

# EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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## HISTORIC EVENT



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# Outstanding NYC Teachers Honored



## GUEST EDITORIAL

# MONEY THE ROOT OF REGENT PROBLEMS?



By **DR. ALFRED S. POSAMENTIER**

Two recent events making education headline news seem to be unrelated but, in fact, are quite closely related. The New York State Regents examination for Math A was deemed to be flawed. The

New York State Court of Appeals ruled that education in New York City was under funded.

It is clear that the Math A examination had some items that were ambiguous, some were unnecessarily tricky, while others were simply inappropriate. The newspapers boldly reported the drastically low passing results, blaming the test writers for the dilemma. Yet a closer look at the test and the results reveal that there were enough items to allow a reasonably competent student to pass the test. Getting a high score would have been considerably more challenging. Yet, passing the test is the issue of concern here, since failure prevented high school sen-

iors from graduating with a Regents diploma. The truth be told, those students who are "on-track," taking the test at the time at which it was designed to be taken (after the first year and a half of high school math) did relatively well on the test. Seniors taking this test typically have had a long history of failure in mathematics, hence are taking the test much later in their high school career. These weaker math students were just not properly prepared to pass this test.

Not all of the blame for the high failure rate of this latter group should be placed on the poorly written exam. And not all of the blame for failure should be placed on the backs of these weaker math students. The real problem lies in the relatively weak math teaching force in our schools today. It is well known that there is a severe shortage of math teachers. (New York City will need to hire 1,000 new math teachers this fall.) Shortages of any commodity result in a diminution of quality. When the Court ruled last week that New York City was being short-changed in its State funding, it stated that "the quality of New York City school-

teachers is inadequate." For the subgroup of math teachers the situation is more severe.

Specifically where might these inadequacies be seen? From its inception, the Math A exam was distinguished from its predecessor in its emphasis on problem solving. I contend that most math teachers today are not adequately prepared to incorporate genuine problem-solving skills into their regular instructional program. That is where many of the failures might have been avoided. Had students been provided with problem-solving skills, they would have fared considerably better. Hopefully with increased State funding, teacher salaries will become more attractive and we will experience the elimination of the math teacher shortage, resulting in the recruitment of better teachers to staff our classrooms. In the meantime, this new funding source can be used to better train our current math teachers in the art of problem-solving.#

*Dr. Alfred S. Posamentier is the Dean of the School of Education at The City College of New York*

## LETTERS

### About the Awards Ceremony

#### To the Editor:

Just a quick note to tell you how impressed I was by your award ceremony and all the teachers you have identified and awarded. What a deserving bunch! The NY school system can be proud! Congratulations for this successful event!

Dorothea von Haeften  
East Chatham, NY

#### To the Editor:

Thank you and keep on promoting good teachers as this is a great way to focus on the reason why our children excel in so many ways.

Jim Quail, Principal

#### To the Editor:

Ms. Rhonda Morman is one if not the best teacher I've dealt with in my position as the coordinator of the stock market game. Her enthusiasm to impart knowledge and devotion to her students is worth emulating. Ms. Morman stays late in school every day to help her students with their work. She is both a mother and teacher to the students, not only the students in her class but to all the students in the school. I have never come across any teacher like Ms. Morman. Congratulations Ms. Morman!

Victoria Chukwuka  
New York, NY

### Lasers: State-of-the-Art in Dermatology

#### To the Editor:

I fully agree with your ideas regarding laser for cosmetic as well as non-cosmetic purposes. It is being dramatically used in my native country Pakistan, where senior doctors in the field of dermatology are utilizing it with good results. I would be honored if I could work with you for 1-2 weeks so that I further learn about lasers. I am a dermatologist working at Bispebjerg hospital in Copenhagen, Denmark with Dr. H.C. Wulf, Prof of Dermatology.

Dr. Masood Sohail  
Copenhagen, Denmark

### How Basketball Players Spend Their Money

#### To the Editor:

Yeah, it's all good and that's how it's supposed to be. I'm also a ball player and I want to live a life just like that. I'm 19, 5'9" tall, good at the game but lack support and I have big dreams of making it to the NBA. I still hold onto my dreams and I know I'll make it someday.

Nelson Kay  
Kampala, Uganda

### Vienna Choir & Harlem Boys Choir

#### To the Editor:

The boys choir from Harlem have great voices as do the Vienna Boys Choir. That was the best performance in America.

Tiffany Garrison  
Emporia, KS

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### Mailing Address:

17 Lexington Avenue  
Box A1207  
New York, NY 10010  
Email: ednews1@aol.com  
www.EducationUpdate.com  
Tel: 212-477-5600  
Fax: 212-477-5893

### PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

### ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman,  
Rob Wertheimer

### ASSISTANT EDITOR:

Michelle Accorso

### PRODUCTION MANAGER:

Rick Sulz

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Posamentier, Ph.D., Randi T. Sachs,  
Assemblyman Steven Sanders

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## UNREST IN EDUCATION IN FRANCE: TEACHERS ON STRIKE

By SARAH ELZAS

Paris, France

*Special To Education Update*

Recently, thousands of people, mostly teachers, marched through the center of Paris from Bastille to the *Assemblée Nationale* to protest, among other things, the decentralization of part of the French national education system. This was not the first time teachers had taken to the streets this year, nor even the first time that month. Teachers all over France had been on strike for several weeks, some since March when the education minister, Luc Ferry, announced the government's planned education reforms. Education in France is centralized, managed by the minister and his office, with input from other ministries, such as culture, agriculture or employment. Teachers must take a national entrance exam, and if they pass, they become part of the *Education Nationale*, an institution that includes not only teachers, but all school personnel as well, from guidance counselors to maintenance staff. They join the vast *fonction publique* (public service sector) that provides nearly 30% of French jobs. Nationalized degree requirements that are taught by teachers from all over the country in theory guarantee that every student in France receives the same education. But today, many people, teachers and politicians alike, are unhappy with how the system currently functions; they just disagree over how it should be fixed.

To explain his proposed reforms, Ferry published a book in April, entitled "A letter to all who love school", in which he set out, in 134 pages, ten problems which he says can be fixed by decentralizing the non-teaching members of the *Education Nationale*. "We will experiment

with giving more management autonomy to school establishments, which should allow them to make changes...and be held accountable," he writes. "This autonomy could be the key to all the other reforms."

What exactly does decentralization mean, and why does the idea make thousands of teachers across the country so angry?

In 1984, a decentralization plan gave 'local communities' the autonomy to build and maintain school buildings, something that until then had been done with direct oversight from the centralized ministry. These communities consist of France's 26 regions, 100 departments, 36,700 communes (the smallest territorial divisions) as well as overseas territories.

The current plan, presented in March of this year, suggests extending this decentralization to personnel, mostly to the approximately 100,000 technical staff, called TOS, who include orientation, cafeteria, housing as well as maintenance workers. Until negotiations in June exempted them from the plan, school health and social workers as well as guidance counselors were also set to be decentralized.

For those on strike, decentralizing any personnel is tantamount to privatizing what should stay public sector jobs and would jeopardize the whole education system. Communities could contract out decentralized jobs to private companies, which would change work conditions and work hours. This would disrupt what some people say is an important continuity of adults in school environments.

"Particularly in difficult schools, it's not just the teachers, but a team of adults who each have a pedagogic role in the school and come together to make a collective," explained Tristan, a young physics teacher in a high

school in a northern Paris suburb who was marching and did not want to give his last name.

Indeed, the French Legislative Education Code states that even non-teaching staff "are members of the education community. They work directly within the mission of education as a public service."

Another argument against decentralizing the TOS is that it could lead to complete decentralization of the education system.

"Right now, school is the same everywhere," said Alain, a colleague of Tristan's who was also marching. "If we let the TOS become decentralized, education might become limited to regional needs." And this would negate the fundamental of the French system: a national system that guarantees the same education for all students, whether they are in Paris, rural Normandy or in Corsica.

While the teachers themselves are not directly affected by the proposed reforms, they were striking anyway, out of solidarity for their colleagues with more precarious work situations, and also out of a fear of what the reforms could lead to. Of course, no one can predict where the proposed reforms will lead, or even in what form the plan will take when negotiations are finished and it is finally presented to Parliament next fall for a vote.

Ferry writes that he is committed to nationalized education. "National programs, exams and degrees guarantee justice, and the possibility even of a common world." Yet, along with arguing for decentralizing the staff, he hints at



Teachers and Sympathizers on Strike

decentralizing academics. He writes that schools need to be given "tools and means, within a national education policy, to exercise their prerogatives." With a national curriculum already in place, this implies further decentralization.

"We don't want to end up with an American system," said Marie-Claude, a middle school history teacher in Paris' 13th arrondissement. When pressed to elaborate, she explained: "It's a system without public servants, without national diplomas or even national health care." For her and many of her colleagues, changes in the education system are a first step down a slippery slope.#

*This is the first of a two-part series on the French education system. Next month: The changing face of French students and teachers. Sarah Elzas is a former assistant editor at Education Update and is currently living and working in Paris.*

SUMMER IN THE CITY

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## FROM THE SUPERINTENDENT'S OFFICE:



## What Do Superintendents Do In the Summer?

By **DR. CAROLE G. HANKIN**  
with **RANDI T. SACHS**

It's certainly quieter here in the summer, but that doesn't mean that a superintendent can relax. For a superintendent, students or not, school is a twelve-month a year experience.

You could say that the three R's for our summer are Review, Revise, and Regroup. Regardless of how successful our school year has been, there is always room for improvement. During the summer I can review our curriculum and other school programs and policies with my administrative staff. We take the time to review—look at how things have operated during the past year and identify any areas that should be changed. We then revise—deciding how to make the changes that will have a positive result. Finally, we regroup by planning how to make these revisions and assigning specific responsibilities to individuals in order to accomplish the goals we have set.

One of the other activities in the summer that takes the most time and energy is hiring. Teachers often make life-changing decisions after the school year is over. A fully-staffed faculty invariably becomes one with openings each summer—and those openings are often in the hard-to-fill category. In Syosset, we are extremely selective with our faculty, and often need to see candidates several times before we make a hiring decision.

Curriculum writing and enhancement is another area that we focus on in the summer. Did you ever wonder where teacher's lesson plans come from and how different classes across the grade in

schools and throughout the district manage to cover the same topics? While each teacher presents a lesson in his or her unique way, the overall outline for the curriculum has to be approved by the administration. In our district we examine curriculum areas from kindergarten through high school to see what is working well, and what can be improved, replaced, expanded, or eliminated. This is a time when we can brainstorm and consider trying something new in a unit of study. We encourage our teachers to get involved in curriculum writing projects in which they work as a team to develop a specific unit of study for a subject and grade.

The financial issues in operating a school district also get a close look during the summer. We take this time to carefully examine how the funds we had budgeted were spent during the year and confirm that we have planned the new budget accordingly. Once all classes are over for the summer we have all the information we need to completely finalize the budget for the coming year.

One thing is certain, the summer goes by all too quickly for superintendents as well as for students. I don't mind though. I always love the first day of school and seeing students arrive ready to learn a whole new spectrum of information. Education has to be the most exciting career path there is. Each student holds endless possibilities for the future, and it is a privilege to be a part of it. #

*Dr. Hankin is superintendent of Syosset Central School District. Randi Sachs is Public Information Officer of Syosset Schools.*

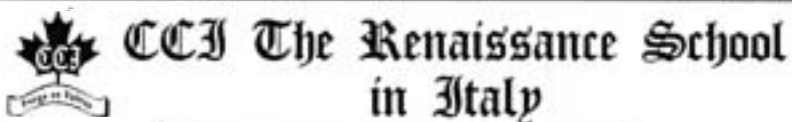
## THE SIR PROGRAM (SEE NEXT PAGE)



Professor Jed Luchow, Director



A Group of Teachers Engrossed



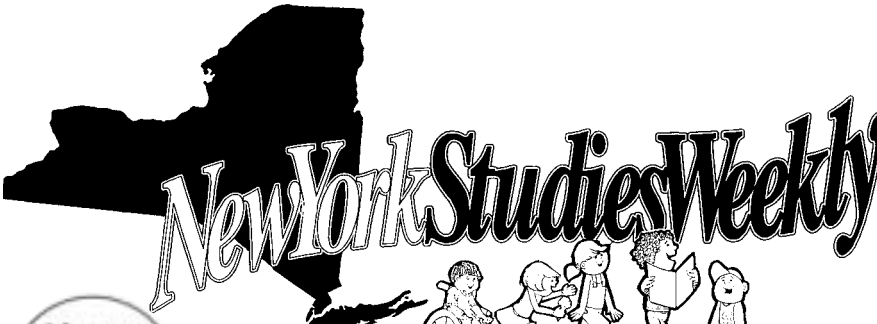
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## SIR: A UNIQUE PROGRAM FOR PRIVATE AND PUBLIC SCHOOLS

By JOAN BAUM, PH.D.

According to Professor Emeritus Jed Luchow of the College of Staten Island, the four-year phonics-based teacher training literacy program he directs—called Success in Reading or SIR—is not only having “dramatic” effect in the Hebrew day schools where it has been introduced, but holds out extraordinary promise for the public schools.

The project, which runs under the auspices of the Board of Jewish Education of Greater New York, recently was given a grant by the Dichler Foundation which will make it possible for SIR this September to work with P.S. 163 on West 97<sup>th</sup> Street as part of that school’s partnership with Fordham University, where SIR strategies will be introduced. So how is this literacy program different from all others? Prof. Luchow, forthright, thoughtful, organized and quiet-mannered—until he rifles through his papers for corroborating evidence from his data charts—notes that SIR, first, is fulfilling its mandate, which is to provide yeshiva teachers, who need not be state certified or have a Master’s degree, with the latest research-based principles and strategies about teaching reading and writing in grades K-1. The goal is to lower the risk pool of students who do not meet New York State benchmarks in various literacy categories—a number that consistently hovers at about 15%. Luchow also says that a concomitant goal is to encourage intervention with these strategies at the earliest possible time. For the Hebrew day schools, whose environments do not typically include the kind of pre- and post-testing engaged in by the public schools, the hope is to introduce those teachers to the research-validated “screening tools” that will help them assess “phonological awareness.”

Interest in phonics is hardly new, but newer studies begun in the ’70s and widely disseminated in the ’90s (particularly the work of Shepherd & Uhry and Vellutino & Scanlon) show that decoding or word recognition (“the act of transcribing a printed word back into speech”) is not the same as reading comprehension, (“interpreting the message or meaning of a text”). In other words, children who mani-

fest difficulty reading early on have not been adequately and sufficiently exposed to “phonemic awareness.” What to do? Intervene early and provide children with intensive remediation in decoding and writing letters. Critical to this approach is the understanding that cognition is different from the “learned skill” of being able to segment sounds. Remediation at the end of the first grade is too late.

To judge from the enthusiastic response of the three-day training program held at the Board’s mid-Manhattan office this month, the yeshivot and day school teachers, many of whom were hearing about the research for the first time, and taking copious notes, there was much to think about regarding strategies, materials, and testing, some of which were demonstrated at the various workshops. Here was Robin Rottenberg going through a number of clever “games” that get children to associate letter names and sounds (“all the kids do get it at some point”); Flo Fruchter, rehearsing strategies for reading aloud and for shared reading, particularly suitable for those children for whom English is a Second Language, she noted; and Lisa Robbins, a kindergarten evaluator who encouraged the group to diagnose literacy levels from fill-in writing samples.

But is Project SIR for all schools? Aren’t public school students different from those in the day schools? Luchow smiles: there are myths and there are myths. The Jewish day schools now include immigrant populations with deficiencies similar to those associated with lower-income Americans and with children whose non-reading struggles are all too familiar to teachers of inner city youngsters. Out come Luchow’s charts about a certain yeshiva in Far Rockaway, where three-year data show a “phenomenal” reduction in the overall number of at risk boys there and a clear “accomplishment” in first graders being able to decode both Hebrew and English letters! Clearly, he believes, good strategies transcend culture and ethnicity, and good data drive efficient pedagogical reform.#

## High School Students Bridge United States-Israel Relationships

By ROB LUCHOW

United States and Israel relations may appear linked only by an older generation of politicians. However, one organization understands that the future stability of this relationship relies on its youth.

The American Israel Friendship League (AIFL), a non-profit, non-sectarian organization, provides an opportunity for students from both countries to meet across the world and discuss political and social issues. Since its inception in 1977, the US-Israel High School Youth Ambassadors Student Exchange Program has brought together over 4,000 students of diverse religions, ethnic groups and socio-economic statuses from the two nations.



“The overall objective of the program is to teach character development, tolerance and appreciation for diversity,” said William Behrer III, Director of Special Projects for the AIFL and a coordinator for the exchange program. The exchange program began with

the idea of bringing students together, coordinated by the New York City Board of Education and the Ministry of Education in Israel. In conjunction with the AIFL, the pilot program sent 30 New York students to Israel for five weeks. In its most recent exchange in November, the exchange sent 120 students

from cities including Dallas, Tucson, Omaha, and San Francisco and more than 25 New York students to Israel.

Known as youth ambassadors, the students

*continued on page 6*

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## High School Student Wins 1<sup>st</sup> Prize in Marymount Essay

Every year, Lewis Frumkes, Director of the Writing Center at Marymount Manhattan College, holds the Mortimer Levitt Contest for high school students around the city. The following essay won first prize.

### Keep Smilin'

By ZACHARY ZWILLINGER

I subdivide my life into periods of Lenore: before I knew her, when we were a couple, when I hated her, and so on. I suppose it's only natural, a person who has come to so define my later childhood, a person whom many can't picture me without. We are, once again, a couple filled with the bliss of unassuming love, stuffed with a unique mix of teenage intellectualism and goofy lust. And yet, how clearly I remember other times, when things were not as easy. Of course, there were times I couldn't stand to look at her, but they are irrelevant and (more importantly) uninteresting. It was that time when I was jealous of her, while we were going out, that has the meat of my introspection. That she was beautiful and kind, I'm sure I don't have to tell you. But that she was, well, brilliant... yep, that's where my troubles sat.

Why couldn't I deal with that? I spent so many days walking with her, as random people would congratulate her on this award and that team and so on. I was smart too! Or so I would tell myself.

But how horrible is that? I used to feel so bad about being angry at her for being successful, at my wishing she wouldn't win. She was so kind and wonderful, and I loved her, and to wish badly for her tore me up inside. The one person in the world that she could rely on in

## Creating Community at Baruch College Campus HS

By ROB LUCHOW

It was still hot outside by 6 PM on June 24, but the heat didn't stop all 97 students of the Baruch College Campus High School Class of 2003 from wearing their caps and gowns. In high spirits, students, faculty, and family members packed the Baruch College auditorium to witness the sixth graduating class in the high school's history.

They ignored the formality commonly seen at such a ceremony. Parents, teachers and students cheered and hollered loudly for one another. Students presented personal films and songs at the graduation which expressed their emotions for their years at the school.

"We are very much a 'we' place," said Principal Jill Myers. Community is the quintessence of what make the school outstanding. The school is structured around a tightly knit system where personal relationships operate as a "safety net over the Grand Canyon." Myers believes that "intellectual care" is of equal importance to "social and emotional care."

The foundation for this individualistic approach is the advisor system, where teachers play the role of a mentor and keep in close contact with students and parents. Not only does

the advisor discuss the daily life of the student, but actively engages in his academic pursuits. For example, students and teachers write bi-weekly letters to each other reflecting on outside readings.

History teacher Kiara Vigil, who has taught and served as an advisor at the school for five years, feels that the system keeps students on track and challenges them on various levels. While she recognizes the greater amount of work required by both the teacher and the student, Vigil says the intrinsic rewards more than compensate.

"You form a little family," she said. "When I saw my students at graduation, the feeling was overwhelmingly amazing."

Lauren Santiago, a member of the 2003 graduating class who will be attending Plattsburgh State University next fall, said, "The teachers' high expectations push you to perform better. Without the advisor system, I wouldn't have gotten through it."

Baruch College Campus High School is one of several schools linked to colleges in New York City as part of Chancellor Matthew Goldstein's vision of *College Now*. Some of the benefits for the school include use of the col-

lege library, college faculty providing professional development to the high school teachers and high school students inclusion in the college community. The school sets rigorous academic standards and emphasis is placed on the student's growth as an individual and member of society.

"Students learn to self-evaluate," said Myers. "They may not always have the right answer but the important thing is to be able to arrive at an answer."

Vigil along with first-year history teacher Catherine Turso shared Myers' expectations for what students gain at the school. Turso said she encourages her students to "find their voice" and hopes to instill "empowerment" and "confidence" in them.

As a testament to the commitment of Myers and her faculty, all 97 students of the Class of 2003 are enrolled in college next fall. Asked how she accomplished this feat, Myers said, "the vision was in place." As for her future, Myers too is graduating alongside her students. She will become a local instructional supervisor of 10 schools in region 9, one of which is the Baruch College Campus High School.#

times of trouble, waited to see her fall. What a misery I found myself falling into. Instead of telling her how I felt, I just smiled. But I couldn't show that to her, so I smiled. At every opportunity I would try to show I was happy for her, (and in many ways, I wished I could be happy for her, that I could sing her triumphs as well as take her tears), and it was difficult, but

*continued on page 11*

## HIGH SCHOOL STUDENTS

*continued from page 5*

spend approximately two weeks in each other's countries, living and interacting with a host family thereby gaining greater knowledge and cultural understanding. The exchange also enables "ambassadors" to give classroom presentations on US-Israel relationships in public schools.

"It is important to provide opportunities for young people to understand what they read," said Dr. Charlotte K. Frank, Vice President of the AIFL, chair of the Partners for Global Education Committee and Senior VP at McGraw-Hill. "There's a different reality when students from different countries meet each other."

Besides the difference in nationality, both the AIFL and the exchange program stress the inclusiveness of the program. Many of the U.S. youth ambassadors are non-Jewish and come from underrepresented socio-economic backgrounds; the Israeli youth ambassadors include Druses and Arabs. Ilana Artman, Executive VP of AIFL said that the program "targets students who represent the total population of each country."

With success for over 25 years, the program looks to expand even further. One addition has been the "virtual exchange" program where students from both countries meet in Washington D.C and New York. They attend

workshops on leadership, terrorism, foreign policy, and conflict which are taught through seminars and site visits. Outreach is planned to more U.S. and Israeli cities and to attract an even more diverse population of students.

"This program has given me insight and understanding towards the people, religions, attitudes and culture of Israel," said John Sechrist a 1993 youth ambassador from Norfolk, VA. "I believe that no textbook, no matter how well written, could replace the experience I have gained in Israel as a youth ambassador."#

For information on AIFL and the exchange program, go to [www.aifl.org](http://www.aifl.org).

## Calendar of Events

July 2003

### Entertainment

Three Hot Shows  
- *Beauty & The Beast*  
- *The Lion King*  
- *AIDA*

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### Open Houses

Although it is not specifically requested by every school, readers are strongly advised to call schools to confirm dates and times and verify if appointments are needed.

**Community School District 3: Gifted & Talented Program, (212) 678-2897, Marilyn Carella**  
300 West 96th St., NYC 10025.

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**Smith School: (212) 879-6354**

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

### Assembly Programs

Our assembly programs are 45 min.- 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. There are five assembly program topics from which to choose! All our current workshops and assembly programs can be viewed under Educational Experiences at [www.lsc.org](http://www.lsc.org). Please call (201) 451-0006 and speak with either John Herrera x218, [jherrera@lsc.org](mailto:jherrera@lsc.org), or Jim McGlynn x340, [jmcglynn@lsc.org](mailto:jmcglynn@lsc.org), for further details.

### Ruby Payne, aha! Process, Training Center

Tucker Train the Trainers - Beth Tucker, July 22  
Tucker Signing Strategies for Reading - Beth Tucker, July 23

All workshops take place in the Training Center, Highlands, TX. For further information please call: 800-424-9484

See [www.EducationUpdate.com](http://www.EducationUpdate.com) for an up-to-date listing of events!

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## A New Day is Arriving For New York City's Schools

By MAYOR  
MICHAEL R.  
BLOOMBERG

Recently state law finally giving New York City voters direct control over our public schools went into effect. That ended a school governance structure that was notorious for its unresponsive bureaucracy, waste and endless red tape. Our Administration vowed to replace it with a school system that puts children and parents first. And we're making good on that promise.

The school governance law gave us the opportunity to reorganize the way our 1,200 public schools are administered. Last Thursday, we reached an out-of-court agreement that removed the last roadblocks to that new management structure. Now, instead of the old system of diffused and confused authority, we'll have a clear and simple chain of command. Think of it as a pyramid: 1,200 school principals will report to approximately 100 Local Instructional Supervisors, who will in turn answer to ten regional Instructional Division Leaders. They'll be accountable to the School's Chancellor's office. And the buck will stop where it ought to: at the Mayor's desk. School zone and district lines won't change, and there'll still be local school district offices. But the community school boards that too often were little more than patronage mills will become a thing of the past by the end of this month; they'll be replaced by local panels that will give parents a real voice in their children's schools.

The goal of our reforms is better education in

the classrooms. Outstanding leadership at all our schools will be key to making that happen. That's why we've established a Leadership Academy to recruit and train new school principals and provide ongoing professional development to incumbent principals. The Academy's board of directors includes top educators and private sector executives. And last week, the New York City Partnership—an organization made up of the chief executives of 200 of our city's top businesses—pledged \$30 million to fund the Academy. Our business leaders clearly understand that improving education is crucial to New York's future—and that investing in people is the secret to success.

School governance reform also has let us make dramatic progress in an area long marked by legendary inefficiency, delays and cost overruns: school construction. The price of designing, building and repairing schools had far exceeded what it is elsewhere in the region. That had to stop. Under the new school governance system, the school construction system has been thoroughly reorganized. The result: the price tag for the first major project being done under this new system—a substantial addition to Queens Vocational High School—is 29% lower than the average cost of previous school construction jobs. Now we're going to duplicate that for projects across the city, allowing us to modernize our schools and end classroom overcrowding faster, better and more economically. That's a winning formula for students and taxpayers. And like every element of our school reform plan, it shows that a new day has arrived for New York City's schools. #



## Victory in CFE Case Should Bring Vast New Resources for City Schools

By ASSEMBLYMAN  
STEVEN SANDERS

The landmark ruling by the New York State Court of Appeals in the *Campaign for Fiscal Equity* case—in which the Court held that New York State's school aid formula unconstitutionally denies New York City students a sound, basic education and directed the Legislature to revamp the formula to redress the injustice by July 2004—is a huge victory for New York City students and a ringing defeat for Governor George Pataki.

The Court of Appeals ruling means that the Legislature and the Governor must get to work without delay on revamping the State's complicated—and now we know *unconstitutional*—aid formula for New York City and, in my opinion, all high-needs school districts.

When all is said and done, New York City schools will realize hundreds of millions of dollars in additional State aid.

Governor Pataki wasted two precious years appealing the case, years that cost City schools dearly, but worse still, cost countless children at failing schools a quality education that can never be replaced. Those two years are gone forever.

I am proud that since I became chair of the Education Committee we compelled the Governor ultimately to go along and increase the level of State aid to City schools to a dollar level that is finally in proportion with the percentage of students statewide attending New York City public schools. But as the Court of Appeals held last week—unequivocally—this in no way substantiates that New York schools

are funded *adequately*, especially considering our higher costs, greater poverty levels, the high numbers of children in special education and our disproportionate number of students whose first or only language is one other than English.

In her opinion, Justice Kaye rebuked the state for having argued on appeal that all that is required by the State Constitution's education article is that the state ensure that students achieve an eighth grade education. Instead, said the Court, state aid must be high enough to give our students a real opportunity to acquire the knowledge necessary to meet the state's own higher learning standards and pass high-stakes Regents examinations required for graduation.

With the fruits of this victory, when the Court's ordered remedies are in place, New York City's students—and, I am certain, those in similarly under-funded districts across the state—will benefit from resources that will help pay to attract and retain quality teachers; to reduce more class sizes, in more grades; to provide adequate early intervention services; to have and use modern textbooks and learning materials; and to deliver overall resources ample enough to give each and every one of our students a realistic opportunity to acquire the skills necessary to master the State learning standards, earn a diploma, and move on to productive lives.

As Chairman of the Assembly Education Committee, I am ready to get to work to fulfill the Court's mandate. Mr. Pataki, are *you* finally ready?#

You can e-mail Assemblyman Sanders at [sanders@assembly.state.ny.us](mailto:sanders@assembly.state.ny.us) or phone him at (212) 979-9696.

## END OF SCHOOL LETTER TO PARENTS

By CHANCELLOR JOEL I. KLEIN

Dear Parents,

This is the final week of what has been an historic school year. Under the Mayor's leadership and through Children First, we have begun the monumental task of creating a system of 1,200 outstanding schools in New York City. We know that there is a lot of hard work ahead of us in reaching this goal, but if we all continue to work together, we can make that goal a reality.

I have met with thousands of you during this school year, and I will continue to meet with parents during the summer and throughout the coming school year. The Children First reform agenda reflects what we heard in the meetings thus far: that parents and community members want stronger instruction in the basics of reading, writing and math; the redirection of resources to schools for classroom instruction; a voice for parents in their children's education; and greater accountability system-wide for student performance.

Beginning July 1, you will be able to go to any of the full-service Learning Support Centers that have been established across the City. The Learning Support Centers will be open six days a week, as well as two weeknights, to address any questions on school issues you may have. In addition, you can also visit any of the district-based offices, which we are staffing with an individual

who can address parent issues.

For the addresses and contact information for the Learning Support Centers as well as the district-based offices, important information relating to matters that may arise over the summer, including summer school, free food programs, transfers and registration, check our website at [www.nycenet.edu](http://www.nycenet.edu) or call the Chancellor's hotline at (718) 482-3777.

Beginning in September, you will see many changes occurring in your children's schools. Many schools will begin to use the new curriculum and new materials we have chosen to improve student achievement in reading and math. There also will be new coaches to assist teachers in the roll out of the new curriculum and a new Parent Coordinator who will serve as a resource and a new point of access for parents at the school level.

I understand that the success of our children hinges not only on the teachers and principals in our school system, but also on you—our students' parents. As we close out this year, I want to thank you for this extraordinary opportunity to work with and for your children. I look forward to September, when the reforms we have all been anticipating will finally become a reality in classrooms throughout the system, and I want to wish you and your family a healthy and restful summer.

Sincerely,  
Joel I. Klein, Chancellor

## Summer at Mentoring USA

By MATILDA RAFFA CUOMO and  
WILLIAM BAKER

Summer is here, so it's time to take a break? Not really! At Mentoring USA (MUSA), we see summer as a perfect time to strengthen some of the connections that the mentors and mentees have established during the school year, while working on establishing new agendas. No matter how old you are, summer is a time to escape from your routine and delve into the world around you. Although many of our programs close for the summer, the city around us is anything but closed, and mentors meet with their mentees in the community to take in a ball game, visit a museum or read a book.

To support the great interest in meeting during the summer, MUSA has developed a packet of over 200 activities for the summer months. The events are fun, culturally diverse and inexpensive or free, spanning all five boroughs. From parades to festivals, museums to free concerts, mentors and mentees are encouraged to spend some unstructured time together during the summer vacation. That time is invaluable to their relationship; it will forge new paths for them that they can continue to follow in the next school year.

For example, I know of one mentor that will be working over the summer to help his mentee pass the citywide exam, so that he will be able

to move on to 7<sup>th</sup> grade next year. This new collaboration will afford them a new opportunity to bond even more.

Another benefit of summer outings is that the coordination is done through the parents. It is crucial for mentors and parents to feel connected to one another. By working together the mentors and parents can strategize about how best to support the child. One caring adult is great, two caring adults working together is better.

In addition to the many activity packets, MUSA also distributes free tickets to sporting events like Mets and Metrostars games and facilitates communication between parents and mentors. We just held our Third Annual End of the Year Picnic; what a great way to celebrate! Everyone painted bandannas, ate tacos, hula hooped and danced at the Skyrink Terrace high above the city.

During the summer we hope that our mentors have an enjoyable vacation with a chance to relax. It is vital for mentors and people in supportive roles to take care of themselves. MUSA provides them with an opportunity to share wonderful experiences and spend unstructured, fun time with their mentees this summer. #

Matilda Raffa Cuomo is the Founder and Chair of MUSA. William Baker is the Program Manager of MUSA.



## Special Education in New York City

By JILL LEVY

Thirty-five years ago, many children, including my own, did not have the right to attend public schools. They were children with "problems"—disabilities that prevented them from learning or attending school as easily as other children. They were placed in private day schools, residential schools or in institutions, removed from their communities, their neighbors and often their families.

Parents and children's advocates fought for years to provide children with the appropriate educational programs in the least restrictive environments. I was among those who won many battles including the ones for smaller class size, the implementation of individualized plans, and evaluation by a committee of experts in specialized fields.

Special Education in New York City has evolved since then. We've seen increased class size, an entire district just for Special Ed students and now the growing use of immersion

programs. Through it all, only one thing remains constant: the only way to navigate the complicated and unique world of Special Ed is to consistently evaluate each student's progress.

With this in mind, let me turn to the Department of Education's reorganization plan and pose the crucial question: Is this plan good for children? The reorganization for special education is a corporate model of management that emphasizes a top-down structure for the school, but provides little in terms of daily, ongoing, internal supports. There is little opportunity for listening to those working with the children and responding to their needs.

Principals are now expected to shoulder the responsibility for Special Education, while their entire support staff is being taken away. In my experience, principals, although well meaning, lack the know-how, formal training and

*continued on page 9*

## NEW DYSLEXIA STUDY AT NYU CHILD STUDY CENTER

By ADAM KOPEWICZ

A research study of teenagers with dyslexia has begun at the New York University Child Study Center. This study is attempting to shed new light and understanding on a common but disabling condition.

Using a new neuroimaging technique, DYNOT (Dynamic Near-infrared Optical Tomography) examines the brain in a safe, non-invasive manner by having a student wear a helmet that will penetrate light into his skull, producing an image of the brain. The study hopes to demonstrate differences between dyslexic and non-impaired readers.

Volunteers are needed between the ages of 12 and 21, with or without dyslexia, to participate in one session for two to four hours. Participants will take a reading assessment test and wearing the DYNOT helmet. Volunteers will receive up to \$60. Several schools have agreed to let their students receive community service credit.

Dyslexia is the most common learning disability in the United States, affecting more than 20 million individuals. Unfortunately the disorder is often misunderstood and surrounded with myths. Common misunderstandings include: dyslexics are stupid, dyslexics reverse

and flip their letters, boys are affected significantly more often, dyslexics have behavior problems, dyslexia is a "new, modern day problem."

Individuals with dyslexia have difficulty decoding or breaking down a word. They lack phonemic awareness, the ability to hear the 44 sounds that make up the English language. Reading can be nearly impossible for these individuals. It is understandable that someone with dyslexia is going to find school challenging especially in middle and high school when reading requirements are considerable.

Nevertheless dyslexics, often intelligent, are frequently embarrassed by their disability. General George Patton, one of America's greatest generals during World War II and a dyslexic, did not start attending school until he was 12 years old because he could not read. Tutors read to him to make sure he gained the necessary information while he struggled to learn how to read. Nelson Rockefeller, governor of New York and vice president of the United States, was also dyslexic and had tutors to teach him to read, which he never was able to do with any ease. Yet Rockefeller graduated

*continued on page 9*

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Mr. A. Koplewicz  
Ms. E. Ainslie  
Telephone: (212) 263-8911



### Research Study for 12-65 year olds with and without Dyslexia

This study evaluates the difference in brain activity between non-impaired readers and dyslexics while completing reading tasks. Adolescents and adults with and without dyslexia are being sought.

Adolescents and adults in the age range of 12 – 65 years who have:

- Difficulty with Reading Fluently
- Difficulty with Reading Accurately
- A Diagnosed Reading Disability
- And Does not Take Psychiatric Medication

And adolescents and adults in the age range of 12 – 65 years who have:

- Proficient Reading Skills
- Reading Ability That is Equal or Better Than Other Academic Skills
- And Does not Take Psychiatric Medication

Participants may be eligible to enter this study starting in July 2003.

Participants will be invited for one meeting, during which they will be screened for reading difficulties and asked to perform reading related tasks while monitored. Participants will be paid \$20 plus \$10/hour, with a maximum of 4 hours.

If you know any adolescent or adults, or are yourself an adolescent or adult, between age 12 and 65 who would be willing to participate in this study, please contact Xavier Castellanos, Adam Koplewicz, or Eleanor Ainslie at

(212) 263-8911.

## Special Education in NYC

*continued from page 8*

experience to address the needs of children with special learning problems, physical handicaps and behavioral issues. In fact, under the current plan they are required to have only a paltry six credits of Special Education coursework.

In some staffing areas, the number of Special Ed employees citywide will drop from 166 to 90, doubling many caseloads. And unlike our high schools which must have Assistant Principals with Special Education expertise, our elementary and middle schools will be on their own.

But, the biggest problem concerns the 332 licensed Supervisors of Special Education (SSE) who all work in schools and report to the Principal. Their responsibilities include: observing and evaluating teachers, providing staff development for special and general education personnel, interpreting and complying with individualized education plans (IEPs) for special and general education, programming self-contained, mainstreamed and inclusion students, evaluating the quality and effectiveness of specialized equipment and techniques, interacting with parents of students with special needs to answer and resolve issues regarding instruction, working with parents whose children are not yet placed in a school or program and, ensuring that all services comply with city, state and federal regulations.

All of these positions are being eliminated and replaced with 200 Instructional Support Specialists (ISP). While the ISPs will work with teachers, they leave much of the above responsibilities, including compliance and instruction, to principals and assistant principals.

Why are we willing to turn over the education of our educationally and emotionally fragile youngsters to people who have little or no expertise? Why are we willing to let them fall through, not cracks, but major fissures in the system?

“Special Education is failing our children,” goes the chorus. “Special Education is draining resources from general education.”

I have known literally hundreds of families who came to the city’s Special Education program in despair for their children’s lives only to come away years later aglow with praise for the special education experts who “saved” them.

Talk to some of those parents. Then talk to me about our failure to “cure” special education. Perhaps the powers that be are focusing too closely on the wrong indicators of success.#

*Jill Levy has served as president of the Association for Neurologically Impaired Brain Injured Children and on President Clinton’s Committee for People with Disabilities. Ms. Levy has a Master’s degree in special education and has taught graduate courses on the subject. She is president of the Council of School Supervisors & Administrators.*

## NEW DYSLEXIA STUDY

*continued from page 8*

from Dartmouth College. Winston Churchill was also dyslexic.

The reason that boys are identified more often is that they are more likely to act up when they can’t read and therefore are more likely to get referred. Nevertheless, studies that examine the reading abilities of the general population show that girls suffer from dyslexia as frequently as boys. When a student has dyslexia he may avoid reading out loud and sometimes resort to being a “clown” or a “troublemaker.”

Dyslexia has been around since humans

learned to read. Today, alternative methods to teaching students how to read have been developed; some have been found to be very effective. In addition neuroimaging techniques like MRI have demonstrated differences in the brains of dyslexics as compared to non-impaired readers. The new study at the NYU Child Study Center is attempting to find an easier, safer and less expensive technique to examine these differences that will hopefully lead to improved interventions and treatments for students with dyslexia.#

*For more information about the NYU Child Study Center Dyslexia Study please contact Xavier Castellanos, MD, the lead researcher of the study, at 212-263-8911.*



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### Sterling School Graduation

Friends, family, current students and alumni gathered Monday evening on June 23rd at the Sheephead Bay Yacht club to celebrate all of the Sterling School's students' achievements and celebrate the graduation of a class of eight. After performances by all the classes, poetry readings by the graduates, and a musical performance by graduate Raven Flythe, awards were given out.

Assemblywoman Joan Millman recognized Ese McGlown and Lynsey Shockley with Academic Merit Awards. Freddy Acevedo received the Triple C award for character, commitment and courage, recognizing his hard work to overcome his dyslexia and Richard Hoover was presented a special school award for Academic Progress. Then diplomas were

given to the graduates: Raven Flythe, Lila Taylor-Holmes, Richard Hoover, Ese McGlown, Martin Miller, Lynsey Shockley, Isaac Thompson-Peterson, and Crystal Williams. All then shared food and fun. The graduates move on to the challenges of middle school next year, but while anxious, they all know that the previous graduates of Sterling have done well and that their teachers at Sterling will always be a part of their life. On the morning following graduation, Kevin Holloway, the first student to graduate from Sterling, graduated from 8th grade. Ruth Arberman and the teachers and staff at the Sterling School wish our graduates and all the others a good summer and a successful future.#

### Taste, Touch and Feel Education for the Special Needs Student

Do you feel like no one really seems to know how to address your son's learning differences? Have you tried one school program after another that may offer, but doesn't really provide, an inviting classroom environment? Is your son bored in school, under challenged? Or, does your son feel like a failure as he continues to be over challenged? Does he hate school? Is he awkward socially, overreacting over the smallest setbacks? What about chores and responsibilities at home? Do you wonder who this troubled person is in your formerly happy son's body?

For over a decade, Stone Mountain School has guided boys between 11-16 toward becoming independent learners, as well as assuming responsibility and control over their own behavior. How do we do this? It begins with a core belief that academics and emotional growth are inextricably linked. Many of our students' behavior issues in the home and community are born in the classroom. Likewise, school failure is often a result of inappropriate social interactions. SMS students complete an initiative-based level system, with a 4:1 student to staff ratio, which is built on the belief that change should come from within; it should not be forced. We also know that students learn best when they are challenged, but not to the point of frustration or failure. Our students like school. We blend natural consequences and adventure therapy with a challenging academic program

that offers a comprehensive menu of modifications and educational interventions. In addition to the "regular" classroom, your ADHD, ODD, and/or LD student may benefit from one or more of the following academic therapies: Kurzweil 3000, Interactive Metronome, Sound Reading, The Listening Program, Biofeedback, and Reading Groups.

Stone Mountain School is located in one of the most beautiful parts of the country, near Asheville, North Carolina. Our mountainous setting is peaceful and inviting, with a spring-fed lake for fishing, boating, and swimming. Since we don't accept students with histories of physical aggression outside the home or chronic substance abuse issues, our students progress in an environment that is emotionally and physically safe. It is our goal to return students to more traditional academic and home settings. For this reason, all students finish the program by spending a minimum of their final three months in the program in a house by the lake with all the accoutrements of home. It is then that they are re-exposed to video games, TV, less adult supervision, and more community-based social interactions. By design, this transition allows students to use the tools they've integrated in a supervised, yet real-world setting.#

For more information or to learn more about Stone Mountain School go to [www.stonemountain-school.com](http://www.stonemountain-school.com) or call 828-669-8639.

## COLLEGES & GRAD SCHOOLS

### CON EDISON AWARDS GRANT TO COLLEGE OF NEW ROCHELLE

Funds Will Benefit Rosa Parks Campus in Harlem

The College of New Rochelle's School of New Resources (SNR) announced that the Consolidated Edison Company of New York, Inc. has awarded a grant to the Access Center at the Rosa Parks Campus in Harlem. The funds will be used to enhance technology infrastructure, purchase new equipment and software, and provide ongoing maintenance and training for faculty and students. In recognition of this generous gift, this facility will be renamed the Con Edison Access Center.

"SNR Access Centers provide academic tutoring and college and career counseling to prospective and enrolled adult students," said Elza Dinwiddie-Boyd, Dean of SNR. "These centers play an important role in helping students develop communication skills, problem-solving skills, mathematical skills and technological literacy. We are delighted that Con Ed has decided to invest in our Harlem campus with their generous gift."

"One of the priorities of Con Edison is to look for ways to make a difference in the communities we serve," said Frances A. Resheske, Senior Vice President, Public Affairs, Con

Edison. "We are well aware of the role SNR's Access Centers play in helping non-traditional students reach their educational aspirations, and are delighted that we can help future students in the Harlem community with this grant to SNR."

The Rosa Parks Campus Access Center supports approximately 600 enrolled and 200 prospective students. The student body at this campus is 94% African-American and 6% Hispanic. Almost 90% of the campus population is female and the majority of students are the first in their families to attend college.

The College of New Rochelle was founded in 1904 by the Ursuline Order. Today, it comprises the all-women School of Arts & Sciences, and three schools which admit women and men: the School of New Resources (for adult learners), the School of Nursing and the Graduate School. The main campus of the College is located in lower Westchester County, 16 miles north of New York City. The College maintains six other campus locations in New York City.#

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# Reflections on English Language Learners

By ADAM SUGERMAN

Our city's education leaders made the correct decision in rethinking a one-sided approach to the city's English language learners. We hope that common sense, rather than political pressure, helped Chancellor Klein and his team decide to use a variety of proven approaches in making sure this growing student population is capable of surviving the realities of adult society. Contrary to research that shows that children need one to two years to pick up social English, and five to seven years for academic English, several states have moved English learners into mainstream in an astonishingly short period of time (for example, one year of intensive English instruction in California).

In theory, the best way to learn a language is by being immersed in that language. When English speakers want to learn Spanish, for example, they do it more quickly when they reside in a Spanish-speaking nation and communicate with Spanish speakers in meaningful contexts. Thus, logic would dictate that placing English learners in English immersion classes is the best way to bring students up to speed. By dropping unprepared students into mainstream classes, though, we are doing a disservice to students and teachers alike.

There are dozens of systems that have been proven effective in getting students up to speed in acquiring language. English immersion, the mayor's first choice, is one way. Without help, though, schools will revert to the period pre-*Lau vs. Nichols*, the landmark 1974 Supreme Court case recognizing that providing equal physical access alone to schools does not ensure non-English-speaking children equal access to instruction. One form of support is the use of the Sheltered Instruction Observation

Protocol (SIOP) to plan lessons. SIOP is a research-based framework that allows educators to teach content such as mathematics or social studies while promoting English language development. Each lesson is built around specific content and language objectives. Students learn content as they build up their language skills. The SIOP model works well with a language arts intensive mathematics program, such as Everyday Mathematics.

The much-maligned transitional bilingual education has been successful in certain situations. Transitional bilingual education is based on the premise that students who master their first language have an easier time learning English. The chief complaint, though, is that it takes too long to wean students from their first language. In some cases around the country, students have very little access to ESL instruction as all content is given in the students' first language. The strength of these programs is the strong cultural component that can help students break down barriers of living and studying in a foreign culture. The downside is that a student who has limited exposure to ESL instruction each week will need at least three years to learn enough social English to communicate in English on the playground. In the classroom setting, it is doubtful that students will ever acquire the English needed to excel in college. Students enrolled in programs with a stronger ESL component fare better as they transition to the mainstream classroom, which is the ultimate goal of transitional bilingual education.

Another form of bilingual education has been proven successful in a number of schools around the country. In two-way immersion dual immersion-programs (the U.S. Department of

Education uses the term developmental bilingual education), classrooms employ one language—either the target language (e.g., Chinese, Spanish) or English—in extended periods of instruction. Ideally, the student body ratio would be half native speakers of the target language and half native-English speakers. In this way, student peers model both languages as they work together to perform academic tasks. After about five years, students are fluent in the two languages. Although this may seem a long time, the students have gained a valuable skill in today's global marketplace: They have become comfortable in the two cultures.

No one can argue the necessity of learning English. Children must master the language to help ensure their future livelihood and to become informed citizens. They should also learn English because it is the language of our land. Without fluent reading, writing, speaking, and listening skills, children will be doomed to a future of academic, economic, and social disenfranchisement. And just like there are dozens of ways to solve a mathematics equation, there are many ways to teach English.#

*Adam Sugerman is associate editor of Education Update and is the publisher of Palmiche Press.*

## Essay Contest

*continued from page 6*

my "proud" grin persisted.

Eventually we broke up, hated each other for over a year, found each other as support in conjugal time of sadness, in the rain, in Delaware, under odd circumstances, became friends, and became a couple once more.

One night we were talking, and she mentioned a three-week trip to Germany she had won.

"Yeah," she said, almost casually, "Steve was the only one who was really happy for me about the German thing. Not even you." I was shocked. All that false smiling, that energy spent on trying to be the good boyfriend, and she had known.

I'd like to say, "And I was all at once happy for her," but I can't. At this stage, I'd hate to betray myself. But we talked, and we argued, and after a while I sort of gave up on jealousy. It was just too tiring. Thankfully, I had her to help me through it.#.



Zachary Zwilling - Winner

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## CCNY ART PROFESSOR NAMED "DISTINGUISHED ALUMNA" AT BERKELEY

Michi Itami, a Professor of Art at City College and 1971 graduate of the University of California-Berkeley, has been named a "Distinguished Alumna" by her alma mater.

Professor Itami, who is also Director of the M.F.A. Program in CCNY's Department of Art, was honored at Berkeley's College of Environmental Design's 2003 commencement exercises recently. She received her M.A. in Design from Berkeley where she studied under many renowned artists, including James Melchert, Ron Nagle, Peter Voulkos and Ed Rossbach. An artist who specializes in printmaking, painting, computer generated images and multimedia, Professor Itami's work has earned her recognition from the National Endowment for the Arts and the New York Foundation for the Arts, both of whom have awarded her grants for printmaking.#

## Monroe College Offers New Degree Program in Criminal Justice

Monroe College President Stephen J. Jerome announced that the college will begin offering the Associate in Science and the Bachelor of Science degrees in criminal justice beginning with its fall semester in September, 2003.

"Monroe's venture into criminal justice reflects the college's mission and 70-year tradition of providing high-demand courses of study that offer promising career opportunities," said President Jerome.

President Jerome also announced the appointment of William H. McDonald, Ph.D. to chair the new department. McDonald has over 35 years experience as a highly-decorated law enforcement professional and an educator of criminal justice.

A wide range of courses leading to careers in law enforcement, corrections, social work, probation, treatment and counseling, juvenile and family advocacy, the court systems, and other related fields, will be offered. Professors are criminal justice professionals with many years of experience and unique insights.#

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# MEDICAL UPDATE



New York City • JULY 2003  
FOR PARENTS, EDUCATORS

• 13

## SILVER HILL HOSPITAL NAMES NEW PRESIDENT & MEDICAL DIRECTOR

Sigurd H. Ackerman, M.D. has been named President and Medical Director of Silver Hill Hospital in New Canaan, CT. In announcing the appointment, Steve Stillerman, Board Chairman of the nationally recognized psychiatric hospital, noted Dr. Ackerman's distinguished career in the practice of psychiatry. "Dr. Ackerman brings to the Silver Hill community, to staff, patients and families, the breadth and depth of 25 years of outstanding leadership in clinical care, teaching, research and program development," Mr. Stillerman said. Dr. Ackerman replaces Dr. Richard Frances who led the hospital as Medical Director and President for the past six years. Dr. Frances remains on the medical staff as Senior Medical Consultant and Director of Public and Professional Education.

Formerly Chief Executive Officer and President of St. Luke's-Roosevelt Hospital Center in New York City, Dr. Ackerman also served as Chairman of the hospital's Department of Psychiatry. He is a Professor of Clinical Psychiatry, Columbia University

College of Physicians & Surgeons and has held academic titles in psychiatry at Cornell University Medical College and Albert Einstein College of Medicine.

In discussing his new position, Dr. Ackerman stressed the hospital's strengths and areas that he would like to develop. "Silver Hill," he said, "is known for outstanding treatment of psychiatric disorders and substance use disorders which very frequently—more than half the time—occur together and are called dual disorders. The Hospital is unusual in having the expertise to treat a very broad spectrum of dually diagnosed patients. We see an increasing need for this treatment in the medical community, and we are going to emphasize it more and more.

We also want to extend the scope of our work in helping patients and their families with the process of recovering from an episode of illness. Upon discharge from the hospital, many patients continue to need help with the steps necessary to regain a full life. To achieve this, we plan to offer more transitional support to

patients, their families and their therapists in the community."

Dr. Ackerman concluded, "I'm very excited about being here. Throughout its 72-year history Silver Hill has been, and still is, on the cutting edge of psychiatric care. The physical setting is extraordinarily beautiful and that itself is helpful to the recovery of our patients. The experienced staff is very dedicated and conscious of their responsibilities towards patients and families. The Board of Directors is an active, involved group, truly committed to the betterment of the hospital. All of this together makes for a first-rate facility."

An honors graduate of Harvard College, Dr. Ackerman received his medical degree from Tufts University School of Medicine. He trained in psychiatry at Montefiore Medical Center, Albert Einstein College of Medicine, where for 10 years his full-time research on the effects of early maternal separation was federally funded by National Institutes of Mental Health (NIMH) Research Scientist Development Awards and National Institutes of Health (NIH) research

project awards. Before joining St. Luke's-Roosevelt Hospital as Executive Vice President and Medical Director, Dr. Ackerman led a clinical research unit for affective disorders and was the Associate Director for Clinical Affairs and Research at the Eating Disorders Institute of New York Hospital, Cornell University Medical Center, Westchester Division.

Dr. Ackerman is a fellow of the American Psychiatric Association and a member of numerous other scientific societies. A reviewer for professional journals, he has published widely on his specific research topics and clinical practice interests which include psychopharmacology, depression, eating disorders, sleep disorders and the treatment of dual diagnosis. Dr. Ackerman and his wife Cecelia McCarton, MD, a developmental pediatrician, have five children and reside in Stamford, CT.

Established in 1931, Silver Hill Hospital is a private, not-for-profit facility with a full range of mental health programs, including inpatient, partial hospital, intensive outpatient and transitional care.#

## Protect your Eyes During Long, Summer Days

There's so much to see and do in the summer. At the same time, there are many things about summer that could get in the way of seeing anything all year around.

Prevent Blindness America (PBA) warns parents about the following summertime activities that can harm a child's sight:

**Ultraviolet light:** Children who spend a lot of time outside, risk the damaging effects of the sun. UV radiation in sunlight, including both UVA and UVB, has been shown to be harmful to the eye. Constant exposure to bright sunlight can damage the cornea (the clear outer part of the eye), the lens (the part of the eye responsible for focusing), and the retina (the innermost

layer of the eye that sends an image to the brain).

It is very important to protect children's sight from the damaging effects of the sun—choosing well-fitted, unbreakable sunglasses with 99–100% UVA protection and a hat that shades the face are the best defense. Do not buy any sunglasses if they don't have a label stating this degree of protection.

**Summertime sports:** Children are engaged in more sports activities than ever before. Unfortunately, there are close to 40,000 eye injuries every year from participation in sports, with basketball, water/pool activities, and baseball/softball the three leading causes. Fitting

your children with protective eye gear can help prevent blinding eye injuries.

**Fireworks:** Backyard fireworks are illegal in eight states for a simple reason—they're dangerous for anyone but professionals. Every year, there are close to 10,000 injuries treated in U.S. hospital emergency rooms and half are to children under age 15. In 2001, four people were killed because of fireworks. Fireworks and celebrations go together, especially during the Fourth of July, but there are precautions parents can take to help prevent these injuries. Official public displays are much safer, and generally more spectacular, although be aware that even professional displays can be dangerous.

The best defense against kids suffering severe eye injuries and burns is to not let children play with any fireworks. Protect yourself, your family and your friends by avoiding fireworks.#

For more information on summer eye safety, contact PBA at 1-800-331-2020, or PBA's New York Division at 1-212-463-3682. You can also visit [www.preventblindness.org](http://www.preventblindness.org).

## Reflections of New Physicians

Close to one in four newly trained physicians would select a field other than medicine if they could begin their careers again, according to a survey by Merritt, Hawkins, & Associates, a Dallas-based physician search and consulting firm.

Before they even enter the world of professional practice, many newly trained physicians are wondering why they didn't chart a different course. The survey has examined the practice preferences and concerns of physicians in their final year of residency training every other year since 1991.

In 2003, 24% of physicians in their final year of training would select a field other than medicine if they could begin their careers again. By contrast, only 5% of physicians responding to the 2001 survey indicated they would select a field other than medicine. Prior to this year, no more than 11% of residents surveyed in any given year have indicated they would select a career other than medicine.

What has changed? The malpractice crisis is a factor contributing to the negativity of newly trained physicians.

In addition, 60% of residents surveyed indicated that dealing with managed care and other payers is a significant cause of concern, up from 25% in 2001. More physicians surveyed in 2003 are concerned about their availability of free time, their level of education debt, and the depth of their medical knowledge than has been the case in the past.

The irony, CEO Hawkins observes, is that the job market for new physicians has never been better. Close to 70% of residents surveyed in 2003 indicated they had received 51 or more job solicitations in the course of their residency training, and over 40% indicated they had received 100 or more job solicitations.

The survey was mailed to 4,800 residents in their final year of training and 350 completed surveys were received.#



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# MAKING HISTORY: HONORING OUTSTANDING TEACHERS

## Making History: Honoring Outstanding Teachers in New York City

The Department of Education, as the Board of Education is now known, is over 100 years old. During that time, the pendulum has swung from centralization to decentralization and back, from teaching reading via phonics to the whole word approach and now back to phonics again, from bilingual education to immersion and back. Reform movements have abounded, thrived and died. Underlying all the rhetoric, the steadfast image of the teacher has remained undiminished. And the preparation of

fine, solid educators has been the cornerstone of our children's success. Yet, no one has ever celebrated or honored outstanding teachers until *Education Update* decided to do so. Recommended by principals, superintendents and colleagues, 42 teachers appeared throughout the year in the pages of the award-winning monthly culminating in a ceremony at the Harvard Club on June 20<sup>th</sup>.

Teachers were proudly accompanied by their supervisors and family members. Mrs. Lee came

from the furthest point, Hawaii, placing fresh leis on her son's shoulders. All five boroughs were represented across all grade levels. Dr. Pola Rosen, founder and publisher of *Education Update*, and a teacher, supervisor and college professor for many years, shared the fulfillment of her dream to honor these "wonderful teachers who serve as inspirations and guides to knowledge, remembered forever by the young people whose lives

they've touched." Adam Sugerman, associate editor of *Education Update*, placed a ribboned gold medal over the heads of the teachers as they were called up to receive their certificates by the sponsors of the event.

*Education Update* is grateful to the following sponsors who made the event possible: Citibank,



Luther Tai, Con Edison with Lillian Phillips



Chancellor Klein congratulates honorees



Regent, Merryl Tisch delivers the keynote address



Sandra Priest Rose with Roberta Guaspari



Public school violinists with their director, Roberta Guaspari



Dear Friends:

It is a great pleasure to welcome all the teachers to the *Education Update* Award Ceremony. I am proud to join you in celebrating the tremendous efforts of the teachers being honored.

On behalf of the residents of New York City, I commend our educators upon being recognized by *Education Update*. I am proud to acknowledge your commitment to our City's students. Teachers play an essential role in providing the education they need and deserve sets a wonderful example for all.

In addition, I commend Pola Rosen and her staff for paying tribute to these outstanding teachers and their contributions to our City's schools. Your dedication to assist teachers in providing young New Yorkers with a high-quality education is greatly appreciated. It is always gratifying to join you in your commitment to improving the quality of life for all.

Please accept my best wishes for an evening of celebration and honorees continued success in their endeavors.



## New York City Public Schools to Become Annual Event

Maureen Nipar, Exec. VP; Con Edison, Luther Tai, Senior VP of Central Services; Council of School Supervisors and Administrators, Jill Levy, President; The Everett Foundation, Edith Everett, VP; McGraw-Hill, Dr. Charlotte K. Frank, Sr. VP; Reading Reform Foundation, Sandra Priest Rose, Founder, Trustee of Lincoln Center for the

Performing Arts and Trustee of the NY Public Library; Assemblyman Steven Sanders, Chair, Education Committee, NYS Assembly; Laurie Tisch Sussman; Time Warner Cable, Harriet Novet, VP, Public Affairs.

President Jennifer Raab of Hunter College gave welcoming comments recalling with fondness her days in the public schools of New York before going on to Princeton and Harvard Law School. The

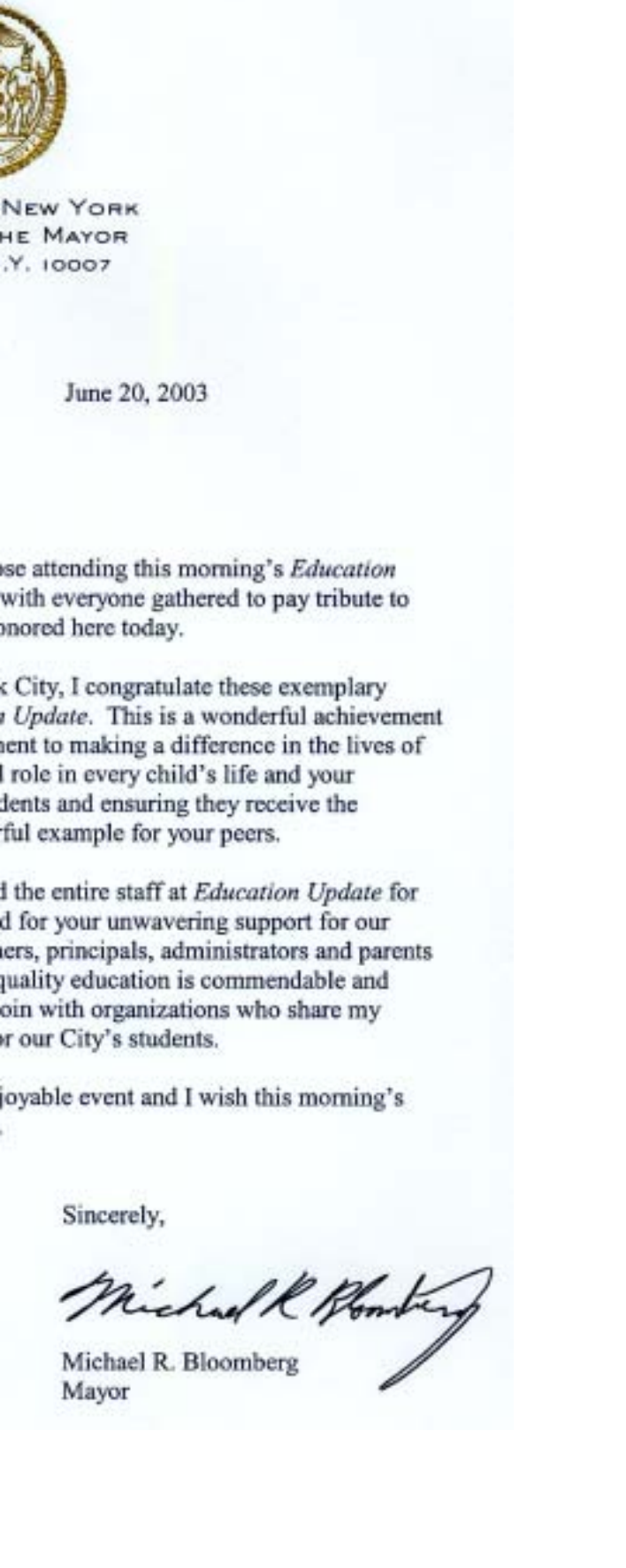
keynote address was delivered by Regent Merryl Tisch who emphasized the importance of excellent teacher preparation and leadership in our schools today. Special guest Schools Chancellor Joel I. Klein was delighted to share this special day with the teachers, principals and families, awarding several of the certificates and personally congratulating the recipients.

One of the high points of the program was the concert by student violinists from public schools (and Opus 118), taught and conducted by honoree

Roberta Guaspari (Meryl Streep starred in the movie about Roberta's life recently). The young violinists, demonstrating a range of styles and techniques from blues to Bach, from pizzicato to legato, received a standing ovation.

Rosen, recalled the words of teacher Christa McAuliffe who died on a space shuttle, "I touch the future; I teach."

To see a video clip of the event covered by Pauline Liu of Channel 11 (WPIX News), go to [www.educationupdate.com](http://www.educationupdate.com).



President Jennifer Raab, Hunter College



Associate Editor Adam Sugerman, Education Update & Dr. Charlotte K. Frank congratulate an honoree



Steve Kaufman Chief of Staff, Assemblyman Steven Sanders



Laurie Tisch Sussman & Chancellor Klein beam at an honoree



Edith Everett congratulates Mr. Lee



Dr. Pola Rosen congratulates an honoree





## Homeschoolers Embrace the Internet!

The true impact of the Internet is just beginning to be felt in distance learning, homeschooling and tutoring. Online instruction vastly improves the access, quality and speed of information, enabling the individual to develop knowledge like never before with anytime, anywhere learning. The real value in online educational content is not in simply putting existing content online, but taking advantage of

the Internet's unique attributes to create new content. The key is to change educational programming, reconsidering how knowledge is obtained and then making use of the advantages this powerful technology offers. e-Tutor has created a program that is very different than traditional tutoring programs. Lessons are integrated across four broad curricular areas in language arts, mathematics, social studies, and sci-

ences that are frequently integrated with related lessons. Subscribing students can access any of the lessons at four cross-aged levels: primary, intermediate, middle/junior high and high school any time of the day or night. Students work independently at their own pace and on their own time.

While online instruction is still in its infancy, homeschoolers are beginning to recognize its value. America's youth have embraced the computer and the Internet as their own. Half of all kids age eight or older use the computer every day and nearly 75 percent have a computer at home. Students use the Internet for information gathering, e-mail and chat. Online learning is a natural extension of their use of the Internet now and programs like e-Tutor provide focus and guidance to increase their natural need to learn. e-Tutor provides all instructional material online, immediate feedback is provided for quizzes and exams, and educators respond to e-mail from students and parents. #  
For information—<http://www.e-tutor.com>.

## SUMMER ADVENTURES AT THE NEW YORK BOTANICAL GARDEN

Children and their families double their fun this summer at the two gardens designed especially for children: the Everett Children's Adventure Garden and the Ruth Rea Howell Family Garden. Children participate in the following engaging programs:

Flower Power in the Adventure Garden—Going on now through September 14, 10:00 a.m.–6:00 p.m.

This summer children investigate the brightly-colored jumbo flower models to discover how flowers are adapted to attract their pollinators. The larger-than-life flowers showcase the exciting features they possess to attract a pollinator: Does the pollinator hover? What colors attract a pollinator? Did you know bees

*continued on page 17*



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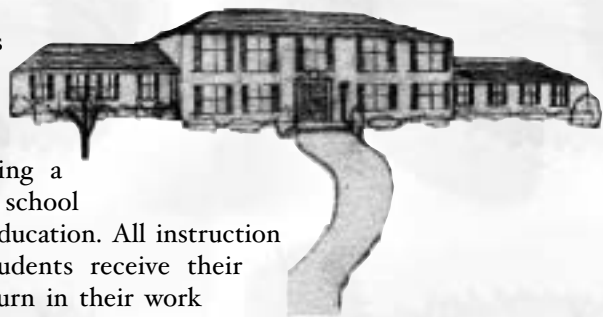
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## NY Botanical Garden

*continued from page 16*

like flowers that have a bulls-eye pattern? In the Bendheim Global Herbarium, children craft flowers for pollinators like bats, moths, beetles, and bees. Children play a pollinator puppet matching game that pair up pollinators such as hummingbirds, bees, and butterflies, to their favorite flower. July is loaded with captivating, ongoing activities including dissecting live flowers and studying them under microscopes, playing a scented guessing game, planting marigold seeds to take home, and exploring the Adventure Garden on captivating flower hunts.

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How Does Your Garden Grow? *Family Garden*: Children plant, weed, water, compost with red wiggler worms, and help create a lush summer garden full of flowers, herbs, and vegetables. Each child pots up a plant to take home.

Guided Walks of the *Garden Grounds* or in the *Enid A. Haupt Conservatory*: Children look, smell, and listen as they explore the natural wonders of the Garden grounds. In the Conservatory, children see a South American Healer's House, explore insect-eating plants, and discover how plants adapt to different climates. Children are amazed at the *Agave americana*, or century plant. This is the first time this species has flowered at the Garden, and its spike, that can grow up to more than a foot a day, has literally grown through the roof of the Conservatory.

Self-led Tours of the *Garden Grounds*: In these themed tours, young detectives explore the Garden grounds, solve the mystery of the missing nectar, and discover the wonders of a 50-acre Forest. Children investigate the Enid A. Haupt Conservatory using the "Adventures for Plant Hunters" guide or search the Mitsubishi Wild Wetland Trail for aquatic plants, birds, and frogs to play "Wetland Bingo."

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## Product Review: Arco Duplidisk 3

By MITCHELL LEVINE

Mathematics teachers perennially complain that students lack statistics literacy. Here's some scary ones: an estimated 1 in 500 data centers will experience a critical hardware fail-

ure serious enough to cause a severe "data disaster." And of that unfortunate .002% of commercial enterprises whom will experience such a catastrophe, 29% will never reopen. Schools must, of course, reopen, which changes the economics of data loss, but the impact may even be greater. How can a price be put on that information which represents the basics of education? Grades, discipline, vital health info — what would happen if a severe system crash erased all of these key datum?

Arco's Duplidisk 3 provides an industrial strength solution priced right for the education vertical market. Using its RAIDCase technology, it offers real time data mirroring that not only protects against evils like human error, viruses, and software corruption, it can even allow your system to continue operating during a complete hard drive failure. That type of catastrophic failure is rare in a typical education technology environment, but, given the severe slashing of IT budgets in the current fiscal crisis, how could any administrator responsibly deny the efficacy of stopping a problem before it even began?

The Duplidisk 3 installed easily on our test system, and survived all of our simulated "crash tests." Although a bit more expensive initially than some other solutions, the versatility and power of this peripheral cannot be overstated. For more information: log on to [www.duplidisk.com](http://www.duplidisk.com).

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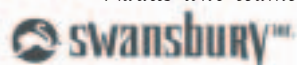
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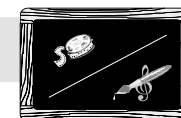
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## THEATER & MOVIES

### Summer Family Films: *Sinbad*; *Legally Blonde 2: Red, White & Blonde*

By JAN AARON

DreamWorks' "Sinbad: Legend of the Seven Seas," loosely follows the adventures of the notorious Arabian sailor-thief born over one thousand years ago in "The Arabian Nights." To tell their new animated tale, writer John Logan, (co-writer of the Oscar-winning "Gladiator,") and directors Tim Johnson ("Antz") and Patrick Gilmore, let their imaginations drift to different Roman and Greek mythologies for themes and add a dash of romance to their seafaring saga. The film is a blend of 2-D and 3-D animations. Adults accompanying kids will find this an enjoyable sit-through.

In a nutshell: the adventure starts when Eris (voiced by Michelle Pfeiffer), the delightfully slithery goddess of discord steals the "Book of Peace" and pins her heist on Sinbad (a hip voiced Brad Pitt). Sailing away to prove he is innocent and save the life of his best friend Proteus (voiced by Joseph Fiennes), Sinbad must travel to the realm where Eris resides, a fearful place where no one has been before. At first, he thinks of just sailing to Fiji. But, Proteus' beautiful girlfriend, Marina (Catherine Zeta-Jones) stows away to make sure Sinbad fulfills his mission.

In Eris' land, he and spunky Marina defeat all the nifty monsters—most fearsome is a mammoth swooping bird of snow and ice—but problems persist. Sinbad still must deal with the effects of Eris' golden "Apple of Discord," which turns friends into enemies when thrown

into their midst. Does Sinbad break the spell and save his friend? See the film. (83 minutes, PG).

Tuck the kids in and take in "Legally Blonde 2: Red, White & Blonde" where pink loving Harvard law-grad Elle Woods, (the incomparable Reese Witherspoon) goes to Washington. There she turns her legal and fashion smarts on the DC establishment on behalf of animal rights and learns what it takes to get her legislation—legislated with the help of veteran comedian Bob Newhart as Sid, the doorman. Sally Field is fine as Representative Rudd who might have compromised her own liberal ideals. Surprisingly sharp! (PG-13; 95 minutes)#

Call 777-Film for timings for both movies.



Sinbad swings to a new adventure

## MUSIC, ART & DANCE

### IMAGINATION CONVERSATION

By SCOTT NOPPE-BRANDON

During an Imagination Conversation, organized last fall by Lincoln Center Institute in 11 cities across the country, visionary thinkers from the arts and education, the sciences, public policy, business and the humanities, explored the role imagination plays in their personal and professional lives. A critical idea emerging from those conversations was the importance of imaginative thinking whether one is an artist, scientist, foreign service expert, business leader, arts administrator, or educator.

Maxine Greene, educational philosopher par excellence, riffing off John Dewey, writes, "It is imagination that discloses possibilities—personal and social as well as aesthetic. By imagining, we are enabled to look at things, to think about things as if they were otherwise." In the classroom, imaginative encounters with works of dance, music, theater, and other art forms can nurture reflective and participatory understanding of the arts and of the aesthetic dimension in students' lives. In addition, the noticing, the artistic exploring, and the sharing of those experiences represent, together, a conversation among individual imaginations.

Why mention this here? Because imagination as a tool for planning, for implementing change, for thinking differently no matter how scary or uncertain that process may seem, is exactly what we need right now in the NYC schools. I applaud the Chancellor and the Mayor for the imaginative action they took in implementing the latest structural changes within the NYC school system, and I believe they understand that the work has just begun, especially as it relates to the arts.

The air is filled with good news. Project Arts funds will be available, and the amount is higher than it has been of late. Additionally, policy now states that the funds may be used exclusively for arts-based instruction. And a new curriculum for the arts is being planned. I wish to add to this good news by suggesting a few acts of imaginative action that I believe will have direct impact on how the arts are taught

within the NYC schools. As the discussion unfolds around the new arts curriculum under consideration, I hope for imaginative thinking.

The curriculum should not be only what might be termed a discipline-specific approach where each art form, each discipline, is developed separate from the other arts. The "how" of teaching the arts should be connected to the "how" of teaching in general, whether it is in the arts or math. A document should be developed that teaches about each art form and inter-relates the arts (whether multidisciplinary or interdisciplinary), and demonstrates how the arts relate to the entire curriculum.

This strategy would allow for the arts to be part of the core instructional and content goals of any given school, and help insure that the arts are central to the overall educational goals of a school by connecting all subject-based teaching through shared understanding and practice. Ideally, what is being considered will attempt to connect the values and goals of the arts to the specific goals any educational environment may have for its students.

The answers to who should teach about and through the arts in a school should come out of the discussion, not drive the discussion. I hope it is a given that in NYC all schools should have skilled, certified arts educators; that all schools should work in partnership with the professional arts community; and that arts educators and cultural organizations should partner with the classroom teachers and the subject-based teachers. Only together, not separately, can we bring about the systemic change needed to bring the arts into the daily lives of all students. Teaching, as a creative and imaginative force, is not only the responsibility of the arts teachers and the cultural community, but of all teachers. We are not separate or divided in our intentions; we all have the same goal: the best possible education for our children. It will take a united team—a team willing to employ imagination—to accomplish the job.#

Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute.

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By SELENE VASQUEZ

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by Henry Cole.  
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Beautiful locales—the woods, a salt marsh, dunes, and the infinite line of beaches—are splendidly depicted in three-page fold-outs that the reader enters through die-cuts. Excellent realistic acrylic illustrations depict habitat scenes in three-dimensional perspectives.

*Last Night I Dreamed A Circus*

by Maya Gottfried.  
Illustrated by Robert Zakanitch.  
(Knopf, 32 pp., \$15.95).

Enter the otherworldliness of the circus in this dreamy setting of flying acrobats, lion tamers, and colorful clowns. Experience momentous exclamations such as "I spun circles round the stars" when a woman dangles in midair from a rope between her teeth.

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

### Picture Books: Ages 6 thru 10

*The Story Of Kites*  
by Ying Chang Compestine.  
Illustrated by Yong-Sheng Xuan.

(Holiday House, 32 pp., \$16.95).

How can the Kong brothers keep pecking birds out of the rice fields? After experimentation with paper and chopsticks, they invent a wondrous and practical solution: China's first kite factory! Lively cut-paper pictures reminiscent of traditional Chinese art.

*Butterflies for Kiri*

by Cathryn Falwell.  
(Lee and Low, 32 pp., \$16.95).

A Japanese-American girl receives a brightly colored origami kit for her Birthday and proceeds to follow the delicate and often complicated instructions for making butterflies. The intriguing and ancient art of origami is rendered with delicacy and reverence.#

## Books & Basketball: Summer Reading Program Opens in Red Hook, Brooklyn

This summer, on every Saturday, children ages 8-11 in the Red Hook Rise League will enjoy reading and storytelling before a basketball game. For the past two years, Literacy Inc. (LINC), a not-for-profit organization has collaborated with Red Hook Rise to provide more out of classroom reading opportunities for young aspiring ballplayers. Parents, guest readers, senior citizens, local service providers and teenagers will join in the reading activities.

Red Hook Rise is a grass roots organization of volunteers dedicated to providing education-

al opportunities for children.

Special guests to read with children include: Marty Markowitz, Brooklyn Borough President, Members of the Brooklyn Mentoring Network, Local Radio Station HOT 97, and an NBA Player. The location is Coffey Park (Basketball Courts), Richards Street between King and Pioneer Streets.#

For more information contact the LINC Coordinator at 212-620-5462, Ext. 230 or Earl Hall of Red Hook Rise at 917-709-3678.

## Logos Bookstore's Recommendations



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Now that it is summer, and one is looking for a stimulating book to read that will put one in another whole world, *An Instance of the Fingerpost* by Iain Pears is a book I would highly recommend. Set in Oxford, England of 1663 where an Oxford don has been murdered, the book is divided into four parts, each part the testimony of one of the characters in the book. Four different versions of the same events to challenge the reader, and memorable characters like the servant girl, Sarah Blundy, a woman of spirits, possibly a witch, Richard Lower, physician and collector of corpses and Marco Da Cola, Venetian traveler interested in blood transfusion procedures, make *An Instance of the Fingerpost* a great reading experience for the summer.

Kill Your TV Reading Group (KYTV) will discuss this book this Wednesday, July 2 at 7 P.M. On Wednesday, August 6, 2003 at 7 P.M., KYTV will discuss *The Secret Life Of Bees* by Sue Monk Kidd as KYTV completes its fifth year of operation. At the end of each meeting, the group chooses by consensus the book for

two months down the road. The books chosen by the club are available for purchase at Logos. After the meeting is over, those who want to, go out to dinner together.

The study discussion group of Augustine's *City of God Will* next meet on Wednesday July 16 at 7 P.M., and will continue every other Wednesday except the first Wednesday of the month, when KYTV meets. Children's Story Time has stopped for the summer and will resume in September. Come pick up your summer reading and gifts at Logos!

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

Upcoming Events At Logos: Wednesday, July 2, 2003 at 7 P.M., KYTV will discuss *An Instance at the Fingerpost* by Iain Pears, Wednesday, July 16, 23 and 30, 2003, Study and Discussion of Augustine's *City Of God* at 7 P.M., Wednesday, August 6, 2003 at 7 P.M., KYTV will discuss *The Secret Life Of Bees* by Sue Monk Kidd.#

For info: [www.nyclogos.citysearch.com](http://www.nyclogos.citysearch.com).

## PRODIGAL SONS & MATERIAL GIRLS: HOW NOT TO BE YOUR CHILD'S ATM

Did you know there are 80 million young people under age 25 in the U.S.? That's nearly one-third of the population. Even more, that they spend or influence the spending of \$1 trillion year in this \$10 trillion economy? Or that young people today spend 5 times more money—adjusted for inflation—than their parents did at the same age?

Did you know the average college student has three credit cards with most students carrying an average balance of \$2,400? Or that the fastest growing age group filing for bankruptcy in America is young people under age 25 according to a Harvard University study? And to top it off the financial literacy rate of this demographic is at an all time low! Surprising or disturbing? From toddlers who beg for another toy to college students who graduate buried in credit card debt, do children today know the value of a dollar? As the hypnotic spell of consumption entices the youth of America, more and more parents across the U.S. are troubled by their children's attitudes about money and spending. The old-time values of sacrifice, thrift, and satisfaction have been replaced by the need for more and pricier possessions. As virtually every message a child hears about money—from marketing, peer pressure, TV, movies, and other voices of consumerism—promotes spending, parents are the first and last line of defense in helping their children develop healthy financial habits that will last a lifetime.

In *Prodigal Sons and Material*

*Girls: How Not To Be Your Child's ATM* (Wiley; June 2003; \$24.95; Cloth), author Nathan Dungan—an expert on family finances and the effects of mass marketing on young people—offers parents a practical road map for instilling children with a sense of financial responsibility that will last a lifetime. As a long-time financial advisor on this topic, Dungan blends real-world stories with the tools and techniques needed to teach children the real value of money.

*Prodigal Sons and Material Girls* is divided into two comprehensive parts. In Part I, Dungan outlines the disturbing facts about America's possession-crazed youth and the society that has distorted their views. Readers will be introduced to everything from the "three-headed monster"—a high-powered trio of consumer product companies, media conglomerates, and advertising agencies—that has tremendous influence over children, to the distorted view of the American Dream as shaped by principles known as "The Teen Commandments." In readers learning what they are up against and understanding how external forces shape a young person's financial habits and values, Part I sets the stage for parents to teach financial responsibility from a position of strength.

In Part II of *Prodigal Sons and Material Girls*, Dungan offers creative and convincing examples on how to leverage his highly successful "Share-Save-Spend" approach to money—critical elements for helping children break free from the materialism that has become so ingrained in our society.

*Prodigal Sons and Material Girls* helps young people establish healthy financial habits that will undoubtedly become their foundation for making a lifetime of responsible financial decisions.#

Nathan Dungan is President of Share-Save-Spend LLC, and a frequent speaker and consultant.

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## SUMMER INTERNSHIPS AND STUDY

Compiled by **KATARZYNA KOZANECKA**  
and **ROB LUCHOW**

Each summer, New York City students of all ages can choose from countless work or study opportunities. These range from science research internships to creative writing classes. Many are free, but some require applications, so

be sure to check for deadlines. Education Update has compiled a list of these programs. For more ideas, students may consult The New York City Youth Guide to Summer Fun 2003 at [www.nyc.gov](http://www.nyc.gov), or call the Summer Youth Employment Program at 212-442-2029.

**Classes in the Galleries of the Met:** Rika Burnham and Randolph Williams teach free classes for students in grades 6 through 12 in the galleries of the Metropolitan Museum of Art. The History of Art (Tuesdays and Thursdays, July 15—August 7, 1 P.M.—3 P.M.) surveys masterpieces of Western art. Looking and Drawing in the Galleries (Tuesday—Friday, August 5—8, 1 P.M.—3 P.M.) teaches students that studying the fundamentals of drawing leads to understanding works of art. Walking on the Roof (August 13, 10 A.M.—1 P.M.) takes students to the Museum's roof garden to sketch and discuss six sculptures by pop artist Roy Lichtenstein. For a complete schedule of classes, call 212-570-3961.

**Rockefeller Science Outreach Program:** Each summer, over 50 high school students participate in the Rockefeller Science Outreach program. Collaborating with a mentor, students become

*continued on page 26*



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## Product Review: Zero Toys' Zero Launcher

By MITCHELL LEVINE

Common sense tells us that students find physics boring, dry, and difficult. Labs are tedious. Equations are excruciating. Newton's laws might as well be in the Principia Mathematica's original Latin for all that today's high school Regents students care. Yet not only is this material required for standards completion and achievements, it's so crucial to everyday practical matters that incomprehension can actually

lead to physical injury. What can a science teacher do to make this stuff interesting?

Actually, all that's needed is an approximately fifteen dollar investment in one of the most fascinating and inexpensive science demonstration aids that this reviewer's ever seen, the amazing Zero Launcher by Zero Toys. Think aerodynamics, fluid and statistical mechanics, torsion, and classical dynamics are too complicated for your sixth graders? Wrong! With

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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 Ext. 360.

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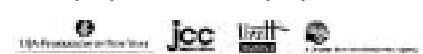
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## Summer Internships & Study

*continued from page 22*

immersed in scientific research at the Rockefeller University where they get to use actual laboratories. Best of all: it's free.

"We offer the highest quality one-on-one mentored research experience," said **Dr. Bonnie Kaiser**, director of the program. The program is open to all students and boasts a diverse population of students from public, private, and parochial schools. They actively engage in

learning research skills in various science departments including human genetics, biochemistry, physics, and computer sciences. With over 80 graduate-level laboratories, the program offers to students the latest and most advanced research facilities along with a skilled mentor.

"What most people don't understand is that these students are doing real research," Kaiser said. "This program has given me insight to the life of a scientist," said Adrian Ross, a senior at Horace Mann High School who is working on

gene and cell research at the program. "I have been placed in to a fabulous lab that both challenges me intellectually and appreciates my contribution to the scientific process."

Because of the free tuition, availability to the program is limited and does require an application. According to the program's website, about one in five is accepted. For more information visit the Rockefeller Science Outreach Program at [www.rockefeller.edu/outreach](http://www.rockefeller.edu/outreach).

**Summer Playwriting Institute: Young Playwrights, Inc.** and the Brooklyn Public Library are co-sponsoring summer courses for students between the ages of 13 and 18. Focusing on such facets as character, setting, and conflict, students will learn how to develop their own work and revise work already in-progress. The Summer Playwriting Institute offers weekend intensive courses for \$75 and weeklong courses for \$125. Students can take advantage of a work-study program, which allows them to work in the Young Playwrights' office in exchange for participating in the class. The classes are held either in Brooklyn's Central Library at Grand Army Plaza or in the YPI office, 306 West 38<sup>th</sup> Street, suite 300. For more info: visit [www.youngplaywrights.org](http://www.youngplaywrights.org).

**Memorial Sloan-Kettering Cancer Center** welcomes volunteers of any age to escort patients, deliver flowers, staff the library, and act as couriers. Students are expected to make a commitment to participate for one summer or semester. A minimum of six hours of service are required each month. Bilingual volunteers are especially needed. For more information, call the Department of Volunteer Resources at 212.639.5980.

**Camp Haverim** and **Camp Dream Street**: For students interested in counselor experience combined with volunteerism, the JCC on the Palisades in Tenafly, NJ offers two camps where counselors can play an important role in children's lives. Camp Haverim runs for two weeks from August 14 to 22 and provides a day camp experience for children with autism. Ages four to 12, these children participate in academic and social skills training along with activities like athletics, art, dance, and cooking. With a teacher-student ratio of one to one, the assistant teachers work closely with the campers.

**Camp Dream Street** is a one-week camping experience for children ages four to 14 with cancer and other blood disorders. Established by the Dream Street Foundation along with sponsorships by four New York area hospitals, the camp offers these children a fun and enjoyable experience. The camp runs from August 18 to August 22.

Volunteer and paid positions are available. For Camp Haverim, contact Cheryl Edelstein at 201-569-7900 ext. 302. For Camp Dream Street call Lisa Robins at 201-569-79200 ext. 381. For more information, visit [www.jcconthepalisades.org](http://www.jcconthepalisades.org).

**NASA Research in New York City**: This summer, a new program from NASA and the Goddard Institute for Space Studies offers high school students an opportunity to study outer space. As part of the New York City Metropolitan Area Research Initiative, this program allows students to assist NASA scientists and researchers in different scientific arenas from space vehicle architecture to the effects of the human body in space.

The program originated in 1980 as the Summer High School Apprenticeship Research Program (SHARP). Initiated by a presidential directive, it aimed to open up research and laboratories to students traditionally underrepresented in the fields of science, mathematics, and engineering. However, the program is open students of all backgrounds and encourages all students to apply. Students involved in the program will be assigned to a research team. Over the course of the summer, the student partakes in hands-on research and learns how to understand and present data. The program accepts 400 students annually. It boasts that 90 percent of their students graduate from college and some continue their work as NASA scientists. For more info: visit [#](http://www.nasasharp.com)

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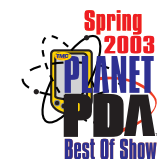
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