

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume IX, No. 10 • New York City • JUNE 2004
FOR PARENTS, EDUCATORS & STUDENTS

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Part
III
Arts In Education



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GRADUATION CELEBRATION: FDNY

THE Studio Museum in Harlem

VOLUNTEERS' NIGHT OUT!

Tuesday, June 8, 7pm

Calling all Volunteers: Active and Inactive! Many of you are already on board, and we want to thank you! Many of you have been busy, and we want to get you involved. Come out and party, mix and mingle with other volunteers and sign up to help at our upcoming programs and special events.

SMH has grown and so has our need for volunteers. There are many opportunities at SMH that are important to continuing the Museum's overall operation and success and **WE WANT YOU!**

For answers to your immediate questions, please contact Carol Martin, Assistant to Education & Public Programs/ Volunteer Coordinator at 212.864.4500 x 258 or by email at cmartin@studiomuseum.org. Pre-registration is required. Please call 212.864.4500 x264 to RSVP.

POETRY @ SMH

Fred Wilson Explored!

Friday, June 11, 7pm

Don't miss this evening of poetry and prose as Cave Canem poets DURIEL HARRIS, DAWN MARTIN and RONALDO WILSON also known as the Black Took Collective - a group of experimental black poets - share work thematically related to the ideas and issues presented in our spring 2004 exhibition.

Free and open to the public. Pre-registration is required. Please call 212.864.4500 x264. Space/seating is available on a first-come, first-served basis. The Studio Museum in Harlem is proud to offer this program in collaboration with Cave Canem.

ARCHITECTURAL WALKING TOURS

with JOHN REDDICK

Saturday, June 12, 10am

Explore Harlem with architectural preservationist and Harlem resident JOHN REDDICK. Participants will go on an intimate tour of Harlem. These tours will highlight many of the ideas and themes in Fred Wilson's artwork, while focusing on Harlem's rich history.

\$20 (general public), \$15 (members, seniors and students) Please call 212.864.4500 x264. Space is limited and available on a first-come, first-served basis. Pre-registration is required (early registration is encouraged). Starting location will be provided upon registration.

ON VIEW thru July 4, 2004

- FRED WILSON:
Objects and Installations: 1979-2000
- COLLECTION IN CONTEXT
- VENI VIDI VIDEO II
- HARLEM POSTCARDS SPRING 2004

VITAL EXPRESSIONS: PERFORMANCE @ SMH

with T.S. MONK SEXTET

Thursday, June 17, 8pm

For more than a decade and counting, SMH has served as a host site for the noted JVC Jazz Festival. This year the T.S. MONK SEXTET - led by first-rate drummer and son of legendary pianist Thelonious Monk - will keep the pulse swinging. Other members of this phenomenal group include: WINSTON BYRD, trumpet; DAVE JACKSON, bass; BOB PORCELLI, alto sax; HELEN SUNG, piano; and WILLIE WILLIAMS, tenor sax.

\$15 (at the door, general public), \$12 (in advance, members, seniors and students). Pre-registration is required. Space is limited and available on a first-come, first-served basis. Please call 212/864-4500 x264 to register. The JVC Jazz Festival is presented by George Wein and Festival Productions, Inc.



HOOVERS' HOUSE

Friday, June 25, 7pm

SMH is a new home for hoofers! Tap dancers - elders and young people alike - are invited to take the floor at these quarterly jam sessions! This spring session will be hosted by AYODELE CASEL, who legendary figure Gregory Hines once called "one of the top young tap dancers...in the world today."

Free! Space/seating is available on a first-come, first-served basis.

FAMILY PROGRAM

JUNETEENTH CELEBRATION! COMMUNITY ART JAM

Saturday, June 19th, 11AM-3PM

The Museum comes alive with special exhibition tours, performances and dancing! Kids can have their faces painted, make artwork and play games. FREE PRIZES-raffles take place throughout the day! This program is FREE and open to all ages!

Community Art Jam is a part of *Expanding the Walls: Making Connections between Photography, History and Community*. This program is generously supported by funds from the Nathan Cummings Foundation.

YOUTH PROGRAM

WORDS-IN-MOTION OPEN MIC

Theme of the Day: Identity

Saturday, June 19th, 6-8PM

Calling all Teen Poets! Use the mic or pass the mic! Share your original poems, raps, songs, or freestyle on the spot about your perceptions of identity in America.

Registration is required. Please call 212.864.4500 x264. Space/seating is available on a first-come, first-served basis.

For more information or to register, please call 212.864.4500 x264.

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REGIONAL SUPERINTENDENT SERIES:

DR. KATHLEEN CASHIN, REGION 5

By JOAN BAUM, Ph.D.



Dr. Kathleen Cashin

“Dynamo” hardly begins to describe the focused, fast-talking, dedicated “workaholic”—the word she uses to describe her assistants—but clearly the apple doesn’t fall far from the tree. For Region 5 Superintendent, Kathleen Cashin, the energy level starts high and accelerates as she talks of changes she has been able to bring about in only one year as regional superintendent, but it’s clear she draws on vigorous and efficient leadership she has exercised in previous positions as teacher, staff developer, consultant, program manager, and principal in city schools, and then as superintendent of Community School District 23 in Queens. Such is her enthusiasm and impatience to turn things around that it’s not always immediately apparent what time frame she’s in: plans become part of a present-tense onslaught on complacency. Only one of the 102 schools under her aegis (including 12 high schools), for example, was labeled problematic, though many of the schools because of low socio-economic conditions, neglected for so long, might be thought of as inevitable candidates for the endangered list. The superintendent ticks off some of the areas served by Region 5, among them The Rockaways, Beach Channel, Broad Channel, East New York, Brownsville, then points out that her district, encompassing 120 square miles, is the largest geographically in the city.

She cites three main attributes that make for effective administration—intense professional will (commitment above and beyond), restraint (knowing when to be tough, when to back off), and modesty (recognizing that others may have better ideas). She might well have added a fourth: contagious drive. Kathleen Cashin knows what

she wants and is determined to get it...now. “Restructuring,” she says, has made the difference, small schools made out of large, unwieldy ones. But imagination is also at play—the new entities have and will have special themes, such as civil rights, world health, the arts—and partnering with the Teacher Center, for example, has made possible the “most unbelievable professional development,” new arrangements with CUNY and more subject specialists serving as “liaisons” to individual schools.

Centering her attention on grades K-8 (the usual structure in parochial and private schools), but allowing that in some cases middle schools work well, Dr. Cashin says that K-8 usually furnishes the better model because of the advantage of extended time. K-8 schools also have better attendance records and less violence than most middle schools. But Dr. Cashin moves closely on phasing in new policies and procedures, usu-

ally starting with K-6 and then adding a grade at a time. Central in her efforts have been the Scholars’ Academy, attracting gifted children who apply and go through a rigorous admissions process, and the Channel View School for Research (also for grades 6-12). Also in the works, thanks to collaboration with Borough President Helen Marshall, says Dr. Cashin, is a CUNY Satellite school, which will have social studies as its concentration.

The Scholars’ Academy is a particular source of pride for Dr. Cashin since it attracted 500 parents at an open meeting, 90 percent of whom are non-white. Many parents of successful applicants sign a “contract” pledging regular support. They know they have something special. In addition to interdisciplinary study starting with ancient civilizations this fall, there will be four different languages studied as part of a cycle, beginning with American Sign Language. Dr. Cashin, a life-long athlete, is also a strong believer in sports, particularly non-traditional sports such as Lacrosse, possible sources for college scholarships.

All the schools under Dr. Cashin’s purview will reflect her passion for a New York State standards-based core curriculum that is also interdisciplinary and that will involve portfolio assessment. At the Beach Channel School, for example, on the Bay, research will turn on oceanography and horticultural study, supplemented with hands-on activities and collaborations with institutions such as the New York Aquarium. The Superintendent is thrilled with the initiatives, to say the least, and feels that the new city structure, whereby 10 regional heads have replaced 31 district leaders, creates a tighter, more personal and collegial environment for success.#

GREAT NEWS FROM NY STUDIES WEEKLY!

The first Studies Weekly was published in 1985 when a fourth-grade teacher named Paul Thompson needed lesson resources to teach his students about their state’s history. He reasoned, “What we need is a weekly newspaper that’s all about our state.” He knew that many teachers were seeking materials for state history, and believed they would support the idea. Thus, *Utah Studies Weekly* was born.

One good thing led to another and Studies Weekly eventually grew into a large family-based company that specializes in producing standards-based classroom periodicals. Today, Foxridge Publishing Company publishes the Studies Weekly products for the Northeastern Region, with New York products leading the way. Mike Burrow, Paul’s nephew, and his wife Shellie founded Foxridge Publishing Company in 1998 when they published their first product, *New York Studies Weekly*, for fourth grade students. After two years of overwhelming support from New York teachers, Foxridge expanded the New York Studies Weekly Series to include *World Communities* for third graders, and *United States, Canada, and Latin America*, for fifth graders. Many other state papers have followed, and the Studies Weekly series now includes more than sixty publications nationwide. Other classroom publications include world history, geography, U.S. history, science, and technology.

What’s new for 2004-2005? The New York Studies Weekly Social Studies series has bloomed...to full color that is. Our traditional black and white products are now more exciting than ever, and students and teachers have written to let us know they really love the change.

Other new features include: A bonus issue, *Historical Documents of the United States* (fourth grade); *Economics*, a new weekly feature in the U.S., Canada, Latin America series; Highlighted vocabulary words; Weekly online quizzes for all publications; Nationwide, web-based presidential election for 2004; Classfunbook IV (Free with orders of 20 or more).

For more information call our Customer Service department at 1-800-300-1651 or see our website at www.studiesweekly.com

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National Summit Goal: Taking What Works Into the Classroom



Rod Paige

This summer, a national summit will team up prominent education researchers and effective teachers with the goal of translating research on improving student achievement into practice in the classroom. The U.S. Department of Education's Research-to-Practice Summit will be held in Washington, D.C., on July 20, Secretary of Education Rod Paige announced recently.

"I am especially pleased to announce the date for the national summit as we recognize and honor our nation's dedicated educators," Paige said. "The summit will showcase teachers and researchers who have undertaken significant research that has been shown to improve student learning in the classroom. There is a great deal of knowledge about what works in education. The challenge is to make that information accessible to teachers in clear and useful ways so that they, in turn, can foster student learning and improve student achievement."

Recently, Paige announced the new Teacher-to-Teacher initiative, which includes roundtable discussions with teachers, summer workshops on strategies for closing the achievement gap, the national Research-to-Practice Summit, and e-mail updates with information for teachers on research and developments in the profession.

The schedule for the summer workshops is: Denver, Colo., June 21-23; Portland, Ore., June 28-30; Pittsburgh, Pa., July 6-8; Orlando, Fla., July 12-14; Anaheim, Calif., July 21-23; St. Louis, Mo., July 28-30; Boston, Mass., August 2-4.

"As secretary of education, I have had the opportunity—and the distinct privilege—to visit schools and classrooms across the country and to see great teachers in action. Great teachers inspire, challenge and are dedicated to the academic success of all their children. Our new Teacher-to-Teacher initiative honors these educators, highlights effective teaching strategies, and offers teachers support. The No Child Left Behind Act can succeed only if teachers succeed," Paige said.#

More information on the Teacher-to-Teacher initiative is available at www.teacherquality.us.

Parents Take Lead in Education

The New York City Department of Education (DOE) recently announced that the new Parent Councils will expand the opportunity for parents to take a lead in the reform of New York City's public schools. Each of the 32 Community Education Councils will consist of nine parent members selected by PA/PTA officers from schools in the district, two members appointed by the Borough President, and one student rep-

representative. The Citywide Council on Special Education will consist of nine parent members, two members appointed by the Public Advocate, and one student representative. To ensure that high school parents have the same leadership opportunities, Chancellor Klein created the first-ever Citywide Council on High Schools, which will consist of ten parent members and one student representative.#



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GUEST EDITORIAL

How Many Good Principals are there in NYC?

By J. KIRSTEN BUSCH

If I had a thousand dollars for every time someone asked me how many good principals I think there are in New York City, I would be, if not a rich woman, at least a lot closer to paying off my graduate school loans. Yet, while I can see that question coming at me before it leaves home base, I never want to catch it. Because from where I sit, evaluating effective leadership should not be reduced to a third grade mathematical equation that begins or ends in the number 1200.

We urge our teachers to avoid doling out generic feedback to their students. "Great job" and "good work" will not help little Johnny to understand what he is doing well or what he can do better. Yet, when it comes to evaluating some of the City's most important V.I.P.s, why do we persist in dumbing down the debate to a four-letter word?

I do not intend to minimize the value inherent

in understanding where we stand with respect to our city's school leaders. Knowing what is and is not working are steps A and B of any good reform plan. But perhaps we need to work a little harder at redirecting the conversation towards points C, D and E. Namely, which principals are effective at what activities? What support do principals need to develop in other areas? And how will we, as a system and a society, provide this support to best meet their needs?

At the Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University, we are conducting a study on effective leadership in the principalship entitled *Effective Leadership: Distinguished New York City Principals in Action*. While still a work in progress, the current taxonomy of effective principal practices we have identified number well into the hundreds.

Self-practices exhibited by the principals in the study range from "interacting with stu-

dents regularly by teaching a class" to "playing the guitar during a meeting with students to break down barriers between students and the administration" to "handling a crisis situation immediately and decisively". So when someone asks how many good principals are there in New York City, are they asking how many principals are good teachers, musicians and emergency management personnel? Or are they asking how many principals have the current or potential ability to move their students forward using a range of different leadership and management techniques? Perhaps we need to disaggregate the question we are asking before we scramble to assign simple conclusions to a topic as multifaceted and important as the leadership of our city's schools.#

J. Kirsten Busch is Director of The Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University.

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LETTERS

Response to Bel Kaufman Captivates Audience at Marymount Manhattan College To the Editor:

I am assuming that Bel Kaufman is still alive, and I am extremely eager to ask her two questions about her grandfather: did he ever write or say who his literary influences were? If he did, whom did he mention? Were any of them writers in English? Did Shalom Aleichem ever learn to speak and read English, and if so, did he do so before he came to New York City? If so, when?

*Arnie Perlstein
Weston, FL*

Dear Arnie,

Indeed, I am very much alive. To respond: My grandfather Shalom Aleichem knew no English, nor was he in this country long enough to learn it. He was influenced by Mendela Moher-Sjorim, H. Bialick, and others of his contemporaries in Yiddish and Hebrew, as well as by the Russian classics he had read and admired: Tolstoy, Gogol, Chechov (whose short stories he loved)—but it is not easy to trace his influences because he was "sui generis," unique. I refer you in English to my aunt's biography of him: My Father, Shalom Aleichem by Marie Goldberg-Waif. Sorry I cannot help you more.
Bel Kaufman

Response to Wheelchair Charities A Superstar To the Editor:

A lot of us could only wish to have love like Hank has for people and community. Growing up without a father, he was the next best thing. And I learned how to play the game of basketball. Those experiences have taught me a lot in my life. The only man I know from where I'm from who has never turned his back on the community. Always there with a hand-up, not a hand-out. The other day an old B-ball mate of mine sent me a list from hoopsville and I was on it. After all the years, I made the list. I would not have done it if I hadn't gotten the fundamentals from "my baby" Hank. Haven't seen you in a long time, but I often think of you and I hope you're doing well, my friend. I send big love.

*Bernard Fowler
Studio City, CA*

Response to Quirky Kids: Understanding & Helping Your Child Who Doesn't Fit In To the Editor:

Thank you, thank you, thank you to the authors of this book. I am looking forward to reading it come September. I totally agree with the philosophy you are putting forth: My precious kid is not a label! He is a very different, fascinating, smart, socially inept, and difficult little boy! I cannot stand the way some of my neighbors and some of the educators treat him as if he were retarded because of his PDD-NOS label. I told people about it in the beginning, and sometimes I wish I never had done that! The general public pretty much thinks "autism" and pictures a person rocking back and forth in a corner. I know they are just ignorant, and I hope this book will educate many. Yes, I agree with you that we have to stop "over-pathologizing" these quirky kids, and be encouraged to enjoy their uniqueness. I think your book is a step in the right direction to help us do that.

*Alison Brom
Leominster, MA*


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Finding Agreement Without Conflict: 2300 Students at UNA-USA's Model U.N. Conference (Part I)

By DOROTHY DAVIS

Saudi Arabia's ambassador to the U. N., impeccably dressed in a dark suit and tie, was surprisingly frank when asked his opinion. "Change is important." He regarded his interviewer with the clear, confident gaze typical of royalty. "Saudi Arabia must recognize the fact that we're becoming too one-sided. We focus too much on oil, ignoring the fact that 70 percent of our poor people live in rural areas, and this leads to social unrest. We should be more balanced in our views." Politely excusing himself, the youthful ambassador dashed off with his advisors and fellow delegates to a Security Council meeting.

The sandy-haired, athletic looking ambassador from Qatar also spoke with impressive self-assurance. "Qatar is trying to change its political system from a monarchy to a constitutional monarchy," he said. When asked if his view of the U. N. had altered during the months since his ambassadorial appointment he said, "I look at the U. N. from a different perspective. Before I thought it was this thing controlled by the U. S., and now I see that it's all these countries talking about political issues and figuring out ways to resolve their problems."

Three young lady ambassadors from France, beautifully attired in their flowing traditional Muslim dresses, had also learned some things. "Our views [about the U. N.] have opened up a lot," said one, as the others nodded, "We know exactly more of what they do." Then they hurried off to the General Assembly to discuss narcotic drugs and to the Security Council to discuss its future.

Saudi Arabia's ambassador actually came from Off-Site Educational Services, Outreach House 1, in Ridgewood, Queens; Qatar's ambassador from Darien High School in Connecticut; France's ambassadors from Al-Ghazaly High School in Teaneck, New Jersey.

They were among the more than 2,300 middle and high school students from 135 public and



private schools in New York City, fourteen other states and five countries who attended the 5th Annual United Nations Association of the United States of America Model United Nations in New York City, an event sponsored by the Global Classrooms program of the UNA-USA. It was held at the Jacob Javits Center and at U. N. Headquarters recently. All of the students had prepared for this "big event" for months, either after school or in classes during the day. They had researched their assigned country, and studied diplomatic skills such as public speaking, leadership, negotiation, higher order thinking, consensus building, rules of order and problem solving.

The UNA-USA Model U. N. Conference, though a simulation, is real world, hands on and exciting. The problems discussed, in the fields of peacekeeping, sustainable development and human rights, are on the current U. N. agenda.

At a General Assembly session on torture, for example, visited during a tour led by Brigette Iarrusso, Project Manager of Global Classrooms, New York City, three ambassadors gave brief speeches. They did so only after waving their white placards in hopes of being chosen by the chairperson from a sea of similarly waving white placards.

The ambassador from Pakistan (from Brooklyn Technical High School) said, "Torture is one of the worst violations of human rights. Pakistan denounces it. Due to conflict between Pakistan and India over Kashmir, people of Kashmir are



victims of torture." She called for a referendum among its citizens as the only remedy.

The Croatian ambassador (from Long Island City High School) said, "Starting in 1984 following the death of Yugoslavian President Tito, Serbia and Croatia have been at war. Torture is not an everyday war tactic, but a crime against humanity. Croatia does not accept torture for any reasons, whether for national security or any other."

The ambassador from the Dominican Republic (from ASHS at Bronx Regional) said, "Our people have suffered the fate of torture under the Trujillo regime. Thousands were victims. Later under Duarte our people were victims again, tortured until they renounced their revolutionary ideals."

The meeting then voted in favor of a motion on the floor calling for five minutes of un-moderated caucus. The delegates met in informal groups and held spirited discussions on draft resolutions and other issues.

The goal of each two-day meeting, Iarrusso

said, is to hammer out one or two resolutions, which are approved by voting. These are solutions to the global problems discussed. They are posted on the UNA-USA website (www.unausamun.org) and presented to the United Nations itself. Ambassador Stuart W. Holliday, the Ambassador and Alternate United States Representative to the United Nations, in his remarks at the opening ceremony, encouraged the student ambassadors to pursue a career in public service. He also said, referring to the dire need for humanitarian aid in Sudan, "An issue has to have support. You can make a difference to these people. They are depending on you." Through their published resolutions, the Model U. N. ambassadors can make a difference in the world.

Although Model UN has been around since 1945 it was only after Ambassador William H. Luers became President of UNA-USA in 1999 that it grew from an extra-curricular activity for mainly private schools to being part of the curriculum for urban public schools, especially those in the inner city. After he and his board concluded that education was their most important project, Amb. Luers appointed Dr. Lucia Rodriguez as Vice President for Education, and under her guidance, the Global Classrooms program was begun.

Teachers at the conference were enthusiastic about the Global Classrooms program. #

July issue: Part II.

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U.S. NEEDS QUALIFIED TEACHERS

By ALFRED S. POSAMENTIER, Ph.D.

In 1998 the New York City Board of Education and the City College of New York (CCNY) set a national paradigm for recruiting math and science teachers to meet the local teacher shortage. On May 1, 2004 we began the seventh round of annual interviews of "Austrian" math/science teachers in Vienna. This year, fittingly enough, there were more "new European Union (EU)" countries (some, previously called "former east bloc countries") than in the past years.

What apparently motivates these young teachers is their desire to teach their subject in English, learn more about the United States and earn a proper wage. A Slovak teacher currently earns about \$300 per month. When compared to the modest New York City teacher's base salary of \$3,250 per month it becomes clear (even calculating cost of living difference) that these are incentives for a young Slovak teacher to desire a New York City assignment. Furthermore, the central European countries have an over abundance of math and science teachers, so those that teach in New York City alleviate the possible unemployment problems at home and fill a critical need in New York City schools.

When, I initiated the idea of providing fully qualified (and highly needed) math and science teachers for the New York City schools, there was some apprehension about foreign teachers functioning in the New York City schools. Commitment for employment was initially made for only one year. The first groups' success prompted officials to ask candidates to commit to stay for at least two years—some have since stayed considerably longer!

The main concern besides the usual teacher qualities, are culture and language. Will the new-EU candidates be able to rise to the challenges presented by many New York City schools and will their English language competence be sufficient to not only communicate properly, but also to understand the myriad of language variations of our inner-city students—many of whom also struggle with the English language. Will they be

prepared to teach the New York City curriculum? Of course, these teachers are very well content-prepared, especially when compared to our current teacher force which includes a fair number of math-immersion inexperienced "alternative-certification" teachers.

The English language competence of the Austrian candidates (and the few Germans among them) is truly excellent. This results from their country's total commitment to making English-language instruction *the* most important in their school curriculum. They learn English at the beginning of elementary school. In comparison the new-EU countries, which, until recently, were still wedded to the importance (or tradition) of teaching Russian first and introduced students to English at about age 14. This was particularly evident in the group of Slovaks (for example) we interviewed this May.

Only 26% of the new-EU candidates were selected as compared to 55% of the German-speaking candidates. With the demise of the Soviet Union, English became even more clearly the lingua franca of the world. It is the language used in international commerce, in communication between citizens of countries when neither conversant knows the other's language, and in the computer world. The upshot of this is the regrettable diminution of foreign language instruction in the United States.

The New York City experience of importing a much-needed resource has now been replicated throughout the United States. Yet, despite growing globalization, this cannot be a long-term solution to the ever-growing domestic math teacher shortage. We must take radical steps—including differential salaries, signing bonuses, more attractive (and more professional) assignments, and above all we must—as a society—recapture the prestige formerly inherent in the teaching profession. Only then will future generations aspire to this most noble occupation.#

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

CLOSING THE GAPS

By RANDI WEINGARTEN

In the Campaign for Fiscal Equity case the courts have ruled that the state must ensure that every child in New York State has access to a sound, basic education, and they have set a July 30 deadline for development of a plan to provide the resources and reforms needed to make it happen.

Estimates for what a sound, basic education for every student in the state will cost range from \$2.5 billion to upwards of \$20 billion. The Mayor has already asked for \$5.3 billion for the city.

Whatever the state Legislature and the Governor agree to do, the state must begin the process by providing a down payment—as groups ranging from UPA, the United Parents Association, to PENCIL, the business group that sponsors Principal for a Day, have recommended. Given the pressing needs of our system, there are many places where these funds could be spent. But the best way to begin would be by pledging \$1.5 billion of the CFE down payment to address two problems that have long plagued our schools: the salary gap and the student achievement gap.

Closing the salary gap: Experience shows that when you focus resources to ensure a qualified teacher in every classroom with a reduced class size—as was done with the More Effective Schools program of the 1960s and the now disbanded Chancellor's District program of the late 1990s—children surge ahead regardless of their socio-economic background. But attracting and retaining great teachers have become continuing challenges in New York City schools, in large part due to the gap between New York City teacher salaries and those in surrounding communities—a gap that is currently \$10,000 to \$15,000 wide.

Retirements have surged to record levels while thousands of newer teachers leave after struggling with oversized classes, poor student discipline, supply shortages and a lack of support from school administrators. A recent City Council investigation concluded that New York City will need to recruit as many as 30,000 new teachers over the next three years just to fill in for those who leave.

What will it take for New York City schools to stop this brain drain? The first step should be to close the yawning salary gap, and the city—following the advice of two recent blue-ribbon panels, one chaired by former IBM chief Lou Gerstner and the other chaired by Frank Zarb—



should devote itself to providing competitive salaries across the board, using \$750 million of the CFE down payment. And to ensure accountability, we would negotiate an expansion of our Peer Intervention Program to help struggling teachers improve or counsel them out of the profession.

The student achievement gap: We propose using the other \$750 million to create a New York City School Enterprise Zone to help turn

around 200 struggling schools. The zone would target the money to reduce class size, extend the school day for small group instruction for children who are falling behind, and provide a broad spectrum of instructional, health and social services.

City schools in the Enterprise Zone would also have enriched curricula including art, music, foreign languages and career and technical exploration; special reading and math programs chosen by school staff from scientifically proven models; expanded health and physical education programs; and a strictly enforced school discipline code. For elementary schools we would add enriched early childhood programs beginning in an expanded pre-k program and including a promotional gate in grade one to ensure that children keep pace in learning to read.

All educators in these schools—which are among the most difficult to staff—would also receive an additional 15 percent pay differential to encourage and reward those who volunteer to work in these very demanding situations.

Making it happen: Turning cutting-edge proposals like these into reality requires a real spirit of cooperation among City Hall, the Department of Education and the UFT. We stand ready and willing to walk the halls of Albany together with the Mayor and the Chancellor to get this done. After all, when it comes to helping our kids, we have a moral obligation to work together regardless of our differences.

Let 2004 be remembered as the year we took bold steps to close the teacher salary gap and the student achievement gap. Let it be remembered—as we acknowledge the 50-year anniversary of *Brown v. Board of Education*—as the year in which we fulfilled the case's promise in New York City by providing students and teachers with the resources and reforms needed for all schools to succeed.#

Randi Weingarten is President, UFT.

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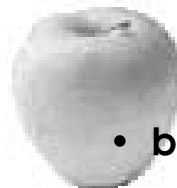
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THE LAW & EDUCATION

HIGH COURT FINDS RELIGION CONSTITUTIONALLY DISTINCTIVE

By MARTHA MCCARTHY, Ph.D.

In February 2004 the United States Supreme Court rendered a significant decision, *Locke v. Davey*, upholding state constitutional mandates requiring greater separation of church and state than demanded by the Establishment Clause of the First Amendment. At issue in *Locke* was the Promise Scholarship Program established by the state of Washington to provide college aid for students who meet academic and income requirements. The scholarships can be used in public or private accredited institutions of higher education, but the scholarships cannot be used to pursue devotional theology degrees. This prohibition is grounded in the state constitutional stipulation that public money or property cannot be used for religious worship, exercise, or instruction.

Joshua Davey was awarded a scholarship and enrolled in Northwest College, which is affiliated with the Assemblies of God. After declaring his double major in pastoral ministries and business management/administration, Davey learned that he could not use his scholarship for a pastoral degree. He challenged the state action in rescinding his scholarship as abridging First and Fourteenth Amendment rights.

Since the Supreme Court had already ruled in 1986 that the Establishment Clause does not preclude the use of public funds to prepare for the ministry, the question raised in *Locke* was whether a more stringent state antiestablishment provision impairs federal constitutional rights. Davey contended that religious and secu-

lar majors should be treated the same in the scholarship program, but the Supreme Court disagreed. Reversing the Ninth Circuit's decision, the Supreme Court held that although the use of the Promise Scholarships to pursue a pastoral degree would be *allowed* under the Establishment Clause, the Free Exercise or Free Speech Clauses does not *require* it. The Court found minimal burden on religion and no Equal Protection Clause violation in singling out pastoral degrees for differential treatment. The Court reasoned that the Washington constitutional provision was intended to keep schools free from sectarian control and rejected the contention that it represented hostility toward religion.

Implications of the *Locke* decision are not as dramatic as they would have been if the Ninth Circuit's decision had been affirmed, because under such a precedent, antiestablishment provisions in thirty six state constitutions would have become impotent. Nonetheless, the Supreme Court ruling has noteworthy implications for state aid to nonpublic schools and the relationship between federal and state constitutional mandates. The *Locke* decision will likely stimulate litigation testing the limits of state constitutional provisions barring the use of public funds for religious purposes. Indeed, one of the most significant implications of *Locke* might be an increase in state church/state cases.#

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

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HISTORY REVISITED: AN INTERVIEW WITH ELEANOR ROOSEVELT II

By DOROTHY DAVIS

When your name is Eleanor Roosevelt II, “Getting a pizza delivered is particularly challenging,” said the gracious 85-year old niece and namesake of the famous first lady, in her newly published first book, *With Love, Aunt Eleanor*. “After all that information about mushrooms and meat and cheese they want to know your name and address, and when I tell them, there is always a pause before the young man says, ‘lady, you better come down here and pick up the pizza yourself!’”

Hotel reservations can be difficult too, she confided as we sipped tea one morning recently, seated next to her eldest son, Stewart Elliott, a study in contrasts: she, serene and elegant, in a pink Chanel-like jacket with black trim, a white high collared pleated blouse, black skirt and comfortable black shoes; he, relaxed and casual, in a green T-shirt and blue jeans. But, she admitted, “I always wear jeans back home.” Home is Davis, California where she works in her studio as an artist, mostly on drawings, many of which charmingly illustrate her book. But she also works on paper mosaic tabletops, using a process she invented, since stone mosaics are too heavy for her to lift. The finished products are mosaic tables that you can easily move about. She also enjoys bird watching with her friends, and lecturing at local schools about Eleanor Roosevelt. She is dedicated to bringing the personal side of her aunt to the world.

Her book had its genesis in “Before I Forget,” the columns about her aunt that she wrote for her son Lauren Elliot’s Internet magazine, who is also the principal of Scrapbook Press, publisher of her new memoir. Her goal was to “convey a sense of the person who loved and laughed and clapped her hands, who stood quietly by a dogwood tree in bloom in the woods or took up her pen late at night to write notes to friends while the rest of the household slept.” The result is a charming, intimate, humorous book that lovingly,



Eleanor Roosevelt II

but truthfully, depicts her amazing aunt. [See the review in this issue, page 29.]

She does not gloss over difficulties. When asked what problems Eleanor Roosevelt had to deal with in her life, she replied, “I could talk about Lucy Mercer [Franklin D. Roosevelt’s mistress while he was married to Eleanor]. I used to feel badly for my aunt. Her own background had inhibited her from speaking out for herself. I think that she really longed to be loved and FDR was so charming; he loved the ladies, and she couldn’t be that way herself. She felt inadequate, but she loved him. They had a very good kind of working relationship.”

Education Update (EU) asked, wasn’t that similar to Hillary and Bill Clinton? ER II responded that she had “wondered about it because of the sex angle. I met Hillary Clinton the other day for the first time. I think Hillary, being a lot younger than my aunt, probably knew more. My aunt was brought up in a strait-laced New York family, a society that just was inflexible. And so what she learned about what she felt capable of doing she did by herself. She had this naïve thought that you get married and live happily ever after; it was a huge blow, and I just felt a little badly that she never could quite forgive Franklin. Because I think we all have to work out our relationships.”

EU: Hillary has said that she greatly admires Eleanor Roosevelt and that she is her inspiration.

ER II: Oh yes, I think she does. But I just think that my aunt would have simply said, ‘Well Hillary did that herself.’ She wouldn’t have taken credit for being an inspiration.

ER II’s father, Hall Roosevelt, named her for his older sister. Their father, Elliott Roosevelt, was the younger brother of President Theodore Roosevelt. Sadly, both Eleanor Roosevelt and ER II’s fathers died of alcoholism when they were young. Eleanor Roosevelt was orphaned when she was 9 years old, her mother having died a year earlier. Eleanor Roosevelt II lost her father when she was 22, but he had left her mother and the children when she was 3 and her mother had remarried.

There were many benefits in being a Roosevelt. “I was 13 when Uncle Franklin was elected president the first time,” she said, “and he kept on being president. I loved going around Washington with a police motorcycle escort with Uncle Franklin. Out in Arlington they kept a couple of horses because my aunt liked to ride. I used to ride with her along the river. She never considered having an escort or a guard. Of course they wanted to watch over her, but she wouldn’t hear of it!” “Once my Uncle Franklin was reviewing the fleet, probably in the early 40s. I was invited to join him and went out from the Boston area on the presidential destroyer. The school I was attending said ‘This will be an unexcused absence!’ But I went out anyway and reviewed the fleet.” The school ER II attended for 8 years, from 6th grade to graduation, was the Winsor School for girls in Boston. “It was fairly expensive. Most girls were from very Republican Conservative families. I was a Democrat surrounded by Republicans. [People would say] ‘Your uncle is taking this country straight to ruin!’” (As ER II explains in her book, FDR, who lead us out of the great Depression and through the Second World War, also “led the United States through a social

revolution. During his tenure, Congress passed legislation that instituted Social Security, standardized the number of hours in a workweek, and suggested a minimum wage. Labor unions were also organized.” All of this of course made him very unpopular with conservative Republicans.) “But most teachers [at ER II’s school] were very liberal Democrats. I was surprised to find that the teachers were my friends and admired my uncle and aunt. I got a really wonderful education. They taught the tools you need: how to research things, how to do what you want to do, and the courage to do it. It was assumed that of course you could do it even if you were a woman.”

ER II’s mentors were her mother, her aunt, “the most influential person in my life” and “Mrs. Stevens, a teacher at the Winsor School. She was marvelous, just in opening up possibilities to you, always pulling you, making history come alive, making you want to do your homework, read your books, get to know people around the world.”

Instead of going to college she studied sculpture, woodcarving, design and drawing at art school, Cranbrook Academy in Bloomfield Hills, Michigan, where the instructors included Carl Milles, a Swedish sculptor, the Finnish architect Eero Saarinen and the American designer Charles Eames. It was there she met her first husband, Edward Elliott, a British architectural student, and the father of their four children

From 1946 on, ER II and her family spent a month every summer with Aunt Eleanor at her Val-Kill Cottage in Hyde Park. Her son, Stewart has wonderful recollections of those summers.

“We were very active,” he said, “Riding horses, swimming, playing games. But we, as well as my cousin John’s children [who lived in Hyde Park] had to work for two to three hours a day, mowing, baling hay, splitting wood, filling fireplaces. I loved it. Aunt Eleanor always had us for tea. I remember sitting at the tea table. It was

continued on page 12



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Principals in Training Create Arts Curriculum at Brooklyn Museum

By JOANNE KONTOPIRAKIS

At the Brooklyn Museum, principals in training are in session, instructed in incorporating an arts education into the school curriculum. Seated adjacent to a giant pair of black sculpted, seemingly sequined tap shoes, they have broken into small groups, immersed in a guided discussion of art objects.

Their training, underway for the past 14 months, will ultimately culminate in the assignment of a school for the '04-'05 school year. This is just one of the many seminars they have attended via the N.Y.C. Leadership Academy Aspiring Principals Program. During the summer, this training will be an intensive four days a week with a variety of topics. During the school year, participants are in residency with a mentor principal. Additionally, they attend the Academy for developmental sessions Tuesday evenings and a full day Friday.

We now observe them in discussion, after which they barely take a break. The 77 people in the program now enter the museum's Egyptian Room divided into groups. Suluh Lukoskie, of the NYC Leadership Academy, explained that three of the aspiring principals have designed this particular seminar, entitled, "Your School As Canvas."

Gloria Cones, a school program manager, was looking on. Asked if this was an indication that funding for the arts in public schools will now see an increase, she replied, "I definitely think so. There's a new request for proposals (RFP). Schools will be able to ask for various programs now."

Due to a new vision for arts education in NYC by the Chancellor, a mandate to develop a sequential K-12 curriculum has been issued, ensuring access to a quality arts education for every child. In a groundbreaking collaboration, artists from the cultural community and educators will work side by side to launch the process.

Donating their time this evening in the area of dance facilitation was David Marquis Studios. Starting in 1977, they have employed over 30 professionals to perform for students. David Marquis remarked, "We have 110 schools, 21,000 NYC school children and 6,000 teachers. We've grown a lot in 27 years." Marquis continued: "The arts promote higher-level thinking skills. I think it helps them do better on tests. Some of these things are learned in an internal, physical way."

Lauren Kraus, leading the movement exercises, announced to the group: "Music, dance and theatre are just as important to our students as any



Aspiring principals during the Movement and Dance portion of the Leadership Academy's Your School as Canvas session held at the Brooklyn Museum

other academic subjects. They are essential to all our student's learning. Too many of our students are sedentary, content to sit back and listen to music instead of creating it themselves." "We must model the enthusiasm for our students. Take off your shoes and join in a dance experience that stimulates our brain, our bodies, and our spirits."

At this point, the assembly was encouraged to remove shoes and jackets, and put down their briefcases. The whole group spread on the museum's wooden and buffed mosaic floors, and bobbed their heads every which way, in unison, to an African drumming accompaniment. People whooped and thumped in a circle, and applauded at the end of the sequence.

Dr. Sharon Dunn, senior instruction manager for Arts Education, demonstrated how to use the arts resources of the City to support the teaching curriculum. She underscored the importance of the arts standards of 'doing', 'understanding and utilizing materials', 'analyzing and understanding art', and 'understanding the contributions of the arts.'

"We have developed a beautiful K-12 curriculum," she stated. Use your resources to pool with other schools. By the time students are in the 12th grade, they should have their own drawing style. We will also be training music teachers. We want children to be familiar with words like 'crescendo,' and not singing a song from printed words, but understanding musical notation.

The final words of the evening were inspirational: "your school is a canvas. In September you will take on the role of architects of schools. Your success as principals may hinge upon the arts." #

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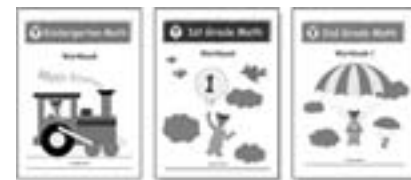
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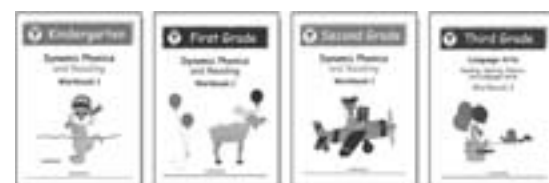


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Mary Pride, *Practical Homeschooling Magazine*, Jan/Feb 2002

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Learn about urban birds, where they live and what they eat. Make a birdhouse of your own design.

Happy Father's Day! Design a one-of-a-kind wearable art necktie for your dad or someone special.

Decorate horse paintings and create your own designs based on Native Plains culture.

Paul Betancourt from the National Museum of the American Indian will lead workshops on Saturday, June 26.

While at CMOM, don't miss the following ongoing exhibitions: Splash down in the Sussman Environmental Center, CMOM's outdoor water play area, and experience the physical properties of water as you splash, pour, float and play.

Celebrate the magic of Dr. Seuss and free your imagination to take you to new places! Join Horton and the Cat in the Hat in a world where you can fly while standing still, catch falling words in your hands, teeter on a circus tightrope, unslump a might Borfin, navigate a hot air balloon and play with rhyme in the Green Eggs and Han train—sponsored by JetBlue Airways.

Get into trouble with the mischievous yet brave and loyal Monkey King in this epic Chinese adventure tale. Discover the wonders of traditional and modern China as you join Monkey to fly in the clouds, cause havoc in the Heavenly Palace and battle the Bull Demon! Monkey King: A Journey to China is part of the Asian Exhibit Initiative, funded by the Freeman Foundation and administered by the Association of Children's Museums. Additional Sponsor: Charles B. Wang Foundation.

Come and play with Miffy! This interactive exhibition turns the drawings of Dutch illustrator Dick Bruna into a full-scale child's playhouse. Pre-schoolers will delight in seeing the lovable Miffy and her friends come alive at CMOM, with opportunities for role-play, reading and expression.

Children enter a tiny word-drenched town and strengthen their language and gross motor skills in this life-sized storybook setting. Climb in the Chatterbug Tree and explore the kitchen of Apartment ABC.

CMOM is open Wednesday through Sunday from 10 a.m. to 5 p.m. Paid admission is \$7 for children and adults and \$4 for seniors. All special exhibits and programs are free with the cost of admission; some require tickets (available starting 11:00 am; first come, first served).#

LaGuardia HS Students Score in the Arts

By CONSTANCE BOYKAN

All three of LaGuardia's nominees have been selected as 2004 Presidential Scholars in the Arts. They are among the 20 selected nationwide!

LaGuardia awardees are Jia Lei (Jenny) Li, violin, who plans to attend Harvard, and dancers Nigel Campbell and Chanel DaSilva, both of whom will be attending The Juilliard School in the fall.

The National Foundation for Advancement in the Arts presented the 18 LaGuardia awards at the LaGuardia Awards Assembly recently. The students will perform at the Kennedy Center in Washington, DC on June 21, 2004.

Jenny (Jialei) Li, seventeen-year-old violinist, debuted as soloist at age 10 as the first-prize winner of the Clear Lake Symphony Concerto Competition. Since her solo debut she has claimed many prizes in Texas scholarship competitions. Jenny was born in China and moved to the United States at the age of three. She began her violin studies at the age of five in Houston, Texas. Jenny has been a New Horizons Fellowship student at the Aspen Music Festival from 2001-2003. She is graduating from the Juilliard Pre-College in New York.

Chanel DaSilva is a native New Yorker and was born and raised in Brooklyn, NY. Since the age of four, she has always dreamed of becoming a professional dancer. When dance became more than just a hobby for her she realized it was her destiny to dance. Now, at the age of eighteen, her dreams are quickly becoming a reality. Her training comes from the Creative Outlet Dance Theater of Brooklyn. Along with performing for Michael Jackson and Savion Glover, Chanel has performed Alvin Ailey's "Revelations" with the Alvin Ailey American Dance Theater. Now, at the age of eighteen, Chanel is a senior at LaGuardia High School of the Arts. She was selected, out of 6,500 applicants, to attend National ARTS Week with the National Foundation for Advancement in the Arts (NFAA). After Juilliard, Chanel's dream is to tour the world, spreading love and inspiration through



Jia Lei (Jenny) Li Nigel R. Campbell Chanel DaSilva

her dancing. "Dance is my love, my heart, and my passion. Life is a journey I can only live once, and dance makes my journey worthwhile!"

Nigel R. Campbell is currently a senior at LaGuardia High School. Nigel has received additional training from The Ailey School in New York, Dance Theater of Harlem, Studio Maestro and the Miami City Ballet School. "There is no doubt in my mind that I want to be a great dancer. I strongly believe that dance can take you to an internal place words cannot reach. It grants a deeper understanding of the soul no language can express. When I perform, the passion takes over me. I forget about everything else and lose myself in the moment. For me, dance is about power, passion and intensity. It's about communicating. It's about telling a story and above all reaching people. If the audience can't feel my love of what I do when I'm performing, then all the technique and high legs in the world wouldn't matter. If the audience doesn't believe it, then to me, it simply doesn't matter. I do not want to just be another dancer. I want to make a mark on the artistic community by enriching it with my whole self. That does not necessarily mean becoming famous, it only means being a real and sincere artist. Dance is my voice. It allows me to scream out to the world without making a sound, yet somehow, people always get my point."

Nigel is incredibly happy that he has had so many opportunities to learn and to grow this year, and is excited to experience what the future has in store for him.#

Constance Boykan is the Executive Director of Alumni & Friends at LaGuardia HS. She is also a member of the Class of '59.

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NYMA is a co-educational, college prep, boarding and day school for students in grades 7-12. The cadets benefit from small classes, tutorial assistance, and a mentoring program geared to academic success. Two-thirds of the Corps of Cadets are on the honor roll. Academic guidance throughout the year enables our graduating seniors to be admitted to the college or university of their choice. Curriculum for international cadets includes English as a Second Language. Thousands of alumni worldwide have become doctors, attorneys, politicians, musicians, pro athletes, military officers, and renowned entrepreneurs and business people.

Physical fitness is highly stressed. Participation in afternoon intramurals or team sports is mandatory. Additionally, the cadets must pass a physical fitness test and swimming test as part of their graduation requirement. Athletically, the Corps rocked the HVAL (Hudson Valley Athletic League) with regular season and championship titles in Boys' Varsity Basketball and Baseball. Additionally, the Varsity Football Team was the league co-champion, the Varsity Wrestling Team holds the league title (two years running), and the Girls' Softball Team won the Division B Championship. The academy offers varsity, junior varsity, and modified athletic programs.

JROTC (Junior Reserve Officers' Training Corps), a character and leadership development program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork and self-discipline. Once again the outstanding performance by the Corps, during the Annual Formal Inspection, has earned them the highest rating awarded by the Department of the Army, "Honor Unit with Distinction." This designation allows the academy to directly appoint qualified senior cadets to the United States Service Academies. Raiders, an outdoor program, and the Drill Team are JROTC activities.

Extracurricular activities at New York Military Academy include the band trip to Xi'an and Fuzhou in China, participation in the Columbus Day Parade in NYC, formal dances, movie trips, skiing and snowboarding, an equestrian program (D'Troop) and drama. The cadets recently performed Grease at Alumni Weekend. Assemblies included the Power Team, The Price of Freedom, The Impact Tour and Breaking the Cycle given by Christoph Arnold and Detective Steven McDonald, the NYC Police Officer shot and paralyzed in the line of duty seventeen years ago. The programs focused on today's issues...peer pressure, war, substance abuse, violence and the need to forgive.#

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College of Staten Island Honors Maya Angelou & Patti LaBelle

In the middle of his college career, with no substantial money or job and buried to his eyes with schoolwork, Justice Olagbaiye's girlfriend told him she was pregnant.

Unplanned as it was, Justice, a sophomore majoring in psychology at the College of Staten Island, knew he needed a source of income fast, while keeping himself focused on long-term pri-

orities. "I knew that staying in school was paramount," he said, "and getting my bachelor's degree was my only guarantee to a decent job and a good life for me, and ultimately, my daughter."

To help lift a weight off his financial woes, Justice applied for the Dr. Edison O. Jackson Single Fathers Scholarship Fund through the Male Development and Empowerment Center of the City University's Medgar Evers College, the first and only scholarship of its kind established at any public or private institution of higher learning in the country.

He was successfully granted the award and was among two other recipients recognized at the 10th annual Dr. Edison O. Jackson Single Fathers Scholarship Awards Celebration recently at the Brooklyn Museum of Art.

The scholarship recipients were praised for their determination in the presence of two of society's greats, Maya Angelou and Patti LaBelle, both of whom were being honored at the event. Maya Angelou, known for her legendary wisdom, received the 2004 Dr. Betty Shabazz Find the Good and Praise It Award, a motto she admittedly tries to closely mirror.



Maya Angelou and recipient of single-father scholarship award, Justice Olagbaiye

Patti LaBelle accepted the first Rainbow Award for her honorable contributions to society through her music and participation in various medical associations.

"If you're feeling what you're doing," LaBelle said, "if you have that soul, spirit, and motivation, you can do anything."

Now Justice has all of that: a soul, a spirit, and a motivation, and her name is Kyra, his "beautiful" four-month-old daughter. "When I saw my daughter for the first time and held her in my arms, I immediately knew that she deserved more than I could ever provide," he said, and "at that very moment I knew that she was the most precious and important thing in my life."

With all of this fatherly love in his heart, it was still heavy with worry. "I wondered how I would ever possibly be able to support a child if I could hardly support myself," he confessed, "and The Dr. Edison Single Fathers Scholarship Fund will give me a jumpstart while I continue my search for employment, complete my education, and make a home for my daughter."#



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INNOVATION IN
TEACHING AND LEARNING

ROOSEVELT

continued from page 9

reasonably formal. Manners were important. It was a unique experience. Wiltwyck was a school nearby for difficult children from New York City. She wanted them to come see her every summer and have a picnic by the swimming pool. We had a big long table set up with hot dogs, hamburgers, desserts. She would read to them from Kipling's *Just So Stories*. These kinds of experiences made me really understand that if you can better a person's life, you are improving the world substantially. If out of that picnic one or two kids got better and thought differently about the human

race, it was worth it. I learned from my aunt that we should do small gracious acts all the time. That might mean helping someone, or leading something, or contributing effort or time. I'm in the housing business in Michigan. I do quality Green, environmentally sound, construction. I feel that I can make some family's life better by making them a custom home, and I also work with Habitat for Humanity."

Eleanor Roosevelt died on November 7, 1962. Eleanor Roosevelt II wrote in her book that on the day of her funeral she "understood...that her life force would never die. She is always with us, urging us on to carry forward her wise tolerance and love of mankind." Her aunt's proudest legacy, she told us at this interview, "was the United Nations. Her greatest hope and what she really worked her whole life for was peace on earth."#

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SCHOOL OF PUBLIC AFFAIRS

Prestigious Guggenheim Fellowships Awarded to Seven CUNY Faculty in the Arts



CUNY Chancellor Matthew Goldstein



Choreographer Yin Mei at Queens College

Two novelists, a poet and a choreographer are among seven City University of New York professors awarded the highly competitive and prestigious Guggenheim Fellowships for 2004. The seven CUNY faculty joined 185 artists, scholars, and scientists selected nationwide from more than 3,200 applicants for awards totaling \$6,912,000.

The Guggenheim Memorial Foundation provides fellowships for advanced professionals in the fields of natural sciences, social sciences, humanities and creative arts. The Foundation offers fellowships to further the development of scholars and artists by assisting them to engage in research in any field of knowledge and creation in any of the arts, "under the freest possible conditions and irrespective of race, color, or creed." Decisions are based on recommendations from hundreds of expert advisors and are approved by the Foundation's Board of Trustees.

"CUNY's world-class faculty continues to receive recognition for high quality scholarship and research," said Chancellor Matthew Goldstein. The 2004 Guggenheim Fellows include:

Susan Choi, an assistant adjunct professor

of English and Ernesto Mestre, an assistant professor of fiction, both at Brooklyn College, for fiction.

Renowned poet Grace Schulman, Distinguished Professor of English at Baruch College, will use her fellowship to add to her considerable oeuvre.

The multi-media artist SOL'SAX, (Trevor Jemal Holtham) a lecturer in art at Medgar Evers College, is well known for his complex and richly symbolic sculptural installations that join contemporary African-American culture and Yoruban traditions of West Africa.

Distinguished Professor Emeritus of English and Comparative Literature Angus S.J. Fletcher, who taught at the Graduate Center, will use his fellowship to study temporal representations in poems of the environment.

Distinguished Professor Emeritus of Music Leo Treitler received his fellowship for "A Study of Discourse About Music."

Choreographer Yin Mei, Professor of Drama, Theatre and Dance at Queens College, will use her fellowship to go to China "to do research in ancient Chinese sources of language and interpretive ritual."#

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CUNY TRUSTEES NAME THREE NEW PRESIDENTS



Dr. Russell K. Hotzler



Dr. Regina S. Peruggi



Jeremy Travis

Three outstanding educators with a wealth of administrative and academic experience have been appointed presidents at The City University of New York.

The new presidents are Dr. Russell K. Hotzler, a distinguished metallurgist whose three decades at CUNY include interim presidencies at York and Queens Colleges and service as Vice Chancellor for Academic Program Planning, at New York City College of Technology; Dr. Regina S. Peruggi, president of the Central Park Conservancy and former president of Marymount Manhattan College, at Kingsborough Community College;

and Jeremy Travis, senior fellow at the Urban Institute and former Director of the National Institute of Justice of the U.S. Department of Justice, at John Jay College of Criminal Justice.

"These outstanding candidates will provide inspired leadership that will enhance and strengthen their colleges and the University," said Board of Trustees Chairman Benno C. Schmidt, Jr.

Chancellor Goldstein stated, "Mr. Travis, Dr. Peruggi and Dr. Hotzler are examples of the exceptional talent that CUNY is attracting from across the nation as part of the ongoing renewal of our university."#

New Search Tool Helps Find Articles

CrossRef announced today a new initiative that enables users to search the full text of high-quality, peer-reviewed journal articles, conference proceedings, and other resources covering the full spectrum of scholarly research from nine leading publishers. Called *CrossRef Search*, this new pilot program utilizes the collaborative environment of *CrossRef*, the reference-linking service for scholarly publishing, and Google™ search technologies.

"CrossRef is very excited to work with Google on this pilot program. Researchers, scientists and librarians should find CrossRef Search a valuable search tool," said Ed Pentz, executive director of *CrossRef*. "Now, researchers and students interested in mining published scholarship have immediate access to targeted, interdisciplinary and cross-publisher search on full text using the powerful and familiar Google technology," Mr. Pentz continued. "*CrossRef Search*, like *CrossRef* itself, breaks down barriers between publishers on behalf of research and library communities."

CrossRef Search is available to all users, free of charge, on the websites of participating publishers, and encompasses current journal issues as well as back files. The results are delivered from the regular Google index but filter out everything except the participating publishers' content, and will link to the content on publishers' websites via DOIs (Digital Object Identifiers) or regular URLs. *CrossRef* itself doesn't host any content or perform searches—*CrossRef* works behind the scenes with Google to facilitate the crawling of content on publishers' sites and sets the policies and guidelines governing publisher participation in the initiative. As well as enabling *CrossRef Search*, the partnership with Google also means that full-text content from the publishers is also referenced by the main Google.com index in its more general searches. Participating publishers, with links to the *CrossRef Search* pages, are:

American Physical Society (<http://prola.aps.org/xrs.html>)

Annual Reviews (<http://arjournals.annualreviews.org/search/external>)

Association for Computing Machinery (<http://portal.acm.org/xrs.cfm>)

Blackwell Publishing (<http://www.blackwell-synergy.com/servlet/useragent?func=showSearch&type=external>)

Institute of Physics Publishing (<http://www.iop.org/EJ/search>)

International Union of Crystallography (<http://journals.iucr.org/>—click "search" and scroll down the page)

Nature Publishing Group (<http://www.nature.com/dynasearch/app/dynasearch.taf>)

Oxford University Press (<http://hmg.oupjournals.org/search.dtl>—each journal's search page includes a link)

John Wiley & Sons, Inc. (<http://www3.interscience.wiley.com/crossref.html>)

The *CrossRef Search* pilot will run through 2004 to evaluate functionality and to gather feedback from scientists, scholars and librarians for the purpose of fine-tuning the program. Participating publishers are also investigating how DOIs can be used to improve indexing of content and enable persistent links from search results to the full text of content at publishers' sites. *CrossRef* is also in discussion with other search engines.

CrossRef is an independent membership association (currently it has 300 members), founded and directed by publishers. Its general mission is to facilitate access to published scholarship through collaborative technologies. Specifically, *CrossRef* operates a cross-publisher citation linking system that enables a researcher to click on a reference citation in a journal on one publisher's platform and link to the cited article at another publisher's platform. In this way, *CrossRef* functions as a sort of digital switchboard. It holds no full text content, but rather effects linkages through DOIs (Digital Object Identifiers), which are tagged to article metadata supplied by the participating publishers. A DOI allows for persistent linking, because once material has been given a DOI it never changes, unlike a URL which becomes obsolete when it is moved. The end result is an efficient, scalable linking system.#

More information about *CrossRef* is available at <http://www.crossref.org>.

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In 1937, Irving Bronfeld established Economy Foam Center on the Lower East Side of Manhattan. He was a very astute businessman and expert salesman who took great care in catering to the differing needs of his customers. He made

Economy Foam the center for foam cutting in New York City. The family business was eventually taken over by Irving's son Myron. Myron earned a B.A. in business from Baruch College and was in the midst of completing his M.B.A. when family and business obligations forced him to put his graduate school aspirations on hold. His keen business sense helped ensure that the store continue to flourish and become a staple of lower Manhattan. He sought to further improve the business by meeting the needs of the times. He expanded the store, acquiring a large section of Allen Street to stock a wide selection of pillows, fabrics, mattresses, and the more increasing demand for futons. Yet, all the while, he never abandoned his passion for other interests such as archeology, classical music, and world history. He traveled extensively throughout the world from Japan to Ireland and Egypt and numerous other places. Many affectionately referred to him as a "jack of all trades and a master of all" as his constant thirst to keep learning lent to a vast knowledge, be it physical and social sciences or great literature.

Today, Economy Foam and Futons is run by Myron's wife Ofira, herself a former teacher. Under her expert leadership, a new chapter in Economy Foam history is currently underway as they have recently opened up a new branch in the heart of Greenwich Village, on 8th Street between 5th and 6th avenues. With this new edition to the Economy Foam and Futons family, they will continue to practice the same exemplary service they have provided since 1937, seeking to ensure complete customer satisfaction while offering knowledgeable and friendly service at affordable rates. We welcome you to come and explore our vast selection of foam, futons and so much more.#

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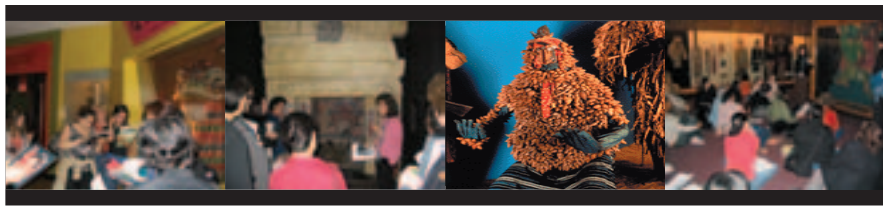
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Young Writers "Keep Smiling" at Marymount Manhattan College

By MICHELLE ACCORSO

Mortimer Levitt's philosophy of "keep smiling" was the theme for a recent essay contest held at Marymount Manhattan College. The now ninety-year old Levitt, upon current completion of



Mortimer Levitt

his book *Ninety Six Years Old and Too Busy to Die*, was not only at the congratulatory ceremony to honor the winners of the contest, but along with wife Mimi, was the sole provider of the awards. Levitt has dabbled in more than just writing. He is an art gallery owner, a former Broadway producer, responsible for providing thirty-four free summer concerts in Memorial Park and the man behind the name of Mortimer's Restaurant on the corner of 75th and Lexington. Known throughout the city of New York as a philanthropist, Levitt spared no generosity with the essay contest winners, with prizes ranging from five hundred to five thousand dollars.

Among the winners were honorable mentions' Jilda Caccavo, Raya Dimitrova, Gabriel Williams, Mary Leonardo, Zinasia Henry and Elena M. Ciccotelli. Third place went to Anna Ngai along with the award of five hundred dollars. Daniel Matthews received second place and one thousand dollars. The winner of first place and \$5000 was Svetlana Azova from Midwood High School, whose essay is featured below.

A Woman With a Disability and a Whole Lot of Determination

Thump, thump, thump. The moment is slowly approaching. Thump, thump, thump. It's down to two. Thump, thump, thump. Hearts are beat-

ing faster and faster. Thump, thump, thump. Adrenaline is rising. Thump, thump, thump. The suspense is too much to handle. Thump. "And the winner of the Miss America Pageant is..."

Imagine growing up knowing that you're lack-



Svetlana Azova

ing something that everyone around you is blessed with having; being unable to do the things that others are capable of doing because you have a disability. Such was the case for an unfortunate Heather Whitestone. Heather was born in Dothan, Alabama in April of 1973. At just 18 months of age, she became severely ill and was hours before dying when the doctors decided to take a chance at trying to save her life by giving her very powerful antibiotics. These antibiotics were successful in saving her life but not without consequences. They caused nerve damage in her ears, which in turn made Heather deaf. Heather's deafness played a big and devastating role in bringing out obstacles and hardships, which Heather and her parents had to face. One of the biggest problems for Heather's parents was teaching their daughter to speak. After much discussion and decision-making, her parents decided to use acoupedics,

continued on page 17

Calendar of Events

June 2004

Entertainment

THREE HOT SHOWS

- Beauty & The Beast
- The Lion King
- AIDA

CALL: 212-703-1040 or 800-439-9000

FAX: 212-703-1085

EMAIL:

disneyonbroadwaygroups@disneyonline.com

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www.disneyonbroadway.com/groups

CAMP FAIR

Resources For Children With Special Needs, Inc. presents: Special Camp Fair 2005 - Summer Programs for Children with Disabilities - Free Admission!!!

When?: Saturday, January 29, 2005 11am - 3pm

Where?: Church of St. Paul the Apostle 405 West 59th Street (Entrance to Fair on Columbus Avenue near West 60th Street) Manhattan

- Meet the camp directors
- Get a free copy of the Camp Guide 2005
- No child care will be available but children are invited to attend

For more information call: Resources for Children with Special Needs, Inc. Gary Shulman, MS. Ed. 212-677-4650

Events

LIBERTY SCIENCE CENTER
 251 Phillip Street, Liberty State Park
 Jersey City New Jersey

THE CICADAS ARE COMING

You may be wondering: "What's all that noise? What are all those bugs? Are they dangerous? Do they sting? Are they poisonous?" Dr. Betty Faber, an entomologist (insect expert) at Liberty Science Center is available to answer questions about the very noticeable change in the world of NJ insects this May and June. If you are seeing and hearing millions of wierd-looking, noisy bugs with wings and a hard shell, you are lucky enough to be witnessing a spectacular and unusual event that happens only every 221 years - the emergence of both 13 and 17 year cicadas (sometimes called locusts). This event will not occur again until 2225!

Dedicated to inspiring imagination and creativity through adventures in interactive discovery, Liberty Science Center is the NJ - NY area's preeminent not-for-profit science education center. Liberty Science Center has welcomed over 7 million guests since opening in 1993. Liberty Science Center has unveiled plans for a major building expansion and renovation. Construction is scheduled to begin early in 2005 and completion is scheduled for 2007. During construction, Liberty Science Center will relocate to the Central Railroad of New Jersey Terminal in Liberty State Park. For more information, call 201-200-1000 or visit www.lsc.org

Exhibitions

THE STUDIO MUSEUM IN HARLEM

144 West 125 St., NYC 10027

Phone: 212-864-4500

Fax: 212-864-4800

Web: www.StudioMuseum.org

EXHIBITIONS ON VIEW THROUGH JULY 4, 2004

VENI VIDI VIDEO II

In 47 BC Julius Caesar coined the phrase "Veni, Vidi, Vici," meaning "I came, I saw, I conquered." Echoing this aphorism, the phrase "Veni Vidi Video" conjures the immediacy of video documentation, as time, place and narrative are recorded, edited and re-presented. In loose translation, "I came, I saw, I videoed" alludes to the accessibility and the variety that video art affords. As an artistic medium, video can take on multiple trajectories, techniques and sensibilities. The first presentation in the Veni Vidi Video series at the Studio Museum was mounted in January 2003 and included work by emerging artists such as Iona Brown, Jonathan Calm, Rico Gatson and Rodney McMillan. The programs were divided into areas of global and local migration, Americana and pop culture, a digital abstraction. Veni Vidi Video II includes 17 short videos by 13 young video artists. Divided into three new programs, Veni Vidi Video II examines several digital discourses in video art, such as digital imagery, parody in film and television, performance art and political iconography. Artists include: Ina Diane Archer, Michael Paul Britto, Zoë Charlton, JN. Ulrick Désert, Stephanie

Dinkins, Kevin Everson, Jason Scott Jones, Ingrid Mwangi, Harold Offeh, Jefferson Pinder, Marc Andre Robinson, Rudy Shepherd, and Shinique Smith.

COLLECTION IN CONTEXT

The latest installation of the ongoing Permanent Collection series, Collection in Context, this intimate exhibition continues the investigation of the formation and development of the museum's collection and its critical role in the history of the institution. Photography has been a primary medium for many artists of African descent and an area of interest to the institution. The Permanent Collection of The Studio Museum in Harlem began thirty years ago when the museum began accepting works from generous donors and artists. Today it numbers over 1600 works of art. The Collection in Context series uses new strategies to highlight the key holdings and expand the dialogue around African-American art and artists of African descent. Collection in Context focuses on black and white photography. Artists included in the exhibition are Dawoud Bey, Lorna Simpson, Gordon Parks and Malik Sidibe among others. This installation features new gifts to the Collection and recent work acquired by the SMH Acquisition Committee.

SUMMER 2004: JULY 15 - SEPTEMBER 25

ARTISTS-IN-RESIDENCE 2003-2004

This annual exhibition will feature the work of the 2003-2004 Artists-in-Residence at The Studio Museum in Harlem: Dave McKenzie, Wangechi Mutu, and William Villalongo. Conceived at the formation of the Studio Museum over 30 years ago, the A-I-R program and exhibition remain central to the Museum's identity. Distinguished alumni include Chakaia Booker, David Hammons, Kerry James Marshall, Julie Mehretu, Alison Saar and Nari Ward.

SEEDS AND ROOTS: SELECTIONS FROM THE PERMANENT COLLECTION

Installed in the main gallery, Seeds and Roots: Selections from the Permanent Collection will present over thirty works of art by 20th century black artists. This selection of gifts and acquisitions illustrates the depth and diversity of the Studio Museum's permanent

collection, from its first holdings to its most recent acquisitions. Paintings by Beauford Delaney and Norman Lewis, for example, are presented alongside works by David Hammons, Quentin Morris, Alison Saar and Lorna Simpson. Spanning over fifty years, these historic works explore richness of ideas and imagery of the African diaspora throughout Africa, Europe and the Americas today. Work by black artists living and working in Africa and Europe, such as Mark Brandenburg, Samuel Fosso, Chris Ofili, Tracey Rose and Malik Sidibe are also included in this unprecedented exhibition dedicated to artistic cultivation and growth.

VITAL EXPRESSIONS IN AMERICAN ART: PERFORMANCE AT SMH

Thursday, June 17, 8pm

Vital Expressions introduces and illuminates connections between the visual arts and other disciplines. SMH remains committed to providing a cultural and historical context for the visual arts through concerts and performances of music, theatre and dance. For more than a decade and counting, SMH has served as a host site for the noted JVC Jazz Festival. This year the T.S. Sextet — led by first-rate drummer and son of legendary pianist Thelonious Monk — will keep the pulse swinging. Other members of this phenomenal group include: Winston Byrd, trumpet; Dave Jackson, bass; Bob Porcelli, alto sax; Helen Sung, piano; and Willie Williams, tenor sax.

\$15 (at the door, general public), \$12 (in advance, members, seniors and students). Pre-registration is required. Space is limited and available on a first-come, first-served basis. Please call 212/864-4500 x264 to register. The JVC Jazz Festival is presented by George Wein and Festival Productions, Inc.

HOOFERS' HOUSE

Friday, June 25, 7pm

Have you ever heard of the "Hoofers' Club?" From the 1920s through the 1940s, Harlem's Comedy Club on 131st, owned by Lonnie Hicks, was the home for the legendary Hoofers' Club. The back room was a site of learning, listening and creativity for those interested in tap dance. Bill "Bojangles" Robinson, King Rastus Brown, John Bubbles, Charles Honi Coles and many more crossed the threshold

of this intimate room. In honor of this important aspect of Harlem's history, SMH is a new home for hoofers! Tap dancers — elders and young people alike — are invited to take the floor at these quarterly jam sessions! These spring sessions will be hosted by Ayodele Casel, who legendary figure Gregory Hines once called "one of the top young tap dancers...in the world today." Free! Space/seating is available on a first-come, first-served basis.

FAMILY FUN

Looking for something fun to do on a Saturday other than watch the cartoons on TV? Bring the family as we explore the Fall 2003 exhibitions! Become an artist in a hands-on workshop and create your own works of art! SMH acknowledges the need for families to spend time together. Hoping to nurture bonds between parents and their children through art, the Museum offers programs and activities that allow families to share in the creative process.

VOLUNTEER OPPORTUNITIES

SMH has grown and so has our need for volunteers. There are many volunteer opportunities at SMH that are important to continuing the Museum's overall operation and success. For answers to your immediate questions, please contact Carol Martin, Assistant to Education & Public Programs/ Volunteer Coordinator at 212.864.4500 x 258 or by email at cmartin@studiomuseum.org.

Open Houses

ADELPHI ACADEMY

718-238-3308 ext: 213

www.adelphiacademy.org

Open House Dates for 2004:

Wednesday, June 16 (12pm - 2pm)

Location: 8515 Ridge Blvd., Brooklyn, NY 11209

Workshops

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Autistic Spectrum Disorder: Part I

By CECELIA M. McCARTON, M.D.

Autistic Spectrum Disorder (ASD) is the new epidemic. It was first described by Dr. Kanner in 1943 and for years was thought to be a relatively rare disorder. Ten years ago, the rate of occurrence was one in 2500 children. Steadily, the rates have declined to 1:500 children, to 1:250 children, to the current figures of 1:166 children. How or why defies current knowledge, but we do know we have a serious, steadily rising disorder on our hands. ASD occurs across all economic ethnic and geographic groups. It could happen to any family and the psychological, economic and education impact is stretching the capacity of families, intervention agencies and schools to meet the pressing needs of the children.

What Exactly is Autistic Spectrum Disorder? ASD is a neurological disorder, which occurs in 4 times as many boys as girls. To acquire this diagnosis, a child must meet several

criteria, among them qualitative impairment of verbal and nonverbal language, communication and imaginative play; no speech, facial expression, gestures or pointing; unintelligible jargon, and echolalia

Making the Diagnosis: If a child exhibits the behaviors associated with ASD, it is imperative that he be seen by a pediatrician, pediatric neurologist or a developmental pediatrician. The individual must have experience with ASD and be familiar with its manifestations. Unfortunately, at this point, there are no biochemical or neurodiologic studies that can determine the diagnosis of ASD. The diagnosis is based on the observation of consistent, atypical behaviors. #

Intervention Programs & Prognosis, Part II, next month.

Dr. Cecelia McCarton is the founder of the McCarton Center, a school for autistic children on E. 82nd St. in NYC.

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NIMBLE NUMERACY:

FLUENCY IN COUNTING & BASIC ARITHMETIC—OXTON HOUSE PUBLISHERS

Some children have difficulty with basic arithmetic simply (but not obviously) because they don't understand our number language. They don't automatically see how the word patterns reflect what the numerals mean. Many children who have difficulty reading fluently also have great difficulty memorizing the basic arithmetic facts. Many of them also have trouble becoming fluent with our counting system. This often results in slow learning of arithmetic concepts, slow processing of arithmetic problems, and inaccurate computations, even when they know the algorithms.

Nimble Numeracy is an excellent supplement to any elementary mathematics curriculum for students who need help becoming fluent with the language of counting or with the operations of basic arithmetic. It explains how to teach our counting system, how to work with the base-ten place-value system, and how to teach the four basic arithmetic operations. In its approach to counting, this book develops a solid understanding of the concepts underlying this system. It interweaves teaching activities for regrouping that help children master efficient ways to add and subtract large numbers. It extends these ideas to an understanding of the relationship between addition and subtraction and between multiplication and division, and from there to a sense of how simple fractions work.

A major emphasis is on developing fluent use of the language needed for working in these areas and for communicating with other people about these skills and concepts. Its strategies foster a clear understanding of the base-ten numeration system and place-value concepts, areas that the NCTM Standards 2000 document calls "absolutely essential" for the mathematics of the early grades.

The activities presented in this book are easy to do with individuals, small groups, or whole classrooms of students. Only very basic materials are needed for the activities and, other than ordinary things to count, displays of the required materials are included in the book for photocopying by any teacher, parent, or tutor.

Dr. Phyllis Fischer, the book's author, is known for her knowledge on how children learn. She is currently a Professor of Learning Disabilities at the University of Maine at Farmington. She has embraced the needs of students and the educators who work with them for over 30 years. Beginning as a third grade teacher in Hopkins, Minnesota, Dr. Fischer's career has progressed to include supervision of a clinic for children with learning disabilities, serving as a school consultant for students with special academic needs, teaching at the university level for over 25 years, and conducting professional presentations nationwide on fluency in reading, math, handwriting, and reading comprehension. # For more information about Oxtan House Publishers call 800-539-7323.

THE STERLING SCHOOL

The interviews with anthropologists and neuroscientists both concluding that unlike spoken language reading/writing are not hard wired activities of the human brain came as a surprise to many in the audience. That they are just too new in evolutionary time and therefore must be taught made sense to the audience of educators, parents and others. From interviews with experts like Paula Talal, chief of neuroscience at Rutgers and Reid Lyons, U.S. dept. of Education was clear that lack of mastery, and fluency with reading/writing skills are a national problem not confined to those with learning disabilities. One of the Children of the Code projects goals is to start a national dialogue between parents, students, educators, scientists, linguists, etc. so that a greater number of children, especially those in poverty or suffering from a learning disability can profit from research based teaching and therefore be able to gain the skills our modern society demands.

To the educator's at The Sterling School and Bay Ridge Preparatory School the preliminary conclusions drawn from David Bolton's Children of the Code project comes as no surprise. Both schools have curriculum based on the most up-to-date research, use multi-sensory methodology, and directly teach all skills to meet the individual students needs. The Sterling School serves children in grades 2-6, with language based learning disorders (Dyslexia). Ruth Arberman, the Director, explained the importance of not only remediating academic deficits, but pushing and expanding a child's knowledge base and strengths. Because English is so idiomatic, and irregular in many ways it is especially important to teach the structure of the language and provide strategies to deal with its irregularities.

For example: That the Greeks invented Math and Science and those words came into English from Latin, so think: Ph for the F sound if the subject matter is math/science ie: physics, photograph etc. One of the goals of this small intimate school is to help the students see themselves as someone who can learn, thereby undoing the "shame" that David Bolton speaks of. The Bay Ridge Preparatory School is also a small school (K-12) whose scholastic program applies the most recent advances in educational research. This school has a bridge program (grades 6-8) which concentrates on strengthening fluency, writing skills and math by utilizing small class instruction for students who continue to need reinforcement and direct teaching in the middle school years. It's supportive staff keys into the needs of adolescent learners stressing academic and social/emotional growth. It is just these areas that suffer when a child does not do well in school. The children interviewed in the Code project remarked that they avoided reading, didn't feel competent in school and saw himself or herself as "stupid". It is just this type of negative scripts that the staff, curriculum, and methodology at both Sterling and Bay Ridge Prep are designed to negate and also these issues that David Bolton hopes his "Children of the Code" project will begin to negate on a national level. #

For more information or to become involved visit www.childrenofthecode.org. For information about The Sterling School visit www.sterlingschool.com. For information about Bay Ridge Preparatory School visit www.bayridgeprep.com

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- **Speed Drills for Arithmetic Facts**
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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, living options for young adults—is a difficult process for everyone. For youth with disabilities, working through the maze of systems is especially hard. Covering programs for youth 14 and up, this new directory will help YOUTH,

PARENTS, TEACHERS, TRANSITION SPECIALISTS and COUNSELORS understand the rights and entitlements, and the many

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or visit us online at www.resourcesnyc.org

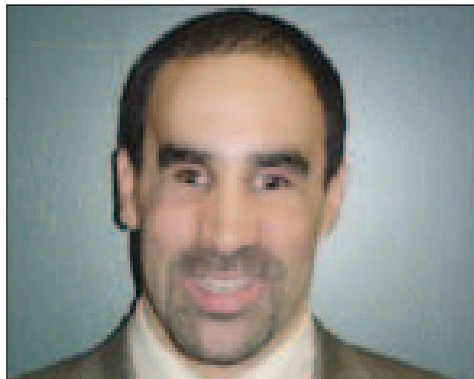


Commissioner Matthew Sapolin: Making a Difference for People with Disabilities

By JOAN BAUM, Ph.D.

It's as though October 20 were right around the corner for Matthew P. Sapolin, Executive Director of the Mayor's Office for People with Disabilities (MOPD). With a rush in his voice, an eagerness to note everything of importance about how he and his staff are preparing for that day, the commissioner is moving on all fronts. His office is partnering that day with The American Association of People with Disabilities, which has designated New York City as the national focus site of Disability Mentoring Day. The event, for Sapolin, will mark both a culmination of the "big three" activities of his office—attention to housing, transportation and employment needs—and a rededication of updated goals.

Though Sapolin has been in his position for only a year and a half, MOPD is 31 years old, having been established by then Mayor Abraham Beame "to serve as a liaison between City government and disabled individuals and organizations representing or serving New Yorkers with disabilities." In particular, MOPD works to ensure that people with disabilities—approximately 56 million children and adults in the country—are considered



Commissioner Matthew Sapolin

in the development of City policies, programs, and services." That mission translates for the Commissioner as serving the needs of the disabled by direct intervention, collaboration with, and referral to, other agencies, and promoting awareness, particularly about jobs—the emphasis of Disability Day. According to national data, at least 70% of persons with disabilities who are available for meaningful work remain unemployed.

To achieve its goal of bringing together mentors—local employers and corporate leaders—and mentees—those seeking full and part-time jobs and internships—MOPD is mobilizing business leaders and alerting academic institutions and the media. An April job fair held at the Pennsylvania Hotel hosted 150 vendors and a "packed" house of job seekers. A "tandem networking" event was held in May, and on September 15 a Career Expo will be held in conjunction with the Department of Youth Services and Community Development. Not a placement agency MOPD's main charge is to bring "awareness" to a wide and diverse population. The Fortune 500 companies are pretty knowledgeable about MOPD, Sapolin says, having put aside, like J.P. Morgan Chase, special funding to attract persons with disabilities. The challenge is to involve the smaller businesses, "to let them know about the benefits of hiring the disabled." And of course, to let the disabled know they have "voice and visibility" in his office, an ironic phrase, perhaps, were it not for the fact that demonstrating ability is what Matthew Sapolin himself is all about.

Only in his mid-thirties, Sapolin brings with him

years of experience as co-executive director of the Queens Independent Living Center, Coordinator of the Client Assistance Program for the Center for Independence of the Disabled in New York, and as a graduate of the Wagner School of Public Health Administration at NYU. Blind since the age of five, Sapolin loses not a nanosecond in zipping through computer files fishing for information. Though he thinks it important that a disabled person heads MOPD, he wants business in the city to hire not disabled people but finance folks, people who are specialists in human services, writers, computer experts—professionals who happen to be disabled. A statement made recently by a visiting attorney from Sydney, Australia sums up Sapolin's sentiments: "A city's sophistication is best judged by the manner in which it looks after the access issues for its citizens with disabilities." The Commissioner is out to ensure that the City's activities, institutions and infrastructure not only "mirror our society," but project its best, most humane and civilizing values.#

For information on Disability Mentoring Day and for a complete list of publications call: (212) 788-2830 or visit www.nyc.gov/html/mopd.

Young Writers

continued from page 15

which teaches deaf children to use their residual hearing to learn to speak. Heather's hearing was improved by a hearing aid and she eventually learned to read lips and to speak. This program greatly helped Heather overcome at least one of her obstacles and provided her with an opportunity to attend public school.


As a young child, Heather developed a special love for dancing. Dance used body language, not words, to express emotion. As a child with a disability, dance was Heather's refuge. She would

turn to ballet when things were tough and when she felt disconnected with the rest of the world. Dancing was Heather's way of expressing herself and making her feel like she had a purpose in life, despite her deafness. While struggling with school and other hardships, like her parents' divorce, Heather was continuing to develop her talent, which she saw as a blessing from God. As her dancing talent was improving, she began entering certain contests and pageants. In 1992 and 1993, Heather was first runner-up in the Miss Alabama Pageant. Heather was devastated, knowing that she came so close but was still unable to make it all the way to the top. As she was about to give up, her perseverance stepped in and she once

again competed in the Miss Alabama Pageant in 1994. This was a special year for Heather because all of her hard work and determination finally paid off when she was crowned Miss Alabama. That same year, Heather went on to compete in the Miss America Pageant. She wowed both the audience and the judges. When a decision finally had to be made...

"... Heather Whitestone!" Applause and cheering roared from the approving and excited audience. Heather's disability prevented her from hearing this miraculous announcement. Only when the first runner-up patted her on the shoulder and pointed at her, did Heather realize that she became Miss America. Overfilled with joy and

tears, she proudly accepted her crown. Heather not only became the first deaf Miss America, but also the first Miss America with any kind of disability. Through this incredible honor, Heather proved to herself and to the rest of the world that you can overcome all difficulties and obstacles to make your dreams come true. She showed everyone that all you have to do to succeed is just to believe in yourself and have a whole lot of perseverance. She also paved the way for others with a disability to follow their dreams and achieve their goals. Heather Whitestone became a worldwide icon to people with disabilities and people with all dreams because she didn't give up and kept on smiling.#



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INTRODUCTION

Education Update welcomes our Advisory Board, Dr. Charlotte K. Frank, Senior Vice-President of McGraw-Hill and former Regent of New York State; Dr. Augusta Souza Kappner, President of Bank Street College of Education; Dr. Alfred Posamentier, Dean of School of Education of City College of NY; Dr. Pola Rosen, Publisher, *Education Update*; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch Sussman, Chairman, The Center for Arts Education and Honorary Chair, Children's Museum of Manhattan. The Board makes the final decisions on the teachers to be honored each month.

In 2003, *Education Update* began the tradition of honoring teachers each month for their outstanding work on the "frontiers" of education. We are now continuing the tradition of recognizing outstanding teachers which will culminate in a ceremony on June 21, 2004 at the Cornell Club, 6 East 44th Street, New York.

Teachers are the backbone of our educational system. They richly deserve the recognition that *Education Update* gives them. Congratulations to this month's Outstanding Teachers of the Month in recognition of the vital role they play in our children's lives.

—Dr. Pola Rosen, Publisher

TEACHERS OF THE MONTH
JUNE 2004**Bonita Bua**

P.S. 97 The Forest Park School, Queens
Lucille Cardinale, Principal
Dr. Kathleen Cashin, Superintendent
District 27/Region 5



Student Progress: The students in Mrs. Bua's class showed progress in their work through ECLAS assessment as well as informal assessment conducted throughout the year in math and literacy. Mrs. Bua keeps a log on each

individual student. In her log she writes anecdotes about the performance of each student and uses this to differentiate instruction. As a kindergarten teacher, she embraces each child who enters her classroom and has successfully guided them into a print-rich classroom environment. Each student is able to reach his or her own personal best regardless of prior school experience.

Innovative Teaching Strategies: Mrs. Bua uses innovative teaching strategies such as adapting curriculum to meet the learning style or interests of each individual student. Some of these strategies include using different materials, book and supplies and making adaptations to the environment. It is important to her that every child finds learning enjoyable and interesting. Mrs. Bua is compassionate and flexible to the needs of her students.

Motivating Students: Mrs. Bua motivates and involves her students in classroom activities by involving the students in the planning and delivery of activities and projects. She plans themes that are of interest to the students and provides activities for many different levels. Hence, students are both engaged and challenged at their level. One example of her thematic planning included the decoration of her classroom as an Egyptian Temple. The lessons included having the students appreciate the art and culture of the ancient world. She made connections to literacy through read aloud and responding to the literature. She had her students write letters using hieroglyphics as other students used a key to translate the meanings.

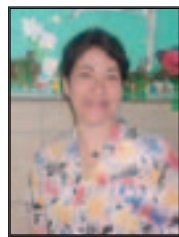
Parent/Community Involvement: Mrs. Bua is a member of the Woodhaven community and maintains open communication with the parents of the students in her class. She has an open door policy where parents join students on field trips, special events, and during everyday instruction. She works closely with volunteers who read with the children as well as help with other needs. She is available at every conference, is a member of the School Leadership Team, attends PA activities and communicates with parents regularly.

As principal, I truly am delighted to recognize Mrs. Bua as an outstanding educator.

Name of nominator: Lucille Cardinale

Maria Crowe

PS 811Q, Little Neck, NY
Joan Washington, Principal
Dr. Susan Erber, Superintendent
District/Region: 75/3



Student Progress: Maria Crowe is a special education teacher supporting students with severe disabilities in general education classes full time. The students eligible for standardized test-taking have increased their scores by one grade level or more this year. Ms. Crowe utilizes data-folios for her alternate assessment students highlighting their performance on skills using pre- and post-testing, self-evaluations, informal testing, and observations. Anecdotal evidence is compiled into data showing progress in all subject areas and in socialization.

Innovative Teaching Strategies: Mrs. Crowe's innovations have no boundaries. Maria has designed several inclusive education adaptations to ensure her students are successful working besides their same-age peers. Mrs. Crowe uses graphic organizers, timers, adapted books, calculators, templates, photographs, timelines, symbols, and more to simplify the work so that her students can understand the what is being presented. She is also a team-teacher, working beside her general education colleagues to get a better handle on all of the students. Mrs. Crowe assists the class with at-risk students not on her roster. She provides the special education techniques of individualized and differentiated instruction as a model for all to use. Mrs. Crowe utilizes sensory integration, manipulatives, yoga, music, and stress management to keep students and staff focused.

Motivating Students: Mrs. Crowe's adaptations and modifications keep students motivated and on task. When the work is too difficult, she uses fewer words in the vocabulary list and simplifies the stories in a creative, stimulating way. She invites interested parties to visit to see the varied resources she has created for individual students' needs. When students have problems following the general education guidelines, such as keeping a journal for response to literature, Mrs. Crowe steps in. After mini-lessons she transcribes what the students' response to the literature is. She encourages the students to verbalize their thoughts, as she records them. The children then read the "sample," and re-writes it following the format: write, review, edit, type final copy. All of Mrs. Crowe's teaching is made fun, in the form of games that are hands-on, using the kinesthetic, tactile approach. The intent is always to keep the children interested and engaged.

Parent/Community Involvement: Parents in

our school have learned from Maria how to advocate for inclusive education. She invites them to see the success of our students as they participate their everyday classroom activities as well as in Science Fairs, Dance Festivals, Chorus clubs, Art classes, Assemblies, etc. The parents have asked for more information to be presented at Parent-Teacher Association meetings, so they can learn more about inclusive education. The entire school community has now welcomed Mrs. Crowe and her students. The best comments we receive say how one cannot tell the difference between our students and the others without disabilities when they are working together side-by-side!

Name of nominator: Joan Washington, Principal

Angela Florio-Lippe

The Forest Park School-P.S. 97, Queens
Ms. Lucille A. Cardinale, Principal
Dr. Kathleen Cashin, Superintendent
District 27/Region 5



Student Progress: Angela Florio-Lippe is an outstanding fourth grade teacher. Due to the high stakes that the state has placed on students there are many forms of evaluation such as Princeton Review, Kaplan Tests as well as

tests administered by the teacher on a weekly basis. These evaluations enabled her to assess the levels of students in the class. Ms. Lippe maintains and updates logs, confers with students and maintains work folders on each child, allowing her to understand the needs of every child.

Innovative Teaching Strategies: In her classroom Ms. Lippe uses a variety of strategies to motivate students. Technology is incorporated whenever possible. She has a "Smart Board" which she won in a district-wide contest for incorporating technology. She uses this technical equipment to demonstrate how to surf the web and highlight and use information for research project.

Motivating Students: Students work on laptop computers with partners to write and edit published pieces. Students are also familiar to working in collaborative groups. For example, they created a database of Olympic Sports, which was then published into a book. She has created an atmosphere in which students are partnered to help each other.

Parent/Community Involvement: She keeps parents involved in her classroom activities by encouraging them to work with their children and help them to attain information needed for classroom themes. Parents are invited on class trips and to participate in classroom theme

activities. Ms. Lippe often calls parents and encourages feedback on students' work and personal issues, which may affect a student's day. She is always available for visits and partakes in school activities and parent evening meetings.

Name of nominator: Ms. Lucille A. Cardinale, Principal

Mirta Gallego

Name of School: CS 211, Bronx
Mrs. Betty Gonzalez-Soto, Principal
Ms. Laura Rodriguez, Superintendent
Network 7/Region 2

Student Progress: The Early Childhood Literacy Assessment System, the Developmental Reading Assessment, interim benchmark tests, and inventories indicate significant student progress. Student folders in reading, writing, and math also evidence improved student performance.

Innovative Teaching Strategies: Ms. Gallego is a veteran teacher who never stops trying to improve her craft. She uses a multidisciplinary approach to author studies that encourages children to explore the world of literacy. The children really get excited about the extensions introduced. Ultimately, the miracle happens: children read and write. It is her planning and uncanny ability to design new and fun activities for her students that lead to the students' academic success. Ms. Gallego facilitates learning. She allows for students to apply what they learn. Her room always has student projects in progress. You'll see quilt making, dioramas, paintings and bookmaking; not all students will be doing the exact same thing because she plans with their strengths and weaknesses in mind. She groups for reading to help students at their instructional level, but she challenges them to excel by providing wonderful activities that are usually thematic.

Motivating Students: Through the years, most of Ms. Gallego's students have been reading at or above grade level when promoted to 2nd grade. This is due to her brand of teaching: experienced but always willing to incorporate new ideas. Her teaching immerses her students on a daily basis in the activities that result in meeting performance standards. Attendance is always above 90%. The writing produced by the students is amazing. Students talk about legends and folktales. They understand fiction versus nonfiction. They produce cookbooks, letters, poems and retellings. She publishes student work that fills up 4 to 5 boards every month.

Parent/Community Involvement: Ms. Gallego talks to parents on an ongoing basis.

PREVIOUS OUTSTANDING

Teresa Foley

PS/IS 126
Jose Montanez, Principal
Peter Heaney, Superintendent

Pearl Halegua

PS 196
Sylvia Hammer, Principal
Judith Chin, Superintendent

Jennifer Hunter

Queens Vocational & Technical HS
Denise Vittor, Principal
Reyes Irizarry, Superintendent

Sari Jacobs

PS 96
Victor Lopez, Principal
Lucille Swarns, Superintendent

Maria Perdios

IS 174
Anthony Orzo, Principal
Laura Rodriguez, Superintendent

Gina Refano

New Dorp HS
Dierdre A. DeAngelis, Principal
Michelle Fratti, Superintendent

Christine Soraghan

Queens Vocational & Technical HS
Denise Vittor, Principal
Reyes Irizarry, Superintendent

Dr. Gary Spindler

New Dorp HS
Dierdre A. DeAngelis, Principal
Michelle Fratti, Superintendent

Josephine Coskie

PS 88
Dr. Ellen Margolin, Principal
Reyes Irizarry, Superintendent

Danielle DeMartini

PS 16Q
Audrey Murphy, Principal
Reyes Irizarry, Superintendent

Olga

Offsite Edu
Robert Z
Marsha Lyle

Barbara

Elba Lo
Irma Zardoy

Dar

Stuy
Stanley T
Peter Heaney

Elyse S

P
Mrs. Jeanet
Reyes Irizarry

Ernest

Commun
Karen Und
Laura Rodrig

She starts by sending a letter to her September parents in June. Her practice is to inform parents of what is expected of their children from the very beginning. She feels children are only as successful as parents will help them to be. She teaches any parent that will listen how to work with their child. At times, she'll have a parent attend class to observe the routines. Her belief is that parents have to help with discipline so that children can learn. Ms. Gallego is an amazing teacher!

Name of nominator: Margarita Rodriguez, Literacy Coach

Steve Goldring

P.S.95, Queens

Dr. Aura Gangemi, Principal

Ms. Judith Chin, Superintendent

District 29/Region 3



Student Progress: Our children have performed on Broadway, Rockefeller Center (*A Christmas Carol*), at Annual Conferences (NYS Association of Bilingual Educators; JFK International Airport Annual Hispanic Cultural Celebration) and numerous other sites with pride and a full sense of accomplishment.

The children in our building are 90-95% immigrants or children of immigrants—their diverse cultural backgrounds are highlighted and supported by the music and the presentations that occur under Mr. Goldring's tutelage. As a result he is beloved & respected by the entire community.

Due to his innovative style and teaching skills, the children have learned to read music and sing in three-part harmony. These exercises in learning have enriched the reading, writing and comprehensive skills of both the children in the chorus and those that perform at the weekly assembly programs.

Innovative Teaching Strategies: He is always working with the chorus during his lunch, his prep periods, before school in large groups as well as small groups.

Chaperoning and preparing our children as they perform on Broadway, Rockefeller Center (*"A Christmas Carol"*) and other venues outside of the school setting.

Promotes the enthusiastic celebration of the multicultural nature of our school and our children.

Created and promoted an annual Flag Day Celebration that promoted patriotism for the entire school.

Through his research, he has brought to our community the newest music as well as new arrangements to old favorites, i.e. Star Spangle Banner, new Bengali/Indian music and Latin music.

Motivating Students: Helps promote self-

esteem and success through participation in numerous performances in our school and in public (Senior Citizens Center)

Promotes the linkage of multiple classes for weekly assembly programs where the Kindergarten to Grade 5 perform plays, skits and musicals.

Parent/Community Involvement: Creating/organizing, promoting and accompanying all acts at our Winter & Spring Concerts.

Creating/organizing promoting and accompanying all acts at our June Staff Talent Show.

Promoting and linking our children to cultural events where the children perform (i.e. NYS Association of Bilingual Educators annual conference; JFK International Airport Hispanic Celebrations—annually; Invited participants for the Annual Martin Luther King Celebration at the Queensborough Public Library; Holiday visits with the Eastwood International Children's Chorus to Senior Citizens Center)

Name of nominator: Dr. Aura Gangemi, Principal

Patricia Sibley

P.S.140, Queens

Elaine Brittenum, Principal

Harold Wilson, LIS, Superintendent

District/Region: 28Q/3

Student Progress: Mrs. Sibley's Technology Club is definitely a group on the move. The students' essays and interviewing skills are reflected in their bi-monthly school-wide newsletters. The students enjoy interviewing staff for their newsletter article; the research columns are less than spectacular—I have learned much from their research.

The children are confident, independent and ambitious in doing an expert job.

Innovative Teaching Strategies: Mrs. Sibley and her Technology Club wanted to participate in the upcoming AIDS walk-a-thon and wrote a grant for Newsday Future Corps. They were rewarded with the grant and are now participants in the May 16, 2004 AIDS walk-a-thon sponsored by NYC. This is the club's 2nd grant from Newsday Future Corps. Patricia was a winner in SY 2002-2003. She recently met someone from Verizon and persuaded him to adopt P.S. 140's Technology Club. Kudos!

Motivating Students: The Technology Club produces their own school-wide newsletters; participating in the NYC AIDS walk-a-thon and looking for more pledges. The Duke-a-teers are walking May 16, 2004 under the direction of Mrs. Sibley, parents and staff.

Parent/Community Involvement: Mrs. Sibley offers technology workshop on Saturdays to the parent community. She instructs parents in: Power Point, Hyperstudio, creating web pages, etc. The workshops are agents to bond the parent

community as they learn and collaborate.

Name of nominator: Elaine Brittenum

Pat Sturm

The Forest Park School - P.S. 97, Queens

Ms. Lucille A. Cardinale, Principal

Dr. Kathleen Cashin, Superintendent

District 27/Region 5



Student Progress: Ms. Sturm uses innovative teaching strategies in her classroom. She has created a database for students to record research information. She facilitates the use of computers to differentiate instruction. Ms. Sturm

coaches students through the process of creating slide shows of their work. She integrates life skills into the curriculum as well as enriching the lives of students who have created special items for loved ones. In addition, her students create books for the kindergarten students to read. She heads a school biography fair every year where students on all grade levels are encouraged to come to school dressed as their favorite person in history and allow other students to interview them.

Innovative Teaching Strategies: Student progress is shown by comparing scores on Princeton Review Tests, Kaplan Tests, and ECLAS assessments. Students are also evaluated on a daily basis through running records in reading and teacher created tests given after completing various units of study. Throughout the year work is collected in work folders so progress can be seen on a regular basis.

Motivating Students: In Ms. Sturm's class, student motivation was evident at the recent biography fair held to honor famous Americans. After extensive research, students dressed as their chosen famous person, signed autographs and answered questions from the entire school and invited guests. Students' motivation is also evident in their current study of Ireland. When visitors enter the classroom they are greeted with "Failte" welcome in Gaelic. She was also the winner of "Readers are Leaders" challenge for the best book reports in third grade where highly motivated students are identified.

Parent/Community Involvement: During Penny Harvest parents and children collected pennies with their children and donated the proceeds to charity. The class was awarded the "Common Cents NY Grant" for buddy reading and the creation of student made books for kindergarten. In addition, during the biography fair parents sewed costumes and invited the entire community to attend. During the Marathon she involved parents to participate. Both students marched in October to raise money for the March

of Dimes. For City Harvest, the class and their parents collected over 200 cans of food.

Ms. Sturm is an outstanding educator who is a lifelong learner. She continues to grow as a professional and is an asset to Public School 97.

Name of nominator: Ms. Lucille A. Cardinale

Shirley Wang

Marathon School, PS 811, Queens

Joan Washington, Principal

Dr. Susan Erber, Superintendent

District 75



Student Progress: Shirley's eye for detail was a tremendous asset in the classroom. In addition to anticipating the needs of the students, she was able to anticipate the teacher's needs. Her superb organizational skills contributed to a well-run

classroom; a notebook, hat or mitten rarely went missing. This was such a help to the classroom teacher who was confident in the knowledge that instructional and hygiene supplies were always available for use. Shirley's extraordinary artistic talent is another of her strengths. Among other talents, she was accomplished in the art of paper cutting and could take a student's abstract rendering in paint/crayon to help create a very special bulletin board.

Innovative Teaching Strategies: From her first day at work Shirley showed herself to be a dedicated and conscientious individual. But, it is her patience and meticulousness that are so outstanding. Shirley was superbly skilled at teaching our most physically challenged students to feed themselves. She carried out dysphasia programs for children having difficulty swallowing, under the direction of school therapists, with dedication and loving care. She took her time, first ensuring that her student was positioned optimally in his/her wheelchair, making the necessary adjustments as needed, setting up all the student's mealtime equipment, making sure that student was relaxed, and finally following proper feeding techniques demonstrated by either classroom teacher, speech, occupational or physical therapists. Shirley never rushed her students. Instead, she allowed her students to take all the time they needed to finish their meals even if it meant that she remained in the cafeteria or the classroom with a student long after all others proceeded to the next activity. Shirley was totally engaged with whichever student she worked with, no matter his/her level of disability. Similarly, Shirley took no shortcuts when toileting her students, ensuring that all buttons were buttoned, wrinkled undershirts smoothed out, and all belts and straps reattached precisely.

Motivating Students: Shirley was educated and worked as a trained architect in Mainland China for many years. She left China during the oppression of the Cultural Revolution for the freedom of America. Upon her arrival in this country Shirley supported her family by cleaning houses while she was learning English. When her English skills were sufficient, she gratefully accepted a position as paraprofessional in our school.

Parent/Community Involvement: Her kindness and genuine affection for our students were made evident in the way Shirley worked with our student's day in and day out. Despite her advanced age (72) and arthritis, Shirley would gladly aid in lifting even heavy children in and out of their wheelchairs. Despite her hearing impairment, she would never get frustrated. Despite her intelligence and abilities she cheerfully performed all tasks asked of her.

Name of nominator: Joan Washington, Principal, Sandi Mattes-Schwartz, Teacher, Mark Shifter, Teacher #

STANDING TEACHERS OF THE MONTH, 2003-2004

Economos

Educational Services
Gweig, Principal
es, Superintendent

Lisa Lafontant

PS 329
Mrs. Anita Garcia, Principal
Michelle Fratti, Superintendent

Victoria Sottile

Leon M. Goldstein HS
Joseph Zaza, Principal
Gloria Buckery, Superintendent

Beth Rodger

PS/IS 208
Mr. James Philemy, Principal
Judith J. Chin, Superintendent

Morochnick

PS 33
opez, Principal
ra, Superintendent

Louise Masiello

PS 77K
Ivy Sterling, Principal
Dr. Susan Erber, Superintendent

Dolores Molesphini Trum

Public School 8
Lisa Esposito, Principal
Michelle Fratti, Superintendent

Giovannie Sosa

Aviation High School
Eileen B. Taylor, Principal
Reyes Irizarry, Superintendent

aniel Jaye

vesant HS
Feitel, Principal
y, Superintendent

Linsey Miller

School: Richard H. Hungerford School
Judith J. Chin, Superintendent
Dr. Mary McNerney, Principal

Joanne Vitiello

PS 19
Mary Petrone, Principal
Michelle Fratti, Superintendent

Lynette Vazquez

PS 33
Elba Lopez-Spangenberg, Principal
Irma Zardoya, Superintendent

Stefanishin

PS 151K
te Sosa, Principal
y, Superintendent

Dennis Robinson

Man. Comprehensive Night and Day HS
Howard A. Friedman, Principal
Peter Heaney, Superintendent

Steven Bloom

PS 24
Mark Levine, Principal
Irma Zardoya, Superintendent

Sharon Weissbart

Seton-Falls Elementary PS 111
Julia Rivers-Jones, Principal
Laura Rodriguez, Superintendent

ine Belton

ity School 152
erwood, Principal
uez, Superintendent

Tania Sanchez

Eugene T. Maleska
Anthony Orzo, Principal
Laura Rodriguez, Superintendent

Ronald Burger

IS 125Q
Judy L. Mittler, Principal
Reyes Irizarry, Superintendent

Margaret Breen

Seward Park High School
Jayne Godlewski, Principal
Peter Heaney, Superintendent

A drawing will be held at the **Outstanding Teachers of the Year** ceremony for tickets to Vienna on Austrian Airlines.

Turned Away in 1929, Dorothy Height is Embraced by Barnard College 75 Years Later

Seventy-five years ago, Dorothy Height was turned away from Barnard College, one of the historic Seven Sisters, during an era of racial quotas in higher education. In 1980, Dr. Height graciously accepted the Barnard Medal of Distinction, the College's highest honor, in recognition of her inspiring national leadership on civil rights. Recently, Dr. Height was honored again with the title "honorary Barnard alumna" as the College directly acknowledges this wrongful exclusion and celebrates her life and achievements.

This landmark event was planned by the organization of Barnard's Alumnae of Color, which will celebrate the largest number of African-American women graduates from Barnard (Class of 1974) during the College Reunion. The organization has spearheaded the establishment this year of a scholarship fund, named for Zora Neale Hurston, the famous African-American author, anthropologist and folklorist, who graduated from Barnard in 1928, the year before Dr. Height was excluded because of the quota in place at the time. A pioneer in the Civil Rights Movement and president of the National Council of Negro Women for 40 years, Dr. Height this year celebrated her 92nd birthday.

Barnard President Judith Shapiro, who led the tribute to Dr. Height on the College's behalf, said: "We affirm our commitment to racial equality as the nation marks the 50th anniversary of the landmark school desegregation ruling, Brown versus Topeka.

More than two decades ago, Dr. Height accepted the College's highest honor, the Barnard Medal of Distinction. This was a gracious and forgiving gesture on her part, and one for which we are most appreciative," said Dr. Shapiro. "Now she is allowing us as a community to embrace her and pay her this special tribute as an honorary alumna. In doing so, she generously expresses her remarkable lifelong commitment to a better world."

Dr. Marsha Coleman-Adebayo, a member of the Class of 1974 and also a courageous social activist, organized the tribute to Dr. Height, who

this year received the Congressional Gold Medal for her lifetime of achievements.

"Awarding Dr. Height the long-denied status of alumna acknowledges the dark past of American society. As an alumna, I am proud that Barnard has started a dialogue on racial discrimination, a necessary component of the process of healing and justice," said Dr. Coleman-Adebayo, who, as a whistle-blower on the dangers of vanadium mining, was dismissed from her position on the Gore-Mbeki Commission, which provided U.S. assistance to the then-new South African government under President Nelson Mandela. Coleman-Adebayo voiced her concerns about the unsafe mining practices and the involvement of U.S. companies and later won the largest-ever settlement against the U.S. government for discrimination. She works for the Environmental Protection Agency as a Senior Policy Analyst.

Dr. Height wrote in her recent memoir, *Open Wide the Freedom Gates*: "In the summer of 1929 I [received] a telegram asking me to report for an interview at Barnard. When I arrived, breathless, in the office of the dean, I was asked to have a seat. It seemed an eternity before the dean finally came to speak to me. I apologized for being late. It didn't matter, she said. Although I had been accepted, they could not admit me. It took me a while to realize that their decision was a racial matter: Barnard had a quota of two Negro students per year, and two others had already taken the spots."

Winner of a scholarship for her exceptional oratorical skills, she entered New York University, where she earned bachelor and master degrees in four years. Dr. Height has been a leading advocate for civil and human rights for more than half a century; she was president of the National Council of Negro Women for 40 years, through 1998, and worked closely with Dr. Martin Luther King, Roy Wilkins, Whitney Young and others, participating in almost every major civil and human rights event of the 1960s.#

Class Features First Brother & Sister Combination in NY Fire Dept. History



Mayor Michael R. Bloomberg and FDNY Chief of Department Frank Cruthers with Probationary Firefighters Christopher and Lauren Smith

Mayor Michael R. Bloomberg and Fire Commissioner Nicholas Scoppetta presided over a graduation ceremony for 233 Probationary Firefighters. The new firefighters, or "Probies," have successfully completed the rigorous 12-week training program at the Fire Department (FDNY) Training Academy located on Randall's Island. Today's class featured two sets of siblings, including the first brother and sister combination in the history of the FDNY. Several hundred friends and family members joined the Mayor and Commissioner at a ceremony at Brooklyn College to congratulate the first class of 2004.

"It gives me enormous pleasure and satisfaction to welcome today's graduating class of 233 men and women into the ranks of the world's greatest fire department," said Mayor Bloomberg. "These new firefighters join a department whose members protect this City day in and day out, facing new challenges and threats of terrorism with courage and professionalism.

I congratulate our newest firefighters on becoming New York's Bravest and know they will serve the people of New York with honor and dedication."

"You have completed the first step in what will become an enormously rewarding career and now enter the ranks of a Department rich in history and tradition," said Commissioner Scoppetta. "With each response, you will expand upon the foundation of knowledge and skills you have

received from your instructors at the Academy. Rely on that foundation as you assume your role as the first line of defense against the threats to our City."

While in training at the Fire Academy, the "Probies" learned firefighting techniques such as basic engine and truck operations, fire suppression and containment, hazardous materials training, and terrorism awareness. The "Probies" will now be assigned to firehouses throughout the City of New York, where they will gain field experience under the guidance of senior firefighters and officers. In keeping with tradition, the class-donated money to a number of FDNY related charities.

Firefighters Christopher and Lauren Smith graduated at today's ceremony. They are the first brother and sister combination to ever graduate the Academy together, and to ever join the ranks of FDNY. Their father Phillip is a 26-year veteran currently assigned to Ladder Company 54 in the Bronx. Christopher will be heading to Engine Company 42, Bronx, and Lauren will be assigned to Engine Company 298, Queens.

Probationary Firefighter Edward G. Dailey earned the honor of today's class Valedictorian, and Probationary Firefighter Joseph E. Pansini was the class Salutatorian. The Physical Fitness Award was given to Probationary Firefighter Harold Cargain.#

Monroe College Awards HS Students

Monroe College held an awards celebration for 120 high school students on the completion of their studies in the Virtual Enterprise program. The students attended free classes at Monroe on Saturday mornings in various academic fields, earning three college credits.

The fifteen-week Monroe College Virtual Enterprise Saturday Program provides unmatched

opportunities for high school seniors to study from top-notch professors in a college setting, while earning three college credits. The program offers courses in Principles of Accounting, Electronic Spreadsheet Applications, Introduction to Business, Criminal Justice, Medical Terminology and Body Systems, Introduction to Health Care, and Introduction to Hospitality.#

WHAT ARE YOU DOING AFTER GRADUATION?

By SARAH LYNCH

Sarah N. Lynch Barnard College of Columbia University



Majors: English with a concentration in writing and Spanish Language and Literature

How do you feel about graduating? I will certainly miss all of my friends and many of the

wonderful teachers I had at Barnard, including Agueda Rayo, my Spanish thesis advisor, and Anne Prescott in the English department. I will also miss being a student. I am excited, however, to begin a new chapter in my life.

Future Plans: I just got a job working as a general assignment reporter for the Jersey Journal in Hudson County, NJ, where I will be covering Secaucus and Hoboken. I am looking forward to developing my skills as a journalist and a writer. In the distant future I hope to attain a Masters in print journalism (newspaper) and potentially a Masters in international affairs with a concentration in Latin America.

Erika Flores Barnard College of Columbia University



Major/Minor: Urban Studies with a concentration in Political Science (major)/Latin American Studies (minor)

How do you feel about graduating?:

"While graduation is a sad moment because the friends you made wonderful memories with all go their separate ways, graduation signifies a new beginning. I look forward to the new memories my college friends and I will make as we sail through the difficult waters of adulthood and hope to enjoy my time off from lectures, papers, and tests."

Future Plans: I look forward to working at a fulltime job at the Grace Institute for a few years before I enroll in law school.

Natalia T. Chan Barnard College of Columbia University

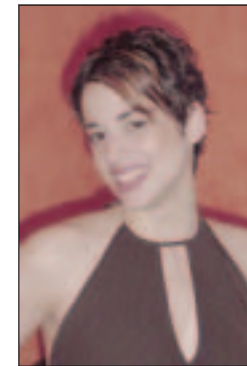


Major/minors: English (major)/Psychology (minor)

How do you feel about graduating? I'm definitely going to miss being in such an exciting, intellectual college environment, but I'm looking forward to beginning the next stage of my life as a working girl.

Future Plans: I will be working as a corporate legal assistant at a Manhattan law firm and I anticipate attending law school in the near future.

Hilary Mitchell Barnard College of Columbia University



Major: Spanish language and literature

How do you feel about graduating?: I feel great! I'm excited to have finished, and am looking forward to a lot of exciting changes and opportunities.

Future Plans: Working as a financial advisor for Amex, continuing my studies

in Spanish, developing my photography skills even more, printing and publishing my photographs and my artwork, keep working on cars, continuing with ballet classes and teaching ballet, going to the gym...

Sarah Lynch just graduated from Barnard College.

COMMENCEMENT ADDRESSES AROUND THE NATION 2004

**Barnard College—
Barbara Ehrenreich, Author**

I had another speech prepared for today—all about the cost of college and how the doors to higher education are closing to all but the wealthy. It was a good speech—lots of laugh lines—but 2 weeks ago something came along that wiped the smile right off my face. You know, you saw them too—the photographs of American soldiers sadistically humiliating and abusing detainees in Iraq.



Barbara Ehrenreich

These photos broke my heart. I had no illusions about the United States mission in Iraq, but it turns out that I did have some illusions about women.

Of the 7 US soldiers now charged with the abuse of prisoners in Abu Ghraib, 3 are women: Harman, England and Megan Ambuhl. Maybe I shouldn't have been so shocked. Certainly not about the existence of abuse. Reports of this and similar abuse have been leaking out of Guantanamo and immigrant detention centers in NYC for over a year. We know, if we've been paying attention, that similar kinds of abuse, including sexual humiliation, are not unusual in our own vast US prison system.

We know too, that good people can do terrible things under the right circumstances. This is what psychologist Stanley Milgram found in his famous experiments in the 1960s. Sabrina and Lynndie are not congenitally evil people. They are working class women who wanted to go to college and knew the military as the quickest way in that direction. Once they got in, they wanted to fit in.

And I shouldn't be surprised either because I never believed that women are innately less aggressive than men. I have argued this repeatedly—once with the famously macho anthropologist Napoleon Chagnon. When he kept insisting that women are just too nice and incapable of combat, I answered him the best way I could: I asked him if he wanted to step outside...

I have supported full opportunity for women within the military, in part because—with rising tuition—it's one of the few options around for low-income young people.

Secretly, I hoped that the presence of women would eventually change the military, making it more respectful of other people and their cultures, more capable of genuine peace keeping.

But there's another thing that died for me in the last couple of weeks—a certain kind of feminism or, perhaps I should say, a certain kind of feminist naiveté.

It was a kind of feminism that saw men as the perpetual perpetrators, women as the perpetual victims, and male sexual violence against women as the root of all injustice.

Gender equality cannot, all alone, bring about a just and peaceful world. Women do not change institutions simply just by assimilating into them. But—and this is the “but” on which all my hopes hinge—a *certain kind* of woman can still do that—and this is where you come in.

We need a kind of woman who can say *no*, not just to the date rapist or overly persistent boyfriend, but also to the military or corporate hierarchy within which she finds herself. We need a kind of woman who doesn't want to be one of the boys when the boys are acting like sadists or

fools. And we need a kind of woman who isn't trying to assimilate, but to infiltrate—and subvert the institutions she goes into. *You* can be those women. And as the brightest and best-educated women of your generation, you better be. I'm counting on you. I want *you* to be the face of American women that the world sees—not those of Sabrina or Megan or Lynndie or Condoleezza.

Don't let me down. Take your hard-won diplomas, your knowledge and your talents and go out there and *raise hell!*

**The Cooper Union for the
Advancement of Science & Art—
Tony Kushner, Playwright & Author**

I'm a playwright not a politician or a scholar or a preacher and so speaking publicly isn't something I do easily. There's always fear involved, all the more fear the more intimidating the assemblage, and this is an intimidating assemblage. I don't kid myself that I could have done whatever it was you people had to do to get into Cooper Union. I've never even known anyone who graduated from Cooper Union. There aren't that many of you around and so I've had opportuni-



Tony Kushner

ties to obsessively cultivate and detail my own private mythology of your brilliance.

I think you are lucky...I think this is a time when America, the world will hear you speaking.

I don't know what to tell you to do with the rest of your lives but from now till November the path seems clear enough to me...stay active, stay vigilant, and stay progressive. Because the humanly possible is what you leave this vertical and fabled womb of adepts to go forth into the fallen world to achieve. You are meant, I think, to discover what is humanly possible and even to make sure that what is humanly possible, years from now when you are done with your work, is a good deal worthier of celebration than the humanly possible you inherit today.#

**Connecticut College—
Anita DeFrantz, Olympic Winner**

I loved my time here at Connecticut College. I was introduced to a new world of opportunity. And there were no constraints for me in becoming involved in new and different challenges. My professor in freshman American History presented one of my first and quite memorable challenges. The class was given the assignment



Anita DeFrantz

of writing a 10-page paper in two weeks. I am certain that for all of you, that would be a snap! However, at my high school, I had never written anything over three pages. Ten pages seemed like a book to me. Using the ingenuity that is a hallmark of Connecticut College students, I wrote the paper. Needless to say, I used rather wide margins.

A few days later, the paper was returned to me. Written on the top were the words that my housemates in Branford remind me of to this day; “You tend to ramble and digress, but reach sound conclusion.” It is the “sound conclusion” part that I use as I go forward every day. And now I offer to you two words: “Critical Thinking”. I believe that critical thinking is the key to our past, our present and our future.

The ability to ask “why?” if something appears to be inconsistent is an essential skill for the 21st century. In 1974, my senior year at Connecticut College, I was demoted to junior varsity. How humiliating! During the same conversation in which I was told of my JV fate, the Coach told me that he thought I could make the 1976 Olympic Team! Now, that was seriously inconsistent. I applied critical thinking. After working to see how these two concepts could fit together, I came to understand why the Coach made that statement to me. He had to make certain that I would continue to row that season so that there could be a JV boat. Without me, there were not enough athletes to fill a JV boat. It worked! I had a great time in that boat and our record was identical to the Varsity that year!

After graduation ceremonies, to the delight of my parents, I moved to Philadelphia to attend the University of Pennsylvania Law School. I was interested in law because I believed it to be the language of power. I wanted to be able to use that power to unveil other inconsistencies that prevented our nation from fulfilling its destiny.

In July of 1976, I entered a unique community, the Olympic Village in Montreal. From the outside, it seemed to be a normal housing development with grand buildings dressed with multicolored ribbons from top to bottom. But inside was a community where each member had experienced success. Each athlete, coach or administrator had been successfully chosen to become a member of his or her National Olympic Team.

And you could feel the success and respect for one another throughout the Olympic Village. We all knew that we would be competing for rare distinctions, medals of gold, silver and bronze offered once every four years. We knew how hard we'd worked to come this far. And we knew that there were too many of us for the few medals offered.

We were women and men of every size, color and shape. We would sit down at any table in the dining hall, which, by the way was open 24 hours a day, and share a meal with an athlete from a country remote geographically as well as politically. We were joined together in the spirit of mutual respect. At the end of the day, it did not matter whether you were a champion or whether you had only made it through the first round. We were Olympians each with our own story. And we left with a new respect for those we met, those we competed against and those we watched in competition. We left as ambassadors for a world at peace.

Friends, our challenge is to live the final stanza of a song you have heard or sung hundreds of times.

We must live up to the promise in the final line of that anthem. I challenge all of us to make this true. Make it so that we live in... ‘The land of the free and the home of the brave!’ Class of 2004, it is your choice!#

**American University: School of
Communication/Kogod School of Business—
Judy Woodruff, CNN Senior Correspondent**

You, the class of 2004, will always look back on a tumultuous college experience. And it won't be just the fire alarms at 3 o'clock in the morning. Being at a college in the nation's capital has shaped your experiences in more ways than you ever dreamed. Those of you who entered college in

the fall of 2000, had barely found your way around campus, when you were witness to the closest Presidential election in American history. Then, as you were settling in to your sophomore year, 19 young men from the other side of the world changed the United States forever by piloting four commercial jetliners into New York City's World Trade Center, the Pentagon, and an empty field in Pennsylvania. It wasn't long before the nation sent thousands of our young men and women—most your age—to Afghanistan to launch a war to change that country, and one year later, to Iraq. As we sit here celebrating this morning, we should take a moment to remember the brave men and women wearing the uniform: whatever we think of those wars, they are serving our country.

Standards and quality matter; you know that because you've learned it here, at American University. By the way, whatever your field, if you don't have a job yet, don't worry; it will come in good time. My advice: think about using the time while you wait, to do volunteer work that will make a difference in someone else's life. And keep on doing that, in some form, throughout your life.

Speaking about the arena I know best, journalism, I can tell you it is an exciting time to be in our field. It is exciting because of the proliferation of opportunities. When I was in your shoes—back in the dark ages—the options were few. I drove to Atlanta during the spring break of my senior year at Duke University, to interview with the news directors of the three TV stations there—offering my services as a secretary. Two dismissed me; I had no newsroom experience at all; but the third, who badly needed a receptionist, said he'd bring me on board to answer the phones and clean the film. My heart swelled with pride as I stood up to thank him for the job offer, and as I turned to walk away, he added: “Besides, how could I not hire someone with legs like yours?” With just those few words he had dashed my aspirations, and he had reminded me of a double standard I pretended didn't exist. The good news is, much has changed. Today, you have far more options.

Go into television or news papering. But don't go into it with the notion of being one of those big TV stars in what is charitably called the argument culture; don't go into it expecting to bring down the powerful. Go into journalism to be one of those who champion that notion that quality, irrespective of what the bean counters and management consultants say, is rewarded. My message is: come on in, but don't join the crowd. Set your sights high. Fight for integrity. And don't be afraid to be a lonely voice. It is now clear that America began a war fourteen months ago on a flawed premise: Saddam Hussein did not have the weapons of mass destruction that the U.S. government assured us he did. This presidential campaign will debate the government's performance in that matter. But let's not overlook that most of the press put aside skepticism; we were enablers. There were a handful of exceptions, most notably Walter Pincus of the Washington Post. So when you plot your career path in the months and years ahead, let me urge that the Walter Pincuses, as well as the Jim Lehrers, Ted Koppels, Bob Edwards and the late Mary McGrory, more than the hyperventilating talking heads of my business, be your role models.#



Judy Woodruff



Silver Hill Hospital Launches New Transitional Programs

By NANCY S. HELLE

Silver Hill Hospital in New Canaan, Connecticut has launched a new series of transitional living programs, which are offered at three residential cottages on the 63-acre campus of the nationally recognized, not-for-profit psychiatric treatment facility. Dr. Sigurd Ackerman, president and medical director of Silver Hill Hospital, says that while transitional programs have previously been offered at these halfway residences, the new programs have been completely redesigned, so that they are more comprehensive, more structured and staffed by a more complete clinical team.

The programs offer a flexible "extended stay" option for patients who no longer require acute care, but would benefit from a structured transitional setting before returning to their homes and jobs. Four distinct tracts have been developed, each with its own program design and dedicated staff, to provide treatment for Addiction Disorders, Dual Disorders (a psychiatric disorder combined with addiction), Eating Disorders and Rehabilitation for Persistent Psychiatric Disorders, such as schizophrenia or bi-polar disorder (manic depression). The average length of stay is four weeks, although severe psychiatric disorders may require a longer period.

"There is no such thing as a quick fix for many psychiatric disorders," said Dr. Ackerman. "Although new medical advances may shorten the need for longer stays in an acute care psychiatric unit, our experience has shown that recovery from mental illness, including addiction disorders, takes time. Very often, when a patient can

safely be discharged from an acute-care unit, he or she is far from ready to resume a normal life.

However, since the advent of managed care, hospitalization for the acute phase of severe psychiatric disorders has become very brief, typically lasting about a week. In today's accelerated health care environment, there is less access to an appropriate transitional setting with flexible treatment options for individual needs."

Patients in most psychiatric hospitals have to move to a new location within the mental health system in order to participate in transitional living programs and facilities. Silver Hill Hospital is one of five or six treatment centers in the country, and the only hospital in Connecticut that offers "Extended Stay" programs on one campus, providing a true continuum of care.

Each of the hospital's four distinct tracts has its own daily treatment programs and activities, and all are lead by a clinical team that includes a board certified psychiatrist, a psychiatric nurse, social workers, group therapists and residential counselors. Admission to the programs may begin with crisis management and stabilization in the hospital's acute care units, and continue with an extended treatment program of rehabilitation and recovery.

Silver Hill Hospital is the only completely independent not-for-profit psychiatric hospital in Connecticut. The hospital provides a full range of services for adults and adolescents.#

For further information, call 800-899-4455 or visit the website: www.silverhillhospital.org.

WEILL CORNELL BEGINS NEW STEM CELL CENTER

Weill Cornell Medical College recently established the new Ansary Center for Stem Cell Therapeutics, which will bring together a premier team of scientists to focus on stem cells—the primitive, unspecialized cells with capacity to form all types of cells in the body.

The Center is being created with a \$15 million grant from Shahla and Hushang Ansary, prominent Houston philanthropists. Mr. Ansary is a Vice Chairman of Weill Cornell Medical College's Board of Overseers.

"The Ansary Center will help lead the way into 21st century medicine in this extremely promising area," said Dr. Antonio M. Gotto, Jr., Dean of Weill Cornell Medical College. "Weill Cornell scientists and physicians are already world leaders in stem cell research, and Mr. Ansary's generous gift will help spur the creativity and collaboration of our scientists, as well as help attract the best and brightest young researchers in the field."

"We are witnessing the birth of a new field of research that has tremendous potential for relieving human suffering," said Hushang Ansary. It's an exciting time, and we believe this prestigious Center will have a significant impact in the field."

Added Dr. David P. Hajjar, Executive Vice Dean for Research at Weill Cornell, "This Center will help position Weill Cornell at the vanguard of stem cell and developmental biology research in this country."

Dr. Shahin Rafii, a noted authority in the field and the recently named Arthur Belfer Professor

of Genetic Medicine at Weill Cornell, will direct the new Center.

Stem cells are immature cells that can differentiate into all types of cells in the body, from heart-beat-generating cardiac cells to insulin-producing cells in the pancreas. Embryonic stem cells form shortly after sperm and egg meet, and have enormous potential to develop into different types of cells. Adult stem cells—which can be found in umbilical cord blood, bone marrow, blood, and other parts of the body—have tremendous potential as well.

The Ansary Center will take a synergistic approach to stem cell research and bring together scientists from different areas of biomedical research to solve complex problems. They hope to discover the wellspring of adult stem cells in the body and ways to manipulate stem cells to treat human illness. In particular, the researchers hope to understand the regulation of cells that give rise to blood vessels, to insulin-producing cells in the pancreas (which are damaged in diabetes), and to neurons of the brain and nervous system.

The Ansary Center will also create a rigorous environment where scientists from various disciplines will collaborate on finding tissue-specific cell signals that help regulate and promote the survival of adult stem cells. This information could be used to find or design drugs that could boost stem cell growth or differentiation.

The Center will function in accordance with all Federal regulations regarding the use of adult, fetal, and embryonic stem cells.#

Penn Research Finds Error in Children's Growth

In a sweeping study of primary care practices in eight U.S. cities, more than two-thirds of children were measured incorrectly leading to possible misdiagnosis of growth disorders, a Penn research study has found.

Reported in the current issue of Britain's *Archives of Disease in Childhood*, University of Pennsylvania School of Nursing Associate Professor Terri Lipman, PhD, RN, found that heights were incorrect by an average of 1.3 centimeters, or about one-half inch.

"Normal childhood growth is 5 cm per year and the definition of growth failure is growth less than 4 cm per year. An inaccurate measurement of 1.3 cm could cause the lack of detection of growth failure or the inappropriate referral of a normally growing child," said Dr. Lipman. Measurements between the pediatrician's staff and the research staff varied by as much as 12.1 cm, four and three-fourths inches.

Specifically, the researchers found that: Thirty percent of children were measured correctly before training began; only 58% of children and 18 percent of infants were measured with accurate equipment; younger children were more likely to be measured incorrectly; and registered nurses

were twice as likely to measure accurately.

"Some children were measured incorrectly, wearing shoes, and infants were particularly likely to be mismeasured by the practice of drawing pen marks on examining table paper at the head and foot and measuring the distance in between," Dr. Lipman said. "However, with accurate equipment and retraining, the average error was reduced from 1.3 cm to .5 cm (about three sixteenths of an inch)."

The three-year \$300,000 study reviewed measuring practices of 878 children in 55 pediatric practices in eight cities, including Philadelphia, Galveston, St. Louis, New Orleans, Providence, Albany, Tampa Bay, and Broward County, Florida. The study was funded by the Genentech Foundation for Growth and Development and the Pediatric Endocrinology Nursing Society.

When obtaining height, children two years of age and older should be measured without shoes while standing against a wall-mounted device with a fixed right angle at the head. Children younger than 24 months must be measured supine on a firm platform with a yardstick attached, a fixed head plate, and a moveable footplate with a fixed right angle.#

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HIGH SCHOOL HIGH JINKS—MEAN GIRLS AND SAVED!



(l-r) Lindsay Lohan as Cady, Amanda Seyfried as Karen, Lacey Chabert as Gretchen and Rachel McAdams as Regina in Mean Girls

By JAN AARON

Changing high schools can be difficult under normal circumstances, but more so if you're Cady Heron (Lindsay Lohan) in *Mean Girls*. She's not just a new girl from out of town, but a new girl from out of Africa where she was homeschooled while her parents worked there as zoologists. The sassy script is by Saturday Night Live writer/performer, Tina Fey, who also plays one of the teachers. Based on Rosalind Wiseman's non-fiction "Queen Bees and Wannabees: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence," the film has a sharp eye for life in the high school jungle. While it goes off track at times, it is always interesting and fun to watch.

Desperate for friends, initially Cady hangs out with class misfits, Janis (Lizzy Caplan) and Damian (Daniel Franzese). They urge her to infiltrate "The Plastics," a wicked trio led by the regal, Regina (Rachel McAdams) and her self-absorbed handmaidens Gretchen (Lacey Chabert)

and Karen (Amanda Seyfried) and report their doings back to them. But what happens is that Cady, in pretending to like them, actually is drawn into their circle and falls for their way life. This is a bit of a stretch since Cady seems far too grounded and smart to go along with them.

When Cady falls for resident jock, Aaron (Jonathan Bennett), Regina's treacherous side takes command, which makes Cady decide to remove her crown. Cady climbs higher on the high school social ladder, and gets giddy enough to lose sight of her real self. The fallout has the students going wild and rampaging in the halls.

Directed by Mark Waters, the film, the cast and writers, give even the most objectionable characters enough heart so you never want to hate them. While the cast is universally good, Caplan and Franzese deliver the best lines.

A perfect complement to this movie is *Saved!* a satire set in American Eagle Christian High School. While its sharp point of view might ruffle a few feathers, its message certainly will not: "Religious beliefs are fine, just don't carry them to extremes."#



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PART III – THE ARTS IN EDUCATION: INDIVIDUALS MAKING A DIFFERENCE

MURIEL SILBERSTEIN-STORFER: ART EDUCATOR *PAR EXCELLENCE*

By SYBIL MAIMIN

Parent-child art studio workshops under the guidance of Muriel Silberstein-Storfer have become an institution in New York City, whether experienced in the august and inspiring environment of The Metropolitan Museum of Art, the new JCC (Jewish Community Center, at Amsterdam Avenue and 76th Street), at schools and institutions in the five boroughs via Doing Art Together, a program that brings instructors and methods into the community, or via the CD-ROM "Look What U.C.," which provides demonstrations and instructions for hands-on art activities at home. At The Met recently, Silberstein-Storfer spoke warmly with an admiring group of teachers, former and present students, and museum members about her philosophy, career hallmarks, and mentors. She gave much credit to Victor d'Amico, her art teacher at Fieldston High School and later head of The Museum of Modern Art's Institute of Modern Art where she first became an art teacher. "He changed my life in so many ways," she explained. He taught that art should not be thought of as a separate area of study but should be integrated in all areas of life. She has been a forceful advocate of the importance of arts in education and the need for people, especially young children, to be made aware of their senses. She is constantly touched and inspired by nature and encourages the use of found materials and expression of feelings. Another mentor was Jane Cooper Bland, her first teacher in a parent-child workshop, who taught, "A teacher should never have a preconceived idea of what she wants from a child...An art experience must be personal. It must express a child's own ideas, from his own experiences, imagination, or from the materials...



Muriel Silberstein-Storfer

Children see the world with different eyes than do most adults." Today, Silberstein-Storfer has a rewarding relationship with and much praise for Electra Askitopoulos Friedman, co-founder of Doing Art Together.

The Chinese proverb "What I hear I forget. What I see I remember. What I do I know." instructs Silberstein-Storfer's teaching philosophy. In her workshops, as children and parents (working separately) progress from projects with paint, then collage, then clay, "You can hear a pin drop. It's like a spiritual temple. Everybody is so busy working," explains Eileen Travell, a former student who now attends with her three-year old daughter. Hoping that "parents and children will become culturally literate and pick up ideas and inspiration," Silberstein-Storfer fills her classroom with reproductions of famous art as well as works by the children, encourages visits to museums and galleries, and utilizes art books. Her favorite book, *Little Blue and Little Yellow* by Leo Lionni, focuses on color and shows how blue and yellow characters hugging each other can produce a new hue. The children learn "to draw with scissors" as they "cut lines," talk about archways as "see-through shapes," and discover that "there is nothing you can do that nature didn't think of first." An aesthetic vocabulary around color, line, form, and texture is inculcated.

The CD-ROM, produced by Rori Jones and designed for children aged 3 to 10, contains layers of material and links. It includes demonstrations, suggestions for all kinds of activities, classroom views, and lots of information and tips. It shows how to replicate the art studio workshops at home or other settings. As proclaimed by Muriel Silberstein-Storfer, "Everything is possible in art."#

NATIONAL DANCE INSTITUTE & JACQUES D'AMBOISE

By MARGARET CUOMO

On the first day that we met Jacques d'Amboise, he was sitting on the wood paneled floor of a dance studio in Soho—in the National Dance Institute's (NDI) headquarters in New York City, surrounded by twelve children, ages five to seven.

"Brroomph—bippity bop!—that's magic talk for "pay attention!" Jacques has the sparkling eyes, tousled hair, lithe body, and imagination of a person less than half his age. Children understand that Jacques, kind and friendly, is serious when it comes to dance. Discipline and respect are gently, but firmly, emphasized. Marianna Cuomo Maier, one of eleven granddaughters in the Cuomo family, is fortunate to have attended the after-school program, called Arts Encounter, taught by Jacques and one of NDI's most dynamic teachers, Emily Margolis. Marianna has been inspired by Jacques, Emily, and the NDI dance program.

Jacques d'Amboise, the brilliant dancer, spent much of his childhood and adolescence on West 163rd Street in Manhattan, the tough Washington Heights neighborhood. Jacques' mother, Georgette, recognized the value of arts education, and introduced Jacques to ballet lessons at age 7. Young Jacques demonstrated a talent for dancing at this young age, and was admitted to the school of American Ballet, run by George Balanchine. At age 15, Jacques joined the New York City Ballet, and was made the lead male dancer by Balanchine. A star was born, and his joyful presence can be felt in his performances. In addition to becoming a principal dancer of the New York City ballet, Jacques was also outstanding in the film versions of in "Seven Brides for Seven Brothers" (1954), and "Carousel," (1956).

In 1976, at the age of 42, Jacques decided to "give back" by founding the National Dance Institute (NDI) that is a not-for-profit organization which targets students at the 4th, 5th and 6th grade levels. Over 75,000 elementary school students across the country have participated in the NDI, and it has provided an opportunity for students to learn dance principles, and performance skills. The NDI operates with "...the belief that the arts have a unique power to engage children and motivate them towards excellence." NDI in-school program is a highly effective method for teaching dance skills, as well as enhancing a student's self-esteem. Jacques is a role model and mentor to each NDI student and teacher. The NDI program encourages the development of higher order thinking skills, associated with cognitive, affective, and kinesthetic areas of learning. The students are better able to stay focused during their academic classes, and their self-confidence is improved.

The end of the year performances are a glorious culmination of a year's worth of effort on the part of the students, their parents, and the NDI teachers. A strong sense of community has developed as a result of the NDI programs in public schools in New York, and throughout the country.

Jacques d'Amboise raises the bar high for his students, and will accept nothing less than their best. At a rehearsal for NDI's annual fundraising gala, this year held at Roseland, over 50 young dancers, ages 9-15, in NDI's "Celebration Team," or scholarship program for children demonstrating talent in dance and performance, gathered at LaGuardia High School on a sunny, 80 degree



(l-r) Jamie Felker, Program Associate; Emily Margolis, NDI Teaching Assistant, and Leader of "Arts Encounter,"—for the youngest members of NDI (ages 5-7 years); Jacques d'Amboise, Founder of NDI; Peter Yarin, NDI musician

day, to practice for this special event. Jacques was the creative master—offering direction on choreography, musical arrangement, costume design, and staging.

Significantly, Jacques is the heart and soul of NDI, and his passion and commitment are palpable. His blue work shirt was saturated with perspiration, as he demonstrated a high kick, or a turn and stomp across the dance floor. The young dancers are disciplined and well trained. They respectfully accept Jacques' corrections, and seem to understand that Jacques' precision is a sign of his confidence in them. The students repeat the dance routines many times, until Jacques offers his boyish, beaming grin that says, "Yes, now you have it!" The dancers strive for excellence, a goal that they have learned from Jacques and his dedicated staff of teachers, that includes the talented Artistic Director, Ellen Weinstein, Artistic Associate Director, Tracy Straus, and the many fine teachers, including Emily Margolis and Mary Kennedy. Each of the dance teachers, and the music directors (including Jerome Korman, David Marck, and Peter Yarin) associated with NDI, is a highly creative professional with a special gift for communicating with young people. NDI offers a teacher training program for interested dance teachers.

The dancers were outfitted in stylish clothing donated by Burberry, as Rose Marie Bravo, CEO of Burberry, is the 2004 NDI honoree. Dr. Deepak Chopra is the recipient of the Lifetime Achievement Award, and Chita Rivera, the Artistic Honoree.

This year's gala includes a "Singin' in the Rain," "Somebody Loves Me," and a world premiere of "My Place," composed exclusively for Jacques d'Amboise by Martin Charnin, composer of "Annie," with an original dance choreographed by Mary Kennedy of NDI. These dances are energetic, challenging, and passionate.

Jacques' philosophy of life and of dance is one. He says, "I hate the word 'fun,' and I hate the word 'education.' I prefer 'joy' to replace 'fun,' and 'learning' to replace 'education.' Then, you would never hear the question asked, "When did you finish your education?"

For Jacques d'Amboise, dancer, teacher, and mentor, the process of discovery and learning is a journey that lasts a lifetime. He offers his students and teachers an opportunity to enter a world that requires a commitment to excellence. As this vibrant Peter Pan knows, fulfillment and joy are the rewards for dedication and perseverance.#

Margaret Cuomo Maier, M.D. is active in the medical community as well as the arts.

Neil Sedaka Embraces Heritage of Yiddish Music at Carnegie Hall

Offering further evidence of the remarkable resurgence of Yiddish music, language and culture in the U.S., rock and pop music legend Neil Sedaka performed traditional Yiddish music with the world-renowned Klezmatics, in a gala concert at Carnegie Hall, benefiting The Folksbiene Yiddish Theatre, America's sole-surviving professional Yiddish theatre.

NYC Mayor Michael Bloomberg announced on stage that a permanent home was acquired for the Folksbiene Theatre at 2nd Avenue and East 6th Street. Famed architect Daniel Liebeskind has donated his services for the theatre's design.

The event's concert chairman is piano prodigy Hershey Felder, whose one-man musical play "Gershwin Alone"

opened on Broadway in 2001 and continues to tour internationally to wide acclaim. Honorees for the event were Roman R. Kent, chairman of the American Gathering of Jewish Holocaust Survivors and Jeffrey S. Weisenfeld, of Bernstein Investment Research and Management.

Joining Neil Sedaka and the Klezmatics on stage was The New Yiddish Chorale, under the direction of the world-recognized Yiddish music expert, conductor and composer Zalmen

Mlotek, recording star Claire Barry of The Barry Sisters, Broadway star and Steinway concert artist Hershey Felder, the beloved comedian Mal Z. Lawrence, stars of the Yiddish theatre Joanne Borts, Eleanor Reissa and Nell Snaidas, and a large children's chorus drawn from choruses and shuls from across the tri-State area.

Neil Sedaka and the Klezmatics, whose unprecedented collaboration will continue this summer as additional dates in other cities are added, will perform songs Sedaka recorded last year (with other musicians) on his latest CD "Brighton Beach Memories."

"These are songs I heard and loved growing up in Brighton Beach at family picnics and on long bus rides," says the Songwriter's Hall of Fame member whose chart-topping history dates back 45 years. "But what was to be a tribute to my family has now mushroomed into an exciting artistic adventure."

The Carnegie Hall concert benefits America's only permanent professional Yiddish theatre, which Donald Lyons, writing in the NY Post this season, called "one of the city's most remarkable cultural institutions." Now in its 89th consecu-



Neil Sedaka

tive season, the Folksbiene Yiddish Theatre is leading a uniquely intergenerational charge to popularize Yiddish, and to go beyond keeping a rich cultural legacy from disappearing, the stance of the legacy's custodians in recent years. The Sedaka/Klezmatics collaboration, dreamed up by a leadership that for the first time in Folksbiene's history is comprised completely of American-born theatre professionals, perfectly emblem-

tizes their goal to foster new work that will add to this legacy.

"Neil Sedaka's warm and public embrace of his cultural roots is deeply moving and in many respects courageous," says Mlotek, Folksbiene's executive director "It signals to a younger generation that the rediscovery of a cultural heritage is not only rich and rewarding but full of creative potential."#



PART III – THE ARTS IN EDUCATION: INDIVIDUALS MAKING A DIFFERENCE

Dr. Sharon Dunn, Arts Educator

By JOAN BAUM, Ph.D.

In the middle of talking about Project ARTS and other initiatives she is working on to promote the arts in the city's schools, Sharon Dunn is asked if she has enough space, equipment, discipline-trained teachers and supplies to do the job. "No, No, No, and No," she replies with a laugh, but quickly follows up with the "tremendous challenge" she feels to recruit, train and have in place a renewed cadre of teachers for grades K-12, and to continue to explore imaginative ways of deploying the cultural and artistic resources of the city.



Dr. Sharon Dunn

As Senior Instructional Manager for Arts Education at the Department of Education, Dr. Dunn, who is also president of the volunteer not-for-profit New York State Alliance for Arts Education, is determined to provide not just enhanced curricula but "superior" instruction to the city's over one million children and 1200 schools, in accordance with New York State Learning Standards for grades K-12, and in collaboration with prestigious institutions that have been partnering with districts ever since the 80s and 90s when programmatic budget cuts all but eliminated arts education. But, she points out, The Met and MoMA are not responsible for teaching art, they can't address sequential learning, and they need not attempt consistent, systemic instruction. That's not their job. That charge belongs to the Department of Education.

To that end, the Chancellor decided to centralize efforts administratively, while allowing for creative scheduling and deployment of resources in various schools. Committees were established to ensure that music, art, dance and theatre were

addressed at each major educational division: elementary, middle school, high school, and that a standardized "curriculum blueprint," available to all arts teachers, would place each discipline in interdisciplinary instructional context: history, culture, theory, application, social and economic influences, as well as job and career opportunities. The elementary schools would require study in all four arts areas, the middle schools a year of two, and the high schools would allow for elective concentrations. It is Dr. Dunn's hope that middle schools will become feeder schools for high schools concentrating on one or two of the arts. She also

envisioned flexible management, whereby one elementary art teacher in a school with 60 classes, for instance, might be "cycled through" each of the grades. And of course the city's spectacular arts institutions would continue to "supplement" the blueprint by providing resources and top artists for classrooms.

Dunn acknowledges that the initiative may be uneven, but she also points to great progress in improving attendance at poorer schools that have solid arts programs. Special summer programs to train teachers holistically are already in place, and regional superintendents have formed groups to ensure that the curriculum blueprint goes even beyond state standards. She means by this not just excellent sequential instruction but joy. She recalls her own love of visual arts that had been encouraged by an observant teacher in Brooklyn, and she notes that a child with a recorder, for example, exercises not only eyes, ears, feet, fingers, but social skills, collaborative learning so vital for success in school and work.#

Virtuoso Joshua Bell Inspires Future Generations of Classical Musicians

By GILLIAN GRANOFF

When world famous violinist Joshua Bell was asked to visit a class of budding virtuosos violinists and cellists at PS 68, the Edward A Fogel School for Critical Thinking and the Arts, he accepted the opportunity with enthusiasm. "I love meeting kids. I love seeing kids excited about music. And I so often see schools taking music out of the curriculum. It just kills me. We all know that music is a wonderful thing that brings us all together. Music and art is as important a part of the diet of one's education as math or science," he commented.



Joshua Bell visits PS 68 Bronx

To the students of PS 68, Joshua's face is a familiar one. His posters grace the hallways and melodic sounds of his Stradivarius violin romanced students and teachers over the school loudspeaker in anticipation of his visit.

"I hope to change their idea of what a classical musician is. They may have an idea that a classical musician is old and the music inaccessible, which it isn't. Hopefully, these fourth and fifth graders will come away thinking about music in a different way."

Kathy Damkholer, director of Education through Music (ETM), a non-profit dedicated to the professionalism of music instruction within the schools and her relationship with PS 68, remains one of the longest running partnerships and one of its most successful. The school, under the guidance and support of principal Cheryl Cole, won a New York State School of Excellence Award in 2001, receiving a special note for its exemplary arts programs. "ETM made Bell's visit possible. Bell knows first-hand the rewards music can bring. He is passionate that music be integrated with academic study. "Working on music from an early age helped me

focus and practice, it gave me discipline and also taught me about working with other people."

During his visit, Bell spoke with three violin classes and a cello class. He treated students to an impromptu performance, gave a history lesson on his Stradivarius violin, shared his personal musical tastes, childhood ambitions and anecdotes on the incredible opportunities living life by his violin strings.

"Some of you may become musicians professionally someday. Don't give up; there will be times when you're tired and say, 'I don't want to practice.' But you'll feel better once you do."

The demonstration culminated in Q and A session followed by an impromptu performance of a work from the film *The Red Violin*. The enthusiastic performance was met with shouts and cheers and thunderous applause from the over 200 students.

"I liked the last song that he played. "I think Joshua Bell did a wonderful job and I would love to meet him again," stated Jessica, a third grade violin student.

Tiffany and Chelsea, two fourth grade budding string students who have been playing the violin since second grade exclaimed, "Joshua Bell is great. He's inspired me. I want to grow up to play just like him."

The resonance of Bell's visit and unforgettable playing will surely leave an indelible impression on the students of PS 68 and will continue to inspire Principal Cole's and ETM's mission to make music central to the minds and hearts of the students.#

For more information or to get involved with ETM visit www.etmonline.org.

KESSLER APPOINTED EXECUTIVE DIRECTOR CENTER FOR ARTS EDUCATION

The Center for Arts Education's Chairman of the Board Laurie M. Tisch announced the appointment of Richard Kessler as executive director. Mr. Kessler comes to the Center following seven years as executive director of the American Music Center, the national service and information center for new American music, founded in 1939 by Aaron Copland.

The Center for Arts Education, founded in 1996 as part of Ambassador Walter Annenberg's Challenge to the Nation for Education Reform, works in close collaboration with the New York City Departments of Education and Cultural Affairs and the United Federation of Teachers. The Center identifies, funds and supports exemplary partnerships and programs that demonstrate how the arts contribute to learning and student achievement in the New York City public schools. Mr. Kessler will assume his responsibilities this summer.

Ms. Tisch said, "We are delighted to welcome Richard aboard. We could not have found a more dedicated and qualified person to lead the Center. We know he will honor the spirit of the Annenberg Challenge while turning the Center into a national resource."

Upon being notified of Mr. Kessler's appointment, New York City Schools Chancellor Joel I. Klein stated, "The Center for Arts Education has been a catalyst for the return of arts education to the City's schools. Their commitment to creating vital partnerships between the education and cultural communities has inspired collaboration and has had great positive impact on schools, cultural organizations and parents. We look forward to continuing to work with them to enhance arts education in our schools."

During his tenure at the American Music Center, Mr. Kessler created a wide range of new national and international programs, including the award-winning web magazine *NewMusicBox.org*, the

online music library *NewMusicJukeBox.org*, and a nationwide career development program for composers and performers. He also established the American Music Center Collection at the New York Public Library for the Performing Arts.

Dr. Maxine Greene, an arts education pioneer, author and Professor Emerita of Philosophy and Education at Teachers College, said, "As a long-time friend and admirer of Richard Kessler, I am convinced that under his leadership, the Center will break new ground in restoring the arts to the New York City public schools."

The Center for Arts Education, a 2002 recipient of the New York State Governor's Arts Award, is a nonprofit, public/private partnership founded to stimulate the systemic return of arts education and address the problems created by two decades of progressive, system-wide cutbacks in funding for the arts in the City's public schools. The Center is also dedicated to influencing educational and fiscal policies that will support arts education in all of the City's public schools and, as noted, works in close collaboration with the New York City Departments of Education and Cultural Affairs and the United Federation of Teachers.

Since 1996, the Center has awarded more than \$26 million in private and public funding to support arts education partnerships and programs, joining over 250 public schools with more than 200 cultural and community-based organizations, colleges and universities in New York City. The Center's primary programs include multi-year Partnership grants, Parents As Arts Partners grants, Curriculum Development and Access Leadership grants, professional development seminars and a Career Development Program that places high school students in arts-related internships.#

For more information about The Center for Arts Education, please visit its web site at www.cae-nyc.org.

NYC BLUEPRINT FOR THE ARTS



By SCOTT NOPPE-BRANDON

It gives me great pleasure to witness the impending "birth" of the NYC Department of Education's new Blueprint for Teaching and Learning in the Arts. We all owe a debt of gratitude to DOE's Sharon Dunn, Senior Instructional Manager for Arts Education, Nancy Shankman, Director of Music, and Barbara Gurr, Director of Visual Arts; Tom Cabaniss, Director of Education at the New York Philharmonic; and Tom Cahill, Executive Director of Studio In A School, for the excellent leadership that brought the Blueprint to a successful completion. The purpose of the document is to support an arts plan for all NYC schools in which arts specialists are key players, the school community is actively involved, and the unique collaboration between the schools and the New York City cultural community is used to its full potential. By recognizing that potential, the Department of Education honors this relationship as part of a new educational paradigm, one based on a public/private partnership.

Why do I think of this as a new paradigm? It certainly could be claimed that the schools have always worked in partnership with NYC arts organizations. In fact, much of the education in the arts presented to NYC students since the mid-70s has been provided by the many NYC arts organizations. The difference is that the arts community only served as vendors to the NYC schools. There was no systemic structure that brought all of us together. This time, the DOE and

the arts community worked together: the creation of the Blueprint is a result of a true partnership. My voice was heard both as a reviewer and consultant to the development of this document. In the Blueprint we finally have a document that requires, hopefully mandates, that we relegate the vendor-based relationship to the past.

This does of course raise the question of what an authentic partnership between the DOE and the arts community should be like, both in design and implementation. Today, there are over 240 organizations in New York City presenting arts-based instruction to students, at every grade level, in the city's schools. Yet the only citywide quality control mechanism that exists is the contractual process, which once again, treats the arts organizations as vendors, not partners. No formal process exists that speaks to creating a partnership, such as represented by the Blueprint, between the DOE and the approved organizations.

To be fair, it would be extremely difficult, politically and educationally, for the DOE to establish a process through which certain organizations become partners and certain organizations remain as vendors. In the face of that difficulty, I hold the Blueprint to the promise of using the NYC arts community to its full potential: long-term partnerships must be established between arts organizations and the DOE that will represent a systemic change in their relationship. Only in partnership can we work successfully toward ensuring that the arts are valued as a vital component of the overall educational goals of every school, for every child.#

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



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PRODUCT REVIEW

2SKY PLANETARIUM SOFTWARE

By MITCHELL LEVINE

More and more, teachers are realizing that the most complex, fascinating, and instructive scientific laboratory in the world is open every night, and to access it, all you need to do is look up. The night skies can be used to teach astronomy as well as physics, chemistry, geology, optics, and even history. Because humans always are and have always been fascinated with the celestial bodies, using them as a means to teach all of the above has the built-in advantage of being intrinsically captivating to an audience—always the most important precursor to any educational presentation.

The only obstacle to taking advantage of these facts for a typical teacher has been all of the built-in disadvantages. Astronomy as science requires a great deal of specialized knowledge which is hardly part of every instructor's repertoire. Observation of the stars and planets requires fieldwork, and not only that but field work at night, which implies many logistical problems. There are millions upon millions of relevant phenomena to be observed, but using lists and charts in the dark while lecturing to a

class is slightly unwieldy.

In the past, most first-rate astronomical software has been PC-based only, and even the popularization of laptop computers hasn't made using the excellent traditional programs during a field trip any easier. However, a different solution has been made available with 2Sky, Inc.'s introduction of their PDA-based package 2Sky. It can't be easy to produce an application that can provide a comprehensive array of planetarium features with graphics for handheld computers, but somehow 2Sky has done it.

The most basic download of the software, costing about \$25, for example, offers scaled reproductions of 88 constellations in three-dimensional format with customizable views which can approximate what an observer might see from the vantage point of any of 170 cities throughout the world. Astronomical phenomena data-based within the program include 15,560 stars, 500 deep sky objects, and the Messier, SAC, Bennett, and Caldwell catalogues—actually more than what a typical K-12 teacher would be likely to use.

The total download of 2sky, for only additional \$1, has more than just a larger warehouse of data:

it provides superb graphics functions which not only enhance its ability to act as a guide to space, but even allow it to potentially serve as a substitute to observation for those that can't coordinate nighttime field trips. It not only creates horizon and ecliptic lines, as well as galactic and cluster outlines, it has a host of powerful animation features as well. The user can zoom through space as if they were observing through a telephoto lens, to move out to see the celestial sphere, for instance, and step through time to watch the objects orbit.

One limitation does make itself apparent—at this time, the Pocket PC platform—one of the most popular in the education environment is not supported—so you'll need to have a PDA that runs at least Palm OS 2.5. Although the manufacturer now offers no educational license share, a teacher is allowed to make additional copies of the software to distribute to student users. All in all, this is an intelligently developed application that any handheld enabled classroom investigating astronomy can make use of. More information can be found at the company's site at [#](http://www.2sky.org)

PRODUCT REVIEW

CELESTRON NEXTSTAR GPS

By MITCHELL LEVINE

The best way to take advantage of the educational benefits astronomy has to offer as a natural science is the simplest—observation. Not all teachers can coordinate field trips, since in New York, the twin problems of light pollution and obstruction of the horizon necessitate a position in a flat open area like Central Park; classes for whom this would be difficult might be best off using videos or multimedia presentations.

Those classrooms which do have the opportunity to directly observe the heavenly bodies in the nighttime sky, and can afford it, should take advantage of a product like Celestron's Nexstar GPS. This revolutionary telescopic system is one of the very first to exploit Global Positioning technology, which uses communication with a geosynchronous satellite to locate a vast catalogue of stars, planets, and other astronomical objects on command. By programming a user

interface built into the Nexstar, a presentation not unlike a PowerPoint display can be registered which takes the viewer on a tour of the universe without any prior knowledge of the subject. The Nexstar 11 even has a tour mode that analyzes the available objects at the location time and coordinates

This is probably the optimal way to present astronomy to a group—it requires no expertise on the part of an instructor, and offers the very best feasible means an amateur can use to gain experience with the heavens. The Nexstar GPS series is expensive—an average of \$3000 per scope. There are also some limitations for an urban user: if the horizon is obstructed to any appreciable extent—a certainty to any viewer in New York City—the user may still be able to take advantage of the positioning system, but the complete database of objects visible from that point may not be accessible and it may take some time to

gain a satellite uplink. Also, for those that travel, if transported a long distance, across the equator, for example, there may be a reorientation period lasting as long as several hours. However, if used consistently in the same location, the Nexstar 11 can be "trained" to recognize the signal of the local satcomms despite a less-than-perfect viewing environment.

For schools that can meet the price tag, an automated observation system takes all the guesswork out of astronomical observation, and removes one of the most persistent obstacles to using the sky as a dynamic classroom for students. Classes that don't specifically know how to locate solar system and constellatory phenomena within the standard matrix schemes on their syllabus should benefit from having that hurdle taken out of their way. More information about the Nexstar 11, as well as the other scopes in the series, can be obtained from [#](http://www.highpointscientific.com)

Ragtime 5

continued from page 32

product for only \$95—a deep discount off of even Microsoft's similar program. The next is that it's, crucially for IT managers in the schools and unlike MS Office, cross-platform, running equally well in Windows XP and OS X.

The key to the software's operation is its unique distribution form: unlike most suites, it's not configured in individual stand-alone modules, but

rather allows its user to access its components from within a single document. Thus, not only can the end-user take advantage of first-rate word processing for an individual text project, but at the same time add graphics, graphs, forms and multimedia without ever leaving the program. Spreadsheets and animations can be integrated, and at the same time, Applescript macros can be coded to automate various repeated tasks. Certain types of layout functions are available, like scale and rotations, and text can be flowed around multiple columns in a similar (but not quite so

intuitive) fashion as Quark or InDesign.

To be fair, it took me a bit longer to feel comfortable with Ragtime than my standard word processing software, and I, of course, used the latter to write this review. However, that learning curve shouldn't negate the serious advantages, power, and affordability of this well-designed productivity option for education-based applications users. For more information on this product, or to check requirements for education license shares, log on to the company's site at [#](http://www.comgraphix.com)

A+ HOME TUTORING: ABC TESTING

A+ Home Tutoring is a small educational business run by teacher/tutor Melodie Courtney. Melodie has years experience working with children of all ages and academic capacities. At the moment, A+ Home Tutoring is offering and concentrating on **Assessment Testing for Homeschoolers and Traditionally Schooled** children. Tests like the CAT, MAT, SAT, IOWA, and ITBS—all NYS approved tests. A+ Home Tutoring also reviews homeschoolers' annual portfolios (if you prefer not to test). A+ Home Tutoring not only offers the above academic testing, but also a variety of **Behavioral and Cognitive Testing**. All summer long, A+ Home Tutoring will offer a 20% discount on tests ordered by August 31, 2004 (This only includes the cost of the tests which is separate from shipping/Handling and administration of tests or any consultations)#



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CHILDREN'S CORNER

**FROM THE SUPERINTENDENT'S SEAT
WE'VE COME A LONG WAY
FROM ONLY VOLLEYBALL**



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

It's true...kids today are more sophisticated than we were at their age. They have more choices to make in just about everything. One of the things parents and schools

can help students choose is to make physical fitness a priority in their lives.

Physical education class in school is no longer a time when the students get tossed a few balls so they can hurl them at one another for a game of dodge ball or over a net for volleyball. In Syosset, our middle school students have a program called Fitness Fridays. The class is set up in various stations for activities that promote muscle strengthening, aerobic exercise, agility building, and also allow for flexibility, creativity, and of course, fun. After a minute at each station, the students rotate to the next one—very much like the 30-minute workout centers for women that have become so popular. I recently observed one of these classes, and saw that the students were genuinely interested in keeping their bodies fit, and were gaining self confidence as they recognized their own personal improvement as they went from station to station. In addition, the teacher explained to them the benefits of the individual activities. They learned the importance of cardiovascular workouts and why they needed to make exercise and fitness a lifelong practice. This is perhaps the component of physical education that has been missing for so long. Instead of

simply engaging in exercise or learning a sport, the students are being informed on just why these physical activities are important, and how they can use what they learn in school outside of class and for the rest of their lives.

Summer is almost here, and with it our children have more choices to make. Will they stay in the air-conditioned den and play video games or surf the web, or will they choose a more physical activity—ride a bicycle, take a walk, swim, or play a sport? This summer, physical education will be up to you, and you can make it a family affair.

Serving as a role model in valuing fitness and putting in the physical effort to keep your body strong is important if you want your children to take physical fitness seriously. However, the good news is that it doesn't require you to drastically alter your lifestyle.

Students are learning that just three 30-minute workouts per week will be very beneficial to maintaining a healthy body and cardiovascular system. Find a routine that best suits your children and you and schedule it at a time that does not interfere with anything your children will see as a higher priority. If you're planning outdoor activity, make it either before or after the mid-day sun.

This summer, I hope you will try to make physical fitness a part of your family's lives. It's a choice that we all know is for the best.#

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

MUSEUMS AS EDUCATORS

Frogs (Ribbit) at AMNH

By **JOANNA LEEFER**

Frogs: they come in all sizes and shapes, and live in all types of habitats from jungle wetlands to parched deserts. Frogs have captivated the imagination of people throughout the centuries. Did you know that frogs can live as long as 20 years or more? That they drink through the skin of their bellies? That the world's largest frog, the goliath frog of West Africa, can grow to 15 inches and weigh up to 7 pounds, the weight of a newborn infant?



And that some frogs are so poisonous, they can kill a human. Now through October 3, 2004, people have the chance to learn more about frogs at the American Museum of Natural History's new exhibit, **Frogs: A Chorus of Colors**. This enchanting new exhibition features over 200 live frogs from 17 countries. The frogs have been gathered from as far away as Argentina, Brazil, China, Kenya, Nicaragua, Russia, Suriname, and Viet Nam. The exhibit explores the evolution and biology of frogs, notes their important role as a barometer to changes in the ecosystem, and discusses how they are being used in scientific studies.

The museum has re-created the habitat of different frogs, from tropical wetlands to deserts. In addition to frog habitats, the museum has created interactive stations throughout the exhibit where people can activate recordings of frog calls, and view videos of frogs eating and jumping. The centerpiece of the exhibition features a 110 cubic

foot vivarium that encases over 75 poisonous frogs. Most of these frogs can be identified by their bright colors that warn predators of their toxic skins, making this enclosure a vibrant array of neon reds, blacks, and gold colors.

The exhibit explains the importance of frogs to our society. Frogs have been a valuable food source for many impoverished nations. They have also become a delicacy for many developed countries. In the U.S. alone, over 1.25 million pounds of frogs

legs are imported every year. Frogs are proving to be a valuable source of medical care. Scientists studying frog toxins are discovering they can be applied in human medicine to treat such ailments as heart disease, depression, skin and colon cancer, and even Alzheimer's. One poisonous frog from Ecuador and Peru has even been found to secrete a painkiller called eipibatideine that is 200 times more powerful than morphine and appears to be non-addictive.

In addition to the exhibit, the American Museum of Natural History is presenting a series of lectures on frogs, covering everything from frog songs, to extreme frogs—cannibalistic frogs, dart poison frogs, and frogs that exist in the desert. There are two children's workshops—one on frog wire sculptures, and on the metamorphoses of tadpole to frog. The Museum is also opening The Frog Shop that offers an array of fun frog-themed merchandise including bath accessories, housewares, novelty toys, and books and CDs.#



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Logos Bookstore's Recommendations



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It is June, graduations are going on, Father's Day is approaching and it is the beginning of summer. Here at Logos there are graduation cards and Father's Day cards and gifts appropriate for these occasions, as well as Confirmation and First Communion cards, bibles and gifts appropriate for those occasions, and Wedding and Engagement cards and gifts for those occasions as well.

Writing About Life: A Journey into the Past

by William Zinsner

(Marlowe And Company)
\$23.95

One book that stands out well as a Father's Day or graduation gift is *Writing About Your Life: A Journey into the Past* by William Zinsner,

author of *On Writing Well*, a modern classic on how to write well. With *Writing About Your Life*, Zinsner has presented a wonderful memoir of his life and instructions to how the reader can write an interesting memoir, too.

And what a life it has been. As a youngster, he started on his lifetime passion for baseball, following the New York Giants of Mel Ott, Bill Terry, and Carl Hubbell, while playing for endless hours with friends a mechanical baseball game, he describes in detail in the book and also in an Atlantic Monthly article, *Field Of Tin*. As a result of that article, he is reunited with this mechanical baseball game which he now enjoys playing with a grandson. Along the way, he wrote a baseball book called *Spring Training* about the spring training season, focusing on one team, the Pittsburgh Pirates.

Another passion of his, the piano, became that way when his childhood piano teacher realized that Zinsner was never going to learn to read

music well nor memorize pieces well by sight reading. So she taught him chords and harmonies to play with the melodies he picked up by ear. In his fifties while working for Yale University, he met the jazz pianist, Dwiki Mitchell of the Mitchell-Ruff duo, who taught him more tricks of the trade. By his late sixties onwards, Zinsner was playing in public.

Zinsner's life has been a set of changes with gusto from Deerfield Academy to Princeton to World War II North Africa and Italy, to the New York Herald Tribune as drama and movie critic, to freelance writing, to Yale University as writing teacher and college master, to The Book-of-the-Month Club to freelance writing, again. In his free time he has had exotic trips around the world while raising a family with his wife. Now when most people his age are retired, he is a professional piano player and still writing. *Writing About Your Life* is a wonderful call to adventure, one of the written page and imagination of what one's life can be. Happy Father's Day!#

Upcoming Events At Logos

Wednesday, June 2, 2004 at 7 P.M., KYTV Reading Group will discuss *Life Of Pi* by Yann Martell.

Monday June 14, 2004 at 7 P.M., Richard Curtis of the Richard Curtis Literary Agency, will discuss Genesis 40-54 in the ongoing, *Love Vows, A Connection: The Marriage Of A People to their God*, series for the Sacred Texts Discussion Group

Wednesday, July 7, 2004 at 7 P.M., KYTV Reading Group will discuss *Reading Lolita In Teheran*, by Azar Nafisi

Transit: 4, 5 or 6 Lexington Avenue Subway to 86th St., M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st & 2nd Aves.)

JUNE IS PERFECT FOR A SUMMER READING ADVENTURE—BEAT THE HEAT & READ!

By SELENE VASQUEZ

Picture Books: Ages 5 thru 8: *Kitten's First Full Moon* by Kevin Henkes. (Greenwillow, 32 pp., \$15.99). A suspense filled story of a poor kitten mistaking the moon for a bowl of milk. Delightful charcoal and a palette of colors compliment the irresistible rhythmic text of this kitty's irrepressible spirit of survival.

Picture Books: Ages 8 thru 12: *Don Quixote and the Windmills* by Eric Kimmel. Illustrated by Leonard Everett Fisher. (Farrar, 32 pp., \$16.00). The human need for passion and meaning is captured in Miguel de Cervantes' Don Quixote, maddened by the excessive reading of chivalric romances. Fisher's dramatic signature illustrations render this immortal literary figure with grace.

Nonfiction: Ages 10 thru 12: *Jurassic Shark* by Deborah Diffily. Illustrated by Karen Carr.

(Harper Collins, 32 pp., \$17.99). The deadly female prehistoric predator Hybodus, residing in the depths of the oceans some 180 million years ago, is a creature beyond the imagination. Astonishing digital paintings create a lifelike visualization.

Poetry: Ages 5 thru 10: *Over in the Pink House: New Jump Rope Rhymes* by Rebecca Kai. Illustrated by Melanie Hall. (Boyd's Mills, 32 pp., \$15.95). 32 original rhymes replete with colorful imagery and rhythmic chanting for jump roping. Playful illustrations capture the singsong and whimsical quality of this memorable childhood activity.#

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

STORYTELLING 2004 AT THE STATUE OF HANS CHRISTIAN ANDERSEN SATURDAYS 11:00 - NOON

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5	Diane Wolkstein	Sun Mother Wakes the World
12	Diane Wolkstein	The Magic Orange Tree
19	Diane Wolkstein	The Emperor's New Clothes
26	Margaret Dawson	Hecuba Remembers
	Katie Green	Isis Remembers
July		
3	David Gonzalez	Creation Myths

Artistic Director: Diane Wolkstein (dianewolkstein@hotmail.com) Monitor: Ruth Lesh (609-896-1792)
Storytelling is held rain or shine at 72nd Street & Fifth Avenue in Central Park. The stories are appropriate for children five years and up. Children are asked to sit with parents or guardians. Sponsored by the Hans Christian Andersen Storytelling Committee and the N.Y.C. Department of Parks and Recreation.

"THE TEACHING CAREER",

EDITED BY JOHN I. GOODLAD & TIMOTHY J. MCMANNON

Reviewed By MERRI ROSENBERG

Here's something that should be on the required summer reading lists for principals, school board members, education professors, and anyone else who has professional responsibility for training, recruiting and retaining teachers.

This book, which is part of the Teachers College series on school reform, addresses the compelling topic of what happens (or, more usually, what doesn't happen) with new teachers. With 55 per cent of teachers leaving the profession within the first five years, clearly there's room for improvement.

As the text states (p. xi), "Attracting young people to teaching is not enough to ensure that all classrooms in our nation's schools are staffed by caring, qualified and capable teachers."

Far from it. Unless these new teachers are properly supported once they are launched into classrooms of their own, it's unlikely that those high rates of turnover are likely to be changed any time soon.

Some of the problems identified here include the disconnect between university and college teacher preparation programs from what really happens in the classroom; the lack of follow-through on mentoring programs, even the pursuit of professional development opportunities that have more to do with a teacher's personal interests than the needs of his students.

The book focuses on the 1999 Strengthening and Sustaining Teachers Initiative, a five-year project that has been coordinated by the National Commission on Teaching and America's Future; The Teacher Union Reform Network, The Institute for Educational Inquiry, Bank Street College and the University of Washington. The program was developed to build support systems for teachers in Portland, Maine; Albuquerque, New Mexico and Seattle, Washington, whose teachers and schools provide the data and anecdotes contained here.

The thesis is that all educational institutions need to build new relationships among previously separated stakeholders—meaning that the public schools, the universities, the unions, professional organizations, even school boards, have to work together on a congruent agenda to ensure the success of both teachers and students. One suggestion would be an expansion of "teaching

schools," analogous to academic "teaching hospitals", where new teachers could learn from experienced practitioners so that ultimately students benefit. New teachers in particular need to see themselves, and be seen by others, as "learners," to be more effective in the classroom.

For the reality is that teachers can't simply close their classroom doors and teach students according to their own carefully developed pedagogical philosophy. Between state standards, federal mandates, high stakes testing, budget constraints and other factors that influence what goes on in schools, teachers inevitably have to work with colleagues, principals, superintendents, school board members, and even parents.

As the authors argue, in a discussion of partner (or laboratory) schools, "Students who historically have been poorly served by our nation's schools will not be better served by educators doing the same, but more so and better. Students will be better served when we uncover the beliefs and assumptions that are getting in our way of reaching them. There is little evidence that school-university partnerships in general are promoting second-order change regarding teaching and learning—challenging deeply held beliefs and assumptions so that powerful new approaches to schooling arise." (PP81-82)

Of course, the news is not all bleak.

"This nation is blessed with a core of competent, well-qualified, dedicated, caring teachers whose presence goes far toward sustaining what arguably is the most stable institution in our changing, dynamic society." (P.21)

So here's that summer assignment: read this, and come back ready to implement, or at least discuss, some of these authors' compelling arguments in September, so that real change can begin to take place.#

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SUMMER READING ROUNDUP

“With Love, Aunt Eleanor” by Eleanor Roosevelt II

Reviewed BY DOROTHY DAVIS

This is escape reading at its best. So stretch out under the beach umbrella or curl up in an easy chair with this beautifully designed facsimile of a family scrapbook. Enjoy imagining yourself to be the beloved niece of the First Lady of the World, and a member of one of America’s oldest and finest families—the Roosevelts.

Arranged chronologically, each sepia tinged double page features a charmingly written memoir on the left-hand page and, on the right, family photos, clippings, memorabilia or delightful line drawings by the author, as well as a timeline of historical anecdotes or pertinent quotes. One quote, from Eleanor Roosevelt, for example, is, “It is not more vacation we need—it is more vocation.” And another: “She would rather light a candle than curse the darkness, and her glow has warmed the world.” It is obvious that a lot of love and care went into creating this book.

In the first section, “The Early Days” is an article called “The Shy Debutante”. Eleanor, who was tall (six feet) and painfully shy, dreaded going to the Cotillion, but “she was surprised when at the very first dance, a distant cousin—Franklin D. Roosevelt—wrote in her dance card. He even asked her for a second dance.” On the right hand page is Eleanor’s coming-out photo, 1902, and a snapshot of Eleanor and her beloved Franklin, with his mother, Sara Delano, standing between them. Three anecdotes to the far right tell about historical and personal events of the time, beginning with “At Allenswood School in England, only French is spoken. When Eleanor uses an English word, she is expected to report herself to the headmistress, and she does.”

In “The White House Years” an essay tells of “Water Polo with Uncle Franklin”. The game was a “free-for-all” and the pool “a mass of foamy waves and loud, triumphant or not-so triumphant shouts as we all tried to catch the ball and keep it from my uncle, which was an almost impossible feat.”

In “Life After Franklin” “The Declaration of Human Rights” reveals Eleanor Roosevelt’s unique way of celebrating her major achieve-

ment—the completion of a world bill of rights by an 18-nation commission, which she chaired, at the Palais des Nations in Geneva, Switzerland. It was better than “a glass of champagne at a party.” She ran and slid down the polished marble floor, in her leather-soled shoes, arms out “in triumph. It was so much fun that she did it again.”

Other reminiscences tell humorously of visits to Eleanor’s Hyde Park home, Val-Kill Cottage, by world figures such as Nikita Khrushchev and Haile Selassie, annual summer picnics for the entire Wiltwyck School, New York’s school for troubled boys, which was nearby, and joyous and funny picnics, outings and holidays with family and friends.

There are sad and insightful chapters too—about, for example, Franklin and Eleanor Roosevelt’s difficult marriage, and a particularly moving one on the death from alcoholism of Eleanor’s brother, Hall, the author’s father, mirroring the death of Eleanor and Hall’s own father, who died of the same disease years earlier.

But most of the book contains amusing stories about such things as Eleanor’s German shepherd, Prince, who was fond of tearing pieces of pant legs off White House visitors; her questionable driving skills; her nearly indecipherable handwriting (samples included); the controversial picnic she served to the king and queen of England; and the one dish she knew how to cook—scrambled eggs.

This is a special book, an affectionate portrait of Eleanor Roosevelt, one of the major figures of the 20th Century, by a family member who generously shares her personal knowledge and insights about her aunt, gleaned over their close 42-year long relationship. After reading this book you feel as though you personally knew this famous woman too. It is an unforgettable, warmly human portrait. Eleanor Roosevelt II writes of her aunt in her preface, “it has always been a privilege to be her niece.” Having read this book I am sure that Eleanor Roosevelt would have replied that it was a privilege to be her aunt. #

See page 9 for an interview with the author.

“Phonics They Use: Words for Reading & Writing” by Patricia M. Cunningham

Reviewed BY MERRI ROSENBERG

It’s hard to imagine this slender volume as a radical text. But on many levels, it is.

For someone whose children attended elementary school during the 1990s, when whole language was the watchword of reading programs and phonics was banished (except among reading resource teachers whose job it was to help struggling readers), I admit to a certain guilty pleasure at finding this in my mailbox.

What’s refreshing about Patricia M. Cunningham’s approach is that her phonics method embraces strategies and techniques that more strict constructionists might not include, like allowing pre-readers to use inventive spelling. She recommends a slew of rhyming books that would be fun additions to any classroom (removing phonics from the dreaded basal reader association that it has for we baby boomers), and offers a host of creative and diverse activities that any teacher could use successfully in his classroom.

I particularly liked her recommendations that

teachers use rhymes and riddles, even rap, to access the sounds of words, adopt a multi-sensory approach by having students clap out the beats of words, and play a variety of games to enhance their acquisition of literacy skills.

The book also offers specific activities that teachers could bring into their curriculum, from spelling activities, working through roots, prefixes and suffixes, and setting up take-home word walls to learning common rhyme patterns and even assessments to measure a child’s reading fluency.

This is certainly a text that belongs in any elementary school teacher’s classroom; too bad its message wouldn’t have been as welcome a decade ago. #

THE CREATIVE PROCESS: WRITING CHILDREN’S BOOKS



By KAREN WINNICK

Wonderment, that’s what creating children’s picture books brings into my life.

I love the word—wonderment. I struggle to hold on to this word. A postcard sent by a friend hangs above my desk, “Show me a day when

the world wasn’t new.” (Sister Barbara Hance)

Studying poetry for many years with Myra Cohn Livingston, I came to understand that much of poetry was observing the world and expressing through the tools of poetry feelings about that world. It’s not so different with picture books. I observe and learn about the world through my senses as well as through things I read and study. Then I express through my writing and art my feelings about those observations.

I believe most of good writing is about trying to arrive at a human truth. I hope to portray characters that have obstacles to overcome in order to achieve understanding. What is this understanding? For me, it is some truth about our human condition.

So at the same time that I attempt to view the world with the freshness of a child, I enjoy going to schools to show students that writing stories and creating art is just what they do in their classrooms. I hope to demystify the process of making a picture book—beginning with the awareness that ideas are all around us. So pay attention. And then, imagine—imagine the possibilities of a situation, of being someone, an animal or a thing. Imagine why, where or what if.

Most often I need to research before I begin the struggle to write and rewrite, often between twenty-five and fifty drafts. This is followed by more research for the visuals and then rough sketches. Next I am on to a book dummy, a mock-up of words and sketches combined in 32 pages. My book dummy is sent out to publishers, usually one at a time. What I’ve learned from the process of sending out my work is to take in editor’s comments and see if they can help me make my story better. Sometimes they do, sometimes not. When a story is finally sold, often after many rejections—so don’t get discouraged—I begin the finished art. For my historical stories I choose oils to replicate a style of art consistent with when the story takes place. Finally I go through the production process with students—printing, bookbinding, etc.

Hopefully I encourage students through my presentations, certainly students inspire me. Creating children’s picture books truly does implore me to look at the world with wonderment, something children just do naturally. #

Noted children’s author and illustrator Karen Winnick has written and illustrated Mr. Lincoln’s Whiskers, Sybil’s Night Ride, A Year Goes Round, Barn Sneeze and The Night of the Fireflies. In 2005, Cassie’s Sweet Berry Pie will be available. Out of print are Patch and the Strings and Sandro’s Dolphin. Books can be ordered at the local bookstore or through Boyds Mills Press (800) 949-7777. Ms. Winnick would be delighted to visit your school to talk and demonstrate how she writes and illustrates books (grades 2-6). Write to her at ednews1@aol.com to request her visit.

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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

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 BVTGgroup@disney.com. Or visit www.disneyonbroadway.com.



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Protecting the City

By MAYOR MICHAEL R. BLOOMBERG

Recently two stories dominated the local news: the hearings in our city by the independent commission investigating the 9/11 attacks; and the decision by the International Olympic Committee to name New York one of the five finalists in the competition to host the 2012 summer games. What ties those two stories together is that each showed New York's determination to come back strong.

The 9/11 hearings brought back a flood of painful memories. But by investigating why we lost so many of our loved ones that day, the Commission's work will help us ultimately win the war on terror. From the beginning, our Administration has also been determined to learn the lessons of 9/11. That's why we've dramatically stepped up the Police Department's intelligence and counter-terrorism activities. It's why we've increased cooperation and communication between the Police and Fire Departments, and other agencies that protect our city. It's why we've instituted regular, ongoing multi-agency training exercises, like the recent "Operation Transit Safe," which simulated a terrorist attack in the subway system. Because we've introduced these and other measures, I was able to testify to the Commission that New York is better prepared today to respond to and prevent any threat, arising from any source.

We've taken all these actions because we recognize that New York remains a major target for terrorism. Despite that fact, however, New York State currently ranks 49th among the 50 states in the per

son distribution of Federal Homeland Security funds. The same bizarre skewing of priorities also plagues how Federal money designed to prepare for and prevent bio-terrorism is allocated. President Bush has proposed changing this, and making risks and threats the basis for providing Homeland Security dollars. But as I noted in my testimony, the Department of Homeland Security has diluted the impact of that welcome change by inflating from seven to eighty the number of cities available for "high-risk" grants. As goes New York's economy, so goes the nation's; if Wall Street is attacked, Main Street will suffer. That's why in my testimony I challenged the Commission to urge Washington to change these absurd and dangerous policies.

The 9/11 hearings may have overshadowed the city's designation as a finalist for the 2012 Olympics. But that decision represented a tremendous vote of confidence by the members of the International Olympic Committee in our city, and in our remarkable recovery from the 9/11 attacks. NYC 2012, the non-profit group leading New York's bid for the Olympics, has put together an exciting and compelling case for bringing the Olympics here. Should we be fortunate enough to be chosen to host them, the Games would provide a powerful financial boost, creating an estimated 125,000 jobs, and pumping \$11 billion into our economy. They would also spur the largest investment in parks and recreation facilities in the city's history—a tremendous legacy for future generations.

Last week, we cleared a major hurdle on the path to the 2012 Summer Olympics. The IOC will make its final selection next July—and we're hopeful that their decision will be to hold the world's greatest athletic event right here, in the world's second home. #



"'Twas brillig and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe."

—Lewis Carroll, *Alice Through the Looking-Glass*

By JILL LEVY,
PRESIDENT, CSA

I rely upon my morning walks to clear my head so I can concentrate on important issues. Lately, though, these walks haven't helped. I hear lines from Lewis Carroll's "Jabberwocky" with each step I take mixed up utterances from Tweed.

The child Alice (of Wonderland fame) says of the poem, "Somehow it seems to fill my head with ideas—only I don't exactly know what they are!" That's pretty much how I feel when reflecting upon "Children First." After this past year, "Children First" seems to mean "Children Whenever."

Mayor Bloomberg's first priority was turning the Board of Education into a centralized structure that disconnects instruction and administration and mimics franchise-style businesses. Now, I'm not about to defend the old bureaucracy at 110 Livingston Street. But within that structure, many BOE employees developed relationships to identify and solve problems before they affected children.

This year, because of the administration's almost total disregard for children's needs, principals scrambled for services that were not in place or were seriously deficient. Here are a few of the problems that arose under "Children First."

Notwithstanding warnings from CSA and the UFT, the DOE failed to implement a system to insure the safety of students until this winter when a newspaper exposed the chaos ensuing in several schools. DOE dismantled the suspension system of yesterday but forgot to develop a new one.

Selections of literacy and math programs were the hot topics. Ultimately, Schools Chancellor Joel Klein back-pedaled to make sure the city didn't lose \$41 million in federal funding. Was the

selection of programs that were not researched-based putting our children first?

Does "Children First" mean our special needs students receive appropriate instructional support services including a timely evaluation? For Klein, the disassembling of one system and its replacement with a new one was significantly more important than meeting the needs of children. Children first?—only after a massive organizational change that left thousands of children without support services at all.

The social promotion and high stakes testing program is allegedly based on the premise that children come first. But between the lack of an appeals process in the initial policy, and the question of whether some children benefited from seeing last year's test questions, this administration did not put children first. If it had, Tweed would have announced a well-thought-out plan, one that did not need immediate revision, one that did not have parents and children worried sick, and one that would have ensured that the test results were untainted.

This year makes it clear that "Children First" took a back seat to "Reorganization First" and that much of what we hear from Tweed ends up being gibberish.

"Jabberwocky" is often hailed as a masterpiece of nonsense. Unfortunately, much of what we hear coming out of Tweed is nonsense too, and differs all too little from the Jabberwocky that used to emanate from the halls of 110 Livingston Street. #

Jill Levy is the president of the Council of Supervisors and Administrators (CSA).



"Tick, Tick, Tick..."

By ASSEMBLYMAN STEVEN SANDERS

The clock is ticking. With scarcely two months to go before the Court-imposed deadline for an agreement to be reached by the Legislature and the Governor to implement a remedy in the Campaign for Fiscal Equity (CFE) case, little progress has been made in Albany.

The next several weeks will be crucial in determining whether a resolution to this issue will be reached in Albany, or whether the courts will take over and impose a remedy. What's the holdup? Very simply put, the Governor and the State Senate leadership continue to refuse to accept the findings of the State Supreme Court and the Court of Appeals, which ruled, after ten long years of litigation, that the New York City school district was unconstitutionally under-funded. The Governor continues to argue—even against the recommendation of this own Commission (!) and findings of several other respected "costing out" studies—that New York City needs very little new education resources. He does this with a straight face, notwithstanding our grossly overcrowded classrooms, a high percentage of uncertified teachers, near ancient school facilities, and decades-old technology.

The State Senate maintains that New York City and other "high needs" school districts must continue to compete with wealthy school districts for scarce new resources without any significant change in the unfair way in which education dollars have been distributed in Albany for generations. The Assembly has tried to convince the Governor and the State Senate that business as usual will neither satisfy the Court decision, nor

will it provide the necessary sound basic education to New York City students and other children in high needs school districts around the State. Also, notwithstanding that the CFE decision applies only to New York City, the Assembly has pushed from the start for addressing the needs of all of the 700-plus districts in the State—not only the New York City district. A court-imposed remedy will not do that.

We in the Assembly continue to argue that the Legislature and the Governor must come to a decision before July 30 and in doing so increase educational resources by at least the amount recommended by the New York State Board of Regents, which declared that a minimum of \$6 billion was necessary over the next seven years on a statewide basis. Other reputable studies have pegged a number to be in excess of \$10 billion.

An agreement between the Legislature and Governor Pataki is attainable, but only once all parties acknowledge that the court decision in this issue is final and binding, that it is now incumbent on our branches of government to arrive at a funding reform that will adequately invest in public education for the sake of our State's future. We must do this not just because the court has ordered it, but also because it is profoundly in our interest to insure that all children in New York State public schools receive the quality education needed to compete in the 21st Century.

The clock is ticking. #

Assemblyman Sanders is chairman of the Education Committee. E-mail him at sanders@assembly.state.ny.us or phone 212.979.9696. His mailing address is 201 East 16th Street, New York, NY 10003.



Arts & Education: Ensuring our Cultural Future

By STATE SENATOR LIZ KRUEGER

Last month I joined City Council Member Eva Moskowitz in hosting an "Arts in Education Roundtable" at the Guggenheim Museum. This event emerged out of a series of arts roundtables I had conducted with different segments of the arts community, who had indicated an interest in exploring their shared commitment to arts education, and a recent report issued by Council Member Moskowitz. The event, which was attended by over twenty arts organizations, created a passionate dialogue regarding the state of the arts in New York City schools.

Research shows that art is an essential part of any quality educational curriculum. Early introduction to arts is an essential ingredient in creating a lifelong interest in cultural activities. For many, arts are also the subjects that help engage students in school and contribute to their broader academic success.

Unfortunately, arts education has suffered greatly over the past decade, falling victim to tight budgets. The Board of Education has recently announced that it is revamping its arts curriculum in an effort to ensure a more balanced and complete approach to this essential part of a quality education.

One particular concern at the roundtable that was raised was the severe lack of artistic encouragement that New York City schools provide to their students and the total emphasis being placed upon the new standardized tests. The children in schools today are the audiences of

tomorrow. How are we going to keep our cultural institutions alive if our children are not exposed to the arts? The time has come for arts education to be fully integrated in school curricula.

The vitality of the arts community is inseparable from the health of the city—culturally, educationally and economically. We are presently being forced to cope with enormous monetary pressures that have already greatly impacted the mission of arts education organizations. These are times where we must prioritize and protect the artistic and cultural integrity of New York City. I am gratified that the Department of Education has recognized the need to improve arts education by instituting a formal, standardized arts curriculum. Our many arts institutions will be an essential resource for schools as they move toward ensuring that all students in our public schools receive a comprehensive arts education.

Participants in the Arts in Education Roundtable included a wide spectrum of organizations: the American Ballet Theatre, Annabella Gonzalez Dance Theatre, Arts Connection, Asia Society, Carnegie Hall, Center for Arts Education, China Institute, City Light Youth Theatre, Diller-Quaile School of Music, DreamYard Drama Project, Education Through Music, Guggenheim Museum, Horizon Concerts, Interscholar Orchestras of NYC, Jewish Museum, Michael Mao Dance Company, Museum of Natural History, Musica de Camera, New Victory Theatre, New York State Alliance for Arts Education, TADA!, Turtle Bay Music School, Whitney Museum and Young Peoples Chorus of New York City. #

The Quest for a Qualified Teacher in Every Classroom

By PATRICK IANNIELLO, Ph.D.

In 1964, Audrey Cohen, a woman determined to change how students are educated, introduced Purpose-Centered Education. Through an approach she called experiential learning, students would use their knowledge to work on Constructive Action projects, and approach education as a learning laboratory. The college Ms. Cohen founded, now re-named Metropolitan College of New York, is still transforming lives and education forty years later.

In September 2004, MCNY is introducing

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As signaled with the passage of the "No Child Left Behind" legislation, there has been a movement at the local and state level in the United States to make sure all of our children are receiving a quality education. To achieve the goal of raising the standards for quality elementary education, an important step is to make sure that all teachers are fully certified and understand their

unique role in the community.

Now through our Master of Science in Childhood Education, students, many who are changing careers to enter the profession, once again support the mission of Metropolitan College of New York "to provide an education of the highest caliber that empowers students of all ages and backgrounds to lead, to pursue justice, and to promote change in their personal, professional and civic lives." It seems appropriate now, when times call for reform in educational practice, that the College takes what experiences have proven true in its model of education and apply that to the preparation of a new kind of professional teacher.#

Dr. Patrick Ianniello is the Director of the Master of Science Degree in Education Program at Metropolitan College of New York. Dr. Ianniello has served as an elementary school principal, assistant principal and teacher in New York City Public Schools for 34 years.

IMPROVING MATH SKILLS WITH SHILLER MATH

By LARRY SHILLER

Have you wondered if your 5-10 year old child is really getting his or her math? Are you worried that your children may be missing important math concepts that will plague them the rest of their school and adult years?

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Our recommendation is for all children (including 8-10 year olds as well as the 5-7 year olds) to start with the very first diagnostic test. The concept is—if there are any basic math foundation holes, let's discover them now. If the material is too easy, the child can do the test in 1-2 minutes and gains self-confidence, and you can move on to the next test.

But if just one question is answered incorrectly you have identified a crucial hole in that child's math foundation that needs to be filled now, which is easily and efficiently accomplished by doing the activity or activities for that question as shown in the answer key. Then to be sure, just redo the missed test question(s).

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math success!

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Dear Teachers and Administrators:

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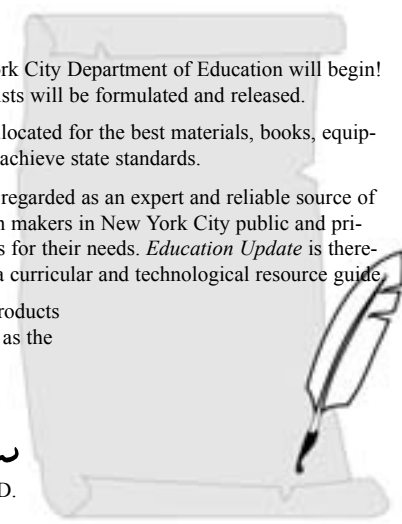
This is the time that education dollars are allocated for the best materials, books, equipment and services to enable our students to achieve state standards.

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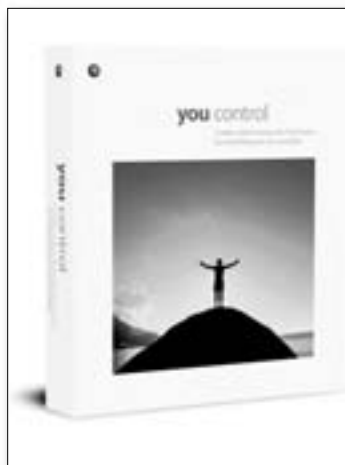
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RAGTIME 5

By MITCHELL LEVINE

Those of us old enough to recall probably remember the famous Apple commercial featuring the slogan "Macintosh: why 1984 won't be like (Orwell's) 1984." The spot, aired during the Super Bowl of that year, reflected a belief common at that time: personal computers can empower the individual by offering them capacities once exclusive to the well funded. Unfortunately, it seems that, in some ways, this concept never genuinely came of age.

True, we all use computers these days, and they do allow us to accomplish many things we otherwise wouldn't. On the other hand, it appears that many of us use them in exactly the same ways. With a few exceptions, for example, the

overwhelming majority of people do their word processing with Word; their spreadsheets with Excel; their slideshows with PowerPoint; and their databases with Access.

Of course, a craftsman's creativity isn't strictly limited by their choice of tools. Michelangelo and Botticelli both used a chisel, and that didn't force them into blind uniformity. But it seems strange that the public's usual demand for novelty hasn't asserted itself in the applications software market. Microsoft distributes a fine office suite—I use it myself—but at an average market cost of about \$500, it's hard to believe that some viable alternative hasn't been available.

Thanks to Comgraphix's Ragtime 5, one now is. The first thing to praise about the package is the price: any registered student with a valid idea, or educator with an institutional purchase order, can purchase the education version of the

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PRODUCT REVIEW

GROUPLOGIC'S EXTREMEIPz

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 all of the latest and greatest products the high-technology industry markets with their annual budget each year, and just throw out all

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COLLEGES

Events at Sarah Lawrence College

PROGRESSIVE EDUCATOR JANE ANDRIAS TO OPEN EMPOWERING TEACHERS SUMMER INSTITUTE PROGRAM

Jane Andrias, noted leader in the progressive education movement, will open the Empowering Teachers Summer Institute, presented by The Child Development Institute at Sarah Lawrence College, on Monday, July 12 at 11:30 a.m. in Reisinger Concert Hall. Andrias' keynote address, entitled "Reflections on Teaching: Relationships, Possibilities, and Power," will touch on the overall theme of the institute which deals with how teachers can maintain their personal educational values in the classroom. It is free and open to the public. For more information and reservations, please call (914) 395-2412.

Jane Andrias has been a leader in the progressive education movement in New York City for more than 30 years. She began teaching in New York in the 1960s, and in 1971, created one of the first open classroom programs in a public elementary school in Washington Heights. She also founded and directed the art program at Central Park East I Elementary School and eventually served as the school's Director.

The Empowering Teachers Program Summer Institute is a weeklong professional development workshop for professionals working with children in elementary childhood and public elementary school settings. The

theme of this year's summer institute is "Education Values and Values Education: The Classroom as Community" and will address how teachers can uphold their educational values when the system they are working in, whether national or state-wide, has a contrasting agenda.

The Summer Institute opens each year with the Thomas H. Wright keynote address, which features speakers, such as Jane Andrias, who are national leaders in the fields of education and child development. The Wright Lecture series is sponsored by the Leon Lowenstein Foundation and individual contributors.

The Child Development Institute (CDI) was established in 1987 to develop programs for early childhood and elementary school teachers, administrators, child development professionals, parents and the community at large. Through its work, CDI presents a progressive perspective on child development and education. For more information about the CDI and its programs, please call (914) 395-2630.

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CAREERS

So You Want to Own a Vineyard: An Interview with Bob Brower of Chateau Julien in California

By DOROTHY DAVIS

Bob Brower used to be in the oil business in New Jersey, but for the past 23 years he's been involved in another liquid guzzling enterprise—the wine trade. He is the blissful owner of Chateau Julien, which has a 246-acre vineyard on the Monterey peninsula in Northern California, 15 miles from the ocean, 90 miles south of his chateau in Carmel, where he has another acre vineyard.

How he got from oil in New Jersey to wine in California and what, as a successful vineyard owner, he would advise any would-be winemakers were the chief questions of our recent coast to coast telephone interview with this high spirited wine maker, who, when not tending his vines, can be seen at auto races hobnobbing with the likes of Paul Newman and Mario Andretti. "Everyone has an interest in wine!" he says. And if you visit his main winery and you get talking, this sociable guy might just wind up inviting you to dinner.

But of course we wanted to chat with him first about his award winning Merlot, which was written up by the Beverage Tasting Institute as one of the best tasting wines in America. It helped him to earn the Rookie of the Year Award when he was just starting out, as well as countless awards and blue ribbons since then. *Education Update's* Publisher and Editor, Dr. Pola Rosen, who had the pleasure of sampling Chateau Julien's Merlot at a recent wine tasting, enthusiastically agrees that it is an excellent wine. But when Brower started out he had no guarantee that he would be able to produce a winning wine, he said, or even which of the varieties he planted might turn out to be successful. This is because wine is a living thing depending on many uncontrollable variables. In addition to its fabulous Merlot, Chateau Julien, also produces a very good Cabernet, Syrah and Chardonnay, all in the \$10 to \$40 price range, and an excellent higher priced Reserve blend.

Q. Don't you have to have a lot of capital to start a wine business and to make it a success? What else do you need to be successful?

A. As the saying goes, the way to have a small fortune in the wine business is to start with a large one. You need a lot of money to buy a vineyard and start a wine business. An acre of vacant land in Lockwood Valley, for example, costs \$8,000 to \$12,000. Plants for one acre cost \$10,000. To get from start up to success takes a very long time. No one can believe you can lose money for so many years and still stay in business. The first



Bob Brower

crop takes three years. You harvest the fourth year. White wine you can sell the following year, but red wine takes a few more years.

You have to have a business sense, absolutely have to be schooled in business, understand the financing, not just the art of wine making. It is a very capital-intensive industry. Getting started is very difficult, if you have one acre or ten. It takes years before you can make a profit.

You also have to know how to market your product throughout the United States and the world. Almost every country and state makes wines. It's extremely competitive. Just because you start a winery doesn't mean someone will want to buy your wine.

Q. Where did you go to school for your business training?

A. I went to Hofstra, on Long Island, and Fairleigh Dickinson University in Madison, New Jersey. I majored in Business and Psychology.

Q. Why did you make the switch from the oil business to the wine industry?

A. In the petroleum business I traveled a fair amount. A very good friend of mine who is a lawyer traveled with me and taught me a lot about wine. Over time my wife and I became interested. On vacations we would go to Napa Valley and Sonoma County. We would buy wines there we couldn't find in New Jersey. When someone wanted to buy the oil company from us we found ourselves in a position to buy a vineyard and we thought that would be a great thing to do. We have no regrets. This is the life style we wanted. You enter the wine business for the life style. Your whole business involves food and wine, enjoying the finer things in life. That's pretty much bliss!

Q. What advice would you give to young people who would like to get into the wine business?

A. It's a labor of love. If you want a nine to five job don't do this. But if you want a career in something you can love and work at 24 hours a day and you really want to be involved in almost every facet of the business, this is a great field.

Q. What would you tell a young person who doesn't have much capital?

A. Go get a degree in Oenology, which teaches you about the chemistry of making wine. These are two-year graduate programs after you have your Bachelor's degree. The University of California in Davis and Fresno State, for example, teach these courses. Then start working for a winery. You can start buying grapes and making

wine for yourself on the side and after a while make a few barrels and start selling some. Some new companies are starting out this way.

Q. What do you think about French wines in comparison to U. S. wines?

A. The French had a head start, but as early as the mid-70s, U. S. wines were winning major worldwide competitions against the French. Now the French make a lot of wines to the American taste. Americans like crystal clear wine. They like wines true to the character of the grape, whereas a Bordeaux wine can have a lot of different grapes in it.

Q. Are there any recent developments in the field?

A. The corking of wine is changing. With natural cork, bacteria affect one to five percent of the

corks and spoil the wine. You can't tell this ahead of time and there is nothing you can do about it. We are now experimenting with synthetic corks and so far our experience is very favorable. We are not considering screw tops because most people believe pulling a cork out of a bottle helps create the romance of wine. And that's very important.

Q. What are you proudest of in your wine career?

A. In the wine business you can get closer to Maslow's self actualization than in any other business I can think of. Self-actualization is the pinnacle, and this is the business you can do that in. I wake up every morning excited about what I'm doing. If you can get that excitement there's nothing better!#

ExtremeIPZ

continued from page 33

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 GroupLogic's Extreme IPZ is now available.

Extreme IPz (IPz) 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 sup-

ports 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 IPz 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.grouplogic.com. #

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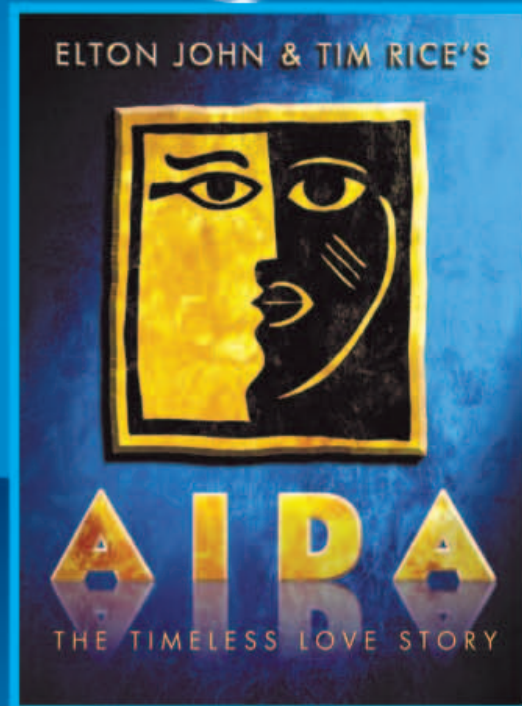
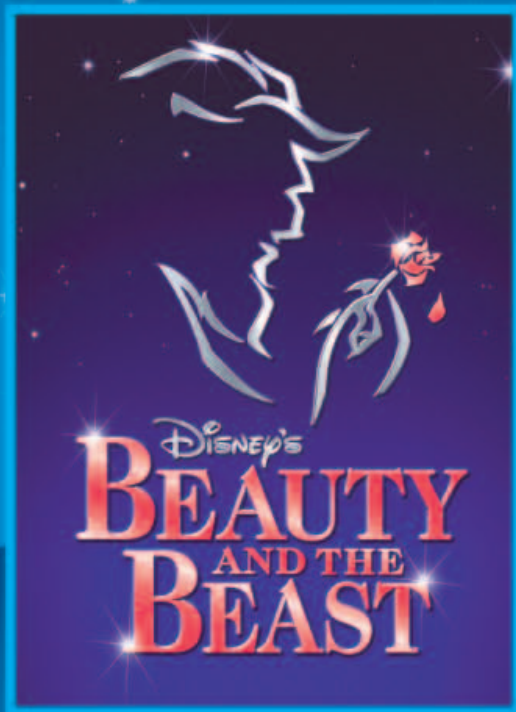
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