver, whose former position was as Provost at Iona College in New Rochelle, NY, the position of provost exists typically where there is more than one academic division dean. Of course, he notes, different schools make their own arrangements, but where there is a provost that person is typically the number two officer, after the president, and acts for the president in his stead. Where a school has several academic divisions (Science, Arts and Humanities, Social Sciences, etc.) it usually has an academic vice president to whom the deans of these divisions report and that academic vice president then reports to the provost, who in turn reports to the president. At small liberal arts colleges such as MMC where there is no provost, the second in command tends to be the Academic Vice President who is the chief academic officer (CAO), a kind of first among equals where there are other vice presidents (Administration, Student Affairs, Institutional Development). As for distinguishing among all those other academic ranks, gradations and titles that universities hold dear—special presidential assistants, executive assistants, and associates and deans of all kind and degree—well, the curious are well advised to go with the flowchart.#

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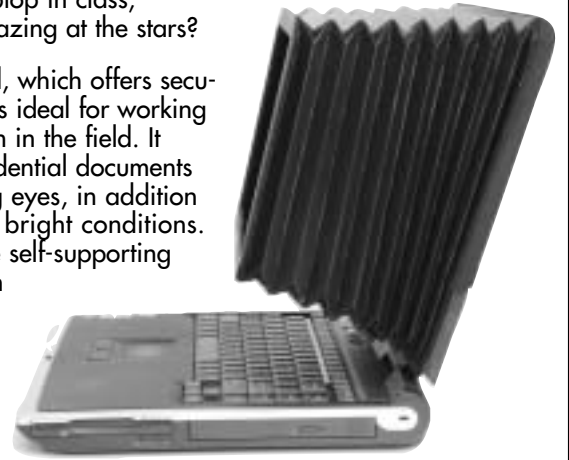
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Website Encourages Parents to Bond with Baby through Reading

Developing Hearts, the non-profit educational publisher, has launched its new website (<http://www.bondingwithbaby.org/>) to help parents give their newborns an early motivational foundation for reading and succeeding in school. The new method, the Bonding with Baby Book-Sharing Program, came out of groundbreaking research on parent involvement in developing infant pre-reading skills. The technique uses books during the first year to stimulate loving interaction and to bond with baby, not to read to baby.

The research, conducted in 2001 by Dr. Grover J. Whitehurst, Pediatric Psychologist at the State University of New York, showed that parents and infants using the Bonding with Baby approach spent significantly more time together sharing books and got significantly more enjoyment from it.

The website shows parents, in English and Spanish, how to make pictures 'come alive' and relate them to baby's interests. As a result, books come to "feel good" like a favorite blanket and sharing them a favorite activity—the first step in learning to read.

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"When you teach comprehension, you are teaching students how to think, how to make connections, and how to think about their thinking. I don't ever want to teach students what to think. I want them to be able to understand what I think – and what the author thinks—and decide for themselves what they think"

These are the reflections of Joan Gottesman, a recent graduate of Bank Street's Reading and Literacy Program, featured in a new book I co-authored. Her words illustrate the program's goals: teacher candidates must ask themselves, "Why am I teaching this?" and use those answers to inform their work.

Created in 1980, the Bank Street College Reading/Literacy Program has evolved in response to the changing needs of children and teachers. The program offers a Masters of Science or a Masters of Education to pre-service and in-service teachers preparing them for a range of educational roles: classroom teachers, reading specialists who work with teachers and small groups of students in public and private schools and reading specialists in private practice.

The program views reading, writing and language development as integrated processes supported by developmental and systematic instruction. The needs of the individual child are paramount: therefore, no one approach to teaching reading and writing is considered best for everyone. Rather, it is understood that reading and writing are complex processes involving the integration of a variety of strategies and skills. Effective readers and writers are in control of the graphophonic (letter/sound), syntactic (structural or grammatical) and semantic (meaning) aspects of language. They take risks, make predictions, and connect their own experiences with the information in the text. With these literacy concepts as the foundation, program courses are designed to integrate knowledge of child and adolescent development with a repertoire of teaching and assessment practices.

The supervised fieldwork/advisement process deepens and refines theories and practices developed in course work for one year. At Bank Street, fieldwork supervisors are called advisors to signify a coaching relationship. The advisor engages the teacher in a collaborative process of learning about teaching. Through monthly observations in classrooms, the advisor and teacher examine the sources of information used to observe and instruct their children. Over time, the teacher internalizes the ongoing analytical process supported by the advisor. Teachers and their advisor also meet in a weekly conference group that serves as a vehicle for the formation of critical practitioners who are able and disposed to engage in substantive and reflective conversations about their lives as teachers.

J. Gottesman's quote at the beginning of this article was taken from, *Preparing Our Teachers: Opportunities for Better Reading Instruction*, (to be released December 10, 2002 by Joseph Henry Press of the National Academy Press DC). As a member of the New Brunswick Group, I co-authored the book with Dorothy Strickland, Catherine Snow, Peg Griffin, and M. Susan Burns. The New Brunswick Group considers what teachers need to know and do, so that preschool through 4th grade children can become effective readers and writers. Based on five opportunities children need, the book outlines the experiences teacher education programs should provide and school districts need to build upon. The opportunities cover understanding the forms and uses of language, the language and metacognition skills required for comprehension, connecting sound, letters and words, motivation, and anticipating challenges. Most importantly this text (available online <http://nap.edu/catalog/10130html>) is a call to action for teacher educators, policy makers and the public, that one of the most enduring ways to meet children's literacy needs is to support their teachers and teachers-to-be. #

Peggy McNamara is the Director of the Reading and Literacy Program, Bank Street College of Education.

Peggy McNamara is the Director of the Reading and Literacy Program, Bank Street College of Education.

Correction

In an article by Trish Magee (Dec. 2002) the important contributions of Marie Clay to the field of literacy were omitted. The following paragraph should have been included:

"In 1966, Marie Clay published a PhD dissertation, 'Emergent Reading Behavior.' As an assigned reading in graduate school, it was an eye opener. Up until then I did not consider that preschoolers were learning all about literacy by actively exploring through signs, cereal boxes and advertisements. I learned that children naturally loved to write, and that the process of learning to read is both dynamic and evolutionary. Many years later, in 1999, I noticed By Different Paths to Common Outcomes in Elaine Furniss's bookcase at UNICEF, which captured the unique journeys each reader travels, all to the common destination. One year later Reach Out and Read of Greater New York had the honor of having Marie Clay as our guest speaker."

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STUDENT JOURNALISTS

Learn to Coach, Learn to Live

By IAN TAUBIN

I was waiting behind the three-point line when there were five seconds left in a tied game. I caught the ball with four seconds left, and I was open to take the winning shot. However, at the same moment, out of the corner of my eye, I saw a member of my team driving to the hoop after he broke through the defense. I wasn't sure what to do. Should I try to make the shot and be the hero or should I make a crisp pass to my teammate so he can make the lay-up? In the end, with time running down, I decided to make the pass to my teammate. He made the lay-up as time expired. We won by two.

After the game, my coach came up to me and said, "That was a great pass, Ian. You should be very proud of yourself. Even though most people won't think of you as the hero of the game, I do. You had the chance to take the shot but you didn't. You made the choice to pass the ball to a teammate who had a higher percentage shot than you did. Let me tell you, that took a lot of guts." My coach's knowledge and motivation helped inspire me to improve my game. I am a better basketball player today because of my coaches. I am a better person today because I see coaches as wise and experienced leaders. There is nothing more invigorating for a coach than seeing his players win.

I personally have been on several varsity teams, and I have learned so much by playing. I can see where my coaches called a perfect play. I began to understand how to correct mistakes how to take advantage of them. That is how one learns to become a coach. There is no 'me' in basketball, only 'we.' You play as one team instead of playing behind one player.

The most important thing that a coach has to do is gain the trust of his players. A coach must find his team's weaknesses and correct them. He must find ways to dribble around them. The advantage of being a player and then a coach is that it is possible to take the ideas of one's old coach and plant them into your own play-book.

Coaches are gurus in athletic gear. Parents are coaches. People who have depth of experience are to be admired and emulated. Someday, I hope to lead in my own ways: one of these ways is as a coach. #

Ian Taubin is a senior at York Prep

Great Dilemma

By KATARZYNA KOZANECKA

To return to Poland,
again rub shoulders
with neighbors on the trolley,
at Mass praise God with one tongue,
at market, cabbage in hand, charge
the absent finance minister
with theft.

To return to Poland,
on holy days have graves of kin to visit,
in offices hear names called,
not butchered.

To return to Poland,
aware that Pavarotti does not sing
in Warsaw
but should he change his mind,
the cheapest seat would equal
a schoolteacher's monthly
wages,
a housewife's life
savings.

To return to Poland,
forget the taste of kiwi
and papaya.

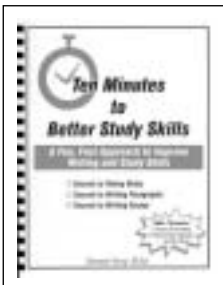
*Katarzyna Kozanecka is a senior at
Stuyvesant HS.*

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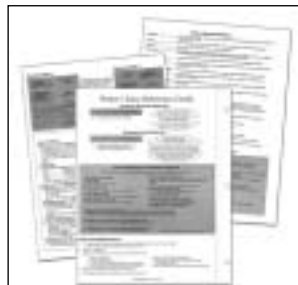
Mine did. Now writing is easy for them!

They used to stare at blank sheets of paper, not knowing how to start. Then I developed fill-in-the-blank writing forms and a writer's reference guide that they could keep in their binder with all the information they would need to pass the state writing proficiency test. I've now made Ten Minutes to Better Study Skills and the Writers Easy Reference Guide, the two books I developed for my own children, available to other teachers, parents, and students!

- Bonnie Terry, M. Ed.

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MOVIES & THEATER

**Just Love: Evelyn
Perky Potter: Chamber of Secrets**

By JAN AARON

Atmospheric, interesting and enjoyable family entertainment, *Evelyn* is the true-life saga of an Irish father Desmond Doyle (Pierce Brosnan) who battled the Irish government for legal custody of his three children in a groundbreaking court case in 1953. It's David and Goliath theme might even carry over to classroom discussion.

The usually sleek Secret Agent 007, Brosnan here convincingly plays a hard-working, perpetually poor house painter and decorator and pub singer with his dad who lives in a Dublin housing project. When his wife runs off on him and their three kids for another man, the church and state remove the children and send them to different orphanages. While veteran director



Dobby appears in Harry's bedroom with a warning



Pierce Brosnan as Desmond Doyle

Bruce Beresford doesn't go too deep in to examining matters of church and state, he meticulously makes a convincing-looking period film.

As nine-year Evelyn Doyle, (Sophie Vavasseur), adjusts to life with both good and bad nuns, Desmond first tries unsuccessfully to take his kids back. But then he vows to clean up his own act (he drinks too much) and, with help of a spirited barmaid, Bernadette, (Julianna Margulies), assembles a legal dream team will-

ing to take on the Irish courts. Skeptical Michael Beattie (Stephen Rea), and his Irish-American colleague, Nick Barron (Aidan Quinn) take an interest in the case. But it isn't until they rope in the retired football champ, Thomas Connolly (Alan Bates) and renowned barrister, that they stand a chance of revising the Family Act Law. Quinn as the cool young Yank barrister and Bates as the feisty old champ are especially fine as is the assured young Vavasseur. But it's Brosnan's move beyond Bond that impresses most.

Also, you'll want to catch those three clever kids, Harry and best pals spunky Ron and brainy Hermione, in the charming new *Harry Potter and the Chamber of Secrets*. Round two for J.K.Rowling's beloved series, hits all the high points, sticking carefully to the text. This time, there's a sinister elf to give warnings, the three kids return to Hogwarts in a flying jalopy, where the immensely vain Kenneth Branagh has been added to its zany faculty. (*Evelyn*, 94 minutes. PG, released by United Artists; *Potter*, 2hrs 42mins. PG, released by Warner Brothers. Call 777-FILM.)#

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CAMPS AND SPORTS

St. John's Marcus Hatten Sets Sights on NBA

By TOM KERTES

Is there such a thing as a "quiet leader"? On the basketball floor there is: "I don't know what happened out there," St. John's All-American candidate guard Marcus Hatten whispered softly after the Red Storm dropped an unexpected decision last week to Manhattan at Madison Square Garden. "But whatever it was, I take responsibility. I am the leader of this team and, when I got out there, I found myself just going through the motions."

How come he couldn't hit a second gear? "I wish I could explain it," he says. "Maybe it was my biorhythms or something."

If anything, Hatten has an overgrown sense of responsibility. He's a communications major carrying a "B" average at St. John's who wants to "go back to the neighborhood and work with kids" should he not make it to the NBA next year. However, it's impossible to imagine Hatten not playing for pay: there are 348 active spots in the league—29

teams, 12 players each—and if this mercurial scoring machine is not among the 348 best players in the universe then something's askew.

Hatten, who honed his game at Tallahassee Junior College for two years before coming to St. John's, is both hugely talented and deliciously driven. His movements on the floor are so quirky, so inexorably unique, that he can't quite recognize, analyze, or even explain them himself. So imagine the difficulties his opponents must have.

Yes, guarding this guy is an atonal nightmare. "I hear music," Hatten says. "I try to find a beat, a rhythm, and get into a groove. It's a feeling, like a creative force possesses me. I just do something totally instinctively—then, if it works, I get to practicing it and add the move to my repertoire in a conscious manner."

At an athletic 6'1", Hatten's quicksilver game is utterly unpredictable. That's what makes him so much fun to watch—and so difficult to decipher. "Can he make it in the

league? Well, I don't know whether this kid is a point guard or a shooting guard in the pros," an NBA scout scratched his head courtside while watching Hatten destroy his defender against Hofstra. "He's really a "two" (shooting guard) with a "one's" (point guard's) height and body." Oh, no, not one of those notorious "tweeners"? "A 'one'? A 'two'? Ridiculous!" Red Storm coach Mike Jarvis thunders. "Is there a better guard in the country? I can't think of one; Marcus is a *player*. He's going to be a tremendous force in the NBA."

Has this scout ever heard of Eddie House? Troy Hudson? Allen Iverson? Much like The Answer—the league's Most Valuable Player two years back—Hatten is a rare two-way player, a scoring superstar who uses his extreme quickness and uncanny athleticism to also play gavelike defense. Who cares if he's primarily a shooter who can pass or a passer who can score? A genius such as Hatten, that unique player who feels that the worse the shot the better the chance he has to



Marcus Hatten drives

make it, is unstoppable.

He's proving that now, for the second season in a row, as the Red Storm—for better or worse—remains a team that's all about Hatten. With the rest of the Johnnies so raw, defenses are all geared to stopping him—and they can't. "The Hat", who was the first first-year player ever to lead the Big East Conference in scoring last year (22.8 points per game), is racking up baskets at an even faster pace this season.

Still, Hatten's not about bragging—he doesn't even like talking too much about himself. Still, his quiet self-possession helps: "That comes from Baltimore, where I grew up, the hard streets," he smiles. "There, if you act like you have no confidence, you're dead. And I'm a survivor. I want to get to the next level. I want to succeed."

"I know that whenever I'm going to step on the basketball court I have the talent to make a great contribution. Even if it's at the highest level. Even if it's in the NBA."#

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LET'S GROW
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Phi Delta Kappa Gives Awards to Four Outstanding Educators

The Faculty House at Columbia University was the recent scene of a glittering array of 220 educators gathered to pay homage to Superintendent Shelley Harwayne, District 2, Superintendent Susan Erber of District 75 (Special Education), Henri Belfon, a former Supervisor of Attendance and Elizabeth Ophals, Principal of IS 227 in Queens.

Henri Belfon has served the children of New York City for the longest period of time and received a thunderous standing ovation as he was honored with a Lifetime Achievement Award.

Shelley Harwayne, a gifted writer as well as administrator, and a new grandma to Andie, described her criteria for evaluating a school: "Would I send my granddaughter here?" She has been a keynote speaker around the world and has published adult as well as children's books. She received Superintendent of the Year Award.

Susan Erber has seen inclusion grow from about 200 children to almost 1300. As the Educator of the Year she has ensured that 10% of the district's students return to less restrictive environments in their own home districts.

Elizabeth Ophals was named Principal of the Year, well earned

because of her leading role in the Carnegie Corporation's Middle School Initiative. A graduate of the Harvard and Bank Street Principal's Institute, Ophals mentors new middle school principals.

Dr. Steve Levy, President of Phi Delta Kappa, presided and eloquently praised the great leadership demonstrated by the awardees.#



(L-R) Ophals, Harwayne, Belfon, Erber, Levy



220 educators filled the Faculty House at Columbia University

The Rhodes Scholarship

By LEAH BOURNE

Rhodes Scholarships are one of the most prestigious and sought after study awards in the world. They offer their recipients the resources to explore scholastically, study overseas, and the financial assistance needed to research a specific area of study.

The Rhodes Scholarship was established by British colonialist and philanthropist Cecil Rhodes in 1902, and it is the oldest international study award available to American students. The scholarship provides a master's or doctoral degree at Oxford University, acquired in a two to three year period. All of the fees and stipends needed to cover expenses at Oxford are provided by the Scholarship, and its value is estimated at \$30,000. There is a lengthy process in which the Rhodes Scholars are decided. In order to become a Rhodes Scholar students must first be endorsed by the college or university that they attend. Selection committees in each of the fifty states then nominate candidates, who are then reviewed by the District Selection Committees in eight regions of the US. Ultimately the applicants are selected based on the criteria laid out by Cecil Rhodes when he founded the award. Scholastic achievements, physical abilities and energy, integrity, leadership, respectfulness, unselfishness, and

overall character are all weighed into the final decision. Each year thirty-two American men and women are chosen, and 2002 marked the one-hundredth year of the scholarship program. In 2002, 981 applied for the award.

Since 1976 women have been eligible for the award, and in 2002 the Scholars came not only from Harvard, but state Universities such as Indiana, Kansas, Minnesota, Utah, and Central Florida. Many have had to overcome a great amount of adversity and have faced real challenges in their lives. In 2002 awards were given to Marianna Ofusu, a student at Howard University in Washington who is a Latin American dance champion; and Kamyar Cyrus Habib, a student at Columbia University who has a black belt in karate, is an accomplished photographer, a downhill skier, and blind; and Devi Shridhar a student at the University of Miami, who is fluent in five languages, a published author, and he has been admitted to medical school. One of the most interesting of the chosen Rhodes Scholars is Chesa Boudin, whose parents are both in jail for involvement in the Brink's robbery in Rockland County. These new generations of Rhodes Scholars represent more than the sum of their shining resumes and are mature, thoughtful, and passionate about a diverse array of fields.#



Logos Bookstore's Recommendations

By H. Harris Healy, III, President, Logos Bookstore,
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At Logos Bookstore, 2003 starts off with a Kill Your TV Reading Group meeting on Wednesday, January 8 at 7 P.M. to discuss *Harry Potter And The Goblet Of Fire* by J.K.

Rowling. The next meeting of KYTV will be Wednesday, February 5 at 7 P.M. to discuss *Travels with Charley* by John Steinbeck. Also starting on Wednesday, January 15 from 7 to 8:30 P.M. will be a study and discussion of Augustine's *City Of God* that will meet most Wednesdays except for the KYTV Wednesdays.

Speaking of KYTV, a book discussed by that group in December of 2002, *The Last of the Wine* by Mary Renault is a wonderful historical novel of Greece, especially Athens at the time of the philosophers and the Peloponnesian War. A very human and accessible Socrates appears in this story as well as the young Plato and Xenophon. Through the use of her fictional characters, specifically Alexis when he relates his daily activities and his family life, Renault gives the reader a sense of the Athenian culture of the time. She also engages the reader's interest in the Peloponnesian War, more so, I dare

say, than the translation of Thucydides' History of the Peloponnesian War that I read for my Ancient Greece Class. *The Last Of The Wine* is an excellent book to introduce the reader to Ancient Greece.

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

Upcoming Events At Logos:

Wednesday, January 8, 2003 at 7 P.M., KYTV Reading Group will discuss *Harry Potter And The Goblet Of Fire* by J.K. Rowling.

Wednesday, January 15, 2003 7-8:30 P.M., A Study and Discussion Of Augustine's *City Of God*.

Wednesday, February 5, 2003 at 7 P.M., KYTV Reading Group will discuss *Travels With Charley* by John Steinbeck.

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

Kid-Friendly Translation of Constitution

A nationwide survey in May 2002, found that a shocking number of voting age Americans have serious misconceptions about the Constitution. On October 1, the House of Representatives passed a resolution recognizing the importance of history and civics in a child's curriculum. Now, with post-election buzz still in the air, there seems to be a nationwide sense of urgency to educate young people about the government.

Constitution Translated for Kids (Oakwood Publishing) is the first ever side-by-side, line-

by-line translation of the US Constitution. On the left-hand- side of the page is the original version of the Constitution. On the right-hand-side, Cathy Travis, Press Secretary to Congressman Solomon Ortiz (D-Texas), has translated the awkward wording into a simple, easy-to-understand rendition that discards all of the whereases, shalls, and thereins. The book includes exercises, proposed amendments, a glossary and a referential workbook for parents and teachers.#

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Joe Hynes

Continued from page 9

sympathetic eye on his young questioner and nods in agreement about their importance. He mentions the political opposition in Washington some years ago and the cuts that were made. "We must show kids alternatives," he reiterates. He cares so deeply about the issue, he notes, that he himself goes into churches, synagogues, schools, and senior centers to talk about choices kids can make. He also started a truancy program that he's proud of. Three years ago, thousands of kids a day were not going to school in his borough. He set up five truancy centers led by a social worker. When the police find a truant, the social worker gets in touch with a parent and conversation is begun. Today, he points out, more than 60 percent of these parents and children come to the center. Former Mayor Giuliani so admired the program that he put it in all five boroughs.

Though Legal Lives is now in its 11th year, in hundreds of classrooms and hundreds of public and private schools in the City, and is now replicated in seven states, it still has Joe Hynes's full heart and head. As if for the first time, though it must be for the thousandth, he glowingly mentions the Legal Lives radio show on WNYE 91.5 FM, which runs through June 11, 2003 and the curriculum booklet of trial materials, Choices, with its interactive lessons on the law that are designed to develop critical

and analytical cognitive skills. Then there are the Legal Lives spin-off activities, such as court visits and mock trial competitions, which permit students to compete while taking on various roles as judge, attorneys, witnesses and jury. Does the program work? Given anecdotal evidence, yes, but the D.A. acknowledges the lack of hard data because of confidentiality requirements. He is delighted with the program, however, and not just because of the kids who benefit. He is particularly pleased with, and proud of the effects that Legal Lives has had on his own diversified staff in Brooklyn. About 540 Assistant D.A.s are now involved, adopting schools, mentoring youngsters twice a month, pro bono, leading discussions on actual cases. "The kids love it . . . and learn."

Of course, the indefatigable D.A. has hardly abandoned those whose education extends beyond the fifth-grade. He continues to serve as adjunct professor at three law schools—Fordham, St. John's and Brooklyn—and to accept numerous speaking engagements. Not to mention the work of his office, trying over 100,000 cases a year. He must be doing something right in pursuing his mission: Four of his five children have become lawyers. As for that fifth, she's a social worker, but in Joe Hynes's world, Justice commands both.#

Abraham Lincoln

Continued from page 5

and publicly that its most successful executives had forgotten, ignored, or, worst, never been taught lessons about sharing with others and telling the truth, the public again began to question the extent to which schools should shape students' value systems.

Schott, of course, believes that schools do have a significant role in children's moral and spiritual development, as they bear so much influence in a child's life. "Children come to school [and] they fall in love with their teachers," he says.

Schott also sees a relation between the current "ethical crisis"—and he does believe there is a crisis—and education. "There is an ignorance," he says, "due to lack of study and lack of presentation in schools, of our ethical or moral heritage in the Western world."

In an assembly with the middle school last April, Schott was discussing the corporate scandals with the students. They were having a difficult time coming up with reasons that business people would do such things. Sensing a teaching moment, Schott reached into his wallet, pulled out a \$20 bill and placed it in the middle of the floor. The students stared, slack-jawed.

Then three boys dove for the cash.

"That was the beginning of a real education-

al process for me," admits Schott, in reference to difficult subsequent dealings with the boys, their parents and the student body as a whole.

As the school's namesake implies, Schott never loses heart because ethics, honesty and morality are part of the fabric of his own life as well as in his teachings.#

McCune

Continued from page 14

way? Perhaps not. In fact, should they? Children are individuals: teachers vary in style...in ways they seek to reach children. Such variation might or might not undermine the research agenda, while suiting instruction to individuals.

But supposing all of these problems can be solved. What happens while we wait the 10, 20, or 30 years needed to evaluate basic practices and their replication? Children can't wait: They grow up every day. So again it falls to the teachers. William James identified teaching as an art. Let's look to science for help, but continue to ply our art.#

Dr. Lorraine McCune is a professor at the Rutgers University Graduate School of Education. She can be reached at www.generalcreation.com in the "Ask Dr. McCune" section, or at www.educationupdate.com

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GRANDPARENTS' COUNCIL AT NYU CHILD STUDY CENTER

Nearly four years after its creation, the Grandparents Council, an educational outreach program of the New York University (NYU) Child Study Center under the directorship of Dr. Harold Koplewicz, Professor of Medicine at the NYU Medical School, continues to serve as an invaluable resource to New York City area grandparents. The Council was established to provide a forum for grandparents to discuss and receive information and advice about normal childhood development and specific generational issues. Maureen Cogan, M.S.W., a founding board member of the Child Study Center and herself a grandmother of three, serves as the liaison to the Council meetings. Recently, Eva Cooper, a member of the Grandparents Council, graciously hosted a group of sixteen at her home, to listen to a talk by Susan Schwartz, a staff member of the Child Study Center. Schwartz spoke about the tests currently being used for both private and public school admission.

Grandparents participated in a vigorous discussion about the pros and cons of testing as well as their own unique perspectives on the disproportionate emphasis and pressure of the testing process. Several grandparents concurred that despite their great love for their grandchildren, voicing displeasure should be



(L-R) Susan Schwartz, Director of Institute for Learning and Academic Achievement; Maureen Cogan, Founder Grandparents Council; Eva Cooper, member of Grandparents Council

kept under wraps. "After all" said one grandmother, "These are my grandchildren, not my children and I don't have the authority to dictate."

The grandmothers are clearly involved, intelligent and sensitive. Grandfathers were missing however and should certainly consider attending future meetings.

Beginning in February, the Council will host a Spring Lecture Series at the Center's 215 Lexington Avenue location. The cost is \$150 for three meetings. To sign up, please contact Marie Mompont at (212) 263-3653. For additional information about the NYU Child Study Center, visit www.AboutOurKids.org.

Lessons Learned

By JOAN WASHINGTON

The special needs children of PS 811Q Marathon School wanted to do something positive to honor the heroes and those who lost their lives on September 11, 2001.

After a heartwarming and moving assembly program inside the auditorium, which included poetry readings, patriotic songs and a slide show of everyday heroes, several classes went to the front of the school building on Marathon Parkway for a tree planting ceremony as a tribute to those who lost their lives and to make sure we never forget.

The children, all of whom have severe disabilities, planted the tree and carefully placed small American flags around it representing every class in our school. You can imagine our dismay upon returning to school the next morning and finding a hole in the ground where the blue spruce was planted just hours before!

The lessons learned on this day shifted from tributes and remembrance to trust and betrayal. The children were visibly upset during the bus-

ing time as the teachers calmly tried to explain that sometimes the respect we show to others is not always returned. Discussions about property, vandalism and theft followed and continued throughout the day.

When city officials learned that the children's memorial had been stolen, they quickly provided a new tree. While the second tree cannot replace the first, the students have learned that when bad things happen, there are good people out there who will try to help.#

Joan Washington is principal of PS 811Q, the Marathon School.



Joan Washington

Geography Corner

By CHRIS ROWAN

Which State produced a U. S. President who served for only one day?

Who was the "President?" When did he serve?

Answer: Kentucky. The State produced David Rice Atchison, who served on March 4, 1849.

Background: From 1793 through 1933, the fourth of March was set aside for Presidential inaugurations. The term of President James K. Polk expired on Sunday, March 4, 1849. But President elect Zachary Taylor refused to take the oath of office on the Sabbath. In accordance with the

Constitution, David Rice Atchison, President Pro Tempore of the Senate, filled in as President until the following day. His tour of duty was so uneventful that most historians didn't bother to count him among the ranks of our Presidents. Senator Atchison was born in Frogtown, Kentucky in 1807, 15 years after Kentucky was admitted to the Union as a state, but he represented Missouri in the Senate. (Missouri shares a border with Kentucky).

Next time: Which city in the Western Hemisphere was once known as a "short cut to Africa?" When was it most recently used for that purpose?

CAREERS

Physician Assistant Wendy Simons

By TOM KERTES

"I know I can't change the world," Wendy Simons says. "But how does that Talmudic statement go? 'If you touch one life you can make a difference in the world.' You really can't ask much more in life."

Simons, as a Physician Assistant (P.A.) at New Dorp High School on Staten Island, touches many lives. "In my job you have high points every single day," she says. "You do a lot of hugging, a lot of kissing—teenagers are like that. But, really, every time a student comes to me and says something like 'I want to thank you for taking care of my girlfriend' or 'I'm now ready to follow the diet log you told me about two years ago for my diabetes', it's a victory."

"People are very scared of giving children autonomy in any form—so teenagers often tell us what they don't tell anyone else, including their parents," adds Simons. "What we want to do is develop better continuity and self-control in the students. And if we can have that type of close communication, that's half the battle won."

Simons' program, run by Staten Island University Hospital, is the only one of its kind in the borough. It deals with 14 different areas of care for New Dorp's 1,800 students, including birth control, health and sexuality, school counseling, smoking, vision, blood pressure screening, referral to outside agencies, and complete medical checkups. In order for the clinic to be able to treat the child, parents must give their consent for care separately in each area. "Most give a general consent—and that is a great thing because this School Health Clinic has been able to increase the number of students who finish school," she says. "And that's because we intimately address every issue of adolescence. Thus we're able to deal with areas of mental or physical health that often prevent kids from graduating—and make a timely intervention."

The Clinic has been doing its essential work for 12 years now, but with the City budget cuts no one knows how much longer it can remain in existence. "That's the terrible reality—our funds have been cut severely over the years and the Health Care system for adolescents stinks," says Simons. "There's one program like this in every borough. In an ideal world, there would be a school-based health center such as this in every single school."

Simons, who has been deeply involved with caring for others since her early childhood—"I always used to bring injured pets or people home, driving my parents crazy" she says—earned a bachelors' degree in nursing from Cornell University. But after working for the

military in Germany, at Bremerhaven Hospital, for four years, then at St. Vincent's Hospital on Staten Island as a floor nurse, she "was frustrated. I wanted to do more." The United States Public Health Service had a program training Physician Assistants—and not an easy one, either. "They told me, 'you are a mother with a couple of kids, you won't have the time, you'll never make it,'" says Simons. "I said 'let me worry about that.'"

Physician Assistants, as opposed to nurses, are experts in a particular area of medicine, always working under the direction of a physician, whereas Nurse Practitioners are independent workers. P.A.s can prescribe drugs, give injections, and, in New York State at least, can do anything delegated to them by a doctor. Though still a somewhat obscure profession to the general public, "P.A.s have been around for about 30 years, basically developing as a separate discipline from nursing as an offshoot of the Vietnam war," says Simons.

Simons' program, besides taking care of the 1,800 New Dorp students, is also training college student P.A. residents who intend to enter the profession in the future. "To prepare for becoming a P.A., it has to be almost all hands-on," she says. "There's no such thing as distance training on the internet for this profession. It's all about dealing with people—and at an extremely sensitive age, too."

A P.A. in adolescent medicine can communicate on an intimate level and be profoundly involved with unique teenage problems. And, thanks to New York State law, the Physician Assistant can do the job in complete confidence as well. "We ask questions doctors often don't even think about and we pass no moral judgment," says Simons. The vast number of students from foreign countries, about half the population at New Dorp, present an extra challenge. "The cultural and religious differences can be enormous," says Simons. "It's difficult for the kids. Often it's their first time in the U.S. and things that were taboo before are now right out in the open. But then they have to go home, to another world, if you will. So we must be able to listen to their conflict and try to mediate it."

"A couple of months ago a new student from Liberia, came to see us," says Simons. "Her birth certificate said she was 16 years old. She looked 40. We examined her and talked to her about things that needed to be talked about. Then I saw her again last week and she looked fresh, happy and wonderful—like a real sixteen-year old."

"It's small victories like this that I experience every day. It's small victories that make it all worthwhile."#



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New York City Is Doing Better With Less

By MAYOR MICHAEL R. BLOOMBERG

During the current fiscal crisis, City agencies can't afford to operate at anything less than top efficiency. Over the last year, we've met that challenge. We've reduced City spending by \$2.3 billion. And by making City government more innovative, technologically adept, citizen-friendly and better managed, we've improved many services New Yorkers rely on.

Take health care. Under Health and Hospitals Corporation President Dr. Ben Chu, our City's public hospitals have become national leaders in using technology that improves patient services while also cutting taxpayer costs.

Last month, for example, HHC finished installing technology that digitally creates and stores x-ray images at all its facilities.

The effects are nothing short of revolutionary. In the past, it typically took 24 to 48 hours for doctors to retrieve x-ray images for examination. Today, the new Picture Archiving Communications (PACS) system makes such images available within four minutes. The images are sharper and more detailed; PACS also allows doctors throughout the HHC system to review and consult on the same image. By increasing productivity, PACS is expected to save HHC some \$11 million annually.

HHC also has instituted the systemwide computerized ordering of prescriptions and lab tests. Test results are now available in hours or, in emergency cases, even minutes. The possibility of errors in prescribing medication has been dramatically reduced. Bottom line: Patients get faster and better treatment at substantially lower costs to the City.

More City services are also available on-line. For example, potential adoptive parents can

now use the City's web site to learn about youngsters in foster care who need permanent, loving homes. Senior citizens can find

out about the range of government benefits they qualify for. And in one quick visit to www.nyc.gov/finance, you can pay water bills and property and business taxes, track down a towed automobile, and pay-or contest-parking tickets.

The City's Department of Information Technology and Telecommunications (DoITT) has helped introduce many of these improvements. In addition, by sharing its computer infrastructure with other City agencies, and by revising and renegotiating the City's telephone service plans, DoITT has saved taxpayers millions of dollars this year.

We've instituted other cost-saving efficiencies that don't require anything more high-tech than a calculator and a sense of basic fairness. Example: The City's use of vehicles. This year, we've taken more than 640 City vehicles

off the road and put them on the auction block. We've also reduced the number of City parking permits by 30%, and cut their duration in half. This unclogs congested City streets, speeding the flow of traffic. And unless

they're on official business, there's no reason City vehicles can be parked anywhere while millions of other drivers pay for their parking.

Our public safety agencies have written high-profile success stories this year. Even with 2,000 fewer officers than a year ago, the NYPD has kept crime rates going down, and the FDNY has reduced its response time to fires.

Those aren't isolated achievements. Many other City agencies are not only doing more with less — they're doing better with less. #



Gay Rights Bill Ends On Bright Note

Focus Now on Renewed Push for *Dignity for All Students Bill*

By ASSEMBLYMAN STEVEN SANDERS

In mid December, after ten years of no action by the State Senate on "SONDA"—the Sexual Orientation Non-discrimination Act, which I sponsored and saw passed in the Assembly ten times, the State Senate finally allowed the bill to come to a vote. The bill passed and was signed into law later that day by the Governor.

This is a glorious achievement in New York State history and in the fight for civil rights. Today equal opportunity and freedom from fear and discrimination have been secured for hundreds of thousands of New Yorkers. Enclaves of bigotry and ignorance have been closed. No longer will gay or lesbian or bisexual New Yorkers—including students—be second-class citizens.

While the State Senate should have acted long ago, this is still a sweet victory for justice, equality and civil liberties. We must acknowledge the veterans of the Stonewall Rebellion and the courageous New Yorkers, men and women, past and present, who led this crusade for equality and to end discrimination based on actual or perceived sexual orientation for all these years. I also recognize that our work is not done. Discrimination against any group or individual based on a "what" the person is, is un-American and unjust.

I commend Speaker Silver for his unfailing leadership on this bill, Assemblymembers Deborah Glick and Richard Gottfried for their tireless work, and the bill's many other long supporters, and the late Assemblyman Bill Passannante, who made history by introducing the first SONDA way back in 1971.

In another recent development, the State Education Department (SED) agreed to include questions relating to bias harassment and bullying on the annual Youth Risk Behavior Survey (YRBS). The YRBS is administered to students across New York State and is a critical vehicle to assess what risks students are facing.

SED will be including two new questions in the YRBS: one which asks students if they have been called names, teased, harassed or attacked either at or on the way to school, and a second which asks what the student thought the reason was for the harassment. Students will be able to choose from a list of possible motivations, including gender, race, disability, sexual orientation, language, age, economic status, intelligence, dress, country of origin, religion and height or weight. Students can choose as many categories as are applicable, and are also able to specify any other cause not listed.

In September, SED had stated its intention to

not add any questions on bias harassment to this year's YRBS despite assurances to the contrary for over two years. In response to that announcement, I had several conversations with the State Education Department to urge reconsideration of the matter. The Dignity for All Students Coalition along with the Empire State Pride Agenda and other members of the Coalition held a press conference on the steps of the SED protesting the decision and asking the SED to reconsider.

"SED was right to hear the arguments of the experts and advocates about the pressing need for this data," said Pride Agenda's legislative director, Ross Levi. "The over 155 member organizations of the statewide Dignity for All Students Coalition are to be congratulated for their tenacity. We also commend our elected officials who advocated with SED for the inclusion of these questions, especially Assemblyman Steve Sanders who simply wouldn't take no for an answer."

The YRBS, a federally funded, state administered survey, contains core questions created by the federal government designed to gather data about the safety and health environment for high school aged youth. States are free to add questions of their own to gather data on related subjects.

It is my hope that in the new year, we will follow these important victories with Senate action on the Dignity for All Students bill which I sponsored in the Assembly and which passed overwhelmingly in 2002. Dignity would prohibit harassment against all students in public schools, including harassment based on a person's actual or perceived race, color, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

All students need a safe, welcoming and affirming environment in school in order to concentrate on their academic and personal growth. They should never have to be preoccupied by the threat or actual occurrence of harassment or discrimination, be it verbal or physical, either from school employees or fellow students. The Dignity for All Students Act would promote civility among students and between students and teachers. It will also help create an atmosphere where learning is paramount and distractions to learning are minimized.

Steven Sanders is chairman of the NYS Assembly's Committee on Education. You can e-mail him at sanders@assembly.state.ny.us or phone him at (212) 979-9696.#

Dean Michelli

Continued from page 20

support them with professional development wherever it's needed. He points with pride to particular initiatives in teacher preparation such as "cultural passports," which he hopes will connect the colleges (both senior and community colleges) with institutions all over the city that may enhance curricula, along with a long standing commitment to work with the Lincoln Center Institute and the American Museum of Natural History. The passport is "a great idea," he says, and suggests how many poorer urban school districts are a lot like rural districts in being deprived of opportunities to expose prospective teachers to the arts.

Another initiative noted by Dr. Michelli is an idea launched by philanthropist and former CUNY Board of Trustees Vice Chairman Edith Everett—a "school operating officer" program which provides a kind of chief operating officer who will oversee various non-academic matters in the schools, such as bus schedules, cafeteria, and testing, thus freeing up principals to assume full pedagogical leadership. Also high on the dean's list is two-way

audio/video conferencing between schools and colleges that will allow teacher preparation classes to observe in real time "the real world." And then, of course, there is the continuing connection of colleges with their community schools, probably at the heart of improving teaching preparation.

The discussion with the dean barely touches on other connections, many of which have to do with his determination to ensure strong support at federal, state, and city levels for enacting the promises of urban education. More than once, he articulates his belief that the fate of the city, of the country, depends on the success of the city's public schools. A published author on the subject, a member of various professional boards and committees, and an award winner for his dedication to teacher education, Dean Nicholas Michelli, a former social studies teacher and a semi-pro drummer (with a recent gig at a major conference with his CUNY Graduate School colleagues), is prepared to meet the beat of the times. Maybe even set it.#

Literary Riddles

By CHRIS ROWAN

Question: A certain author described something as "...the thing with feathers, that perches in the soul." Who was the author? What were they describing? In which piece of work does this description appear? And when was it published?

Answer:

Answer: Emily Dickinson (1830 - 1886), describing hope, in her poem: "Hope is the thing with feathers" (Poem 254). It was published in Poems (1891).



NASA in NYC Seeks Students and Faculty

NASA Goddard Space Flight Center (GSFC) is formulating a NYC Research Initiative (NYCRI) Summer 2003. High school and college students and faculty will work along side graduate students and NASA scientists (at the NASA Goddard Institute for Space Studies (GISS) in NYC) or the Principal Investigators of NASA funded research projects (at colleges/universities within a 50-mile radius of GISS). GISS research scholars will be involved in current and global climate change research. Participants assigned to a college/university will conduct earth science, space science, biological/physical or aerospace technology research.

Faculty participants will develop learning units, based on their summer research, which

will be implemented during the academic year. Faculty development, content seminars and informal education seminars will be provided.

The following websites contain the requirements and applications for NASA funded student and teacher programs. Those who wish to participate in the NYCRI should request to be assigned to GSFC or GISS.

NASA Summer HS Research Apprentice Program (SHARP):

<http://www.nasasharp.com> Deadline is February 10, 2003

NASA Undergraduate Student Research Program (USRP):

<http://education.nasa.gov/usrp/> Deadline is January 27, 2003.#

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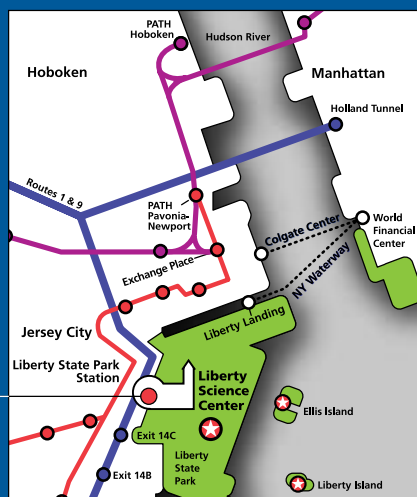
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Current Exhibitions:

Psychology:

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

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Kid Stuff:

Great Toys From Our Childhood (May 25, 2002 - January 6, 2003)

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

In the IMAX® Dome Theater:

Jane Goodall's Wild Chimpanzees (October 12, 2002 - October 2003)

Take a giant screen journey into the hearts and minds of wild chimpanzees with the world's most famous field researcher, Dr. Jane Goodall. The film weaves together the story of a chimpanzee community and the work of scientists seeking to understand the lives of these remarkable creatures. Jane Goodall's Wild Chimpanzees chronicles Dr. Goodall's more than 40 years of legendary work among the chimps at Gombe Park in Africa, and leaves viewers with an important message about conservation and an awareness of chimps fragile existence in the wild.

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

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

Also Showing:
Australia: Land Beyond Time (Through February 2003)

A World of Chocolate Returns to The Everett Children's Adventure Garden at NY Botanical Garden

It may be cold outside, but it's warm in the William and Lynda Steere Discovery Center at the Everett Children's Adventure Garden and in the Enid A. Haupt Conservatory. Marking its third year, **A World of Chocolate** is a two month celebration when children learn the history of chocolate's beginnings in the rain forests of South and Central America, and its discovery by the Mayans. Hear how chocolate evolved from a bitter, cold drink to today's sweet hot chocolate treat. This program is for school groups during the week and families in the afternoons and during weekends and holidays.

A World of Chocolate: January 11–March 30, 2003

Kids' taste buds are stirred up when they sip a Mayan chocolate drink and discover that ancient chocolate is different from today's hot chocolate. Children grind and taste real chocolate seeds and add spices like chili powder, cinnamon, and vanilla to make a special recipe. They also play an ancient Mayan barter game, using cacao seeds as money. Children learn all about the history of chocolate and visit the great cacao tree, *Theobroma cacao*, or "food of the gods," in the Enid A. Haupt Conservatory. Parents take your children after school and on the weekends, teachers sign up your school group today!

In addition to chocolate, we offer a special program where children learn the story of the vanilla orchid with activities for families and school groups. Running in conjunction with the Garden's Celebration of Orchids (February 28th–March 30th), children discover that vanilla comes from the seedpod of an orchid plant, *Vanilla planifolia* and that the plant has an unusual means of pollination. They use their senses to experience the heavenly scent of fresh vanilla and taste vanilla flavored products. In addition, they examine vanilla beans with hand lenses and microscopes and observe live vanilla orchids. Come to storytelling at the Everett Children's Adventure Garden and hear the tale

of how the young Mayan princess "Morning Star" created vanilla—the "nectar of the gods."

School's Out Week @ A World of Chocolate—February 15 through 23, 2003

Because kids are off from school this week, The Garden offers more fun activities so families can visit every day and still not run out of things to do. In addition to the popular World of Chocolate program, special activities include crafting candy boxes for chocolate treats, making chocolate candy with molds, making and tasting chocolate leaves, and taste-testing different kinds of chocolate.

New—Spices, Scents & Salves Exhibit—going on now through April 2003

A new exhibit in the Bendheim Global Greenhouse at the Everett Children's Adventure Garden invites children to learn how preserved plants are used in a variety of ways. Children use their senses and curiosity to learn about the myriad uses of preserved plants in the home environment.

Ongoing:

An ideal destination to enjoy in any season, families and school groups visit the Everett Children's Adventure Garden and participate in the many ongoing programs. Set against an amazing landscape and garden galleries—children learn indoors at the Discovery Center where a host of activities offers hands-on learning about plant science in a fun and engaging way. Children investigate what's in the Discovery Boxes, play with plant puzzles, explore plant parts under the microscopes in the Lab at the Discovery Center, and use the computer to play a plant game. As always, the Garden encourages children to look, touch, explore, question, and discover just like real scientists.#

For information on Garden hours: (718) 817-8700 or <http://www.nybg.org/>

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

THE Studio Museum IN Harlem

PROGRAMS FOR EDUCATORS

The Studio Museum in Harlem acknowledges teachers as professionals at the center of education, whose significant contributions have the most profound effect on the lives and learning of students. The array of programs at SMH designed for educators reflects the Museum's commitment to reaching beyond the traditional classroom and museum visit by responding to the increasing demand for quality arts education from an interdisciplinary perspective.

Open House for Educators

SMH invites educators and school administrators to the Museum for a special opportunity to view the current exhibitions and learn about our new programs for students and educators. Educators and administrators will be able to meet and discuss ideas with their colleagues, schedule group visits to the Museum, and attend introductions to the exhibitions. Refreshments will be served.

January 24th 4:00 – 7:00 pm
Pre-registration required
Please call (212) 864-4500 x264
Admission is free

Teaching & Learning Workshops for K-12 Educators

This workshop provides the unique opportunity to study works by African American artists from the early part of the 20th century in two concurrent special exhibitions: *Challenge of the Modern: African American Artists 1925–1945*, at The Studio Museum in Harlem and *African American Artists, 1929-1945: Prints, Drawings and Paintings from the Metropolitan Museum of Art* at the Metropolitan Museum of Art. Materials, lunch and transportation between museums are provided. Instructors: Jonell Jamie, The Studio Museum in Harlem and Randy Williams, the Metropolitan Museum of Art

February 1st 10:00 am – 4:00 pm
Pre-registration required
Please call (212) 570-3985
Fee: \$75

144 West 125th Street, New York, NY 10027 • 212-864-4500 • Fax 212-864-4800



Resource & Reference Guide

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

BOOKS

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

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

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

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

HIGH MARKS IN CHEMISTRY
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CAMPS

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

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

COLLEGES

January Courses at Sarah Lawrence College
Friends of the Sarah Lawrence College Library
Offer Two Mini-Courses, January 15-17

Yonkers, NY, December 20, 2002 – "Intelligence and the Contemporary World" and "Words and Music" are the themes of two mini-courses to be held over three days, January 15-17, at Sarah Lawrence College. The mini-courses are sponsored by the Friends of The Esther Raushenbush Library and are free to members. Membership, at a cost of \$45 annually for a single individual and \$60 for a couple, is available at the time of registration. For more information about becoming a Friend of the Library or the two mini-courses, please call 914-395-2472 or go to <http://www.sl.c.edu/library/friends.htm>.

The morning mini-course, to be held from 10 a.m.-12 noon, will focus on the intense public scrutiny the conduct of U.S. intelligence has undergone since the tragic events of 9/11. The three sessions will explore not only the specific question of an "intelligence failure" but also the broader issues concerning the role of espionage, information-gathering, and information protection in the contemporary world. The mini-course will be taught by history faculty member Jefferson Adams and mathematics faculty member Michael Siff. Afternoons from 1-3 p.m. will be devoted to the varied and exciting ways in which words and music meet in song. They will focus on a wide-ranging repertoire, from Gregorian chant to the madrigal, song cycles by Schubert and Schumann, as well as more modern

contributions by k.d. lang. Carsten Schmidt of the music faculty will lead the three sessions. In addition to the January mini-courses, Friends of the Library enjoy numerous benefits throughout the year including invitations to visiting authors authors programs, borrowing privileges from the Library's holdings of 200,000 books, hands-on orientation to the Library's computer-based information resources, reference use of 1,000 English and foreign language periodicals, a newsletter listing Friends' events, as well as lectures, concerts and special events at the College, and a campus parking permit. Sarah Lawrence College is a small liberal arts college for men and women with a distinctive system of education. In addition to the undergraduate College, eight graduate programs and the Center for Continuing Education meet many important educational needs in the region.

CONTINUING EDUCATION

JASA, Jewish Association;
For Services For The Aged,
132 West 31st Street, 15th Floor, NYC; (212) 273-5304
Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

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

Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

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SINGLISH
877-375-7464(SING); www.singlish.com
Build Languages The Fun Way! Accelerating language and learning through traditional kid's songs. Visit our website or call: 877-375-SING.

MEDICINE & HEALTH SERVICES

Psychotherapy, A Jungian Approach,
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• Dreams • Gender • Culture • Relationships
Paul Stein • Licensed • 30 years experience
Henry Ettinger, O.D., F.A.A.O., (212) 265-4609
Is Your Child Easily Distracted?
Concentration is adversely affected by poor visual processing skills. Recent studies show these skills can be dramatically improved (three year + gains in 10 weeks, in some cases) with one-on-one therapy. Dr. Henry

Ettinger and staff provide a free screening for children who struggle with reading. For more information please call (212) 265-4609, www.nyvision.org

NYU Child Study Center,
550 First Avenue, NYC; (212) 263-6622.
The NYU Child Study Center, a comprehensive treatment and research center for children's psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

Weight Loss Study; 1-800-782-2737;

www.rucares.org
Lose Weight Under Medical Supervision
Health Overweight Women, Age 20 to 40
Join An Inpatient Study on Weight Loss.
Work and School allowed
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Health Professions at New York Medical College
Valhalla, New York; (914) 594-4000;
www.nymc.edu

SCHOOLS

The Harlem School of the Arts,
645 St. Nicholas Ave., NYC;
(212) 926-4100 ext. 304
Learning continues after school at The Harlem School of the Arts, an afterschool conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much more!!

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

SPECIAL EDUCATION

The ADD Resource Center,
In New York City, (646) 205-8080 or
Westchester/CT (914) 763-5648
addrc@mail.com
Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for schedule.

The Smith School, (212) 879-6354
The Smith School, is a fully accredited Regents registered independent day school for special needs students (grades 7 through 12) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at 879-6354 because BETTER GRADES BEGIN HERE.

The Sterling School, (718) 625-3502
Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Aberman at 718-625-3502.

Windward School, (914) 949-8310
Windward is a co-educational, independent day school for learning disabled students, grades 1-12, located in White Plains, NY. The school selects students of average to superior intelligence who can benefit from the unique educational approach it provides. Students stay at Windward approximately 2-5 years and then return to mainstream settings. The upper school is designed to prepare students for a successful college experience.

TEACHER PLACEMENT

Manhattan Placements, 501 East 79th Street,
(212) 288-3507
A personal and highly effective placement company for teachers, administrators and department heads serving New York, New Jersey and Connecticut independent schools.

TUTORS

Math Tutoring
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1(800)ABC-MATH www.kumon.com
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VOLUNTEER ORGANIZATIONS

Learning Leaders, (212) 213-3370
Join Learning Leaders, New York City's largest organization dedicated to helping public school children. Learning Leaders recruits, trains and supports over 11,500 volunteers who provide instructional support to over 165,000 children. No experience necessary. Training and curriculum provided. Call (212) 213-3370 to set up an interview.
For more information visit www.learningleaders.org.

WEB PAGES

www.AboutOurKids.org
Provides scientifically-based child mental health and parenting information through a continually-expanding store of practical and accessible articles based on the latest research in child psychiatry, psychology, and development. It's a reliable resource for both common challenges, such as toilet training, and more serious problems, such as depression.

WOMEN'S SERVICES

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

WRITING CLASSES / WORKSHOPS

Gotham Writers' Workshop Teen Program,
Ages 11-14, 15-18.
(212)-WRITERS (974-8377), www.WritingClasses.com
Gotham Writers' Workshop, offers afterschool and online writing programs for teenagers. Teen workshops include instruction in writing fiction, nonfiction, poetry, plays, and screenplays. The live and online classes are taught by professional writers and run for 8 weeks. Private instruction is also available. Call 212-WRITERS (974-8377) or visit www.WritingClasses.com for a FREE brochure.

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