

# EDUCATION UPDATE

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Volume IX, No. 1 • New York City • SEPTEMBER 2003  
FOR PARENTS, EDUCATORS & STUDENTS

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## Back To School 2003



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**GUEST EDITORIALS**

## A Gay High School is Not a Good Idea

By **STUART DUNN**

According to a recent NY Post article, "the city is opening a high school for gay, lesbian, bisexual and transgender students—the first in the nation." The school, to be called the Harvey Milk HS, is named after the slain San Francisco politician and leader in the gay community.

While the motivation for opening such a HS is understandable (gay kids are often picked on in school), you don't have to be a conservative to believe the idea is a bad one. Segregating students by sexual preference establishes a poor precedent and could lead to a move to segregate the schools in other ways. (We already have accepted the idea that some girls will do better in an all-girls school. Segregating girls is an equally bad idea.) The argument that gay students

may be more relaxed and therefore learn better in an all-gay school has merit, but it is insufficient to justify a segregated school. One could equally make the argument that some Black students might do better in an all-Black school, or Korean students in an all-Korean school, or Muslim students in an all-Muslim school.

Our society is made up of many groups, men and women, people of different races, religions, ethnic backgrounds and sexual orientations. It is an important part of the education of our children that they learn to live in the real world of diversity, to accept those who are different from themselves, and indeed, to learn from them. A recent Supreme Court ruling on the use of race as one criterion in the admission of college students was largely based on the argument that

diversity is a worthwhile educational objective. Here we have a move away from diversity toward segregation.

In the conduct of our private lives we should be free to associate with whomever we choose. In the public arena this is not an acceptable objective. It is not too late to undo this decision before the school is formally opened. The gay community may look at the establishment of this school as a victory. It is not. What would be a victory would be that gay students, as all students, be accepted on their individual merit. The public school system should make a serious effort to eliminate discrimination and bullying of gay students as it should all students. From a point of view of government and law we should be striving for a color-blind, gender-neutral, and orientation-free society. The segregation of our schools for any reason is antithetical to this objective. #

## Experiencing Power of School Volunteerism Firsthand

By **DIGNA SÁNCHEZ, PRESIDENT, LEARNING LEADERS**

In my first months as president of Learning Leaders, the largest volunteer organization solely dedicated to helping New York City's public school children, I have already seen the caring, determination and talents that our 11,600 volunteers bring to the City's schools. With over 30 years of experience working in the education field in New York City, I know there is an acute need for community members and parents to come together in support of their local schools. One of the best ways to help our children is through hands-on school volunteering.

As we look to the beginning of a new school year (one that promises to be more tumultuous than ever), the role of volunteers has never been more important. Mayor Bloomberg and School Chancellor Klein have identified parent involvement as one of the three top priorities for the newly structured New York City Department of Education. This is a welcome confirmation of what Learning Leaders has practiced for years, "Parents must be equal partners in education."

But, that is just the beginning. As we look to increase the numbers and quality of volunteers in our schools, we will begin to explore ways to engage working parents as well as immigrant parents.

As someone who as a small child came to New York City from Puerto Rico and started

elementary school speaking only Spanish, I know first hand how difficult it can be to fit in. My parents spoke no English and didn't understand how the schools worked and yet they wanted me to succeed and highly valued my getting an education. My father was very strict with me when I was growing up, but when it came to my participating in anything having to do with my education he always said "yes". Like most immigrant families today, mine wanted to do whatever they could to help me succeed but language, miscommunication and cultural differences kept them from becoming involved.

I'm proud to say that Learning Leaders is a port of entry for thousands of parents who want to be involved in their children's education. I look forward to the time when corporate employees, senior citizens, college students and others are welcome in their neighborhood schools as we work together to create communities in which entire neighborhoods come together to support their local public schools.

We're always looking for people and organizations to help our schools. If you're interested in volunteering through Learning Leaders, please visit our website at [www.learningleaders.org](http://www.learningleaders.org) or call 212-213-3370. #

*Digna Sánchez is the former VP for Educational Services at United Way of NYC, VP of Community Education Services at Children's Television Workshop, Asst. Commissioner for*

*Policy & Program Development at the NYC Community Development Agency, Borough President Ruth Messinger's Senior Policy Analyst for Education.*

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### LETTERS

#### Response to Chancellor Matthew Goldstein at the Helm of CUNY

To the Editor:

I write regarding an article in the Jewish Sentinel (July 25, 2003). In that article Mr. Goldstein observed that there are miracles occurring in CUNY everyday. I agree, as a CUNY student I saw these miracles very frequently both inside and outside the classroom.

Coming to CUNY with a D/F average, I suggest I was a miracle case myself. I studied at La Guardia C.C. and then I was part of the wonderful CUNY Baccalaureate program from which I graduated Summa Cum Laude.

I will be ever grateful to La Guardia C.C. especially Mr. Joffe, and Mr. Nelson at the Center for Students with Disabilities for making me a "miracle statistic".

*Rosaleen Crotty  
Long Island City, NY*

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COMMENTARY

## Choices: “Methodolatry” or Flexibility for English Language & Literacy Development

By AMY SCHLESSMAN, Ph.D.

It’s September, back-to-school time for the nation’s 48 million school-age children. Statistics continue to provide numeric evidence that classrooms across the country are increasingly diverse. America’s student population represents a broad range of cultures and languages. The 2000 Census showed 20 percent of the households in this country speak a home language other than English and enrollment of English language learners (ELLs) in public schools has increased 95 percent since 1991. Current legislation mandates accountability for every student. The No Child Left Behind Act of 2001 requires schools to be accountable for the achievement of *all* their students. Meeting the needs of ELLs is a whole-school responsibility. All educators should be aware of the dynamics of second language acquisition in order to have flexibility when selecting the most effective methods for their student population. Those who become fixated on a single method, or “one size fits all” approach, can be accused of “methodolatry.”

Research in the field of second language acquisition consistently shows that literacy skills are transferred from the native language to the second language. Therefore, English language literacy is enhanced when literacy skills are developed in the languages of non-native English speakers. This is especially true for young ELLs, who come to school with knowledge and learning from their home language. Wherever possible, schools should support the home language of ELLs in order to enhance students’ English language

development.

As English language abilities grow, students should be allowed adequate time to richly develop their English language proficiency. As individual learners, ELLs will acquire English at different rates. It is essential for all teachers and administrators to be aware that social language capabilities can be achieved within two to three years. Academic language proficiency, which is what ELLs need in order to be successful in school, can take from five to seven years. Expectations should remain high, yet realistic. Education can establish rigor without being rigid.

Policy and decision makers need to understand that a simplistic or single approach has never worked in education. This is especially true for teaching ELLs. Educators should be able to choose among the variety of effective, evidence based methodologies used to teach English as a second language (ESL). Local populations, available resources, and degree of linguistic diversity, combined with many other variables, have tremendous impact on any given program’s success. It is critical that classroom teachers and school districts be allowed to make decisions about the best ways to meet their students’ needs, thus having the flexibility to implement pedagogically sound policies, programs, and services for ELLs.#

*Amy Schlessman, PhD, is the President of Teachers of English to Speakers of Other Languages, Inc. (TESOL), a global education association headquartered in Alexandria, VA.*

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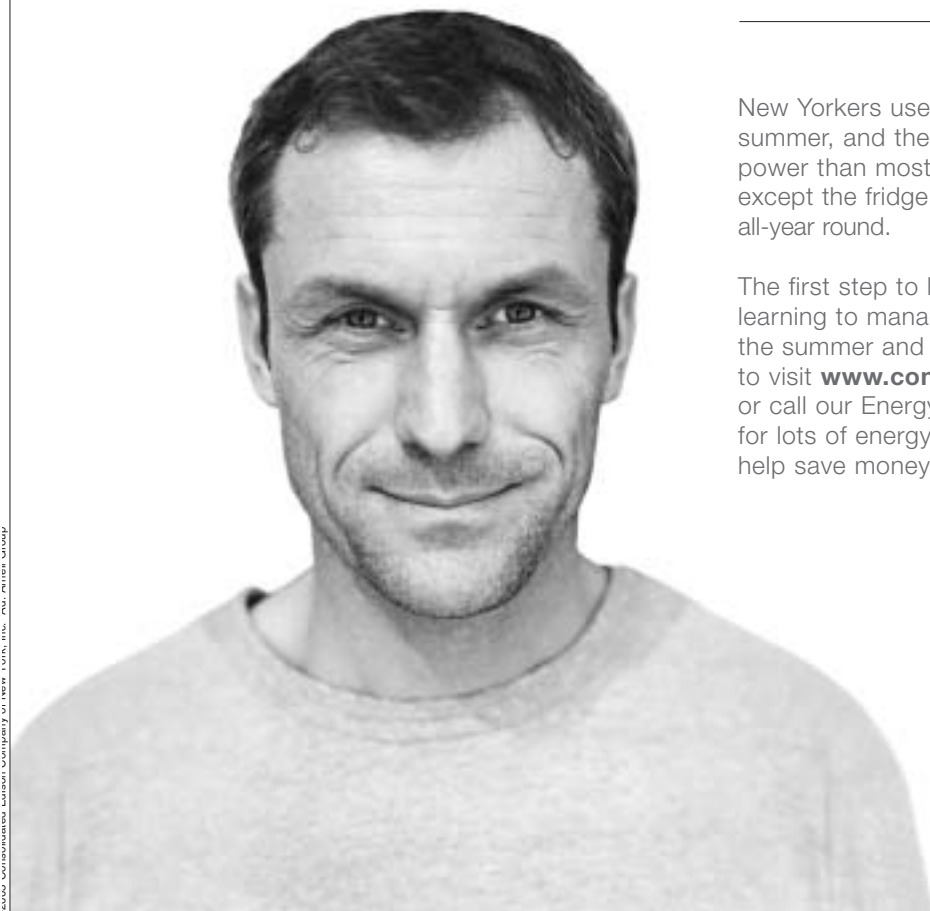
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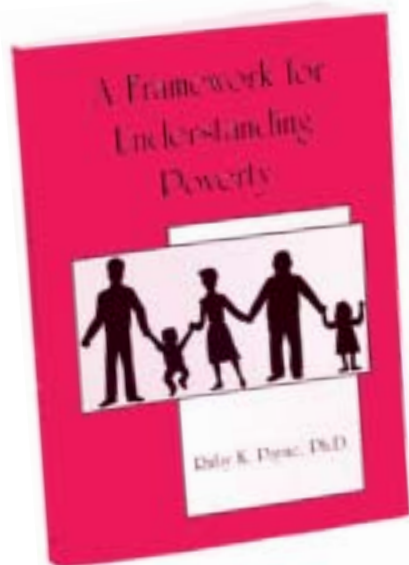
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## PRESCHOOL ADMISSION: FINDING THE RIGHT FIT

By GABRIELLA ROWE

Summer's over. Relaxation is replaced by anxiety over a brand new cycle of preschool selection. Over the next couple of months, families all over New York City with young students will be starting the process again, preparing for fall tours and application submissions and anxiously anticipating the interviews, essays and acceptance or rejection letters.

Preschool selection, like hot dogs, taxicabs and the Yankees, is a topic that sensationalizes New Yorkers for the rest of the country. You know the story. In a mad rush to get children into the "right" school, parents will do whatever it takes, including beg, cry, plead and bribe to get their two-year-old into "the" school of the moment. The process is such an ordeal that parents begin the preschool selection hype before the child is even born. The preposterous thought that seems to take over the mind of a parent is, "if my unborn child doesn't get into a certain prestigious school, she will never go to Harvard!" Preschool selection in New York City has even spawned a new industry of interview consultants for toddlers.

Yes, these first decisions about your child's education are very important. It is the beginning of a lifetime of the learning process. Preschool is the first place you will send your child to learn basic life skills from someone other than you. It is the foundation on which you will first demonstrate to your child the importance of an education. It is also important

that you as a parent give your child the independence to interact and make decisions away from you for part of the day, and establish that bond of having him tell you about his day and the decisions he made on his own.

The notion that New York private-school admissions directors go into a deep swoon when they see Gucci loafers and fat bank accounts is silly. We're educators. We've chosen work that's relatively low paying because it's deeply satisfying. What captivates us most are smart, engaged, interesting, inquisitive kids whose families are kind, involved, honest and real.

During the admissions process we try to learn who the applicants are, what they might bring to our school, and how our school might fit with their interests and personalities. We don't see the children as accessories of their parents. Rather, we work hard to see the young people for themselves.

We do want to see well-rounded children during the application process, but we realize that they are only two or three years old. We do not expect them to answer interview questions with the charisma of Miss America or perform a flawless soliloquy from Hamlet, much less be able to tie their shoes.

The admissions process should be about finding a great school—not necessarily a "hot" or prestigious school—for a great child. When parents think hard about who their child is, and what kind of academic and social environment

will help their child most flourish and find happiness, then the process works as it should.

Parents always ask me: what can I do to be sure my toddler gets into a good preschool? Who should I hire to coach her? It's not about attending the best school; it's about the experience you are beginning together. How do you make sure your toddler gets the best education she can? The answer from a preschool director: Be involved. Continue school lessons with fun activities at home. Be concerned. Ask when you have questions. Be relaxed. Your child's future does not depend upon writing her ABC's next to the child of a movie star. It depends upon you, her parents, believing in her abilities, encouraging her individuality and remaining a life-long participant in her education.#

*Gabriella Rowe is the admissions director of the 64-year-old Mandell School on the Upper West Side*

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Richard Goode, piano, An Illustrated Talk on Beethoven  
Thursday, Dec. 11 at 8pm

Beaux Arts Trio - Sat., Oct. 18 at 8pm

Musicians from Marlboro - Fri., Nov. 21 at 8pm

Christmas Concerts  
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## The Ross School: Rich in Ideas

By JOAN BAUM, Ph.D.

Despite facts to the contrary and numerous interviews with the press, the 13-year old independent, co-educational Ross School still seems to be correcting the impression of being a New Age, artsy prep school for gifted rich kids. Talk to students, parents, and teachers, however—even more to outside educators from around the country and abroad who visit and evaluate the school's imaginative program, with its Integrated Curriculum centered on an interdisciplinary Spiral of Cultural History (studying periods through history, the arts, science, literature, modern and classical language, music, theatre, mathematics, media studies)—and a much different impression emerges. In the words of one parent, a retired professor of English and Comparative Literature with a reputation for skepticism, Ross gave his daughter, a freshman now at Barnard, “a first-rate education.” Besides, as Director of Admissions and Community Affairs Stephanie Flagg notes, Ross is a “lab school,” a work in progress, constantly being refined.

The school sits on 140 wooded acres in East Hampton founded by Courtney Ross Holst, whose first husband, Steve Ross, was head of Time Warner. Seeing Ross is to appreciate the truth of the cliché about the best that money can buy. The school is stunningly handsome, a new and renovated architectural wonder with interiors likely to stagger even a designer's imagination. It also boasts—justifiably—superb high-end technology, including sophisticated projection systems, state-of-the-art pavilions, seminar rooms, smart boards, laptops for all, and knockout multimedia enhancements everywhere. Libraries abound, nothing is single or merely decorative. Classrooms recreate environments under study—the art and

artifacts of a period, its textures, colors, materials, though the pervasive influence, warm and subtle earth tones, is Swedish and Asian. And would you believe a hall showing the history of art by way of vinyl reproductions done to scale?

The educational philosophy that infuses the curricula comes from Harvard professor Howard Gardner, who promotes the idea of “multiple intelligences”—visual/spatial, musical, verbal, logical/mathematical, interpersonal, and bodily/kinesthetic. Ross students pursue interests that engage their innate intelligence and skills, but all students must take a core of classes throughout their middle and high school years to expose them to the broad “evolution of consciousness” that marks cultural history. Thus, a diversity of ways of learning is complemented by a commonality of information and knowledge. Jenn Cross, an artist, and dean of the Visual Arts program proudly displays senior project notebooks on the theme of “movement” in the Renaissance—everyone drew, did mathematical calculations, analyzed art, literature and science.

Under the concept of multiple intelligences, no one fails (though not all who apply to Ross are admitted). Students are graded satisfactory, proficient, or distinguished (20 percent of this June's graduating class). And life after Ross?—Though 43 percent are the first in their families to go on to college, graduates go on to the ivies, prestigious state schools, professional institutes. Kelly Dennis, a Native American, has just started at Middlebury College on full scholarship and will be studying political science and Japanese. Another noted graduate, Nicole Ross, has just entered her junior year at Barnard.

Prominent in the Ross integrative model is



**Dancers in the Great Hall**

wellness, a program of sports, nutrition, health education. The multipurpose Gym/Theatre faces west, to get the warming light, and under the enlightened and expert direction of Ross School Executive Chef and director of Wellness and Nutrition, Ann Cooper, regional, organic and sustainable foods for both breakfast and lunch have replaced junk food, just as sitting down at a table, after checking one's shoes, supplants eating on the run. As for that

myth about privileged only—Ross food is served at the Bridgehampton school, and a Kellogg grant has made it possible for Cooper to extend the program to New York City public schools.

Although tuition is in the private-school range (\$16,000 for the Middle School and \$17,875 in 2002-3) with a 25 percent increase this year, approximately 45 percent of the school's 284 students last year received financial aid. The cynical European professor comments that a friend of his daughter paid “only ten percent of all costs, including the trips to Europe, and a fair proportion of the students come from the Shinnecock reservation.” He also notes approvingly the school's focused and sympathetic individual attention and support services. Classes are small—four groups of 16 each—attrition is low, between 36 percent, and collaborations, such as with East Hampton Day Care and East Hampton High School are always under consideration, says Jenn Chidsey, Director of Curriculum & Assessment.

The enthusiasm, camaraderie, dedication seem genuine—it's August and the teachers are on a one-month retreat at the school. They're relaxed and smiling. It can't all be due to Ann Cooper's delicious chocolate cookies.#

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## The Height of Fashion Education



**Old Singer sewing machines still used at the school**

By **ROB LUCHOW**

Imagine walking in to school and discovering that your principal has been replaced by fashion designer Kenneth Cole. That has happened at the High School of Fashion Industries—twice.

Located at 225 West 24th Street, the High School of Fashion Industries boasts itself as the premiere (and only) public school in New York City offering its students curriculum based around the fashion world. Originally started in the early 1920s as Needles and Trade High School teaching students to be factory workers, today the school remains in the same building and still houses some of the old Singer sewing machines.

Yet the curriculum has changed greatly as students now select one of three offered majors—fashion design, illustration and graphics, and

business and marketing. Each day, students take one or two classes in that major on top of regular classes like math and social studies.

“A common misconception is that our kids sew all day,” said Olivia Severs, Director of Admissions and an English teacher at the school.

While sewing does occur in the classroom, it involves much more than simple embroidering. Students who choose the fashion design major can specialize in pattern making, draping and bodywear, and intimate apparel. Students begin by learning the basics of design and advance to creating their

own original garments from scratch.

For those students not interested in the hands-on aspect of designing, the school offers classes in business and marketing. Here, students engage in the economic side of the industry learning computer skills, record keeping, and merchandising tactics. One class entitled “Window Display” teaches students how to entice the customer while managing the display cases in and outside of the building.

The school strengthens the students’ understanding of the fashion industry by offering unique opportunities to immerse them in the trade. For one, the school store is entirely run by the students. This includes the selection, advertising and sale of the products. In past years, students have sold everything from jewelry to teddy bears. Also unique is the school boutique

wear student-designed garments are sold however only students and faculty can purchase them. Outside of the school, students have access to internships that have been made available by numerous fashion companies’ donations.

However, the ultimate symbol of the students’ achievement occurs with the annual spring fashion show. The show runs for three nights with one show open to the public and one for members of the fashion industry. Involving mostly juniors and seniors, the runway show event displays the many talents of

the students.

“They create the concept, design the clothes, model them, do make-up, set design and handle the advertising,” said Severs, who herself worked for several fashion magazines before teaching.

When talking to Severs, she stressed the importance that this school achieves beyond its involvement with fashion and business. The curriculum is intended to provide a creative outlook and classes provide a different view of

*continued on page 9*

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## Fashion Education

*continued from page 8*

subject material, such as Math classes teaching dimensions and proportions. In Severs' English class, she teaches F. Scott Fitzgerald's *The Great Gatsby* by incorporating art and culture of the 1920's. This method, according to Sever, shows that "what is important is not just the material but the time in which it was written. Students learn about trends in literature, art and fashion."

Severs believes the success of the school has been the "phenomenal teachers" and "a school that has made a commitment to keeping good teachers." The school offers an extensive tutoring system where teachers make themselves available before and after school for help. Severs said that she often sees teachers take lunches in their rooms with their doors open.

However, to prove success, the school lays claim to an impressive statistic: the school is tied for third place for the highest Regents exam scores. For students seeking scholarship money,

164 students in the graduating class of 2003 were offered money totaling over \$4 million and almost half of that money was accepted.

Admission to the High School of Fashion Industries is highly selective. Students must complete an application to the Board of Education, take the school's exam that includes an art aptitude test, and submit a portfolio. Severs said however that students are not expected to have formal training in the arts and many students apply who have little drawing abilities. For prospective students, the school offers pamphlets in most junior high schools and several open house events during the year that include a mock school day with 15-minute classes.

For the future of the High School for Fashion Industries, Severs hopes for things to remain as good as they are. She foresees changes occurring alongside technology, but mostly she wants to "see us grow along with the trade."#

For more information on the High School for Fashion Industries, visit their website at [www.fashionhighschool.net](http://www.fashionhighschool.net).

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by Kara Solomon

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## Public Meetings of the Panel for Educational Policy

The following is a list of public meeting dates. Please note that although meetings are generally scheduled for the third Monday of each month from 6:00 p.m. to 8:00 p.m. at the locations listed below, they are subject to change. Speaker sign-up will begin at 5:30pm at the door. Each speaker will be allowed two minutes to speak.

Date	Location
9/22/03	Herbert H. Lehman High School, Bronx (3000 East Tremont Avenue)
10/20/03	Department of Education, Manhattan (52 Chambers Street)
11/17/03	Brooklyn (Location TBD)
12/15/03	Department of Education, Manhattan (52 Chambers Street)#

This information is also available on the Department of Education website at [www.nycenet.edu](http://www.nycenet.edu).

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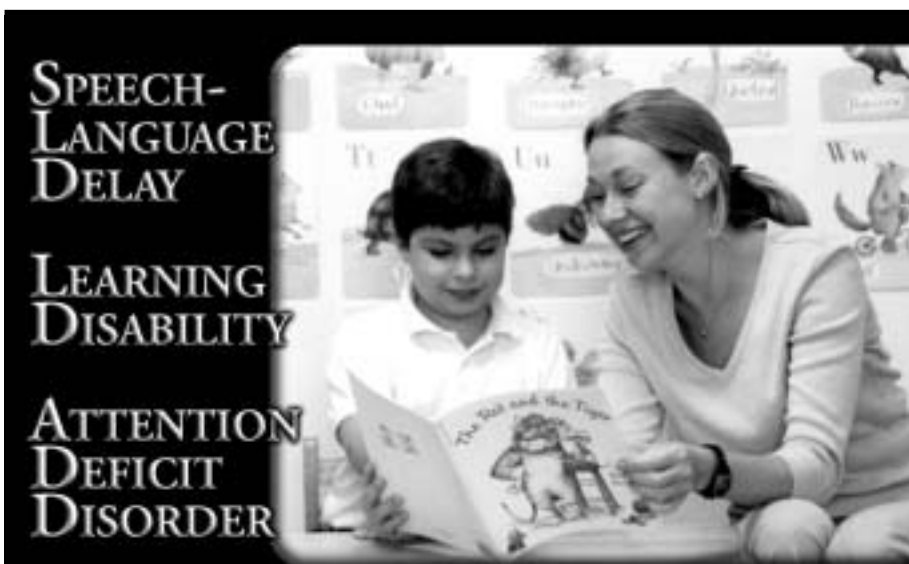
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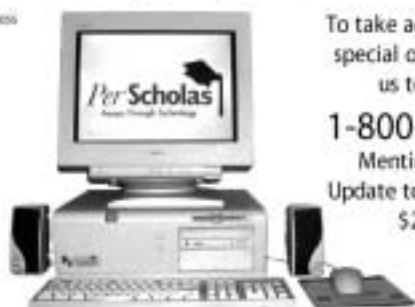
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## BRONX TEACHER RETURNS WITH LESSONS FROM INDIA

Gail Maliam Ryder spent 16 days far from the halls of St. Raymond Academy for Girls to learn about schools in Calcutta, camps that help children adjust from a life of labor to learning, and programs that rescue children who have fallen victim to South Asia's bustling human-trafficking industry. There the global studies and English teacher, who returned to the Bronx recently, learned some of the heavy lessons of life in a developing country. In part, that was a

goal of the trip sponsored by Catholic Relief Services (CRS): to show both the challenges and solutions to problems like child trafficking, overcrowding and even HIV/AIDS.

The program, called Frontiers of Justice, takes Catholic secondary educators from around the United States to a developing country with the hope of giving them the kind of first-hand knowledge that will bring to life their classroom lessons on such subjects as justice and culture.

"By being witnesses and by sharing the stories of the people they meet, teachers like Gail Maliam Ryder can, in turn, broaden young people's concept of who is our brother, our sister, our neighbor," said Michele Gilfillan, CRS domestic programs manager and coordinator of the trip. Frontiers of Justice is a joint project of CRS and the National Catholic Education Association. Six teachers are chosen to participate in the program.

Catholic Relief Services is marking its 60th year as the official international humanitarian agency of the U.S. Catholic community. The agency provides assistance to people in more than 90 countries and territories on the basis of need, not race, creed or nationality.

For more information contact Cecile Sorra at Catholic Relief Services 410-951-7215

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Please call early as spaces are limited.

## Fall Admissions Tour Dates

**PRESCHOOL** – All at 9:15 am

Thursday, October 9

Thursday, October 16

Monday, October 20

Monday, November 3

Friday, November 14

Thursday, November 20

Monday, December 1

Friday, December 12

**LOWER SCHOOL** – All at 9:15 am

Thursday, October 23

Thursday, October 30

Tuesday, November 4

Thursday, November 20

Thursday, December 4

Tuesday, December 9

**MIDDLE SCHOOL** – All at 9:15 am

Monday, October 20

Wednesday, October 29

Wednesday, November 5

Monday, November 10

Monday, December 8

**UPPER SCHOOL** – All at 9:00 am

Thursday, October 16

Tues, October 28

Thursday, November 13

Tuesday, November 18

Tuesday, December 2



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# New School Year Begins With Institute For Teachers

By MICHELLE ACCORSO

Often when we think about children's heroes, we think of a basketball player or actor, and usually we are right in our assumptions. However, although pseudo-celebrities may pose as decent role models, the true leaders kids often look up to and actually remember into adulthood will probably never appear on television. These leaders are teachers.

On a recent September morning at the 100-year-old building of Public School 77 in Brooklyn, Principal Ivy Sterling held one of three Institute training days in the auditorium to welcome teachers back for a "focused, energetic and successful school year." The Institute mirrored others held around the city to train teachers and prepare them for the beginning of the academic year. The theme was *Full Steam Ahead*, a take-off from the book by Ken Blanchard and Jesse Stoner, and emphasized not only working together "to move our ship out of port but to bring it back in safely," said Sterling.

Guest speaker Dr. Charlotte K. Frank, former NYS Regent and Senior Vice President of McGraw-Hill, brought an interesting perspective to the morning meeting when she displayed an old *Life* magazine cover titled *Teachers Are Appallingly Ill-Equipped for the Job*. The group was shocked to learn that the article, dating to 1950, encompassed many of the problems facing teachers and students today.

Dr. Frank shared an anecdote with the group about her teaching days at Lehman College. In a class full of hopeful teachers, Frank placed before them a test commonly given to 5th graders. When she took it home to grade, she learned that only half the class passed the test.



(L) Principal Ivy Sterling & Dr. Charlotte K. Frank

"You cannot teach what you do not know," Frank stated adding, "You cannot supervise what you do not know." Dr. Frank underscored the importance of educators having a clear, collective vision that will translate the standards clearly for the future success of students. She also underscored the importance of teaching material in a meaningful context for the learner, sharing an example about teaching her non-English speaking aunt to speak and read English.

Several hundred teachers in attendance over three days at PS 77 will have workshops on such varied topics as homework, behavior, preparing students for the future and literacy and math preparation. As Principal Sterling emphatically stated, the three R's are Relevance, Relationships & Rigor.

It is clear from this introductory session: Ensuring that teachers "teach what they know" is the new leit-motif of the 2003-2004 school year.

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MONDAY, OCTOBER 20

6:00 to 8:00 PM

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

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## FALL 2003 OPEN HOUSES

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

### Grades K - 4

September 30, 2003  
October 8, 2003  
October 14, 2003  
October 16, 2003  
October 22, 2003  
October 28, 2003  
October 30, 2003  
November 5, 2003\*  
November 11, 2003  
November 13, 2003  
November 19, 2003  
November 25, 2003  
December 2, 2003  
December 4, 2003  
December 9, 2003  
December 11, 2003  
December 17, 2003

### Grades 5 - 8

October 7, 2003  
October 21, 2003  
November 4, 2003  
November 12, 2003  
November 18, 2003  
December 10, 2003  
December 16, 2003\*

### Grades 9 - 12

October 1, 2003  
October 9, 2003  
October 15, 2003  
October 23, 2003  
October 29, 2003  
November 6, 2003\*  
November 20, 2003  
December 3, 2003  
December 18, 2003\*

\* Quest

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

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



## At CUNY, Opportunity Knocks Louder Than Ever

By CHANCELLOR MATTHEW GOLDSTEIN

A college education helps New Yorkers to achieve their dreams—yet some wonder if now is the right time to pursue their education. In fact, there has never been a better time to take advantage of the outstanding educational opportunities available at The City University of New York.

CUNY is well known for the high quality education available at our campuses, and for the numerous achievements of our distinguished faculty and alumni. Applications and enrollment at CUNY are at their highest level in nearly a decade, and employers continue to higher our graduates in record numbers. The CUNY Honors College, beginning its third year this fall, has drawn steadily increasing numbers of gifted and ambitious students—with mean SAT scores of 1351 and cumulative high school academic averages around 93%. Governor Pataki and Mayor Bloomberg have turned to CUNY as the lead institution in the planning of education programs on Governors Island. Our community colleges will be hiring over 300 full-time faculty in the next 18 months—the most significant investment in over thirty years. CUNY's College Now program is available in more than 200 high schools, promoting college readiness for over 40,000 students. According to Standard and Poor's survey of alumni and their alma maters, more CUNY graduates lead businesses and companies than graduates of any other university in the nation.

These improvements have taken place despite the current economic downturn and budgetary shortfalls at the state and city levels. Last month, CUNY's Board of Trustees approved its first tuition

increase since 1995. Rather than the \$950 increase authorized by the State in its budget, we kept the increase at \$800 a year for full-time resident students at our senior colleges and \$300 at our community colleges.

As CUNY continues to help New Yorkers realize their educational goals, we have implemented a five-point program to assist students in identifying ways to pay for their college education.

**Financial Aid.** CUNY colleges offer more than 1,000 scholarships and special programs to help defray the costs of attending college, in addition to city, state and federal programs, including some that are geared specifically to moderate-income families. More than two-thirds of CUNY's 160,000 undergraduates receive awards, scholarships and financial aid. These opportunities, as well as information on student loans and work-study, are listed on [cuny.edu/financialaid](http://cuny.edu/financialaid).

We are particularly encouraged that the New York City Council's Peter F. Vallone Academic Achievement Scholarships (for high school graduates with a "B" average or better) have been fully restored. The City Council has also launched a \$4.5 million "Safety Net" tuition assistance program providing additional financial aid for currently enrolled and resident community college students who face economic hardship due to the tuition increase. We are deeply grateful to the leadership of the City Council and the City administration for the priority they have placed on the need for an educated workforce in New York City.

**Special Seminars.** CUNY holds seminars throughout the year in all five boroughs that focus on financial aid. The

*Continued on page 38*



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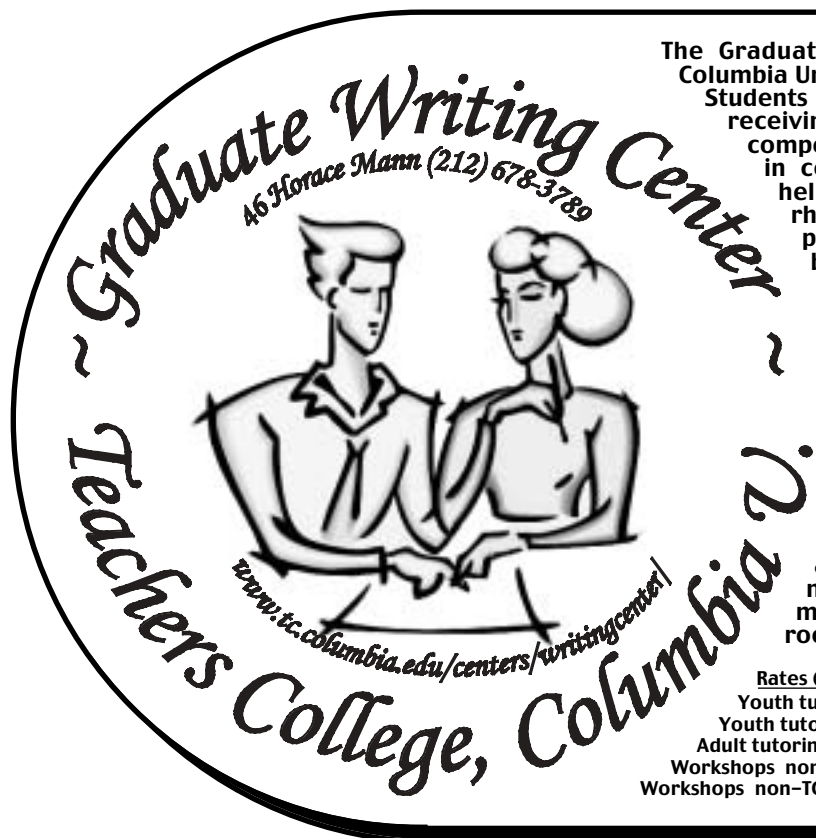
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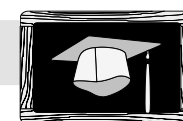
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COLLEGE PRESIDENTS SERIES

## President Ned Regan, Baruch College, New York

By JOAN BAUM, Ph.D.

There are talkers and there are doers, and some, like Ned Regan, the former Comptroller of the State of New York (1979-1993) excel at both—articulating a vision and acting on it. The irony is that this modest and thoughtful straight shooter, who has been president of Baruch College for the last three years, hardly mentions the obvious—how his long and distinguished career—which includes being elected Erie County executive, chairing the Municipal Assistance Corporation, serving as trustee of the Financial Accounting Foundation (which oversees national accounting and financial reporting standards), and serving on numerous corporate and non-profit boards recently being appointed to an advisory panel looking into the restructuring of Arthur Andersen—makes him one of the most experienced and informed academic administrators in the country, at the helm of the largest business school (156,000 students), at a time of critical importance to the nation. Troubled, but also challenged, by the cataclysmic events of the last two years—September 11, the dot.com bubble burst, corporate scandal—Regan sees his role as ensuring the value, integrity and promise of a Baruch College degree, undergraduate and graduate. “Ten years from now, it should be even more respected.” To that end he has established a Center for Financial Integrity at the college, and he himself talks to students about corporate governance and responsibility. He uses his extensive contacts in the business community to bring CEOs on campus to discuss the major issues of the day and to get those same CEOs to have their Human Resources



President Ned Regan

departments recruit Baruch students. He also personally speaks with HR directors at major corporations and invites them on campus to debate the issues of the day and to recruit.

The conversation constantly returns to the theme of government service and ethics, and to the great pleasure he has working in an academic institution once again (he was president and a distinguished fellow at the Jerome Levy Economics Institute at Bard College, where, unlike President Botstein, he restricted himself to conducting seminars. A tall, lanky man, with patrician good looks, his craggy face bursts into wide smile when he talks about what he thinks is more important than professional background, namely his “feeling for public service.”

He seems delighted, almost surprised, at being where he is and wears the position with refreshing ease, his presidential office being anything but ostentatious. At his own request, it is located on a lower floor of Baruch’s state-of-the-art 17-story “vertical campus,” two blocks away from the official Administration Building. He wants to be “where the students are.” The touchstone of his presidency is that students come first—they are, he likes to remind administrators and faculty—the reason why Baruch exists. His door is unlocked, and he e-mails his calendar and staff meeting minutes to campus members on the website. All glass, so that he and what he does are readily transparent, and with only a small sign to indicate there’s a president within, the office gives evidence of what he wants to signal: community, both within the college and between the college and its business neighbors. No town/gown conflict here.

“Diversity,” a word that comes easily to many an administrative lip, for Ned Regan has wide and deep significance. Although 85 percent of Baruch degrees are in business, only 50 percent of credit hours are given over to business subjects. “Business people today won’t hire graduates unless they are broadly educated.” That means, courses in arts and sciences, familiarity with other cultures, history, and urban affairs, Regan’s particular passion since law school days. New cutting-edge seminars in Baruch’s School of Public Affairs are meant to enhance the curriculum in ways that instill a sense of “civic engagement.” He wants Baruch graduates to be not only well educated but productive citizens.

A conversation with Ned Regan is also a trip

down memory lane, celebrating what’s different now in higher education from when he was an undergraduate at Hobart College and a law student at SUNY Buffalo—the increased presence of women, minorities, immigrants, older, and working-class adults. Baruch, with “the most diversified campus in the world,” carries on the great tradition of making higher education available and affordable—after all, he proudly points out, the college is on the site of the original Free Academy of 1847. Though only one school in the CUNY system, Baruch is—dare he say it?—“the best” (broad grin). Neither patronizing nor pro-forma politically correct, Ned Regan feels confident that even in a poor economy, Baruch students will do well since they are particularly enterprising, capable of finding opportunities in adversity and tend to go into standard middle-management positions that are not adversely affected by downturns. With improved tracking of alums, he hopes soon to have the solid backup data. Meanwhile, he takes pleasure in noting that many families of graduating seniors wear tuxedos to graduation. This is the promise of America and for Ned Regan, a promise that must be kept.#



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This program, the first of its kind, is an intensive two-year management development program. It will give young business leaders the opportunity to immediately assume managerial positions in the central operations of an urban school district. Many of these districts' size and

complexity rival the nation's Fortune 500 companies.

Trained and supported by The Broad Foundation, Residents will apply their executive knowledge and skills to drive the organizational changes necessary to increase student achievement in their assigned school district.

The Broad Foundation's mission is to dramatically improve K-12 urban public education through better governance, management and labor relations. The Foundation's other major initiatives include the one million dollar Broad Prize, awarded each year to urban school districts that have made the greatest overall improvement in student achievement and The Broad Institute for School Boards, an annual training program for newly elected school board members that is designed to increase student achievement through improved governance.#

For more information contact Melissa Bonney Ratcliff at (310) 429-2778.

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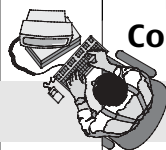
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## DEAF ACTOR SIGNS UP FOR BROADWAY STARDOM

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Born mostly deaf, he gradually lost hearing. Today he wears hearing aids and communicates using speech and sign language. The crickets are just a memory. "I can't hear them," said Giordano, 27. "I really miss that."

Those memories are with him each night on Broadway, where he stars in the musical *Big River: The Adventures of Huckleberry Finn*. Originally mounted at Los Angeles' Deaf West Theatre, the production uses both deaf and hearing actors. Giordano performs the role of Huck using American Sign Language, while hearing actor Daniel Jenkins stands nearby, speaking and signing for him. Likewise, other

deaf actors are paired with hearing doubles who lend their voices in speech and song. Critics also are speaking up for Giordano: Variety said, "his marvelously expressive face, his agile body and deft hands, form their own sort of chamber orchestra."

Born in Tarriffville, Conn., to deaf parents, Giordano battled self-doubt until he attended Gallaudet University—the nation's foremost college for the deaf—in Washington, D.C., where he studied English. But after a friend took him to an acting audition in 1999, he was hooked on theater.

"It doesn't matter what language you use," said Giordano. "A smile is a smile, a frown is a frown."

What's next in his future? "I would love to someday have a speaking role," says Giordano, who communicates offstage with both speech and sign language.#

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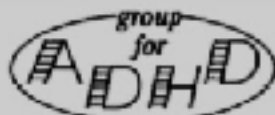
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**THE MISSION**

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

Lanora Ruben, CSW, CHT, EMDR  
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**Literary Riddles**

By CHRIS ROWAN

An author wrote: "All the great works were cancelled out for that generation."

1) Who was the author? Whom was he referring to? In which book does this quote appear? When was it published?

2) A certain author referred to another individual as a "psychopathic god." Who was the

author? Whom were they referring to? In which piece of work does this description appear?

3) Which author wrote a play set on the Labor Day weekend? What was the title of the play? When was it first performed? Where was it set?

Answers: 1) DH Lawrence, referring to the generation displaced by the genre of World War I. The quotation comes from *Lady Chatterley's Lover* (1928). 2) WH Auden, referring to Adolf Hitler. The quote appears in *Night and Day* (1938). 3) William Shakespeare, *The Taming of the Shrew* (1599). It was first performed in 1599 and published September 1, 1632.

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Stone Mountain School can help. If this student sounds familiar please give us a call or visit us on the web at www.StoneMountainSchool.com. Stone Mountain School is a wilderness-based school, which uses a cognitive-behavioral and experiential education program model. Boys ages 11-16 with emotional or behavioral problems, learning disabilities and/or ADD/ADHD make up our typical student body. Stone Mountain School engages the students' daily in-group processing, which focuses on increasing positive peer interaction and boundary setting. We feel that structure and consistency with regard for expectations, consequences, and follow-through are essential when affecting change in our students.

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

Lenore Ruben, CSW, CHT, EMDR, co-founder of Group For ADHD, has her Bachelor's in Special Education from Boston University. When she decided to leave the classroom she put her years of dance training to use as a dance therapist in a psychiatric hospital. Later, she received her MSW from NYU 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 advanced certification in a trauma protocol known as EMDR.

Orly Calderon, PsyD., co-founder of Group For ADHD, has her Doctorate of Education Psychology from Hofstra University and her Masters in Developmental Psychology from Teachers College, Columbia University. She is certified by NY State as a School Psychologist and is licensed by the NYC Board of Education. Dr. Calderon is trained in cognitive behavioral treatment and specializes in addictive behaviors, learning disabilities, and Attention Deficit Disorder. Call (212) 586-2135.#

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## The 40th Anniversary of March on Washington

By MAYOR  
MICHAEL R.  
BLOOMBERG

"The 40th Anniversary of the March on Washington is a wonderful opportunity for all New Yorkers to look back on its significance and on the words of Dr. Martin Luther King Jr., and to appreciate how they have fundamentally changed life in our City and our Nation.

"It's particularly fitting for New Yorkers to observe this anniversary. Thousands of everyday New Yorkers left their homes well before dawn, rode sweltering, un-air-conditioned buses, and filled the Mall in Washington for the greatest civil rights demonstration in our nation's history.

"Dr. King's 'I Have a Dream' powerfully

expresses our deepest desires for what our nation must be. It was Dr. King's remarkable gift that he could passionately and fearlessly indict what was wrong with our society, and also inspire us to rise above our shortcomings. Dr. King regularly reminded us that an injustice anywhere threatens justice everywhere.

"Eight months ago, I chose Dr. King's birthday as the occasion for presenting our Administration's plan to reform the public schools of New York City. The right to a quality education is just as much a right as the right to vote or be treated equally. The failures of our public schools to provide quality education have weighed most heavily on our communities of color, and improving education for all our children is the crucial next step to turning Dr. King's dream into a reality."#

## Synopsis: The Advanced Placement Program for the Italian Language



By MATILDA RAFFA  
CUOMO

It was in April of 1987 that Prime Minister Giulio Andreotti invited me to Rome to attend the first conference to promote the Italian language in the United States of America.

As Governor of the State of New York, my husband, Mario Cuomo, had established the international partnership program under the Economic Development Corporation to further investments. The economic, cultural and educational exchanges for high school and college students. The program was implemented in many major cities like Beijing, Tokyo, Hong Kong, Madrid and Jerusalem. In Rome, Italy, the initiative was called "Due Case Una Tradizione." I was appointed co-chair of the Due Case initiative with Mr. Vincent Tese, Chairman and CEO of the Economic Development Corporation.

With Due Case and the NYS Education Department, we successfully arranged exchanges between NYS and Italy for high school and college students as well as school administrators. Another positive outcome of Due Case was its collaboration with New York State's Fashion Institute of Technology to open an annex to the Institute in Florence for NYS students. There, the students learned from masters of design like Giorgio Armani and Valentino.

In 1992, for the Christopher Columbus quincentenary, we developed the cultural heritage curriculum with the Italian government: "Looking Back—Moving Forward." We also developed a cultural heritage curriculum with the Spanish government. These curricula were to be utilized in the classrooms and were distributed free to all private and public schools in NYS.

Through the years, there were many unsuccessful attempts by various groups to attain the Advanced Placement (AP) program for the Italian language. However, in the meantime, the Italian Consulate in the United States persisted in encouraging regional community groups and elementary schools to further the teaching of the Italian language. As a result, many regional and

community programs designed to promote the Italian language were developed in the Northeast.

In 1999, after many long discussions with Dr. Vittoria Cifone, Director of the Education Office of the Italian Consulate in New York City, and Consul General Giorgio Radicati, I was convinced that since 1987 the impediment to promoting the Italian language effectively had been the lack of an AP program for the Italian language for high school students. Other foreign languages, including Spanish, French, German and Latin, offered AP programs for college credit, but no similar recognition was given to the Italian language.

With the guidance of Dr. Cifone, an essential meeting of prominent Italian teachers from the American Association of Teachers of Italian (AATI) and the president of AATI, Dr. Christopher Kleinhenz, would convene in New York City to discuss a plan for acquiring the AP program. I planned the first meeting at the Italian Consulate with Consul General Giorgio Radicati to discuss our mission with Frank Guarini, president of the National Italian American Foundation (NIAF), and Fred Rotondaro, former executive director. NIAF sponsored this initial national AATI meeting to develop the proposal for the AP Program in Italian for high school students, which was approved by the College Board.

Unfortunately, Dr. Cifone was called back to Italy; her service at the Consulate had ended. With my daughter Margaret's encouragement and input, a plan was formulated for the AP program by recruiting the leadership of all the major national Italian American organizations. Frank Guarini, Chairman of NIAF; Robert Messa, President of the Order Sons of Italy in America (OSIA), represented by Executive Director Phil Piccigallo and First Vice President Joe Sciamè; John Alati, President of UNICO National; Dolores Mita of AATI, my daughter Margaret Cuomo Maier, M.D., and I met with Dr. Lee Jones, executive director of the College Board in New York City, which had final approval of the AP program. Dr. Lee Jones suggested that I chair

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## Assemblyman Hearings on High-Stakes Regents Exam Set

By ASSEMBLYMAN  
STEVEN SANDERS

As Chairman of the Assembly Education Committee, I will be chairing a set of public hearings on the subject of New York's high-stakes Regents exams. The first hearing will be held on Wednesday October 15th, 2003 at 9:00 am, in the Assembly hearing Room, 250 Broadway, 19th floor. Other hearings are planned for later in October in Rochester and in Albany. The Albany hearing will be a joint hearing with the State Senate Education Committee.

Since its inception, I have questioned the Board of Regents' policy of using standardized testing—which has important value as a diagnostic and measuring tool—as the sole criteria for high school students to be able to earn a diploma, regardless of a student's entire academic record. A high-stakes testing frenzy, not just in New York but also across the country, is predicated on the confusing of meaningful standards with Do Or Die testing. High standards and high-stakes tests are not the same; nor are they intrinsically linked.

The Regents' policy currently requires high school students to receive a passing grade on five Regents exams. Students who entered the 9th grade in 2000 are required to get a passing score of 55 on two of the Regents exams and a 65 on the three other Regents exams. Students who entered 9th grade on or after September 2001 will be required to obtain a 65 passing grade on each of the five exams in order to get a diploma, regardless of the entirety of their academic record.

Problems associated with recent Regents exams have raised concerns about the policy of high-stakes exams and have led to a broader discussion about the impacts of this policy. Furthermore, concerns about the content of the tests and their alignment to curriculum and to the Regents Learning Standards have been expressed.

I have serious concerns about the causal relationship between this policy and our escalating dropout rate. Some schools have actually been encouraging students to drop out, pushing students out by promoting their enrollment in GED programs. In so doing, these schools manipulate their statistics by getting students who are unlikely to pass five Regents exams off of their enrollment lists, and securing the additional statistical benefit of those students not being counted as dropouts. This shuffling of students is unacceptable, and a better tracking system of students is necessary.

There has also been criticism about censorship, with famous literary passages on the English language Regents having been altered, calling into question the legitimacy of that exam.

The public hearings will present a unique opportunity for parents, educators and concerned members of the public to voice their opinions on the Regents' policy.

Persons wishing to present pertinent testimony to the Committee at the October 15th hearing should contact my office for a hearing notice and response form. The telephone number is 212-312-1464, and our e-mail is sanders@assembly.state.ny.us.#

Assemblyman Steven Sanders is Chairman of the Education Committee.

## The Case for Smaller Classes

By RANDI WEINGARTEN, PRESIDENT,  
UNITED FEDERATION OF TEACHERS



A few weeks ago I had the opportunity to stand on the steps of City Hall with representatives of a broad coalition of parent and community groups, labor unions, and elected officials, including City Council Speaker Gifford Miller, Public Advocate Betsy Gotbaum, and Assembly Member Steve Sanders, to announce a major step forward in the campaign to improve our schools.

On that day in August our coalition—New Yorkers for Smaller Classes—presented the City Clerk with the signatures of more than 114,000 New York City voters who are calling for creation of a commission that will review the city charter with a focus on class sizes in the public schools.

The need for smaller classes in New York City's public schools is an issue that unites our communities. Most parents would love to have their children in classes small enough for their kids to get more individual attention from their teachers. People without children can understand how classrooms with fewer students are likely to be more manageable and make better learning environments. And educators know

from first-hand experience that smaller classes can be critical for many kids.

In June the highest court in New York State confirmed that lower class size is crucial to assuring every child in New York City a sound basic education.

The fact is class size has long been ranked by parents, the public and teachers as one of the most important factors in serious education reform. And that is true not just here in New York City but across the nation. Class size mandates are a growing national trend. Dozens of states already have class size reduction legislation in place, including California, Florida, Texas, Kentucky and Washington. On a municipal level, voters in Minneapolis recently overwhelmingly approved a class size referendum for the third time.

### Research confirms success

This is not surprising in light of the solid research showing the merits of small class size. Back in 1985, the state of Tennessee began a class size reduction plan for grades K-3 that resulted in greatly improved student achievement, particularly for children in poverty. Over a four-year period, researchers studied children assigned to one of three types of classes: small, with 13 to 17 students; regular, with 22 to 25 students; and regular with a classroom aide. The researchers found that students in small

continued on page 39

## THE BACKGROUND

*Large-Scale Efforts to Fight Illiteracy*

Author Arthur Yorinks reads to Nicolas Rodriguez

By ROB LUCHOW, STAFF WRITER

It was almost a year ago that *Reading Rainbow* producer and host LeVar Burton made a plea to corporate America. Without enough funding, he said, the famous children's public television program would be cancelled. Eventually, one business chose to help.

Recently, The Children's Place, a children's clothing store with over 600 retail outlets nationwide, announced the start of ReadingUSA—a national children's literacy and community service campaign. As its first action, CEO Ezra Dabah announced that it would make a major contribution to *Reading Rainbow* by donating a percentage of its sales to ensure that the show would continue its invaluable programming.

Yet for Burton, ReadingUSA's action is more than just funding. For him, it symbolizes a call to arms for large corporations and organizations to recognize that they must play an active role in helping America's youth. The fight against illiteracy takes a place on a large-scale and that requires large-scale money and effort.

"I applaud The Children's Place for being the first company to respond to help fund *Reading Rainbow*," said Burton.

Although this is ReadingUSA's first initiative, according to Dabah, "it is just the beginning." "ReadingUSA is one way the company can give back to the community and generate excitement about reading and learning," he said. He plans to expand the program and center it around the concept of reading aloud.

Reading is Fundamental (RIF), the nation's largest nonprofit children's literacy organization, has been a continuous partner with *Reading Rainbow*. Founded in 1966, their oldest and largest effort is the National Book Program, an opportunity for children to receive two to five free books they can keep for a year. In addition, volunteers hold reading aloud sessions and encourage community members to take an active role in increasing literacy in their area.

Running Start, another of RIF's programs, challenges teachers and parents to encourage first graders to read 21 books in eight to ten weeks. Other projects include a reading mentor program called Club RIF and a family reading

program called Family of Readers.

RIF's mantra is community. Its belief is that children learn to read better when educators, parents and community members all play a role in literacy advancement.

RIF needs funding to accomplish its goals. Corporate America has become active in financing many projects for the organization. The Coca-Cola Company, the organization's largest donor with a three-year \$18 million grant, has been involved with several projects. Included are StoryTravelers, a mobile and interactive nationwide reading project that offers free books and activities, Classroom Library Collections for 10,000 at-risk schools and communities, and Ingenuity grants for researchers looking to advance information on children's literacy.

For more information on national literacy campaigns, Literacy.org serves as an excellent



(L) LeVar Burton, Producer, *Reading Rainbow* & CEO Ezra Dabah, The Children's Place

link to many literacy publications and projects. The site's major sponsor is the National Center on Adult Literacy (NCAL). The group was established in 1990 with a grant from the U.S. Department of Education. It receives federal, state and local support as well as private funding from corporations. The group's goals are to increase effectiveness in youth and adult basic education and literacy work, and to expand access to information.

Since the National Literacy Act of 1991, the federal government established the National Institute for Literacy (NIFL) to improve the literacy standards across the country. The group serves as a focal point for public and private activities that support literacy development on the national, state and regional levels. NIFL is the government's sole federal office focused on literacy and includes a ten-member advisory board composed of prominent individuals from academic and nonprofit institutions, private foundations, and the business and labor sector. The group becomes directly involved in policy-making by linking those in the literacy field with federal and state lawmakers. NIFL also researches literacy in the country through Partnership for Reading and makes information available for the general public. Another focus is on improving services for the learning disabled, promoting improvements in adult literacy, and making all information regarding literacy advancements easily accessible through hot lines and the Internet.#

Reuel Jordan

Dean of Children's Programs, Bank Street School for Children.



I would like to offer parents some ideas about how they can help their children as they develop interest in reading and writing, and how they can support this development as their children continue to grow. The support that I am encouraging is based on three fundamental principles of the Bank Street School for Children. The first is that children learn best when their social, emotional and intellectual development is taken into account as they proceed through school. Second is that an optimal learning environment is one where children have active, experiential engagement with the world around them. The third principle is that children's learning is optimized when there is a partnership between school and home, and the efforts of parents and teachers are coordinated. By engaging your children actively, socially, emotionally and intellectually, parents will nurture the same healthy development we strive for in school.

**Providing a Secure Environment:** Emotional development begins at home. The ways parents speak to their children, play with them, hold them, and admonish them help to establish children's emotional response to the world. An important role for parents is to help make children feel secure in the world. Simple things like establishing routines around meals and bedtime can help children see that the world can be predictable. Special times like a regular story time at bedtime can ensure feelings of stability from a caring and loving family.

**Encouraging Active Engagement:** Today, parents need to extend themselves to encourage their children to be actively engaged. When I was growing up, I had the opportunity to play outside with the neighborhood kids every day. Handball, bike riding, multiple variations of tag, kickball, basketball, and stick ball filled my afternoons and weekends under the watchful eye of stay-at-home parents, or those on swing shifts—sentinels, peering down from their windows like watchdogs. Today, concerns about supervision and a lack of play space require most working parents who want their children to spend time outside to use weekends and holidays to foster healthy development. However, just one or two days of activity per week can ensure a more hardy and energetic child. Children benefit from being active indoors as well. Regular chores help children organize their time, sequence their activity, persevere, and be an active part of the family.

Healthy emotional development cannot take place without regular interactions with other people. Unfortunately, children today have one-third fewer opportunities to interact with others than they did forty years ago. Parents can help counteract this phenomenon by having regular face-to-face discussions at the dinner table. There, children can learn to express themselves clearly, and, equally important, learn to listen. Parents who read to and talk to their children give them a real advantage. Another vitally important way to

nurture intellectual development is to expose children to new experiences so that their understanding and curiosity about the world expands. Trips to the museum, the zoo, outings in nature and the library all help children broaden their perspective.

Given this framework in fostering the three components of a developing child, we can see how parents can support their child's literacy development, and suggest how they can coordinate their efforts with the school.

**Making Reading Fun:** The key to effective parent support of the school's literacy program is that the activities at home should not be perceived as a burden, but rather as part of normal family routines. The idea is to make reading and writing something that the entire family is interested in and employs in their normal daily activities. Most importantly, children should see parents engaged in reading for information and pleasure. Parents should be models for the behavior that they wish their children to emulate.

Reading to young children is the primary and most effective pre-literacy activity parents can perform. Reading becomes an even more pleasurable activity when children can sit on a parent's lap. While reading, parents can point out key aspects of a book, like its title, who wrote the book, letters in children's names. They can also point out characters. Children can guess with their parents what will happen next. Children can learn the value of writing by composing notes to a parent who is at work, helping to make shopping lists, or creating lists on shopping trips. The key is that the activity is pleasurable and seen as an authentic activity for children.

**Helping Older Children Love Reading:** Parents of middle school children can help their children in a number of different ways. Middle school children are not too old to be read to either before bed or at some other regularly scheduled time. As part of this activity, parents can ask their children to summarize what was read the night before as a way of helping children develop their concept of story. As children begin to read on their own, parents can also engage children in what they are reading. Parents can keep abreast of the book by reading it themselves or through "read aloud" sessions where both child and parent take turns reading. Besides summarizing the plot, parents and children can make predictions about what will happen next and how they think that the characters in the book feel about the events. Parents can support writing by having children write as part of their normal home routine. Writing thank-you notes, notes on birthday cards, or keeping a diary are all authentic ways that children can regularly engage in writing at home.

The connection between school and home is important in the education of children. Parents who understand the three components of child development can make choices at home that support the work done at school. Parent support brings cohesiveness to the educational process and unifies the educational experience for children.#

To learn more about literacy, visit the following websites:

Literacy.org  
[www.literacyonline.org](http://www.literacyonline.org)

Reading is Fundamental  
[www.rif.org](http://www.rif.org)

National Institute for Literacy  
[www.nifl.gov](http://www.nifl.gov)

Reading Rainbow  
[www.pbskids.org](http://www.pbskids.org)

## Arthur Levine, Ph.D., President Teachers College, Columbia University



Two actions stand out for me [regarding literacy]. The first is insuring universal access to quality early and preschool education for all children at risk of low literacy achievement. We know who these youngsters are. They come from homes and communities characterized by low education levels, low incomes, and high immigration and isolation rates.

The second action is providing adequate funding for inner city and rural school systems. At present, these educational systems, which house the largest numbers of failing schools and enroll the highest proportion of students failing to achieve minimum literacy standards, are funded at far lower rates than suburban school systems. The result is that they are unable to attract and retain the best-qualified teachers; their curriculum materials are dated and inadequate in number and condition; and their plants are too often antiquated. The funding I am talking about is not equal funding. It is adequate funding. The difference is quickly apparent with regard to hiring teachers.

The simple fact is that working conditions in the suburbs are better than in urban public schools and the salaries are higher as well. Paying equal salaries would not solve the problem. The only way our cities will be able to compete for the best teachers, since they cannot make the working conditions superior to those of the suburbs, is by paying higher salaries. Until we are willing to make that investment, we will continue to experience a literacy achievement gap between our affluent and poor youngsters, between children of color and whites. Until our society stops talking about the need for literacy and matches our concern with dollars, the young people who we have failed in the past, we will continue to fail in the future.

As for literacy programs, I am a very big fan of Teachers College Professor Lucy Calkins Reading and Writing Program, which is working with several hundred New York City public schools on enhancing literacy skills. When I first arrived at Teachers College, a Bronx principal called and asked if I knew Professor Calkins. I said "not yet." He said, "You ought to. She transformed my school." I can't tell you how many teachers and school principals have told me the same thing over the years.#

## Sandra Priest Rose Reading Consultant & Founding Trustee of Reading Reform Foundation. [www.readingreformny.org](http://www.readingreformny.org)



We at Reading Reform Foundation have sharpened our pencils, purchased paper and chalk and are ready for the new school year. We are excited about and committed to supporting all the changes emanating from the New

York City Department of Education. Our 25 training consultants will be in 56 regular classrooms, helping to provide a foundation for the new initiatives. We'll be teaching the sounds of the language with their appropriate letter symbols from the beginning. We'll be helping students to understand what they are reading. We'll be teaching students to write clear sentences, paragraphs and compositions.

As soon as the child learns a few letter sounds, he or she can immediately put them into words. Simultaneously writing and sounding out simple words first, and more complicated ones later, helps the child fix in his mind what is being taught, while reinforcing eye training. Children's eyes have to be trained to go in the direction in which we read and write in English. This careful training helps prevent

reading, writing and spelling reversals. Accurate spelling is important both for good comprehension and because inaccurate spelling imprints itself on the brain and is hard to correct.

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

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

We might not have bought new clothes and book-bags but we are eager to meet the wonderful teachers and students of 2003-2004!#

## Jerrold Ross, Ph.D., Dean of Education St. John's University



I feel literacy will not increase nationally until teachers, themselves, are more culturally literate. When was the last time the subject of conversation in a teachers' room focused on the latest best seller, Broadway's most popular

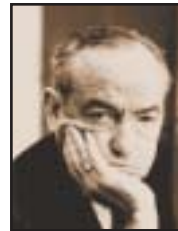
new play, one of the Met's blockbuster exhibitions, a ballet by any company in the City? The current controversy over required curriculum materials in reading would be far less so if teachers were able to draw on a fund of information they themselves possessed to make the dreary "teach to the test" approach demanded

by this curriculum more exciting for children. Any text is only a supplement to the life experience of the teacher whose principal task is to communicate the excitement and the literature or artifacts of that life experience to students.

Schools of Education must support a strong liberal arts program for prospective as well as current teachers. Education professors must demand as much literate writing from their own students as a conscientious English professor expects. Required texts must be supplemented by required additional readings and experiences that will help to illuminate the facts students are learning from texts and curricular materials that focus only on testing expectations.

While a difficult job, it can be done.

## Edward Zigler, Ph.D. Sterling Professor of Psychology Yale University, Planner of the Head Start program.



Of late there have been criticisms that Head Start is not doing a very good job teaching literacy to its young students. The ability to read is absolutely essential for an individual to have a successful life. However, as someone who

has studied the growth and development of children for some 45 years, it is my responsibility to point out that reading is just one aspect of cognitive development, and that cognitive development is just one aspect of human development. Cognitive skills are of course very important, but they are so intertwined with the physical, social, and emotional systems that it is myopic, if not futile, to dwell on the intellect and exclude its partners.

Think about what goes into literacy. It involves mastery of the alphabet, phonemes, and other basic word skills. But a prerequisite to achieving mastery is good physical health. The child who is frequently absent from school because of illness, or who has vision or hearing problems, will have a difficult time learning to read. So will children who suffer emotional troubles such as depression, attention deficits, or posttraumatic stress disorder. And think about motivation. A child's curiosity and belief that he or she can succeed are just as important to reading as knowing the alphabet. Phonemic

instruction by the most qualified teacher will do little for a child who suffers from hunger, abuse, or a sense of inferiority.

We must broaden our understanding of when and where literacy begins. I've heard a lot of preschool teacher bashing lately, but in reality, literacy begins much earlier than age four. It begins with the thousands of loving interactions with parents after an infant is born. It begins as a child develops a sense of self worth by realizing that his or her accomplishments, whether they be learning to roll over or to recite the alphabet, are important to significant others. It begins with sitting in a safe lap, hearing a familiar bedtime story. Eventually the child will want to emulate the parent and read too.

Do I believe that Head Start should do more to promote literacy? Most definitely. The new performance standards are moving the program toward more defined curricula with specific goals for literacy and related skills. Head Start is a model program whose success in promoting school readiness has fed the movement toward universal preschool.

In sum, if we want a nation of readers, we have to look beyond teaching phonics. We have to look at the whole child, the parents, and at all of the people and experiences that make up the child's early learning environment.#

*Excerpts from testimony given before the U.S. Senate on February 12, 2003.*

## Dr. Twila C. Liggett, Ph.D. Eight-time, Emmy award-winning executive producer, educator and author, creator of the award-winning PBS series, *Reading Rainbow*.



The idea of literacy is at the same time complex and simple. Contrary to popular belief, most kids (not all) learn, relatively easily, how to read. (For example, the recent National Assessment of Educational Progress report states that the average reading score of 4th grade students has risen since 1994.) Unfortunately, what much of the research does not reveal is whether these kids still love to read. It is my observation that even at a young age and paradoxically, when they still love to be read to, far too often children don't choose, nor want, to read books on their own. In fact, there is a term for this phenomenon, literacy.

How does one spark and feed the joy of reading which is my view of true literacy? In 1980 when I first began to think about how to take this message to children in a major way, I focused on the use of a pervasive medium television as a tool to promote, indeed, to star wonderful books that kids would ask for, enjoy, come to love and want to read for themselves!

Evaluation, research studies and personal letters have confirmed that Reading Rainbow has been wildly successful in leading kids to great books plus igniting their curiosity, learning and understanding of ideas and cultures. Our Reading Rainbow graduates, send us emails, phone calls and offers of help to keep the series

alive, because in the word of one 20 something entrepreneur, Reading Rainbow inspired me to develop creative and positive products for kids and I still love to read!

Literacy is far too often defined as passing tests and reading required school texts, most of which are very poorly written. This is much too limited a view. Rather, literacy is a thirst for knowledge, fueled by books and learning from every possible medium including television and the Internet. Literacy and a love of reading start at day one when kids are read to, the printed and spoken word predominate at home and parents themselves share their own love of reading with their children.

Finally, every Reading Rainbow episode demonstrates to parents and teachers a way to give children the wonderful gift of loving to read. Starting with the reading of a great picture book and then exploring the ideas generated by the book, for example going to a museum to find out more about dinosaurs, and finally finding more books to share with other kids is a sure fire way to get kids excited about reading.

As a former teacher and reading consultant, I have watched several decades of various reading programs and policies come and go. And, more than ever I am not convinced that a national curriculum and mandated tests will result in a more literate citizenry. I am convinced, however, that loving to read is the path to lifelong literacy and that is the mission we at Reading Rainbow are happily dedicated to.#

Certainly in the New York City schools I attended, reading real books and most of all field trips to develop the skills of understanding and communicating were all accomplished.

There was even a place for phonics and no one fussed over it. But this was successfully done by accomplished teachers.

At St. John's University every freshman is

required to take an experiential course in "Discovering New York." Taught largely by full-time faculty members, many of them seniors, this course introduces them to the treasures of the city and, thereby, helps to set a pattern of life-long interest in arts and letters, the determinant of a literate person who, in turn, can teach "literacy."#

# MEDICAL UPDATE



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

• 24

## BACK TO SCHOOL VACCINES

As our nation prepares for “Back to School” time, there is one school supply parents and children cannot go without: vaccinations. Taking your child to a doctor’s office isn’t the easiest thing to do, but it could save his or her life. In many states, the law requires a certain number of doses of mandated vaccines before the first day of classes.

The vaccines often required for school entrance include diphtheria, tetanus, pertussis,

chickenpox, measles, mumps, and rubella. With the first day of class just days away, parents are lining up their children for shots, and some have questions and concerns about the necessity and safety of them.

“Many parents are concerned about their children going to school and possibly catching something from another student who didn’t get their shots,” says Gary Wallach, Director of the National Immunization Information Hotline for

the U.S. Centers of Disease Control and Prevention (CDC). “Vaccinations help prevent diseases that, if left untreated, could be deadly.”

Despite the repercussions of possible mild side effects, such as fever, soreness, rash, and redness, and the long faces that accompany a trip to the doctor’s office for shots, immunizations are important for school-aged children. However, most parents do not know of many of the immunization requirements, or the mild side effects involved, and need information in making decisions that affect their child’s

health. The National Immunization Information Hotline (NIIH) is available to provide such information.#

*This service is available to all 50 states, the District of Columbia, Puerto Rico, the Virgin Islands and the U.S. Territories, Monday—Friday, 8AM-11PM via toll-free hotlines. Services are offered in English (800.232.2522), Spanish (800.232.0233), and TTY (800.243.7889) for the Deaf and Hard of Hearing. Information can be found at [www.vaccines.ashastd.org](http://www.vaccines.ashastd.org).*

## Live Heart Surgery on the Internet

Surgeons at Brigham and Women’s Hospital (BWH) in Boston recently replaced a patient’s aortic valve during a live Internet broadcast. The web cast, which is the third in a series, is intended to educate medical students, cardiac surgeons, and the general public about the latest minimally invasive techniques now available for such a procedure.

Minimally invasive aortic valve replacement—or limited superior median sternotomy—is not as widely performed as the more traditional form of surgery, which requires the patient to undergo a complete sternotomy in

order to access the heart. However, the less-invasive form of the surgery is gaining popularity among cardiothoracic surgeons as technology improves and the benefits to the patients increase.

“While the success rate on this type of surgery is very high, the recovery process, traditionally, can be a painful experience for the patient,” said Lawrence Cohn, MD, Chief, Division of Cardiac Surgery at BWH. “By performing the less-invasive version of this surgery, the patient may enjoy a faster and less uncomfortable recovery.”#

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

By ANTONIA C. NOVELLO, M.D.,  
M.P.H., DR.P.H.

I am writing to you about a product that each year kills more New Yorkers than alcohol, cocaine, crack, heroin, murder, suicide, car accidents, fire and AIDS combined. I am speaking of tobacco.

You already know that lung cancer, not breast cancer, is the leading cause of cancer deaths among women. And you know that as many as 30 percent of deaths from cardiovascular disease are a result of tobacco use, with women who smoke more than twice as likely as other women to have a heart attack.

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You could add 14 years to your life span; You will protect your family and friends from the deadly effects of second-hand smoke; You will reduce your risk for infertility, ectopic pregnancy, spontaneous abortion and having a stillborn

child; You will reduce your risk of having a baby born underweight with possible learning disabilities; Your baby will be less likely to develop asthma, colds, ear infections and other respiratory problems, and will be at a lower risk of dying from Sudden Infant Death Syndrome (SIDS); You will have less facial wrinkling, whiter teeth and fresher smelling breath; You will maintain greater bone density after menopause and be at less risk for hip fractures; You will be at less risk for developing cataracts and age-related macular degeneration; You will be able to save close to \$2,000 per year on the cost of cigarettes that could be used for college tuition, vacations and other family expenses; Your husband, your children, your parents and your friends will thank you—because they will have you around much longer!

If you are a smoker, we are here to help. Just call the New York State Smoker’s Quitline at 1-888-609-6292 and take the first step toward a better life.#

*Antonia C. Novello is the New York State Commissioner of Health.*

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## HOMESCHOOLING BESTSELLER

The Dallas Morning News reported recently that Tamra Orr's *After Homeschool* is one of the bestselling nonfiction paperbacks in the region. "It's not often that a homeschooling title gets this kind of reception," said Edwin Steussy, publisher of Parent's Guide Press.

*After Homeschool* features in-depth interviews with fifteen homeschooling graduates, asking about their experiences and investigating how much success and happiness they have achieved since entering the real world on their own. Graduates include students from many different homeschooling philosophies, religious (or non-religious) backgrounds and ethnic heritages.

"Those of us who got interested in homeschooling fifteen or more years ago weren't lucky enough to have books like this one," said Grace Llewellyn, author of *The Teenage Liberation Handbook*, in the Foreword.#

*After Homeschool* is distributed by Independent Publisher's Group and is \$14.95.

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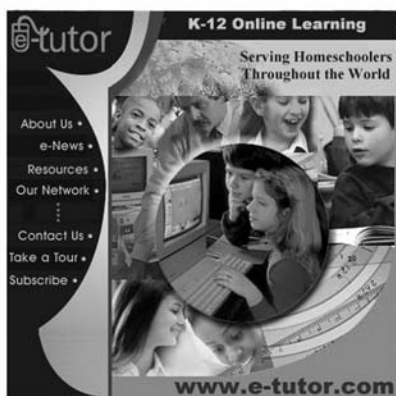
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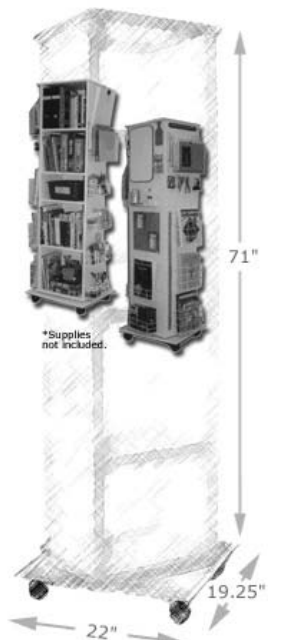
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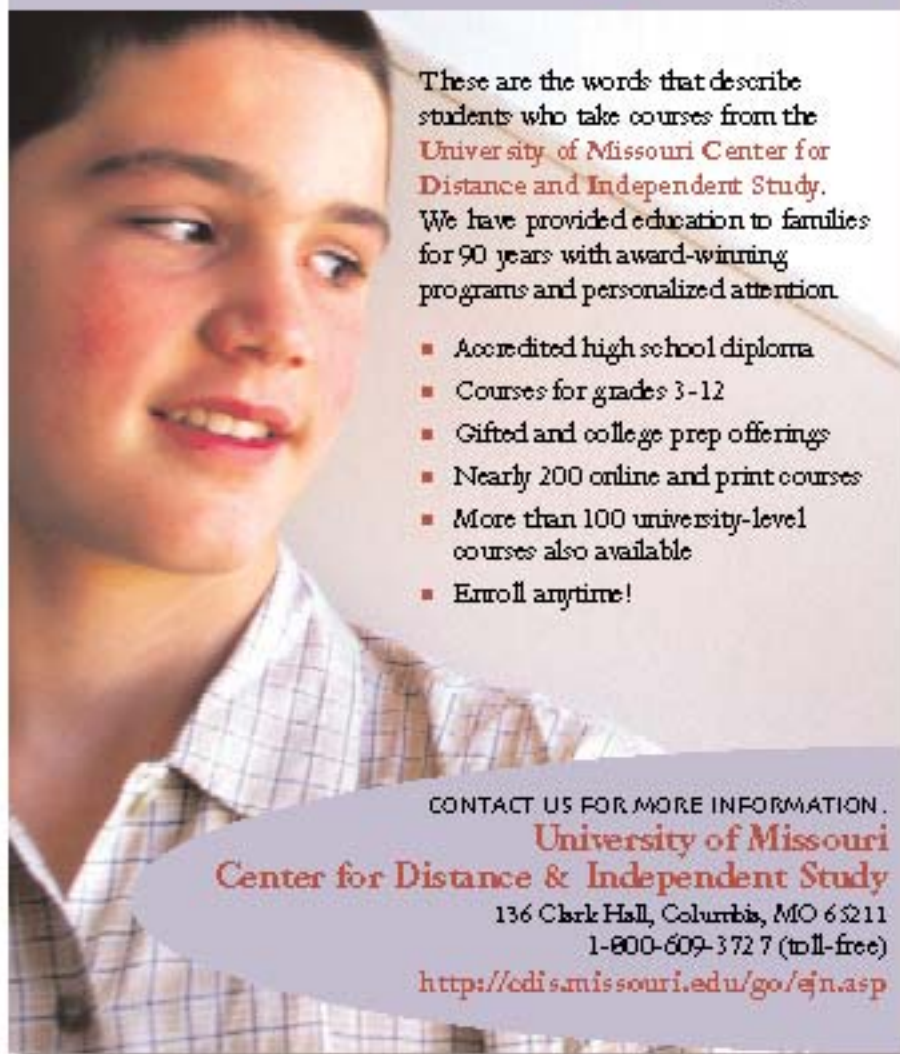

**PRODUCT REVIEW:**

## COTTON'S HOME JOURNEY

This educational program is designed to give inquisitive minds a whole unit experience through the provided teacher's guide & classroom resources. The curriculum puts into practice the inquiry-based approach and meets many National Education Standards for all disciplines. Lessons are written for grades 1 to 8; lists objectives and the standards fulfilled; and follow a simple format to allow for quick refer-

ence, flexibility and time efficiency. Cotton's Journey wants to give you, the educator, ownership of this unit by determining where each lesson fits into your classroom plan and the opportunity to combine curriculum that supports national recommendations. Students will be challenged by open-ended discussions, group learning and hands-on activities. #

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**PRODUCT REVIEW:**

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**PRODUCT REVIEW:**

## SIMPLY MUSIC

"Simply Music" is a board game that is designed to help amateur musicians of all ages, from 7 years upwards, to improve their reading and understanding of music, and above all, to discover that learning music is fun! The game is for 2 to 6 players and requires one non player to ask the questions, these being written in

such a way that the questioner needs no musical knowledge, so it is ideal for parents wishing to help their children. (Don't worry, the answers are there too!). There are 2 sets of questions, which can be used separately or together giving players of different ability an equal chance of winning. #

For more product reviews, visit

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Dr. Anne Margaret Wright (Ph.D.)  
Educational Consultant  
The Old Schoolhouse Magazine



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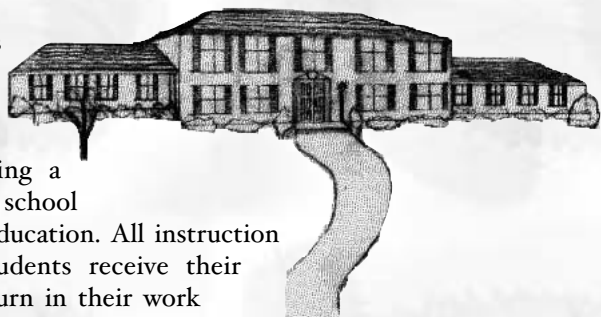
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**PRODUCT REVIEW:**

## Talcor—"Money Management"

Teach responsible use of credit and simple interest calculations. Featuring QuickCharge, American Success, Recover and Bold Card, this game peaks students' interest. Imagine getting your first credit card and being let loose to

go shopping. Students will find fun and suspense as they decide to charge items or conserve cash. Having the right combination of credit cards, purchased items and money will determine the winner. (2-4 players).#

## University of Nebraska High School: Distance Learning as Home Education

BY MITCHELL LEVINE

As any parent will tell you, the choice to homeschool is often one of the most important decisions to make regarding a child's education. What to teach, how to teach and which curriculum to use are often daunting decisions to make, ones that can have a far reaching effect on their future.

While that decision may weigh heavily upon many parents, those whose children are enrolled in the University of Nebraska-Lincoln Independent Study High School feel confident that the educational experience of their children will amply prepare them for a future ripe with possibilities.

Nebraska's High School was founded in 1929 as a means to serve the youth within Nebraska. In 1978, Nebraska's High School earned accreditation from the North Central Association Commission on Accreditation and School Improvement (NCACASI), officially becoming the first fully university program to do so. Today, Nebraska's High School has students in all 50 states and 135 countries.

"Maintaining our accreditation means that we continually adhere to strong educational guidelines and helps ensure that our students

not only learn the material, but are able to apply and use that knowledge elsewhere," says Lisa Bourlier, Associate Principal of Nebraska's High School.

Accreditation is also important for those students enrolled in Nebraska's diploma program. "Earning an accredited diploma means that more doors are open for those students after graduation," Bourlier states. Of the nearly 3,500 graduates of Nebraska's High School, students have gone on to such colleges as Yale, William and Mary, Penn State and, of course, the University of Nebraska-Lincoln.

Nebraska's High School offers more than 160 courses in 14 subject areas. Offered in both print and online formats, all of the courses are designed by an in-house instructional design staff who have won numerous curriculum awards from the University Continuing Education Association. Nebraska's High School also offers advising services, a friendly customer service staff and Way Cool™, a new online course management system.

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



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### Heart-

In later grades, students are encouraged to become involved in their communities, to develop a talent, to be of service to others, and to develop self empowerment and leadership skills.

### Head-

Our high school curriculum not only prepares students for college or career, but helps them develop essential critical and creative thinking skills. We encourage students to think for themselves and to express their values and visions.



## Smithsonian Opens Its Doors to America's Teachers

Haven't you always wanted to wander through a museum after closing time? On Friday, September 19, from 7:00 to 9:30 p.m., thousands of teachers around the Washington, D.C., area will get this opportunity at the eleventh annual Smithsonian Teachers' Night.

This year's event celebrates the centennial of the Wright brothers' historic flight at Kitty Hawk and is being held at the National Air and Space Museum. At the event, teachers will pick up free educational resources for their classrooms, watch an IMAX® film and planetarium show, preview The Wright Brothers & the Invention of the Aerial Age exhibition, and enjoy light refreshments as they mingle with their colleagues and meet museum educators. Admission is free and all attendees can register in advance or at the door. Online registration is available at [www.TeachersNight.org](http://www.TeachersNight.org).

For the second year in a row the Smithsonian is also taking this event to a national audience. Simultaneous Smithsonian Teachers' Night celebrations will occur at the Challenger Space Center of Arizona in Peoria, Arizona, and The Kansas Cosmosphere and Space Center in Hutchinson, Kansas.

"Smithsonian Teachers' Night is a wonderful opportunity for educators nationwide to learn about the Smithsonian and celebrate the power of museums to enhance learning," says Stephanie Norby, executive director of the Smithsonian Center for Education and Museum Studies. "Teachers are one of our country's greatest resources, and each year we host this event to

show how museums can help teach our nation's students."

Last year, 2,000 teachers from 23 states attended the event. This year, thousands of educators across the nation are expected to participate, along with the U.S. Department of Education and education organizations including the National Association of Elementary School Principals, the National Board for Professional Teaching Standards, the National Writing Project and The College Board's Advanced Placement Program.

"On this eleventh anniversary, we're reaching more teachers and more students than ever before, nationally as well as locally," says Norby. "Smithsonian Teachers' Night is building community ties, providing services to thousands of educators and their students, and showing teachers how museums can make a difference in learning."

Smithsonian Teachers' Night is hosted by the Smithsonian Center for Education and Museum Studies, the central education office of the Smithsonian Institution, the world's largest museum and research complex.

For more information about Smithsonian Teachers' Night and to register for the event, log onto [www.teachersnight.org](http://www.teachersnight.org) or e-mail [TeachersNight@si.edu](mailto:TeachersNight@si.edu).

The display will remain on view in the central section of the "American Treasures" exhibition, Southwest Gallery of the Thomas Jefferson Building, through April 24, 2004. Hours for the exhibition are 10 a.m. to 5 p.m., Monday-Saturday.

## INTERACTIVE INSTALLATION AT AMERICAN MUSEUM OF THE MOVING IMAGE

DARE, a new interactive installation designed specifically for the American Museum of the Moving Image by Fabrica, the Benetton Group's communication research center in Northern Italy, will be on view through October 26, 2003 in the Museum's Warner Room. An innovative approach to the digital art form, DARE consists of four computer-based works formed by the images, gestures and drawings contributed by visitors during the course of the installation. DARE, the title of which refers to the Italian verb "to give" and the English verb meaning "to be bold," invites visitors to be participants, not voyeurs, and by daring them to play along, they will create both the exhibition and the story of the exhibition.

When DARE opened, it was essentially a blank canvas waiting to be filled. The four pieces that make up the exhibition, Draw, Face, Grid, and Model, take shape as Museum visi-

tors provide input, which are then recorded, becoming part of a sequence that can be played back or sampled. In Draw, each of the individual drawings becomes an extension of a single line that remains unbroken throughout the duration of the installation. In Face, an ever-growing sequence of visitors' images becomes a stop-frame animated movie. In Model, the visitor can draw a 3D wire-frame model. Grid invites the visitor to create a video sequence featuring themselves that is then placed in a sequence of other previously recorded segments.

The artworks created during this collaborative process will be published in a CD-ROM later this year by Fabrica, in cooperation with Moving Image.#

*Moving Image is located at 35 Avenue and 36 Street in Astoria, Queens. Subway: R or V trains (R or G on weekends) to Steinway Street or N train to 36 Avenue.*

### CCI—THE RENAISSANCE SCHOOL IN ITALY

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CCI places a high importance on carefully counseling students in their applications to universities and colleges appropriate to the students' ambitions, academic potentials and personal characters. The guidance department with a strong background of awareness of many universities internationally devotes whatever hours are necessary to meeting with each graduating student and carefully analyzing and explaining the programs and nature of the universities/colleges recommended for consideration.

CCI's main building is a four-story medieval structure centered around a bright covered atrium that rises the full four stories. With modernized bathrooms, plumbing, electric and lighting systems, it houses around the central atrium three floors of computer-lab, library, classrooms and offices, the archives of the Lanciano community occupying the other floor.#

For more information call (905) 508-7108 or (800) 422-0548, email [cciren@rogers.com](mailto:cciren@rogers.com) or visit [www.ccianciana.com](http://www.ccianciana.com)

## Sunny Summer, Fiery Fall at NY Botanical Garden

For Families: The transition from summer to fall brings new and exciting seasonal flowers to investigate and exciting fall programs from children to participate in. The two unique children's gardens, The Everett Children's Adventure Garden and the Ruth Rea Howell Family Garden, are chock full of fall activities for children of all ages—from learning about different pollinators to making cornhusk dolls and decorating gourds. The following is a sample of our fall programs: Last Month for Flower Power in the Children's Adventure Garden—Now through September 14, 10:00 a.m.—5:30 p.m.

This is the last month for children to investigate and explore the sweet and fragrant flowers that invite different kinds of pollinators to the Adventure Garden. As children meander down the path they encounter brightly-colored, jumbo flower models that explain how flowers are adapted to attract their pollinators. Children learn cool facts like, bees prefer flowers that are fragrant and sweet and contain blue, purple, UV and yellow pigments. In the Bendheim Herbarium children construct flowers for pollinators like bats, moths, beetles, and bees and play a pollinator puppet matching game that pair up pollinators to their favorite flower. Other fascinating activities include dissecting live flowers and studying them under microscopes, playing a scented guessing game, planting marigold seeds to take home, and exploring the Adventure Garden on captivating flower hunts.

Ballet Among the Blooms in the Adventure

Garden—Saturday, September 20, 2003, 3:00-5:00 p.m.: The New York City Ballet's education department and the School of American Ballet dancers join us for a second year in the Adventure Garden and introduce children to the beauty of dance. Children use their imaginations to create dances inspired by the Garden. Working in small groups, the participants incorporate the natural landscapes of the Adventure Garden into their dance exploration.#

For more information call (718) 817-8700 or go to [www.nybg.org](http://www.nybg.org). The Everett Children's Adventure Garden is made possible by the leadership generosity of Edith & Henry Everett.

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SEPTEMBER 2003

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September 2003

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### Conferences

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"Listening to Learners"  
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Frank Molhern, Chair  
Pennsylvania State Modern Language Association

Northeast Conference at Dickinson College  
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See page 42 for CHADD Intl. Conference listing.

### Open Houses

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

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### Classroom Workshops

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

### Assembly Programs

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

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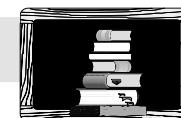
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*A Church To Believe In*  
 by Peter C. Moore  
 (Latimer Press, 2nd edition, \$16.95)

As the summer ends and fall begins in late September there will be an exciting conference taking place at St. George's Church on Stuyvesant Square (209 East 16th Street.) from 10 A.M. to 4 P.M. on Saturday, September 27, 2003.

It is the Annual EFAC New York Conference. EFAC New York is the New York Chapter of the Evangelical Fellowship Anglican Communion USA, which in turn is part of the Evangelical Fellowship Anglican Communion Worldwide. EFAC-USA was actually founded in 1961 by this year's guest speaker the Reverend Peter C. Moore who also was the founder and first director of FOCUS (Fellowship Of Christians in Universities and Schools), an organization focused on presenting the Gospel and Christianity to teenagers and college students. Currently, Peter Moore is the Dean and President of Trinity Episcopal School For Ministry located in Ambridge, Pennsylvania near Pittsburgh.

Moore has also written a book, *A Church To Believe In* (Latimer Press, 2nd Edition), which is a positive account of why to be an Anglican. Moore presents six characteristics of Anglicanism: Evangelical in experience, Catholic in spirit, reformed in doctrine, Charismatic in ministry, Liberal in ethos and Global in scope. As Moore discusses these concepts, he introduces the reader to exemplary Anglicans such as Charles Simeon, Richard Hooker, Hugh Latimer, who is the namesake of the press and whose picture is on the book cover, David Watson, Philip Brooks, Cyril Okoroacha, and Hannah More with a short introduction at the beginning of each chapter,

usually accompanied by a black and white print portrait of the individual.

The author's participation in the Lambeth conference of 1998 as well as his visits to Africa demonstrated to him that the worldwide Anglican Communion is vibrant and ever growing, individual countries have more Anglicans than all of Great Britain, Canada, the U.S.A. and Western Europe. *A Church To Believe In* is well-worth reading for what I have mentioned and for much more.

For more information about the conference call the bookstore and ask for Harris. Logos Bookstore will provide the book tables for this conference. Meanwhile Logos continues to offer discounts on all its books, and does sell interesting and varied music, and attractive greeting cards, as well as other gift items. So come on up and shop!

### Upcoming Events At Logos:

**Wednesday, September 3, 2003 at 7 P.M.**  
 KYTV Reading Group will discuss *The Amazing Adventures Of Kavalier and Clay* by Michael Chabon.

**Saturday, September 27, 2003 10 A.M. to 4 P.M.**  
 at St. George's Church at Stuyvesant Square (209 East 16th Street) EFAC New York will have its annual conference with guest speaker, the Reverend Peter C. Moore, Dean and President of Trinity Episcopal School For Ministry.

**Wednesday, October 1, 2003 at 7 P.M.**  
 KYTV Reading Group will discuss *Wide Sargasso Sea* by Jean Rhys.#

*Logos Bookstore is located at 1575 York Avenue (Between 83rd & 84th) Transit: #4, #5, #6 Lexington Avenue Subway to 86th St. M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (First & Second Aves.) For more information call (212) 517-7292 or go to [www.nyclogos.citysearch.com](http://www.nyclogos.citysearch.com).*

## IT'S BACK-TO-SCHOOL WITH BOOKS GALORE!

By SELENE VASQUEZ

### Picture Books: Ages 8-10

*Millions to Measure*  
 by David Schwartz.  
 Illustrated by Steven Kellogg.

(HarperCollins, 32 pp., \$16.99)

*Homespun Sarah*  
 by Verla Kay.

Illustrated by Ted Rand.  
 (Putnam, 32 pp., \$15.99)

Marvelosissimo, the Mathematical Magician tackles the madness of linear, weight, and volume measurements in entertaining fashion. Fun and functional artwork compliments the enormous amount of information.

### Historical Fiction: Ages 8-10

It's farm life in the 1700's and an 18th century Pennsylvania girl has outgrown her handmade dress. Watercolor and graphite illustrations enhance the historical accuracy of colonial life.

### Nonfiction: Ages 6-10

A lyrical and intimate portrayal of a Cree Indian boy attending his first pow-wow with

his beloved grandmother. Stunning paintings accompany the text as poetic as the rhythm of drumbeats.

### Biography: Ages 8-10

The defender of laborers in the fields and protesting their inhumane living and working condi-

*Harvesting Hope: the Story of Cesar Chavez*  
 by Kathleen Krull. Illustrated by Yuyi Morales.  
 (Harcourt, unpagged, \$17.00)

*The Song Within My Heart*  
 by David Bouchard.  
 Illustrated by Allen Sapp.  
 (CIP, unpagged, \$14.95)

tions, Chavez undertook a 340 mile march known as "La Causa"—the Cause—with victorious results. Appealing as a well-told biography with quiet earth-tone illustrations.#

*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.*

## BOOK REVIEW

BY MICHELLE ACCORSO

### *The Wasted Years: American Youth, Race, and the Literacy Gap* by James McCabe

Since the early 1980's, the literacy gap in the United States has not changed. African-American and Latino teenagers in 12th grade have the same reading skills as white teenagers in 8th grade. *The Wasted Years* includes the voices of practitioners and researchers in an

attempt to identify the factors that are perpetuating the literacy gap in American secondary schools.

*James McCabe is currently manager for a consulting training group, Center for Teaching Excellence, at American University in Washington, DC.*

*The Wasted Years: American Youth, Race, and the Literacy Gap*  
 by James McCabe  
 The Rowman & Littlefield Publishing Group, 2003  
 272 Pages  
 \$39.95

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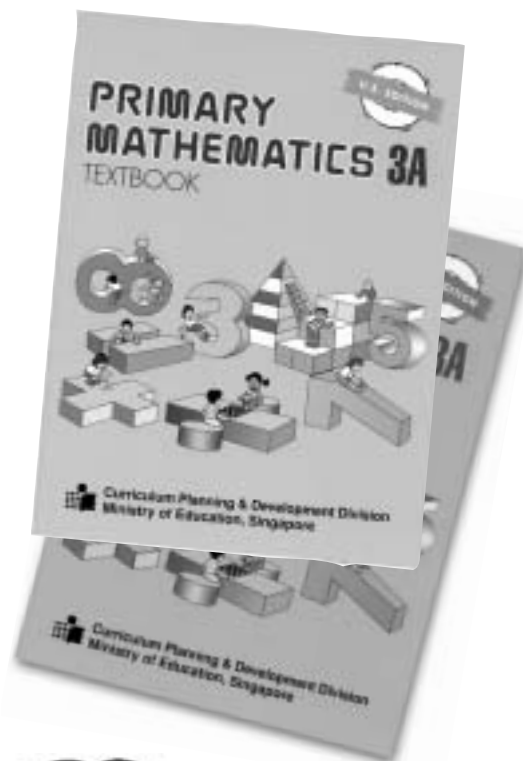
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IF YOU ASK DR. MCCUNE:

## About Bilingual Education

By LORRAINE MCCUNE, Ph.D.



This volatile topic is often dominated more by closely held political opinions and cultural bias than by the needs of children, their teachers and parents. In some school cultures there is a divide between the "bilingual" teachers that can include all of those working with children of limited English proficiency and the "regular" teachers. I have personal experience of a school where the teacher of the bilingual K1 class only learned by accident that all of the "regular" kindergarten and first grade classes were having a Thanksgiving Feast, with food, entertainment, parent participation. When the bilingual K1 teacher inquired about why her library time was cancelled the day before Thanksgiving break, she learned that the library was co-opted for the party...but not a party for her kids. Teachers of children with special needs have found some of this same exclusion. I hope this is a rare occurrence. However it is symptomatic of a view that sees some children—and hence their teachers—as so different that their needs and interests do not come to mind when plans are made for the 'regular' kids.

The professional politics of Bilingual Education as a field can play into this problem. Professionals in this field vary widely regarding both the goals of the programs and the theory of what is best for children. The basic tension is between maintaining and valuing the home language versus promoting the use and knowledge of English. My own expertise as a language acquisition researcher leads me to believe that this tension is more illusory than real.

Language acquisition remains in some ways mysterious, but the effects of various bilingual situations occurring naturally in homes and communities have produced some facts that should not be ignored.

The earlier children begin to learn a language or languages, the more rapidly they progress and the more successful they will be.

Children can easily learn two languages by immersion if both are begun in the first six or seven years of life.

Language is part of a child's sense of self and self-worth and is best learned in a nurturing environment where her meanings are understood and her needs met.

As children reach middle childhood and early adolescence they begin to profit more from for-

mal language instruction, and learning by immersion is a bit more difficult.

Based on these facts, drawn from my understanding of bilingual language acquisition, I have a few suggestions for optimizing children's bilingual development.

In our shrinking world everyone can benefit from having two languages, so preserving and accepting the home language is important. However, every year in school where a child is taught solely in the native language rather than English will increase the child's difficulty in learning the new language. These facts suggest that the ideal approach to English-language learners in the early grades is to provide instruction in both languages, with a goal of emphasizing English more as the year progresses and as individual children are ready. It is even a good idea to transfer children to English-only classes during the school year as they are ready. Children between six and seven when they enter school, knowing no English, are likely, by the end of second grade, to read English as well as those who entered speaking English, given appropriate instruction.

Alternatively, truly bilingual schools where entering monolingual children—for example those knowing either Spanish or English—are taught together, half the day in each language are an even better idea. In this case almost all of the children are likely to be reading in both languages by the end of second grade. I say almost, because difficulty in learning to read will inevitably plague some children and their teachers no matter what the circumstances.

The needs of non-English-speaking children entering school in middle childhood or adolescence, is an even more complex issue—beyond the brief confines of this column.

The nurturance and language acceptance aspects, essential to feelings of self-worth should never be neglected. Teachers and other school employees communicating, even haltingly, in the languages of children's homes, provide a sense of caring for families and children. Never forget that all of the children and families are "our families" regardless of the home language.#

*Dr. McCune is an associate professor at the Rutgers University Graduate School of Education and serves as advisor to educational toy company, General Creation. She can be reached at [www.generalcreation.com](http://www.generalcreation.com) in the "Ask Dr. McCune" section.*

## CHILDREN BUILD A CULTURE OF PEACE IN A COMPLEX WORLD



Children sing at the ceremony at Columbia University.

By MICHELLE ACCORSO

In John Lennon's *Give Peace a Chance*, there were some very distinct sounding voices singing along with him as he pleaded with the world to listen to what he was saying. They weren't famous recording stars, they weren't even famous...they were just children. The message was simple—"All we are saying is give peace a chance." Today the message is still simple. However, conveying a simple plan to people is not always easy.

The Soka Gakkai International (SGI) Peace Forum Building a Culture of Peace for the Children of the World held recently at Columbia University was once again a refrain that sometimes children have a better grasp on what's going on than we do. Amidst posters from all over the world portraying people's lives and hardships during violent times, were children's personal drawings and paintings describing what peace meant for them.

"I was very touched and moved by the children's art exhibit in general. I paid particular attention to the children's art, as I never have before. I perceived within the lives of these young children, that were expressing themselves through their art, a very strong desire for peace. This is actually, I think, the building block or foundation for a peaceful world in the future," said Tony Kolens, New York City artist and member of SGI. "I think the exhibit itself is really about the reality that in order to build a peaceful world, we have to begin with the children. We must instill or nurture the desire for peace among the children."

That nurturing must, of course, start with the adults and the most effective way to accomplish this task is by starting in the classroom. "When it comes to truly implementing the concept of non-violence, non-aggression and a peaceful means of resolving problems, the honest answer to that is we haven't figured it out", said Nel Noddings, Lee L. Jacks Professor of Education at Stanford University and author of *The Challenge to Care in Schools*. "There are many fine programs about non-violence, but most of them are taught at the elementary and middle-school level, so we are trying to start to incorporate these programs more in high schools." Noddings believes it is the emphasis so strongly placed on standardized testing and academics that cause high schoolers to lack the knowledge needed to build a peaceful foundation for the future. "I think every course should incorporate teaching peace. Before I did my graduate work in philosophy I was a math teacher and if it can be done in math, it can be done anywhere. You have to put a high priority on it." *The Challenge to Care in Schools* is just one book Noddings suggests as an aid for busy teachers who are interested in shaping young impressionable students into sensitive, open-minded adults.

"There has to be a concerted effort in teacher



Professor Nel Noddings of Stanford U.

training and collaboration in school systems. We have to begin asking and advocating the revived aims act," said Noddings. "What is the aim of education? Some people just suppose that the aim is to get by with the best possible marks, get into the best possible college to get the best possible job to make the most possible money and buy lots of stuff...and there has to be more to it than that."

There absolutely is more to it than that. As the exhibit pointed out, "Everything that is needed to build a culture of peace already exists in each of our hearts." Some of these barriers and roots of the problem as to why we don't currently have peace include nuclear negativity, the illusion of 'efficiency,' prejudice and stereotyping, environmental irresponsibility, poverty, isolationism and greed.

Dean Lawrence Edward Carter of the Martin Luther King, Jr. International Chapel of Morehouse College in Atlanta, Georgia said, "Perhaps the reason why the Soka Gakkai International, the leading spiritual peace community on the planet, is not well-known is because they don't preach, they practice."

"The government cannot give us peace," he said, "Peace begins within. It is up to each of us as individuals to affect the scales of good versus evil. Your next act, decision and choice is the only way to tip the scale toward a lasting and just peace." Paraphrasing one of the quotes in the exhibit Carter said, "Since wars begin in the minds of human beings, it is in the minds of humans that the defenses of peace must be constructed."

If only we could hold on tighter to that inner-child in all of us, we wouldn't have to worry about creating wars.

"Consciousness is all-important," said Carter. "Our unveiling of the Culture of Peace exhibit is the best anniversary we can inaugurate for the mental skies of the children of the world in this global season of terror and war."#

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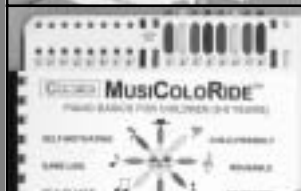
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## Wolf Trap Gets Its Wings

The world premiere of *Face of America 2003: A Celebration of Flight* at Wolf Trap in Virginia, is an original multi-media and multi-disciplinary artistic adventure series that explores the relationship between the "natural" stage and the creative process. This year's flight is celebrated by honoring those National Parks and Historic Sites that share the story of flight: Wright Brothers National Memorial in Kitty Hawk, Dayton Aviation Heritage National Historical Park and Tuskegee Airmen National Historic Site.

The performance features U.S. Air Force F-16 and antique WWII aircraft Fly-By. Also featured is the world premiere of a new 'PopACTION' live dance piece, *Wild Blue Yonder*, by daredevil choreographer, Elizabeth Streb—along with a video of her performance on location on the dunes in Kitty Hawk as inspired by the Wright Brothers' first powered flight. The world premiere of *On the Wings of a Dream*, an original high definition video presentation on giant screens that honors flight through the eyes of aviators, including original interviews with Tuskegee Airman C.I.

Williams, astronaut Eileen Collins (captain of the next shuttle flight), master aerobatic pilot Tom Poberezny, and record-smashing test pilot Scott Crossfield, captures the spirit of flight.

An inspiring performance of "Way Up There," the official song of the U.S. Centennial of Flight Commission will be performed by The Fire Choir of Los Angeles.

Senator John Warner, Honorary Chairman, Terrence D. Jones, president and CEO, Wolf Trap Foundation for the Performing Arts, and Dr. Ed Bersoff, Chairman, Wolf Trap Foundation Board of Directors will host.

National Spokesman for this event is Buzz Aldrin. Among the co-hosts is Amanda Wright Lane (great grandniece of Orville and Wilbur Wright).#

*Wolf Trap's Face of America 2003 is a recognized event by, and an official participant in, the U.S. Centennial of Flight Commission's year-long national celebration of flight. Additional information on Face of America, Wolf Trap National Park for the Performing Arts and the Wolf Trap Foundation for the Performing Arts is available at [www.wolftrap.org](http://www.wolftrap.org).*

## "New Watercolors" Exhibit by Meera Thompson



Highlands by Meera Thompson

Meera Thompson, an artist who paints in watercolor and gouache is currently exhibiting her work at Synchronicity Fine Arts (106 West 13<sup>th</sup> St.) The show, "New Watercolors," will feature a collection of Thompson's recent work, much of which will be viewed by the public for

the first time.

This September's exhibit, "New Watercolors" captures the very essence of Thompson's intricate brushstrokes and her choices of evocative colors. Viewers will get a sense of the serenity and mystery offered by nature as they see the art.#

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## MUSIC EDUCATION BEING “LEFT BEHIND”

Local interpretation of the federal “No Child Left Behind” (NCLB) education law is seriously affecting access to music education for America’s public school students. “The law clearly identifies the arts as a core academic subject,” explains American Music Conference Executive Director Rob Walker. “However, the requirements for standardized testing in literacy, math and science are leading local districts to divert resources away from other subjects. As a result, the arts are truly being left behind.”

Walker advised concerned parents and educators to visit a Web site, [www.support-music.com](http://www.support-music.com), which provides resources for grassroots music advocates. The site is maintained by the Music Education Coalition. Paul Young, principal of West Elementary School in Lancaster, OH and a former president of the National Association of Elementary School Principals, has seen this phenomenon from both the national and local perspectives. “I see the decisions my fellow principals are making, and I understand the pressure, but they need to remember the big picture,” he said. “I certainly believe everybody needs to be able to read and do math, but they also need to know how to think. What we’re doing now is creating kids who are able to pass tests.”

Under “No Child Left Behind,” each state must measure every public school student’s progress in reading and math in each of grades three through eight, and at least once during grades ten through twelve. By the academic year 2007-2008, assessments in science will be underway as well. These assessments must be aligned with state academic content and achievement standards.

In California, music educator Anne Fennell says people should look beyond those requirements to the spirit of the legislation. “If you

look at NCLB Title Nine, it includes the arts as a core subject, but I think people get stuck on what’s getting tested only,” she says. Fennell is the Orff-Schulwerk Specialist at the Vista Academy of Visual and Performing Arts near San Diego, CA, and is also the founder and project director of MusicVentures, which helps train classroom professionals to make the most of music instruction.

“People think of literacy as reading and writing the printed word, but literacy is how we make meaning in our world,” Fennell says. “We know arts programs work. But because they’re not included in state formulas for funding and testing benchmarks, they’re the first to be zapped.”

The effects of these interpretations of NCLB and its effect on school music education come at a time when local budget pressures have already placed music classes in danger in many parts of the country. In New York City, pressure to find time for the extra English and math classes required by the Education Department’s new standardized curriculum has led junior high schools to cut art, music and other electives. Across the country, as reported in major media, state-level fiscal woes have led to repeated cuts in school arts programs. Even before NCLB, the most recent National Assessment of Educational Progress (NAEP) showed only 25 percent of eighth graders nationwide had the opportunity to take a music class.

Ironically, the benefits of music instruction for young people are better understood than ever before: A new study led by Dr. Agnes S. Chan of the Chinese University of Hong Kong, published in July in the journal *Neuropsychology*, found that school-age students who had participated in music scored significantly higher on verbal memory tests than their classmates

who had not.

A 1999 UCLA study showed that students who participated in music programs three times a week scored an average of 40 percent higher in math, reading, history and geography than those who did not.

Other research over the last decade has linked music participation with enhanced brain development, higher performance in other academic courses, better socialization and improved wellness.

Concern about the unintended but serious consequences of NCLB has even reached the districts identified as the “Best 100 Communities in America for Music Education” in AMC’s annual nationwide survey. In Syosset, NY, district Art & Music Chair Steven Schopp says, “I see the threat of scheduling problems due to NCLB as far more serious than budget problems. Budgets are obvious, but when students are quietly scheduled out of music in the name of increasing standards, nobody notices. It happens in small increments so there is no outcry.”

In another of the “Best 100” communities, Nevada, IA, high school band director Wade Presley observes, “More emphasis is being placed on academics, and students are being told to drop band or choir in order to beef up their classes in English, math and science.”

Despite these pressures, Walker notes that the final decisions about educational priorities remain in local hands across the country. “I call on all teachers, parents and school administrators to keep music and arts instruction alive and well, so that local schools can produce the truly educated graduates that the authors of ‘No Child Left Behind’ envisioned,” he says.

SupportMusic.com was created by the Music Education Coalition, a cooperative undertaking by MENC, the National Association for Music

Education, and NAMM, the International Music Products Association. It is the largest initiative of its kind dedicated to positively impacting community resolve and inspiring action to support music education in the United States. The site offers resources to help people work on behalf of music education in their own communities, including a “Build Your Case” section and a bulletin board that lets people share their problems and successes. The American Music Conference ([www.amc-music.org](http://www.amc-music.org)) has extensive resources available on its website, including the “Einstein Advocacy Toolkit” for grassroots music education advocacy.#

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# PRODUCT REVIEW: BOOQ POWERSLEEVE

BY MITCHELL LEVINE

Industry experts, sophisticated journalists, and intelligent laypeople agree: the largest deployment of education technology resources in the history of our school system will occur when the New York City Department of Education completes its stated goal of finally reaching the "one-to-one computing standard" in the hopefully near future.

That lofty ambition will involve outfitting each student, teacher, and administrator in the five boroughs with access to some type of mobile technology. Of course, the most versatile product class for the market would be the same laptops that were distributed to middle school teachers last year, about 15,000 in total, following their deployment to all the fourth graders in '02/'03.

But to provide the benefits these instruments have to offer to many children whom would not receive access to techno-literacy otherwise, a number of problems need to be addressed. One major one is the issue of transport. The students who most need access to technology, because they're least likely to have available in the home, are the ones that live in areas most likely to create a security risk for a child taking even an inexpensive laptop home with them, both to the child and the laptop.

On the other hand, can we honestly say that a child whom only has the use of a computer in class gets an equal opportunity to develop critical relevant skills? Of course not! What con-

ceivable solution could bridge this logistical contretemps, you ask? The Booq Powersleeve 16, I daresay!

Less obtrusive and more easily concealed than a hardshell case, yet more protective than a simple nylon tote, the Powersleeve provides convenient travel aid for a wide variety of popular notebook models, including several of those currently used in the New York schools. Made from tough 1680D ballistic nylon and sharp-looking nylon ripstop fabrics, with 1/2" high-density foam padding and seatbelt nylon shoulder straps, it's practical, convenient, and affordable. Actually, with its top-loading design, it can even accommodate the latest 16" active-matrix wide screens, for those administrators that are considering purchasing a desktop replacement system.

According to the manufacturer, the tough nylon construction is not only highly weather-resistant, but "virtually indestructible," an important consideration for anyone who's ever had to plan for the most ruggedized deployment scenario of all — students! The cases also feature auxiliary compartments good for carrying CDs, floppies, and ZIP disks, as well as room for folders, texts, and notebooks.

For under \$60 dollars retail — without applying potential discounts for institutional volume purchases — it's difficult to see how a technology buyer planning for fall laptop usage could go wrong. For more information, or online purchases, log on to the manufacturer's site at [www.booqbags.com#](http://www.booqbags.com#)

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# PRODUCT REVIEW: FLASHMASTER ELECTRONIC MATH TUTORIAL

By MITCHELL LEVINE

Almost everyone hates learning their Times Tables. How do we know this? The fact that even most adults, whom presumably use them every day, don't know them. If you don't believe me, try asking your friends what 8 X 6 is. Although this factoid might seem marginally relevant in this latter day of convergent digital technology (next to Solitaire, Calculator is the most-used Windows application), a great deal more depends on this arithmetic mental hopscotch than one might suppose.

Numerous studies show that the development of basic computation skill has a significant effect on a child's overall cognitive development. In fact, one highly correlative skill always probed in psychometric intelligence testing is one's ability to mentally recall and manipulate digit sequences. Learning basic multiplication facts is actually disproportionately important in a student's intellectual life.

The problem is, as noted, that everybody – and I do mean everybody – HATES learning them. Well, for those that believe the situation is indeed intractable I have one word for them: Flashmaster! This tutorial device is a godsend for any parent of a schoolage child, and even a fine tool for their own review as well. A specialized 11 ounce handheld computer with a form factor familiar to anyone whom ever played a Mattel Electronic Football game back in the day, this surprisingly diverting resource is actually quite addictive. Offering several dif-

ferent modes of operation, it offers drill practice in all four arithmetic functions a variety of ways.

For example, if multiplication is selected, the Flashmaster can offer six different "learning activities," each of which provides a different skills challenge. It can query the Times Tables in order or out of order; for novices, then move up into "practice" mode, and eventually a full testing scenario. The device gives automatic feedback, and can be set to reinforce previously missed questions for review. Two Flashmasters can even be set to drill precisely the same sequence of math facts, allowing head-to-head competition.

The Flashmaster has received rave reviews from such diverse and venerated pillars as Education Week, The New York Times, and Mary Pride in Practical Homeschooling (when's the last time all of them agreed on anything)? Education Update recommends that any parent, teacher, or home educator with school-age children allows their child to develop the computational confidence that comes with basic mastery, while have a disconcerting amount of fun while doing it.. Best of all, unlike those of LED-based handheld football players of yore, today's parents will glad to know that the Flashmaster even offers a silent operational mode, free of repetitive sound effects! For more information, log on to the company's site at [www.flashmaster.com#](http://www.flashmaster.com#)

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## CUNY Opportunity

*Continued from page 14*

The public seminars, which are offered in Spanish, Chinese and Russian in addition to English, are conducted by experts from the CUNY Office of Financial Aid and include tips on filling out applications and monitoring the status of the request after it has been filed. For a schedule of seminars and more information see [cuny.edu/financialaid](http://cuny.edu/financialaid).

**Interest Free Payment Plan.** To help stu-

dents pay their tuition, CUNY has set up the TuitionPay Monthly Payment Plan, managed by Academic Management Services Inc., which allows students to pay their tuition interest-free in five monthly installments. The only cost is a \$30 enrollment fee. Students can sign up by calling the toll-free number 866-AMS-CUNY.

**Student Jobs.** CUNY's comprehensive job site, [cuny.edu/studentjobs](http://cuny.edu/studentjobs), gives students access to hundreds of full-time and part-time listings for metro-area positions in a variety of

fields and skill levels. The site, which consolidates job listings from CUNY's 19 campuses as well as from private companies also includes openings that are available exclusively to CUNY students.

**Free On-line Career Guide.** This free service provides students with "Vault Guide" series of materials that include valuable tips on resumes, cover letters, industry overviews and much more. Vault Guides also features 60 advice and guidebooks that have a retail value

of \$1,000 if purchased separately. Students can access the Vault Guide web site by obtaining a password from their campus career counseling office, or by visiting [cuny.edu/studentjobs](http://cuny.edu/studentjobs).

In short, there has never been a better time for interested students to explore the opportunities CUNY has to offer, by visiting one of the websites listed above or calling 1-800-CUNY-YES. We look forward to continuing to serve these students and providing future New Yorkers with a first-class education and an outstanding value.#



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## Cuomo

*continued from page 21*

this committee to accomplish our goal of an AP program for the Italian language. We were given the immense task of acquiring 500 high schools in the United States to teach the Italian language and \$500,000 for the College Board to sponsor the AP program. All of this had to be accomplished within four months, when the College Board trustees would meet again.

This was a great challenge. The united front of the three organizations—NIAF, OSIA and UNICO National—invigorated the campaign. These three Italian American organizations, for the first time, became unified behind a single mission—their staff participated vigorously to acquire the 500 high schools across the country.

After I communicated our mission and its importance to the Italian officials in Italy, they cooperated enthusiastically. Minister Mirko Tremaglia and Prime Minister Berlusconi made a financial commitment to the program, as did the three national organizations.

The national network proved successful. It's a joy to thank my daughter Margaret for her full-time dedication and daily sacrifice, which proved crucial to our success. In fact, inspired by her efforts with the AP program, Margaret continued to promote the Italian language in the United States by working with Christine Schulze, executive director of Concordia Language Villages in Minnesota. There were twelve foreign language villages at Concordia with an international reputation for excellence—but no Italian village had ever been established. It is spectacular that within two years she persevered to establish "Lago del Bosco," and the two-week Italian language immersion session has begun this summer. Funds and student scholarships have already been generously donated by

UNICO National, NIAF and the Columbus Citizen's Foundation.

On June 20, 2003, Dr. Lee Jones called to give me the good news that the College Board unanimously voted approval for the AP program for the Italian language. This is a stunning achievement! Now that the AP approval has been accomplished, we must begin the preparation of the AP exam, the participation of the 500 schools and the need for more Italian language teachers. The AATI will help immensely in this capacity.

It was a gratifying accomplishment to enable high school students to become enriched with the understanding and appreciation of the Italian language, culture and heritage.

Languages open doors that lead to the past and to the future. With the establishment of the AP course in Italian, and the College Board's plan for a Global Language package, our nation's students will be encouraged to appreciate and respect their own heritage and culture, as well as the heritage and culture of those in their communities. They will be able to look back into the literature and traditions of their own families, or the families of their neighbors. At the same time they will equip themselves to forge ahead into new travels, new conversations, and new relationships. #

*Matilda Raffa Cuomo is the former first lady of New York State and is the Founder and Chair of Mentoring USA.*

## UFT

*continued from page 21*

consistently outperformed other students in math and reading every year at all grade levels. What's more, those students continued to outperform their peers right through high school.

A 1998 Princeton University study of a Milwaukee program also found that class size reductions have a positive effect on student achievement overall and an especially significant impact on poor children.

### Other key components

Of course, smaller classes are not the only factor in better schools. Children also need a qualified teacher in every classroom, along with adequate supplies, challenging curricula and a safe and orderly environment. High academic standards have to be established and met.

But smaller classes are a key ingredient in student success, particularly in conjunction with these other factors.

We have made progress in some of these areas. The last teachers' contract made starting salaries more competitive and attracted more certified teachers. The mayor made a real effort to see that thousands of new books were delivered before the start of the school year. And the UFT is always pushing the mayor and the chancellor to do whatever is necessary to ensure

school safety, and we will continue to do so. It's time to seriously tackle the issue of class size. Even though the city and state governments have allocated funding to reduce class size in New York City for years, classes remain too large—20 to 36 percent larger than those in the rest of the state.

### 100,000 New York City voters agree

New Yorkers for Smaller Classes gathered more than twice the required number of voter signatures to ensure that our petitions can withstand any challenges. But we're not out of the woods yet. Right-wing critics are already ganging up on this proposal, and its placement on the ballot may be challenged by the Mayor, who has his own charter proposal about eliminating party primaries. Even when the proposal gets on the ballot, it would be another year before voters get to decide on the Charter Review Commission's recommendations regarding lowering class size.

New Yorkers need to give serious thought to just how crucial smaller class size is to education reform. Myopic nay-sayers who look only at budgetary bottom lines will say it isn't a real issue. But anyone who truly wants our schools to improve must realize that other efforts to make them better will go only so far unless the class size issue is addressed head on. The 1.1 million students in our school system deserve no less. #

## SEPTEMBER IN HISTORY

COMPILED By CHRIS ROWAN

### Days of Destruction and Carnage

The bloodiest day in New York City history occurred on September 11, 2001, when terrorists attacked the World Trade Center. (At least 2,792 have been confirmed dead).

The bloodiest day in American history

occurred on September 17, 1862, when some 6,000 Americans were killed in the Civil War battle at Antietam Creek (in Maryland).

### Labor Day

On September 5, 1882, the Central Labor Union, an association of 36 unions, held the first Labor Day Parade in New York City. In 1894,

Labor Day was observed as a federal holiday for the first time—on the first Monday in September

### Other Firsts

On September 8, 1565, the first European settlement in what became the United States was established in what is now St. Augustine, Florida. #

## Win Two Free Movie Tickets

Civil War Admiral David Farragut was immortalized in 1880 with this monument designed by one of the nation's most honored sculptor Augustus Saint-Gaudens. Farragut was a hero whose celebrated victories include capturing New Orleans and the Battle of Mobile Bay. At this port, when torpedoes blocked the advance of his fleet, Farragut made the famous command of "Damn the torpedoes! Full speed ahead!" The sculpture sparked Saint-Gaudens numerous collaborations with architect Stanford White who designed the statue's pedestal.

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



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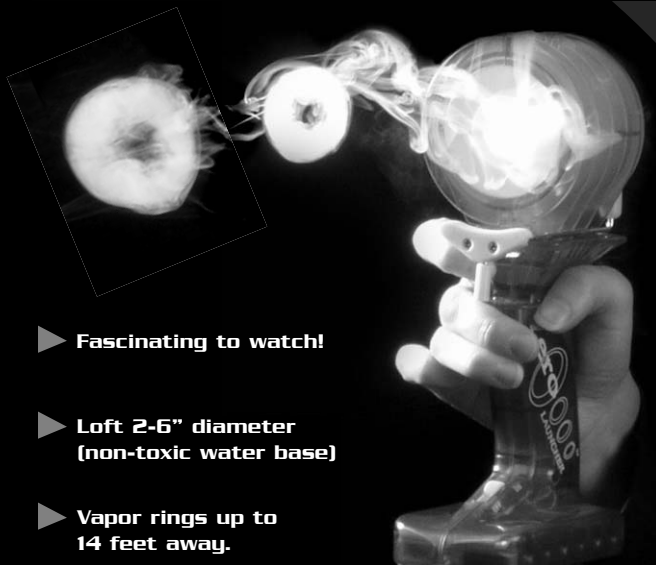
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## First Day of School

By POLA ROSEN, Ed.D.

Remember the jingle, "School days, school days, dear old golden rule days?, Reading and writing and 'rithmetic, Taught to the tune of the hickory stick..." The lyricists, Will D. Cobb and Gus Edwards obviously were referring to what school would hold in store for them in 1907.

What do students think about today in 2003 as they approach the school steps? We interviewed students of all ages around the nation from kindergarten entrants to college freshmen. Here are some of the wonderful responses.

Emily Wertheimer: Kindergarten,  
Millburn, New Jersey

"I am going to be good and feeling grown up and nice."



Olivia Frances, Kindergarten, Coronado,  
California

"I'm excited about playing with toys, about playing with puzzles and about playing with blocks. They will teach me to read. I will learn to write. I will have lunch in school. I think I will play house in Kindergarten. I like to dress up. A new sport for me is soccer."



Alexandra Kukuff: Kindergarten,  
Thousand Oaks, California

"I want to learn to write my letters. I want to write my name and write stories. I want to play with stuff. And that's it!"



Zachary Kukuff, Grade 3, Thousand Oaks,  
California

"I'm excited about getting a good teacher and about seeing old friends again. I am looking forward to English, drama class and the end of the year rally. Last year I won a fish at the contest. I loved my 2<sup>nd</sup> grade class play; I was one of the stars."



Tyler Frances, 2nd grade, Coronado,  
California

"I'm excited about making new friends. I'm excited about learning new things: about math, astronomy, geography and history, too. One of my friends is starting with me. In the first grade I read stories to myself. I liked playing soccer for the past two years."

### Entering College Freshmen:

Question: What are you looking most forward to upon entering college?



Alexander Danielides, Duke University

"That is such a deep question because there is such a list of things that I am looking forward to. One is the change of having parents around all the time to having your own freedom. Not to say that I don't want my parents around, but that things will be different. Another thing I am looking forward to is cultivating my own individuality. When I go to college, there will be vast opportunities of choices of education. I can take classes from philosophy to economics. Lastly, I am looking forward to see how much I can do and how far I can reach."



Lindsay Mantanzarella, Appalachian  
College

"Cooking my meals on my own, getting involved in different organizations, and receiving a broader variety of class choices are things I'm excited about."

Send your opinions  
about the new school year  
along with your photo to  
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## FILM REVIEW

By JANAARON

Catherine Hardwicke's directorial debut, *Thirteen*, is a raw drama about a teenage school girl who jumps from pony tailed innocence to hard boiled rebel as tutored by the school's bad girl. Its objective is to tell the unvarnished truth about what goes on in the lives of young teenagers. The story is based more or less on the experiences of Nikki Reed, who is the film's 14 year old co-scriptwriter with Hardwicke.

At the center of the drama is the haunting performance of Evan Rachel Wood as Tracy. Seemingly a well adjusted kid, though coming from a broken home, she lives with her mother Melanie (Holly Hunter), a recovering alcoholic and struggling hairdresser, and her boyfriend Brady (Jeremy Sisto). Parents planning to see this edgy film with their teen daughters should have already established closeness in their conversations.

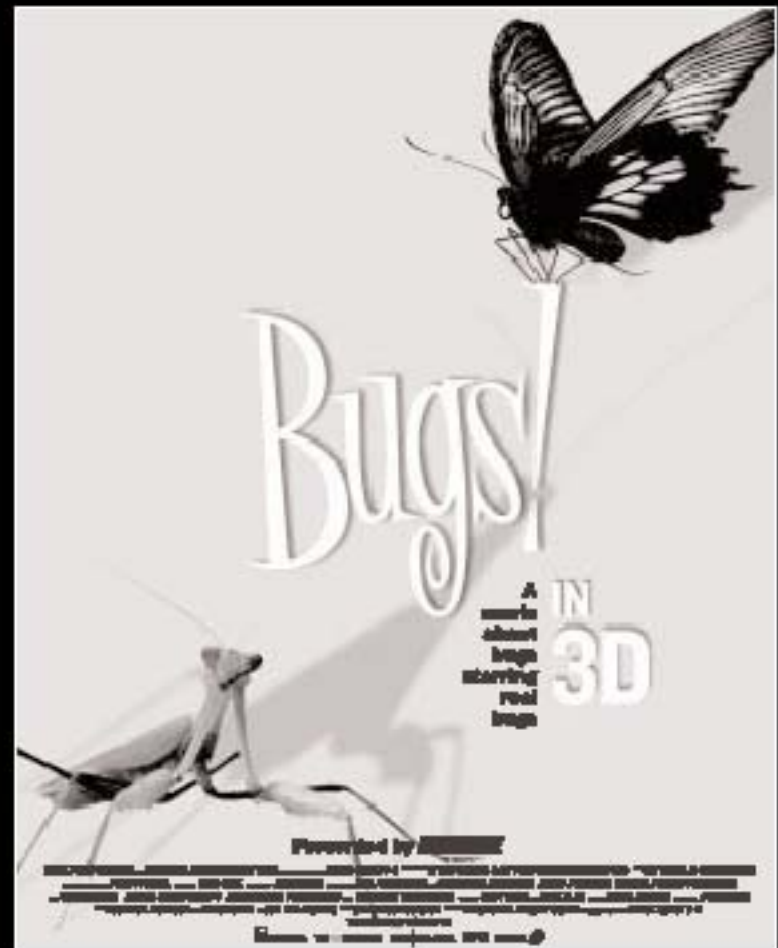
Leading the coolest clique at school is Evie;

whose mature looks the guys have already noticed. To Tracy's surprise, Evie invites her to go shopping one afternoon (Tracy's hard up mom buys her clothes from vendors selling off of trucks), which turns out to mean shoplifting and stealing a wallet from an old woman. From here, the usually reasonable Tracy becomes sullen, insolent, defiant, drug taking body piercing, poster girl for the dysfunctional teen, following Evie's example.

Melanie, who always has treated Tracy like her friend, hasn't any idea of how to cope with her out of control daughter. Nor is her work obsessed dad any help. It's one of the reasons why Tracy is able to drift so easily into bad behavior with its attention provoking anorexia and suicide attempt.

The picture gets many things right including the way teens talk, but it doesn't provide enough background on why Tracy, who wrote lovely poetry and made high marks, fell so quickly under Evie's spell. Still it should be seen! (R rated; 95 minutes; call ??? FILM for times/places).#

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## Resource & Reference Guide

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### CAMPS

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

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

### COLLEGES

#### DeVry Institute of Technology 30-20 Thomson Ave., Long Island City, NY 11101 888-713-3879 ext 6724; [www.ny.devry.edu](http://www.ny.devry.edu)

Classes start soon at our Long Island City Queens campus for programs in: Business administration, computer information systems, computer technology, electronics engineering technology, telecommunications management. Flexible schedules: days, weekends, evenings, scholarships, and financial aid for those who qualify. Transfer credits accepted. Graduate employment services.

#### SEPTEMBER EVENTS AT SARAH LAWRENCE COLLEGE

#### FILM/PANEL

##### "From Pictures to Words"

##### A Look at Emerging Literacy

Friday, September 19, Reisinger Concert Hall  
4:30 p.m. Free

Premiere screening of a documentary to be aired over public television stations nationwide. The film captures a time honored and highly effective path to literacy in young children: the progression from pictures to words. The half-hour program was produced by Jonathan Diamond and Associates in conjunction with the Child Development Institute at Sarah Lawrence. For further information about the premiere screening and discussion immediately following, please call (914) 395-2412.

#### CONCERT

##### Spark Trio, a NY-Tokyo Collaboration

Sunday, September 21

Reisinger Concert Hall; 4 p.m.

\$10/\$8 senior citizens and students

The program includes William Anderson's "So Far Away," based on the Carol King song by the same name, as well as new works by Steven Burke, Shoko Suzuki, Robert Pollock, Joyce Orenstein, and Frank Brickle. Shinobu Nakayama, violin; Ikuku Suzuki, clarinet Joan Forsyth, piano. For more information, please call (914) 395-2411.

#### READING

##### Peter Ho Davies

Wednesday, September 24

Esther Raushenbush Library

6:30 p.m. ; Free

Peter Ho Davies is the author of two prize-winning short story col-

lections, *The Ugliest House in the World and Equal Love*. He was the recipient of the Oregon Book Award/H.L. Davis Prize, and in Britain the John Llewellyn Rhys Prize and the PEN/ MacMillan Prize for his first collection. *Equal Love* was a New York Times Notable Book, as well as a finalist for both the LA Times Book Prize, and for the Asian American Literary Award. Three of his stories have been chosen for The Best American Short Stories and he has won an O. Henry Award. Davies is an Associate Professor of English at the University of Michigan and lives in Ann Arbor. For more information, please call (914) 395-2411.

### CONTINUING EDUCATION

#### JASA: Jewish Association For Services For The Aged ,

132 West 31st Street, 15th Floor, NYC ; (212) 273-5304

Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

### DANCE PROGRAMS

#### New Dance Group Arts Center

254 West 47th St., NY NY 10036, (212) 719-2733;

[www.ndg.org](http://www.ndg.org)

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

### MEDICINE & HEALTH SERVICES

#### NYU Child Study Center,

550 First Avenue, NYC; (212) 263-6622.

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

#### Advanced Degrees in Medicine, Science, and the Health Professions at New York Medical College

Valhalla, New York; (914) 594-4000;

[www.nymc.edu](http://www.nymc.edu)

Silver Hill Hospital

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### SCHOOLS

#### The Harlem School of the Arts

645 St. Nicholas Ave., NYC;

(212) 926-4100 ext. 304

Learning continues after school at The Harlem School of the Arts, an afterschool conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much more!!

### SCHOOL RECRUITMENT

[www.schoolprofessionals.com](http://www.schoolprofessionals.com)

212-916-0825; [info@schoolprofessionals.com](mailto:info@schoolprofessionals.com)

Finally, a one-stop service whose sole focus is recruiting, interviewing and providing qualified substitutes for elementary, middle and high schools. One quick call to us means not having to interview and hire on your own, eliminating the worry and work of finding last minute replacements, "doubling-up," or even canceling classes. Our proprietary roster of prescreened candidates enables us to quickly find a professional precisely matched to your school's requirements, saving you the time and expense of scrambling to meet last-minute needs. And, with 24/7 coverage, you can request staff at any time - even at night or on weekends. Schools can get started today by calling 212-916-0825 or e-mailing [info@schoolprofessionals.com](mailto:info@schoolprofessionals.com) to register for our services.

### SPECIAL EDUCATION

#### The ADD Resource Center,

In New York City, (646) 205-8080

or Westchester/CT (914) 763-5648 [addrc@mail.com](mailto:addrc@mail.com)

Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for schedule.

#### Aspen Education Group

Assisting Youth and Families for Over 20 Years

Proven programs addressing the needs of today's youth. Aspen offers customized learning communities for special learning needs, ADHD, oppositional behavior, substance abuse and emotional challenges. Over 20 programs nationwide for youth and young adults. Discover the Aspen difference! Visit us online at

[www.aegprograms.com](http://www.aegprograms.com) or call toll-free, (888) 97-ASPEN or (888) 972-7736, to learn how we can help. Send email inquiries to: [admissions@aspeneducation.com](mailto:admissions@aspeneducation.com)

#### Stone Mountain School, (828)669-8639

[www.stonemountainsschool.org](http://www.stonemountainsschool.org)

Residential programs for young men ages 11-16 at time of enrollment certified special education ADHD/LD. Bright and unmotivated, selective enrollment, small class size, year round admissions, traditional academic environment, outdoor components and skills for a lifetime.

#### VideoEye!, (800)-416-0758; [www.videoeye.com](http://www.videoeye.com)

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#### Talisman Programs (828)669-8639

[www.talismansummercamp.com](http://www.talismansummercamp.com)

Talisman Programs offers four adventure wilderness programs for children and teens 9-17, which specifically address the needs of children with ADD/ADHD and other related behavioral issues, including autism and Aspergers. For more information about Talisman, log onto [www.talismansummercamp.com](http://www.talismansummercamp.com) or call (828)669-8639

#### The Smith School, (212) 879-6354

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

#### The Sterling School, (718) 625-3502

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

### TECHNOLOGY & EDUCATION

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SmartDraw.com; 800-501-0314; Fax: 858-549-2830

E-mail: [mail@smartdraw.com](mailto:mail@smartdraw.com) | [www.smartdraw.com](http://www.smartdraw.com)

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### WEB PAGES

#### [www.AboutOurKids.org](http://www.AboutOurKids.org)

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

### WRITING CLASSES / WORKSHOPS

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## 15th Annual CHADD International Conference

#### 15TH Annual CHADD International Conference Brings "Science to Practice"

Register by September 15 to Take Advantage of Discounted Registration Fees

Landover, MD -- Reinforcing its commitment to the science and research of AD/HD, CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder) will convene more than 100 of the nation's leading researchers, clinicians, educators, advocates, and legal professionals at its 15th Annual International Conference October 29 - November 1, 2003 in Denver, Colorado.

Register before September 15 and receive a discount on conference registration fees. To register or find more details about the conference, including a comprehensive list of conference sessions and highlights, visit the CHADD Website [http://www.chadd.org/webpage.cfm?cat\\_id=14&subcat\\_id=26](http://www.chadd.org/webpage.cfm?cat_id=14&subcat_id=26).

"AD/HD is one of the most researched disorders in medicine to date," said CHADD National Board President Mary Durheim. "CHADD's conference allows us to share the evidence-based science and best practices with families and individuals affected by AD/HD so that they can reach their full potential."

Developed around the theme, "AD/HD Through the Years: From Science to Practice," this year's conference will highlight the need to establish a strong learning environment, rooted in science and supported in practice by those who work and live with AD/HD every day. Over 100 presenters, including Thomas R. Insel, M.D., director of the National Institute of Mental Health and Nora Volkow, M.D., director of National Institute on Drug Abuse, will emphasize the scientific research on AD/HD and its

application to the individuals and families dealing with the disorder on a daily basis.

"CHADD is delighted to have such prominent leaders from the scientific and mental health communities, sharing the latest information on the science of AD/HD and the reality of living and coping with the disorder," said E. Clarke Ross, D.P.A. "CHADD is committed to staying on top of the cutting edge research on AD/HD and bringing that knowledge to its members."

Other well-known presenters include Robert Brooks, Ph.D., Thomas Brown, Ph.D., Sam Goldstein, Ph.D., Patricia Quinn, M.D., Thomas Phelan, Ph.D., and Timothy Wilens, M.D. This year's conference features a new gender track for women and girls, including a mini retreat for mothers of children with AD/HD. Also added to this year's conference will be networking sessions that target specific audiences, such as men with AD/HD and minority populations, particularly Spanish-speaking populations.

To ensure that participants take full advantage of the new aspects of the conference, CHADD has added a full extra day to the program, allowing for three full days of breakout sessions.

#### CONFERENCE HIGHLIGHTS WEDNESDAY, OCTOBER 29, 2003 -

**PRE-CONFERENCE INSTITUTE HIGHLIGHTS**  
Medication Advances in the Treatment of Children with AD/HD  
What is Preventing More Girls from Being Diagnosed and Treated for AD/HD?

Classroom Management of the Student with AD/HD  
Treatment of Adult AD/HD: Combining Cognitive and Medical Approaches

#### THURSDAY, OCTOBER 30, 2003 -- OPENING DAY HIGHLIGHTS

Grand Opening Plenary Session: The Power of Mindsets: Nurturing Resilience in Our Children and Ourselves with Robert Brooks, Ph.D. Research Symposium I: Epigenetic Genetic Factors in Development with Thomas Insel, M.D., director of the National Institute of Mental Health

Research Symposium I: PET Imaging in Adults with AD/HD with Nora Volkow, M.D., director of National Institute on Drug Abuse Social and Behavioral Issues for Girls with AD/HD

From Chaos to Calm: A Guide to Effective Parenting of Challenging Children  
FRIDAY, OCTOBER 31, 2003 -- SESSION HIGHLIGHTS

What are Executive Functions and How are They Related to AD/HD? Marriage and AD/HD: A Couple's Survival Guide  
IDEA Reauthorization: Impact of Recent Court Decisions  
Moving Out, Moving On: The Effect of Executive Functions on the Transition to Adulthood  
SATURDAY, NOVEMBER 1, 2003 -- CLOSING DAY HIGHLIGHTS

Educating Teens and Preteens About Their AD/HD: An Absolute Must!  
Discovering, Selecting and Transitioning to College for the AD/HD Student  
Insurance Coverage and Reimbursement: Managed Care Impact on AD/HD  
Comorbidity, Differential Diagnosis or Both? Effectively Negotiating the Assessment Maze

Closing Plenary Session: The Connection Between AD/HD and Addictions with Wendy Richardson, M.A.



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Administrator for M.I.S.,  
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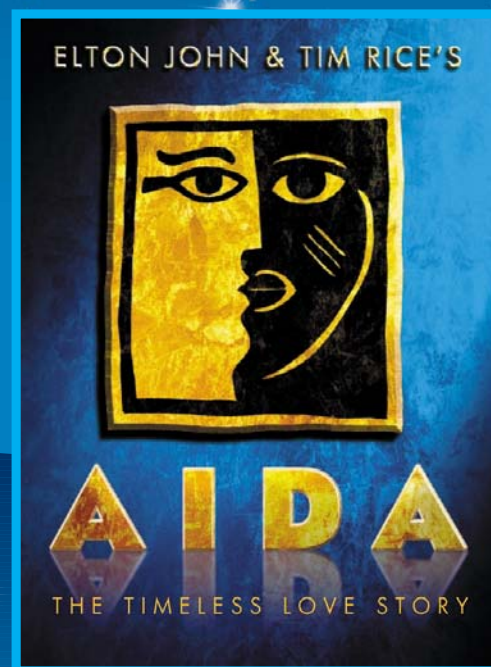
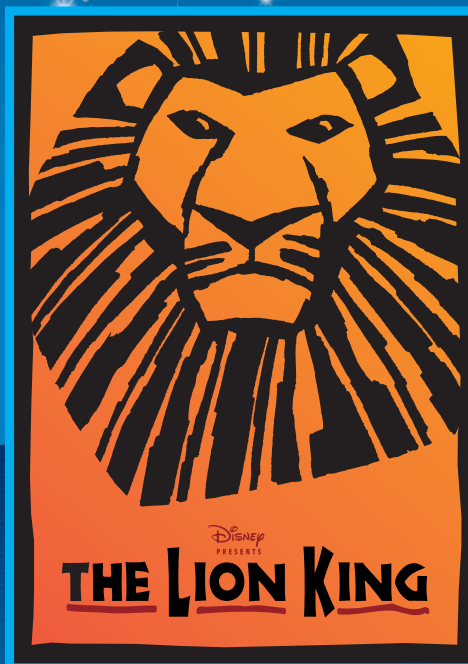
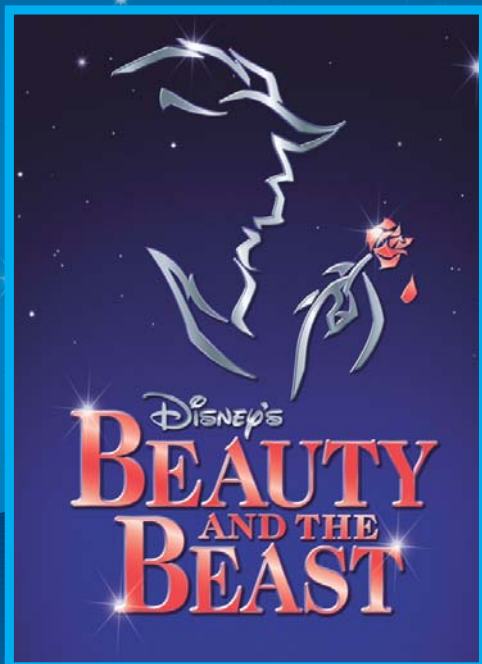
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