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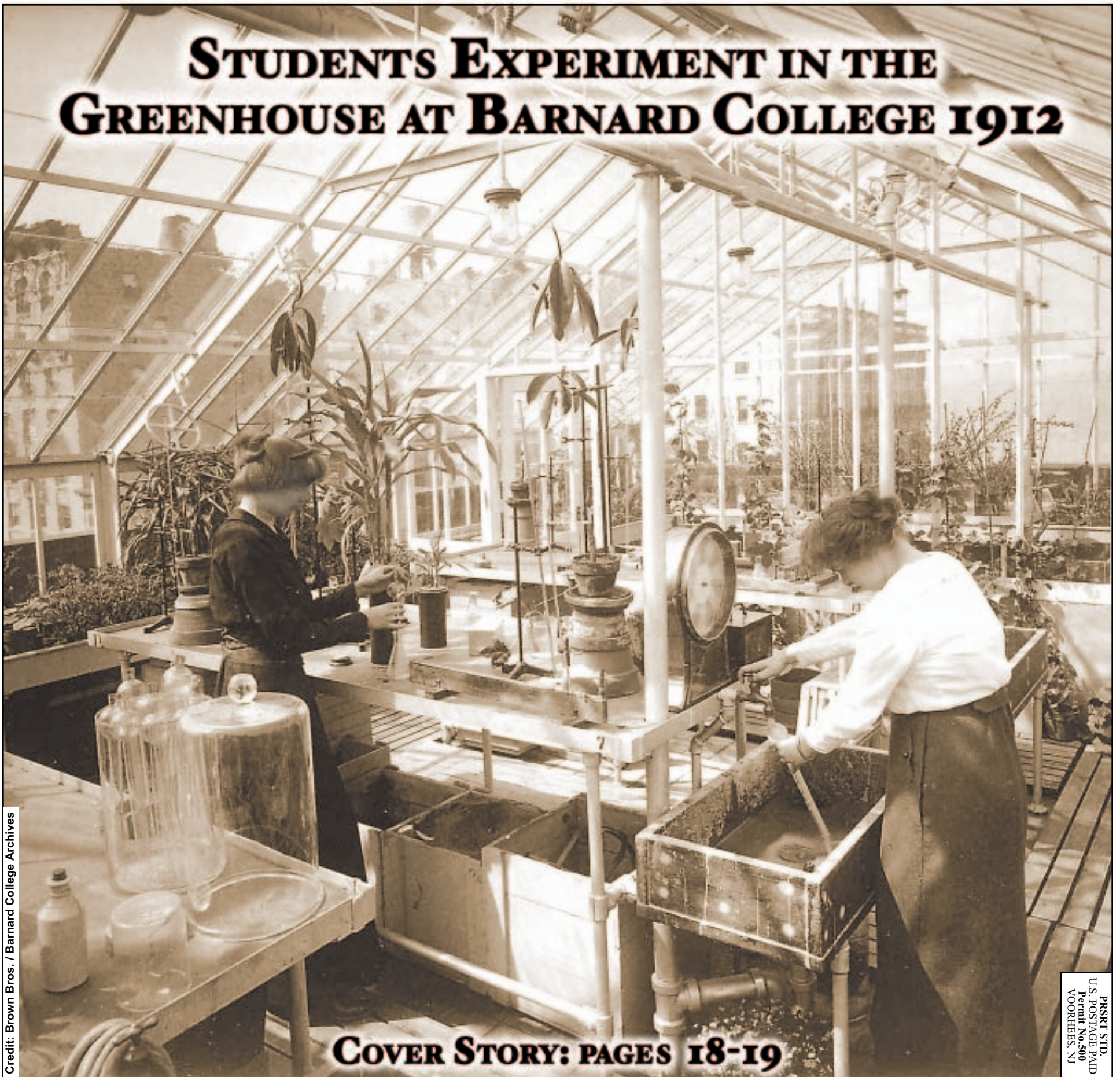


Volume VIII, No. 7 • New York City • MARCH 2003
FOR PARENTS, EDUCATORS & STUDENTS

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WOMEN SHAPING HISTORY

STUDENTS EXPERIMENT IN THE GREENHOUSE AT BARNARD COLLEGE 1912



Credit: Brown Bros. / Barnard College Archives

COVER STORY: PAGES 18-19

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EDITORIAL
STAYING FOCUSED

 By **STUART DUNN**

We live in a world in which events take place at breakneck speed; events which capture attention and make daily concerns seem mundane and less important. Thus, it was with the destruction of the World Trade Center on 9/11, the war in Afghanistan, and more recently, with the loss of the space shuttle and the death of seven astronauts. The decline in the stock market and the feeble economy with the resulting loss of jobs and savings are of ongoing concern. Since the Romans, politicians have understood the use of bread and circus to distract the public. Some think that President Bush's preoccupation with Iraq involves "circus"—a war to provide a distraction while he pushes his plans through congress and cuts funding in crucial areas, and "bread"—low cost oil to prop up the economy.

One of the tasks of a columnist is to try to keep things in perspective, to remind the public of important, if less dramatic issues and events. This newspaper is focused on education. Those of us, who write for it, like everyone else, get caught up by dramatic events, are concerned about safety and worried about the economy. Our job, however, is to remind the public and our elected officials that despite dramatic events and pressing problems, the task of teaching the children goes on, and the task of making this possible remains critical. Continued failure here jeopardizes our future, providing a significant victory to those who would weaken America.

Despite a serious budgetary imbalance the mayor has continued his emphasis on education. But, the objective of a significant remake of the public education system cannot be achieved without the necessary funding. The dramatic news events have pushed state and city revenue shortfalls to newspaper back pages, but these shortfalls are already having an impact on city services including public education. Early childhood education and after-school programs are threatened by proposed reductions in state and federal funding. Supplemental services are being cut back or eliminated, and efforts to reduce class size may be delayed or suspended.

Mayor Bloomberg has been working with federal and state officials to increase city revenues and balance the budget. He has to speak out forcefully about the president's failure to fully fund the "no child left behind" program. He should become more insistent on increased state aid to education, on support for his revenue enhancement program, and on relief of obligations imposed on the city by the state such as Medicaid cost. He has got to stop making nice with the governor. Getting more support from the state will not be easy with the state having its own budgetary problems. But, who ever said the job of mayor would be easy?#



Barnard College Greenhouse Today. See the 1912 Greenhouse On The Cover.

LETTERS
A Question for Schools Chancellor Joel Klein
To the Editor:

Isn't what [Chancellor Joel Klein is] trying to do in NY the same as the No Child Left Behind Act that President Bush signed into law last January?

Joanne Roebuck
Carrsville, VA

COVER PHOTO: Molly Stewart '13 (left) and Hester Mary Rusk '12 (right) at work in the Greenhouse, Milbank Hall, ca. 1912. Credit: Brown Bros. / Barnard College Archives

Chancellor Klein Promises to Listen to Public as He Implements Systemic Change
To the Editor:

I am a very involved parent and can speak for many when I say that I hope we are heard and not just token opinion givers. I find that certain unions have too much power and are heard over anyone, even if the others make sense. I can't wait to see major improvements.

Jane Reiff
Flushing, NY

Education Update is an independent newspaper.

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JUSTICE FOR ALL WOMEN

By CATHERINE DOUGLAS

Since 1993, inMotion has helped thousands of women free themselves from abusive relationships, hold onto their homes and win the financial support that they—and their children—are legally entitled to.

In our first year, with a staff of two, we set out to enlist lawyers from corporate law firms to represent unfamiliar clients—low-income women with legal matters that differed from these lawyers' work for major institutional clients. Today, we have a bilingual Spanish/English staff of 16 in offices in Manhattan and the Bronx, who coordinate more than a thousand volunteer lawyers who represent at no charge women who need matrimonial, family and immigration law assistance.

We also support women by informing them about their legal options and coaching them to seek what they need in court on their own, when they don't have lawyers. InMotion reaches out to women in immigrant communi-

ties, not fluent in English and unfamiliar with American laws.

Today, we know a lot more about the complicated, confusing and under-resourced systems our clients must navigate than we did in 1993.

What has changed in the world in the past ten years? There is a broader awareness of the terrible toll that domestic violence exacts—from its victims most directly and from society as a whole. Educators, employers and health care professionals have devoted escalating resources to prevention of abuse. Judges, court personnel and the police have designed new strategies to help keep families safe in their homes and stopping the violence. Nevertheless, domestic violence is still the overriding reason that women seek our help.

What has not changed since 1993? There are still too few lawyers for battered women who cannot afford one when they need to get a divorce, to petition the INS for legal residency

continued on page 4

Women Shaping History

Augusta Souza Kappner, President, Bank Street, Leader and Champion for Children Everywhere

By JOAN BAUM, Ph.D.

Dr. Augusta ("Gussie") Souza Kappner, the president of Bank Street College of Education, could well represent at least two celebratory months—February, Black History Month, and March, Women's History Month. An education dynamo who became the first African-American female college president in the history of The City University of New York, she is one of the most articulate and admired figures in graduate education today. And, one might add, one of the most beloved. In addition to what is usually said about her intelligence, expertise, dedication, she has an engaging sense of humor and projects a sense of easy accessibility. She also manifests an enthusiastic loyalty to her institution and to the mission of professional development—pretty remarkable in an age of growing cynicism and continuing budget cuts. Although she has been at the helm of Bank Street for the last eight years, Dr. Kappner has lost none of the drive or good will that have marked her tenure there, and elsewhere.

Unlike many educators, Gussie Kappner has had an unusually rich and diverse professional life, including being the Assistant Secretary for Vocational and Adult Education for the U.S. Department of Education, where she led the nation's adult literacy programs; serving as Acting President of The City College of New York (1992-93); heading up the CUNY's Borough of Manhattan Community College, the largest in the system (1986-92); and maintaining officer and active member status in a host of national councils, commissions, and agencies devoted to education and ensuring lifelong learning, a Sisyphean chore, these days, given reductions in student aid, charitable giving, and federal grants. Despite all the frustrations, President Kappner thinks that Bank Street is still uniquely positioned to ensure "the very best" graduate education for teachers and administrators. "Bank Street is one of a kind, intergenerational and progressive," she points out. A graduate school with an elementary school and pre-kindergarten on its premises, Bank Street doesn't just talk about what works, it demonstrates, and invites any and all to look in on how it goes about its pedagogical business. "Educational fads come and go," she adds. Bank Street ideas prevail.

Her own life is a testament to what it means to overcome and prevail. A graduate of Barnard College, Augusta Kappner went on to get a Master's in Social Work from Hunter and a doctorate in social welfare policy from Columbia University—not bad for a poor youngster growing up in a Jamaican household

in the South Bronx who had to look after a dependent mother as she also faced obstacles making it in a city hardly blind to race or gender. Her awards are stellar as they are legion, among them the Columbia Medal for Excellence and the Barnard Medal of Distinction

(1988); the Distinguished Alumna Award from Barnard in 1996; the Foundation for Child Development's Centennial Award in 2000; the Women's City Club Civic Spirit Award the same year; and recently the Morris T. Keeton Award for excellence from the Council for Adult and Experiential Learning. The constants in the record reflect priorities: an activist sense of education and a belief that education is essential for children and teachers in breaking down societal barriers and enhancing potential, personally and professionally. Gussie Kappner is unapologetically passionate about the upcoming Supreme Court Michigan case on affirmative action and cites its potential impact—as fact and symbol—on the nation's ability to develop a diverse cadre of leaders in all fields. No need to ask what side she's on.

What does she think of Chancellor Klein's shake up of the city's education system? She's "optimistic," she says, and feels that in the long run the changes being wrought will be extremely helpful. "He's moving fast," but then again, he's moving in "the right direction on important topics such as universal pre-K, literacy and school leadership." In particular she cites the Chancellor's call for principals to be more deeply engaged in instructional leadership, leaving much of the administrative business to others. Bank Street, of course, has had a long and well regarded Principals' Institute, which includes mentoring /internships, partnerships with the business community and creative design projects for students who detail the kind of schools they'd like to lead. Of course, she hopes that Bank Street will have the opportunity to participate in the city's developing plans. Meanwhile, there is much that is new at the college to keep her busy.

Bank Street now has a two-story addition for more classrooms and has augmented its after school programs with high schools in New York City. A recently awarded five-year grant from the Carnegie Corporation—only four were given out in the nation—will allow the college to document what goes into the building of a national model of teacher excellence and create a cycle of continuous improvement for teacher preparation at Bank Street. And then there are the expanding partnerships—continuing exchange with the Stevens Institute of Technology and a new affiliation with the American Museum of Natural History, enabling Bank Street to construct rigorous "project based" content courses in the sciences that are specifically geared for K-12 classroom use. A challenging time for education? No doubt, but bank on it that Gussie Kappner will make sure that Bank Street continues to help lead the way.#



Augusta Souza Kappner



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WOMEN SHAPING HISTORY

Women's City Club: 88 Years Old & Going Strong

By SYBIL MAIMIN

Eleanor Roosevelt was a member. So were Helen Hayes, the actress; Dorothy Schiff, the *New York Post* publisher; Virginia Gildersleeve, commander of the WW II WAVES; three college presidents; officers of major corporations; the head of a major labor union; and a member of the US House of

Representatives. These leading citizens shared in common with 650 current New York City women (and some men) membership in the Women's City Club (WCC), a venerable 88 year old organization founded by one hundred suffragettes in 1915 to prepare females about to get the vote for meaningful participation in the policy-making arena. The club is still going

strong, having broadened its agenda from studying, reporting, and advocating on issues that particularly impact women such as health care, working conditions, and educational opportunities to include more general community problems such as transportation, sanitation, affordable housing, youth issues, and the penal system. The organization is non-profit, non-partisan, and dependent upon member volunteers (in recent years sometimes assisted by interns from colleges in the city) for its important research and advocacy work.

The WCC has issued numerous important and influential in-depth reports on a wide range of issues during its long history, beginning with "Should Women Be Admitted to Columbia Law School," published in 1916 and cited in a recent celebration at the school of the 75th anniversary of the admission of female students. A breakthrough video about HIV/AIDS awareness for adolescents, produced in 1995, is shown in city public schools. In common with all its reports, a 2002 "Snapshot of New York City Charter Schools" involved extensive member research, field work, and analysis. We "try to bring something original to the table," explains WCC president Blanche E. Lawton, and "become effective by bringing these findings before decision makers." The organization produced the city's first voter's manual, first directory of housing options for homeless women, first full report on the need for better public housing, and has impacted schools, the juvenile penal system, and the status of women. The WCC is able to bring to issues "a slant, a point of view unique to women," explains Lawton.

Five committees currently generate study topics—education, housing and planning, infrastructure, status of women, and arts and landmarks. Priority areas for 2003 are making government work, building a more livable city, and meeting human needs. Ad hoc task forces tackle immediate concerns requiring quick responses. An educated public is crucial to the WCC mission of fostering citizen participation in policy making. Lectures on important issues and tours of significant community sites are offered. Reports are made available. President Lawson relies on "person power, brain power, and funding to do the club's projects." Longtime member Elsie Diamond enthusiastically describes the "professional women who bring their expertise to the club, be it corporate-world skills, education, social work, or law. They have made me aware of how dynamic women are and how well they accomplish their goals." *More information about WCC can be found at www.wccny.org.*

*Justice for All Women**Continued from page 3*

or to seek custody and child support from their abusers. Our courts still struggle with too few judges and minimal resources to assist families in crisis. Government funding of civil legal services for the poor is as precarious as ever. Now, just as it was a decade ago, accomplishing our mission is critical. As we move into the next decade, we are more than ever determined to reach our destination—justice for all women.#

Catherine Douglas is the Executive Director of inMotion.

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Inside the Superintendent's Office

Elizabeth Sciabarra: Chief Executive for New Schools Development

By JOAN BAUM, Ph.D.

If Elizabeth Sciabarra is stepping smartly up to the plate in her new position as Chief Executive for New Schools Development in the restructured Department of Education, the reason is obvious after just a few minutes' conversation. She brings to the job a rich intelligence informed by both art and science, and a confidence and enthusiasm that suggest she expects to hit only home runs. Elizabeth Sciabarra is also an administrative pro, with a celebrated track record as an educator, indicating that she knows how to work and play well with others, as they used to say on report cards of old. Significantly, the play includes an unusual creative turn that epitomizes her educational outlook. Sciabarra began her career as an educator at Brooklyn Technical High School, where she taught English, became an Assistant Principal, and later, the principal of New Dorp High School. More recently, she became part of Rose DePinto's team, at the district and central levels, first as Deputy Superintendent, and then Superintendent. From her early days as teacher up until two years ago, she coached competitive dance teams that over the years have garnered over 100 regional and national awards. Dance? What has that to do with creating and transforming the city's high schools or with professional development and administrative restructuring? The answer is, everything.

Her parents enjoyed ballroom dancing, and music, says Elizabeth Sciabarra, has always been in her family, but what nature provided, so to speak, creative imagination nurtured, and soon, jazz, novelty dance, hip hop, high-kick and military-type dance drills became for her a

way to enhance the education of young people. As she saw, dance routines and props designed to convey a theme, required rigorous training and demonstrated the interconnectedness of learning. She's never been a linear thinker, she notes, preferring broad-spectrum considerations that take into account the mutual reinforcement of the arts and sciences, and in the larger world, the collaborative approach of schools working with regional and central offices, teams of educators, local communities, and funding constituencies. And so, when Elizabeth Sciabarra talks about "theme schools," she means theme-based. A performing arts theme school, for example, is understood not as having a narrowly defined career-track curriculum but as offering an integrated academic program, informed by the performing arts. The idea is that students who choose this theme school will find their interests reflected in all their studies.

The words "rigorous" and "challenging"



Elizabeth Sciabarra

come up often in Elizabeth Sciabarra's descriptions of her role at Tweed central, where she is continuing her work on transforming and creating schools. Under the new education administration, "regents curricula" is a given since all high schools are standards-driven. In addition, The New Century High School Initiative, fueled by Foundation money—Gates, Open Society and Carnegie—has required new high schools to link with community based organizations, colleges, professional schools, and/or industry, to create a smaller learning community model with a lead partner. The Chief Executive is both excited and energized by the speed at which new schools are being established. Last September, for instance, under the New Century Initiative, 28 new high schools were opened, the majority in the Bronx. September 2003 will see additional New Century High Schools, in the Bronx and Brooklyn with many new schools of various configurations opening in the next five years. A new school does not necessarily mean a new building, as long as the central idea of creating

autonomous space is realized. So there might indeed be 2-3 separate theme schools housed in one facility. The existing school, with appropriate resources and support will be transitioned out, along with their rigid 45-minute periods, and the new schools will be provided with support and creative opportunity, so that the themes, whether in the humanities or sciences or more career-related areas, will not be subject to artificial time constraints.

Particularly impressive about the new Chief Executive for New Schools Development is her solid intellectual grounding and commitment to critical review. "The bottom line," she says with purpose and passion, the absolutely "non-negotiable issue," is to have every school successful, a goal that can be achieved by studying best practices around the country and by ensuring that those components that make for success—effective instructional leadership, particularly at the principal's level, strong curricula, and a safe, welcoming school culture—are implemented, funded, and sustained. Administrative and teaching staff who are well-prepared, innovative and dedicated, and programs that are challenging and engaging, provide all children and parents throughout the system with "schools of choice." Her main role in effecting this objective? To be "the engine" and "the facilitator" for the new projects and the new schools. Yes, the going will be rough—learning new dance steps can be awkward and frustrating, but the rewards for those who learn to dance are richly satisfying—personal growth, belonging to a community, and taking pride in performance, whatever the discipline.#

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WOMEN MENTORING WOMEN



By **MATILDA RAFFA CUOMO**
& **CATHERINE E. SHUGRUE**

Domestic violence is a serious crime, and often even deadly. Every day in the US, more than three women are murdered by their husbands or boyfriends. Most studies indicate that women represent at least 85% or more of those who are victims of intimate partner violence. At HELP USA's seven New York City homeless shelters, nearly 40% of our clients report having been victims of violence.

We know that services for survivors of domestic violence are provided almost always by women, with a few notable (and wonderful) male exceptions. Women mentoring women provide case management, housing assistance, employment readiness, placement and training, child care, educational and cultural activities, and self-esteem building motivational workshops to these victims who have made the move to freedom.

Every night, HELP Haven and HELP Harbor

shelter 100 families, led by women who have fled abuse. These women have made the courageous and dangerous decision to leave the abusive relationship, some with help from friends and family. Too many women are isolated by the abuser and cut off from these supportive relationships.

A survivor is most likely to be injured or killed when she leaves her abuser. Once she has found safety, it is extremely important that qualified staff provide her with support, resources and positive role models. All residents attend Women's Support Group, where we teach women to become mentors to one another, sharing information, expressing the hope for change, and a better way of life.

In our collaboration with the Ackerman Institute for the Family and City College of New York, our multi-generational groups bring families together, in mutual support, from economic dependence on the batterer, to economic self-sufficiency, and for some clients, from welfare to work.

Our survivors who participate in HELP Advocacy Council learn to bring their urgent issues to elected officials. Children are their main concern, together with education, afford-

able housing, and economic justice. Our programs enlist the efforts of women who have succeeded and become Survivor Advocates. These women are powerful mentors, who say with credibility, You can and will make it. I'm here to help you.

HELP Haven and HELP Harbor are enthusiastic about working with Mentoring USA to develop the first formal mentoring project located in domestic violence shelters. Our trained mentors in the shelters support the children who have lived with the domestic violence. In a recent ABC TV interview, popular singer Christina Aguilera shed light on the long-term effects of domestic violence she experienced as a child, which lends poignancy to her recent hit single.

The unique Mentoring USA model also works within the context of the child's family, and especially with his or her mother, who is provided with role models, technical assistance, and is empowered to strengthen her family. She has a chance to begin a new life and give her children a future filled with hope.#

Matilda Raffa Cuomo is former first lady of New York State.

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Ida M. Tarbell (1857-1944) wrote a landmark trust-busting expose as well as serialized biographies for McClure's Magazine.

Nellie Bly (1864-1922), intrepid reporter for The World, won fame for circling the globe in just 72 days (Nov. 14, 1889-Jan. 25, 1890).

Ethel L. Payne (1911-1991), known as the first lady of the black press, covered the civil rights movement for the Chicago Defender.

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Vocational Education Resurgent

By FRANK CARUCCI

A remarkable thing happened along the way to the presumed demise of vocational education in New York City. It came back stronger than ever and is now a model for academic—as well as career—success.

Not that it was easy. Fifteen years ago, our schools were building back from the city's 1970s fiscal crisis. Many traditional shops like carpentry, plumbing and automobile repair had closed, particularly in comprehensive high schools. Then, in the 1990s, the drive for higher academic standards kicked in, and what is now called career and technical education (CTE) seemed in danger of collapse.

At the United Federation of Teachers (UFT), we did not see this as an either/or issue. We believed that vocational programs could raise academic performance while imparting technical knowledge. Working with our state and national affiliates, New York State United Teachers (NYSUT) and American Federation of Teachers (AFT), we involved parents, industry advisors, unions and testing companies. We argued that CTE keeps students in school and prepares them for work and higher education. (And we do! The Transit Authority's new contract added a clause about working with city schools on apprentice programs.)

We said it was preposterous that CTE schools were forced to shortchange vocational courses to squeeze in traditional academics, making them scramble to find the time, space and money to remediate and prepare students for the Regents that they had never before had to take.

We found it outrageous that some schools—afraid that CTE students couldn't pass five Regents—were pushing them into GED programs or even into dropping out so their statis-

tics would look better. That and the Regents-for-all mandate doubtless contributed to the surge in the 2000-01 citywide dropout rate to a troubling 20.4 percent, up from 15.6 percent in 1998. Wasn't it better, we asked, to equip students with the skills and knowledge needed to obtain good-paying jobs than to encourage them to drop out, unable to find jobs, and possibly end up in jail or on welfare?

The state said it lacked the time or money to craft new assessments tailored to CTE and asked us to help identify alternatives. We called in our creative teachers who figured out how to teach subjects like science or history in the context of a trade. We found industry partners to assure that CTE programs could provide work experience that's relevant to the job market. We pinpointed rigorous assessments. And we assured that standards were not watered down.

We worked with the state to come up with models for certifying CTE programs. Albany agreed to our long-standing demand that CTE students get a technical endorsement in addition to a Regents diploma, along with a "work eligibility profile" documenting their work experiences, so employers would know how well they could do their jobs. This finally recognized the hard work that students put in to master their trades.

As of January, the state certified programs at nine vocational schools and others in the arts, health professions, building trades and culinary

arts await approval. In essence, this establishes curricula that other vocational schools can replicate, bringing continuity and standardization to the entire state.

Credit must go to Rose Albanese-DePinto, senior superintendent for high schools, and Elizabeth Sciabarra, her deputy, for inspired implementation of the certification process.

Oh, one other thing. The big surprise about Regents scores (although not to the UFT) is that CTE schools showed tremendous improvement. This confirms that CTE programs can motivate students in all areas. Many of our vocational graduates will go on to post-secondary education and if, like most students, they need to work their way through, they will do so with high-paying, skilled jobs.

The tremendous work that the UFT, our CTE members and the city school system have done has been widely recognized. U.S. Education Secretary Rod Paige, his secondary school and CTE divisional director Richard LaPointe, Mayor Bloomberg and Chancellor Klein have all visited our vocational schools lately, highlighting their success.

Is everything perfect? Not by a long shot.#

Part II of this article will appear in the April issue of *Education Update* and will highlight what should be done to improve the system as well as the impact of President Bush's proposed budget on vocational education.

Frank Carucci is a vice-president of the United Federation of Teachers.



Frank Carucci

Close Up Foundation & Smithsonian Announce New Summer HS Program in Washington, D.C.

The Close Up Foundation and the Smithsonian Institution announced a new educational travel program for high school students. Destination DC: Culture, Politics, and History is a seven-day program in Washington DC that will be held July 7-13, 2003.

Destination DC is the only Smithsonian-sponsored travel program for students and will focus on topics such as the portrayal of America's past, policy-making in action, characteristics of national leaders, and citizen's rights in a participatory democracy. Activities afford behind-the-scene explanations during private tours of the Smithsonian museums and attendance of committee meetings on Capitol Hill.

Led by trained Program Instructors, participants will join in small group discussions about domestic and international issues. While expanding on ideas about democracy, students will develop communication, cooperation, and judgment skills. Through their partnership on Destination DC, the Close Up Foundation and the Smithsonian Institution hope to give students a fully comprehensive view of the history, present reality, and possible future of democracy in the United States.

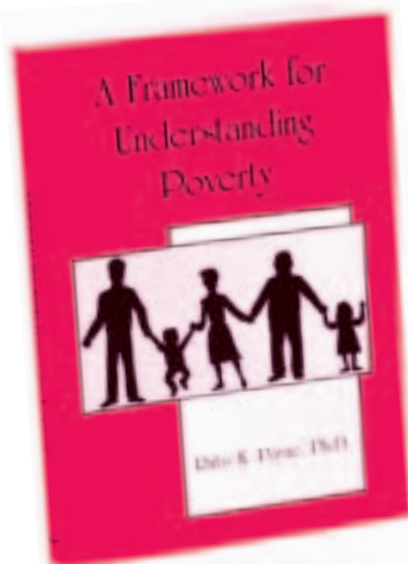
Close Up Foundation is a nonprofit, nonpartisan civic education organization. Through its government study visit programs, award winning publications, video productions, and national television programming on C-SPAN, the Close Up message of citizen participation reaches millions annually.#

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Learning Under the Big Top The One Room Schoolhouse at the Big Apple Circus



One Room Schoolhouse

By ANDREW SCHIFF

When most of us think of school, we think of the usual way that children get educated: kids being dropped off to school by their parents. Most of us take for granted this rather ordinary routine. But what if your mother and father work for the circus? Children of circus entertainers have a special kind of education because they have to be schooled wherever their parents are working. Take, for example, the kids of the Big Apple Circus. Their parents may be clowns, trapeze artists, or even flamethrowers, but these kids, like any other kids, have educational needs.

The Big Apple Circus, which has just finished its run in New York, has two wonderful instructors, Christine Rudakewycz and Nancy Falong, who teach students ranging in age from 10 to 18 years of age. Although the students are taught in a trailer, they have many of the modern amenities that are helpful to learning:

access to a computer and a VCR to watch documentaries. In the mornings, Christine, the math and science instructor, and Nancy, the Latin and English teacher, work with the middle and high school students. In the afternoons, an elementary school teacher works with the younger children. All agree that teaching different ages can be challenging. "Fortunately there is a small number so what I'll do is have two of them read something while I work with the other two and pretty much it's just a matter of keeping them all involved," said Christine.

Nancy, who taught Latin and English for thirty-four years in a New Jersey High School, says that this environment, where the classrooms are small, means that she doesn't go home with a pile of papers. I love pure teaching," Nancy says. "Working for the circus gives you the opportunity to sit down one on one; you're not dealing with the discipline problems and all the peripheral stuff that goes with teaching, whether the student is brilliant and marvelous or a little bit slower, you are still working one to one."

Another reason Nancy likes working for the Circus is that it allows her to travel. In 1992 Nancy received a Fulbright Scholarship allowing her to study at the American Academy in Rome. The following year she received a Geraldine Dodge grant out of New Jersey and did an archaeological dig in Israel.

In fact one of the interesting aspects of working for the circus as educators is the unusual schedule. Instead of the typical Monday through Friday that teachers are required to work, Christine and Nancy work Wednesday through Sunday and have Monday and Tuesday



(L-R) Kaleb Ewell, Nancy Falong, Christine Rudakewycz, Katherine Binder, (Back) Max Binder

off. This is because the circus is off on Monday and Tuesday and the kids have their only chance to have a day off with their mothers and fathers.

Instructing a class of students whose parents work for the circus, you would figure the teachers would have their share of classroom clowns. Instead, you have a classroom of very bright and mature individuals. In fact one of the students, Katherine Binder the daughter of Paul Binder, the CEO of the Big Apple Circus, will be attending Barnard this coming September. Her brother Max, a tenth grader is a hardworking student who excels at math. The two other students in the classroom when we visited were Kaleb Ewell, a fifth-grader who comes from Kansas and Bastien Boudoire, a French student who is fluent in English.

Visions of the one-room schoolhouse in *Little House on the Prairie* come to mind, evoking images of the excellence of the teaching, the diligence of the students and respect for the teaching profession.#

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GROUP FOR ADHD

Group for ADHD is dedicated to individual adults, children and families of all ages living with Learning Disabilities and Attention Deficit Hyperactivity Disorder. The goal is to establish alternative and adjunct treatments to drug therapy as well as to offer school and workplace support. The three founders of the Group for ADHD, Lenore Ruben, Orly Calderon, and Kathy Wein, do not believe in a "one size fits all" therapy. They are fully trained to do all formal diagnostic testing and to create treatment plans, which draws on their eclectic training to treat each situation uniquely. Lenore Ruben CSW, CHT, EMDR is a co-founder of The Group for ADHD. She first became involved in this field in 1979, as a Special Education teacher after earning her BS from Boston University. She continued working in this field when she left the classroom to work as a dance therapist in a psychiatric hospital, putting her many years of dance training to use. Later she returned to New York University, received her MSW and then continued with two years post graduate work in Hypnotherapy, Psychodrama and Breath work. Additionally, Ms. Ruben has studied: Brain GYM techniques, Feldenkrais, and has earned an advance certification in a trauma protocol known as EMDR. Orly Calderon, PsyD is a co-founder of The Group for ADHD and has her Doctorate in School and Community Psychology from Hofstra University, and a Masters in Developmental Psychology from Teachers College, Columbia University. She has been certified by New York State as a School Psychologist and is also licensed by the New York City Board of Education. Currently Dr. Calderon is an adjunct professor at St. John's University. Cathy Wein, PhD is a co-founder of The Group for ADHD, had been employed for the past ten years as a school Psychologist and is also licensed by the New York City Board of Education where she has counseled students and supervised psychologists in training. Concurrently, Dr. Wein has had a private practice for the past 20 years. She earned her Doctorate in Clinical Psychology at the City University of New York and has gone on to teach at CUNY. She is licensed as both a Clinical Psychologist and as a School Psychologist. For further information: contact The Group for ADHD, 250 West 57th Street Suite 723, New York, NY 10107. (212) 586-2135.

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Technology & Inclusion at Children's Center

By NANCY GLASS

The Children's Center School, a division of Queens Centers for Progress, in Jamaica Queens, offers comprehensive educational and clinical services to children with special needs, from birth through twenty-one years of age. Students at the school present with a variety of

disabilities, ranging from mild to profound. While many students are multiply-handicapped, the school also services "typically developing" youngsters who are often participants in inclusionary programs where children with and without disabilities share the same classrooms.

A special feature of the Center is its "Technology Team". This team is comprised of physical, speech and occupational therapists, a computer teacher, carpenter, and an adaptive equipment specialist. The team meets weekly to assess students with physical disabilities who may profit from using technology to enhance their educational experience, and help them to achieve more independence.

The Technology Team might recommend augmentative communication devices (devices which allow nonverbal children to communicate), power wheelchairs, adapted computer keyboards, and a variety of access switches, which may be used to operate electronic toys, computers, and communication devices. These switches (for children with limited hand function and mobility) may be operated by the slightest movement by any part of the body of a more severely physically impaired child.

The Technology Team's services do not end when the student leaves at the end of the day. Through the Home Equipment Project, families receive evaluations in the home setting to determine their need for special equipment and simple home modifications which will assist them with daily care and improve their child's independence. The Children's Center provides, often free of charge, items not funded through any other source.

The school maintains an Adapted Toy Lending Library of devices to lend to families for short term home use. When a child tires of

a toy, parents may send the item back and receive a different toy. The colorful and appealing toys allow for active play and reinforcement of skills learned at school.

While technology greatly enhances the learning opportunities for the students with physical disabilities, it allows for wonderful interactions with the typically developing children who attend the school. These children are used to friends and classmates in power wheelchairs zipping by in the halls. They think nothing of "conversing" with a learning partner who may use synthesized speech to respond. At the Queens Centers for Progress, technology gives new meaning to the concept of inclusion.#

Nancy Glass is the Director of the Children's Center School.



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RHODES SCHOLAR "SEES" THE WORLD

By M.C. COHEN

Cyrus Habib is in elite company. As one of the 32 recipients of this year's Rhodes Scholarship, Habib is an accomplished senior comparative literature and Mideast studies major at Columbia University. Yet, he's far from an elitist. Whether lobbying for the rights of students with disabilities at Columbia, where he is president of the campus group "Columbians Organized for Disability Advocacy," or rallying at a peace demonstration in New York, Habib sees the world as a place bigger than himself. "Education can't exist in a vacuum," he says. "We must always remember to fight the world's fight."

Habib's accomplishments and interests are as

varied as the causes he believes in. He has designed a computer program that converts text applications to speech using the Linux operating system, he studies martial arts, is a downhill skier, and is a published photographer. Being a well-rounded Rhodes Scholar is certainly not a rarity, but accomplishing all of this while being totally blind, certainly is. At the age of 9, Cyrus was diagnosed with retinoblastoma, a cancer of the eye. He was treated with chemotherapy and radiation, and his retinas were removed to excise the tumors.

Habib was born in Maryland but moved to Bellevue, Washington after his ninth birthday. He attended public school from the sixth grade through the time he graduated as a high school

senior. What was it like for Cyrus at a regular high school? "I always felt although the ADA (American Disabilities Act) was written at the time, and I was attending a top school district, we were still fighting for equal accommodations. It was always an uphill battle."

Cyrus remains very close with his parents, speaking to them daily from their home in Washington. "My parents were very influential," he says. "They both in their own way held a high standard for me, but had me think independently. There wasn't a closed kind of household where there were these expectations. They just kind of encouraged me, and allowed me to push myself. Anything that I was interested in they would make available to me, no matter what. They would spend their time waiting for me when I did martial arts and when I got piano lessons. My dad took me skiing and my mom studied French with me. They were the ones who really encouraged me."

Being named a Rhodes Scholar is the just beginning of the journey for Habib. After he earns his doctorate degree in European literature at Oxford University in England as part of the scholarship, Cyrus is all set to attend Harvard Law School as a Truman Scholar. "I believe that the way that we encounter literature deeply influences our appreciation of the law," he says. "Issues that arise in poetry and in novels, such as, human rights and gender equality are still being played out in the legal sense."

Still, it won't be easy for Cyrus to leave Columbia. He is a well-known figure around campus, having been written up numerous times in the school newspaper, as well as the *New York Times*. "I run into a lot of people; I've never met anybody as charismatic and clearly brilliant as Cyrus," says Travis Tatko, president of the Golden Key International Honor Society



Cyrus Habib

at Columbia and a friend of Cyrus's. He's one of the most articulate guys I've met here at Columbia.

"You go into a local bar or Nacho Mamas and you get 5 or 6 pretty women looking at him. It's not only that, but he makes everybody around him feel comfortable. Although he's very goal oriented, he knows how to enjoy life. He works hard and he plays hard."

For Cyrus, all of this just seems to be a way to be a positive influence for others with disabilities. "The ability to be an advocate," he says, "is to allow those who maybe think that mediocrity is their best hope something more to hope for or achieve. It [my accomplishments] does show that we can embrace things that society told us we can't do." #

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The 2003 Columbia Space Shuttle: How to Talk to Children about the Tragedy

By ROBIN F. GOODMAN, Ph.D.,
A.T.R.-BC

What should I say to help children understand?

Some general guidelines: Keep in mind the child's age, personality, general tendency to fear and worry, and level of interest. Monitor your own reactions as children learn the most from, and often worry the most about, those in their immediate environment. It is important for both children and adults to maintain their routines and talk about information and feelings as they evolve.

What do I say about what happened to the space shuttle?

It is important to know what children saw read, or heard and elicit information and questions from them. In discussing the incident it is best to be honest about what is known at a given time. It is fine to provide an answer that includes something like "what they know so far is that it looks like an accident. Some parts of the shuttle were damaged and caused problems. The people in charge of the mission are gathering all the evidence to discover exactly what happened, understand what went wrong, take steps to prevent it from happening again?"

What other information might help a child

understand the event?

Parents and other adults can use the opportunity to talk about the planets, stars, and space travel in general. Children may be especially interested in a visit to a planetarium or reading books about space. It may be helpful to talk about the difference between what they see in outer space movies and real space exploration.

Should I tell them people died?

Children usually know more details than parents think and most likely they will hear a great deal about the men and women astronauts and their death. Parents are always the best source of information. Children will appreciate hearing the truth and it give parents the opportunity to clarify any misconceptions. Explain that it was a rare event and there have been many astronauts that have gone into space, even walked on the moon, and come back safely.

What if my child is afraid to fly?

It is important to point out the difference between space craft and astronauts and airplanes and regular passengers. This will help prevent or manage a child's worry about general air travel. For example, a parent could describe how planes do not go as high or as fast and are made of different materials.

What if my child was involved in special

experiments on board or was learning about the trip in school?

Explain that science is about trying new things to see what works. But things do not always succeed. Great inventions and progress always mean trying and trying and not giving up.

What if my child always wanted to be an astronaut when she grows up and has now changed her mind?

Express positive approval of the child's aspirations, noting that there are many ways in which to work in the space program. Remind the child of our country's tradition of exploration and accomplishments. Although some pioneers in every field have lost their lives, the number is few when compared to those who were successful. Note that as they get older, advances in technology will enable them to discover many ways to contribute to science and space.

Should I let my child watch TV?

We know that watching media coverage of a disaster, especially repeated viewing, can create stress in children even if they were not exposed to the tragedy directly. Young children may think it is happening again and again. Older children may become more fearful. Parents should not let very young children watch and for older children viewing should be

limited and parents should watch with them.

What if adults become upset and worried?

The recent space shuttle disaster of 2003 may remind adults of the previous Challenger space shuttle disaster or other tragedies. They may find themselves having thoughts and feelings similar to those from the past. In addition, this comes at a time in history that many people are already feeling on edge and stressed by the events of September 11, 2001 and the threat of war.

Should I let my child go to a memorial or vigil?

Children, like adults, can benefit from sharing meaningful experiences. Public ceremonies and rituals provide an opportunity to express feelings and are a structured way to pay respects. It is often helpful for children to participate in rituals, to share their feelings of shock and sadness with others. Children should be told what to expect, given information about the event, and allowed to choose how to participate. Private or personally created remembrances may also be preferred. Reactions will vary: some children may be less interested in memorialization, some children and teens may wish to donate time, money or show support for the grieving families or a cause related to the space program in their own way.#

Review of A PLACE TO GROW

By KENT KLEIMAN

Questions of identity, growing up and finding one's place in the world are the central issues in the deceptively simple new children's book *A Place to Grow*, by Stephanie Bloom and illustrated by Kelly Murphy.

A Place to Grow tells the story of a young seed's journey through the world trying to find just the right place to set its roots. On its way, carried by a watchful wind, the seed travels through forests, gardens, city parks, and fields while trying to find its home. Now this might seem like a garden variety children's story of growing up. But the manner in which the story is presented, with imaginative artwork, humorous, at times introspective characters, and even a spiritual undercurrent, makes this a notable addition to a school or public library as well as for a bedtime story.

Particularly impressive is the author's ability to

develop an interesting character in the form of a seed. My expectation upon hearing of the book was to ask, "How do you create a dynamic seed?" Yet Ms. Bloom has created a very sympathetic, expressive and hopeful little fellow who engages the reader through to the last page. In part, the success comes with the seed being quite an actor, due to the illustrator's brush. One can truly feel the character's sense of despair and desire to give up the search. The strength of the character also comes from interacting with a variety of colorful creatures and situations that impart lessons of hard work, patience, possessiveness, and hope.

A notable point is the character of the wind that runs throughout the story. It is a guiding force and a source of comfort to the young seed in its search for a home. It is a fascinating implied spiritual element to a non-religious children's book.

Overall, *A Place to Grow* is highly readable and wonderfully illustrated. I would strongly recommend it to school librarians as well as parents in search of the next children's book for bedtime.#

If You Ask Dr. McCune

Education Begins with Play... for Boys & Girls!

By LORRAINE McCUNE, Ed.D.

A trip to some of the showrooms at the recent Toy Fair confirmed the broad divide between schools and toys and between toys for girls and toys for boys. A visit to Toys-R-Us, or the boutique toy store in midtown will tell you the same thing.

Educational toys are all the rage these days, and some of them are great! GC Toys and Leap Frog show terrific creativity in developing toys that teach. Handwriting recognition technology allows a tech-toy to assist with learning to print the alphabet. Many toys assist with math facts and spelling. A doll or bear can now supplement parents' reading to kids by doing the reading for them. All of this is fun and it all contributes to learning. But why do we not see

these toys in classrooms for young children... and why do we not see links with

curriculum? Perhaps educators need to take the lead in inducing the toy industry to begin designing more directly for the classroom and in making more direct curricular links between schools and toys.

Regarding toys for boy and girls... no surprise... they exist in different marketing worlds and different preschool play areas! As educators wishing for the best development for all of our children it is important to cross these lines and encourage toy companies and parents to do so as well. In my research with one- and two-year-olds I learned that all children, as they begin to represent their world in play, enjoy nurturing a doll or stuffed animal. Children with siblings, even at 18 months, carefully play out the caregiving rituals they witness. When boys and girls play together in small groups they include the traditions of both kinds of sex-typed activities. After school the other day I found two five-year-old girls rivaling one another with how far their paper airplanes

continued on page 16

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HS Preschool Programs is a learning partnership with parents who are looking for enrichment programs for their children. Our mission is to plant the seeds for lifelong learning by providing the best possible preschool experiences for children. The program provides the patience and unconditional support required to give children the security to adventure forward and build the self-confidence needed for future academic and social success. We work with children as young as 18 months up to 6 years and our programs are offered year-round with Winter/Spring and Fall semesters, in addition to a Summer Camp program.

Our classes are held in the home of a hosting parent and never exceed 6 children. This provides maximum flexibility for parents and a comfortable and familiar first classroom experience for children. When appropriate weather conditions permit in Spring and Summer, our students and parents enjoy having class in Central Park.

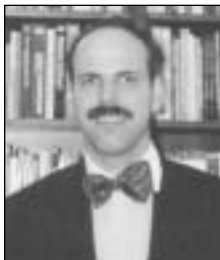
The classes are 1 1/2 hours long and our curriculum includes Preschool (ages 18 months to 5 years), Learn to Read (ages 4 years and up), and Science (ages 3 years and up). Our tailored approach, along with the small class size, allows children to learn using hands-on projects and activities. An example of our curriculum is as follows:

Preschool Curriculum: Good Dough, Cut & Glue, Stop & Go, Theme Project, Kid Cream, Creative Writing, Circle Time, Ball Toss, Finger Puppets, Story time

We recommend a complimentary introductory class for interested parents. For additional information, please contact Karen McLaughlin at 917-359-6561. Our website address is www.homeschoolpreschool.com.



Logos Bookstore's Recommendations



By H. Harris Healy, III, President
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As mid-winter runs into late winter amidst, at times, arctic conditions, it is a good time to think of vacation and spring. Even if you are not traveling anywhere you can get a book or compact disk that will transport at least your mind away from wintry New York.

Here at Logos Bookstore, we have musical cds that will do just that. Putumayo has a wonderful series of world music, especially 'Calypso', a compilation of 1950's calypso and calypso influenced music, 'Rumba Flamenco', a fusion album of Spanish Flamenco and Cuban rhythms and 'Samba Bossa Nova', a celebratory collection of samba and bossa nova's new wave. Each Putumayo cd compilation comes with a major informative booklet about the music and the musicians.

Sugo Music has nice smooth collections of cds on samba, bossa nova, mambo and tango as well as 'Benny Goodman, King of Swing', 'First Lady Of The Blues, Ella Fitzgerald and Dean Martin's 'Memories Are Made Of This'. Sugo Music also distributes the National Geographic series with great music from such places as New Orleans, New York, Ireland,

Brazil and Cuba, among others.

From North Star Music there are fine collections of music by the Mills Brothers, Peggy Lee and Rosemary Clooney. So, why not come up to Logos and get some of these cds, some books, some cards or some gifts for others. Hey, you need a break from the ongoing world, national and domestic news rebroadcasts on your favorite television stations

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

Upcoming Events At Logos

- Wednesday, March 5, 2003 at 7 P.M., KYTV Reading Group will discuss *The Corrections* by Jonathan Franzen
- Wednesdays, March 12, 19, 26, 2003 at 7 P.M., Study and Discussion of Augustine's *City Of God*
- Wednesday, April 2, 2003 at 7 P.M., KYTV Reading Group will discuss *Mrs. Dalloway* by Virginia Woolf
- There is children's hour every Monday at 3:30 P.M.

Imre Kertész—Nobelist in Literature, 2002

By LILLIAN SHAPIRO

His writing appears to be even and calm but as the writing proceeds it becomes more difficult to accept in that way. What he tells us has been inspired by a sentence made by someone who was at a meeting that he was attending. This man said, "Auschwitz cannot be explained." Kertész has written a trilogy of which the first two, *Fateless* and *Kaddish for a Child Not Born* are in print in English. The third, *Fiasco*, has yet to be translated and I look forward to seeing it here. These novels are written to contradict that observation and emphasize that not only can it be explained but it must be explained.

This author was born in Budapest, Hungary in 1929, in a Jewish family but one in which their Jewishness was not very inherent in their lives, a fact that surely confused a young boy about his relationship with the fellow prisoners he met. Imre was deported to Auschwitz in 1944, transferred to Buchenwald in 1945 and liberated the following year. In *Fateless*, the first novel of the trilogy, the author describes the events which a young adolescent experiences and shares with many others, young and old, whose only "crime" was that they were Hungarian Jews and who were in no way activists or rebels.

When he is first taken into custody it is to do some sort of work and he thinks that it might be interesting. Then details begin to drip out like a slow leaking of blood only to explode into death and destruction. The description of the inedible and minute amounts of food, smallest amounts of indescribable scraps. The description of what passes for sanitation is disgusting and meant to dehumanize and bathing is also below standards that might be applied to even animals—but would not be by owners who had regard for those animals.

Surprisingly this young boy does make some relationships (can these be called friendships under the circumstances that exist?) but such delicate relationships are slowly made and cannot be maintained afterward when some of these pris-

oners (some fortunate few) are released. The "hero" of this unbearably difficult-to-read novel in any way but slowly makes an effort to accept that such things can happen. It is terrible to know that such events happened not only in German concentration camps but also in countries that treat their own in that way and in some countries even worse today.

The second title in the trilogy is entitled *Kaddish for a Child Not Born*. In these years of abortion as a political, rather than medical, subject, the reader's mind leaps, perhaps, to that as still another attack on a population under siege. *Kaddish* is the Jewish word meaning a prayer in memory and mourning for the dead. In this second novel Kertész has his main character reveal an ambivalence about marriage as well as parenthood. The husband refers to his wife with various limiting descriptions such as in "my future wife" or "my former wife" and in other tentative descriptions such as "my wife (who was not my wife then and is no longer my wife now)." It cannot surprise us a great deal to read of this man's reaction to his wife's suggestion that they have a child. His shouted reply—several times—is NO! NO! NO! He makes it clear that he will not, cannot, be a father of a child who would suffer the treatment he had endured in the concentration camp, and perhaps even more compelling than that, the relationship with his father when he, himself, was a child.

One feels that *Kaddish* must be said for the narrator himself since his experiences have robbed him of the ability to love or live with the possibility of friendship—in fact, a death of some kind. The second book brings dramatically to the fore the emotional and psychological impact on the Auschwitz "graduate."

His books are difficult to read because of their unblinking examination of man's lack of human feeling. Sentences that go on and on without pause reflect the unquiet heart of the protagonist. They are also difficult to forget. One celebrates the award of the Nobel which validates his

Celebrate Women's History Month With An Emphasis On The Journey of African Americans

BIOGRAPHY: AGES 6 THRU 10

When Marian Sang
 by Pam Munoz Ryan.
 Illustrated by Brian Selznick
 (Scholastic, 40 pp., \$16.95)

A beautifully detailed homage to a world class musician with a three octave voice. The shimmering semitone pictures enhance the theatrical feast of Marian's powerful singing. Text underscores the political force of her voice in the African

American community.

Talkin' About Bessie: The Story of Aviator Elizabeth Coleman
 by Nikki Grimes.
 Illustrated by E.B. Lewis.
 (Orchard Books, 48 pp., \$16.95)

A fictionalized account of the trials and tribulations of the first African American female licensed pilot. Designed in a handsome large format as expansive as the skies she traveled, this account ultimately focuses on her hard earned victory.

NONFICTION: AGES 8 THRU 12

A tribute to eight seafaring African Americans from the last 250 years whom not merely

crossed the ocean (a feat unto itself!) but followed in the footsteps of the gospel song "How I Got Over"—i.e., pushing on with their difficult lives "in spite of pain, grief and enormous obstacles". Black and white drawings of each fascinating individual accompanies this highly engaging text.

How They Got Over: African Americans and the Call of the Sea
 by Eloise Greenfield.
 Illustrated by Jan Spivey.
 (Harper Collins, 32 pp., \$16.99).

FICTION: AGES 6 THRU 10

Cabin in the Snow
 by Deborah Hopkinson.
 Illustrated by Patrick Faricy.
 (Aladdin, 74 pp., \$11.89)

A beginning chapter book reader of the vicissitudes of life on the Kansas Prairie in the 1850's. Charlie Keller and his family are abolitionists with racial trouble brewing in town. A "free-state" man has been killed by a pro slavery man which

sets off a chain of events challenging the courage and convictions of the Keller family.#

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.

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Lillian L. Shapiro, former supervisor of high school libraries in NYC Schools, is the author of Fiction for Youth.

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Susan Herzog

The Mott Hall School - IS 223
Washington Heights
Mirian Acosta-Sing, Ed.D., Principal
Community School District 6



Susan Herzog is a dedicated and gifted middle school science teacher. Mrs. Herzog's love of science inspires her students. She is always looking for exciting and motivating projects to help her students understand and enjoy science. She searches out scientist mentors to help students on their science projects. Many of her students' projects have received awards, including prizes in an international on-line science fair judged by judges from different countries. In addition to teaching 7th grade science she is also the director of our Mott Hall-CCNY STARS Program (Student Apprenticeships in Research). In this unique program, 8th grade students get the opportunity to work in science and engineering research laboratories at The City College of New York. STARS has been recognized as an exemplary program by the US Department of Education. Last year Mrs. Herzog heard about an opportunity for New York City students to design an experiment to be carried on the NASA Space Shuttle, and was determined that her students get this chance. Her students' experiment was launched on January 16 on board the Shuttle Columbia, and Mrs. Herzog and her students had a dream come true when they traveled to Kennedy Space Center to view the launch with other NASA guests from around the world. You can learn more about this project and trip at <http://www.motthall.org/curriculum/STARS/LaunchTripWebPage/ShuttleLaunch.htm>.

Mrs. Herzog has been a pioneer at our school in the use of the Internet to expand our students' horizons and has received two TeachNet Awards for her work. One of her many Internet-based projects involved a year-long collaboration between her students and the students in a partner school in Japan. This collaboration was part of her participation in the Fulbright Memorial Fund's Master Teacher Program, sponsored by the government of Japan. You can learn more about this project at <http://www.motthall.org/intro/world/usjapan/JapanWebIndex.htm>

OUTSTANDING TEACHERS OF THE MONTH

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

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

Marsha Marx
The Joseph P. Addabbo School
P.S. 64Q
Ozone Park, Queens
Jeanmarie Wink, Principal



Marsha Marx is a unique person. Rather than just teaching, she imparts knowledge and information in a way that makes you want to learn and retain it. Mrs. Marx has been a teacher here at P.S. 64 for 12 years. In that time she has worked with the lower grades where her special brand of teaching made her loved by all of her students. Now as a teacher in the Reading Recovery Program, Mrs. Marx works with first graders that cannot seem to "get" reading.

The most special thing about Mrs. Marx is her patience. Now with more and more children having difficulty acquiring reading skills, Mrs. Marx makes them feel special and successful every step of the way. This helps build successful learners that feel good about themselves. These qualities make her a "special" teacher deserving of a special reward.

Lisette Ramos
Cobble Hill School
of American Studies
Brooklyn
Levell George, Principal
Reyes Irizarry, Superintendent



Lisette Ramos came to The Cobble Hill School of American Studies this past September. In this short time she has become an integral and well respected member of our staff. The students were immediately drawn to her class by her warm and understanding personality, as well as her engaging delivery of Social Studies curriculum. Ms. Ramos is the new leader and teacher for our Council for Unity Program, as well as our new Coordinator of Student Affairs. Cobble Hill considers itself lucky to have such a wonderful professional educator on its staff.

Patricia Dossie

The Seneca School P.S. 88
Ridgewood, Queens
Ellen Margolin Ph.D., Principal



Mrs. Patricia Dossie has been an early childhood teacher at P.S.88 since October 1994. She is a gentle, kind, and compassionate individual who firmly believes in the individual needs of all children. She gives of herself far beyond the parameters of the job, and often can be found putting up bulletin boards long before the school day starts and preparing the next day's lessons long after the school day ends.

Mrs. Dossie always has a smile on her face. She is outgoing and friendly, and is highly respected by her colleagues. Her students and their parents appreciate her honesty and concern for them.

Mrs. Dossie holds a special place in the hearts of the P.S. 88 family because of her enthusiastic inclusion of several developmentally challenged children into her classes each year. Because of her strong teaching skills and understanding of their special needs, she has helped these children achieve academic success that was never thought possible.

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

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

Dr. Pola Rosen, Publisher

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

Education Update,
276 5th Ave. Suite 1005,
New York, NY 10001

A FRAMEWORK FOR UNDERSTANDING POVERTY

By ART KLEINER

Poverty is not just a condition of not having enough money. It is a realm of particular rules, emotions, and knowledge that override all other ways of building relationships and making a life. This book was written as a guide and exercise book for middle-class teachers, who often don't connect with their impoverished students—largely because they don't understand the hidden rules of poverty. In the same way, poor children misconnect with school

because they don't understand the hidden rules of middle-class life. Ruby Payne, a former teacher and principal who has been a member of all three of the economic cultures of our time (poor, middle-class, and wealthy) compassionately and dispassionately describes the hidden rules and knowledge of each. I think it's useful not just for educators, but for anyone who has to deal with people of different backgrounds. Having read it, I feel a lot more confident about dealing with people as people, not as representa-

tives of their social class.

Especially noteworthy is the "Could you survive?" quiz on page 53. For example, can you keep your clothes from being stolen at the Laundromat, or entertain friends with stories? (That's essential knowledge for the world of the poor.) Can you get a library card or use a credit card? (Essential for middle-class life.) Can you ensure loyalty from a household staff, or build a wall of privacy and inaccessibility around you? (Essential knowledge for wealth.) Every class assumes that their knowledge is known by everyone, which is one reason they assume that people in

other classes don't "get it." I also appreciate the telling point about upward mobility in America: It's possible for anyone to shift classes, but only at the price of leaving behind your existing personal relationships. One sign of A Framework's value is the way that educators who grew up in poverty from a variety of ethnic backgrounds, embrace this book.

Ruby K. Payne, 1998 [Rev. 2003], 204 pages, *Aha! Process, Inc., Highlands, TX 77562; (800)424-9484; www.ahaprocess.com*

Reviewed by Art Kleiner, [former editor], *Whole Earth*, December 22, 2000, reprinted with permission



RABBI ARTHUR HERTZBERG & PROFESSOR ERNESTINE SCHLANT BRADLEY SPEAK AT LEO BAECK CENTER

By ALEXANDRA SHIMO-BARRY

The German-born professor writes about anti-Semitism. The Orthodox rabbi downplays its relevance to Jewish identity. They're very different, but they say they learn from their differences.

Rabbi Hertzberg is the author of the newly published *A Jew in America*. (Harper Collins, 2002.) Ordained an Orthodox and Conservative Rabbi, and born of Polish parents, he is known

for his work as a peace activist, policy maker, Jewish scholar, and author. He campaigned for a separate Palestinian state after 1967 War and fought for civil rights in the 1960s.

He met Professor Ernestine Schlant Bradley in 1978. Bradley's husband, Bill Bradley, a former NBA star was just starting his political career. The rabbi shared many of Bill Bradley's political convictions and helped him win his Senate seat. But it was Schlant, as she is pro-

fessionally known, who shared his passion for Jewish literature and culture, which fostered their close friendship.

"We decided we needed further opportunities to meet," Schlant said. "And we haven't stopped ever since."

They learn from each other's scholarship, writings and talks, Schlant said. "[Hertzberg] is a man who never minces words," she added. "He is a voice of moral conscience. He knows what he knows and he stands up and defends it, and I find that most admirable."

Schlant isn't Jewish, but is widely known for her research on anti-Semitism in postwar German and Austrian literature. In her latest book, Schlant examines why post-war German authors have failed to reflect on the genocide that took place during World War II.

Hertzberg's latest book also addresses anti-Semitism, but from a very different perspective. He writes about the anti-Semitism he experienced as a boy—some Jewish practices were discouraged at his mainly Christian school. But Hertzberg is keen to move beyond these injustices, and said others should too. Jewish identity is much richer than just anti-anti-Semitism, Hertzberg said. Jews should remember this, Hertzberg said, move forward and embrace their rich cultural inheritance. He underscored the great need for us all to be kinder and gentler to each other.#

The Leo Baeck Center is located at the Center for Jewish History in NYC. Visit them at www.leobaek.org and www.cjh.org.



Professor Ernestine Schlant Bradley



Rabbi Arthur Hertzberg

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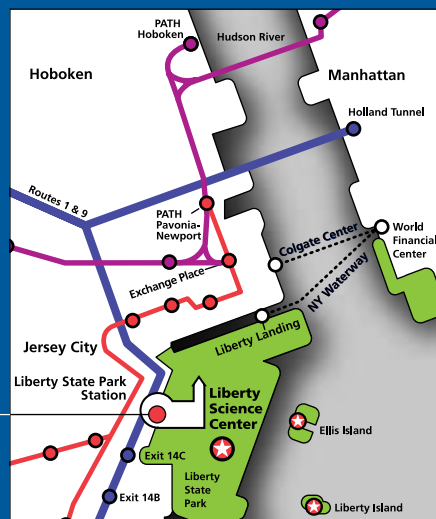
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Bilingual Exhibition!

Scholastic's The Magic School Bus Kicks Up A Storm

(February 8, 2003 - May 4, 2003)

Join Ms. Frizzle and her class as you discover the wonders of weather within this fun, interactive environment based on the best-selling books and TV show by Scholastic. Learn the science behind meteorology, how climate affects culture, and what safety precautions you can take during severe weather events. From a re-creation of the Magic School Bus and Ms. Frizzle's classroom to the high-tech Weather Communications Area, play with basic principles and ingredients of weather making and investigate various weather-related phenomena in this bilingual exhibition (English/Spanish).

In the IMAX® Dome Theater:

Jane Goodall's Wild Chimpanzees

(October 12, 2002 - October 2003)

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

Lewis & Clark: Great Journey West

(May 18, 2002 - June 2003)

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

Also Showing:

Pulse: A Stomp Odyssey (Through Summer 2003)

The performers of STOMP guide students with a rhythmic voyage of discovery through the exciting world of percussion.

STUDENT JOURNALISTS

Intel and Civil Air Patrol: For Self and College

By KATARZYNA KOZANECKA

A Stuyvesant High School student walks into a bar. He asks the bartender, Do you need someone to wash glasses? Play the piano? Or maybe you'll let me observe your establishment for a month? I'm writing a social science Intel paper about the effectiveness of holding Alcoholics Anonymous meetings in bars.

This joke exaggerates a little the eagerness of Stuyvesant students to build up their credentials in the hope of gaining admission to America's best colleges and universities.

At Stuyvesant, college preparation and admissions are top priorities. The process begins in freshman fall, when a guidance counselor lays out a plan for standardized testing. Over the next seven terms, students join teams, clubs, and publications, do community service, and take college-level Advanced Placement (AP) courses. They spend summers traveling, working, or volunteering.

Many of the seniors of the class of 2003 have been fortunate in that their academic work and extracurricular activities have made them happy, first, and gotten them into their dream schools, second.

Senior Joel Lewis, who will receive his admissions decision on April 1, joined Math Team as a freshman. By junior year he had become a captain. This year, he is one of three Stuyvesant Intel finalists. His winning paper, titled "Analysis of a Vector Game," strongly echoes his interest in mathematics.

Participants and non-participants alike extol the virtues of Intel. Senior José Soltren, who

was admitted to the Massachusetts Institute of Technology (MIT) in December, said, "Intel is a chance to do useful work, as opposed to school work, which is just for a grade." Many Intel projects deal with recent scientific discoveries and theories, and Intel winners have been known to go on to win Nobel Prizes in medicine and other fields.

In talking to Stuyvesant students, one quickly draws up rules of thumb for increasing chances of college admission. The most important is to do what one loves. (Sports teams count.) The next is to participate in competitions that reflect one's passions. Intel is such a competition. Other examples are national language exams and creative writing contests, many of which carry the added boon of scholarship money.

However, too much exploration can be interpreted as fickleness and lack of focus. It is better for students to dedicate themselves to three posts or activities than to belong to twenty clubs and publications and contribute minimally to each.

Colleges also like to see that applicants have taken advantage of all available resources. Senior Emily Firetog, Photography Editor of The Stuyvesant Spectator, also runs Caliper, Stuyvesant's Literary Magazine, and organizes the school's monthly Open Mic. Soltren has outgrown Stuyvesant's math department so he takes classes at New York University.

Senior Nick Kasatkin's preparation for college has been slightly different. He serves as a Cadet Captain in the Civil Air Patrol. Next year, he hopes to join the United States Navy.#



Fielding Graduate Institute Offers an Ed.D. Program with a Difference

Once a month, a lively, diverse group of doctoral students meets in downtown Manhattan. It's a group of accomplished mid-career professionals—like Eugenio Barrios, Director of Enrollment Management at the Borough of Manhattan Community College (BMCC) of The City University of New York. Or like Awilda Orta, Coordinator for Special Projects at the Leadership Center and the Principals Institute, Bank Street College, Manhattan. Other members of the group include educators, human services consultants, organizational consultants and college faculty. What they have in common is that they share a commitment to deep, systemic change in educational systems—and that they're Ed.D. stu-

dents in the School of Educational Leadership & Change at Fielding Graduate Institute.

Fielding's Ed.D. program revises the concept of a "university without walls" and takes it a new level. "Cluster" groups, like the one in New York City, are located all over the country. Members of the national faculty visit students during monthly cluster meetings and an annual national session. In between, learning takes place anywhere, anytime via a vibrant "e-campus." Students collaborate with faculty to create their own learning plans—plans that build on their already successful careers and move them forward.

That's exactly what happened for Eugenio Barrios. He reports, "Going through the

Fielding process has been a transformational experience. As a result of the Ed.D. program, I found the courage to expand my horizons and move on to my current job. In the not-so-distant future—after I complete my doctorate on leadership in the community college system—I look forward to becoming a community college president."

For Awilda Orta, Fielding's Ed.D. program is strengthening and expanding her current role. She explains, "For my dissertation, I am using action research to bring about change at both the school and college level. I will continue to design new programs and strategies, train principals and teacher leaders, and get the community involved to bring about educational change

in new ways."

Ed.D. students at Fielding find a program that welcomes them as partners in a unique national learning community. In addition to academic excellence, the Fielding culture fosters social justice and community service. Program Dean Judy Witt, Ph.D. declares, "For adult professionals who wish to serve as effective change agents in education, there is no better place to earn an Ed.D. than the School of Educational Leadership & Change at Fielding Graduate Institute."#

For more information and an application, visit www.fielding.edu

McCune

continued from page 12

could fly, and running powerfully after them. Later one of these girls used Lego blocks to build a car that rolled and pulled a trailer. Her play set was in traditional bright colors (not pastel designed for girls and ruling out boys!) but included small figures and bits to make a garden... opportunities she enjoyed.

Some of the educational divide that we see between the sexes begins in the nursery. Evidence of a biological basis for sex-typed

play is slim, while parental and school pressure is often all too obvious. Are we afraid girls won't be feminine, boys won't be strong? Toys that children use to build structures, vehicles or creatures, especially those that do something afterward, assist in perceptual, logical, and mathematical development. Toys that encourage pretend bring out the latent story-teller and encourage children's emotional processing of their daily lives. Boys and girls all need both of these skills. If we can slow down sex-typing our toys and start encouraging boys and girls to play together in the early school years everyone will have greater opportunities and more fun!#

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where students apply what they learn in the classroom to a real life situation using the 12-acre, indoor/outdoor interactive learning landscape. The one-day professional development component takes place in the Everett Children's Adventure Garden and teachers receive step-by-step guidance on how to implement the lesson plans and a quick refresher on plant science.

For more information or to register please contact James Boyer at (718) 817-8177.

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Mothers & Daughters As Teachers

Preserving the Legacy: In Her Own Words

By JOANNE ROBERTSON, Ph.D.

Living history: Reflecting memories

My mother has asked me to write this story, for she is no longer able to do so herself. Her testimonial bears witness to the significant contributions of women to the field of education, and to the evolution of critical theories of teaching and learning. For, embedded within her recollections about the four room schoolhouse in a small coal mining town, are philosophies influenced by her family culture, college education, and gender perceptions.

"I was the only one from our township to go to college."

"I was an achiever," my mother proudly exclaims. "No one could stop me." When she attended college in the late 1930s, only 20% of women were pursuing baccalaureate degrees. She was the first-generation child of Czechoslovakian immigrants, so what follows is a story of assimilation, determination, cultural association, and personal empowerment. Unable to afford the dormitory charges, she washed, ironed, polished, and ran errands for "rich senior" women living in an off campus residence to cover her expenses. Afterwards, she returned to her hometown to teach the children of immigrant parents like her own.

"It was a crazy waste of time!"

"I wanted to be a professional - a teacher," my mother says. She describes her undergraduate reading, writing, and arithmetic classes as "rote." She watched movies of classroom "procedures," and visited schools to observe, evaluate, and record her impressions of teaching methodologies. "We practiced the push-pull," method of handwriting," she tells me. She draws ovals across the page to demonstrate this technique. "You couldn't go over the line," she adds.

The "visual method" was highly recommended for reading and writing instruction. Students were to be "drilled" in correlating sounds to words. "They said it, saw it, and pronounced it," my mother explains. After completing two years of undergraduate work, she began her teaching career, completing the remaining coursework over the following summers.

"Those were the prehistoric days."

She earned \$25.00 a week as a 2nd, 3rd, and 4th grade teacher. "There were four classrooms in the building," my mother says. "Kindergarten and grade one, 4th, 5th, and 6th grade, and 7th and 8th. The principal taught seventh and eighth "because he was a man." She explained the "rules" for women who wanted to keep their jobs. "You should be single, and devote your life to teaching. No marriage! The children should never see a pregnant teacher," she laughs. "You should wear only black or brown, like a uniform. No smoking allowed." She describes the local soda shop she went to "sneak a smoke" with fellow teachers during recess. They sat in a small back room, so as not to be seen.

"Oh, the pressed flowers!"

The school day began at six in the morning. "I had a pot-belly stove in one corner," she gestures as if picturing the layout. "The room was always cold. The older boys came before school to help me start it. Their parents gave them firewood. Always those pressed flowers from the boys who took care of the stove. The older boys stood against the wall as the others arrived. They'd hide the bouquets in their desks and give them to me at recess when nobody could see."

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Dr. Alice Wilder, Director of Research & Development/R&D Producer, *Blues Clues*, WNET 13



Factors in Career Choice: The following factors were instrumental:

My love for children (and toys!); the challenge that I had with education and learning which changed when I found a topic that sparked my interest and a professor who made the learning come alive and made it relevant; my love of research: being able to ask questions to understand the thoughts and feelings of a child, analyze that information and apply it to a product that is meant to educate and entertain them.

Pivotal Points: There were two (well many more than that...but the Biggest):

Mary Ann Foley, a professor at Skidmore College, approached me to work in her memory and cognition lab because of the questions that I asked in class. The experience that I had working with her and in the lab was what sparked my interest in talking to kids to understand them.

Reading a short article by Barbara Flagg entitled "Research Need Not Stifle." The article basically described what I wanted to do. I wrote to tell her how inspired I was by her thoughts. She *actually* wrote me back...she said, you should go to graduate school. And however many years later, this ultimately led me to the foundation for my work in formative research and my own personal philosophy that: "the only way to understand what children are capable of doing, what appeals to them, and what they know, is to ask them!" And all of this information can be creatively integrated into the making of any and all products!

Achievements: One of my proudest achievements was discovering that the data for my dissertation was significant, not only after 3 or 4 months after the curriculum was taught to the students, but also a year later. I worked with junior high school students with learning disabilities and together with my advisor, created a curriculum that would help them do something that the school system for all intents and purposes would say that they couldn't do: abstract the theme or point of a story after reading it. It was also an accomplishment to work with kids who were in a system that they felt had given up on them. It was a rough environment with little hope for their academic future and yet they wanted to come and work with me because they said I "listened to them."

Another achievement I'm proud of is The Blue's Clues transition from Steve to Joe. About four years into the production of Blue's Clues we were faced with a serious business problem when the host of our show decided to leave. His departure presented the production with the challenge of how to handle this potentially traumatic change in preschoolers' lives. So, Blue's Clues set out to transform this potential predicament into an opportunity to teach preschoolers about life transitions and change, and provide

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Women Shaping History Today

Women's History Month is a time to reflect on the achievements of women in the past. It is also a time to recognize the achievements of contemporary women who have made outstanding contributions in various fields. *Education Update* interviewed 10 multi-faceted, fascinating, dynamic, intellectual women who have improved the lives of people all over the world.

The following questions were asked of all the women:

- What factors were instrumental in your choice of a career?
- Describe a pivotal point in your career. What direction did you take as a result?
- What achievements are you proud of?
- What obstacles have you encountered? How did you overcome them?
- Who were some of your mentors? How did they inspire you?
- What advice would you give to young women in our society who are striving for success?
- What is your vision for the future? Your personal goals?

Women interviewed were:

Augusta Souza Kappner, President, Bank Street, Leader and Champion for Children Everywhere (page 3)

Eve Kurtin, Ph.D., Managing Director, Pacific Venture Group

Marianne Legato, MD, Pres., Partnership for Women's Health, Woman in Science Award, American Medical Women's Association

Jill Levy, President, Council of Supervisors and Administrators

Dr. Louise Mirrer, Executive Vice-Chancellor for Academic Affairs, CUNY

Dr. Lorraine Monroe, President & CEO, The Lorraine Monroe Leadership Institute

Dr. Alice Wilder, Executive Producer, Blues Clues, WNET 13

Jody Williams, Nobel Peace Prize Laureate, 1997

**Jody Williams,
Nobel Peace Prize Laureate, 1997**



Factors in Career Choice: I don't think of myself having exactly chosen a career path. I changed my major several times while an undergraduate—everything was interesting, but nothing totally captured my imagination. Subsequently, I received two Masters degrees, eight years apart, in completely different issue areas. Over this period, I had a variety of different, generally unrelated jobs, some of which were somewhat interesting and some of which were not interesting at all. But, in this context, what I think is the underpinning of my ultimately becoming an activist is my having been at university during the Vietnam War. I learned to question the gap between what have historically been presented as "American Values" and how those "values" are all too often really played out in U.S. foreign policy decisions. That gap still informs much of my thinking today.

Pivotal Points: The pivotal point was in February 1981, when I was handed a leaflet at a subway stop in Washington, DC. I took it, to be polite, and planned to throw it in a wastebasket when out of sight of the person who had given it to me. I glanced at the title—"El Salvador, another Vietnam?" For what should be obvious from my previous answer, the title caught my attention and I read the leaflet and attended the meeting it was announcing to learn more about US involvement in the civil war in El Salvador. As I listened to the speaker from El Salvador describe the devastating conse-

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**Dr. Lorraine Monroe,
President & CEO, The Lorraine
Monroe Leadership Institute**



Factors in Career Choice: When I was a kid, I wanted to be a medical missionary doctor in order to be of service in Africa. However, as a pre-med major I failed all the science courses that required deep math skills. My counselor, noticing my excellent grades in English, asked "Why don't you become an English teacher?" Without a moment's pause, I said "Okay" and the rest is the history of my professional life. I backed into the work that I was sent to do and that I learned to love.

Pivotal Points: A pivotal point in my career came when my principal, Leonard F. Littman, said to me "Lorraine, I think you'd make a good principal". Although I had never before thought of leaving the classroom, he planted a seed and I hurried up and prepared myself by getting degrees and the necessary certification. Within two years, I was one of his assistant principals and four years later, a high school principal.

Achievements: I am proudest of being a mother and grandmother of remarkable children. But in my professional life, I am extremely proud of the successful work that I did at Taft High School in the Bronx, the Frederick Douglass Academy in Manhattan, and in the principal training I am presently doing with my company The Lorraine Monroe Leadership Institute based in New York City.

Obstacles: The obstacles that I have overcome are those that many women face: sexism, racism, old boyism and family obligations. All success-

ful women face at least one of these and I, like many women, recognize their existence, get prepared, and transcend them by forging ahead. I call it "bulling through" i.e. Put your head down and just do it.

Mentors: I have mentioned Mr. Littman as a mentor. Mr. Cooper at P.S. 157 was a mentor who gave me my first opportunity to lead in the 4th grade. I would be remiss if I did not acknowledge the debt I owe to my two parents James and Ruth Williams who taught me to love reading, who constantly talked about the importance of education, and who by example taught me to love life. Two grandparents, my paternal grandfather and my maternal grandmother taught me to love God and to be reverent before life's mysteries.

Advice: Pieces of advice to young women:

Find the work that fascinates you and gives you joy. Go to school to get very prepared for the future. Be open to what the future holds; continue to learn about a great many things. Ignore naysayers—and forge ahead. Travel with an open mind. Be competitive—not cut throat. Learn how and when to relax. Take care of your health. Remember there are always options and alternatives. Laugh at least once a day.

Goals: Most of the time I am an incurable optimist. I believe that good will triumph. In my work I am a Radical Traditionalist. I believe that many of the "old" standards way of teaching still work but that there can be new and imaginative ways of delivering quality instruction for all children. My goal is to continue to be of service both inside and outside of the field of education.



**Jill Levy, President, Council of
Supervisors and Administrators**



Factors in Career Choice: I didn't choose my career, it chose me. I am an action-oriented person. Personal family issues motivated my involvement in the education and socialization of people with special needs. My interest led me to legislation. I was involved in public law 94-142 and organizational reform, particularly advocacy for underrepresented groups of children and adults. I have a strong sense of the importance of intellectual growth and stimulation. I became a supervisor of special education and ultimately a professional developer for a supervisory staff. My particular emphasis was strategic planning, managing stress, conflict resolution, and the intimate knowledge of the arts and crafts of leadership.

Pivotal Points/Obstacles: A battle with cancer, which gave me a strong will to survive and allowed me to let go of lots of fears.

Mentors: My mentors are Dr. Schonhaut, former chancellor, Professor Stanley Dropkin, Dennis White, former director of special education, and my husband.

Advice: Follow your bliss. You can have it all if you make rational choices and take chances. Family and loved one matter.

Achievements: Established a diverse professional and accountable union.

Goals: Within all levels of education, particularly our public schools, we gain the pyramid of power where leadership really counts and accountability actually rests at all levels.



Marianne Legato, MD, Professor of Clinical Medicine, Columbia University, Founder, Partnership for Gender-Specific Medicine, Woman in Science Award from Amer. Medical Women's Assn.



Factors in Career Choice: I have always wanted to be a physician; my father, who was a general practitioner and surgeon, was my inspiration and early role model. He was a gifted teacher and loved medicine. From the age of three, I never thought of doing anything else.

Pivotal Points: The pivotal point in my career was quite unexpected; my family did not think I should actually pursue a medical career and so told me I would have to find the means to continue my studies on my own after college; I was able to do so by working for my tuition for the first year of medical school. In the course of my work as a medical secretary, I met two important mentors, Dr. Irene Ferrer and her brother, Dr. Jose Ferrer. They facilitated my medical career enormously and in fact, Doctor Irene Ferrer financed the remainder of my tuition after the first year of school. (Amazingly, the tuition at New York University in 1956 was \$1700.00 a year—a sum I'll never forget!)

Achievements: I am proudest of two things: the first is my work in research, which concentrated on the structure and function of the cardiac cell. I was supported by the NIH and the American Heart Association (the latter awarded me one of the two first named fellowships in cardiovascular research, The Martha Lyon Slater Fellowship, awarded by the New York Chapter and a Senior Investigator Award after that; the NIH awarded me a Research Career Development Award to continue my work after I finished my fellowship.) The second portion of my career began in 1992, when I became interested in the fact that we knew very little about women first hand and had studied men almost exclusively. By 1996 I had established the Partnership for Gender-Specific Medicine at Columbia University. We are now in our 6th year, have founded a unique Journal of Gender-Specific Medicine (indexed by the National Library of Medicine) and have devoted approximately 6 million dollars to support research and education in the new science of gender-specific medicine. We are about to publish the first Textbook of Gender-Specific Medicine (Academic Press) and I have just published Eve's Rib, a compendium of important differences in the normal physiology and in the exper-

ience of disease as a function of sex/gender, for the lay public. I am greatly encouraged by the fact that we will soon be affiliating formally with the Karolinska Insitutet to pursue the science of gsm, to develop training programs for postdoctoral students in gsm and hopefully, to begin to demonstrate in an actual clinical practice that applying the new science to the care of patients positively impacts morbidity and mortality.

Obstacles: The most challenging tasks I have had were the following: Finishing medical school and developing a career without the support of my parents, particularly my father, whom I had very much admired; balancing a life in academic medicine with the demands of raising two children; developing my career in gender-specific medicine; devotees of women's health did not see until very recently the dangers inherent in isolating the study and treatment of the female patient from the general run of academic medicine. I believed from the start that using sex/gender as an important variable in investigation at all levels was the secret to enormous advances in our essentially male models of normal function and the experience of disease. Most people didn't understand the concept, and resisted expanding "women's health" into the much broader concept of sex-specific human biology and the prevention and treatment of disease.

Finding funding for continuing my program has been a difficult and constant challenge. I am sure this is not a unique issue to my program, but the mechanics of fund-raising consume much of my personal time, which I would very much prefer be used for research and education.

Mentors: My most important mentor was M. Irene Ferrer, M.D., Emeritus Professor of Clinical Medicine at Columbia University. She urged me to persevere in medicine, gave me enormous financial support to ensure that I could do so, and together with her brother, Dr. Jose Ferrer, formed a second family for me and for my children. She was a world-class investigator who was a principal player in the development of the cardiac catheter; she should have been named along with Courmand and Richards as a Nobel prize winner. When I told her (as I often did), that she should have been so named, she always replied: "I was lucky to have been able to do the work". I admired her brilliance, her enormous clarity and eloquence as a teacher, and the depth of her genuine love of students and patients.

Advice: The key word for success for young women and for young men alike (I am not gender-specific here!) is perseverance. Leave no stone unturned, no resource untapped, no idea unplumbed to make your dream a reality. Once you are convinced that you have a valuable idea, spare nothing to pursue it. Many brilliant people—far more brilliant than I—have failed because they simply gave up and took the easier road. Trust me, only perseverance will make the difference. Nothing else is as important.

Goals: My vision of the future is to make gender-specific medicine an integral part of the medical curriculum, our postdoctoral training programs and the practice of medicine. The study of women is not a political ploy or a feminist cause; it is an intellectual imperative that prompts us to ask questions we never would otherwise have asked. I hope that sex/gender will be a significant variable in all medical research one day, and that no physician will treat a patient without regard to his/her gender.

My personal goals? They are twofold: the happiness and security of my two children, who are the heart of my personal life. Professionally, I hope to have some more fruitful years of productivity in this compelling area of medicine and to find the funding to make this program

live on and expand as it should. The science will have a strong international coalition of scholars as we move forward with the Karolinska affiliation; we are also talking with the Special Interest Group in Women's Health at the NIH about affiliating with them to expand this effort.



Eve M. Kurtin, Ph.D., Managing Director, Pacific Venture Group



Factors in Career Choice: My father thought pharmacy was a good career for a woman so he recommended/nudged me to go to pharmacy school. While on an internship with a pharmaceutical manufacturer I was very fortunate to have a mentor who recommended that I go to business school and go into the business side of pharmacy. I would say the instrumental factors were influential people in my life helping to direct me towards a career.

Pivotal Points: The major pivotal point in my career was deciding to go to business school after pharmacy school. From there I was very opportunistic about my career choices/opportunities including the founding of this venture fund.

Achievements: My proudest achievement is actually an ongoing process of being able to be a wife, mother, founding managing director of a venture fund and an active member of my community. Each aspect of my life is very important to me, but needless to say family is the most important.

Obstacles: Like many women, I was subjected to prejudice and harassment in the first 10 plus years of my career. Interestingly, a fair amount of the time the prejudice came from other women, whether not wanting the competition from another woman in business or from social contacts looking down on me because "I must have to work." It is interesting that today our culture accepts the working woman and questions the stay-at-home Mom. Personally I think both are valid and each person should chose what works for them. With respect to how I overcame my obstacles, it was pure desire and strong family support.

Mentors: Paul Fireman, past Chairman and CEO of Syntex Labs, recommended I go to business school and into the business side of pharmaceuticals. Rose Kennedy a coach/mentor at American Medical International who taught me how to lead, gave me the interpersonal tools I needed as I moved up the corporate ladder.

Advice: Be determined, understand hard work and try to always be humble and respectful of everyone you interact with.

Goals: My personal goal would be for my children to be happy and successful in what they do, my venture fund to be successful and for me to truly make a difference in my community work.

Dr. Louise Mirrer, Executive Vice-Chancellor for Academic Affairs, CUNY



Factors in Career Choice: I grew up in an environment that stressed education above all. Not only were my parents college and graduate school graduates, but my grandparents were as well. My grandmother, always a role model for me, received her degree in pharmacy more than eighty years ago—quite an unusual accomplishment for a woman in those days! From a very early age, I was also made to understand that my family was very privileged in its ability to send its children and grandchildren to college, and that, as we always said, "With privilege comes responsibility." I view my choice of career as fulfilling that responsibility. After all, every day I am in a position to level the playing field for thousands of wonderful students at the nation's largest public urban university, where economically and often academically disadvantaged backgrounds are redressed by a superb education and the many opportunities for jobs and careers that are created as a result.

Pivotal Points: In 1993 I was asked to chair an academic department notorious for scandal, including documented cases of discrimination against women in hiring and promotion decisions and sexual harassment. I became that department's chair, as well as its first female full professor. Many people looked at me, a petite blonde woman, and shook their heads in anticipation of my being "eaten alive." Within a year, the department won national distinction for its collaborative work and became, through a number of new entrepreneurial programs, the most prosperous in the university. Most significant of all, a truly collaborative monthly newsletter, with contributions by faculty, students, and staff became a standard for departments around the country seeking to achieve collegiality. At the end of that year, I was asked to "move up" to that university's newly-created position of Vice Provost for Arts, Sciences & Engineering. It was that opportunity that set me on the path that eventually led to my being hired into my current position at The City University of New York.

Achievements: I began my career as a Ph.D. student in medieval Spanish literature and humanities, with a special interest in the portrayal of historical events and characters in literary texts. I had often thought of the similar ways in which women, Jews and Muslims were portrayed in medieval Spanish literature, at the very historical moment when each group's opportunities within the society were being increasingly restricted. But it wasn't until nearly twenty years later that I finally had the chance to write a book on that subject, *Women, Jews, and Muslims in the Texts of Reconquest Castile*, published by the University of Michigan Press. I am proudest of



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Regents' Vote Affirms CUNY Admissions Policy

The New York State Board of Regents voted recently to uphold the remedial policy of the City University of New York (CUNY), which ended an open admissions policy to the University's four year colleges in 1999. Critics had cautioned that the policy change could lead to a drop in enrollment, particularly of minority students, at four-year CUNY institutions such as City College in Washington Heights.

CUNY officials report that enrollment at these senior colleges increased 10.5 percent from 1999 to 2002, following a national pattern of increased enrollment in institutions of higher education. Mean SAT scores of admitted freshman admitted also rose, from 1043 in 1999 to 1066 in 2002. CUNY reports that the number of African-American students at its senior colleges has increased, while changes in the proportions of ethnic groups have been "minimal." The University reports that two-thirds of its entering class are minority students.

"In the last three years we have raised admissions standards while growing enrollment with little change in the ethnic and racial composition of our student body," said CUNY Chancellor Matthew Goldstein following the Regents vote, which he said, "endorses and affirms this University policy."

CUNY students who are barred from admission to the senior colleges because they did not meet academic admissions standards can enroll in an associate degree program at one of CUNY's community colleges, take part in "Immersion" programs offered in the Summer and Winter months, find public or private tutoring or participate in the one-semester "Prelude to Success" program taught by community college faculty at senior colleges.

Additionally, the University's "College Now" program for high school students has more than tripled in size since 1999 and is now available in every public high school.#

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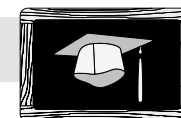
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450 Teachers & School Leaders from Around the World Gather at Teachers College Klingenstein Center's 25th Anniversary

Event Recognizes Role of Independent Schools in American Education

The Esther A. and Joseph Klingenstein Center for Independent School Education at Teachers College celebrated its 25th Anniversary recently culminating with a dinner honoring its director, Pearl Rock Kane. Kane was recently named the Klingenstein Family Chair for the Advancement of Independent Schools. Attending the event was John Klingenstein, Teachers College trustee, Patrick Bassett, President, Nat'l Association of Independent Schools, Darlyne Bailey, Dean, Teachers College, and Michael Maybury, President, European Council of International Schools.

The Klingenstein family established the chair this year to honor extraordinary achievement and to recruit and retain the most distinguished scholars. The Klingenstein family is the first to recognize the role of independent schools in American education at a major school of education, donating over \$15 million to support the center.

John Klingenstein, who has been a Teachers College Trustee since 1979, is actively involved in the work of the center, which has as its mission to improve the quality of independent school education by developing and strengthening leadership among teachers and administrators who work in and with independent schools. Through four different programs, independent school teachers and administrators are given the knowledge, skills and values necessary for informed practice using the

resources of Teachers College and drawing upon a wide range of experts in education.

Kane, whose affiliation with the Center began in 1977 when she was a participant in the Klingenstein Fellows Program, plans to use resources from the endowment to build on the experience of the Center to promote open dialogue between public and private schools and to foster global understanding through greater involvement with international schools.

"Our work at the Klingenstein Center is aimed at counteracting mindlessness by continually raising difficult questions about what we are doing in independent schools and why we are doing it. We have the luxury of working with experienced educators, seasoned teachers and administrators who push us to focus on the key issues of teaching and learning," says Pearl Rock Kane, director of the Klingenstein Center, she continues, "Through their independent study projects, participants work on problems and issues that stem from immediate situations in their schools, but as a group we also consider big questions, important for educators to ask - questions that relate to democracy, equity, the education system at large, and our role in that system as private school educators."#

Teachers College, ranked as one of the leading graduate schools of education in the nation by U.S. News and World Report can be visited at www.tc.columbia.edu.

PACE UNIVERSITY OFFERS MS IN ACCOUNTING IN CHINA

Pace University's Lubin School of Business is offering a pilot MS in Accounting program for students in Shanghai in conjunction with Shanghai University of Finance and Economics (SUFE). "This mutual endeavor provides an excellent opportunity for Chinese business professionals to study United States accounting, auditing and taxation," said Arthur L. Centonze, dean of the Lubin School. "The program is timely in light of China's emergence in the global economy and specifically in its ties to U.S. business." The program enables students in Shanghai, who are mainly working full-time, to complete the identical program in which students participate at Pace University in New York. Courses are presented in English by Pace faculty in SUFE classrooms with SUFE support personnel and facilities.

Almost 40 individuals applied for admission to the pilot program, 12 of whom were selected to form the initial class. Given the background and prior training of this particular cohort, it will take less than two years for the students to complete the required 37 credits in accounting and business communication. In the future, cohorts of between 15 and 25 students are expected to form every two years, and will spend time in New York City as part of the educational process.

"We foresee a rapid growth in the demand for talented accounting professionals in both China and the U.S.," said Xin-Yuan Chen, dean of SUFE. "This program allows accounting professionals in China to expand their knowledge beyond China's national borders and serves the

growing market for accounting, auditing and taxation skills." The program received formal approval by the Chinese Ministry of Education and the Chinese Central Commission of Academic Affairs. The initial class participated in an opening ceremony in Shanghai. Attending the ceremony were professors and senior administrators of the Lubin School and SUFE in Shanghai; and guests from KPMG, Shanghai National Accounting Institute, Ernst & Young Dahua, and PriceWaterhouseCoopers.

Pace is a comprehensive, independent university with campuses in New York City and Westchester County and a Hudson Valley Center located at Stewart International Airport in New Windsor. More than 14,000 students are enrolled in undergraduate, graduate and professional degree programs in the Dyson College of Arts and Sciences, Lubin School of Business, School of Computer Science and Information Systems, School of Education, Lienhard School of Nursing and Pace Law School.#

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College Presidents Series

Diane Engelhardt, President, DeVry Institute of Technology

By JOAN BAUM, Ph.D.

Because she had been encouraged early on by her parents to learn shorthand and typing, Diane Engelhardt appreciates both the importance of “hands on” skills and the need to go beyond them for a meaningful career.

She did heed her parents’ advice, particularly the words of her father, a sanitation worker, who did not go beyond the 6th grade and had difficulty reading, but who kept at her about the importance of education and getting out there to get a job as an office secretary, something certain, something secure. The irony was that after completing a degree program in Business Education in 1977 at Baruch College, where she “majored in shorthand and typing,”

only one of five women to do so, Diane Engelhardt could not get a job in the high schools, where she had applied. Everyone, it seems, had the same idea, women, anyway. The field was “full of seasoned people.”

Clearly, her father had had the right idea, but just as clearly, Diane Engelhardt was out to go beyond those goals. She went on for a masters in Business Education at Baruch and then did more graduate work at New York University, not to mention founding and leading a Woodbury, NY-based company specializing in business and aerospace electronics education. She was now positioned to be an administrator and design and implement programs that would go beyond typing and shorthand, curricular plans that she first put into effect at the Katherine Gibbs School’s Melville division, where she served as dean for five years and president for two years.

She assumed the presidency of DeVry Institute of Technology/Long Island City campus in December 2001, overseeing academic and financial operations. DeVry is not a liberal arts college but does have a liberal arts component to complement degree offerings in business, technology, and management. DeVry Institute of Technology, as it is referred to in New York, offers associate, bachelor’s and master’s degree programs in technology, business, computer sciences, electronics, information technology, and telecommunications management. The parent company, DeVry Inc. (NYSE: DV), owns DeVry University, which operates as DeVry Institute of Technology and Keller Graduate School of Management in New York.

So how is DeVry different from like institutions that concentrate on technology careers? President Engelhardt cites small class size, individual attention, high tech equipment, and general appeal for students who want to focus on careers rather than general education. Obviously, there are many such students out there because the president envisions expanding from a present base of approximately 2,000 to 4,000. President Engelhardt notes that between attracting new students and former ones who come back to complete their degree, DeVry is well on its way to providing its graduates with meaningful employment, especially in the areas of allied health services and information systems.

DeVry opened its first campus, at what is now its flagship headquarters in Chicago, in 1931, says Engelhardt. More than 52,000 students in 18 states and two Canadian provinces are enrolled at its 26 undergraduate campuses and 37 adult learning centers, as well as

through DeVry University Online. Located across the East River and Midtown Manhattan, DeVry’s Long Island City campus opened in 1998 and is, “a beautiful space,” says Engelhardt. Potential students interested in the school are encouraged to, “come by and visit.”



Diane Engelhardt

The campus recently gained an addition with the opening of Keller Graduate School of Management (KGSM), one of the largest part-time graduate schools in the United States, which focuses on the specific needs of adult learners. In addition to offering students convenient center locations and flexible class schedules, Keller places a strong emphasis on excellence in teaching by a faculty with both strong academic credentials and professional experience.

DeVry, which runs on a trimester system, costs approximately \$16,000 a year, but has a healthy scholarship program, including a president’s and dean’s scholarship. Last year, a Community Scholars Program was also established in response to growing concerns about access to higher education for academically qualified low-and moderate-income students. Scholarships will be offered to one student at every public high school in the 18 metropolitan areas served by its campuses, including more than 200 high schools in New York City. Each scholarship award will be up to \$3,000 per calendar year for a student attending year-round in pursuit of a degree. The \$1,000 per-semester scholarship is worth up to \$9,000 for the duration of a degree program, depending on the student’s major.

How do students do upon graduation; do they get jobs? Yes, the president responds, pointedly, noting DeVry’s commitment to career awareness, which begins with registration, is followed up at orientation and then is made an active part of continuing advisement. In short, career counseling is not a subject that DeVry students meet only when they become graduating seniors.

Being an administrator is a lot like being a sports coach, President Engelhardt remarks. She ought to know. She’s won an award from the Town of Oyster Bay “in recognition of her outstanding and lasting contributions to the community,” specifically Syosset, where she has coached baseball and softball leagues. She coaches to win. She has already turned the well-advertised Institute into a Conference center and is looking to establish partnerships with College Now programs in the city’s high schools.

In addition to all her responsibilities as president, Diane Engelhardt also gives back. She serves as a mentor in the NYU Business Ed program. No doubt she also continues to bring joy to her 82-year-old father who now knows she cannot only type and take shorthand but, well, be a college president, as well.#

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INNOVATION IN
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TUTORING AND TECHNOLOGY

By DR. NATHANIEL FRANK

Not long ago, while tutoring students from a prestigious private school in Manhattan, one of my students brazenly popped a CD-ROM into his computer which revealed "answers" to review questions for an upcoming exam. The file, which was riddled with errors, came courtesy of former students on the football team who had clearly not been chosen for their attention to academic detail. It was an unfortunate case of

the blind teaching the blind, with no adult intervention and no semblance of remorse among students eager to cut corners.

Around the same time, the school confronted a seemingly unrelated spate of plagiarism, which resulted in disciplinary measures for fifteen students. Sadly, but perhaps not surprisingly, my student was among them. School authorities responded by banning these and other students from using tutors, based on the presumption that too many tutors were doing too much of the students' work.

If it seems to you that this punishment does not fit the crime, then you are a close reader. To this day, I have not been able to grasp why tutors were implicated in the plagiarism scandal. But the unfortunate upshot was that the students were left with less adult guidance and a greater temptation to rely on technology—divorced from ethical principles—to get them through their coursework.

As long as there have been students, there has

been cheating. But the march of technology has facilitated the kind of intellectual dishonesty that used to require both skill and bravado to accomplish. Many universities now have networks that let students surf the web for information while using laptops in the classroom; connected palm pilots let friends beam notes—or answers—to each other in the middle of classes or tests; in short, computer technology has allowed students to share information at the speed of light. In the past, accessing this information required a resourcefulness that was almost as impressive as it was unethical. Now, cutting corners—and even outright cheating—is as easy as clicking a mouse.

Technology has always challenged humans to harness its power while containing its tendency to govern those it was meant to serve. When people rise to this challenge, they can integrate technology into their world in a tremendously beneficial way. How do we do this effectively?

Computers are a vital part of young people's lives today. Adults need to recognize this and commit to introducing computer technology in a way that habituates students to its interactive

aspects rather than its capacity to hand out answers. When I tutor students, I use old-fashioned methods of Socratic dialogue, self-critique and plenty of practice in critical reading and precision writing. But I also go over to the computer and mentor the proper use of technology. My goal is that when students see a CD-ROM, they'll approach it as a partner in learning, not a hired hand.

As educators, we need to ensure that the wealth of information now available to students serves as a basis for engaged and proactive learning rather than a shortcut to passing grades. We need to integrate technology into our teaching methods, so as to instill proper habits in today's students. With that as our goal, we can hope that new technology will facilitate, rather than impede, the unchanging aim of shaping not just skilled practitioners, but good citizens who know how to learn.

Dr. Nathaniel Frank, an Adjunct Professor of History at New School and New York Universities, is a tutoring partner at the Teaching Collective. He can be reached at NF15@NYU.EDU or 718-624-5999

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Fulbright & Guggenheim Fellowships

By LEAH BOURNE

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

The Fulbright Program was established in 1946 by Congress. In the years following World War II the United States had accumulated a surplus of property in many countries, and Senator J. William Fulbright proposed the idea

of auctioning off the land and using the auctions proceeds to fund education exchanges. The program, administered by the US State Department, has created an exchange with the United States and over 140 countries.

Candidates are chosen from all fields and in their application must outline a project that will take place in one country for one year. Within the Fulbright program there are several different programs that offer grants for students and educators. The Fulbright Student Program is a competition for awards among graduating seniors, young professionals, artists and graduate students being sent from the United States

across the world to study in a particular field, and it brings students from abroad to gain a degree or to engage in specialized study in the United States. The Fulbright Scholar Program sends faculty and professionals to conduct research and lectures abroad. The Hubert H. Humphrey Fellowship brings professionals from developing nations to the US and the Fulbright Teacher Exchange Program provides educators from the US with the opportunity to teach in other areas of the world for up to a year. The Fulbright Program has contributed to positive international relations and has provided the opportunity for its Fellows to study and grow from these educational exchanges.#

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Internet Education Tools Pick Up Where Schools Fall Short

By DEL WILLIAMS

In today's information-based economy, the truth is that simply reading, writing, and arithmetic at grade level isn't enough anymore. To be prepared for college and a satisfying career, your child must be able to draw on a variety of information resources to problem solve, usually in cooperation with others. Today, despite grade level, this means using the Internet. As Sen. Bob Kerry (D-Neb), Chairman of the Congressional Web-based Education Commission said, "We must immediately put to rest the notion that the full development of web-based technology for education is a choice. Our economy demands a technology-savvy workforce."

Unfortunately, the Internet isn't a safe or effective place for kids to "surf" without guidance. Parents and teachers struggle to keep kids away from online pornography and other inappropriate content without limiting access to educational material. "Many kids are savvy Internet users today and have learned not to give out names or addresses," said Sherry Hetherington, a veteran Library Media Specialist at Summit High School in Frisco, CO for over 20 years. "But even simple questions can be revealing, especially in the context of chat rooms. 'Do you wear Brittany Spear T-shirts?' or 'Where do you work out?' could be innocent banter or the work of a pedophile."

Furthermore, in some respects the Internet is too much of a good thing for students, parents, and teachers who are usually looking for specific bits of info that are difficult to find with simple search terms. An estimated four million new web pages are added to the Internet daily. The best search engines manage to stay on top of those exploding numbers by returning more

hits with each search - often thousands of links that must be sorted through for usable results.

Under Hetherington's guidance, Summit High School - like over 2,300 schools nationally and internationally - turned to INET Library, an online resource that culls the very best educational websites from cyberspace and actually writes a mini review, developed by Inventive Communications in Wayne, Nebraska. INET Library, an online database linking almost 300,000 quality educational sites, rates each chosen site on a 5-star system for quality by a professional staff of teachers, librarians, and educators. Inappropriate material such as porn or violence is screened out so teachers and parents can turn kids loose on the Internet with a clear conscience.

Once Hetherington decided to put INET Library as well as several common search engines to a practical test. "I put myself in the situation many students find themselves in: having a paper due tomorrow that needed to be researched and written with credible sources," she says. "The goal was to have five usable sources within 45 minutes. Using typical search engines, at the end of 45 minutes, I had nothing. I could've spent hours reviewing the 20,000 plus results before coming up with one or two usable sources. With INET Library, I found five good sources within 15 minutes."

For those who don't have thousands of dollars to buy the latest research and resource materials, INET Library's Research Section brings 19 up-to-date resources to your computer including calculators, dictionaries, encyclopedias, thesauri, maps, almanacs, quizzes, quotations, demographics, homework help, and more. Comprehensive updated research on every country from Afghanistan to Zimbabwe

puts the international community at your fingertips and makes expensive and often outdated maps and atlases unnecessary.

Of great use to students of any age, nearly 100 of the best homework help sites are assembled for easy access. Some of these sites offer online help from a certified teacher. In addition, homework and research help is available from INET staff members within 24 hours by email every weekday.

Late-breaking reports on local, national, and international news developments are updated every two hours directly on the INET Library homepage for the latest in current events for Social Studies or Political Science projects or assignments. Moreover, 4,000 magazines and periodicals are available for research including over 700 daily newspapers and current editions of online magazines ranging from Newsweek, Wired, and Travel and Leisure to Scientific American and Education Week, with most archived at their website.

"The sites found within the College Assessment section of INET Library provide the most current and reliable information on ACT and SAT preparation on the Web," said Brad Preheim, Principal of Armour High School. "In an attempt to improve their test scores, several of our students used INET Library's resources as the sole means to prepare them for retaking their standardized tests. These students showed a 14% improvement over their previous scores."

As the demands on students and teachers in schools increase due to education legislation such as the federal No Child Left Behind Act of 2001 and more stringent requirements in the job market, forward-thinking schools and parents are turning to Internet-based technologies

such as INET Library both to even the playing field for students who have gotten behind and to enrich the education of those who need greater challenge. Parents and schools who use technology to maximize the learning potential of their children will reap the benefit in coming years.

Jim Schiefelbein, a former University of Nebraska Director of Distance Education, agrees. "By cutting the time needed for quality research, using INET Library at home has helped my daughter maintain a straight-A average in high school. I can see her using it all the way through college, as it's a resource that makes her life so much easier as a student."

Del Williams is a technical writer based in Torrance, California. For more information about maximizing the Internet's resources for educational purposes, call Inventive Communications at 888-411-4337 or visit www.inetclassroom.com. Free trials are available upon request.#

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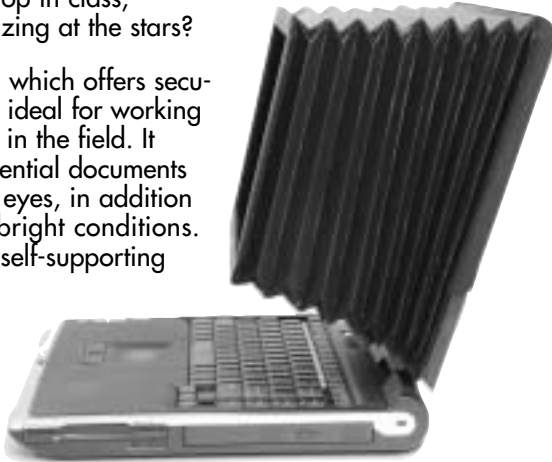
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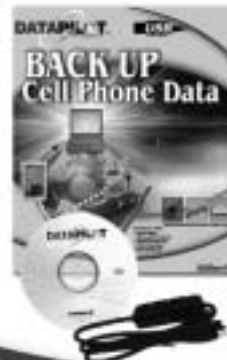
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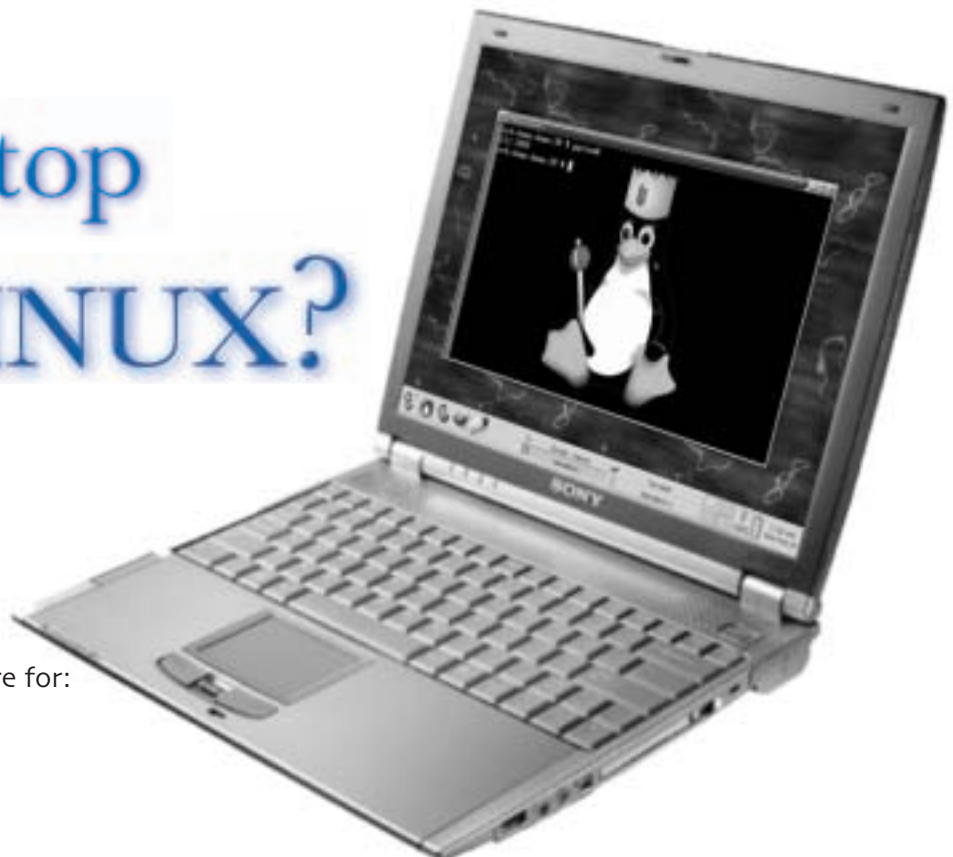
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Finding & Keeping Teachers of Color

By MARK HERZ

For Lily Feinn, a ninth-grader at the Little Red Schoolhouse & Elisabeth Irwin High School (LREI) in lower Manhattan, the diversity of the teaching staff is music to her ears. In a recent speech there, she likened it to a “grand piano with an intricate interlacing of keys.”

Private schools like LREI have long been bastions of privilege. For their predominantly white and wealthy students, private schools offered the advantages of small classes, high standards, and, frankly, good connections. But private schools are catching on that diversity of teaching staff is one modern-day advantage they can ill afford to go without much longer.

“You cannot say, I do not like c-sharp’s tone, so I do not play it,” said Feinn. “Without c-sharp, the composition—however flawless on paper—will never reach the ears of all who seek to listen.”

Feinn’s comment came at a recent panel at LREI to introduce the release of a new book aimed at helping private schools find and keep

those “c-sharps.” The book, *The Colors of Excellence; Hiring and Keeping Teachers of Color in Independent Schools*, came out of a 5-year study funded by the Altman Foundation.

At the panel were some of the teachers and administrators of color whose personal experiences were used to augment the study in assembling the book. Alexis Wright, the 30-year-old Middle School Principal of Rye Country Day School, and the only administrator of color there, echoed some of the points of the book. He said he was one of the 59% of teachers of color who felt that higher demands were placed on them than their white counterparts. Wright could also identify with other respondents in the book who noted that African American parents told their children they had to perform at a higher level than their white peers. And teachers of color tire of having to be diversity gurus in their schools.

Noni Polhill, a teacher and administrator at LREI, agreed that overcoming these burdens and changing the old culture of private schools

has to be a partnership.

“For myself, I really cannot understate the importance of white allies in our fight for equity and justice in independent schools,” Polhill said. She dramatized her point saying she would rather teach in a school with a vocal and active white majority than in one with a complacent people-of-color majority.

The panelists emphasized the importance of meeting prospective teachers of color face-to-face and looking beyond the usual pool of people who already had grown up in a private-school or predominantly-white subculture. Wright mentioned he had taken a recent recruiting trip to Hampton, a Historically Black College, to reach some of the untapped talent there.

The panel admitted that higher salaries in the public schools were a bigger draw for teachers of color. In comparing her experience with her husband’s—who teaches in a New York City public school—Polhill said she hears him complaining of the amount of time and energy he has to give to “behavior issues,” while she can spend more time teaching literature and “sharing things that I think are important with students—and they’re leaving my classroom, I hope, as critical thinkers, and people who are going to change the world.”

Polhill notes that sometimes men of color in particular feel there is an advantage to working in the more historically diverse public schools,

where they may feel more confident that they will be treated in a respectful and professional manner. Many teachers of color, both men and women, also want to help the less privileged kids in the public schools, to feel they are making more of a difference.

The overall message of *The Colors of Excellence*, and the panel at LREI, is that the culture of independent schools can change, that diversity can enrich the independent school experience for teachers and students alike, and that administrators can help that change along.

“I think it’s important that independent schools send the message from the top down that this is everyone’s issue to be thinking about talking about, and to be working toward,” Noni Polhill said. “Teachers of color want to know that when they walk into a school that they’re not going to be the only ones speaking about these issues.”#



Alexis Wright



Noni Polhill

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Recommendations Issued on New Councils to Replace Community School Boards



By ASSEMBLYMAN
STEVEN SANDERS

Recently the 20-member Task Force on Community School District Governance Reform submitted its recommendations to the Leg-

islature and the Governor on what should replace the community school boards, which go out of business on June 30th. Along with Terri Thomson, I had the honor of co-chairing the Task Force, whose recommendations were developed after hearing over 50 hours of testimony from nearly 300 witnesses at hearings held in each borough in the past two months.

When the Legislature voted to abolish the community school boards as part of the legislation giving the Mayor accountability for the school system and the right to pick the Chancellor, it decided to wait for recommendations of the Task Force before acting on additional legislation this Session to implement a new district-by-district community- and parent-based governance structure. Assuming the Legislature meets the challenge and enacts legislation in the next few months on what replaces the existing school boards, and assuming the Justice Department gives its approval under the Voting Rights Act to the new changes, every community should have an effective and meaningful role in certain local school district decision-making, and be a focal point for debate and assessment of how the new central administrative structure under the Mayor and chancellor is working.

The Task Force recommendations are predicated on the principle that governance structure should support classroom instruction and insure that the school system is run in a way that reflects partnership with parents, provides accessibility in each community to address local concerns, has clear lines of authority at every level, and is readily comprehensible. An unapproachable and impenetrable bureaucracy is unacceptable.

Additionally, in fulfilling its mission, public school districts must be organized in such a fashion so as to insure that parents are real partners in the education of their children, and not just placed in an organization chart as window dressing.

The Task Force has proposed the creation of a District Education Council in each of the 32 community school districts. Each would be comprised of 11 members—8 parent members elected by the parents of students who attend a public school within the district, one of whom must be a parent of a child with special needs, educated through an Individual Education Plan within the school District; 2 business, civic or community

members appointed by the Borough President, and 1 high school senior appointed by the superintendent.

The district superintendent responsible for the community school district shall be the person interacting, collaborating and working with that community District Education Council.

The councils will hold a monthly meeting with the district superintendent to engage in a dialogue about the local schools and about progress made toward the implementation of the district's comprehensive education plan, plus a separate monthly public meeting with the superintendent during which the public may speak, so that parents and the community have a voice and a public forum to air their concerns.

Among the councils' other responsibilities will be: to review the quality of the district's educational programs and assess their effect on student achievement; to submit an annual evaluation of the district superintendent to the chancellor; to submit an annual evaluation of the superintendent; and to hold public hearings and provide comment to the district superintendent on the district's proposed operating and expense budgets.

Additionally, they will provide comment before collective bargaining negotiations to the chancellor and Mayor concerning provisions in union contracts that impact the school's quality of life; be responsible for zoning of elementary and middle schools in the district; hold a public hearing on the district's annual capacity plans recommended by the superintendent and based on data from the Chancellor on enrollment/utilization of each school; and submit the plan, approved by the council and the superintendent, to the Chancellor for his review.

The councils will be required to have regular communication with all parents and parents' associations in the district; to share information regularly with school leadership teams as may be necessary and to provide assistance to them whenever possible; to provide important information on student achievement and to seek input from the parents on school improvement; and to give input to the chancellor and the citywide Panel for Educational Policy on matters of concern to the school district.

I believe that these recommendations, if enacted, would foster an environment for meaningful parental and community representation and input at the local community school district level and provide a forum for vigorous discussion and assessment of the newly centralized system. #

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

Holding Elected Officials To Their Campaign Promises



By MAYOR MICHAEL
R. BLOOMBERG

When I ran for Mayor of New York City, I said that if there was one principle I would try to bring to government, it would be accountability. The idea that you can promise something over and over again, then not do it and get away with it is simply unfathomable. After spending more than a year in office, I can say with some authority that a much higher standard of accountability is desperately needed in government. Elected officials should be held to their campaign promises, and I want the people of New York City to start with me.

During my campaign, I released a series of proposals on major issues, ranging from improving education to overhauling customer service to building our economy to strengthening law enforcement. In every campaign, the candidates pledge to implement a host of ideas and policies. That's, more or less, how people decide who to vote for. Just because a campaign ends doesn't mean that the themes and principles that guided it should end with it.

In my case, the people of New York City have a right to know what I said I would do in the campaign, and they have a right to know what I have done about those proposals as Mayor. That's what accountability is all about. That theory should apply to every elected official, in every office.

That's why I just released a database that lists every proposal made during my campaign and details where each proposal stands: good and bad, big and small, whether we have achieved it thus far or not. The goal of a public official shouldn't be to escape scrutiny and review. We should embrace it, because the more the people hold us accountable for results, the better we'll do. That has been my experience in over thir-

ty-five years in the private sector. Now I'm doing my best to make it the standard in the public sector.

In addition to listing each proposal and its status, the database places all 380 campaign proposals in one of five categories: done, launched, planned, not done, and being reconsidered. We've been fortunate to have completed, implemented or have definitive plans for almost 80% of the proposals, but it's equally important that the public see what we haven't taken on yet, because public scrutiny and pressure will only make fulfilling the proposals that much more likely (if you don't believe me, ask my Commissioners).

Some elected officials may worry about having proposed ideas or initiatives that turn out not to be the best way to proceed (in other words, bad ideas). They shouldn't. Not every proposal or idea is going to work out. The point isn't to appear infallible. It's to be as creative and innovative as possible. If some ideas ultimately aren't the best way to proceed, that only lets you know that, all in all, you're on the right track. I don't think the voters would punish their elected officials for admitting they had some bad ideas. If anything, I think they would appreciate their candor.

Will other elected officials follow suit and release the status of their campaign promises? I hope they do. In fact, we'd be happy to let them know exactly how we went about doing this. But either way, I'm proud we're releasing the status of my campaign promises. We'll continue to do so throughout my administration. To receive a copy of the report, email us at campaignpromises@cityhall.nyc.gov or call us at (212) 788-7766 or visit our website at nyc.gov/campaignpromises.

Holding elected officials accountable for their campaign promises can only make our campaigns more realistic and our government more effective. Perhaps even more important, it would help restore faith in a system that sorely needs it. #

AN OPEN LETTER FROM CHANCELLOR JOEL KLEIN

Dear Community/Faith-Based Leader,

In October, I launched *Children First: A New Agenda for Public Schools in New York City*, an initiative to reform the school system. During the first phase of *Children First*, we received input from approximately 50,000 parents, students, teachers, principals, superintendents, community, business, higher education and faith-based leaders.

The views and opinions of parents and community members have been invaluable in driving the *Children First* reform agenda and shaping key initiatives that we have announced. Ongoing parent/community engagement is critically important as we begin to implement recent strategies. Therefore, the Chancellor's Office and the Panel for Educational Policy in collaboration with Regional Superintendents will be co-convening *Regional Parent/Community Engagement Meetings* in high schools throughout the metropolitan area.

We would appreciate your assistance with getting the word out about the Regional Parent/Community Engagement Meetings in

your community. Please visit our website at www.nycenet.edu for additional information. If you would like our flyer about the meetings in additional languages or have any questions, please contact Karen John, a staff member of our Community Engagement Team, at (212) 374-6009.

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LITERARY RIDDLES

By CHRIS ROWAN

"The bright and stricken thing in the boy twisted in horror, looking for an escape from the house of death. No More! No More! (it said). You are alone. You are lost. Go find yourself, lost boy, beyond the hills."

Questions:

An American author used the above words to describe the death of an older brother, who died in their boyhood home. (1) Who was the author? (2) Who was the author's brother? (3) In which work did these words appear? (4) When was it published? (5) Where was the author's home? And what is it used for now?

ANSWER: (1) Thomas Wolfe. (2) Ben. (3) *Look Homeward, Angel*. (4) 1929. (5) In Asheville, North Carolina. It has been made into the Thomas Wolfe Memorial museum.

Dr. Alice Wilder

continued from page 18

them with strategies for dealing with separation and loss. Using our knowledge of child development, learning theory, how children watch television, production experience, and creativity we decided to tell a series of stories that would help preschoolers and their parents understand and cope with Steve's departure, his brother's entrance, and the new relationship. In the end, Steve's departure to college and his "younger brother's" entrance into the Blue's Clues world were successful on so many different levels.

Yet another significant accomplishment was winning the Peabody Award. It was humbling to be recognized among the other prestigious winners of quality programming.

Obstacles: This is a hard question to answer. There are always obstacles along the way, including many of the political or bureaucratic ones. My approach to all obstacles is to refer back to your own personal goals and intentions. Never forget why you are there, assess accordingly, and have the right intentions.

Mentors: Mary Ann Foley, a Skidmore College professor, was the most inspiring of all mentors. She chose me, believed in me, and knew how to give guidance and then let you go to try it. She inspired a love for the topic and taught me how to get information from children while treating them with respect and making it fun. She is a leader, manager, inspiration, and model for happiness and "success."

Advice: We all have a mission in life. In order to accomplish it, tap into what interests you, what challenges you, what makes you happy and GO FOR IT! It's important to talk to as many different people as possible, hear their stories, make connections, set goals, write your own job description and see if you can find it or make it. And don't compare yourself to anyone else—you are on your own journey.

Goals: My educational vision for the future is for all schools to work for all children. The issues are complex but the learning theories are proven. Learning does not have to be stuck in the mire of "the way things have been done." It can be relevant to people's lives, can be presented in contexts that make sense to children,

Jody Williams

continued from page 18

quences of US involvement in his country, I knew I had to try to do something to stop the intervention. Twenty years later, I am still trying to help create a world where we care about human security, human rights and meaningful democracies rather than which country can dominate the globe.

Achievements: Without question, the Mine Ban Treaty negotiated in Oslo in September 1997, which has now been signed by 3/4 of the countries of the world.

Obstacles: I honestly don't think in terms of obstacles. I focus on the things I want to achieve and how to best move toward those goals. I try to figure out how to deal with challenges to what I am trying to do, rather than view them as obstacles—which just seems too negative an approach for me.

Mentors: I believe in trying to be the best "me" that I can be. I've never wanted to be anyone else or be like anyone else.

Advice: I don't really like to give advice as such. All I can really talk about with authority is what has worked for me in my own life and work and that is to be true to myself. Not to view life as a popularity contest. To do the work I believe in because I believe in it and not because I will be perceived in a certain way, or to receive recognition for what I do. I do what I do in life because I believe it is the right thing to do, no matter what anyone else thinks about me, my life, or my work. This life is mine. It is the only one I've got and I've got to live it in a way that makes me happy to get up each day and engage the world.

Goals: As I said above, I want to live in a world where human security, human rights and real democracy are the guiding principles of global interaction. My personal goal is to continue to work toward that end every day.

That's it.

and can be multimodal. Most of all, learning can be exciting and interesting!! And because of this shift in the Zeitgeist of education, children, their education, and teachers will be highly valued. That is my vision and my personal goal to make this happen!

Dr. Louise Mirrer

continued from page 19

that book, and the fact that it still earns royalties as a result of readers around the world who are interested in the linked fates of women and minorities in restrictive societies.

Obstacles: In 1982, I was a single mother in a tenure track position at a university whose religious orientation led to negative views on both working mothers and divorce. I practically gave up sleep to find time to complete my first book and secure a good publisher so that I would be in the strongest position possible when my tenure decision was made. The strategy worked.

Mentors: I have always been extremely fortunate to have had women mentors who served both as role models and advisors. The mentor who most influenced the direction of my career was Jean Franco, who chaired my Ph.D. department at Stanford and later moved to Columbia University. She was a "first woman" in too many domains to recount here. I was also heavily influenced in the early stages of my career by Mary Louise Pratt, now President of the Modern Language Association. Later on were W. Ann Reynolds, former Chancellor of the City University of New York, who helped me get a foothold in New York City, and Helen Marshall, Borough President of Queens, who gave me great support in her former role as chair of the City Council Higher Education Committee. All of these women inspired me by their courage to "do it all": they are mothers, wives, and highly productive and successful career women. All of them have managed to retain a sense of humor throughout, and have unstintingly given to younger women who seek to follow in their footsteps.

Advice: Work hard and do not let yourself be discouraged. Also, look for women who can serve as role models for you, and find mentors who can help you achieve your goals.

Goals: My vision for the future is of increasing visibility of women across all sectors in New York City. People are quick to point out the enormous strides women have made, but there is still quite a distance to go. My personal goal is to see the fruits of the many initiatives we have introduced at CUNY: the first

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Open Houses

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Lindamood-Bell Learning Processes, an internationally-renowned leader in educational instruction and research, will be hosting an Open House at its New York City Learning Center on Tuesday, April 8th at 7:00pm. Lindamood-Bell has pioneered the development of leading programs to help children and adults learn to read, spell, and understand language. Parents, educators, and professionals are invited to attend the Open House, where Lindamood-Bell consultants and clinicians will provide information about the sensory issues surrounding language and literacy development-including the symptoms of dyslexia, hyperlexia, attention deficit disorder, and autism. Discussion will focus on sensory-cognitive function, as current research indicates that weaknesses in this area can cause severe problems with language and literacy comprehension. Staff will be available after the presentation to discuss how Lindamood-Bell's programs can best help you or your child. The event is open to the public and refreshments will be served. Please call Lindamood-Bell at 1-800-300-1818 to RSVP for this special Open House.

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One of Lindamood-Bell's primary goals is to research effective language and literacy intervention. Recently Lindamood-Bell, and its involvement in a five year research study with Georgetown University's Center for the Study of Learning, was featured on the PBS special, *THE SECRET LIFE OF THE BRAIN*. Lindamood-Bell's programs will also be featured on the upcoming *Reading Rockets* five-part series, *LAUNCHING YOUNG READERS*, which will air on PBS this fall. Additional information about Lindamood-Bell's programs is available on-line at www.lindamoodbell.com, or by calling 1-800-300-1818.

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Our assembly programs are 45 min.- 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. There are five assembly program topics from which to choose, including our new Weather assembly, debuting in October 2002! All our current workshops and assembly programs can be viewed under Educational Experiences at www.lsc.org. Please call (201) 451-0006 and speak with either John Herrera x218, jherrera@lsc.org, or Jim McGlynn x340, jmcglynn@lsc.org, for further details.

ON THE ADVANTAGES OF ALL-GIRLS' SCHOOLS

By DOROTHY HUTCHESON

Recently, we welcomed parents of Kindergarten applicants for an "Insider's View of the Lower School." Five juniors and seniors—Maha Atal '04, Sonje Hawkins '03, Ali Jones '04, Danielle Tappitake '03, and Charlotte Winthrop '04—addressed the parents in the auditorium. The visitors were bowled over by our students' confidence and the seeming ease with which they talked about their teachers, courses and activities, and favorite memories of their Lower School years. Their overall message was that Nightingale teachers had encouraged them to develop academic passions, which included genetics, French, European history, and creative writing. They also spoke about activities, such as the debate team and the newspaper, that give them the opportunity to question the *status quo* and to think independently. Their confidence in their abilities, their leadership in every aspect of school life, and their clear focus on academics as the top priority of school confirmed the positive effects of a Nightingale education.

Throughout the admissions process, parents frequently ask me about the advantages of all-girls' schools. As the product of an all-girls' school, the mother of a 9-year-old daughter, and the head of Nightingale for the past 11 years, I have a personal and professional conviction about the power of single-sex education. One of my colleagues, formerly a college professor, maintains that she could easily spot the young women in her class from girls' schools; they were the ones who jumped right into the discussion. Many Nightingale alumnae tell me about being singled out by their professors in college because of their confidence in the classroom.

Girls' schools such as Nightingale work because they offer both a culture and a curriculum which allow girls to achieve and be successful as students and as individuals. In every facet of school life at girls' school, girls and women's accomplishments are valued and appreciated. Most importantly, girls run the show. At Upper School Morning Meetings, the stage is full of students making announcements

about clubs, teams, and activities; they are clearly in charge. Girls serve as the school president, editor of the newspaper, and captain of the soccer team; their thoughts and opinions are taken seriously. I think it's a wonderful problem that Morning Meetings often run over because we have so many announcements, all being made by young women running various activities. Younger girls look up to these students and imagine themselves as leaders in their later years at Nightingale. In coed schools, by contrast, males often dominate the leadership roles.

Girls also have plenty of women role models at Nightingale. The head of the Math Department is a woman, and Nightingale's AP calculus teacher has her master's degree in electrical engineering. Women lead the administration. We invite guest speakers who are terrific role models as well: women scientists, authors, and business people. Over and over again, girls here get the strong message that women are leaders in a variety of fields.

Numerous research studies have shown that girls enter school excited about learning and equal or outperform their male counterparts in academic assessments. By the end of eighth grade, however, girls' achievements and interests have fallen behind that of boys in the critical areas of math and science. We address that directly at Nightingale. Math is required for 13 years, and over 90 percent of our graduates have taken three or more years of science in high school, usually biology, chemistry, and physics. Far from being outnumbered in physics classes by males, girls *are* the physics classes at Nightingale.

The all-girls' advantage is real at Nightingale, as every day students speak and lead with confidence and know that their voices will be heard by their teachers and their peers. The experience of a single-sex education provides our girls with a strong sense of their own value and their own power, equipping them to confidently deal with life's challenges and choices. #

Dorothy Hutcheson is the Head of the Nightingale-Bamford School.

History of Women's Colleges

By MARK HERZ

In 1772, the history of women's colleges in America began with the founding of Salem Academy in North Carolina. Salem was not chartered as a college until more than a century later. But by 1837, with the establishment of Mount Holyoke, the education of women had finally set off on the long path towards parity with that of men. No women's school before then had combined high entrance standards, a demanding curriculum, and a lack of instruction in domestic pursuits with the granting of baccalaureate degrees.

Many other women's colleges were founded in the ensuing decades of the 19th century, among them were:

- Moore College of Art, founded in Philadelphia in 1848—the first and only women's visual arts college in the nation

- Mills College, founded in California in 1852—the oldest women's college in the West

- College of Notre Dame of Maryland, founded in 1873—the first Catholic college for women in the United States to grant the baccalaureate degree (in 1899).

- Spelman College, founded in Georgia in 1881—the first African American women's college.

Like African Americans, women struggled—and continue to struggle—for political, educational, and economic equality. The parallels have not been lost on women. Women's colleges have played a role in both the Abolition and the Civil Rights movements.

Today, many schools and professions have opened doors to women, just as they have to African Americans and other minorities. And, like the Historically Black Colleges and Universities, women's colleges have had to reinvent themselves and reassert their relevance in changing times.

According to the Women's College Council, their alumnae—though only representing 2% of female college graduates—can boast many advantages. The WCC says studies show that women's college graduates report greater satisfaction than their coed counterparts with their college experience in almost all measures—academically, developmentally, and personally. They constitute 30% of a *Business Week* list of rising women stars in Corporate America, and make up one third of women board members of

Fortune 1000 companies. They are three times more likely to earn a baccalaureate degree in economics and one and one-half times more likely to earn baccalaureates degrees in life sciences, physical sciences and mathematics than at a coeducational institution and, finally, tend to be more involved in philanthropic activities after college.

Women's college alumnae also account for more than 20% of the women in the 107th congress. Among them are Hillary Rodham Clinton (Wellesley), the first-ever First-Lady to be elected to the Senate or to Congress, and Nancy Pelosi (Trinity College, DC) the first woman elected as Democratic whip in the House of Representatives—the highest post ever held by a woman in Congress.

And the list of women's "firsts" is jam-packed with the alumnae of women's colleges. Just to name a few more:

- Jeane Kirkpatrick, first woman to serve as U.S. Ambassador to the United Nations (Barnard)

- Madeleine Albright, first woman to be named Secretary of State (Wellesley)

- Geraldine Ferraro, first woman vice-presidential candidate (Marymount Manhattan)

- Elaine L. Chao, U.S. Secretary of Labor, 2001, first Asian-American woman appointed to a President's cabinet (Mount Holyoke).

- Aulana Pharis Peters, first African American woman appointed Commissioner of Securities and Exchange Commission (College of New Rochelle).

- Bernadine Healy, first woman to become Director of the National Institutes of Health in 1991 (Vassar)

- Frances K. Conley, first woman to become a tenured full professor of neurosurgery in the U.S. (Bryn Mawr)

- Elsa Gomez, first Hispanic woman named president of a comprehensive state college. (College of St. Elizabeth)

- Rear Admiral Louise Wilmot, first woman to command a naval base and highest-ranking woman in U.S. Navy. (College of St. Elizabeth)

- Sherry Davis, first woman announcer for a major league baseball team. (College of Notre Dame of Maryland)

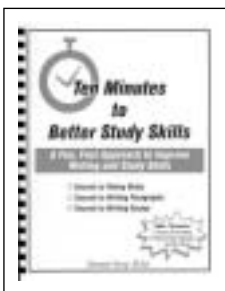
- Kelly Smith Tunney, first woman General Manager for the Associated Press (Cottery).

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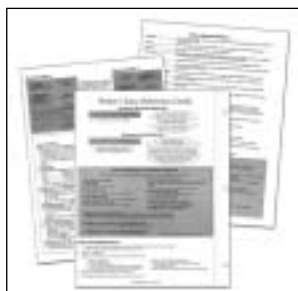
They used to stare at blank sheets of paper, not knowing how to start. Then I developed fill-in-the-blank writing forms and a writer's reference guide that they could keep in their binder with all the information they would need to pass the state writing proficiency test. I've now made Ten Minutes to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

- Bonnie Terry, M. Ed.



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History of Women's Colleges

Continued from page 30

•Rachelle Henderlite, first woman ordained minister of Presbyterian Church, U.S. (Agnes Scott).

•Katharine Hepburn, first and only person to have won four Academy Awards for acting (Bryn Mawr).

•Emily Green Balch, first woman to receive the Nobel Peace Prize in 1946. (Bryn Mawr).

•Pearl S. Buck, first woman to win the Nobel Prize in Literature. (Randolph-Macon Woman's College).

•Jane Matilda Bolin, first African American woman judge in the U.S. (Wellesley).

Charlotte Fox, the first American woman to climb three of the world's tallest peaks. (Hollins).

There are so many more! If you don't mind us tooting our own horn . . . you wouldn't be reading this right now if it weren't for our founder and publisher: Dr. Pola Rosen (Barnard).

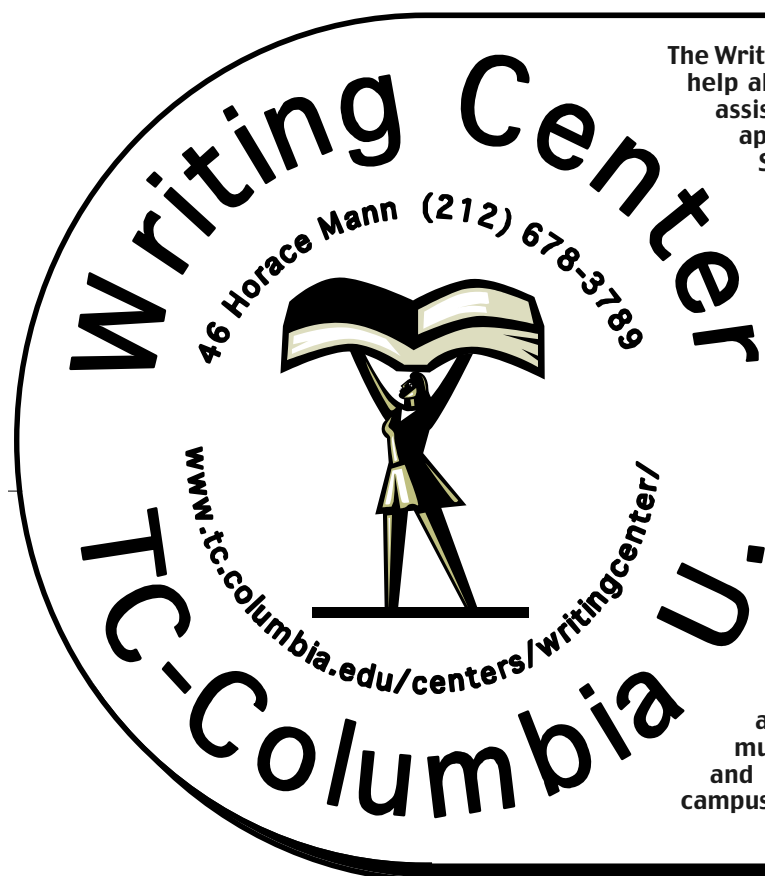
Women Profiled & Extolled by Boccaccio in 1360

Boccaccio's *On Famous Women*, completed in the early 1360's, ranks as the earliest collection of biographies devoted exclusively to women. Treated in roughly chronological order, the 104 biographies begin with Eve and conclude with Queen Joanna of Naples, a contemporary of Boccaccio. In addition to the expected celebration of martyrdom, virginity, and sanctity, there is also much praise for heroism, strength, and nobility.

Some of the profiles include the painter Thamyris (Tamar) and Artemisia, Queen of Caria. Thamyris, had great talent and painted the cele-

brated panel of Diana, which the Ephesians guarded as a most precious thing.

Artemisia, the faithful wife of King Mausolus, so loved her husband that, after his cremation, she consumed his ashes in a drink, feeling that no other receptacle was as appropriate as her own bosom. This living reliquary then went on to construct a tomb ca. 353 B.C. in Halicarnassus that was to become one of the Seven Wonders of the Ancient World, and would give rise to the word mausoleum, derived from the name of her beloved husband.#



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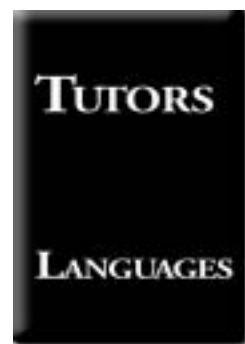
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MOVIES & THEATER

Soccer Saga: Bend It Like Beckham Holocaust Harbor: Nowhere In Africa



By JAN AARON

In the charming comedy, *Bend It Like Beckham*, an Indian girl meets a blonde tomboy who helps her realize her dream of playing big time soccer. As in her previous films, *Bhaji on the Beach* and *What's Cooking*, director writer Gurinder Chadha doesn't delve deep here, but assembles a first rate cast to tell this story about changing social conventions. The artful Indo-West song/music soundtrack also energizes the movie. (Opens March 15).

Jess (terrific newcomer Parminder Nagra) is the younger daughter in a traditional Indian family living outside of London. Her father (Bollywood star Anupam Kher, making his Western debut) is firm; her mother (Shaheen Khan) is always after her to learn to cook a full Punjabi meal, and her sassy fashion obsessed sister, Pinky (Archie Panjabi) is preparing to marry her longtime beau. Jess, however, has eyes only for David Beckham, star of the Manchester Soccer Team. His pictures paper her room. When not studying for law school admission exams, Jess spends her time kicking

the ball around with some guys in the park. Recruited by Jules (Keira Knightley) who plays for a woman's soccer team, she tries out and makes the team—and starts leading a double life secret from her parents.

A theme is secret lives: The girls' team coach, Joe (Jonathan Rhys Meyers), is not only Irish (an outsider like Jess), but has an injured knee that kept him from realizing his soccer playing dream. Jess' best male friend is gay (in the closet). There's even a suspicion that Jess and Jules are lesbian lovers. Everything is amusingly worked out. Best moments cut between a key soccer match and Pinky's amazing wedding. (112 minutes, R; Released by Fox Searchlight)

Not to be missed (opening March 7) is *Nowhere in Africa*, based on an autobiographical novel by Stefanie Zweig. It tells the little-known true story of Jews who, seeking to escape Nazi persecution, lived and farmed in Kenya, focusing on a little girl who grew up there. Richly detailed and moving. (140 minutes; R; Zeitgeist Films.)#

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

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

thing from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

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

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WEEKEND WONDERLAND NORTH CAROLINA'S OUTER BANKS

By JAN AARON

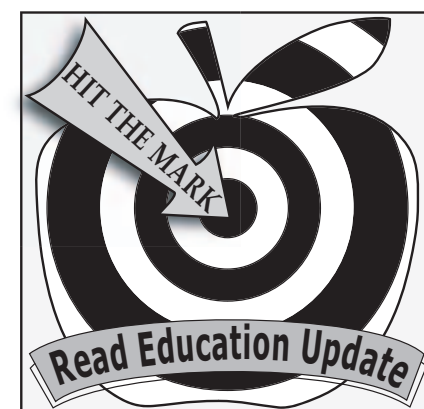
Thinking of getting away with the kids for the Spring Break? Think about the Outer Banks, the strand of barrier islands off the North Carolina Coast as your vast playground. Do you fancy a trip without the kids? There's that here, too. The Sanderling, a luxurious oceanside resort, caters to adults; Elizabeth's Cafe and Winery serves elaborate wine-pairing meals; the sprawling Elizabethan gardens offer romantic nooks and crannies, and the merchants at Nags Head display tempting trinkets. Friends drew a blank when I mentioned I was going to the Outer Banks. Accessible mainly by car or ferry, (take US Airways to Norfolk, VA), the Outer Banks, 417 miles from New York, seems a million miles removed, especially in the uncrowded off-season. Maybe you're vague about their charms, too.

Actually, this is a very old place. The first English settlement was here. Blackbeard and his buccaneers dropped anchor here, and Wilbur and Orville Wright found the breezes to test the world's first plane. Today's jet set can visit the Wright Brothers Memorial at Kill Devil Hills, where a Museum displays a replica of their flimsy flying machine and a portrait gallery of air pioneers. New daredevils fly hang gliders at Jockey's Ridge State Park. Care to join them? Step right up!

Water defines this place. The temperatures stay warm enough year-round for quick Atlantic dips. Romping on the beach, flying

kites, kayaking in calm waters, and admiring the famous Cape Hatteras lighthouse are always in season. Care to bike, run or walk? Miles of pathways skirt the edges of pretty communities.

Don't miss Roanoke Visitors Festival Park where interactive displays allow children to experience centuries of history, a movie dramatizes the first English landing from the Native American point of view, and the Elizabeth II, moored outdoors, has costumed mariners aboard. Target also the ultramodern North Carolina Aquarium, showcasing wet suit divers who tell kids about the state's aquatic residents. A local ritual is breakfast at the Pier House. Order French toast! (For more information, visit www.outerbanks.org or call 800-446-6262.)#



MEDICAL UPDATE



New York City • **MAY 11, 2003**
FOR PARENTS, EDUCATORS

• 33

Panel Investigates Deaths of 3 Students

By TOM KERTES

During the first week of January, three public school students—19 year-old Kimario Green, 16 year-old Katherine Bodden and 13 year-old Randy Charlotte—died of cardiac-related problems on school grounds within seven days. The tragic irony? Each child's life might have been saved by a defibrillator—and the New York State Legislature passed a law requiring that all 1200 New York City Public schools be equipped with defibrillators (AEDs) by December 1, 2002. Why the noncompliance? The City Council, in a joint oversight public hearing by the Committees of Education and Health, looked into the unacceptable situation.

What emerged from the testimony is the gaping abyss between good intentions and frustrating reality that often crops up where politics are involved. Ex-Mayor Giuliani included \$3 million in his budget for defibrillators in public locations that, due to the current cost crunch, was wiped out in its entirety by Mayor Bloomberg. The Mayor later restored only a small portion, \$500,000, at the urging of the City Council.

Worse, "the scale of this law is much greater than we first understood," said Anthony Shorris, Deputy Chancellor for Operations and Planning in the Department of Education. Shorris added that the devices will cost \$6.6 million—and that "there is much more to the program than the purchase of the device." Quite apparently, discretionary funds must be found.

Then there's training. The City will have to spend an additional \$1-1.5 million dollars to train 15,000 people to use the machines and to have trained personnel around at all times in

school and at school events. "They can't all be volunteers," Shorris said.

"We are, of course, educators," added Shorris. "Originally, we had no familiarity with this whatsoever. We are not trained in the use of medical and emergency devices." Currently, a total 126 AEDs are deployed around the City, with 801 people trained to use them. (Ironically, not a single one of them has been used so far.) The school system has bought 300 AEDs so far, only one-tenth of the 3000 required by law. "We will have them all up and running by September," Shorris promised.

Even with all the difficulties involved, however, the Department has clearly dawdled. "I'd like to know, once December rolled around, what the attitude around the DOE was," asked Education Committee Chairperson Eva Moskowitz. "Why didn't you begin the process of compliance sooner? Were you guys concerned? Was there a feeling of inertia or rushing around? Or what?" First, the DOE was going to hire outside help, came the answer. Then, once it realized the true scale of this program, they abandoned that idea. Then the Department scrambled, too late, to find defibrillators appropriate for children. Then they found there was only one such manufacturer—Phillips—and it can only supply 100 AEDs per week.

"Where young children's lives are concerned, we have to throw cost-benefit analysis out the window," Councilman James Oddo said. "What is the sense of having laws on the books if they can be simply disregarded? It's time to wake up, New York City. It will happen here again. After today, it is my hope that we will be prepared." #

PACE UNIVERSITY CREATES INSTITUTE FOR HEALTHY AGING

The Lienhard School of Nursing of Pace University has recently established the Institute for Healthy Aging (IHA) on its New York and Pleasantville campuses. The Institute will provide education and research geared toward individuals 40 years of age and older and to health care professionals servicing this population. Initial funding for the IHA was provided by grants from the Mary and Milton B. Rosenbach Foundation.

"Since so many adults are now between 40-65 the time is ripe for a call to action for a proactive and strategic approach to the challenges of the aging," said Joanne Singleton, co-director of the IHA at Pace University. "Healthy aging is the participation in the biological, psychological, sociological, spiritual care-of-self over time. Through multidisciplinary

education and research the IHA will provide educational activities and develop programs for individuals, families and communities to promote healthy aging."

The Institute for Healthy Aging will host conferences at Pace University's New York City campus. Specialists in nutrition, sports science, neurobiology and aging will be featured. A recent conference included Walter Willett, MD, chairman of the department of nutrition at the Harvard School of Public Health and author of the best selling book, "Eat, Drink and Be Healthy."

For more information on the conference schedule contact Joanne Singleton, jsingleton@pace.edu or (212) 346-1430 or visit conference site info at [#](http://www.pace.edu/adult/ace)

Governor McGreevey Backs Stem Cell Legislation

Continuing his commitment to make New Jersey a national leader in cancer care and research, Governor James E. McGreevey pledged to support legislation which would authorize stem cell research in the state.

"Stem cell research is the wave of the future in biomedical research," McGreevey said. "The therapeutic potential of undifferentiated stem cells is remarkable—arguably more remarkable than any previous advance in the history of medical science."

The Governor urged the Assembly to pass Senate Bill 1909, which would permit stem cell research and provide strict guidelines for the process. The bill has already been approved

by the Senate. "Embryonic stem cell research offers real hope to the hundreds of thousands of New Jerseyans suffering from cancer, diabetes, damaged heart tissue, arthritis, Parkinson's, Alzheimer's, ALS and spinal cord injuries," McGreevey said.

"Research with embryonic stem cells has the potential to revolutionize medicine," said Dr. Frank Castello, Medical Director of Children's Specialized Hospital. "Stem cells have the ability to differentiate into cell types with different functions. This may lead to a whole new approach to treating disease by using living cells that can differentiate into blood, skin, heart or brain cells and potentially treat cancers, spinal cord injuries or heart disease."

The bill would:

Permit research involving the derivation and use of human embryonic stem cells, human embryonic germ cells and human adult stem cells from any source, including somatic cell nuclear transplantation.

Require a review of issues related to this research by a nine-member institutional review board, which will advise me and the Legislature.

Require physicians treating a patient for infertility to provide patients with information to allow them to make an informed and voluntary choice regarding the use of human embryos following infertility treatment.

"It is time we start thinking about the children who are suffering from diseases such as cerebral palsy and juvenile diabetes, which may someday be cured through advances in stem cell research," added Senator Barbara Buono (D- Middlesex). "Young children who have never experienced a life without physical pain may stand to benefit most from the work we accomplish in this field." #

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CAREERS

Thomas Rockwell, Writer: WHERE FRIED WORMS COME FROM

By JACOB M. APPEL

Celebrated children's book author Thomas "Tom" Rockwell confesses that he grew up in a small New England town not so different from the rustic communities depicted in the *Saturday Evening Post* illustrations of his father, Norman Rockwell. Arlington, Vermont, was a lot like the Berkshire communities near where Norman Rockwell later settled, hamlets like Lenox and Lee, only much smaller. "We had a one-room school house and a Grange hall," recalls Rockwell. "Every-thing else was just farms. There were only twenty-three students in my high school graduating class." His early mentors were Jim and Clara Edgerton, local farmers, and he worked many hours beside their son, Buddy, on the family farm. "We worked gathering hay," the artist explains from his current home near Poughkeepsie, N.Y., itself located adjacent to a dairy farm. "We didn't even have a bailer. And we used to use a doodlebug. That was a truck that you'd stripped down to nothing but the cab and the engine!"

It was good for hauling things. Who could afford a tractor back then? They were so expensive." Yet Rockwell quickly points out that Arlington, although not by any means an artist colony, did boast its share of local talent. Among the most famous denizens were illustrators Meade Schaeffer and Jack Atherton, and the popular author Dorothy Canfield-Fisher. Jim Edgerton later became a model for Norman Rockwell's "Four Freedoms" series of illustrations and the town still touts itself as "the home of America's most-beloved illustrator," but Tom Rockwell has done his best to steer clear of his father's celebrity. That may be because he has achieved significant professional success in his own right.

Tom Rockwell knew from an early age that he wanted to be a writer. "My father used to say, tongue-in-cheek, that he didn't want any of his children to become artists. He'd say he wanted us to go into business so that we could support him in his old age while he sat outside on the porch....But the truth is that my father couldn't understand why anybody would want



Thomas Rockwell

to be anything else but an artist." Both of Tom's brothers did follow in their father's footsteps: one is a prominent sculptor and the other does wall installations in the Berkshires. But Tom knew from early on that his first love was the printed word. "Of course, I also wanted to play third base for the Brooklyn Dodgers," he adds—a rare urban jest from the laconic New Englander. "I went to Bard College and then worked for a magazine," says Rockwell. "But what I wanted most of all was to write." Yet it was a literary set-back that led to Rockwell's greatest success. "I'd just come back from a meeting with an editor that hadn't gone well," he explains. "They didn't like the book I'd just written and I was feeling unhappy, like I could eat fried worms. And all of a sudden I decided that I wanted to write a book about a young boy who eats fried worms." In the book, two boys bet a third fifty dollars that he won't eat fried worms, one per day, for fifteen days; as he grows closer to reaching his goal, they engage in multiple tricks to stop him from winning. The book, *How to Eat Fried Worms*, won multiple awards and gained Rockwell national renown. *How to Fight A Girl* and *How to Be a Millionaire* soon followed. Tom Rockwell has written a total of fourteen children's books. He is now working on a new challenge—a volume on Shakespeare for adults. Why Shakespeare? "I guess I've always been fascinated by the problem of Hamlet," notes Rockwell. Whether he solves it or not, it seems that, as a life-long learner, he is enjoying the process.

Rockwell also remains active in his late father's affairs. He administers the Norman Rockwell estate—a daunting responsibility, seeing as the illustrator's career spanned sixty-four years, and he ghost-wrote his father's autobiography. Yet being the scion of arguably the

nation's most famous artist has had its disadvantages as well as its blessings. "Everywhere you go, people introduce you as Norman Rockwell's son. And you want to be Tom Rockwell." Yet for the millions of children who

have read Tom's works and futilely tried to fry their own worms at home, it's the *Saturday Evening Post* illustrator who is merely "the father of Tom Rockwell."#



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