

# EDUCATION UPDATE

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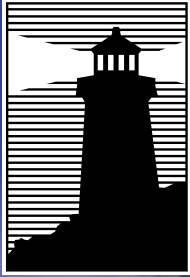


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**GUEST EDITORIAL**

**PRODUCTIVITY IN THE PUBLIC SCHOOLS**

By **STUART DUNN**

Economists tell us that the recent recovery in the nation's economy has been spurred by increased productivity. How is productivity defined and why is it so important? Productivity is similar to what we think of as efficiency. More specifically, productivity is defined as the ratio of what is produced (output) to what it takes to produce it (input). When productivity increases, more goods and services are available at no increase in their production cost, or the same quantity is produced at a reduced cost. This can translate into lower prices, improved products or services at the same price, and/or increased profit.

While the concept is simple, productivity is difficult to measure. If a factory produces more widgets (of the same type) this year than it did last year for the same production cost, productivity has increased proportionally. But suppose the factory produces computers, and this year's computers are capable of working twice as fast as last years, what is the measure of productivity? You can see how the simple concept can become complicated in application.

When it comes to services, productivity is even more difficult to measure. This is certainly true in education, where the input in the productivity ratio may be thought of as the cost per pupil, and the output, the quality of the education the students receive. While the input here is measurable, how is the output to be determined? A quality education consists of a complex combination of quantifiable and non-quantifiable factors. Academic achievement might be measured by performance on standardized tests. (Some people question this.) But, how is creativity, intellectual curiosity or emotional development to be assessed? How are language skills to be evaluated, particularly for students for whom English is a second language? What weight should be put on each factor? How are the differing ability, skills and backgrounds students bring to their school experience to be factored into the equation?

Despite the difficulties, it is important to evaluate, and to improve, the productivity of the public school system. While it is possible that as a result of recent court rulings additional funding may become available to the schools, it is imperative that the schools make the best use of whatever

funds are provided. They owe this to the taxpayers and the students. Productivity of the school system may be difficult to measure, but, like pornography, we know it when we see it. At an annual cost of approximately \$11,000 per student (input), and with the poor quality of education so many students seem to come away with (output), it seems to this observer that the productivity of NYC's public schools is abysmally low.

What can be done to improve the productivity of the public schools? This is a challenge that the mayor, chancellor, and educators face. The current contract negotiation stalemate is very much a result of the administration's desire to make changes which they feel would improve productivity, but which the union sees as coming at unacceptable costs to member job protection, working conditions and prerogatives.

I shall be offering my suggestions on how to improve educational productivity in follow-on articles during the coming months. Meanwhile, I invite you, our readers, to submit your ideas and comments. Perhaps together we can help raise the productivity of our schools to an acceptable level.#

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**LETTERS**

**Response to *So You Want to be a Biology Major?***

**To the Editor:**  
 I am so glad to see an article like this. It makes the field of biology or any science broader than just going on to medical school. I majored in biology in college. I was not in the pre-med program therefore I did not have to take certain courses. But I loved the subject even as I was preparing to teach elementary school. My path took me into early childhood education where I have been able to bring my love for science into my classroom and help many youngsters see that they are scientists every time they want to know more about the world around them. I have been able to provide the hands on experiences at various levels of intellect and readiness. Hopefully because of a spark early on, some of these children will become our future research biologists, doctors, paleontologists and teachers. Majoring in the biological sciences is thrilling and I recommend it highly.  
 Patricia Dobosz  
 Brooklyn, NY

**Response to *Chancellor Klein Promises to Listen to Public as He Implements Systemic Change***

**To the Editor:**  
 I think that Chancellor Klein likes to hear him self talk. I work in the NYC public school system and I have never seen things go south so quickly. There seems to be no one in charge or able to answer a question whenever I call the Department of Education. Rhetoric and nastiness have totally demoralized just about everyone I work with. Most teachers I know are less than enamored with the "new" programs. And talk about on-job-training...why would you want to

take teachers out of the classroom and leave the students with subs or movies so that classroom professionals could go and listen to lecturers and then come back to the schools to have more students with subs or movies in order to turnkey the information?

This is a sorry day in the educational system of NYC. I am so glad that the Mayor and the Chancellor changed the name of the Board of Education to the Department of Education. I wouldn't want for one second to confuse the two.

Joan Rosen  
 East Hills, NY

**Response to *Legislature Makes the Right Choice for Schools***

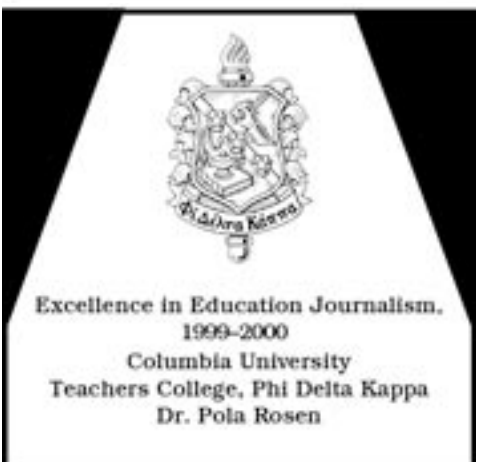
**To the Editor:**  
 The sober minds prevailed in this legislation. As a professional (adult and child) therapist, I can attest to the positive results of early intervention and the negative results of no intervention. Keep up the good work (fight) as this can only benefit our children. Thanks for all the children young and old.

Roberto Perez  
 New York, NY

**Response to *More Than Moody: Depression in Teens***

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

Sarah Wells,  
 New Boston, MI





## New Journal of Education Published by CCNY

By ADAM SUGERMAN

*The New Educator: A Journal of Educator Recruitment, Development, and Support* is a quarterly peer-reviewed journal soon to be published by the City College of New York School of Education. This is the first such journal to be published by a CUNY school of education. It will serve as a forum for the exchange of ideas on issues pertaining to the recruitment, development, induction, support, and retention of educators new to the field, focusing particularly on the challenges of developing and retaining qualified educators committed to service in public schools. The preview issue will be released in Spring 2004 with the first volume debuting in 2005.

The idea for *The New Educator* was seeded almost two years ago by The City College School of Education's Dean, Alfred S. Posamentier. The concept driving this journal grew as a response

to the tremendous pressures being experienced by cities and school districts across the country not only to fill an increasing number of teacher and administrator vacancies, but also to do so with well-qualified candidates and to ensure that these candidates stay. *The New Educator*, they conjectured, could assist schools of education and school systems in communicating about the challenges of building and retaining large corps of qualified educators. City College seemed to be a particularly appropriate sponsoring institution for this publication as the work of the College's School of Education is focused primarily on educating educators in the largest public urban school district in the nation.

Subsequently Dean Posamentier and the journal's editor, Professor Beverly Falk, wrote a proposal that secured the international publisher Taylor and Francis to undertake this project. They

then recruited a distinguished panel of advisors, including Linda Darling-Hammond of Stanford University, Mary Diez of Alverno College, Pedro Noguera of New York University, Ted Sizer of the Coalition of Essential Schools, Thomas Sobol of Teachers College, Columbia University, and Arthur Wise of the National Council for Accreditation of Teacher Education, and others. An Editorial Board of City College School of Education faculty was established to launch the project. Work is currently in progress for the first volume, which will focus on such issues as the challenges of preparing educators for the 21<sup>st</sup> century, lessons from effective teacher education programs, the first years of teaching, and educating educators for diverse settings.

*The New Educator* will feature a wide range of

formats: research, essays, commentaries, reports, program descriptions, reflective narratives, interviews, and book or resource reviews. Issues will have a themed section but also include articles not related to the theme. Particular emphasis will be placed on work that links theory with practice, is useful and accessible to the field, is generated through practice, and reflects the needs and perspectives of the diverse communities served by educational institutions in this new century. It is hoped that educators involved in the preparation, recruitment, development, and support of educators in all areas of education, will use the journal as an avenue for the exchange of knowledge, theory, and ideas in their practice, and a means of advancing their work and their field. #

## DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at all three shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available. #

For more information or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email [BVTGrouptix@disney.com](mailto:BVTGrouptix@disney.com). Or visit [www.disneyonbroadway.com](http://www.disneyonbroadway.com).

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PROFILES IN EDUCATION:

## Dr. Joyce Coppin

By JOAN BAUM, Ph.D.



sage to certification and hiring. In addition to the traditional path whereby students major in teaching preparation programs and take the requisite exams, there is entry through the Teaching Fellows program (two exams to determine readiness, 200 hours of pre-service training, classroom observation and enrollment in a registered alternative program). Then, too, the Department of Education welcomes international students, especially in the "shortage areas" of math, science, bi-lingual and special education. A fourth path, Dr. Coppin notes, is open to students who qualify under the State's Transcription Evaluation program. This group includes prospective full-time teachers who may have taught before or who have enough credits to meet certification requirements but have not been in a regular program.

With 97% of New York City teachers now certified, a remarkable turnaround from conditions of only a few years ago, Dr. Coppin says she would like to turn even more attention to retention and to recruiting even higher quality teachers. By providing beginning teachers with nurturing and support, by having supervisors work "intensively and individually" on concerns that new teachers who leave the system have themselves identified on exit surveys as major concerns—classroom management, individualizing instruction, and effective discipline strategies—Dr. Coppin hopes to make a difference at the 14 colleges where Teaching Fellows programs have already taken root, and at the high school level, where recruitment for promising new teachers might be instituted, "the earlier the better," she says. #

It's a Friday afternoon, and Dr. Joyce R. Coppin, Chief Executive of the Division of Human Resources and the Center for Recruitment and Professional Development for the Department of Education, apologizes for being late (by only 10 minutes)—she was at a meeting, "having fun." As the interview proceeds, it's clear that "fun" for this top administrator who oversees recruiting, placement and training, including retention initiatives for over 200,000 full and part-time public school employees means both challenge and excitement. The position has grown over the years, both in numbers and programs. With close to 80,000 new teaching staff to integrate into the system, new licensing areas, especially in bi-lingual education, and structures to streamline policies and procedures, Dr. Coppin has her hands full implementing decisions and determining effective ways to market what she thinks of still, after all the years, as one of the most exciting professions in the world—teaching. She is aware of the differences between her own student days and 2004. When she grew up, all of her friends either directly or indirectly went into education; today, she sighs, not one of the children from that generation has gone into teaching.

Joyce Coppin is eager to change attitudes but she does not make light of the difficulties. Graduates today not only find higher paid teaching positions outside New York City but more financially rewarding careers. Still, the new "pathways" for becoming a New York City public school teacher have certainly eased pas-

## SCIABARRA TO LEAD NEW OFFICE AT DEPT. OF ED

Elizabeth Sciabarra has been appointed Chief Executive of the newly created Office of Student Enrollment Planning and Operations. In her new role, Ms. Sciabarra will drive the Department of Education's effort to connect the issues of student placement, zoning, and enrollment to the reforms being implemented to create a system of 1,200 great schools. The Office of Student Enrollment Planning and Operations will subsume the Office of Zoning and Student Placement, which is also responsible for high school admissions.



"Liz Sciabarra's creativity and experience, particularly with high schools, makes her the perfect person to attack head on the overcrowding which is such a challenge in our schools today," Chancellor Joel Klein said.

"Liz and her office will ensure that our efforts to bring excellence and equity to the New York City public school system reflect a thoughtful analysis of and response to enrollment and capacity issues," Deputy Chancellor LaVerne Srinivasan said.

In her new role, Ms. Sciabarra will manage all matters relating to enrollment planning and operations. Her office will collect and analyze all pertinent data and make strategy recommendations aimed at ensuring that the Children

First reforms address the overcrowding issues that affect instruction and student choice. Ms. Sciabarra will work closely with John Lee, currently Executive Director of the Office of Zoning and Student Placement.

Ms. Sciabarra began her career as an educator at Brooklyn Technical High School, where she taught English, served as the Coordinator of Student Affairs, and became Assistant Principal of Pupil Personnel Services. After 18 years at Brooklyn Tech, she became Principal of New Dorp High School in Staten Island, where she initiated many rigorous academic and student life programs. In 1999, Ms. Sciabarra left

New Dorp to work in the Superintendent's Office of Brooklyn and Staten Island High Schools, where she first served as the Special Assistant to the Superintendent for schools in need of improvement and those under registration review. She later became Deputy Superintendent and focused on curriculum, instruction, professional development of teachers and principals, the redesign of challenged high schools, and community engagement. Ms. Sciabarra also was the Deputy Superintendent of High Schools, and later the Superintendent of Selective High Schools. Most recently, Ms. Sciabarra was Chief Executive of the Office of New School Development. #

## RANKED CHESS PLAYER ONLY 12 YEARS OLD

A 12-year-old girl and New York City public school student from the Bronx has accomplished the impossible—in just 18 months she has advanced from a complete unknown to become the 74th best woman chess player in the nation. Her accomplishment has made her one of only two girls in the U.S. and the only American female from New York City's public schools to have been invited to compete in the under 12 competition in the World Youth Chess Championships (WYCC) in Greece recently.

Medina Parrilla began playing chess in kindergarten when the game was introduced to her school through the Chess-in-the-Schools program. She was in an intensive training program to help her prepare for the world championships—practicing every day with an international chess master, reviewing strategies used by chess

masters from around the world, and playing in marathon tournaments on the weekends.

Historically, chess has been a male dominated game and though more girls are playing chess at a young age, they tend to lose interest as they grow older. While many young champions in the U.S. and abroad are the product of intensive tutoring in chess and a family history of producing champions, Medina only began her formal training a few years ago through the Chess-in-the-Schools program. She is identified by other chess masters as a true child prodigy.

Medina traveled to Greece with Chess-in-the-Schools, an organization that provides free chess instruction to 38,000 economically disadvantaged children in 160 New York City public schools each year. #

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## Virtual Enterprises Brings HS Entrepreneurs Closer to Reality

By MICHELLE ACCORSO

When you were sixteen did you know what a "break-even" point was? Yet on a recent afternoon, at the World Financial Center, high school kids were speaking with ease and confidence about all the aspects that go into creating a business, specifically their own. They may be virtual projects but the execution was very credible.

This was the sixth annual Virtual Enterprises Business Plan Competition Finals organized by the NYC Department of Education's Iris Blanc, Director of Virtual Enterprises and sponsored by Deloitte and Touche's Joseph Delaney, Chair of the Virtual Enterprises Advisory Board. A total of eight groups presented approximately ten-minute business proposals to a panel of judges who took turns asking two questions per group at the end of each presentation. From companies focusing

on printing to flower arrangements, the students from eight schools in and around New York City presented their businesses through creative slide shows, speeches and role-playing.

Muriel Siebert, CEO and President of Muriel Siebert & Company, commented on the event, "I'm very proud to be here. Thank you to the Board of Education. Every student in high school should know about finance." Siebert explained how people who can afford the least end up spending the most in the financial world. "When a student orders a pizza and puts it on his or her credit card to pay back later, they're led to believe it's the same as paying cash. What they don't realize, however, is with interest rates they could be paying for that pizza for years. People must have tools to know how to use the money they are making."

Siebert, the first woman superintendent of a bank, wrote the first business curriculum six years ago, which included such important information as knowing the difference between buying and leasing a car and what an apartment lease is.

Students from Clara Barton High School had a plan to distribute personal use products called Heavenly Products, named for Clara Barton, the angel of the battlefield. Students discussed capitalization, production, distribution, net profits and social responsibility. Most teams had multimedia presentations using computers and large video screens, displaying self-confidence and dressed in a smart, corporate way.

The winning team from Tottenville High School in Staten Island presented OVEA, an ad agency, as their creative business. The dramatic beginning showed a group of masked physicians in the operating room around the patient. When

the sheet was removed, the "worst ad ever" was on the table. One doctor fainted; others applied CPR and blood transfusions until the OVEA Ad Agency appeared on the table. The audience laughed.

Delaney stated to all the students, "No matter what field you choose, you will always succeed."

Lesia Koropey, in the Community Affairs department at Mercedes-Benz USA, awarded OVEA with the *Mercedes-Benz Technology Award*, which was a brand new "fully-loaded" laptop so they could continue their business plans for the future.

Iris Blanc concluded, "the skills you've learned makes you all winners." In the words of Nick Tommasino, Senior Partner, Deloitte and Touche, "Our students are our future. It's wonderful to have this ceremony back here again after the World Trade Center Disaster."#



Joseph Delaney



Muriel Siebert



Winners from  
Tottenville High School



Iris Blanc



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## MIT GIVES 10 HIGH SCHOOLS GRANTS FOR INVENTIONS

More than 180 students at 10 high schools across the country are getting the chance this school year to work on teams to create inventions that benefit their schools or communities. These students, and their teachers and mentors, are this year's recipients of the prestigious Lemelson-MIT InvenTeams grants.

"In a time of tight school budgets and a national emphasis on standardized tests, high schools are hard pressed to fund educational projects that go beyond the basics of math and science," said Merton Flemings, director of the Lemelson-MIT Program, which sponsors the Lemelson-MIT InvenTeams grants initiative. "Our aim is to foster inventiveness in high school students and encourage them to think outside the confines of a standardized test."

"We want to show students that invention in science, technology and engineering is a viable and exciting career path," added Joshua Schuler, InvenTeams grants officer for the Lemelson-MIT Program. "We're giving students hands-on invention experience and connecting them with mentors from fields related to their proposed projects."

Teams from public, private and vocational high schools across the country have been named this year's InvenTeams. Their proposed inventions represent the fields of assistive robotics, environmental science, health and safety, and consumer products. This year's grants recipients are: Agawam High School, Agawam, Mass.: Pothole prediction and prevention device; Arlington High School, Arlington, Mass.: Automatic pedestrian crossing device; East High School, Anchorage, Alaska: Snow robot to monitor snow conditions and avalanche hazards; Germantown Academy, Fort Washington, Pa.: Braille-to-voice assistive device; Gulliver Preparatory School, Miami, Fla.: Inspection-friendly luggage; Linn-Mar High School, Marion, Iowa: Assistive robotic device

for the disabled; Norfolk Technical Vocational Center, Norfolk, Va.: Ergonomic student backpack; North Miami Beach Senior High School, North Miami Beach, Fla.: Bathroom assistive device for the elderly; Paso Robles High School, Paso Robles, Calif.: Remote sensing environmental (air quality) monitoring device; Perry Hall High School, Baltimore, Md.: Solar-powered water-testing device.

High school science, mathematics and technology teachers applied for the Lemelson-MIT InvenTeams grants last spring. In the fall, 25 finalists were asked to complete second-round applications honing their invention ideas. A panel of Massachusetts Institute of Technology faculty and alumni, professional inventors and engineers, and Lemelson-MIT Program staff then reviewed the applications and selected the grant recipients.

The 10 InvenTeams will spend the next seven months working on their inventions and completing working prototypes. Each month they will file updates via the InvenTeams Web site, <http://web.mit.edu/invent/www/InvenTeam/>, to elaborate on their progress and detail their expenditures and upcoming financial needs. A final report, including a working prototype and documentation, is due by June 1, 2004.

In Spring 2004, the 10 InvenTeams will be invited to an event at the MIT campus to showcase their inventions.

The Lemelson-MIT Program was founded in 1994 at the Massachusetts Institute of Technology by Jerome H. Lemelson, one of the world's most prolific inventors, and his wife, Dorothy. It is funded by The Lemelson Foundation, a private philanthropy committed to honoring the contributions of inventors, innovators and entrepreneurs and to inspiring ingenuity in others. More information on the Lemelson-MIT Program can be found at <http://mit.edu/invent/#>

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## INTERNET CENSORSHIP: US v. AMERICAN LIBRARY ASSOCIATION

By MARTHA McCARTHY, Ph.D.

With the mind-boggling growth of the Internet, policy makers have become increasingly concerned about protecting children from viewing pornographic and other harmful materials via cyberspace. Since 1996, Congress has made several attempts to enact legislation to shield children from access to certain materials, but only the most recent law, the Children's Internet Protection Act (CIPA), has received Supreme

Court endorsement. The 2003 decision upholding CIPA, *United States v. American Library Association*, was closely watched by civil rights organizations and children's advocacy groups.

CIPA differs from earlier measures that attempted to regulate web site operators and impose criminal sanctions for certain transmissions to minors. CIPA instead requires public libraries and school districts receiving federal technology funds to enact Internet safety policies that include

filtering measures to protect children from access to obscene, pornographic, or other harmful images. Thus, CIPA focuses on the recipients, rather than on those sending the materials.

The challenge to CIPA asserted that the blocking software prevents library patrons from accessing some constitutionally protected speech and causes libraries to relinquish their First Amendment rights as a condition of receiving federal aid. Disagreeing, the Supreme Court held that Congress has wide latitude to attach reasonable conditions to the receipt of federal funds; refusal to fund an activity is not the same as imposing a criminal sanction on the activity. The Court concluded that CIPA does not prescribe a condition that would be unconstitutional if performed by libraries themselves, noting that a number of libraries were using filters prior to CIPA.

The Court further held that Internet access in public libraries does not convert the libraries into a public forum, because a library does not acquire Internet terminals to create a forum for web publishers to express themselves. Instead, the purpose of such access is to facilitate research,

learning, and recreational pursuits by furnishing materials of requisite and appropriate quality. The Court broadly interpreted CIPA's stipulation that adults can ask for web sites to be unblocked for research and other lawful purposes as meaning that adults can make such requests without specifying reasons, which reduces the concern that over-blocking will impair First Amendment rights of adult library patrons.

Despite the Supreme Court decision, there may be challenges to the application of CIPA in some public libraries, with adults alleging that procedures to disable filters are too cumbersome. Also, student plaintiffs in school settings may allege that their protected speech is being censored if the software filters block their expression that is not considered obscene, vulgar, or inflammatory. The tension between protecting minors from harmful materials and safeguarding free expression rights seems likely to generate a steady stream of litigation involving censorship in cyberspace.#

*Martha McCarthy, Ph.D. is the Chancellor Professor, School of Education, Indiana University.*

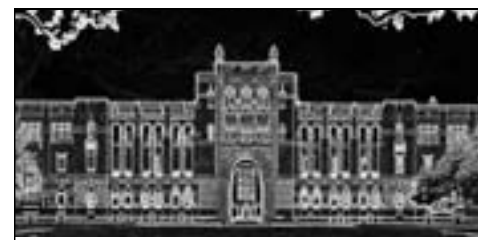
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### Quiz Corner

By CHRIS ROWAN

Match the motto to the school:

- (a) Fordham University (b) Barnard College  
(c) Bank Street College of Education

(1) "Lively intellectual curiosity turns the world into an exciting laboratory and keeps one ever a learner."

(2) "Following the way of Reason."

(3) "Wisdom And Learning."

(4) In lumine Tuo videbimus lumen  
This is the motto of which institution?  
What does it mean?

(5) The emblem of the New York City Education Department is the city seal. Who are the two characters depicted on the seal and what are their names?

(6) What date appears on the city seal? What does it represent?

(4) Columbia University. It means: "In thy light shall we see light."  
(5) A sailor named Dexter (meaning "standing to the right") and a  
Manhattan Indian named Sinister (meaning "standing to the left").  
(6) 1625—the date the city was incorporated as New Amsterdam.

(1) (c) (2) b (3) a

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## From the Land of Honalee to P.S. 77: An Outpouring of Love

By JOANNE KONTOPIRAKIS

Ivy Sterling, principal of P.S. 77 in Brooklyn, was wearing a bright red jacket and shiny Christmas pin. A warm woman with a voice like honey, she took time to spread caring to students and uplift all that she met. "Hello. Did you have fun today?" she asked students leaving the gymnasium. Approaching a long hallway of posters, decorated boxes, and other vibrant displays, she said, "Nobody would believe all this was done by autistic kids."

"This is our Hall of Fame," Principal Sterling announced. "I have several sites in the school." Gesturing towards a poster displaying motivational and inspirational thoughts, she added, "This year, I am using the book *Full Steam Ahead* for teachers and students."

"Earlier this year, we had a character education assembly. Part of the assembly included the program "Don't Laugh At Me: Operation Respect." We asked the teachers to work with us on the theme of respect."

On view was a Respect Quilt, and posters, which bore themes such as: "I Can Set Goals," "Learn To Say I'm Sorry," and "Respect For Other Cultures."

At the annual Holiday Concert, Sterling sang "Love Changes Everything," and you know that she firmly believes it.

On the auditorium's stage stood a large display created jointly by the library teacher and students.

"These teachers and students need support. If you believe all children can learn more—then THIS school is it," stated Dr. Charlotte K. Frank, Senior Vice President of McGraw-Hill, the motivational speaker who was responsible for bringing Peter Yarrow, of the famed group Peter, Paul and Mary to perform for the students.

Peter Yarrow has committed his time to many issues close to his heart over the years, culminating in his present leadership role as the founder



(L-R) I. Sterling, P. Yarrow & Dr. C. Frank

and co-chair of "Operation Respect." Yarrow feels that this project generates the idea that if a person articulates and joins with others, they can become a powerful voice for transformation of society.

With the aim of eliminating discrimination, and endeavoring to create safer, more harmonious schools, as well as fostering self-esteem and self-acceptance, more than 20 thousand individuals have been trained in the "Don't Laugh At Me" program. Nationwide attention from important organizations such as National Association of Elementary School Principals, Council of Great City Schools, and National Association of School Administrators, have focused on this program.

McGraw Hill has offered its support in the form of producing and paying for all materials, including printed *Reading Rainbow* textbooks. Materials are available to educators free of charge at [www.operationrespect.org](http://www.operationrespect.org).

It has been a most meaningful and successful project, based on the belief that music, along with the power to organize people, can be a source of inspiration to children. In a survey of over 550 students and teachers across the country, the



Students singing at P.S. 77

majority of teachers report the level of hostility in their classrooms on the decline.

On the auditorium's stage, Yarrow knew how to reach the students, and was the epitome of what the program was celebrating: an outpouring of love. Classes XO1 and XO2 watched and listened from their seats attentively.

The theme song, "Don't Laugh At Me" was the poignant centerpiece of the program, with music written by Yarrow. Students, faculty, Sterling, and all assembled on stage, giving a poignant and moving rendition of the following lyrics:

*"I'm a little boy with glasses / The one they call the geek*

*A little girl who never smiles / Cause I've got braces on my teeth*

*And I know how it feels / To cry myself to sleep*

*Don't laugh at me / Don't call me names*

*Don't get your pleasure from my pain / In God's eyes we're all the same*

*Someday we'll all have perfect wings / Don't laugh at me"*

Afterwards, film footage of last year's Special Olympics was shown, with "Don't Laugh At Me"

as the background music.

Taking this time to dialogue with the kids, Yarrow sensitively asked the enraptured students how watching this film made them feel. "What came up in your heart?" he asked Michael Needa, whom he had invited to join him on stage.

"It made me feel good," was the boy's reply.

Devon Brown, raising his hand, said, "My friend calls me ugly."

"They do that because they don't know what a fine and wonderful person you are," said Yarrow, tenderly adding, "like I do."

Standing beside Yarrow onstage, Yarrow hugged the boy. Together, with the Library Singers and school staff, "If I had A Hammer" and "Puff The Magic Dragon" were sung at the happy conclusion.

Peter Yarrow later remarked, "I never have more fun than when I play with kids as I did here today. In this case, it was even more special, and because this environment is so nurturing, they were so open and accepting of me, which is a tribute to a great principal: Ivy Sterling."

Presenting Ivy Sterling with the gift of the book which was authored by Steve Sesken and Allen Shamblin, and for which he penned the Afterward, Peter announced, "From the Land of Honalee, it is my great pleasure to present to you this inscribed version of the book, "Don't Laugh At Me."

"This has reached three to five thousand people," Yarrow commented. "We have made almost 400 workshop appearances in the past five years to leaders of education. We have five state offices, mostly advocacy organizations, whose purpose is to create environments in schools whose environments are caring and safe.

"This school (P.S. 77) approaches the needs of the whole child. You have to reach the hearts of kids. Kids need the arts to connect to issues of dialogue—to learn the tools of compassionate exchange."#

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## Making Sure Our Public Schools Are Safe

By MAYOR MICHAEL R. BLOOMBERG

Our public schools are for learning—and if some students don't want to learn, that doesn't give them the right to rob their classmates of the opportunity. Over the last two years, we've driven serious crime in the schools down some 23%; this year, assaults are down more than 8%. Nevertheless, one crime in school is one too many. We will not let a small number of schools spiral out of control, or allow a small group of students to sabotage the education of others by committing crimes or through bullying and intimidation. That's why, when the schools reopen after the winter holiday break, we'll implement a new and tougher school safety plan. It's an initiative to deal with problem schools and problem students that I presented in a speech recently.

This is what I mean by problem schools: some 15% of high schools and middle schools account for roughly half of all reported school crimes. And just as we have on the streets of New York, we are immediately implementing an "Operation Impact" for the schools where crime and disorder are most serious. We'll increase the number of school safety agents—and double the number of police officers—working in those schools. Teachers and parent volunteers will be expected to help maintain order in the hallways and cafeterias. And the Principals in those schools will be held accountable for improving safety and stopping disruptive behavior. They'll get the help they need to turn their schools around. But if they don't succeed, they'll be asked to look for work elsewhere.

Next, as to problem students. There are those

who commit petty offenses, those who are chronically disruptive, and those who commit serious crimes. And from now on, there will be an effective response to each level of offense. Low-level disruptive behavior will lead to in-school detention or school service; failure to comply will lead to suspensions. For chronically disruptive students—those receiving two or more suspensions within a 24-month period—a third offense will trigger an immediate suspension resulting in removal from school to new Off-Site Suspension Centers. Furthermore, there will be a new, zero-tolerance policy for students who commit the most serious crimes—those involving the possession of weapons or resulting in serious bodily injury. Those students will be immediately and permanently removed from their schools and placed in a "Second Opportunity School" for up to a year, after which an appropriate alternative placement will be made.

We're also going to get the schools, the courts and other elements of the justice system to work together more closely. Probation officers will be assigned to "Impact Schools" to work with students on probation and under court supervision. Department of Education officials will also be assigned to every courthouse in the city, to make sure that judges and probation officers have the school records they need to make the right bail and sentencing decisions. In a nutshell, we're increasing accountability, consistency and security in our schools. Because if we want better academic performance in the schools, discipline and decorum come first. And let me wish you and your loved ones a happy, healthy and prosperous New Year. #



## Stopping School Bullying and Harassment will Curb School Violence

By ASSEMBLYMAN STEVEN SANDERS

The most recent and shocking reports of school violence, against students and against school staff, raises several questions. Why? Why now? What's to be done? Who is responsible? Some of the answers are less obvious. To Mayor Bloomberg's credit, he has acknowledged that mistakes were made in the hasty and sweeping reorganization of the school system that inadvertently broke down a chain of command and security to keep violent students out of the classrooms and place them in alternative education settings.

Chancellor Klein and Police Commissioner Kelly, with the cooperation of the UFT and the principals, are working collaboratively to restore order and safety, especially in the most dangerous schools.

It is widely known that there are warning signs and precursors to violence. We have learned this from Columbine and other school tragedies across the nation. A school that does not seriously address bullying, harassment including all too often bias driven harassment becomes an unsafe, seething environment. Left unchecked, aggressive anti-social behaviors fester and lead to later incidents, including assaults and headline making tragedies. We can stop that.

My bill, the Dignity for All Students Act, which has passed twice by an overwhelming majority in the Assembly, must be passed in 2004 by the State Senate. The legislation would prohibit discrimination or harassment of students, bullying, taunting, intimidation and all behaviors that

create an environment that makes students feel unsafe and which distracts them from learning. Targets of bullying often end up dropping out, using drugs, turning violent, or even committing suicide. The Dignity for All Students act will help foster civility and safety in every public school by providing for an environment that is conducive to learning, free of harassment and free of discrimination with school staff and districts held accountable for appropriate guidelines and enforcement.

A city study of lesbian and gay youth ages 14-21 found that 44 percent were threatened with physical attack, 33 percent had objects thrown at them, 30 percent were chased or followed, and 17 percent were physically assaulted.

Most alarmingly, one third of the youth surveyed reported that no one, not even teachers or administrators, intervened in these circumstances.

It may come as a shock that New York State Education Law does not contain any explicit prohibition against harassment of any kind in primary or secondary education. While some New York localities have passed anti-discrimination and harassment policies for their schools, there is no comprehensive statewide protection from harassment in schools under New York State law.

In order to concentrate on their academic and personal growth, students need a safe and non-threatening school environment. They should never have to be preoccupied by the threat or actual occurrence of harassment or discrimina-

## January is National Mentoring Month: "Who Mentored You?"

By MATILDA RAFFA CUOMO & DR. JAY WINSTEN



This month marks the third annual National Mentoring Month campaign, a nationwide effort to recruit volunteer mentors for young people who are at risk of not achieving their full potential. Research has shown a mentor can greatly enhance a young person's prospects for leading a healthy and productive life.

The campaign's theme is "Who mentored you? Thank them...and pass it on!" The initiative is spearheaded by the Harvard Mentoring Project of the Harvard School of Public Health, MENTOR/National Mentoring Partnership, and Mentoring USA. Celebrities participating in the effort include Tom Brokaw, Ray Charles, Senator Hillary Rodham Clinton, Walter Cronkite, Kelsey Grammer, Quincy Jones, Senator John McCain, Secretary of State Colin Powell, Cal Ripken, Jr., Martin Sheen, Mike Wallace and Oprah Winfrey.

Growing up, was there someone in your life—a family member, teacher, coach, boss or neighbor—who encouraged you, showed you the ropes, and helped you become the person you are today? That person was a mentor to you. Oprah Winfrey cites a fourth grade teacher, Mrs. Duncan, who taught her that it was okay to be smart, which changed her life. Today, too many young people do not get that kind of support.

Harvard's web site, [www.WhoMentoredYou.org](http://www.WhoMentoredYou.org), presents video clips and written essays contributed by celebrities from various fields, who share recollections about important mentors from their childhood and young adult years. The web site includes excerpts from the second edition of Matilda Raffa Cuomo's well-received book, *The Person Who Changed My Life: Prominent Americans Recall Their Mentors*. The book features 77 contributors who have distinguished themselves in their fields, and their essays tell about the men and women who served as their mentors and inspirations. Secretary of State Colin Powell points to the influence of his father; Senator John McCain credits a high school teacher and coach whose example strengthened his resolve during years of imprisonment in North Vietnam; and Tim Russert thanks his seventh grade teacher at St. Bonaventure School and Father John Sturm at Canisius High School in Buffalo. Martin Sheen, who as a young man was also inspired and encouraged by a teacher, Father Al, was the first celebrity who took time to do a mentoring public service announcement for Mentoring USA; his spot will run again in January 2004, thanks to Court TV.

At this time of year, Mentoring USA, New York City's largest, site-based, one-to-one mentoring program is grateful to our nearly 800 volunteers who have been trained and formed relationships with their mentees on an effective, one-to-one

tion, be it verbal or physical, either from school employees or fellow students.

Along with other safety measures, by prohibiting harassment in public schools and establishing the appropriate procedures and policies to prevent and deal with non-violent but intimidating and demoralizing behaviors, schools will be better shielded from violence and tragedies which in many cases might have been prevented. #

Steven Sanders is Chairman of the Assembly Education Committee. He can be reached at (212) 979-9696 or by email at [sanders@assembly.state.ny.us](mailto:sanders@assembly.state.ny.us).

basis. We thank all our corporate sponsors—companies and organizations, who share their most valuable resource—their employees—with us. Our largest partners in terms of employee participation include Bloomingdale's, Goldman Sachs, Morgan Stanley, Con Ed, NYPD and Viacom.

Consistently for the third year of National Mentoring Month, Mentoring USA and Bloomingdale's again announce the unveiling on January 15<sup>th</sup> of their window display celebrating the relationships between mentors and mentees for "Thank your Mentor Day." As a result of a wonderful mentoring partnership involving Mentoring USA, Bloomingdale's and PS 59, seventy six students and their mentors who comprise the Mentoring USA program will be on hand at 9 am to see their artwork—including portraits of mentors created by their mentees—displayed in the corner window at East 60<sup>th</sup> Street and Lexington Avenue. Bloomingdale's then treats all the participants to a special mentor-mentee breakfast at the Showtime Café.

"Bloomingdale's is proud to have Mentoring USA as part of their Partners in Time initiative. This program is consistent with our goal of promoting volunteerism in support of education," said Michael Gould, President of Bloomingdale's.

When the employees of any company volunteer as mentors to help develop our youth, society's most precious resource, in the process everybody is a winner.

We need everyone's help to prepare all of our children for productive and fulfilling lives. General Colin Powell put it this way: "Something as small as reading aloud to a child to discover his or her own unique gifts and abilities, can be a gift that keeps the lights blazing in a child's eyes and changes that child's life forever."

National Mentoring Month is a great time to honor those people who have made a difference in your life. You can "pass it on" to the next generation by volunteering as a mentor. If you've previously considered volunteering, why not take the step now? It doesn't require any special skills—just an ability to listen and to offer friendship, guidance and encouragement to a young person growing up today. And you'll be amazed by how much you get out of the experience.

For more information, visit [www.MentoringUSA.org](http://www.MentoringUSA.org) or call (212) 253-1194, ext. 238.#

Mrs. Cuomo is Founder and Chairperson of Mentoring USA. Dr. Winsten is an Associate Dean at Harvard School of Public Health and Co-Director of the Harvard Mentoring Project.



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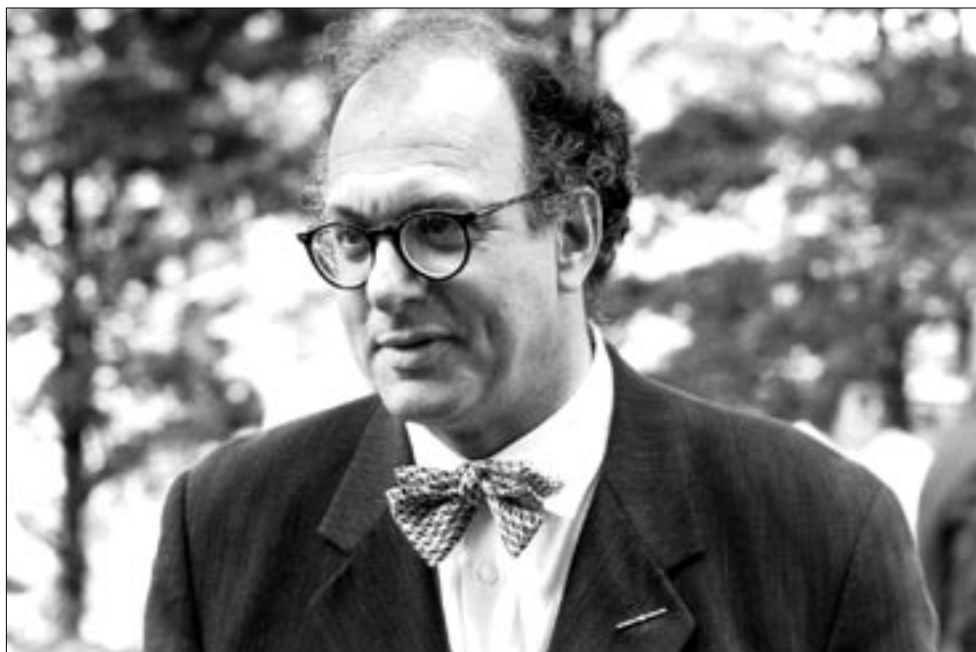


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# LEON BOTSTEIN: THE MAESTRO OF ANNANDALE

By JACOB M. APPEL

For someone who has been a college president for more than half of his life, Leon Botstein sounds much more like a young revolutionary hell-bent on transforming the American education system. Maybe that is because he has kept one foot outside the field of academic administration, serving as the longtime music director and conductor of the prestigious American Symphony Orchestra. Or maybe that is because he continues to teach undergraduates in popular first year seminars at Bard College. Or maybe it is his uncanny ability to speak in full paragraphs, peppered with allusions to history and classical literature—one is reminded of the late Sir Isaiah Berlin. But most likely it is because, after thirty years running small liberal arts campuses—first Franconia College from 1970-1975 and then Bard from 1975 to the present—Botstein still is young. Only just fifty-seven. By the standards of many university presidents, that's hardly past adolescence. But Botstein—eyes gleaming above his trademark bowtie—displays all the zeal of a novice tempered by the knowledge of a seasoned maestro.



President Leon Botstein

Botstein's principle target is an institutional inertia that he believes has dampened teaching and intellectual ferment at many of the nation's leading universities. "We put undergraduates through a set of requirements and paces for no redeeming intellectual reason—certainly not high standards—without a constructive result," explains Botstein. "There's a tremendous reluctance to look at the basic fundamental structures of how curricula are put together." For example, he points out that one may find faculty at the same university teaching politics out of departments of government, public policy, sociology, history and law. "The irony" of this organization based upon discipline rather than specialization "is that each of these pretenders to the owner-

ship of the subject of politics has been trained by a Ph.D. program someplace, that has a vested interest in finding jobs for its graduates, and they read only in the journals that their profession in fact favors." Botstein blasts this organizational approach as "errant nonsense from the point of view of an undergraduate." According to Botstein, "the undergraduate is motivated by curiosity, by the questions he or she frames, and by a 'need to know'...and [the effective college] needs to respond to that 'need to know.'"

Unlike many of his administrative peers at other institutions—whom he characterizes as increasingly "bland and faceless"—Botstein does

not hold his punches when it comes to critiquing the state of America's elite universities. "What's happened in the United States," he laments, "is an enormous intellectual uniformity that is structural. You have the same departments everywhere; the graduate schools look more or less identical. Very few universities have developed a strategic point of view. At Columbia University, they have a residue of something that existed during the First World War. [The University of] Chicago has the residues of something that took place in the 1930's. And the balkanization of professional schools and departments makes any really serious thought about undergraduate education very

hard." That's why he believes that free-standing liberal arts colleges, such as Bard College with its 1400 resident undergraduate campus in Annandale-on-Hudson, New York, have such a critical role to play in the future of higher learning. These small colleges are "not hampered by the enormous and overwhelming investment in the graduate research enterprise" that keeps larger institutions from thinking innovatively.

Botstein describes the ideal institution of higher learning as being highly flexible. He says it is essential that colleges evolve to meet both the interests of the students and the socio-political realities of the outside world. "In the 1950's," he explains, "in the wake of the Second World War and the naissance of the Cold War and the bilateral world in which there were a thick communist iron curtain world and ourselves, the issues of freedom, of democracy, were central.... Today, young people are worried about other things. They worry about globalization; they worry about the international interdependence of the world. Now they worry about religion, about religion and politics, a subject which was a dead subject in the 1950s." Botstein's vision of a meaningful liberal arts education is one that is responsive to such "global" changes. He cites the recent explosion of interest in China as a case in point. "China is clearly emerging as the most important political and economic force in the world," he notes. "It behooves young Americans to know something about it. Fifteen years ago, institutions didn't teach Chinese on a regular basis. Now they do—as they should." Botstein willingly concedes that this new focus will come with tradeoffs. "Maybe we don't teach French anymore," he admits, "not because the French have been unkind to us, but because French is irrelevant. Not if you want to read Balzac or Proust or Camus, of course, but in terms of the

*continued on page 12*

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## LEON BOTSTEIN

*continued from page 11*

political reality of the present day.” He makes clear that he—unlike some critics of an older generation—does not view this shift as a decline in standards. “That’s a little bit of nonsense,” says Botstein with a decisive wave of the hand. “I’m not sure some of the older pundits who would decry the standards of today would pass a elementary school test on the history of China.”

Interdisciplinary approaches to the liberal arts are also at the forefront of the Botstein agenda. Drawing from his own background in musicology, he emphasizes the importance of academic and artistic work that is “adequate to the historical reality.” It is a grave mistake, he argues, to remain “hermetically sealed” in one discipline—yet this happens to graduate students all too frequently. “You know someone who does a dissertation on Wagner probably knows about Nietzsche and his critique of Wagner,” says Botstein, “but that’s where it stops. He can’t tell you anything more about Nietzsche. Someone who wants to work on Gustav Mahler will make a passing reference to a thing that Gustav Mahler read or to the intellectual circle that he traveled in, but they never stop to do more than that.” He argues that this approach ignores many of the intellectual and political keys to the work being studied. “The adequacy is whether the composer is Brahms or Stravinsky or Shostakovich or Copeland. These composers were never detached from the world

they lived in....Shostakovich was mired in the tragic vice of Soviet politics. Copeland was deeply engaged with the popular front and with progressive politics; he was an avid reader of Dewey and of American letters....It is very clear whom Debussy did and did not know among painters and writers. We know the contents of Beethoven’s library and Hayden’s as well.” Botstein attempts to bring this knowledge to bare on his own work in music. He also emphasizes this synthetic approach when outlining his vision of model undergraduate study.

Despite his grand ideas for higher education, Botstein argues that “the influence of universities is wildly overrated.” He notes the lack of historical correlation between the political attitudes of college faculty and the students that they have taught. “We used to hear in the 1960s that universities made young people radical,” he scoffs. “There’s no historical evidence of this at all. In fact, the radicals of the 1930s—the old communists—were actually taught at the City College of New York by conservative faculty, [while] the new conservatives that we see running around the country today were all taught by liberal faculty members. It’s a very simplistic notion that you put green fluid in the bottle and green fluid comes out. No. You put green fluid in the bottle and orange fluid comes out. Nobody knows how this works.” He offers the same argument with regard to religion. “We’ve been accused by parents of ruining their child because their child came without religious belief and ended up born-again. Or they came with religious belief and ended up

secular. I say, that’s not our problem. It could have happened anywhere.” Yet he increasingly sees a desire to cast blame—to shirk personal responsibility—with colleges and universities as a principal target. He noted that “this is something people like my parents would never have thought of doing.”

Botstein’s own parents were Polish Jews who gained prominence in academic medicine. “In my parents household,” recalls Botstein, “the portraits of their teachers hung in their offices, and they were legendary figures in our childhoods.” His parents urged him to follow in their footsteps, but from the age of ten Botstein knew that he wanted to conduct. He did his undergraduate work at the University of Chicago and earned his Ph.D. at Harvard. Among his most influential teachers were David Landis and Howard Farberman. Botstein readily acknowledges: “I’m sort of a composite of a variety of debts that I owe to many, many, many people....I would be nothing without the teachers who took an interest in me.” By his own account, he ended up a college president by accident. After a brief stint as special assistant to the president of New York City’s Board of Education from 1969 to 1970, a series of fortuities landed him at the helm of bankrupt Franconia College in New Hampshire. He turned the school’s finances around; later, he helped build Bard from a one-campus, 600-student college into a complex institution with more than 2500 students at multiple locations. What was the secret to his success? “I never grew up to be a college president.” Although he says most

accomplishments in life for most people are due to hard work and risk-taking, in his own case he also credits sheer luck and his lack of specialized training. “I am not a professional administrator. I never trained for this job. I operate upon my intuition and my experience.” He uses a military analogy: “I never went to West Point. I got drafted. I am a citizen soldier—not a professional soldier.”

Botstein recognizes that—as someone who combines a passion to an outside discipline with his administrative duties—he is a rarity among college presidents. “Increasingly people who run these institutions are recruited for their blandness,” he says with sincere sorrow, “for their capacity to speak at length about nothing, and to sound absolutely harmless—the way we treat our politicians....They will offend no constituency.” He decries this sanitization of the academy as a serious threat to the educational mission of the liberal arts college and the university. “In reality,” he concludes, “intelligence is deviancy. Achievement intellectually and artistically is a form of deviancy. You can’t expect Albert Einstein to have been Albert Einstein, and also to have behaved as if he were Ozzie and Harriet, assuming that Ozzie and Harriet behaved all that well.” Chatting with Leon Botstein, one suspects one is in the presence of the very sort of deviant intelligence—possibly genius—that is capable of raising the quality of higher education in this country to the very symphonic heights of which he speaks. #

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JANUARY 2004



# Accreditation Agencies Promote Change at CCNY School of Ed

By GRETCHEN L. JOHNSON

The Education Department of the City College of New York has undergone a transformation in the last few years. In 1998 the department was placed under intensive review by the New York State

Education Department as a result of poor performance of teacher education students on the New York State Teacher Certification Examinations (NYSTCE). Less than five years later the department (now the School of Education) is a profound-

ly different place with 90 percent of graduate and undergraduate students passing the certification examinations, new and revised courses of study, and many individual programs that have achieved national accreditation.

Emblematic of this turnaround is a recent \$2 million grant to the School of Education from Stanley Kaplan (testing entrepreneur and CCNY alumnus '39) to teach assistant principals how to improve the performance of the math teachers that they supervise. This is the largest grant by a living donor in the history of the college (*New York Times* October 22, 2003 p. B9). To do the same training with high school assistant principals, the Carroll and Milton Petrie Foundation has awarded the School of Education an additional \$3.66 million.

The faculty and staff could not have brought about such significant changes and improvements without pressure from the outside. In 1998, as a condition of maintaining accreditation, the state demanded that the Department of Education improve passing rates of students on the NYSTCE and established aggressive goals for raising scores.

The 30-plus faculty members and staff of the department of education began a major effort. Together they tightened admissions requirements, developed new admissions examinations that could predict results on the NYSTCEs, evaluated courses to ensure coverage of material on the examinations, and offered free preparation sessions for students taking the teacher certification examinations. Faculty members continued to write and receive major grants for materials development and teacher training in mathematics, science, and English as a Second Language. They developed new programs in middle school education. The CCNY Center for School Development received a \$1.3 million grant (now in its third year) to provide technology training for education students and faculty, upgrade the existing computer laboratory, and establish a new multimedia laboratory.

Competitive admissions is a strategy that can eventually lead to higher student scores but over the short-term it reduces enrollments and departments of education feel great pressure to maintain their enrollment numbers. In a resource-starved public university education program, pressure to keep up enrollments can lead to a virtual open admissions policy. Regardless of one's position on open admissions, the state's demands on City College greatly helped in the successful implementation of practices such as higher admissions standards and the establishment of examination preparation sessions for students. Together, these changes contributed to the raise in scores on the NYSTCE.

In 2000, to meet new state regulations for teacher education, all departments of education in New York State were required to re-register their programs. City College's re-registered programs included changes such as early fieldwork experiences, new content courses in the sciences and mathematics, the integration of technology, and careful distinctions between programs designed for initial teacher certification and advanced teacher certification. A requirement by New York state that the number of courses taught by adjuncts stay below 50 percent led to university approval for new faculty lines in the School of Education. The new faculty in turn brought talent and energy to the School of Education.

As a second condition for maintaining state registration, New York State required that all schools of education achieve national accreditation by 2004. This put education faculty, staff and administrators on a complex and time-consuming path toward national accreditation by the National Council for the Accreditation of Teacher Education (NCATE). This effort included the development of a comprehensive assessment system to document the growth and achievement of students and the quality of programs.

The New York City Teaching Fellows Program was another outside pressure on the School of Education. Started by the New York City Board of Education in 2000, the fellows program brought an influx of teacher education students into City College at the rate of about 500 a year. The program was designed to provide certified teachers for hard-to-staff New York City schools, most of which were under registration review (SURR schools). Teaching fellows tend to have strong academic backgrounds and writing skills and they bring these strengths to the City College classroom as well as to their public school classrooms. Increased enrollments due to the fellows program helped the dean in his requests for resources such as faculty lines. But program resources were also stretched thin as faculty struggled to keep up. Student enrollments can rise quickly; hiring of new faculty is a necessarily slow and deliberate process.

State and national accreditation requirements can seem onerous to a School of Education but can also play a critical role in initiating and sustaining improvements. Because of national and state accreditation requirements, the college administration is more responsive to the needs of the School of Education and more aware of its achievements and contributions to the college as a whole. But School of Education faculty and staff cannot rest easy on the basis of their accomplishments so far. NCATE's demands for the development of a unified conceptual framework or philosophy, for the collection of measurable data on graduates based on this framework, and for increased communication with local schools, have made faculty realize that putting in place a comprehensive assessment plan that will continually improve its programs must become a part of the ongoing life of the School of Education.#

*Gretchen L. Johnson is an Associate Professor of Education at The City College of the City University of New York.*

## Baruch College—A Brief History

COMPILED By CHRIS ROWAN


**Background:** In 1846, Townsend Harris, the self-educated President of the Board of Education for New York City, proposed the establishment of a free institution for higher education. At that time, the city was confined to Manhattan and there were only two colleges in the city, Columbia University and The University of the City of New York. The electorate voted to set up a "Free Academy" in 1847. Two years later, it moved into a small building at the corner of 23d street and Lexington Avenue—which was then a remote and largely rural area of the city. (Initially, 149 male students were enrolled.) The Free Academy changed its name to the City College of New York in 1866.

**A school within the College:** In 1919, the Lexington Avenue location became

home to the School of Business and Civic Administration and in September 1929, a new structure opened its doors on the original site of the Free Academy—it was called the "Commerce Building."

**The Business School becomes Baruch:** In 1953, the School of Business was named after Bernard M. Baruch, financier, philanthropist and City College alumnus, (class of 1889). In 1968, it became a separate institution within the City University.

**Firsts:** In 1930, the first women enrolled in the School of Business, making the ancestor of Baruch College the first coeducational division of the City University. Over 15, 000 students now attend Baruch, and over half of the undergraduates are women. In 1932 (on May 7) *The Ticker*, the Baruch College newspaper, appeared for the first time.#



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# ANXIETY ATTACK: TESTS, FRIENDS, THE WORLD & OTHER THINGS YOUR CHILD WORRIES ABOUT

By JOANNA LEEFER

Childhood is full of stresses. Kids are constantly bombarded with new stimuli and sensations: Their bodies are changing and growing; their school becomes more demanding; and they are continually confronted with new social situations. Life is a roller coaster of emotions and changes both physical and mental. No wonder kids often experience anxiety or “blue” periods. Moodiness is a normal part of adolescence. However, when moods don’t lift over long periods of time, children might be suffering from depression or anxiety disorders. How can a parent identify the symptoms of adolescent anxiety? When should parents seek treatment for a child with these symptoms? And what can parents do to help their children cope with daily stresses?

These were some of the topics addressed by a panel of mental health specialists at the latest forum on learning disabilities jointly sponsored by NYC Parents in Action and the NYU Child Study Center. The meeting, featuring panelists specializing in adolescent psychology and learning disorders included Dr. Lori Evans, Director of the School Based Intervention Program & Supervising Clinician of ADHD Services at the NYU Child Study Center, Dr. Larry Hess, private psychologist specializing in testing and treating learning disabilities in children, adolescence and adults, and Dr. Melvin Oatis, Assistant Professor of Clinical Psychiatry at the NYU Child Study Center. Lucy Martin-Gianino of NYC-Parents in Action moderated the discussion.

An estimated 5 percent to 20 percent of all children are diagnosed with an anxiety disorder. Some children are predisposed to anxiety and manifest symptoms as early as 2 years of age. These are the children who spend their time anticipating the worst. One panelist describes these kids as “preoccupied, nervous, and unable to relax.” Their anxiety can carry over into school-work manifested by fears of inability to learn.

Other children find they are unable to perform



Panelist, Dr. Melvin Oatis

up to expectations. Some of these children suffer from early learning disorders, such as ADD (Attention Deficit Disorder), dyslexia (a neurological condition that creates difficulty in decoding words), or poor visual perception. Children whose learning disorders are not diagnosed often get the idea that they are “incomplete, and no one can help.” They can begin experiencing a downward spiral into free-floating anxiety. Many kids with dyslexia, or language processing skills often dread reading out loud. They often perceive themselves as stupid.

Anxiety can manifest itself in an inability to focus on a specific task. Some kids may talk in a monotone. Others might suffer from frequent headaches, while others often become over reliant on adults to help them. They are unsure how to proceed when performing a task on their own. These children feel “there is something incomplete in their life.”

If you believe your child is suffering from an anxiety disorder, the first step is to get a professional evaluation. Many times children will improve with the help of anti-anxiety or anti-

depressive medication, such as Prozac, Paxil, or Zoloft. Other children might simply need professional counseling to learn coping skills.

Parents and teachers can also offer a supportive environment. A rule of thumb is not to deny or negate the child’s anxiety. Be honest! Admit to your child that life is full of stresses, but there are ways to relieve them. Some people jog or work out. Others use medication or meditation or apply relaxation skills.

Test anxiety is a big concern for many adolescents. Teaching kids to pack necessary materials such as pens, rulers, calculators, the night before a test can alleviate some of this anxiety. Sometimes a tutor can also be helpful. If your

child feels embarrassed about getting extra help, compare the tutor to a sports coach; the tutor is there to help get the work done better and faster the same way a baseball coach can help you better hit a ball.

For kids who despair they can’t compete with their peers, remind them the best form of competition is with oneself. Encourage these kids not to compare themselves to their classmates, but to work towards their personal best.#

*Additional assistance in the field of adolescent anxiety and other adolescence problems, can be gained by contacting associations such as the NYU Child Study Center at 212-263-6622 or NYC-Parents in Action at 212-987-9629.*

## WEST END DAY SCHOOL

The West End Day School provides a full academic curriculum covering Kindergarten through sixth grade. However, we do not define our classes by grade. Rather, classes are academically and socially grouped. Children are placed in the group that will work best for them. Class size is usually ten students with a head teacher and assistant teacher. The classroom curriculum is developed by the classroom teacher and the Educational Specialist with the special needs of individual students in mind. Class goals include learning how to work in and with a group.

The academic curriculum includes reading, language arts, science, mathematics and social studies. Separate periods for math and reading are scheduled at the same time for all our students. This allows us to form small groups for children. We can then customize a teaching approach according to their academic strengths.

West End Day School has added the Scholastic Literacy Place into the school’s curriculum. The Literacy Place follows a clear and consistent pattern of instruction and support for all learners. The program provides direct instruction in phonics and phonological awareness and expands gradually, incorporating all aspects of language arts.

We feel the small group reading classes at West End Day School combined with the all encompassing Literacy Place reading and language arts program, will give our students an added learning advantage.#

For more information call 212-873-5708 or visit [www.westenddayschool.org](http://www.westenddayschool.org).

## Racial Inequity in Special Education: Harvard University Findings

Racial inequities pervade special education in American schools. In 1998, approximately 1.5 million minority children were identified as having mental retardation, emotional disturbance, or a specific learning disability. *Racial Inequity in Special Education, The Civil Rights Project at Harvard University* which is a new book published by Harvard Education Press, explores the inequities experienced by minority school-children in special education and the potential life consequences of such inequities. These issues are examined as systemic and as evidence of persistent racial inequities in our system of public education.

The book also covers both the over-representation of minority children in special education, as well as the under-servicing of minority children with serious academic and special education needs. The research explores the complexity of the issues, including the high degree of subjectivity that affects special education identification and placement, and examines the possibility of widespread civil rights violations. The book also includes a comprehensive review of attempts by legislators, child advocates, and educational and civil rights enforcement agencies to address these complex problems.

### Findings Include:

Nationwide, black students are nearly three times as likely as white students to be labeled mentally retarded, and nearly twice as likely to be labeled emotionally disturbed. In many states the disparities are even greater.

Once identified for special education services, most minority students are far more likely than white students to be removed from mainstream classrooms and to be isolated from their regular education peers.

Poverty related factors might correlate with an increased risk for disability, but fail to explain the gross overrepresentation of blacks in certain disability categories.

The failure to provide high quality support and services in a timely manner may contribute to the disproportionate numbers of black youth with disabilities who wind up unemployed or in prison.

High stakes tests used to retain students in grade or deny diplomas, over reliance on IQ testing, inequitable state funding formulas, and restrictions on bilingual education enacted by legislation may exacerbate problems experienced by minority children with disabilities and contribute to overrepresentation.

### Recommendations Include:

The goal of racial equity in special education should parallel the goal of racial equity in general education so essential to the “No Child Left Behind Act of 2001.”

The current level of data collection and public reporting on race and disability should be expanded to include ethnicity, English language learner status, and gender, from every school and district, with special attention paid to the potentially negative impact of foreclosing bilingual educational opportunities.

A moratorium on the use of high stakes tests for denying diplomas and retaining students at grade level is needed until all children are provided with adequate opportunities to master the curriculum, including valid tests, and appropriate test accommodations.

Federal and state civil rights enforcement needs to be strengthened substantially and focused on leveraging the necessary resources for long-term improvements, stimulating collaborative reform

efforts, and inspiring voluntary compliance.

“The findings of *Racial Inequity in Special Education* indicate a trend with chilling implications for our education system. The over-identification of minority students in special education and the subsequent isolation, stigmatization, and inferior treatment they receive reconfirms the notion that education in America falls short of offering a level playing field for all. By compiling this body of valuable scholarship, Losen and Orfield have unearthed the contours of the problem as well as promising blueprints for resolving it.”-U.S. Representative Chaka Fattah (D-PA)

Professor Gary Orfield, Co-Director of The

Civil Rights Project, notes: “This book is an illuminating account of a widespread problem that has received little attention until now, *Racial Inequity in Special Education* sets the stage for a more fruitful discussion about special education and racial justice—a discussion that aims to advance racial equity in both special and general education.” Co-editor Daniel J. Losen of The Civil Rights Project concludes: “The book is especially timely because of current debates in Congress involving special education. The research findings can inform those debates through their extensive documentation of racial disparities.”#

## Public Meeting of the Panel for Educational Policy

Speaker sign-up will begin at 5:30pm at the door.

Each speaker will be allowed two minutes to speak.

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.

Date	Location
1/12/04	Thomas Edison High School, Queens (165-65 84 Avenue)
2/09/04	Department of Education, Manhattan (52 Chambers Street)
3/15/04	High School of Art & Design, Manhattan (1075 Second Avenue)
4/19/04	Department of Education, Manhattan (52 Chambers Street)
5/17/04	Michael J. Petrides, Staten Island (715 Ocean Terrace)
6/14/04	Department of Education, Manhattan (52 Chambers Street)
7/12/04	Department of Education, Manhattan (52 Chambers Street)
8/23/04	Department of Education, Manhattan (52 Chambers Street)



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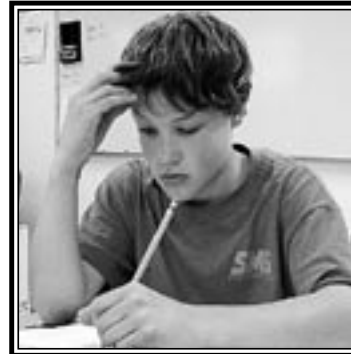
## Victory for Those Living With Spina Bifida

The Spina Bifida Association of America (SBAA), the Spina Bifida Foundation (SBF) and the 70,000 people in the United States who live with Spina Bifida extend their gratitude to the members of the United States Senate and House of Representatives for passing the "Birth Defects and Developmental Disabilities Prevention Act of 2003." Passage of this momentous legislation will ensure tremendous advances in preventing Spina Bifida and improving the quality of life for the adults and children living with Spina Bifida and those whose lives are entwined in theirs.

The Spina Bifida Association of America (SBAA) is the only national voluntary health agency working exclusively for people with Spina Bifida and their families through education, advocacy, research and service.

Founded in 1973, the mission of SBAA is to promote the prevention of Spina Bifida and to enhance the lives of all affected. SBAA has, through its network of chapters, a presence in more than 120 communities nationwide.#

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If you have been sexually or physically abused or assaulted in childhood, you may be eligible for a psychotherapy research study for women or adolescent girls at the Institute for Trauma and Stress at the NYU Child Study Center.

#### TREATMENT FOR ADOLESCENT GIRLS

The Adolescent Girls Project (AGP) offers individual treatment to adolescent girls with a history of interpersonal violence. Treatment will be either a supportive treatment in a community clinic or a structured treatment that focuses on issues of self-esteem, difficulties with relationships and trust, and development of coping skills.

For more information, or to make a referral, please call (212) 263-2786.

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## Guide to Advocacy for Parents of Children with Learning Disabilities



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The National Center for Learning Disabilities and the Charles and Helen Schwab Foundation have announced the release of the *LD Advocates Guide*, a handbook designed to provide simple, accessible instruction on how to work with the government and the media on issues affecting individuals with learning disabilities. The guide will provide critical help to parents working to make sure that the voices of those who struggle to learn are heard. It will be offered free, as a download from NCLD's Web site at [www.LDadvocate.org](http://www.LDadvocate.org).

"With almost three million school-age children with learning disabilities currently receiving special education services, the need for strong policy advocacy has never been more urgent," said Jodell Seagrave, managing director of Schwab Learning, a non-profit program of the Charles and Helen Schwab Foundation.

The *LD Advocates Guide* offers a complete "how-to" reference on all aspects of public policy advocacy. Tasks that might seem daunting to a first-time advocate, such as writing a letter to a member of Congress or the press, are broken down into easy steps. Written in understandable language, the guide provides invaluable information for those wanting to play a role in the important area of public policy.

"We know that many parents stand ready to advocate for improvements in the policies and legislation that affect their children. The *LD*

*Advocates Guide* provides them with helpful tools and information," NCLD executive director James H. Wendorf said.

"Parents are essential in ensuring that teachers are prepared to help children with learning disabilities; that children with LD receive effective instruction and accommodations when needed; and that the public has a better understanding of the realities and challenges those with learning disabilities face every day."

NCLD has been involved in public advocacy for individuals with LD since 1990. The organization has marshaled the support of thousands of parents and educators in their advocacy work and is actively involved in maintaining individual rights and improving federal law with regard to early identification of learning problems, early intervention, teacher preparation and increased educational funding. Over the past two years, NCLD's Legislative Action Center has helped individual advocates send over 70,000 emails to legislators and the media. The center is part of the both [www.LD.org](http://www.LD.org) and [www.KeepKidsLearning.org](http://www.KeepKidsLearning.org).

To learn more about NCLD's work, visit [www.LD.org](http://www.LD.org), [www.KeepKidsLearning.org](http://www.KeepKidsLearning.org), and [www.GetReadytoRead.org](http://www.GetReadytoRead.org). To learn more about the work of Schwab Learning, please visit [www.SchwabLearning.org](http://www.SchwabLearning.org), a parent's guide to helping kids with learning difficulties.

### Just in time for the start of the new school year Transition Matters - from School to Independence:

*A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area.*

The transition from the high school system to adult life—postsecondary education, vocational training, employment opportunities and living options for young adults—is a difficult process for everyone. For youth with disabilities, working through the maze of systems is especially hard. This new book will help YOUTH, PARENTS, TEACHERS, TRANSITION SPECIALISTS and COUNSELORS understand the rights and entitlements, and provide information on the many services available to smooth the transition process.

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## THE HERITAGE OF DR. MARTIN LUTHER KING, JR.

Brooklyn Academy of Music (BAM), Brooklyn Borough President Marty Markowitz, and Medgar Evers College of The City University of New York will host the eighteenth annual Brooklyn Tribute to Dr. Martin Luther King, Jr. The celebratory event, the largest public performance honoring Dr. King in New York City, will feature a keynote address by the acclaimed jazz musician and Artistic Director of Jazz at Lincoln Center, Wynton Marsalis. The internationally renowned ensemble, The Boys Choir of Harlem, and legendary a cappella group, The Persuasions, will headline the musical portion of the celebration. Opening up the festivities will be The Lafayette Inspirational Ensemble. Following the tribute in the BAM Howard Gilman Opera House, BAM Rose Cinemas-in association with the National Black Programming Consortium—will present special screenings of the new documentary, *Citizen King*. The Opera House tribute and film screenings are free and open to the public with seating available on a first-come, first-seated basis. The presenting sponsor for the eighteenth annual Brooklyn Tribute to Dr. Martin Luther King, Jr. Come Share the Dream event is Target Stores.

Born and raised in Crown Heights, Borough President Marty Markowitz began his public career in 1971, at the age of 26, by organizing the Flatbush Tenants Council, which grew into Brooklyn Housing and Family Services, the largest tenants' advocacy organization in New York State. Markowitz was elected to the New York State Senate in 1979 and served eleven consecutive terms in Albany, but his dream in life has always been to lead Brooklyn as borough president, a goal he attained when he arrived in office in January 2002. As Borough President, Markowitz has committed himself to being "Brooklyn's chief advocate, biggest promoter, best salesman, greatest defender, and most enthusiastic cheerleader." His career is most often described as one of passionate and powerful advocacy on behalf of Brooklyn and its residents, particularly in the areas of housing, health, education, neighborhood preservation, and community development. As a senator, he was credited with running one of the best constituent service offices in the state. In addition, Markowitz is credited with creating two of New York City's largest free concert series: the Seaside Summer Concert series, inaugurated in 1979, and the Martin Luther King Jr. Concert series, launched in 1983, which bring international stars to standing-room-only audiences each summer.

An accomplished jazz artist and classically trained musician, Wynton Marsalis has helped propel jazz to the forefront of American culture through his brilliant performances, recordings, compositions, and his vision as Artistic Director of Jazz at Lincoln Center. For his epic three-hour oratorio "Blood on the Fields," Marsalis became the first jazz artist to be awarded the prestigious Pulitzer Prize in music. Since making his recording debut as a bandleader in 1982, Marsalis has produced an incomparable catalogue of close to 40 outstanding jazz and classical recordings for which he has earned nine Grammy Awards.

Marsalis has been honored by Time magazine which selected him as one of "America's 25 Most Influential People" and Life magazine which named him one of "The 50 Most Influential Boomers" in recognition of his critical role in increasing awareness of jazz in the consciousness of an entire generation. In March 2001, Marsalis was designated a United Nations of "Messenger of Peace" by UN Secretary-General Kofi Annan, and in June 2002 he received the Congressional "Horizon Award." Internationally respected as a teacher and spokesman for music education, Marsalis has received honorary doctorates from more than a dozen universities and colleges. Through Jazz at Lincoln Center's

educational programming, he regularly conducts master classes, lectures, and concerts for students of all ages.

This year The Boys Choir of Harlem, founded by Dr. Walter J. Turnbull, celebrates its 35th anniversary. Internationally recognized for its virtuoso performances, the choir's repertoire ranges from Haydn, Bach, and Mozart through more modern composers such as Ginastera and Poulenc, to contemporary works from such artists as Bernstein and Hailstork. African-American spirituals, gospel, jazz, pop, and hip-hop are also incorporated into The Boys Choir of Harlem performances. With its magnetic stage presence the choir has won critical and popular acclaim and has toured internationally, performing at such prestigious venues as London's Cathedral of St. Paul and Royal Albert Hall; Paris' St. Germain des Près; and Amsterdam's Concertgebouw. Four Asian tours have included performances in Japan, Hong Kong, and Singapore.

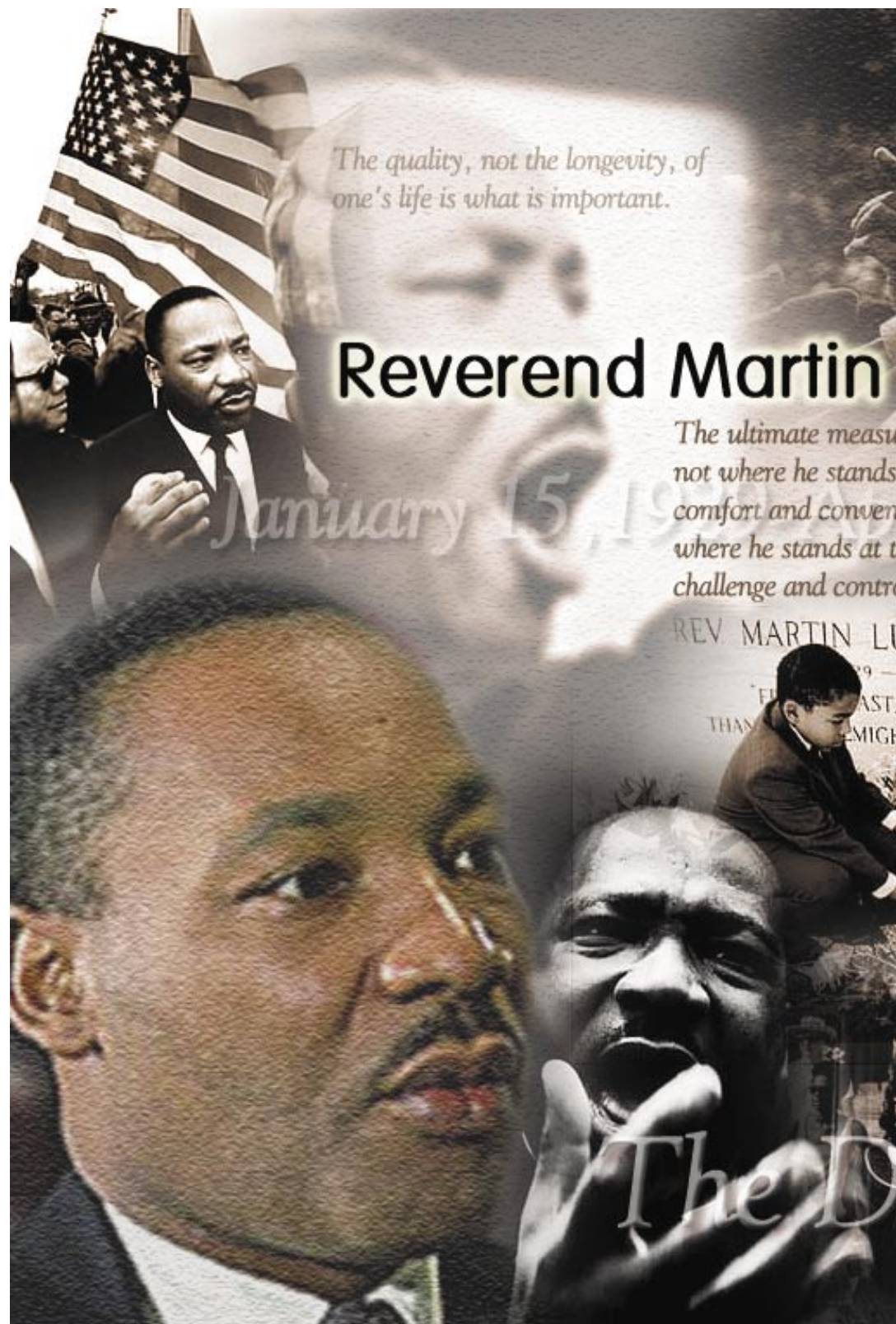
In addition to its regular schedule of performances, The Boys Choir of Harlem also has performed at celebrations including The United Nations 50th Anniversary Concert, the Centennial of the Statue of Liberty, Pope John Paul II's Sunrise Mass in Central Park, and the 1993 Presidential Inauguration. Most recently, the choir participated in the commemorative ceremony for the African Burial Ground Reinterment Project. As recording artists, The Boys Choir of Harlem has released several CDs including *Celebrate*, *The Boys Choir of Harlem Schubert & Spirituals*, *BCH Sings America*, and *BCH We Shall Overcome*.

Considered the "kings of a cappella" by fans worldwide, The Persuasions have led an incredible career innovatively adapting songs with their own inimitable arrangements. Pioneers in the music business, band members Jerry Lawson, Jayotis Washington, Jimmy Hayes, Ray Sanders, and Joe Russell have influenced such groups as Boyz II Men, Take 6, and Rockapella. With nearly 8000 performances and more than 20 records spanning the genres of gospel, Christmas music, children's music, and the music of Frank Zappa, The Beatles, and The Grateful Dead, The Persuasions show no signs of slowing down. Most recently the group recorded *A Cappella Dreams*, a tribute to the various artists who influenced them.

Initially formed in 1962 in Bedford-Stuyvesant, Brooklyn, The Persuasions first achieved mainstream success in 1974 with their hit single "I Really Got It Bad For You." Further praise followed as The Persuasions' seminal 1977 album *Chirpin'* was named one of the Top 100 albums of the 1970's by Rolling Stone. Over the years the group has collaborated and recorded with such artists as Paul Simon, Stevie Wonder, B.B. King, Joni Mitchell, and The Neville Brothers. The group gained further recognition from the Contemporary A Cappella Recording Awards (CASA), winning Best Doo-Wop Album in 2000.

Congregants of the landmark Lafayette Avenue Presbyterian Church, (which was a stop on the Underground Railroad), The Lafayette Inspirational Ensemble is a vital part of the music scene in Fort Greene, Brooklyn. With its heavenly voices, eclectic sounds, and dynamic performances, this choir creates electrifying and unforgettable music. Career highlights include its celebrated performance in Donald Byrd's critically acclaimed *Harlem Nutcracker*, which made its New York premiere at BAM in 1996, and the blues opera *Slain in the Spirit*, with composer/blues artist Taj Mahal and singer Fontella Bass at Arts at St. Ann's. The group also has performed for two American presidents and for the Pope's 20th anniversary celebration at St. Patrick's Cathedral.

This new documentary, which will premiere as part of PBS' American Experience series,



## GANDHI-KING SEASON FOR NONVIOLENCE AT THE UN

On January 30th over 500 high school children in and around New York City will take part in this inspirational event, which young people will learn about the connection between nonviolence and health, and about legacies of Mahatma Gandhi and Dr. Martin Luther King, Jr. High school students will be provided opportunities to create or participate in nonviolence programs, workshops, media productions and other activities.

A call to the city to refund this project will be

an aim at this event. "School violence has gone down because of this program and we want to make sure it continues," Diane Williams, United Nations Organization for the Temple of Understanding.

Seating is limited and first come first serve. If there are schools that are interested in attending, please contact the number below to reserve seats. #

For more information email [dwilliams@templeofunderstanding.org](mailto:dwilliams@templeofunderstanding.org) or call 212-246-2746 to speak with Diane Williams.

celebrates the 75th anniversary of Dr. Martin Luther King Jr.'s birthday by exploring the last five years of his life. After his famous "I Have a Dream" speech in August 1963, Dr. King embarked on a controversial path, speaking out against the Vietnam War and championing the poor in America. This documentary, from acclaimed filmmakers Orlando Bagwell (Africans in America, Malcolm X: Make It Plain)

and Noland Walker (This Far by Faith, Africans in America) draws on the personal recollections and eyewitness accounts of friends, civil rights movement associates, journalists, law enforcement officers, and historians to illuminate this little-known chapter in the story of America's most important and influential moral leader. #

For information, call BAM Ticket Services at 718.636.4100, or visit [www.bam.org](http://www.bam.org)



Photo Collage courtesy of CelebrityCollages.com

## THE MEANING OF THE MARTIN LUTHER KING, JR. HOLIDAY

By CORETTA SCOTT KING

The Martin Luther King, Jr. Holiday celebrates the life and legacy of a man who brought hope and healing to America. We commemorate as well the timeless values he taught us through his example—the values of courage, truth, justice, compassion, dignity, humility and service that so radiantly defined Dr. King’s character and empowered his leadership. On this holiday, we commemorate the universal, unconditional love, forgiveness and nonviolence that empowered his revolutionary spirit.

We commemorate Dr. King’s inspiring words, because his voice and his vision filled a great void in our nation, and answered our collective longing to become a country that truly lived by its noblest principles. Yet, Dr. King knew that it wasn’t enough just to talk the talk; he had to walk the walk for his words to be credible. And so we commemorate on this holiday the man of action, who put his life on the line for freedom and justice every day, the man who braved threats and jail and beatings and who ultimately paid the highest price to make democracy a reality for all Americans.

The King Holiday honors the life and contributions of America’s greatest champion of racial justice and equality, the leader who not only dreamed of a color-blind society, but who also led a movement that achieved historic reforms to help make it a reality.

On this day we commemorate Dr. King’s great dream of a vibrant, multiracial nation united in justice, peace and reconciliation; a nation that has a place at the table for children of every race and room at the inn for every needy child. We are called on this holiday, not merely to honor, but to celebrate the values of equality, tolerance and interracial sister and brotherhood he so compellingly expressed in his great dream for America.

It is a day of interracial and intercultural cooperation and sharing. No other day of the year brings so many peoples from different cultural backgrounds together in such a vibrant spirit of brother and sisterhood. Whether you are African-American, Hispanic or Native American, whether you are Caucasian or Asian-American, you are part of the great dream Martin Luther King, Jr. had for America. This is not a black holiday; it is a peoples’ holiday. And it is the young people of all races and religions who hold the keys to the fulfillment of his dream.

We commemorate on this holiday the ecumenical leader and visionary who embraced the unity of all faiths in love and truth. And though we take patriotic pride that Dr. King was an American, on this holiday we must also commemorate the global leader who inspired nonviolent liberation movements around the world. Indeed, on this day, programs commemorating my husband’s birthday are being observed in more than 100 nations.

The King Holiday celebrates Dr. King’s global vision of the world house, a world whose people and nations had triumphed over poverty, racism, war and violence. The holiday celebrates his vision of ecumenical solidarity, his insistence that all faiths had something meaningful to contribute to building the beloved community.

The Holiday commemorates America’s pre-eminent advocate of nonviolence—the man who taught by his example that nonviolent action is the most powerful, revolutionary force for social change available to oppressed people in their struggles for liberation.

This holiday honors the courage of a man who endured harassment, threats and beatings, and even bombings. We commemorate the man who went to jail 29 times to achieve freedom for others, and who knew he would pay the ultimate price for his leadership, but kept on marching and protesting and organizing anyway.

Every King holiday has been a national “teach-in” on the values of nonviolence, including unconditional love, tolerance, forgiveness and reconciliation, which are so desperately needed to unify America. It is a day of intensive education and training in Martin’s philosophy and methods of nonviolent social change and conflict-reconciliation. The Holiday provides a unique opportunity to teach young people to fight evil, not people, to get in the habit of asking themselves, “what is the most loving way I can resolve this conflict?”

On the King holiday, young people learn about the power of unconditional love even for one’s adversaries as a way to fight injustice and defuse violent disputes. It is a time to show them the power of forgiveness in the healing process at the interpersonal as well as international levels.

Martin Luther King, Jr. Day is not only for celebration and remembrance, education and tribute, but above all a day of service. All across America on the Holiday, his followers perform service in hospitals and shelters and prisons and wherever people need some help. It is a day of volunteering to feed the hungry, rehabilitate housing, tutoring those who can’t read, mentoring at-risk youngsters, consoling the broken-hearted and a thousand other projects for building the beloved community of his dream.

Dr. King once said that we all have to decide whether we “will walk in the light of creative altruism or the darkness of destructive selfishness. Life’s most persistent and nagging question, he said, is ‘what are you doing for others?’” He would quote Mark 9:35, the scripture in which Jesus of Nazareth tells James and John “...whosoever will be great among you shall be your servant; and whosoever among you will be the first shall be the servant of all.” And when Martin talked about the end of his mortal life in one of his last sermons, on February 4, 1968 in the pulpit of Ebenezer Baptist Church, even then he lifted up the value of service as the hallmark of a full life. “I’d like somebody to mention on that day Martin Luther King, Jr. tried to give his life serving others,” he said. “I want you to say on that day, that I did try in my life...to love and serve humanity.”

We call you to commemorate this Holiday by making your personal commitment to serve humanity with the vibrant spirit of unconditional love that was his greatest strength, and which empowered all of the great victories of his leadership. And with our hearts open to this spirit of unconditional love, we can indeed achieve the Beloved Community of Martin Luther King, Jr.’s dream.

May we who follow Martin now pledge to serve humanity, promote his teachings and carry forward his legacy into the 21st Century. #

*For more information about upcoming events taking place around the nation, as well as in your own city, celebrating the life of Martin Luther King, Jr., please visit [www.thekingcenter.org](http://www.thekingcenter.org) and click on “King Holiday.”*

From the National Visionary Leadership Project, founded by Camille O. Cosby and Renee Poussaint, comes a treasure trove of wisdom and culture drawn from the stories and experiences of more than fifty African-American leaders over the age of seventy. Join Camille O. Cosby, Renee Poussaint, and contributors for a book signing cel-

brating African-American elders. Panelists and honorees include former New York City Mayor David N. Dinkins, Jimmy Heath, and Lee Archer.

*All above events are free. The library is located at 515 Malcolm X Boulevard, New York, NY 10037-1801. For more information call (212) 491-2200.*

### THE SCHOMBURG CENTER FOR RESEARCH FOR IN BLACK CULTURE: EVENTS IN JANUARY

Professor Henry Louis Gates traveled across the country interviewing forty-four famous and not-so-famous individuals from different parts of the African-American community to produce *America Behind the Color Line*. The interviews, in book form and on film, are an engaging examination of what it means to be African American in the twenty-first century. Contributors include Colin Powell, Maya Angelou, Samuel L. Jackson, Jesse Jackson, Jason Smith, Alicia Keys, Sergeant Major Kenneth Wilcox, and Dr. Lenora Fulani. Join Gates in a brief film excerpt from the series and a book signing for this provocative and engaging book and series.

#### Second Annual Rev. Dr. Martin Luther King, Jr., Symposium

Thursday, January 15, 2004 at 9:00 AM  
Location: Langston Hughes Auditorium, Schomburg Center for Research in Black Culture

The New York Urban League welcomes New York City Schools Chancellor Joel Klein, who will provide a one-year update on the Schools Performance Plan initiated last year. A panel discussion on *Brown v. Board of Education* and its applicability to the New York City School System follows. With representatives from the Legal Defense Fund, ASPIRA, National

Urban League, Educations Priorities Panel, TASC, NAACP, and others.

#### The French Story

Wednesday, January 21, 2004 at 7:00 PM  
Location: American Negro Theatre, Schomburg Center for Research in Black Culture

The Frederick Douglass Creative Arts Center presents *The French Story*, a play by Michael Angel Johnson.

#### The 2004 Historically Black Colleges & Universities All-Star Big Band

Sunday, January 25, 2004 at 3:00 PM  
Location: Langston Hughes Auditorium, Schomburg Center for Research in Black Culture

Featuring a specially commissioned musical arrangement in tribute to jazz icon Benny Carter, with guest saxophone soloist, Marcia Miget. Legendary Miles Davis drummer Jimmy Cobb will perform the Miles Davis composition “Milestones” with the band as the finale to their performance.

#### A Wealth of Wisdom: Legendary African American Elders Speak

Tuesday, January 27, 2004 at 6:00 PM  
Location: Langston Hughes Auditorium, Schomburg Center for Research in Black Culture

## CHILDREN'S BOOK REVIEWS

## Start the Year with an Array of New Books!

By SELENE VASQUEZ

## Picture Books:

Ages 58

Funny and positive renditions of good and poor behavior choices regarding manners as displayed by precious pink piggies. Lively and funny illustrations in bright colors like

*This Little Piggy's Book of Manners*

by Kathryn Allen. Illustrated by Nancy Wolff (CIP, unpagged, \$15.95).

*Kitty Princess and the Newspaper Dress*  
by Emma Carlow and Trevor Dickinson.  
(Candlewick, 32 pp., \$16.99)

electric blue and rich red. Kitty Princess displays such rudeness that her godmother tells her to get her own gown for the ball. The need for proper behavior arises when Kitty demands shoes from a front store as well as other nonsensical occurrences. Full color collage

artwork made from paper, cloth, crayons, lace and other materials.

## Nonfiction:

Ages 8-10

Visually eye-catching school experiences of children from 11 different countries, including Kenya, China, Kazakhstan and Canada. This educational multinational approach includes web sites for games, languages and e-pals from around the world.

*It's Back to School We Go: First Day Stories from Around the World*  
by Ellen Jackson.  
(Millbrook, 32 pp., \$23.90).

*I Am America*  
by Charles Smith.  
(Cartwheel, 32 pp., \$14.95).

Vivacious children of different ethnic and racial backgrounds are depicted in dazzling full color photographs. The poetic text accompanies the beautiful diversity rendered. "I am almond eyes. I am a proud nose. I am cheeks freckled the color of a rose."#

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

## Make your New Year's Resolution Reading

By SELENE VASQUEZ

## Picture Books:

Ages 5 thru 8

With an insatiable thirst for knowledge, this little mouse pays homage to Library Week by exploring all the resources and services offered in a contemporary school media center. A winning follow-up story to his first adventure *I.Q. Goes to School*.

*I.Q. Goes to the Library*

by Mary Ann Fraser  
(CIP, unpagged, \$15.95)

*Good Night Sam*  
by Marie-Louise Gay  
(CIP, unpagged, \$14.95)

A wide-eyed toddler makes his older sister find their doggie so he can sleep peacefully. A gentle story about all those monsters in the closet, menacing shadows on the wall,

and unknown noises that compose our childhood bedtime fears. Delicate watercolor and pen drawings with moonlit highlights.

## Fiction: Ages 5 thru 12

Breathtaking three-dimensional tribute to a gloriously magical tale. A veritable feat of paper engineering with six dazzling spreads, shiny foils, and the most imaginative movable insets.

*Alice's Adventures in Wonderland*  
by Lewis Carroll.  
Illustrated by Robert Sabuda  
(Simon and Schuster, 12 pp., \$24.95).

Babar and Celeste establish a museum in the old

*Babar's Museum of Art*  
by Laurent De Brunhoff  
(CIP, 44 pp., \$16.95)

Celesteville train station echoing such noted classic artwork as Rubens, Cezanne, Whistler, and Pollock. An introduction to museums for the young with Babar's gentle and wise reminder "There are

no rules to tell us what art is."#

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

LUCY MCCORMICK CALKINS:  
THE ART OF TEACHING READING

REVIEWED BY MERRI ROSENBERG

When Lucy McCormick Calkins speaks about how to teach reading and writing, it's as if God himself—or at least Moses—were talking. After all, Calkins, as the founder of the Teachers College Reading and Writing Project, has become the go-to educator expert for helping children become better and more enthusiastic readers and writers. Through the Teachers College project, Calkins has developed disciples at more than 200 schools during the past 15 years, who've embraced her research and methods for building literate classrooms. My own daughter, now a high school senior, participated in a Calkins 'writing seed' project when she was in third grade, producing a memorable 50-page opus at the end of the experience.

In this volume, Calkins shifts her attention, slightly, from developing writers to developing readers. It's a subtle distinction, but a critical one—and especially relevant as teachers must help their students prepare for a myriad of standardized tests and assessments that measure reading ability.

Her manifesto, such as it is, urges teachers to pursue the following mission: "Each one of us must, in our classroom, author a comprehensive approach to teaching reading," with the goal of leading students to become people who choose to read.

Calkins addresses such issues as leveled books, literature circles and literature logs, guided reading, running records and writing workshops, among others, as well as the reality of standardized tests and assessments. She discusses the benefits of book clubs, and offers specific strategies teachers can use to implement successful models in their own classrooms. Calkins even acknowledges that reading responses, practically a Bible for many teachers, has too often been corrupted and trivialized into a "trinket." As she says, "In the whole scheme of things, why does it matter whether a child can repeat back the teacher's interpretation of a text?"

Underlying nearly all the chapters is her strong

*The Art of Teaching Reading*

by Lucy McCormick Calkins  
Published by Longman, New York (2001, Addison-Wesley Educational Publishers Inc), 580 Pages

conviction that teaching is an art, that teachers shouldn't be micro-managed in how they do their jobs in their classroom, and that teachers do their students the most good by being passionate about what they're teaching. She

suggests, for example, that teachers read books to their students that "you love with all your heart"—the idea being "...when a book creates a lump in the throat and a shiver down the spine, I want readers to know they can talk, write and live differently as a result."

What makes this book invaluable to a classroom teacher (whom Calkins acknowledges throughout the text, saying "In the end, the teaching of reading happens in small intimate moments when we pull our chairs alongside a child who is reading or struggling to read") are the many tangible examples that Calkins provides, of how students actually engage with a particular book or exercise. She also offers comprehensive appendices that include lists of read-aloud books, and leveled reading suggestions that could be incorporated into a classroom teacher's reading curriculum. It's not so much having students grouped by reading abilities, says Calkins, as having students find their comfort zones when they read so that what they read is accessible, and enjoyable.

Few would dispute Calkins' conviction that, "Like you, I cannot imagine anything in all the world more important than helping kids live lives in which reading and writing matter." Hundreds of pages later, she returns to that point, writing, "as important it is for kids to compose essays, memoirs and responses to literature, it is even more important for them to compose lives in which reading and writing matter."

Armed with this thoughtful, persuasive and comprehensive guide, it would be difficult for any teacher not to do just that for her students.#

Overcoming a Brutal Disability:  
Healing with Nature

Helios Press recently released *Healing with Nature*, the gripping story of a healer who was severely injured and who overcame her physical and emotional trials through the creative genius of trees. The book is the personal story of author Susan S. Scott, therapist and photographer from Whidby Island, Washington, who spent her days sitting and conversing with patients until a brutal spinal injury "kicked" her out of her therapist's chair and forced her to walk in order to heal.

Whether walking through the old-growth forests around Seattle or strolling through city parks, Scott came "trunk to trunk" with some of the most dramatic phenomena in nature, witnessing the stunning ingenuity of how trees outgrow injuries and life-challenges. She noticed how a tree that had survived a landslide was growing right at the rim of the new abyss and that, to secure its post, had turned its roots into a powerful buttress. Another tree had outwitted its fellow trees in the race for sunlight by forming itself into an arch; from the middle of the arch, it grew another "second-story" stem that reached easily over the other trees. Scott, who had spent many years as a nature writer and photographer, realized immediately that something extraordinary was being revealed by nature. She began taking pictures of each "tree genius" she encountered, shared her tree encounters with her clients and eventually converted many of her psychotherapy sessions into outdoor walks.

In *Healing with Nature*, a collection of stories and photos from the author's stunning work, Scott tells how walking with trees dramatically changed her outlook on injury and therapy and how she used this readily available knowledge to heal herself

*Helios Press. Healing with Nature*

by Susan S. Scott, Ph.D.

\$16.95,  
244 pages,  
Paperback.

and others. With the ability to transform cellular functions, trees are natural masterminds of healing and are able to adapt and even thrive with severe traumas. Their evocative patterns of growth have fascinated people since the beginning of human history.

The inspirational walk in the outdoors, or "walking therapy," was practiced well before Henry David Thoreau and Walt Whitman went wandering in the woods. As Scott puts it, "Trees have the capacity to make great changes as we also do. But they cannot pick up and move from their environments as we often do in the hopes of making a change in our lives. They must change themselves to survive, radically at times."

Born in Tucson, Arizona, Scott grew up riding horses in the wild, unfenced terrain of the Arizona desert, surrounded by Palo Verde trees and a nature-loving family. A psychotherapist who has worked in private practice for twenty years, she earned a Ph.D. in psychology and did postgraduate training in Jungian Analytic Psychology. As a writer and artist, she has written extensively on the subject of healing, nature, and creativity over the past eighteen years and has been published in numerous journals, including *Arts in Psychotherapy*, *Quadrant Journal*, and *Psychological Perspectives*. Her lectures and nature photographs have been frequently featured at psychological institutes and healing centers across the country. She divides her time between her home on Whidbey Island, Washington and her psychotherapy office in nearby Seattle.#

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## Logos Bookstore's Recommendations



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New York, New York 10028  
(212) 517-7292, Fax (212) 517-7197  
[WWW.NYCLOGOS.CITYSEARCH.COM](http://WWW.NYCLOGOS.CITYSEARCH.COM)

Welcome to a new year! As 2004 begins, it is a good time to remind people that Kill Your TV Reading Group (KYTV) continues five years strong as it starts its sixth season when it meets on Wednesday, January 7 at 7 pm, to discuss *The Red Tent* by Anita Diamant. On Wednesday, February 4 at 7 pm, KYTV will meet to discuss *The Intuitionist* by Colson Whitehead. At the end of each meeting, the group chooses by consensus the book for two months later. KYTV has discussed in the past a great variety of books ranging from popular current books such as Sue Monk Kidd's *The Secret Life Of Bees* and Ian McEwan's *Atonement to History* and true accounts such as Barbara Tuchman's *Guns Of August*, Jung Chang's *Wild Swans* and Susan Orlean's *The Orchid Thief*.

Children's Story Time continues at 3 pm every Monday afternoon led by Denise Dumaine. For those participating, all items purchased at that time are 20% off. Meanwhile in the early weeks

of January there is an ongoing 50% off sale on holiday cards (Christmas, New Year's and Hanukkah). All books in the store are discounted and Logos participates in the Block party Local Merchants promotion. With that card books at Logos are 20% off and other items are 10% off. To pick up this card come on over to Logos and enjoy shopping in an old-fashioned neighborhood shop.#

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

### Upcoming Events at Logos

Wednesday, January 7, 2004 at 7 pm, KYTV will discuss *The Red Tent* by Anita Diamant.

Wednesday, February 4, 2004 at 7 pm, KYTV will discuss *The Intuitionist* by Colson Whitehead.

## Choosing Choice—School Choice in International Perspective

REVIEWED BY MERRI ROSENBERG

Given the ongoing debate about vouchers, and their impact on the country's public schools, this is clearly a timely contribution to the national discussion. One caveat, though. This is a scholarly work, geared to a professional audience of policy makers, high-level educational administrators and academics pursuing their own research in this field. It's not for an easy afternoon read, curled up with a cup of hot cocoa. Small doses, giving one ample time to digest the research and the statistics, would probably be most effective.

The book is basically organized as a series of chapters, each of which deals with the specific experience of how countries such as Australia, New Zealand, Chile, China, England, Wales, Sweden, South Africa, and others managed to institute school choice—and how the consequences played out. As the editors write, "The evidence that school choice policies 'work' remains provisional and equivocal, even in countries where choice policies have been in place for some time, but the move toward choice and competition in national education systems appears inexorable."

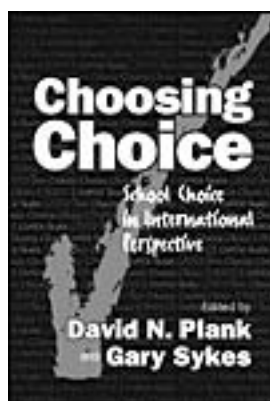
With that as a given, the results are sometimes surprisingly similar, as well as subtly different. In New Zealand, for example, the authors of that chapter found increasing polarization of student enrollment, along ethnic and socioeconomic grounds, when school choice programs were initiated. In England and Wales, a disturbing consequence was that "...choice has led to a narrowing of the focus of schooling onto examinations." A benefit for Swedish parents was that school choice compelled teachers to improve the quality of the schools, even if the implementation of school choice has led to confusion about exactly who is responsible for what.

The Australia experience—of particular inter-

*Choosing Choice: School Choice in International Perspective*

Edited by David N. Plank & Gary L. Sykes

Teachers College Press, Columbia University, New York & London, 2003 (232 pp)



est, one would imagine, to American educators—resulted in the much-feared "bright flight" that many educators believe would be the result of widespread voucher systems here. And in South Africa, school choice offered more opportunities for the offspring of the emerging black middle class, even as poor black children were faced with little prospect of even exercising a choice.

The authors of the chapter on post-Communist Central Europe experiences in Hungary and the Czech Republic in fact, point out that these countries provide "an interesting laboratory in which to investigate possible responses were a relatively large US state to adopt universal education vouchers...Private schools appear to have arisen in response to distinct market incentives. They are more common in areas where public school inertia has resulted in an undersupply of available slots. They are also more common where the public schools appear to be doing a worse job in their primary educational mission, as seen by the success rate of academic high schools in obtaining admission to the top universities for their graduates or of technical high schools in obtaining employment and high wages for their graduates. There is also preliminary evidence that public schools facing private competition improve their performance."

Anyone concerned with the future of public schools, as the national voucher movement gains credibility and political currency, would be well advised to read this book carefully.#

## STAND COLUMBIA: A History of Columbia University in the City of New York, 1754-2004

REVIEWED BY MERRI ROSENBERG

As a proud Columbia University alumna, with three degrees from that institution, (Barnard, Graduate School of Arts and Sciences, Journalism), whose son is a junior at Columbia College, I approached this book with anything but my usual critical detachment. It would be fairer to say that I dropped everything to savor this compelling volume—written by one of the stars of Barnard's history department, Professor Robert A. McCaughey—about one of my favorite organizations. I'm sure my enthusiastic reaction was also

triggered, in part, by knowing so many of the players as the history moves into the present era. As the University Senator representing Barnard during my undergraduate years, I worked directly with such figures as the late president William J. McGill, as well as with the provost, deans, and other significant administrators.

Even given my unabashed bias, McCaughey doesn't disappoint. This comprehensive, insightful, detailed and thorough exploration of how modest pre-Revolutionary King's College became Columbia University, one of the world's foremost research institutions, will surely stand as the definitive history of the university. It is a fitting, and perfect, present celebrating Columbia's 250th anniversary.

But unlike me, McCaughey never loses the historian's critical perspective, describing both Columbia's triumphs as well as its failings. Written in a lively narrative style—with an affectionate, but sometimes mocking tone—McCaughey has produced a scholarly yet accessible text that is anything but a hagiography.

As he writes, "Columbia's story often departs from the typical collegiate saga. The same goes for its founding." From its humble beginnings as King's College in 1754, located in lower Manhattan (spurred by the announcement that despised New Jersey was planning to launch a college of its own), Columbia's future was anything but secure. During the early decades, enrollment was small, especially compared to the older and more established Harvard and Yale, and its mission less clear. And when it was founded, the College was far richer than its competitors, a situation that current fundraisers for the university would like to restore. The College was also precariously poised politically, by siding with the British Crown rather than the Revolutionaries. So much for the impression often given that Columbia has been one of the more radical colleges.

McCaughey covers the beginnings of Columbia's development into a major university, with its move to its present Morningside Heights campus, its addition of graduate programs and professional schools, the founding of Barnard College as an affiliate that brought undergraduate women to campus, and particularly the powerful legacies of two of Columbia's most significant presidents.

As McCaughey writes about the efforts of Frederick A.P. Barnard, who "...inherited a

*Stand Columbia: A History of Columbia University in the City of New York, 1754-2004*  
by Robert A. McCaughey  
Columbia University Press,  
New York, 2003  
(715 pp)

small, potentially wealthy, and nationally negligible college...and twenty-five years later turned over to his successor an institution within a decade of being one of America's two or three world-class universities. University presidents mattered in the late nineteenth century, and none mattered more than Columbia's—to Columbia and to American

higher education." Similarly, the ambitions of long-time president, Nicholas Murray Butler, who was determined to burnish Columbia's standing, persuasively put Columbia on the map as a prestigious university.

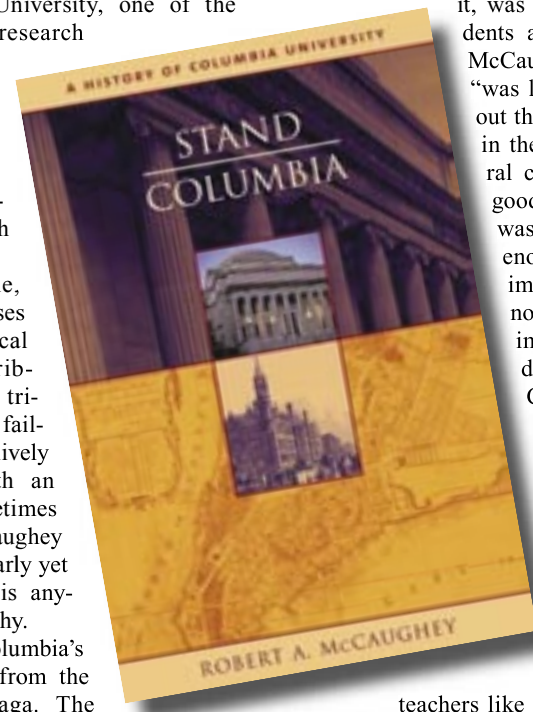
Nor does McCaughey shy away from discussing Columbia's anti-Semitism between the first and second world wars, when many trustees and deans were concerned that there were too many Jews on campus—and "conventional wisdom in the 1920s, as a reporter for Vanity Fair put it, was that 'all Columbia students are Jews.'" Even if, as McCaughey writes, the idea "was less about keeping Jews out than trying to hold places in the College for 'our natural clientele' or 'boys from good families,'" the effect was the same. Interestingly enough, the bias against immigrants (or Jews) did not seem to prevail for the immigrant Catholic students who flocked to the College.

That was but one chapter, however, in Columbia's long history—a history that encompasses its adoption of the much beloved Core Curriculum, its glory days when major scholars and teachers like Lionel Trilling, Jacques Barzun and Mark Van Doren, and its pivotal role in the sciences, when luminaries such as I.I. Rabi, Robert Millikan and Harold Urey were on campus conducting original research, and earning Nobel Prizes for their work.

McCaughey also analyzes the problems that led to the 1968 student riots, Columbia's spotty history at dealing with its Harlem and Morningside Heights neighbors, and its current efforts to reclaim financial stability, and academic glory. Columbia has mattered in making New York City what it is today, and what America is too; as the 21st century unfolds, Columbia's role in the world takes on increasing significance.

He concludes by pointing out that, "Columbia in the last part of the twentieth century has earned the sustained regard of Americans by its role in advancing the intellectual, social and career mobility of many of those best able and most suited to provide leadership in a city and a world but also a nation where no one ethnic, racial or religious group will constitute an effective majority."

This is a magnificent book about a magnificent university, which should be read by anyone who cares about standards and vision in higher education.#



# MEDICAL UPDATE



New York City • JANUARY 2004  
FOR PARENTS, EDUCATORS & STUDENTS

• 22

## Center for Research & Treatment of Childhood Diabetes Expands

The world's premier center for the research and treatment of childhood diabetes is about to get a new \$32 million home, tripling its original size and making it the largest pediatric diabetes facility in the country, if not the world.

Just outside of Denver, ground was broken for the long needed center, which has become a worldwide hub for the study of childhood diabetes, a growing problem across the globe. The driving force behind the four-story, 100,000-foot structure is philanthropist Barbara Davis. "The center has existed and served a pressing need for the past twenty-five years," she said. "Now, it's time to start a new chapter in its history, hopefully the last chapter, when all the children of the world will be cured of diabetes."

Located at the Fitzsimons campus of the University of Colorado in Aurora, the largest medical-related redevelopment project in the U.S., The Barbara Davis Center for Childhood Diabetes at Fitzsimons will join other new facilities there, including a children's hospital and cancer treatment center. In recent years, the Denver-based facility, co-founded by Mrs. Davis and her husband, businessman-philanthropist Marvin Davis, has annually treated over 5,000 youngsters for Type 1 diabetes and its symptoms. Over 21,000 infants in the Denver area alone are now

tested annually for potential diabetes.

Patients come to the Center from all over the globe. Of late, the existing facility, according to its head researcher, Dr. George Eisenbarth, has been bursting at the seams. "Demand for our services keeps growing, so we grow, too," he says.

Over the years, many dignitaries have sponsored children for visits to the Center for diagnosis and treatment, including Sidney Poitier, Nelson Mandela and Queen Noor of Jordan. The Center's faculty is currently pioneering islet transplantation, development of new islets from stem cells for use in transplantation, the prediction and prevention of type 1 diabetes and the use of continuous glucose monitoring.

Many of the funds that have supported the Center for its first 25 years have come from the world-famous Carousel of Hope gala, held semi-annually in Los Angeles and featuring some of the world's biggest entertainment stars. To date, it alone has raised over \$60 million for on-going support of the facility.

Each year, more than 180,000 Americans lose their lives to diabetes and its complications. One in three babies born today will develop diabetes as an adult, shortening their life expectancy by an average of 15 years.#

## Two Weill Cornell Faculty Elected to the Institute of Medicine

Two outstanding physician-scientists at Weill Cornell Medical College have been elected to the Institute of Medicine of the National Academy of Sciences, one of the highest honors bestowed by the scientific community. They are Dr. Flint Beal, Chairman and Anne Parish Titzell Professor of Neurology and Neuroscience at Weill Cornell Medical College, and Dr. Jean Pape, Professor of Medicine in the Division of International Medicine and Infectious Diseases at Weill Cornell Medical College and Director of the Cornell University Infectious Diseases Research and Training Unit in Haiti.

The Institute of Medicine, established by the National Academy of Sciences in 1970, is recognized as a national resource for independent, scientifically informed analysis and recommendations on issues related to human health. With their election into the Institute, members make a commitment to devote a significant amount of volunteer time to IOM committees, which engage in a broad range of studies on health-policy issues.

Born in London, England, Dr. Beal has earned international recognition as a specialist in the research and treatment of neurodegenerative disorders. In addition to his academic appointments, Dr. Beal is Neurologist-in-Chief at NewYork-Presbyterian Hospital/Weill Cornell Medical Center. He received his medical degree from the University of Virginia in 1976, and did his internship and first-year residency in Medicine at NewYork-Presbyterian Hospital before completing his residency in Neurology at Massachusetts General Hospital. Dr. Beal joined the neurology faculty at Harvard in 1983, and was a Professor and Chief of the Neurochemistry Laboratory at Massachusetts General Hospital before coming to Weill Cornell Medical College in 1998.

Dr. Beal's research has focused on the mechanism of neuronal degeneration in Alzheimer's disease, Huntington's disease, Parkinson's disease, and amyotrophic lateral sclerosis (ALS). He is the author and co-author of more than 300 scientific articles and over 100 books, book chapters, and reviews. He serves on the editorial boards of the Journal of Neurochemistry, the Annals of Neurology, the Journal of Molecular Neuroscience, Experimental Neurology, and Neurobiology of Disease.

Dr. Beal is a member of the Alpha Omega Alpha Medical Honorary Society and was a recipient of the Derek Denny-Brown Neurological Scholar Award of the American Neurological Association. He has served on the Council of the American Neurological Association and on the Science

Advisory Committees of the Hereditary Disease Foundation, Huntington's Disease Society of America, Parkinson's Disease Study Group, Parkinson's Disease Foundation, the Bachman-Strauss Foundation, The ALS Foundation, and the American Health Assistance Foundation.

Dr. Jean W. Pape, an internationally recognized infectious disease expert, was born in Port-au-Prince, Haiti. He is a graduate of Columbia (BS, 1971) and Cornell (MD, 1975) Universities. Upon completion of his postdoctoral training, he joined the Cornell faculty and returned to his native Haiti to establish the Cornell University Infectious Diseases Research and Training Unit. Subsequently, he defined the etiology of diarrhea in infants and introduced oral rehydration therapy into Haiti, decreasing the rate of hospital infant mortality from more than 40% to less than 1% within two years. Expansion of the program throughout Haiti resulted in a 50% decrease in national infant mortality.

Dr. Pape's most important scientific accomplishment is the recognition and first comprehensive description of AIDS in the developing world. He assumed an international leadership role and has been unrelenting in his efforts to implement programs for the prevention and control of AIDS and tuberculosis in Haiti and other resource-poor countries.

Dr. Pape established the first study group on AIDS in Haiti in 1982 (GHESKIO) and continues as its Director. Two decades later, GHESKIO provides free testing, counseling, and care for HIV infection and tuberculosis to over 20,000 persons annually. Dr. Pape was a founder of the Haitian National AIDS Commission in 1986.

Despite Haiti's ongoing political turmoil and deteriorating economic conditions, GHESKIO continues to provide uninterrupted care and training, and to conduct translational research. New therapies and management strategies for HIV/AIDS, tuberculosis, and diarrhea have been validated and implemented. A world-class vaccine and clinical trials unit has been established with NIAID support, and major funding from the UN Global Fund will expand the GHESKIO comprehensive care paradigm to 27 sites throughout the country.

Dr. Pape and his team have been credited with slowing the epidemic of AIDS in Haiti and serving as a model for how poor countries with few resources can combat AIDS, tuberculosis, and diarrhea. Dr. Pape was awarded the Légion d'honneur in 2002 by the President of France, Jacques Chirac, for his "contribution to the improvement of the health of the Haitian people and that of people in the world."#

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## NEW WOMEN'S HEALTH CENTER THRIVES IN BUSHWICK

Since opening the doors of its new Women's Health Center in July 2003, Wyckoff Heights Medical Center has already experienced a substantial increase in the volume of its OB/GYN visits. On the drawing boards for more than two years, the new \$3 million dollar, 8,000 square foot Center brings a broad spectrum of integrated health services in a private practice atmosphere to the medically underserved Bushwick neighborhood, and expects to provide 25,000 OB/GYN visits in 2004. Located directly across the street from the main hospital building at 110 Wyckoff Avenue, the new Women's Health Center is a comprehensive ambulatory care facility, staffed by a dedicated group of professional caregivers, with on-site testing and treatment for health problems affecting women. It also offers programs for prevention, education and screening in order to improve concretely the health status of the high-risk women served, including antenatal testing, state-of-the-art digital mammography, bone densitometry, and complementary medicine.#



## COLUMBIA AND VANDERBILT UNIVERSITY NURSES PLAN EMERGENCY RESPONSE

By JOCELYN K. EGYES

With the increasing rise of terrorism threats and everyday man-made emergencies world wide, nurses are at the forefront of helping to save lives. Usually first on the scene or first to respond to a patient, they need to think fast and perform quickly. And thanks to Columbia University's and Vanderbilt University's School of Nursing, nurses from around the world will soon be able to respond to emergencies using the same techniques.

The nursing schools at Columbia University and Vanderbilt University have worked in conjunction as part of the International Nursing Coalition for Mass Casualty Education to develop a standardized curriculum of competencies to serve all nurses.

"The key issue was how can we establish a community base that wherever nurses meet, there is a common knowledge on how to prepare emergency care," said Kristine Gebbie, Director of Center for Health Policy at Columbia University's School of Nursing.

Over 70 organizations from around the world have pitched in to help support the development of this curriculum. "It struck a nerve," said Gebbie. "It was clearly something people were looking for and are anxious to use."

The curriculum will help prepare nurses to respond in the same way to emergency situations, or mass casual incidents such as fires, crashes, blackouts or even terrorist attacks. Dean of Columbia University's School of Nursing, Dr. Mary O. Munding, said there has been a broad acceptance of the model. "Here we've got a model in nursing education and nursing practice that are standardized," said Munding. "A graduate has to come out with some standard competence so when nurses come out [of school], they all speak the same language."

In addition to University classes, there are also continuing education programs using the standardized curriculum. "A nurse is a nurse is a nurse," said Dr. Colleen Conway-Welch, Dean of Vanderbilt University's School of Nursing. "Even if you have been out of the community for 20 years, you may want to help if help is needed."

Welch said she was contacted late in 2000 to start working on this project. Soon after, she called her friend Munding to join this coalition. Since then the two have been pushing forth with a various number of organizations to continue, as Welch said,

"getting the right resources into place."

"Nurses were hungry for some of this information," said Welch. "VA nurses and military nurses were already prepared because they have defined roles. It's the nurses in the communities without defined roles that we are most concerned about."

Paul Kapsar, a professor at the University of Pittsburgh's School of Nursing, agreed. "Trying to get the nursing population that is not hospital based has been a big challenge because they don't consider themselves first responders."

Karen Ballard, from the New York State Nurses Association, said this information is crucial for all nurses. "We have different aspects of being prepared for an emergency," said Ballard. "Because of the anxiety generated [in an emergency situation], it takes a lot of education so it becomes automatic."

Welch said putting together this curriculum has been "analogous to birthing a baby. And now I have this toddler on hand and we are working hard to see it is sustainable and make sure we have the right people to support it," said Welch. "This is life and death information."

Columbia University School of Nursing has received three large bequests totaling \$5.4 million. The gifts bring the School's endowment to over \$40 million; the highest of any nursing school, and includes 10 endowed chairs, also the most in a nursing school. These new gifts are primarily for financial aid, including the largest single gift the School has ever received, in the amount of \$4.4 million from the Frances L. Somers estate. The remaining gifts are from the Elise Fish and Jacqueline Webb estates.

"We are need blind in our admissions process, and these gifts will substantially assist us in providing the \$3 million in financial aid grants our students receive each year," said Dean Mary O'Neil Munding. "We are enormously proud of our growing alumni support. We celebrate the opportunity such support gives promising young men and women who have chosen nursing as a profession and who will someday be Columbia alumni."

Columbia University School of Nursing, founded in 1892, is dedicated to advanced nursing education and practice and health services research. Dr. Mary O. Munding, a noted health policy expert, has served as dean of Columbia's nursing school since 1986.#

## New Center for Osteoporosis Treatment, Research & Education

Columbia Presbyterian Medical Center at New York-Presbyterian Hospital announced the completion of the Toni Stabile Osteoporosis Center, a new standard for treatment, research, and education relating to the disease. The Center, the largest in the New York City metropolitan area and one of the largest in the U.S., is made possible by a generous donation by the Madeline C. Stabile Foundation, named for the late sister of Toni Stabile.

The gift by Ms. Toni Stabile, an award-winning investigative journalist and advocate for persons with osteoporosis, established and endowed the new Center and created the Madeline C. Stabile Professorship. "The Toni Stabile Osteoporosis Center sets the highest standard for osteoporosis care," said Dr. Herbert Pardes, President and CEO of New York-Presbyterian Hospital. The outpatient center, which treats over 3,500 patients per year, includes a Fracture Intervention Program for patients who have recently sustained osteoporotic fractures, state-of-the-art bone densitometry equipment, including bone densitometry testing with dual energy x-ray absorption (DEXA), as well as a complete laboratory facility.

"The Toni Stabile Center is dedicated to treating every patient as an individual, with unique concerns and issues, and offers therapies tailored to each person's specific needs," said Dr. Ethel Siris, Director of the Toni Stabile Osteoporosis Center and Attending Physician at Columbia Presbyterian Medical Center at New York-Presbyterian Hospital and Madeline C. Stabile Professor of Clinical Medicine at Columbia University College of Physicians & Surgeons. "As part of an individualized treatment regimen, patients are provided with state-of-the-art approved therapies, or they may choose to participate in clinical research opportunities with

the latest and most innovative approaches to care. All treatment is directed by a team of world-class physicians who are international authorities on osteoporosis and are at the forefront of research on osteoporosis."

"Also central to the Center's mission are education and prevention," said Dr. Siris. Each year, the Center performs over 8,500 bone density tests. Screenings are done for persons at risk for the disease, including post-menopausal women and older men, as well as patients with malabsorption disorders, those on glucocorticoids, and others. The Center also offers programs to educate physicians and the public about the disease.

Afflicting more than 25 million Americans, osteoporosis is a disorder in which bone becomes thinner, weaker, more porous, and much more susceptible to fracture. Osteoporosis is the major cause of spinal compression fractures and hip fractures, accounting for 1.5 million fractures each year.

Certain risk factors are associated with an increased likelihood of developing osteoporosis. These include: post-menopausal women; women with a family history of osteoporosis; women who are thin, petite, Caucasian, or Asian; women with diets deficient in calcium and vitamin D; men with low testosterone levels; persons with a history of fracture after age 50; persons over age 70; long-term smokers; persons who consume excess alcohol; persons who are immobilized for long periods; persons with certain medical conditions (kidney disease, malabsorption, overactive thyroid); and persons on certain medications (steroids, anti-seizure medications).#

For more information about the Toni Stabile Osteoporosis Center, please call Dr. Siris at (212) 305-2529.



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## ARTS VITAL TO NATIONAL EDUCATIONAL REFORM

By SCOTT NOPPE-BRANDON

Recently, I was invited to participate in a conference on the impact that *The Nation at Risk* report has had on education in the United States over the past twenty years. The conference, sponsored by the Carnegie Corporation of New York and the J. Paul Getty Trust, was divided into two sections, the first looking back over the past two decades, the second looking ahead at the challenges to come in educational reform. Speakers and attendees included past and current Secretaries of Education, framers of the original *The Nation at Risk* report, leaders of community, public service and business organizations, philanthropists, academics, and school leaders.

The meeting was rich enough to warrant an entire article of commentary, but I choose instead to use the experience as a springboard for a different conversation. That conversation has to do with a harsh truth, which is that the arts currently play a very minor role in the national agenda for school reform. Only twice during the course of the daylong meeting were the arts mentioned. Allow me to be clear: no one actually came out against the role of the arts as part of the formal education of our nation's youth. In fact, I am thrilled to announce that the arts have made great gains in recent years in being defined and highlighted as a core subject, nationally, statewide, and locally. But that, precisely, is the point: no matter what gains the arts have made in education since the *Nation at Risk* report was published, they remain relegated to the status of a minor player.

I'm talking about the point where it matters: where it becomes part of the national conversation about what it means to be an educated, productive person in the world's most powerful and influential democracy. Why was the discussion about the benefit of the arts in education

not part of the *Nation at Risk* report; why do so few of our educational leaders seriously discuss the need for the arts to be part of the national (and local) educational agenda in this age of reform, restructuring, and standards?

The arts should be part of the educational agenda at the policy level, that place where much of what matters within education is decided. I am not complaining for the sake of complaining; I subscribe to the notion that credit should be given for building arks, not for predicting rain. This is at the heart of my dilemma. Are we in the arts mostly talking among ourselves because no one else is truly listening? Is it that no one else understands us and believes in the value of what we do as much as we believe in it? Math educators alone do not fight for the value of math within the curriculum, and literacy, or rather illiteracy, is discussed as the national problem it is, but which of our current educational and political leaders are willing to fight to make certain that the arts and their related identities—imagination and creativity—stand tall on the national educational agenda? When will we hear that the arts are as important as any other subject, requiring school leaders to make room—literally create rooms for art—think anew, and be imaginative about the role that the arts can play within education?

I end with a request for your voice to be heard. Do you have an opinion on why the arts are not considered vital to the national educational reform agenda? If so, please email me at [snb@lincolncenter.org](mailto:snb@lincolncenter.org) with your thoughts. I promise a response—and action. #

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



Scott Noppe-Brandon

## THE ROSSINI FESTIVAL IN PESARO: PART II

By IRVING SPITZ

[Part I appeared in the December issue. Refer to [www.educationupdate.com](http://www.educationupdate.com)]

The ensemble opera, performing on the Adriatic, certainly deserves more recognition. A short one-act opera, *Adelina*, by Pietro Generali, a forgotten contemporary of Rossini was staged. The simple plot revolves round a young girl who had a child out of wedlock, alienates her father and is eventually reunited with him when her lover returns from army service. Despite the simple-low budget staging, the opera was well sung by accomplished soloists, most notably the alluring and ardent soprano Cinzia Forte in the title role who floated her pianissimo lines in the great Italian tradition.

Performances of *Il Viaggio A Reims*, an opera composed in honor of the coronation of Charles X, followed. It relates how an international assortment of visitors from all over Europe plan to travel to Reims to attend the coronation of Charles X but are stranded at an inn for lack of transportation and host their own celebration in the king's honor. The opera is notoriously difficult to cast since it calls for at least 9 accomplished soloists, something few opera houses can afford. Alternatively, it can be performed by young enthusiastic singers at the start of their careers. Under these circumstances, the expectations of the audience are not high.

Pesaro opted for this latter route, featuring it as part of the Pesaro youth festival. The delightful production by Emilio Sagi was set in a spa. Lo and behold, these passionate and eager young singers gave their all resulting in a most satisfying and enjoyable performance. Two of the soloists in particular, soprano Eunshil Kim in the role of the

flighty Contessa di Folleville and bass Wojciech Adalbert Gierlach in the comic role of Don Profundo were particularly exciting.

The outstanding orchestra of the Teatro Comunale di Bologna was in the pit for both *Adelina* and *Comte Ory* and played magnificently under conductors Renato Palumbo in *Adelina* and Jesus Lopez Cobos in *Comte Ory*. The Orchestra of Galicia supplied orchestral accompaniment for *Semiramide* (under conductor Carlo Rizzi) and *Viaggio* (under Christopher Franklin). The Prague Chamber Choir featured in all the operas and acquitted them admirably.

Pesaro is also home to the Rossini Foundation, which works closely with the festival. The Foundation members, international Rossini experts, whose role is to critically review and edit Rossini's lesser-known and well known scores, editions now regarded as the "gold standard." The current production of *Semiramide* was the first performance of such a newly edited score.

Visiting Pesaro makes you realize how much of the vast output of Rossini has been unjustly neglected. By reviving long forgotten and neglected scores, the Pesaro festival and the Rossini foundation are bringing them to the attention to the opera loving public and for this we all owe Pesaro an immense debt of gratitude.

When Rossini met Beethoven, the latter is reported to have said somewhat condescendingly, "Above all, compose a lot of Barbers." Luckily for us, he did. Next year's program promises more delights and includes Elisabetta Regina D'Inghilterra, Tancredi and Matilde Di Shapran. #

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## MODERN LANGUAGES

## NAVAJO CODE TALKERS SHOW LANGUAGE MATTERS

By SYBIL MAIMIN

The importance of teaching and preserving languages was made critically clear during World War II when Navajo Indians from the American Southwest developed a code based on their native language that literally saved thousands of lives in the Pacific Theater. Called Navajo Code Talkers, the Native Americans were recruited after a marine commanding general in the Pacific was convinced by the son of a missionary who had grown up on a reservation of the potential value of a code based on the obscure tongue. Navajo is a complex, unwritten language that has no alphabet or symbols and includes guttural and nasal sounds, voice intonations, and dialects. Hard to speak, it proved to be an invaluable resource, and utterly confused the Japanese, expert cryptologists who cracked the army and navy codes, but never understood marine communications. In fact, no one has ever broken the Navajo code, including Navajos who were not trained as code talkers and other marines.

Sam Billison, president of the Navajo Code Talkers Association, recently reminisced about his wartime experiences in a fascinating talk co-sponsored by the Museum of Jewish Heritage and the Smithsonian National Museum of the American Indian. Born in a hogan on a Navajo reservation to a sheep-herder father and rug-weaver mother, he was sent to a US government Indian boarding school at age four. Assimilation of the tribes into an English-speaking American way of life was official policy and the goal of the schools. Native children were forbidden to speak their mother tongue and punished if they did so. As with other code talkers, Billison knew Navajo only because he had learned it at home.

By 1942, the Japanese were breaking all US codes, which had to be changed daily. After a test showed the speed and agility with which they could decipher messages, twenty-nine Navajos, ages 14 to 16, were recruited and told to come up with a code. They realized they needed an alphabet, with 3 or 4 words representing each letter. They also needed to create words that were not part of their language, such as battleship, tank, sergeant, and types of airplanes. Objects that operated in the air were named for birds, those that performed on the ground for animals, and those that travel by sea for fish. Dive-bombers were "humming birds," submarines were "iron fish," France was "beard," and squad was "black street." The dictionary they cre-

ated and code words for military terms had to be memorized and new words created as the need arose. In 1942, there were about 50,000 Navajo tribe members; about 540 served in the marines with 420 of those trained as code talkers. They talked over telephones and radios and transmitted information about tactics, troop movements,



Sam Billison

and orders. Deployed on ships, tanks, planes, and in the infantry, code talkers participated in every Pacific operation from 1942 to 1945. An officer exclaimed, "Were it not for the Navajos, the marines would never have taken Iwo Jima."

The code talkers work was top secret, even after the war. Billison explains that upon discharge, they were told to simply say, "I fought with the marines" if questioned about their duties. Their accomplishments were finally recognized in 1968, too late for some, laments Billison. "Many were gone and had never told their families what they had done." In his case, his parents had already passed on, so never took pride in their son's wartime contribution. After much pressure, in 2001 the code talker's, or their heirs, were awarded Congressional gold or silver medals. Often asked why the Navajos were willing to serve a country that had so mistreated them, Billison explains, "All native Americans still feel the United States is our country, our mother country, so we fight for it." He credits the GI Bill for his own career trajectory. He went on to earn his doctorate and become an educator. Without it, "I would still be a sheep herder." In fact, he muses, "Who would think that a bunch of sheep herders would create a code that no one in the world could break."#

## ESL Students Get Special Language Instruction

Do ESL students have a disadvantage in test taking? Many think so. Yet, schools with large ESL populations are finding success despite the language barrier, thanks to direct instruction in teaching young children the language of the classroom.

Research has shown that the amount of everyday language experience the child has in the home directly affects how fast language is learned. Children whose parents do not speak English are clearly a step behind. SRA's Language for Learning is a unique program that addresses

this problem.

SRA has numerous success stories for schools using Language for Learning including: Chicago Public Schools, Chicago, IL; City Springs Elementary, Baltimore, MD; EB Kennelly Elementary, Hartford, CT; Honey Creek Elementary, Milwaukee, WI; Hutchins Elementary, San Antonio, TX; New Hanover County Schools, Wilmington, NC; Portland Elementary, Portland, AK; Rodeo Institute for Teacher Excellence, Houston, TX; Valle Vista Elementary, Delano, CA.#

## MOVIE &amp; THEATER REVIEWS

## Two School Films: MONA LISA SMILE & THE COMPANY



Julia Roberts

By JAN AARON

A likeable female cast, including Kirsten Dunst, Julia Stiles, and Maggie Gyllenhaal, playing skin-deep roles from class brat to class temptress is a main reason to see Mike Newell's "Mona Lisa Smile." Star Julia Roberts' cashmeres fit her perfectly, but alas, the role of Katherine Watson, a 1950s firebrand does not. From modest circumstances and trained at U.C.L.A., she comes east to a prestigious all women's Massachusetts' college to send tremors through the establishment by teaching modern art and encouraging young women to choose careers along with marriage.

Wellesley is portrayed as an all white WASP finishing school. Some alums from that era complain the film doesn't fairly represent their school, but Hollywood's idea of it; others say it is on the mark. Filmed on the Wellesley campus, nicely shown are the details that capture the school's traditions—for instance, the hoop race which supposedly determined who would be the first to marry.

The drama purports to examine the role of women at Wellesley in post war America, when being a wife and homemaker was emphasized as a girl's true calling. In one scene, the teacher

of "poise and elocution," (Marcia Gay Harden) teaches students how to set a table and arrange dinner party seating to advance a husband's career.

In the classroom, Katherine first earns the girls' disdain and too quickly penetrates it to earn their esteem. The exception is the upper-crust snob Betty (Dunst) who causes Katherine's colleague and friend, Amanda (Juliet Stevenson) to be fired when in a school newspaper expose she reveals that the progressive faculty nurse is supplying contraceptives to students. But soon Katherine is not only their teacher; she's their confidant and mentor, preaching against conformity.

Katherine doesn't stay here for long, finding it stuffy. But she leaves behind girls she has urged to think and feel and even question why the Mona Lisa is smiling. (117 minutes, PG-13).

Another kind of school, Chicago's Joffrey Ballet, a topnotch dance training ground, is center-stage in Robert Altman's quasi-documentary "The Company." Combining the story of a rising ballerina with a behind the scenes glimpses, it offers sublimely graceful dance vignettes. (112-minutes, PG-13.)#

## Powerful Tools for Helping Young Children Become Strong Readers

The Partnership for Reading announces the availability of "A Child Becomes A Reader," two booklets that use findings from scientifically based research to suggest how parents can help their young children become strong readers. One booklet covers birth to preschool, the other K3.

"A Child Becomes A Reader" highlights the importance of parents and caregivers talking, listening, playing and reading to children's early literacy development. In addition, the series helps parents understand and recognize what effective literacy programs look like in day care centers, preschools and classrooms.

"Learning about reading and writing begins

at home long before children start school," said Sandra Baxter, Director of the Partnership for Reading. "We know from research how children learn to read, and parents play an integral role in this learning process from the time children are born. The Partnership provides parents with the tools and support they need to give their children a strong start to becoming skilled, successful readers—the cornerstone for all learning."#

The Partnership disseminates scientifically based reading research to inform reading instruction from birth through adulthood. For more information, visit [www.nifl.gov/partnershipfor-reading](http://www.nifl.gov/partnershipfor-reading)



## New Jersey Launches New Tool for Improving School Performance

New Jersey's business leaders, along with Governor James E. McGreevey, and representatives of the education community, will launch a new Web site called Just for the Kids-New Jersey. This school improvement tool provides fair comparisons of schools, valuable data for educational decision-making, and identifies best practices that can be shared across schools with similar challenges. This free Web site, [www.just4kids.org](http://www.just4kids.org), which is open to the public and is funded by The Business Coalition for Educational Excellence (BCEE) at the New Jersey Chamber of Commerce, will enable education leaders to tap into practices that have effectively enhanced student achievement. Twenty high achieving schools will be honored as Just for the Kids New Jersey Benchmark Schools and will share their effective practices. The BCEE will also announce funding of a Just for the Kids Benchmark School Study to be conducted by Rutgers University that will examine six high achieving schools and share findings regarding their effective practices.

The Business Coalition for Educational Excellence (BCEE), at the New Jersey Chamber of Commerce, is an association of New Jersey business leaders, educators, and policymakers committed to ensuring that all children achieve at high levels, become productive citizens and are well prepared to function successfully in the workplace. The BCEE promotes policies and implements programs that support the business agenda in K-16 educational reform and has greatly impacted the course of education reform in the

state. The BCEE has four areas of interest: standards and assessments, teacher quality, accountability and technology. Companies such as Prudential Financial, Inc.; ETS; Verizon; Johnson & Johnson; Washington Mutual; State Farm Insurance Company; and The Merck Institute for Science Education provide support for BCEE programs. For more information on The Business Coalition for Educational Excellence, please visit [www.bcee.org](http://www.bcee.org).

Just for the Kids (JFTK) is a powerful Web-based tool that helps schools view their own performance relative to schools with similar student populations. JFTK reports are based on analysis of information obtained from the state department of education in each state and provide an unbiased, data based view of a school's academic achievement. Based on performance results, state study investigators identify the practices that distinguish consistently high-performing schools from other schools and encourage the replication of their practices. To date, Just for the Kids data is being used in Arkansas, California, Colorado, Florida, Massachusetts, New Jersey, Tennessee, Texas, and Washington. Within the year, Illinois, Hawaii, and Michigan will be launching Just for the Kids websites as well. The National Center for Educational Accountability (NCEA), national sponsor of the Just for the Kids School Improvement Model, is a part of a nationwide collaborative effort by the Education Commission of the States, The University of Texas at Austin, and Just for the Kids. #

## McGreevey & Community Colleges Partner to Create Jobs

Continuing his aggressive efforts to create jobs and strengthen New Jersey's economy, Governor James E. McGreevey signed the New Jersey Community Colleges Compact, an executive order that creates a new statewide partnership between the State of New Jersey and its nineteen community colleges. The Compact empowers New Jersey's community colleges as centers for not only educational endeavors, but also for workforce development and business attraction programs.

"In order to secure New Jersey's economic future, we have set out aggressive job goals for the next five years, like creating 200,000 new jobs, training 150,000 workers, and relocating or expanding 500 businesses into our state. But we cannot accomplish those goals alone," said McGreevey. "This Compact ensures that our community colleges will be an invaluable partner as we build New Jersey's future, creating jobs for our families and our children for years to come. By training 21st century workers, our community colleges will provide our workforce with the skills to be competitive and will enable us to attract new businesses to our state by offering the skilled labor they require in this competitive

marketplace."

The Compact calls for the colleges to work in cooperation with the NJ Department of Labor on customized training, workforce literacy and self-employment assistance. The Colleges will also work with the NJ Commerce and Economic Growth Commission on business attraction and development programs, urban enterprise zones and small business development centers. Additionally the Compact enables the colleges to work with the Department of Education on career academies throughout the state and the 12th grade option, enabling seniors to begin preparing for high-paying jobs before they even leave high school.

"Governor McGreevey's signing of the Community College Compact is a historic moment for our state's community college system," said New Jersey Council of Community Colleges President Lawrence A. Nespoli. "Since the inception of community colleges in the 1960's, never before has the community college sector had a formalized agreement in partnering to meet the state's workforce and economic development needs." #

## ENSURING GREAT TEACHERS FOR CHILDREN

Recognizing that providing our children with the skills to compete in the 21st century economy, means supporting great teachers and high teacher quality, Governor James E. McGreevey recently issued the following statement regarding the State Board of Education's adoption of new teacher licensing codes:

"The State Board's adoption of our new licensing codes again raises the bar for teachers, and brings us one step closer to ensuring every child has the best teacher possible in their classroom. The success of all of our education initiatives comes down to one thing—the teachers who are

on the frontline of all those efforts. Today we progress even further to fulfill our obligation to provide our children with the strongest possible individuals on that frontline.

"Already this year we have raised the minimum GPA required for our teachers and begun to offer financial incentives that encourage teachers to obtain National Certification, so we are ensuring our children are being taught by the best of the best. We have invested in teacher mentoring programs and enacted new options for the 'Alternate Route' teacher certification program to get qualified teachers into

## NJ SCHOOL DISTRICTS IMPROVE MATHEMATICS, SCIENCE, & TECHNOLOGY EDUCATION

The New Jersey Statewide Systemic Initiative (NJ SSI) will distribute approximately \$300,000 to over 20 districts in an effort to implement successful, education enriched programs, focusing primarily on the professional development of teachers.

"NJ SSI has distributed these grants since 1997, which have helped schools and school districts from every section of New Jersey and have led to increased student achievement in participating schools," says NJ SSI Project Director, Deborah Cook of Rutgers University. "Due to continued state and federal funding, we can build upon NJ SSI's mission of excellence in mathematics, science, and technology education throughout New Jersey."

NJ SSI invited local districts of New Jersey to submit proposals, including charter and vocational schools, as well as urban and smaller schools. Almost 60 districts applied for the grants. Those selected will receive grants ranging from \$5,000 to \$25,000 which will go towards improving professional development, supporting models of successful standards implementation, and using hands-on, problem-solving approaches to learning.

The goal of the Standards Implementation Grants is to promote effective instruction in schools through the implementation of standards-based curriculum programs and effective methods of assessment for evaluating students and informing instruction. The grants lead to increased student achievement in participating schools, including lower-achieving students and those belonging to groups traditionally under-represented in science, mathematics, and technology.

The New Jersey Statewide Systemic Initiative (NJ SSI) is a unique partnership of schools, districts, colleges, universities, science centers, museums, businesses and industry focused on improving the performance and participation of students in science and mathematics throughout New Jersey. Administered by Rutgers, The State University of New Jersey, NJ SSI is funded through grants from the National Science Foundation (NSF) and by the State of New Jersey. #

For further information call (732) 445-2241 or visit the NJ SSI Web site at <http://njssi.rutgers.edu>.

## EFFECTIVENESS OF MCGREEVEY'S EDUCATION PRIORITIES

Recognizing that providing our children with the skills to compete in the 21st century economy is our most fundamental obligation, Governor James E. McGreevey recently granted 25 schools that are succeeding in that task the First Annual Governor's School of Excellence award. The Governor established the distinguished program last year to honor schools that are demonstrating effective practices to prepare their students for the future.

"By celebrating 25 schools that are getting it right and preparing children to succeed, we are providing great examples for every other school in the state," said McGreevey. "Each of these schools are recipients of the Governor's School of Excellence Award because they are proving how initiatives like targeting early literacy and supporting great teachers make the difference between a 'good' school and an 'excellent' school. They represent the best of all we are doing to improve education in this state."

"Most all of what we do at the Department of Education and in this Administration is focused on finding ways to enhance education through calling attention to schools that succeed and programs that work," Commissioner Librera said. "The Governor's School of Excellence program is an important one—we want school districts to look at these schools as examples of how to encourage and foster students to generate excellent results."

The schools must meet at least five of the following criteria: Outstanding growth in literacy measures, as demonstrated by improvement in test scores. Meaningful improvement in parental involvement in school matters. Improvement in student attendance, graduation rates, retention rates, and/or dropout reduction. Reduction in

violence and vandalism. Creative and increased involvement with partnerships and/or the community. Creative and increased use of technology as a tool for learning. Demonstrated improvement in the quality of professional development of teachers. Demonstrated success in providing better learning opportunities for specialized populations such as special education students or second language learners. Documentation that shows areas of significant improvement that may not fit one of the aforementioned categories.

The Governor's School of Excellence program provides awards to schools that demonstrate significant improvement during a two-year period. The schools can use the funds for educational purposes which they decide. The schools report to the Commissioner at the conclusion of the school year how they have used the money. Each school may be recognized only once in three years. Schools that receive awards will serve as demonstration centers for exemplary programs.

Pepco/Connectiv, formerly Atlantic City Electric Company, and First Energy Corporations, formerly Jersey Central Power & Light Co. donated \$1 million each for the program.

"I would like to thank Connectiv and First Energy for their donations that support this distinguished program," said McGreevey. "These two companies clearly recognize that investing in education now, means having a highly-skilled workforce later." #

More information about the schools is available at: <http://www.nj.gov/njded/clear/teach/gsoe/>

the classroom sooner. Over the next few months we will be raising the minimum passing score on national testing exams, and we formalize our requirement that teachers demonstrate core competency in their subject area.

"Our efforts to build better schools and help 300,000 children become better readers, must be supported by great teachers. With landmark achievements like this, we will ensure New Jersey's children are receiving an education that prepares them to compete in the new economy." #

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# SWEET TREATS IN THE EVERETT CHILDREN'S ADVENTURE GARDEN

Making plans for the New Year? Resolve to enjoy winter at The New York Botanical Garden. What could be better than sparkling white blankets of snow accented with bright evergreen trees and twinkling lights that dazzle like stars? It may be cold outside, but there are programs and activities in the Everett Children's Adventure Garden to keep visitors warm and busy. Drink a steaming cup of mint tea while discovering the *NEW!* Peppermint Paradise. Learn the different uses of the versatile mint plant and how it is used in products from medicines to sweet confections. Chocolate enthusiasts, (and who isn't a chocolate lover?) mark your February calendars because the Adventure Garden welcomes back Chocolate and Vanilla Adventures. Travel back in time and taste an ancient Mayan chocolate drink and learn

about the cacao tree and that vanilla comes from an orchid.

At the Adventure Garden, children and their families discover the drama and impact of plants. They learn about their beauty, economic impact, and healing capabilities while having fun smelling, tasting, touching, and exploring the plants and plant parts.

**For Families:** Peppermint Paradise: January 13 through February 8, 2004 in the Everett Children's Adventure Garden, 1:30 p.m.5:30 p.m., Tuesday-Friday; 10:00 a.m.4:30 p.m.

The cool, refreshing flavor of peppermint and its exquisite scent make it a one-of-a-kind experience at Peppermint Paradise in the Adventure Garden. As children walk along the path, they encounter life-sized peppermint sticks with swirl-

ing red ribbons that lead to tasty treats inside the Texaco Kids Lab. Participate in fun and astonishing minty pursuits while learning about the myriad uses for mint plants, such as how mint is used medicinally to "settle" stomachs and peppermint is used to soothe irritated skin. Enjoy learning about the plant parts in such favorites as candy canes, gum, toothpaste, and tea. Press mint leaves in the Bendheim Herbarium; enjoy a cup of fragrant mint tea and a peppermint candy, and pot up an easy-to-grow mint plant to take home.

**Coming Up in February!** Chocolate and Vanilla Adventures in the Everett Children's Adventure Garden, February 10/March 28, 2004, 1:30 p.m.4:30 p.m. Tuesday/Friday; 10 a.m.4:30 p.m.

**For School Groups:** *NEW!* Peppermint Paradise-Tuesday, January 13 through Friday, February 6,

2003 in the Everett Children's Adventure Garden. For more information or to register you class call (718) 817-8181 or visit us on the web at [http://www.nybg.org/chil\\_edu/index.html](http://www.nybg.org/chil_edu/index.html)

**Ongoing:** Budding Botanists, a drop-in program for 25 year olds Tuesday/Friday, 1:30 to 3:00 p.m. is where preschoolers learn their ABC's. Start off 2004 and explore fun words that go with each letter of the alphabet. January 6/16 A is for Apples, Asters, Ants, and Asparagus. January 20/30 B is for Baby's Breath, Butterflies, and Birches

For a full listing of Family Fun activities call (718) 817-8700 or visit us on the web at [www.nybg.org](http://www.nybg.org)

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

## Best Education Products: Playing & Learning

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

Look for products that offer more value to children. The products that add value will help the child with learning, creativity, pre-reading skills, math skills and learning more about the world. These are among the best for the year. See [www.drtoy.com](http://www.drtoy.com) for more information on these and other products.

b. dazzle, inc., Philadelphia—Scramble Square Puzzles, \$7.95, 412 yrs., 800-809-4242, [www.b-dazzle.com](http://www.b-dazzle.com), [info@b-dazzle.com](mailto:info@b-dazzle.com)

These little brain teaser puzzles are easy to play, but hard to solve. You have a wide range of puzzle choices depending on your interest. You can begin with the French Impressionist masterpiece by Renoir entitled: "The Luncheon of the Boating Party" painted in 1881. Other puzzle choices include Rodeo, Fairies, Philadelphia, Lewis & Clark and Primates. Each puzzle has nine 4" x 4" pieces with excellent artwork that will keep everyone in the family entertained. Scramble Square puzzles are easy to carry, beautifully produced and perfect for using at home or taking along while on travel. Each puzzle package includes a panel of fascinating facts on the subject of the puzzle, as well as trivia questions and hidden answers. Ninety-one styles of original art puzzles are available in easy-to-use travel pouches which you and your child can have fun collecting.

Briarpatch, Circle of Friends Matching Game, \$14.99, 36 yrs., 800-232-7427, [www.briarpatch.com](http://www.briarpatch.com), [custserv@briarpatch.com](mailto:custserv@briarpatch.com)

Here is a great new interactive book that will

introduce your young reader to basic early learning concepts. It is a delightful classic toy transformed into a book.

Memo-Lingo takes the classic game of Memory up two different levels in a series of 6 new games. Your child will sharpen their memory skills while developing knowledge in different subjects. MEMO-LINGO: Animals & Their Young requires players to turn up the cow card and match it with a calf. A dog is matched with a puppy and a cat with a kitten. On each card, the name is written in three languages: English, Spanish and French and the games come with a CD that features the correct pronunciation of each word.

Quercetti & Co, Skyrail Suspension, \$69.99, 612 yrs, 800-866-7863, [www.quercetti.com](http://www.quercetti.com)

This product is created and manufactured by the Italian-based Quercetti & Co. and distributed by International Playthings. It is a marble run based on a central tower with cable-suspended tracks around it. The tracks (or rails) are suspended in mid-air through a series of ties and anchors—just like a real suspension bridge. The set stands over 3 feet tall when assembled and features 300 pieces with over 30 feet of glow-in-the-dark track. The different styles of marbles will allow your child to see how the different densities and sizes affect the way the marble runs down the track. Your child will have fun setting up this marble run as he/she will learn more about gravity, inertia, cause/effect problem solving and other principles of mechanics and physics. There are no batteries, flashing lights or loud music. The products that they develop are based on inno-

## PRODUCT REVIEW:

# COLORIDE WORKBOOKS

By RICK SULZ

High technology is a wonderful thing, and, when used correctly in an educational environment, can greatly enhance learning. That's an undisputed fact. But given the fact that teachers have been teaching and students learning for countless centuries, one sometimes wonders "is it possible that there may be unique pedagogical benefits that only LOW technology can provide?" During the years of my student experience, lessons weren't taught with interactive multimedia or user-defined cognitive models, yet frequently made creative use of methods that might have been less technically advanced, but still powerfully enriching. Does curricular content have to be presented by an operating system to be effective?

Feedback Card Inc.'s Coloride Workbooks provide a hands-on means of learning subjects as diverse as music, math and language studies, clearly answering the question with a "yes!" The workbooks offer a series of problems and questions in each of several subjects that are color-coded. By matching their responses against a color-coordinated answer key, students can grade their own mastery of the materi-

als in a fun and memorable way.

Many studies have suggested that the more senses an educational form has integrated into it, the more effective that form often ultimately is. For visual and tactilely oriented learners, the Coloride Workbooks offer an engaging learning experience reminiscent of the manipulatives approach to phonics and arithmetic, which remain self-contained and easily applied. The manufacturer states that the benefits of the program include development of fine motor skills a fine complement to one of the few workbook oriented systems for basic music instruction.

Not only do the books communicate their material in a visual way, but, because they provide an aesthetic incentive to answer questions correct, they're self-reinforcing also. In fact, because they make it easy to gauge a student's performance, they even make it easier for parents and teachers to positively reinforce progress.

Although the publisher's site features many endorsements from primary and secondary educators, the books are also available for homeschooling parents as well. For anyone interested in a old-school instructional style in a contemporary format, more information can be obtained by logging onto the company's site at [www.coloride.com/#](http://www.coloride.com/#)

vative and original concepts and are available around the world.#

Stevanne Auerbach, Ph.D. is a San Francisco based consultant on toys and play. She is author of *Dr. Toy's Smart Play (Educational Insights)* and *Dr Toy's Guide (www.drtoy.com)*

## FROM THE SUPERINTENDENT'S SEAT:

# Learning—The Process that Counts

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



I'm sure every parent has been asked this question by their children more than once. It usually comes up during homework, or maybe after receiving a poor grade

on a test or assignment. Our children look to us to answer satisfactorily "Why do we have to learn this?" They might even follow it up with such challenges as "How has memorizing dates in history ever helped *you* in life?" or "When am I ever going to use geometry outside of school?"

As much as you might be tempted to say, "It will be on your next test," or, "I had to learn it when I was in school, and now it's your turn," there is a better answer that can help you to wholeheartedly support schoolwork that may seem irrelevant to your children.

It is that the act of learning is as important as the subject material you are covering—especially in the elementary and middle school years. The most important lessons a teacher gives are those underlying the subject matter: how to think, how to resolve problems, how to use your knowledge.

While students may believe that they must write a five-page report on the ancient Egyptians because this is information their teacher has decided that they will need to know always, it is actually the process of doing the report that makes it educationally valid. Through such an assignment a student learns how to conduct research and how to gather information and evaluate which facts and concepts are important and which are insignificant. The writing process teaches them how to organize their materials and how to communicate a specific message to the reader.

The historical data they learn about the ancient Egyptians is added to the storehouse of knowledge in their minds, and remains there long after specific names and dates are forgotten. Understanding how ancient civilizations lived and the many things they actually had in common with us today is a resource that will be used to make decisions and evaluate situations throughout their lives. Whether we are aware of it or not, we draw upon the resources of our accumulated knowledge each and every day.

The early school years are a time when children's brains are developing. In Syosset, we begin the study of world languages in kindergarten, and each year the children have a new

language to experience. They start with Russian, study Chinese in first grade, move to French, Spanish, and Italian in second through fourth grade, and then complete elementary school with the study of Latin.

This program is an excellent example of how the learning process transcends the importance of the subject matter. Our main objective is to exercise the brain during this crucial time of development. I have been fascinated by research being conducted at Harvard and MIT that have actually shown that the study of more than one language in young children results in measurable increases in brain development, with the use of MRI technology.

So when your children complain about subjects that don't hold their interest, you can try telling them that it is the process involved in learning the material that will make them smarter and give them a greater resource of knowledge from which to draw. Unfortunately, they still might not like that subject, but at least you've given them an answer.#

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

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**PRODUCT REVIEW:**

## MUSICAL SPANISH

By POLA ROSEN, Ed.D

Sad to say, but true: when students are asked to name their least favorite academic subject, study after study has shown that "language study" ranks high in their lists. What should be an incomparably broadening cultural experience seems to have become, in the minds of many, a sterile exercise in rote memorization and "drill and kill." In a city that can claim to have the most diverse population in our nation, if not the world, the inability of our present teaching methods to ignite the interest of a new generation in this vital resource represents a serious failure of our educational system as a whole.

While innumerable attempts have been made to produce superior ways of introducing young minds to the benefits of language enrichment, most have suffered from either basic pedagogical flaws, or being what is often known in layman's terms as "dry as sawdust." It was a pleasure then to see the alternative that Musical Spanish CD series offers beginning students.

Just as Snow White and the Seven Dwarves advised us to "whistle while you work," the Musical Spanish program presents a strong series

of lessons in Spanish language and grammar set to popular music as a mnemonic device and learning aid. In the words of the publisher, the materials are "designed to integrate right and left brain learning techniques, ( to) help you to remember the words and their meaning," and are "proven to help even students who have trouble learning through traditional methods."

The program is contained in lesson books grouped by subject, combined with music on audio CDs that supplement, support, and enrich the academic content. Each (catchy) song covers four to five grammatical points on a variety of linguistic topics, as well as additional material available in the interactive portions of the CDs. The series is just as appropriate for adults as it is for children, and, in fact, may remind some older learners of the Schoolhouse Rock shorts, familiar from Saturday morning television in the 70's.

Although the musical style might not be to every student's taste, it would be well worth the struggling language learner's time to log on the manufacturer's site, [www.musicalspanish.com](http://www.musicalspanish.com), where both sample lessons and mp3s can be downloaded, and on line orders taken."

## Free Resources for Teachers

**Art**—"Colorful Impressions: Printmaking Revolution in 18th Century France" presents 15 pieces from the period of innovation unleashed by German artist Jakob Christoffel Le Blon's breakthrough in the use of color in the 1720s. The resulting "printed paintings" & "engraved drawings," as they were called, allowed the middle classes to hang on their walls replicas of art works found in the mansions of aristocrats & royalty. [www.nga.gov/exhibitions/colorfulinfo.htm](http://www.nga.gov/exhibitions/colorfulinfo.htm)

**Language arts**—"A Child Becomes a Reader" tells what parents can do to help children (ages 0-4 & 5-8) become readers. It includes sugges-

tions about what to look for in day care centers & preschools, & a summary of scientific research on how children learn to read & write. [www.nifl.gov/partnershipforreading/publications/html/parent\\_guides/](http://www.nifl.gov/partnershipforreading/publications/html/parent_guides/)

**Science**—"Earth System Science Education Alliance" offers three earth science courses for teachers. The courses are delivered over the Internet for teachers of grades K4, 5-8, & 912. A master teacher mentors 2024 teachers; an Earth scientist assists with science content. Teachers collaborate & earn graduate or continuing education credit while solving problems, building models, & designing classroom activities. [www.cet.edu/essea/](http://www.cet.edu/essea/)

"How Things Fly" answers questions that include: What makes an airplane fly? What makes a wing work? How does a pilot control an airplane? How does a spacecraft stay in orbit? Why does a balloon float? Learning activities & booklists are provided. [www.nasm.edu/galleries/gall109/](http://www.nasm.edu/galleries/gall109/)

"Molecular Workbench Project" offers a "molecular simulation engine"—a set of tools that can be used to compute & visualize the motion of atoms & molecules. Five units draw on molecular models generated by the simulation engine to help students learn about kinetic energy, states of matter; aquatic solutions in & around cells; monomers & polymers; & protein shaping. Thirty-five activities include how hot air balloons work, how superballs are like atoms, what matter is made of, & "rainstorm in a bag." [www.workbench.concord.org/](http://www.workbench.concord.org/)

"Science Education" includes booklets on cells, genes, health, chemistry, & medicines. The booklets explore advances in the development & delivery of drugs, links between genes & diseases, how genes work, the body's reaction to medicines, & the hundreds of thousands of molecules that perform specialized functions inside the fundamental unit of life (the cell). One booklet,

"The Structures of Life," features stories designed to inspire young people to consider careers in biomedical research. [www.nigms.nih.gov/news/science\\_ed/](http://www.nigms.nih.gov/news/science_ed/)

**Social studies**—"The Battle of Bennington: An American Victory" recounts a small but important triumph in the summer of 1777. For two months, General John Burgoyne led his army along the Lake Champlain-Hudson River corridor, capturing several American forts. In August, however, finding himself in need of provisions, wagons, & horses, he sent a force to Bennington, Vermont, to capture these supplies. What happened there contributed to the British defeat at Saratoga & helped decide the outcome of the war. [#](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/107bennington/107bennington.htm)

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PRODUCT REVIEW:

# ADVANCED FORCE'S REMOTE DESKTOP MANAGER

By MITCHELL LEVINE

Managing the largest computer network in secondary education is a vast undertaking, but New York's Department of Education is doing it. With the new year beginning, the goal of implementing the "one-to-one computing standard" in our city's public schools, or the ideal of one computer for every student, teacher, and administrator in the system, is quickly becoming a top priority – and formidable stressor – in technology procurement here.



With 1254 K-12 schools in the five boroughs, tech managers in New York education have a logistical challenge every bit as vast as their counterparts in the corporate sector, but nowhere near the amount of resources available to deal with it. In the corporate world, IT directors can simply buy the all of the latest and greatest products the high-technology industry markets with their annual budget each year, and just throw out all the old stuff. Plus they usually have full staffs of techies to configure it all.

Needless to say, that's not the way it works in education, where administrators consider themselves fortunate if they actually have one full-time manager handling their computers. With a major initiative like the one now facing the Department of Ed. happening, it's a very good thing indeed that an application like Advanced Force's Remote Desktop Manager is now available.

Remote Task Manager (RTM) is a systems control interface that can be run from any remote Windows NT/2000/XP and Windows Server 2003 computer, enabling a Systems Administrator to

control most aspects of a remote environment, including starting or stopping services or devices, adding new services or devices, managing the system parameters and resources, and adjusting security levels. An integrated Event Viewer lets the Administrator monitor all events as though they were being run on the host computer, and the software even supports remote installs without ever having to be physically present on that station.

I didn't have a large network of Windows machines available to set up my trial on, but I was able to install the software on a small (four units) one, and perform remote configurations with relatively large amount of ease, even as a non-expert. For a school system which is soon going to be configuring literally thousands of new computers, it's easy to see how this would be a must-have app.

Unfortunately, the product will be of no use to the many students and teachers that work with Mac OS only, but considering the fact that most of the mobile units currently being deployed run some variant of Windows, it still should have broadly applicable functionality for a large number of end-users in the districts.

While RTM does have a learning curve – although most IT managers probably have much more network savvy than I can boast of – its ability to maximize time efficiency in a school system with little to spare makes it effort well spent. For more information, as well as a trial download, visit the manufacturer's site at [www.protect-me.com](http://www.protect-me.com). #

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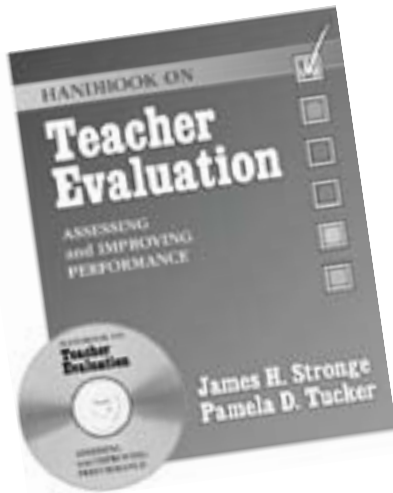
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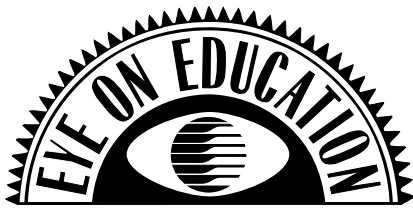


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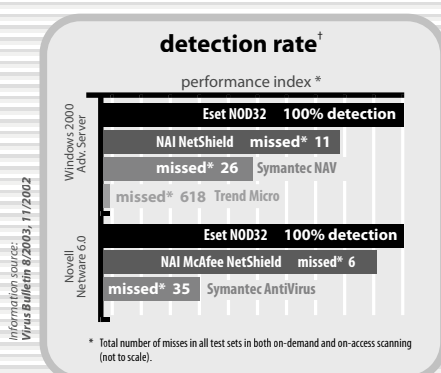
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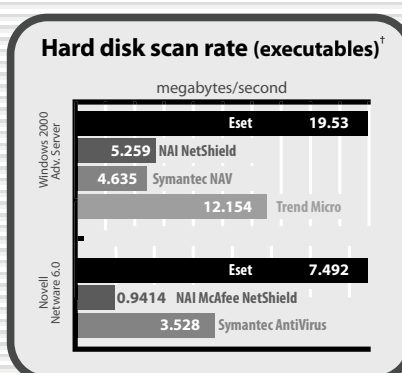
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**NOD32 supports:** Windows 95, 98, ME, NT, 2000, XP, 2003 | MS-DOS | Unix | Novell Network | Kerio MailServer | MS-Exchange server | Lotus Domino Server | Linux Mail Servers • Windows is registered trademark of Microsoft Corporation. Symantec is registered trademark of Symantec Corporation. NetShield is registered trademark of Network Associates Technology, Inc.

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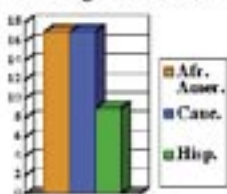
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Superintendent,  
Little Egg Harbor Township Schools,  
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Approved for use in Reading First schools  
Literacy First 3 Year Reform Process

### Literacy First

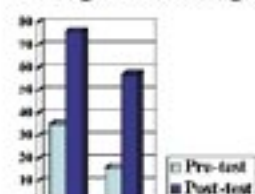
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- Closes the reading gap of all subgroups
- Accelerates learning of at risk students

#### Closing the Reading Gap



Percent increase of students reading on grade level in ten inner city schools after one year of Literacy First  
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#### Closing the Reading Gap



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Director of Curriculum and  
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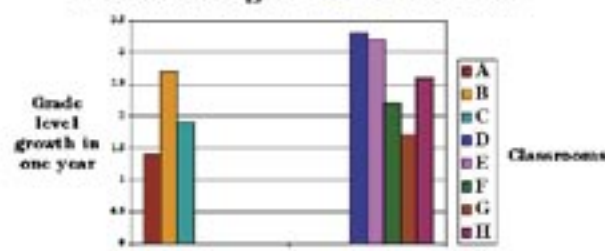
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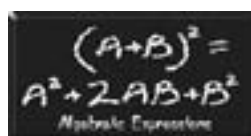
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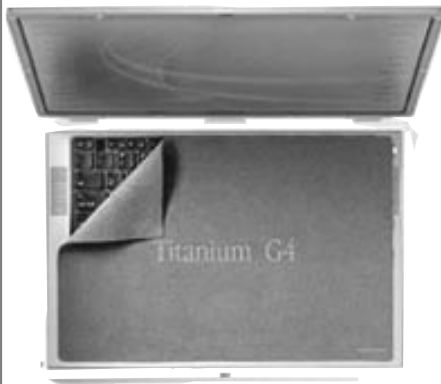
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## No Child Left Behind's Case for School Report Cards

The No Child Left Behind law offers an unprecedented amount of data and information. For the first time, school districts must distribute a report card with information on every school's academic performance. To help parents make the most of their school report cards, Parent Leadership Associates has released a four-page guide, *Eight Tips on Using Your School's Report Card*.

Make sure the report has the required information. No Child Left Behind requires academic performance to be broken down by student groups—race, gender, low-income students, English language learners, and students with disabilities.

Use the information provided on the report card to identify the strengths and weaknesses of your school. Keep asking questions. What is being done to improve the weaknesses addressed? What schools are doing better and what can we learn from them?

Get involved. Schools need dedicated parents to help them improve student achievement.

"The information released by school districts under No Child Left Behind is an opportunity for parents to get a more complete picture of their school," said Adam Kernan-Schloss, president of KSA-Plus Communications and co-founder of Parent Leadership Associates. #

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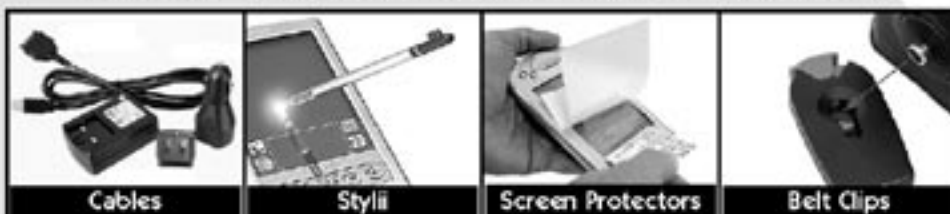
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Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

#### Logos Books, 1575 York Ave., (@84th Street), (212) 517-7292

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#### Aha! Process, Inc. - Eye-Opening Learning

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#### High Marks In Chemistry; 1-877-600-7466

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### COLLEGES

#### January events at Sarah Lawrence College

##### Friends of the Sarah Lawrence College Library Offer Mini Courses

"19th Century Music" and "Our Mutual Friend by Charles Dickens" are the themes of two mini-courses to be held over three days, January 14-16, in Marshall Field House at Sarah Lawrence College. The mini-courses are sponsored by the Friends of the Esther Raushenbush Library and are free to members. For more information about becoming a Friend of the Library or the two mini-courses, please call (914) 395-2472 or go to <http://www.slc.edu/library/friends.htm>.

"19th Century Music" to be held from 10 a.m.-12 noon, is broken up into particular subjects of study with regard to 19th century music over the three days. The sessions are entitled "Romantic Landscape," "War of the Romantics," and "Approaches to Wagner." The mini-course will be taught by music faculty member Martin Goldray. "Our Mutual Friend by Charles Dickens,"

held from 1-3 p.m. will be devoted to the study of the Charles Dickens novel. Ilja Wachs, literature faculty member will lead the three sessions.

In addition to the January mini-courses, Friends of the Library enjoy numerous benefits throughout the year including invitations to visiting authors programs, borrowing privileges from the Library's holdings of 200,000 books, hands-on orientation to the Library's computer-based information resources, reference use of 1,000 English and foreign language periodicals, a newsletter listing Friends' events, as well as lectures, concerts and special events at the College.

Sarah Lawrence College is a small liberal arts college for men and women with a distinctive system of education. In addition to the undergraduate College, eight graduate programs and the Center for Continuing Education meet many important educational needs in the region.

### CONTINUING EDUCATION

#### JASA: Jewish Association For Services For The Aged, 132 West 31st Street, 15th Floor, NYC; (212) 273-5304

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

### DANCE PROGRAMS

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

### MED & HEALTH SERVICES

#### NYU Child Study Center 550 First Avenue, NYC; (212) 263-6622.

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#### 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)

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### SPECIAL EDUCATION

#### The Add Resource Center, In New York City, (646) 205-8080 or Westchester/CT (914) 763-5648, [addr@mail.com](mailto:addr@mail.com)

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shops and services for children, parents, adults, employers and educators. Call for schedule.

#### Landmark College For Students with Learning Disabilities

Landmark College (Putney, VT) provides college-bound students with learning disabilities and AD/HD with learning strategies to succeed. Its tailored, strategy-based skills and learning methods create a confident and empowered learner. Contact: 802-387-6718 or [www.landmark.edu](http://www.landmark.edu).

#### Stone Mountain School, [www.stonemountain.org](http://www.stonemountain.org), (828)669-8639

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#### 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

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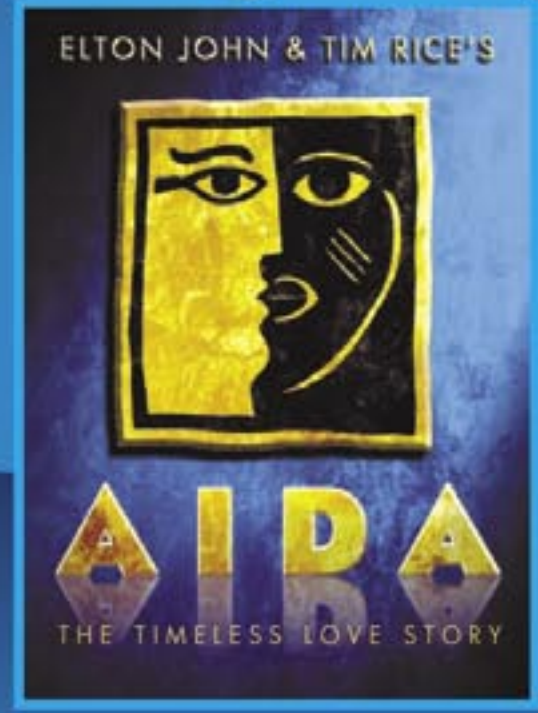
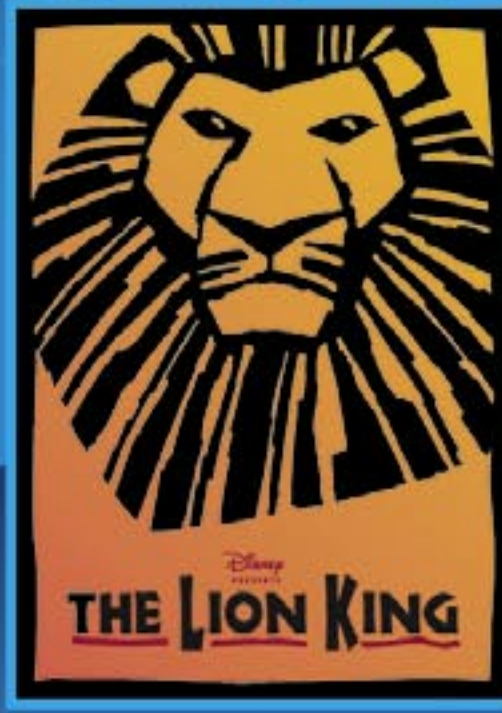
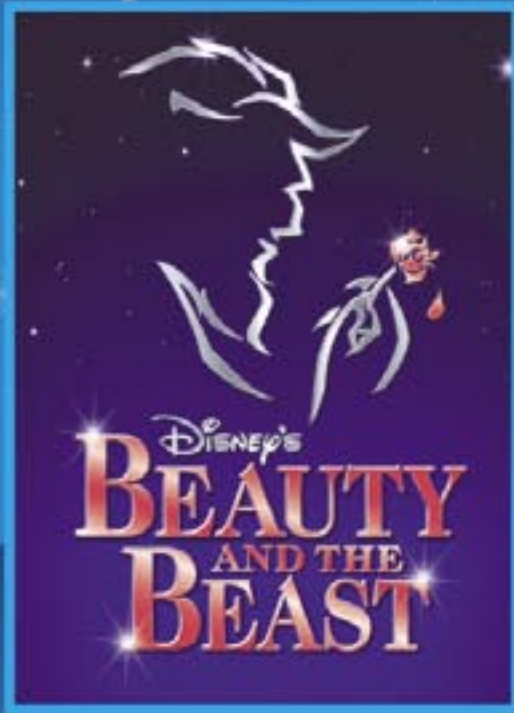
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