

EDUCATION UPDATE

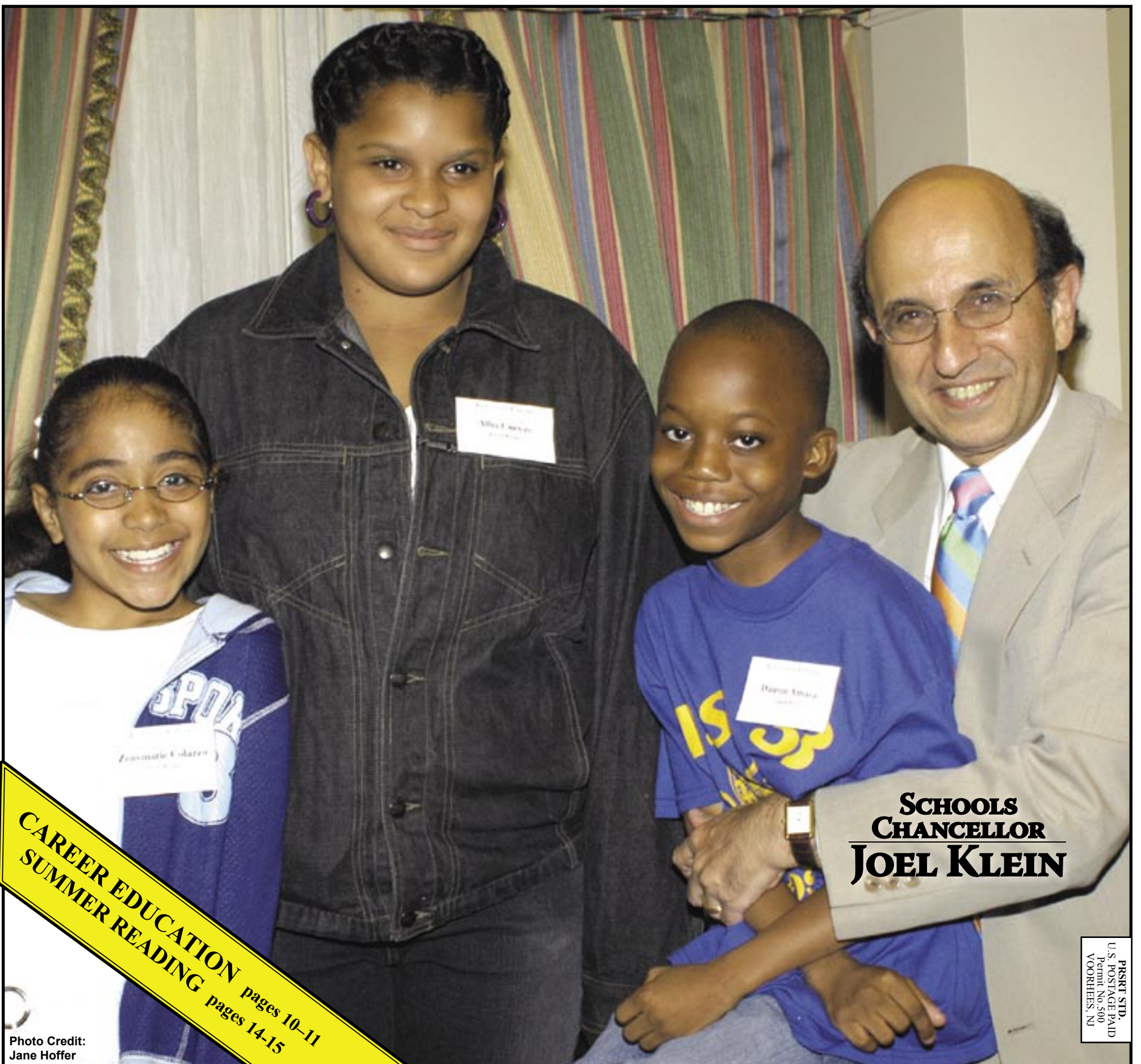
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FOR PARENTS, EDUCATORS & STUDENTS

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SCIENCE EDUCATION IN NYC SCHOOLS



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SUMMER READING pages 14-15

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Hot Job: Jim Flak, Sous-Chef



By JAN AARON

Have you ever thought of a career in the burgeoning culinary field? Then, Jim Flak's story will interest you. At 25, Mr. Flak was living in Lincoln, NE unhappy in marketing. He had always liked to cook. So, encouraged by his wife, Jennifer, a dietitian, they moved to Providence, RI where he enrolled in The College of Culinary Arts at Johnson & Wales University, renowned world wide for training excellent chefs, and earned a Associate in Science Degree, Culinary Arts in 2004.

I caught up with Mr. Flak at Rue de L'Espoir, a popular Providence bistro, known for its inventive seasonal menu. It's cheerful with peach walls and a French street scene in the bar. Mr. Flak had worked part-time here while studying at J&W. Now, age 29, he's night sous-chef, on duty from 3 p.m. to 9 p.m., and almost always in the

kitchen. While I enjoyed a delicious baby spinach salad accented with tart dried cherries, he said: "Everyday I'm thankful I'm not at that desk in Nebraska." (His wife is now a hospital dietitian.)

To work in a job like his, means being happy in tight quarters, long hours and perhaps accepting a modest starting salary. (Some sous-chefs start at \$25,000). It's also teamwork. Mr. Flak works with the chef, the kitchen manager and five others on the kitchen staff on things like selecting specials; he keeps track of inventory and personnel. His job requires rhythm and planning. "I make sure the food gets to the wait staff so everyone at a particular table is served simultaneously," he said.

As to a chef's schooling, at Johnson and Wales (J&W,) Mr. Flak literally began at the bottom. "I polished my boots," he said. He learned to stock a store room and everything else to do with food preparation, from cutting meat and preparing stocks and sauces to using all kinds of cooking equipment—ovens, grills, broiler and a variety of pots and pans—and estimating food requirements. "Studying nutrition was a J&W requirement and I learned to make healthy food delicious," he said.

Mr. Flak said that a good chef must also be aware of the world around him, the environment, past and present trends in foods (he has 160 cookbooks in a growing collection), and today's hot button issues like obesity. He also looks ahead to career advancement, knowing his job will always be his passion.#

A COOKING CAREER: VISITING JOHNSON & WALES

By JAN AARON

"Typically for a high school graduate, 16-19, admissions looks at school curriculum, and, in culinary education, food curriculum, college prep and SAT scores, and work experience," said Maureen Dumas, dean of admissions, continuing education, at Johnson & Wales in Providence, RI, (8 Abbot Park Place; 401-598-2300;02903, www.jwu.edu).

Challenges new students face? "Knowing when to work and play and study," she added. I recently interviewed Ms. Dumas by telephone, after looking around J & W's RI campus and wondering how it would be to go to school there. "We have students from the 50 states and 1,000 international students from countries like Sweden, Turkey and

South Korea," Ms. Dumas added. The university runs frequent tours for prospective students.

J & W, founded in Providence as a business school in 1914, now is a world-class university, offering students an opportunity to pursue career education in business, hospitality, culinary arts, or technology. Scores of majors and degree programs are offered at the undergrad, grad and doctoral level at six campuses in Providence, Charleston, Norfolk, North Miami, Denver and Charlotte. Ninety-eight percent of their students find jobs in their chosen fields, within 60 days after graduation.

An unusual feature of Providence's culinary education is its focus on nutrition, so much in the

news these days. "Providence is the only culinary school in the nation offering a degree in culinary arts, accredited by the American dietetic association," said Susan Vieira, MS, RN, LDN, nutrition department chairman, in a telephone interview. (Denver's nutrition program commences in September). Indeed, in their first two years, all J & W culinary students take courses in nutrition

and sensory analysis and personal nutrition. "We turn out chefs who know how to make gourmet meals healthy, and nutritionists who know how to make wholesome food taste delicious," Ms. Vieira added. In response to the US obesity epidemic, J&W has trained chefs and managers in nutrition and healthy eating in various industry segments.

Unique features at J&W colleges include a 4-day school week, the opportunity to earn degrees (associate and baccalaureate) in four years, and hands on training at university owned-operated or partnership facilities or at world-wide coop sites. Famous graduates include Food Channel's Emeril Lagasse.

On campus, the amazing J&W Culinary Archives and Museum (401-598-2805; Tues.-Sun., 10-5, 315 Harborside Blvd., www.culinary.org) packs over a million and half items, representing five millennia of global history into the world's largest culinary collection. See utensils from BC to present, presidential and potentes' favorites, silver, china, lunch wagons, diners, and displays of culinary students' extraordinary chocolate artworks.#



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Careers in Fine Arts, Architecture & Design: Rhode Island Has Designs On You



By JAN AARON

If you admire it, wear it, or laugh at it, chances are it may have started at the Rhode Island School of Design ([RISD;] 2 College Street, Providence, RI 02903; write here to Admissions for appointments to visit or phone 401-454-6100; www.risd.edu/). Some famous grads nurtured here include glass artist Dale Chihuly, fashion designer Nicole Miller, and animator, Seth McFarland, originator of Fox TV's hit, "Family Guy."

Having recently toured the sprawling campus with 41 buildings, 34 historic properties, a world-class museum, galleries, library, and a nature lab all displayed under towering trees on sculpture-studded grounds, I wanted to know what goes on inside. Enrolled are 1883 undergraduates and 399 graduates. Founded in 1877, RISD is the preeminent design school in the country, attracting students from the US and 47 other countries. I wondered how they are selected and what challenges they face.

"We look for applicants with interesting portfolios, technical and thinking skills, what art ideas make them stand out, sets them apart from others, and how the applicant looks at the world. They also need the traditional skills, those fundamentals that are generally taught in secondary

schools," said Ed Newhall, director of admissions, in a phone interview.

As for challenges, he cited the intensity of the experience here. "They come from a varied program to spend an extraordinary amount of time on art in the studio or outside. That can mean 7 1/2 hours in a drawing class. For freshmen, This takes adjusting to. It's also very enjoyable and so is being among people interested in what they're interested in," he said.

Undergraduates and graduates can seek degrees in fine arts, architecture, design disciplines and art education. Academic programs range from research and design initiatives to art criticism and international exchange programs. In addition to 482 full and part time faculty members, RISD hosts many guest critics and lecturers each year. The average undergraduate class size is 14, graduate 10.

Students are encouraged to think outside the box, by considering a wealth of issues, including environmental and global and to study other cultures and their beliefs to gain the necessary perspective to shape our world. RISD's Continuing Education offers nearly 200 courses each year for adults and children at various levels.

The RISD Museum, (401-454-6500; 224 Benefit St. www.risd.edu/museum/cfm; Tues.-

Sun 10-5 until 9, the third Thursday each month) a teaching tool for students, is Rhode Island's finest and one of the best for its size in the country. Displayed in its permanent collection are nearly 80,000 works of art from virtually every culture and period. Renowned for Etruscan, Greek and Roman art, British watercolors, 19th century French art, and textiles, I was drawn to elegant ancient jewelry, old silver and Japanese works, though there is fine modern art as well as special changing exhibits.#

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THE INCREDIBLE MAXINE GREENE

By SCOTT NOPPE-BRANDON



Over 30 years ago, Lincoln Center Institute, through its founder Mark Schubart, began a critical re-examination of its performing arts program for young people. The main recommendation of the study, entitled "The Hunting of the Squiggle," was for the creation of a new kind of arts organization, one established just for youth. Heralded by the then NY State Commissioner of Education, Ewald B. Nyquist, the organization would strive to bring together artists, teachers, community agency leaders, parents, and students to establish an interdisciplinary collaboration directed at bringing the arts into the everyday lives of students. The recommendation, based on the evaluation of over 200 education programs by arts organizations in the country, was considered vibrant and visionary, so much so that the report of it earned front page coverage in the New York Times. I have often joked that the only way to get that kind of coverage today would be to enact a ritual sacrifice of a teacher

each summer.

Upon Mark's retirement from Lincoln Center, he bestowed upon me a prized possession, a letter from a ninth grade student, commenting on a dance performance that had just occurred at his school. It reads,

"Dear Performers,
Thank you for performing at my high school on Friday.

I liked it a little.

Sincerely,
John"

From the "Squiggle" study, a new organization at Lincoln Center was developed. An institute was formed; a place of study and place of practice about the arts and about education. Mark knew that in order to develop this new type of art-and-education organization, he needed help. He imagined that the type of help needed was within the education theory, the educational philosophy part of the experience. Once again, he set about looking for something—or someone—new. As luck would have it, he was put in touch with Lawrence Cremin, then President of Teachers College, Columbia University. President Cremin knew

the perfect person, a distinguished Philosopher of Education, Dr. Maxine Greene. A marriage of minds and temperaments followed and Dr. Greene became the Philosopher-in-Residence at the newly founded Lincoln Center Institute (LCI). Known to everyone as Maxine, she has for more than 30 years been the philosophical voice, the educational wellspring of LCI. Next summer, as part of the LCI 30th Anniversary celebration, we will honor our dear friend and colleague.

The best way to honor Maxine is to continue to actively pursue the depth and breadth of her educational vision. As part of this, with enthusiastic support of its wonderful teaching artists, program, artistic and administrative staff, LCI is once again undertaking a critical re-examination. One dramatic outcome of this effort is the creation of a new high school, named the High School for Arts, Imagination and Inquiry,



Maxine Greene

which will open its doors this September. Housed in the Martin Luther King, Jr. campus across the street from Lincoln Center, this school will have a connection to Maxine like no other. Initially, LCI conceived of the school as a place to honor Maxine. Maxine drafted the original concept paper for the school. She was part of the interview process to hire the Interim Acting Principal, Stephen Noonan. She helped present the

concept of the school for approval to the NYC Department of Education and New Visions for Public Schools. And she continues to meet with Madeleine Holzer, LCI's Director of Education Development, Stephen, and the teachers as the development of the school takes shape. Finally, Maxine plans to be available to students and teachers throughout the school year. She will even have office hours. Amazing, yes; atypical, of course not: it's Maxine.#

Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute for the Arts in Education. www.lcinstitute.org

Bopping Around With the Best: Music for Kids & Teachers at Teachers College

By JOAN BAUM, Ph.D.

The unofficial Bert Konowitz fan club keeps growing, ranging from high school kids to teacher-musicians who hear about the mavin of improv at Teachers College, Columbia, tell their friends, and wind up taking classes with him. Of course, they also tell their students, which is how high school youngsters in the city and from surrounding suburban areas find out about this unique, five-day summer Music Camp for Improvisation (teachers start a week earlier). It's not just that the coach, with his t-shirt and whistle, has been teaching

music and improvisation for 45 years, but that he's a beloved pro who knows how to hang loose but stay focused. The 30 or so youngsters in the program, many from homes in the projects or schools without adequate music programs, many on scholarship, are given booklets prepared for them, and lunch and a copy of a CD they make together, but what Dr. K. mainly gives participants is confidence "to think on their feet and become spontaneous performers." As for the teachers and graduate music students who attend—they find new and imaginative ways to teach, and they leave with greater appreciation of improvisation, regardless of instrument or whether the repertoire is classical or jazz.

Morning sessions start at 10:30 but just about all the kids wander in much earlier, taking up their instruments and either from a seat in Milbank Chapel or on the stage, start jamming. The day doesn't start as much as evolve, intuitively. Dr. K (who has a doctorate from T.C.) also comes in earlier, observes the action and announces by midweek that he's just decided there will be a new group to play at Friday's wrap up public concert—The Early Morning All Stars. And they, themselves, can work out what how they'll do it. "How gets a lot of attention in the follow-up breakout sessions that are led by graduate students or teachers, some of whom perform in the Spirit All Stars, a group of pros formed by Dr. K who sit onstage, riffing, jamming, demonstrating, joining the youngsters. For all the apparent informality, the sessions turn on solid music



Dr. Bert Konowitz



Students rehearse at Teachers College



Spirit All Stars Combo

theory, discussion of scales, time signatures, rhythm, sequencing, and articulation. Dr. K also manages adroitly to sneak in bits about famous jazz artists—what was musically distinctive about, say, Miles Davis, Thelonius Monk, Dave Brubeck, Charlie Parker, John Coltrane. Some of the youngsters know, others don't, no one is made to feel anything but welcome. Indeed, Bert Konowitz works the room with great sensitivity. He knows all the names. "You want to join in?" he asks a tenor sax, then a piano, and then a vocalist. "Nice job, Andrew, and here's Eric on flute. C'mon horn, no? That's all right, some days we just don't feel like it." And suddenly, there he is at the piano. Though he mainly played clarinet when he was a student at the H.S. of Music and Art, '49, it's clear that fine musicians play many instruments, and compose—Friday's concert includes "Zaragossa," a complex Latin-beat piece, by one Bert Konowitz, and he encourages the youngsters in this direction as well.

It's amazing what just one day can accomplish. Monday, the kids clustered in ethnic groups, now look at them, Dr. K says. Indeed, the mix is genuine—they're munching on sandwiches and watching (and critiquing) a video of a rehearsal. They'll leave the program with a deeper sense of how improvisation has opened them up in more senses than one. The attending teachers couldn't agree more. Sharon

Pesenti, a dramatic soprano and voice and music teacher for the New Hyde Park-Garden City schools, whose son is in the Improvisation Workshop Program, notes Dr. K's ability to get shy, diffident young people to be more forceful and teachers to rethink what they do. Karen Wallace, a Mt. Vernon music teacher and a member of the Spirit All Stars, beams. She has two students in the program and loves learning from Dr. K. Both women comment on his patience and his "positive" approach. Just a few minutes earlier, clearly hearing a clinker, he called out, with laughter in his voice, "hey, there are no wrong notes, only poor choices."

He is generous as he is talented, insisting that his younger Spirit All Stars colleagues all be noted: Larry Bellereau, Nick Ambrosino, Ike Sturm, Dru Pluhowski, Dan Burwasser, Steven Reid, his assistant, and he is delighted at the support the Improv Camp has received from The American Society of Composers, Arrangers and Publishers Foundation (ASCAP), the Chase Your Dream Scholarship Fund of Rita and Herbert Z. Gold, the Leonard Bernstein Family Foundation and the administration of Teachers College. He doesn't want this second great year to be the last, however funds are needed to continue and to expand this proven success. Interested music lovers and educators should check out: [#](http://www.allaboutjazz.com)



Four Wheeled Family Fare on Broadway: Chitty Chitty Bang Bang



Philip Bosco, Ellen Marlow, Henry Hodges, Raul Esparza, and Ellin Dilly in the original car from the 1968 movie, *Chitty, Chitty Bang Bang*.

By JAN AARON

In *Chitty Chitty Bang Bang*, it's the fantastic auto herself that's star of the musical that bears her name at the Hilton Theater.

She goes up and down, left and right, and hovers above, transporting the kids into a state of wonder and delight. The automobile, rescued from a junkyard, manages to carry her human passengers over the audience and away from the scary Vulgarians to roaring applause.

You've guessed it. This mainly is a show for kids under 12, but also it will charm adults who like perky tunes, clap along music and lyrics (by Richard and Robert Sherman of *Mary Poppins*), bright sets and costumes (by Anthony Ward) and adorable tots. (There are many ragamuffins in the second act). While the amazing car upstages the actors, the terrific cast, led by the dynamic Raul Esparza, as the inventor Caractacus Potts, provides a lot of fun.

Based on James Bond creator Ian Fleming's children's book, the musical was adapted by Jeremy Sams from the 1968 movie by Roald Dahl. The story revolves around the eccentric

widowed inventor, Caractacus to provide for his two kids Jeremy (Henry Hodges) and Jemima (Ellen Marlow) and his dotty father Grandpa Potts (Philip Bosco).

Despite the plot to steal the vehicle by the vile power called Vulgaria, Potts manages to keep his motorcar and win the hand of the confectionery heiress, appropriately named Truly Scrumptious (Erin Dilly).

Jan Maxwell and Marc Kudisch are scene-stealers in their roles as Baroness and Baron Bomburst of Vulgaria, a pair that hates children. Chip Zien as Goran and Robert Sella as Boris impress as two men hired to fetch the auto for Vulgaria, but kidnap Grandpa Potts instead. Kevin Cahoon as Childcatcher is suitably booable. Director Adrian Noble and choreographer Gillian Lynne keep everything conventional, which is in keeping with the show. The amusing sets and costumes mix storybook and realistic looks.#

Note to the kids: The adult you bring with you will favor the second act when the show gains momentum. (\$20-\$100, 213 W.42nd St; 212-307-4100).

CHARMING MOVING CASTLE; ENDEARING MARCHING PENGUINS

By JAN AARON

Japanese animation wizard Hayao Miyazaki's delves deep into his amazing imagination with *Howl's Moving Castle*, his adaptation of the popular children's book by British author, Diana Wynne Jones. The unending delightful procession of images and ideas makes this a treat for both adults and children. The film has been expertly dubbed in English for its release here. The voices—Christian Bale, Lauren Bacall, Billy Crystal among others—are familiar, but they emanate from a strange, magical environment where a flying castle made of odd bits and pieces can land on barren land, beside a lake or in a quaint village, depending on which knob you turn.

The film's heroine, Sophie, (voiced by Emily Mortimer) starts out as a shy 18-year old hat-maker. But then a witch's spell transforms her into a wise 90-year-old woman (voiced by Jeanne Simmons) trapped in a strange floating castle, owned by a handsome wizard Howl, (Bale) and an engine-stoking flame (Crystal). Indeed, all the characters (including the extraordinary castle) are under spells. Supplying comic touches are Bacall's badly behaved witch, Crystal's

flame (a bit too much) and a funky dog. While Sophie is on a quest to restore her younger self, the movie also pays tribute to the pleasures and powers of old age.

Will Sophie work her own magic and win the love of Howl, a vain guy who looks like a hot rocker with his shabby hair and jeweled frock coat? Will Howl defeat the enemy floating zeppelin bombers and battleships above the country? To find out, take a trip to this magical movie (PG, 118 minutes).



Another must-see also unfolds in a strange environment, in fact, the harshest place on earth. *March of the Penguins*, mesmerizing documentary, details the enormous hardships faced by Antarctica's oldest inhabitants, emperor penguins. Director Luc Jacquet and his stalwart crew followed the life cycle—romance, birth, death,

dangers—of these rare emperor penguins at the end of the world for 14 months to give us a beautiful educational family friendly documentary. You'll wonder at what you're seeing during this fascinating film that provides a unique insight into a little-known species. Morgan Freeman's commentary strikes just right tone, as does the unintrusive score by Alex Wurman (80 minutes).#



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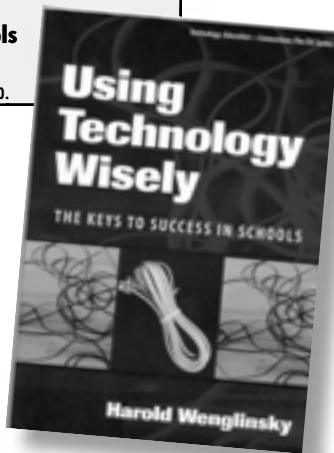
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Using Technology Wisely: The Keys To Success

Reviewed By MERRI ROSENBERG

**Using Technology Wisely:
The Keys To Success In Schools**
by Harold Wenglinsky
Teachers College Press; 2005; 101 pp.



So...do computers really help students?

That compelling question is at the heart of this provocative book by Harold Wenglinsky, which explores, through careful analysis of national data, how computers are actually used in the classrooms and what that means for student performance on the National Assessment of Educational Progress in the areas of mathematics, science and reading.

As a parent who recalls only too well my own two children's experiences with our suburban school district's flirtation with a kindergarten computer program that purportedly was going to make learning to read easier (and was jettisoned after four years, when educators realized that it had no impact on children's acquisition of reading skills), I read this text with great interest.

It deals with a topic that has significant national implications as far as educational policy is concerned, especially since the passage of the No Child Left Behind Act. And it also is important reading for those who are concerned on the local level with school funding, and whether the wholesale embrace of technology ends up hijacking budgets without necessarily much to show for those significant expenditures. In my district, for example, the yearly budget wrangling is often a showdown between our superintendent, who continues to be entranced by every new educational technology toy that comes his way, and teachers and parents who want to see more money going towards academic programs instead.

Perhaps it's time to slip a copy of Dr. Wenglinsky's book into this superintendent's mailbox—for what Dr. Wenglinsky argues is that "educational technology needs to be understood as a piece in the puzzle of how teachers teach and students learn." He's not much of a fan of the drill-and-kill application of computers, where teachers effectively

plod students in front of computer screens to work through tedious and repetitive drills of concepts and problems, which he terms, the didactic model. Rather, in order to discover, as he puts it, "what is the value-added of the technology above and beyond good teaching?" He urges that technology's effectiveness needs to be analyzed without a predetermined agenda.

When technology works, he argues, it's because teachers have applied it towards "constructivist" learning, to support the subject standards in student-centered, collaborative, project-based learning. He strongly suggests that, "in successful technology-rich schools, technology is part of the culture and is inseparable from creative teaching, engaged students, and active leadership."

There are several valuable and fascinating case studies, from schools in Taos, New Mexico and Portland, Maine, for example, that illustrate his argument. Similarly, at San Diego, California's High Tech High, technology is organized around projects that successfully move students from the abstract to the concrete, and integrate what students learn in school to internships in the working world, including having their portfolios and resumes posted on the Web.

As most thoughtful educators and policy makers have already recognized, all the expensive hardware in the world won't help students acquire the skills they need to succeed in our 21st century globalized world if technology isn't used creatively and meaningfully.

Based on the research, Dr. Wenglinsky shows, computers have a positive benefit on math and science results when they are used in a constructivist way; it's not clear that there's much benefit with reading and literacy.

Ultimately, Dr. Wenglinsky contends that technology "is neither inherently good nor bad, but its value depends upon how it is used. If used in a constructivist fashion, it is a useful tool; and if used in a didactic fashion, it is worthless."

That's certainly a provocative prescription—and one worth taking seriously.#

Virtual Schools: Planning For Success

Reviewed By MERRI ROSENBERG

Virtual Schools: Planning For Success
edited by Zane L. Berge and Tom Clark.
Teachers College Press; 2005; 246 pp.

A variety of factors, from legislation like No Child Left Behind, the increase in the demand for measurable outcomes and more testing throughout the educational process, the standards movement, the arrival of more hardware and software in the schools—even the rise in home schooling—has undoubtedly raised the profile of virtual schools.

As online learning has moved from its well-established berth in the high schools to middle and elementary schools, interest in virtual schooling has increased accordingly.

At its best, suggest the editors (Zane Berge is an associate professor of education at the University of Maryland and Tom Clark is the president of TA Consulting, a firm that provides research and evaluation services for business, education and the government), virtual schools can improve access to a quality education for minority and low-income students, going a long way towards ameliorating inequities in the present system. Ultimately, as virtual schools move towards an e-learning model, in which distance learning and technology in education are aligned more closely, they can eliminate even more barriers and provide an enriched and enhanced educational experience for all students.

In a discussion of policy and practice, authors Robert L. Blomeyer and Matt Dawson write, "online learning should

become a uniformly available curriculum choice throughout our national educational system. Uniform availability should include due consideration of technology infrastructure requirements and digital equity to assure that every child has equal opportunities to choose online learning, where such choices are locally appropriate and aligned to content standards and accepted curriculum practices."

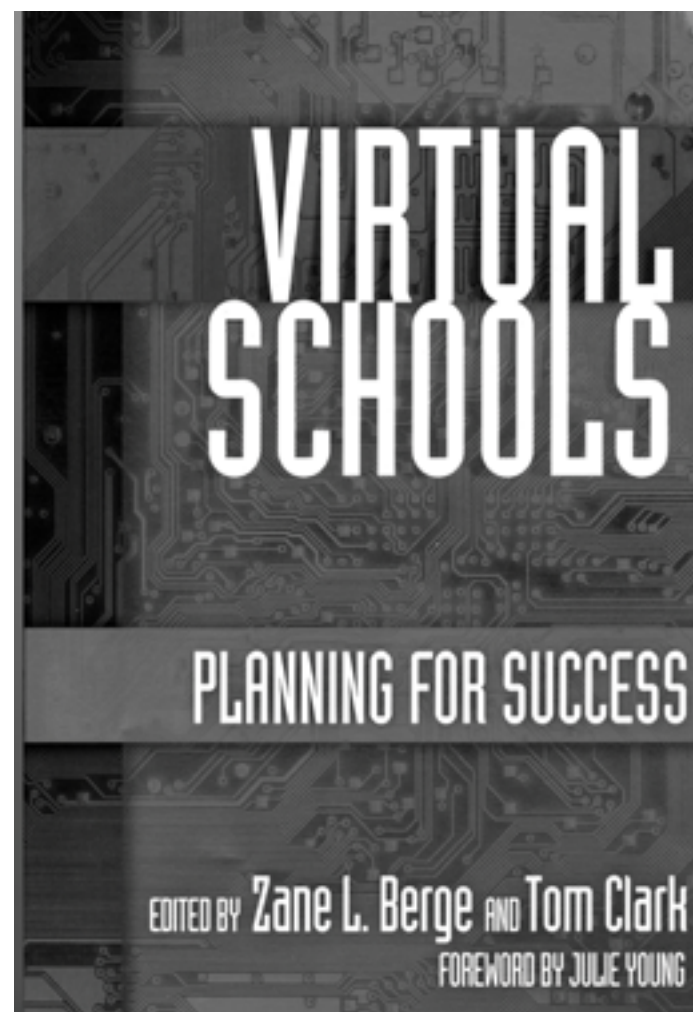
Still, the volume's contributors do not shirk from acknowledging some of the difficulties e-learning has faced, like the high start-up costs, continuing inequities of access, higher drop-out rates, differences in student preparation, and accreditation issues.

The book combines some intriguing case studies of how virtual schools can work, with a scholarly background on how the development of educational technology has driven the proliferation of virtual schools, as well as a detailed analysis on strategies that school leaders can use to launch, or improve, their own e-learning programs. Among the topics covered include issues of equity and access, funding, and planning for curriculum and teacher development. Whether the model comes from the sphere of charter schools, private for-profit providers, or university and government partnerships, there is an abundance of information that can be adapted to a particular community or district's needs.

Clearly, providing high school students in rural or economically depressed areas with AP online classes is a major benefit; the

University of California College Initiative was specifically designed to serve minority and low-income students who didn't have access to college prep courses.

Linda Cavalluzzo, an economist at the CNA Corporation in Virginia, writes in her chapter dealing with the costs of online learning, that "web-based classes have the ability to reduce resource disparities within and across districts because they can easily traverse geographic and political boundaries to bring the same qualified teacher and curriculum—indeed the very same courses—to students from different districts and schools. But simply setting up a



virtual school will not guarantee equity."

At a particularly successful model—Florida Virtual School, for example—the state-certified instructors are expected to respond within 24 hours to students or parents, and teachers are held accountable for their students' performance. The virtual school offers e-mail, sure, but also phone conversations, Internet chats, and even threaded discussions for students.

The overall tone of the book is a positive one, viewing virtual schools as inevitable, with the major question being how to make a particular model work for a particular school community. It certainly should be read and consulted by any school leader contemplating a venture into e-learning opportunities.

Ideally, of course, "when collaboration exists between local schools and online education providers, online courses are an enhancement to, not a replacement for, face-to-face interaction."

One of the major benefits of a virtual school is that change can happen quickly, making it easier for teachers and administrators to adjust curriculum, or policy, to respond to students' needs.

And while no one is suggesting that virtual schools will ever replace traditional schools, "virtual schools can play a role in ensuring equitable access to high-quality learning opportunities for K-12 learners...The ability to provide an expanded curriculum is probably the most frequently cited benefit of virtual schools."

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SUMMER READING CHOICES BY EDUCATION UPDATE

Compiled BY MICHELLE DESARBO

The 60-Second Encyclopedia

by Michael Rosen

Workman Publishing; \$11.95



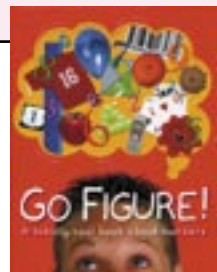
Welcome to the wonderful world of the *60-Second Encyclopedia*: delightfully obsessed with everything that goes on in just one minute.

The book is packed with amazing-but-true facts and incredible achievements—think *Ripley's Believe It or Not* meets the *Guinness Book of World Records for Kids*. Appealing to both boys and girls, it puts a whole new spin on math, science, nature, the human body, popular culture, and much more.

Go Figure! A Totally Cool Book About Numbers

by Johnny Ball

DK Publishing; \$15.99



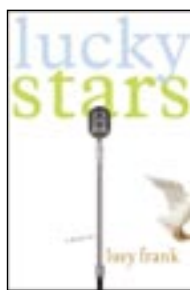
Go Figure! A Totally Cool Book About Numbers

strives to dismiss the myth in the minds of students ages 8 and above that math and numbers are boring. Filled with fascinating facts, history, patterns, and examples from real life situations, this book engages students to start looking at how numbers are such a big part of the world around them.

Lucky Stars

by Lucy Frank

Simon & Schuster Children's Publications; \$16.95

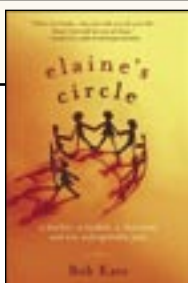


A comedy in three voices, *Lucky Stars* follows the adventures (and misadventures) of three very different kids who join the chorus at their New York City public high school where music bridges the distance and difference between them. Kira loves to sing, but hates the stage her father has forced her on—the platform of the New York City subway, performing for money. Jake, who longs to sing, listens from afar, but stutters so badly he can't make a move. With the help of a pet duck, a wisecracking friend, and a fiery choral conductor, the two find their own voices, themselves, and each other.

Elaine's Circle

by Bob Katz

Marlowe & Company; \$14.95

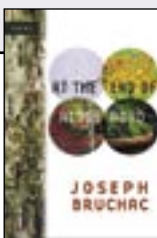


In Eagle River, Alaska, Elaine Moore is a veteran teacher who believes that the classroom, first and foremost, must be a community and that learning is best when shared in a circle of peers. When a spirited fourth grade boy is diagnosed with terminal brain cancer, Elaine's innovative methods are suddenly put to an extraordinary test. To keep their circle in tact, Elaine and her students realize that their stricken classmate must maintain his schoolwork—for it is learning, they so believe, that is the essence of life. *Elaine's Circle* is a heart-wrenching look at the remarkable achievements of a dedicated teacher and a group of children who take her at her word when she tells them, "Learning is not just something we do in school. It is something we do until the day we die."

At the End of the Ridge Road

by Joseph Bruchac

Milkweed Editions; \$14.00



A bestselling author and a storyteller, Bruchac creates worlds where the rules of reality don't apply—where magic is real, animals can talk, and trees know your name—but he is no escapist. Through forty



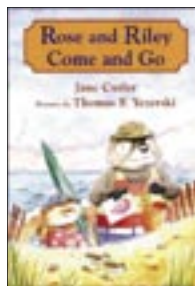
After Sunset at Myrtle's on the Atchafalaya River-Fall 1990. Photo from *Atchafalaya Autumn* by Greg Guirard.

years of writing, recording, teaching, and performing the stories of his Abnakik ancestors and other indigenous cultures, Bruchac has reminded readers of the vital relationships between people, animals and the land. In *At the End of the Ridge Road*, Bruchac tells the story behind these stories. Part Native American and part European, once equally as skilled at varsity wrestling as he was at reciting Milton and Longfellow from memory, Bruchac grew up as a literal bridge between disparate cultures. The first book to focus specifically on his life as a writer—*Ridge Road*—shows how this cross-cultural existence changed his views of cultural ownership, responsibility to place, social justice, and ultimately led to a belief that well told stories can change the way we see and interact with our world.

Rose and Riley Come and Go

by Jane Cutler, pictures by Thomas F. Yezerski

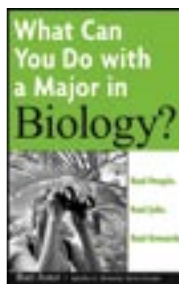
Farrara, Straus and Giroux; \$15.00



The first *Rose and Riley* book was welcomed for its "charm, energy and cuteness (*Kirkus Reviews*) and "its memorable characters" (*School Library Journal*). The sweet groundhog and mole are reminiscent of such literary duos as the beloved in Arnold Lobel's classic books. In the latest adventures of Rose and Riley, the friends find themselves at the beach, on a hunt for wildflowers, and finding a solution to living with a loquacious mockingbird. Their adventures provide children with advice on friendship and dealing with unexpected challenges.

What Can You Do with a Major in...?

Biology by Bart Astor; **English** by Shelley O' Hara; **Education** by Jennifer A. Horowitz and Bruce Walker; **Business** by Kate Shoup Welsh; **Psychology** by Shelley O' Hara
Wiley/\$12.99 each



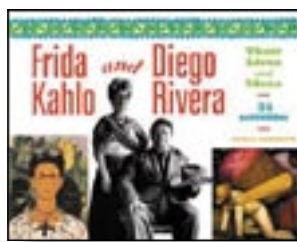
Some students go into college knowing just what they want their major to be, but the majority struggle with what that should be. Fortunately, there are worlds of exciting and lucrative job opportunities for college grads who choose nearly any major with care and an understanding of their options. *What Can You Do with a Major in...?* eases the anxiety of making a big major

decision and then applying it to making a living. Devoting individual attention to five popular majors—biology, English, education, business, and psychology—each book is packed with practical career guidance aimed directly at students, starting in high school. Best of all, each book features real-life information on an array of career possibilities from young men and women who are putting their majors to work in sometimes surprising and always successful ways.

Frida Kahlo and Diego Rivera: Their Lives and Ideas, 24 Activities

by Carol Sabbeth

Chicago Review Press/\$17.95

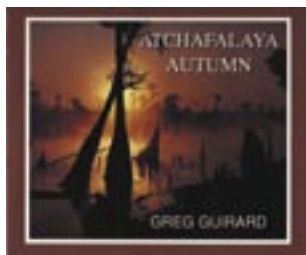


Art lovers from around the world have long been captivated by Frida Kahlo's vibrant dreamscapes, self-portraits and still lifes and Diego Rivera's extraordinary murals and paintings. With *Frida Kahlo and Diego Rivera*, children will find artistic inspiration as they explore the world of these iconic artists. Sabbeth brings Kahlo and Rivera's art, as well as Mexico in the early 20th century, to life with the 24 fun and educational activities. Young artists will learn about Kahlo and Rivera's inspiration and influences, especially pre-Columbian and Mexican folk art. Children can also try some of Kahlo and Rivera's techniques themselves, with activities such as making a mini-fresco, creating a mural with a social message and painting a Kahlo-style self portrait.

Atchafalaya Autumn

by Greg Guirard

Greg Guirard; \$25.00



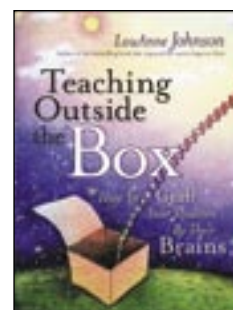
Guirard's personal collection of journal entries about and photographs of Louisiana's hauntingly beautiful Atchafalaya Basin traces back to 1992 when the author/photographer adopted a less complicated way of life in the spirit of Thoreau, spending his time on houseboats and in camps to capture the swamps of his youth. The pho-

tographs are exceptional as the author traces changes in the environment in Louisiana, changes due to logging and sedimentation as well as changes in himself. A moving and magnificent book for those interested in the environment as well as photography.

Teaching Outside the Box: How to Grab Your Students By Their Brains

by LouAnne Johnson

Jossey-Bass/A Wiley Imprint; 24.95

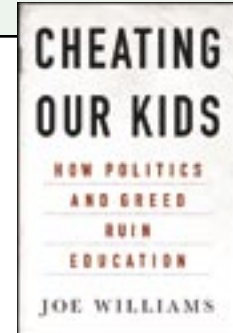


From suggestions for the first week of school to seating charts, author LouAnne Johnson offers practical and friendly advice that will help both new teachers and veterans create a vibrant classroom environment where students enjoy learning and teachers enjoy teaching. The book is filled with no-nonsense advice, checklists and handouts, as well as a question and answer chapter based on real letters sent to LouAnne Johnson from students asking for advice about parents, siblings, school and friends.

Cheating Our Kids: How Politics and Greed Ruin Education

by Joe Williams

St. Martin's Press; \$24.95



Our once admired system of education in America has lost its way and become so consumed with meeting the demands of grown-ups that it has forgotten that it should exist to serve the needs of children, first and foremost. Not only an education writer but a parent, Williams firmly believes that the education system should exist to serve the needs of children. But he knows—and shows—how it has been captured by groups—teachers and other employees, politicians, philanthropists, higher education institutions, vendors, etc. It is their interests and egos that are protected and advanced through competent and powerful organizations. This book provides the public and parents a provocative analysis and necessary solutions on how to return the focus of schools to preparing our children to succeed.#

A MONUMENTAL TRIBUTE TO AMERICAN NOBELIST & STUDENT ESSAY WINNERS



(L-R) Dr. Charlotte Frank, Jedtsada Laucharoen (Winner Physics, Horace Mann School, The Bronx); Michael Vishnevetsky (Winner Medicine, Midwood High School at Brooklyn College, Brooklyn); Alina Fradlis (Winner Chemistry, Staten Island Technical High School, Staten Island); Dr. Julia Rankin

By JOAN BAUM, Ph.D.

Theodore Roosevelt Park—a lovely oasis of green on the north side of the Museum of Natural History at 81st Street—named for the President who was also the first American to be awarded a Nobel Prize (Peace, 1906)—recently was the scene of a joyous and significant double celebration: a tribute to the seven 2004 American Nobel Laureates whose names had just been inscribed on the columnar Nobel Monument in the park, and an awards ceremony for the winners of the first Laureates of Tomorrow Nobel Essay Contest. The competition, open to all New York City High School juniors, was the creation of the Consulate General of Sweden in New York, in conjunction with the New York Academy of Sciences, the New York City Department of Education (DOE) and The City University of New York, and is supported by, among others, Macmillan/McGraw Hill, Glencoe/McGraw Hill and the New York Hall of Science. Though the day was hot and the topic even hotter—the need to advance scientific literacy and encourage scientific achievement in the city's schools—presenters and student recipients could not have been more cool in their mix of modesty and confidence.

What a scene—in all senses of the word: the trees, which keynote speaker Nobelist Richard Axel (Physiology/ Medicine) delighted in pointing out—lindens, elms, ginkos, horse chestnuts, oaks—were European and American, symbolic of the old and new worlds coming together on American soil. Indeed, since the inception of the Stockholm-based awards in 1901, Americans have garnered 284 Nobels, their names engraved onto the mica-tinged, reddish stone Nobel Monument, elegant in its soaring vertical simplicity. The seven new Nobelists are: David J. Gross (Physics), H. David Politzer (Physics), Frank A. Wilczek (Physics), Irwin A. Rose (Chemistry) Richard Axel (Medicine), Linda B. Buck (Medicine) and Edward C. Prescott (Economics).

The setting was also significant, as a number of speakers and audience members noted, because New York City is the center of scientific enterprise, and the students who were honored that day could well be Nobelists of the future in physics, chemistry and medicine/physiology. After all, the monument, which was inaugurated by the Mayor and by the then Prime Minister of Sweden in October 2003 leaves ample room for more names. Of course, the camera moments for 1st, 2nd and 3rd place student winners, their parents and teachers, and for leading members of the DOE who attended the ceremony, includ-



Ambassador Liv Mørch Finborud, Consul General of Norway & Ambassador Kjell Anneling, Consul General of Sweden



Deputy Chancellor Carmen Fariña

ing Dr. Julia A. Rankin, Director of Science and Deputy Chancellor Carmen Farina, were the presentations. The contest, open to juniors attending public, private or parochial high schools in the city, requires each contestant to write about the significance of a Nobelist's work in physics, chemistry or medicine on science itself and also on society. The first place winners—Jedtsada Laucharoen, from Horace Mann, who wrote about Physics Nobelist Heike Kamerlingh Onnes; Alina Fradlis, from Staten Island Technical High School, who wrote about Chemistry Nobelist Paul Berg; and Michael Vishnevetsky, from Midwood High School, who wrote about Medicine Nobelist Gunter Blobel—will each enjoy an all-expense paid trip to Stockholm to attend the Nobel Prize ceremonies in December, courtesy of The Hon.

WOMEN SCIENTISTS FIGHT CAREER BARRIERS



By SYBIL MAIMIN

The Association for Women in Science (AWIS), a thirty-year-old very active network, resource, and voice for women in science, technology, engineering, and mathematics (STEM), recently held an important and successful conference. Discussing the meeting's goals, AWIS president, Dr. Elizabeth S. Ivey, explains that invitees were "change makers in the corporate and academic worlds" who could "discuss realistic ways to fight barriers" to gender diversity. About 150 men and women from academia, industry, non-profits, schools, and community groups participated. Information and statistics about inequities conveyed by plenary speaker Dr. Rita Colwell, former head of the National Science Foundation (NSF), were "old hat" to those in scientific careers, said Ivey, but "an eye-opener" for the 40-50 percent of attendees who work in different areas. For example, "university faculty in other disciplines tend to not be aware of the higher barriers for women in science and engineering" at their institutions.

The conference used as a barometer the 7 recommendations made at a 1995 NSF Conference on Women in Science to see what progress has been made and what challenges remain. Sessions were held on corporate policies and academic policies and the universal skills needed to advance in scientific careers. The controversial statement by Harvard President Larry Summers concerning the natural aptitude of women for science was seen as a consciousness raiser that, ironically, may spur change. In her keynote address,

Dr. Shirley Jackson, president of Rensselaer Polytech Institute, spoke of progress and opportunities as well as gaps and disparities. This year the National Academy of Science, an influential private group chartered by Congress to give advice to policy makers, elected more women (19) than ever before, bringing the total to 187 female members (9 percent). There are "gains but not parity," she advised. "Tenured tracks in science and engineering have not kept pace with the number of women earning doctorates." But, she stressed, "High-level scientific research and innovation is done by people—by individuals—not by genders." A problem is looming, she warned, as scientists and engineers in this country energized by the 1957 launch of Sputnik are retiring, and the flow of international students to US laboratories and number of American students in STEM are declining. "American innovative enterprise...may soon lack the critical mass of scientists and engineers to create the next innovations." As an obvious solution, Jackson suggests, "We must draw upon the new majority—women and the underrepresented groups" and start nurturing them in middle school. "It takes several decades to create a scientist or engineer."

Several blue ribbon panels have been established to address the issue. Building Engineering and Science Talent (BEST) was created under the Council on Competitiveness in 2001 to redress imbalances in the US technology work force. BEST has been called upon by several communities to tackle the achievement gap in math and science education. The US army and navy have sought it out to improve diversity programs in their national laboratories. BEST focuses on institutional leadership, targeted recruitment, engaged faculty, personal attention, peer support, comprehensive financial assistance, enriched research opportunities, and continuous evaluations. Jackson urges, "Talent from every source and from all sources is imperative...to resolve the 21st century challenges which are unfolding." #

AWIS has 3,000 members nationally and 60 chapters in the United States and 2 in Canada

ROCKWELL SCIENTIFIC SUPPORTS EDUCATION IN VENTURA COUNTY

Recently, the city of Camarillo's Chamber of Commerce presented Rockwell Scientific Company (RSC) with the Business Supporting Education Award. Derek Cheung, President and Chief Executive Officer of RSC, accepted the honor at the Sixth Annual Business and Legislator's Forum held at Spanish Hills Country Club in Camarillo, California.

RSC supports several educational programs for local schools and universities, but their most rewarding program for the past 27 years has been the Youth Motivation Program (YMP). Rockwell's YMP is a truly innovative concept that takes high school seniors and provides them with hands-on experience working in a technol-

ogy company. Students are handed research projects, while under the tutelage of premier scientists and engineers. "It is important that companies play an active role in supporting and improving education in our schools. We need to nurture the young minds of the next great leaders and technologists," said Derek Cheung. Rockwell Scientific has been conducting the YMP with area schools since 1977.

Rockwell Scientific Company LLC, based in Thousand Oaks, CA, is an independent, privately owned high-technology enterprise with unique technical strengths in imaging sensors, electronics, materials technologies, and information science.

Kjell Anneling, Consul General of Sweden in New York.

The Ambassador, a charming, witty, and gracious man, eager to credit his staff—Anneli Heinsjö and Helén Daun Rosengren, in particular—with coming up with the Nobel Laureate Essay idea in the first place, also noted the close cooperation between his office and that of the Norwegian Consul General, Liv Finborud, also present for the awards. Naturally, the Ambassador is delighted at having his office participate in this new science initiative, but—he winks and smiles—the essay contest also provides a stellar opportunity for American students to learn about

Sweden, its history, its involvement in the Nobel Prizes, and its culture, a small part of which was on beautiful display that day when the Swedish Vocal Ensemble, a quartet of a cappella voices led by Christina Nylund, performed a select number of Swedish songs.

Though this first contest drew only 19 schools into the competition, even that number is amazing considering the launch of the initiative only 9 months ago and the usual pace of bureaucracy. But now that the idea is off the ground, its impact in the schools is likely to be, as Alfred Nobel might have said if he knew American slang, dynamite.#

ELLIS RUBINSTEIN, PRESIDENT, NY ACADEMY OF SCIENCES: CATALYST FOR EXCITEMENT ABOUT SCIENCE IN SCHOOLS

By JOAN BAUM, Ph.D.

Though on the job for only two and a half years, Ellis Rubinstein, the dynamic president of the 188-year old New York Academy of Science (NYAS), has been on the go constantly, enhancing, innovating, prompting, prodding, his energy and enthusiasm nowhere more apparent than in what he and his science and education partners have been instituting in the way of initiatives to generate excitement over physics, chemistry and biology in New York City high school students, including encouraging participation in The Laureates of Tomorrow Nobel Essay Contest, which the NYAS administers in conjunction with the Swedish Consulate in New York and The New York City Department of Education (DOE).

Calling the Academy's 2005 Presidential Reception in honor of the winners of the First Annual Nobel Essay competition a new campaign to "Catalyze Science In Our Schools," Ellis Rubinstein expressed delight at having more involvement with the DOE in its efforts to advance and extend science education, particularly in underserved communities. Although he had just returned from a related awards ceremony earlier in the day and was getting ready for more celebratory activities in the evening, he spoke at length and with great enthusiasm about programs centered at the Academy, new and continuing, designed to inspire science teachers and their students. Of course, the NYAS continues its mission to "advance the understanding of science, technology, and medicine, and to stimulate new ways to think about how their research is applied



in society and the world," but the words hardly approximate how the director -- whose own career suggests he's a hard act to follow - has been moving to implement these goals among professionals, prospective scientists and interested members of the general public, or the degree of passion he feels for New York City which he continually exclaims is the talent science center of the world -- "Eighteen Nobelists!"

A former editor of Science and English major at UCLA Berkeley, Ellis Rubinstein loves the term "turn-around," his specialty he feels, and is looking to exercise his skills in New York, a city that can boast having an extraordinary number of elite scientific professionals but that also must acknowledge it does not adequately serve many communities, K-12, in science and technology. He just hired a head of Educational Initiatives to coordinate and publicize a wide variety of new NYAS-based programs for teachers and for undergraduates, particularly in conjunction with CUNY, who will meet at the Academy and determine events and calendars, and he has also brought on board someone to head up

the Academy's Minority Investigative Network (a Women's Investigative Network already addresses scientific and pipeline issues).

Known for hosting "hot field" conferences for top scientists and post-docs, symposia on timely, scientific issues, including human rights for professionals abroad, and, increasingly for its popular "e briefings" for journalists, the Academy also continues to act as convener of special discipline sections, including career mentoring and interviewing -- a focus that has resulted in a surge of membership (23,000 members in 150 countries) and a growing success on the part of area universities to recruit graduate and post doc students. The Academy also maintains its long-standing commitment to offer summer internships to top-level metropolitan area high school students in the sciences and engineering to work in the laboratories of leading scientists, and to host the well regarded NYC Science and Engineering Fair. But what of those students in their junior year of high school who might be persuaded to think about a career in science or in science education? Ellis Rubinstein hopes that The Nobel Prize Essay Contest will prove inspirational.

Seeing out his visitors, the busy president cannot resist a turning into a reception area where he has set up The Nobel Prize Education Games, an interactive science literacy series NYAS administers on its website at Nobelprize.org. One senses that if this cool, smart master of many disciplines had a free moment, he'd sit down to play. His own unusual career path, he notes, was sparked by reaching for knowledge that he thought was out of his range but that challenged him to learn.

EXPLORING SCIENCE AT THE WETLANDS INSTITUTE

By POLA ROSEN, Ed.D.

Would you like to see an osprey's nest that measures three to four feet across housing a patient osprey atop whose wingspan is six feet? That and the diamondback terrapin are just two of the wonders that await at the Wetlands Institute in Stone Harbor, New Jersey. The hands-on exhibits include a pilot whale's skull, a terrapin nursery and exhibits with names that invite exploration like "Secrets of the Salt Marsh" and "Sex and Gluttony on the Delaware Bay."

Phil Broder, the Director of Education, explained that many school groups as well as families access the guided nature trails (both self and with volunteers) throughout the year. Third and fourth graders can catch minnows, crabs

and snails off the dock while others can opt for inner views via pontoon and kayak tours of the wetlands area.

As our guide, Angelica Krut explained, marsh grass is the most important part of the marsh—it's the glue that holds the wetlands together—and is composed of dead fish, grass, detritus and decaying matter. In fact, the "pungent marsh smell is a sign that a healthy ecosystem is at work." New vocabulary words learned as well as seen on this field trip were spartina (marsh grass); phragmites (common reed); fiddler crabs which eat detritus; and 40,000 black-head laughing gulls, the largest number in the country.

Horseshoe crab mating takes place in May and June when there is a high tide and full moon.



Turtles often bury their eggs on nature trails



Salt Marsh at the Wetlands Institute



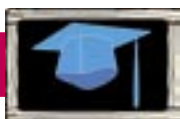
Phil Broder, Director of Education



Connor Dodson, age 7 sitting on the osprey's nest



Caitlin Keenan, age 3 touching mussels and snails in the Teaching Tank



JTS Scholar Awarded Prestigious New York Public Library Fellowship

Dr. Raymond P. Scheindlin, Professor of Medieval Hebrew Literature and Director of the Shalom Spiegel Institute of Medieval Hebrew Poetry at The Jewish Theological Seminary, has been named a Fellow at The New York Public Library's Dorothy and Lewis B. Cullman Center for Scholars and Writers. Dr. Scheindlin is one of only fifteen people selected from an international pool of candidates to be chosen for the elite Fellowship.

The Dorothy and Lewis B. Cullman Center for Scholars and Writers is open to people whose work will benefit directly from access to the collections at the Humanities and Social Sciences Library. The Center appoints fifteen Fellows a year for a nine-month term at the Library, during

which time Fellows work on their own projects and engage in an ongoing exchange of ideas



Ray Scheindlin

within the Center and in public forums throughout the Library.

The winner of the 2004 Cultural Achievement Award of the National Foundation for Jewish Culture, Dr. Scheindlin's work combines academic scholarship and literary translation. At JTS, he teaches and conducts research on the encounter of Hebrew and Arabic cultures in Spain, especially as embodied in the poetry of the two traditions. Over the course of his Fellowship, Dr. Scheindlin plans to complete work on a book that explores the influence of Islamic culture and society on Judah Halevi, one of the greatest poets and philosophers in Jewish history.

YOUR HIGH SCHOOL COUNSELOR MAY HAVE MISJUDGED YOU

By CAROLE SARGENT, Ph.D.

In my work as an academic and literary consultant, I'm surprised to see how many successful adults were actually steered away from college years ago by their high school counselors. Although this was my experience as well, I thought my story was unusual. Not at all. Many students who struggle in high school find that their counselors are noncommittal or even discouraging about college. Instead of suggesting that bored, underachieving high school students take a year or two off to reassess their goals and work for a while, many counselors simply say, "Don't bother." Students believe them, and often spend the rest of their lives thinking that they're not college material.

Of course, many high school counselors are professionals who try hard to serve their students well. But a caseload of hundreds of students can overwhelm even the most dedicated counselor! The top students often get the best part of the counselor's time and attention, while the middle and bottom students languish.

Bev remembers her counselor as someone who was focused only on the academic stars, and who had little time for the rank-and-file pupils. "He only 'counseled' the elite of my class—and those who were friends of his son—to go to college. It also seemed that he spent plenty of time addressing the armed-forces recruiters. I do believe that my school's apathy played a small part in my not going to college right after high school." But Bev also found that the culture that discouraged her from going to college didn't have any better idea for her, either. She couldn't earn the same living as her male counterparts in the technical fields or in a trade. "Women," she concluded, "need college degrees."

Great books for adult returning college students. Traditional Degrees for Nontraditional Students by Carole Fungaroli (Farrar, Straus & Giroux 2000). Fungaroli's high school guidance counselor told her she was not college material. But she earned a bachelor's degree at age 30 while working full-time, went to grad school, and went on to become an English professor at Georgetown University. She will answer all your back-to-college questions, campus@awordintime.com. 501 Ways for Adult Students to Pay for College: Going Back to School Without Going Broke by Gen and Kelly Tanabe (Supercollege LLC, 2004). While going to school at Harvard, the Tanabes won over \$100,000 in scholarships, and they show you how.#

If this sounds like you, consider the possibility that your high school guidance counselor probably has no idea what you should do with your life! Nobody can decide that but you. Take some time to work and save money, and then consider enrolling in college as an adult student. Students over age 21 earn the best grades, they are more focused and attentive, and they know why they are there. Adulthood is the best time to finish your education.#

"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested: that is, some books are to be read only in parts, others to be read, but not curiously, and some few to be read wholly, and with diligence and attention."

Sir Francis Bacon

English author & philosopher (1561-1626)

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COLLEGE ALCOHOL PROBLEMS CLAIM 1700 LIVES ANNUALLY

Increased enforcement of the age 21 drinking law, higher alcohol excise taxes, and restrictions to prevent youth-oriented alcohol advertising are among several strategies top alcohol experts and prevention specialists from 36 states discussed recently at Statewide Initiatives Leadership Institute.

The event is the seventh in a series of national meetings involving leaders of statewide campus alcohol prevention initiatives, including policy advocates, state substance abuse and liquor control officials, and college and university staff. They meet to address the serious issue of college alcohol abuse—a problem that claims 1,700 lives annually.

Participants will celebrate the successes they have achieved in addressing the college alcohol problem, and will hear from states with data to support their alcohol prevention initiatives. In particular, The Robert Wood Johnson Foundation-funded “A Matter of Degree” program will present evidence on the effectiveness of changing the environment that supports high-risk alcohol use. Their use of this approach produced reductions in drinking rates and adverse consequences like falling behind in school work, getting hurt or injured, or drinking and driving.

This “environmental prevention” approach is further supported by recent evidence from the Harvard School of Public Health showing environmental prevention strategies significantly reduce both heavy alcohol consumption and its associated consequences. This approach requires top campus administrators to work hand-in-hand with local and state government officials

and community leaders to limit alcohol sales to underage youth and eliminate irresponsible marketing practices by local bars, restaurants, and liquor outlets.

“The research literature makes it quite clear that trying to educate students about the ills of alcohol doesn’t work,” states Laurie Davidson, associate director for the Center for College Health and Safety and director of the Campus Alcohol Prevention and Intervention project. “This new research from the 10 “A Matter of Degree” campuses adds to our understanding of what does work. Statewide initiative leaders must redouble their efforts to provide campuses the resources, skills, and tools to mount comprehensive prevention programs that center on efforts to change the campus and community environment.”

“The biggest challenge for statewide college prevention initiative leaders is how to assist campuses in implementing proven strategies when their funding is being cut or eliminated,” Davidson said. “Research tells us that campuses that are involved in statewide efforts are more likely to use science-based approaches.” Since 1996, the Center for College Health and Safety (CCHS) has worked to promote and sustain statewide and regional initiatives to support college alcohol and other drug prevention. CCHS currently assists 48 statewide initiatives. #

The Center for College Health and Safety is a part of the Health and Human Development Programs of Education Development Center, Inc., an internationally known educational research and development organization located in Newton, Massachusetts.

Infant Brother’s Death Leads Student to Medicine at CCNY

Hyesin (Joy) Kang, a Korean immigrant led to medicine by the death of her infant brother, and Luz E. Liriano, an asthmatic from the Dominican Republic whose ailment inspired her to become a physician, are City College’s 2005 Jonas E. Salk Scholarship recipients. Each will receive a \$6,000 stipend for medical school.

A third CCNY graduate, Maryellen V. Benito, was one of eight honorary winners named by The City University of New York (CUNY). All the Salk Scholars will attend leading medical schools.

The prestigious scholarships are awarded to students chosen by a panel of distinguished physicians for their outstanding academic records, quality of their research projects and their volunteer work.

Dr. Selma Botman, CUNY Executive Vice Chancellor for Academic Affairs, presented the awards to the winners. Dr. Adam Aponte, a 1990 City College alumnus who holds senior positions at Mount Sinai Hospital and Medical School and at North General Hospital, was the keynote speaker.

Other speakers included CUNY Chancellor Dr. Matthew Goldstein (CCNY Class of 1963); and noted architect Wellington Z. Chen, a CUNY Trustee.

The scholarships are named for Dr. Jonas E. Salk, a 1934 graduate of City College, who developed the polio vaccine. When Dr. Salk was offered a ticker tape parade by New York City in 1955 in honor of his discovery, he asked that the money be used for scholarships instead.

SCHOLARSHIP WINNERS

Hyesin Kang ’04:

Ms. Kang was five when her infant brother died. At age 14, her discovery that his death was caused by a hole in his heart heightened her desire to become a physician. One of the experiences that reinforced her career choice – and her belief in the importance of access to health care – was a trip to the Dominican Republic with her church as a medical volunteer. Ms. Kang, who came to the United States from Korea in 1993, conducted research on age-related changes in glucose handling in naked mole rats, the longest-living rodent, under the guidance of CCNY Professor of Biology

Rochelle Buffenstein. Her volunteer work has included working as a translator for the Board of Elections and her church. The Queens resident will attend Nova Southeastern University College of Osteopathic Medicine in Florida.

Luz Liriano ’04:

Growing up in the Dominican Republic, Ms. Liriano suffered frequent asthma attacks that led to numerous emergency room visits. These strained her family’s modest finances. The shortage of doctors and preventive care in her homeland encouraged her to become a physician. She moved to the United States in 1998 and later enrolled in CCNY’s SEEK program, where tutored to other economically disadvantaged students. Ms. Liriano’s research work in genetics and molecular biology in Professor Shubha Govind’s lab focused on the regulation of crystal cell development in the fruit fly. She served with CCNY’s Volunteer Emergency Squad (VES), and as a member of CCNY’s women’s fencing team was named 2004 Fencer of the Year by the Eastern Women’s Fencing Conference. Now living in Washington Heights, NY, Liriano will attend Weill Medical College of Cornell University.

Honorary winner, Maryellen V. Benito:

Illnesses and death among friends and family led Ms. Benito to explore the world of medicine. She joined VES, became a certified New York State EMT, interned for the National Institutes of Health’s Research Initiative for Scientific Enhancement for Minorities and participated in research programs at CCNY, Columbia University, Weill Medical College of Cornell University and the U.S. Army Medical Research Institute of Chemical Defense. Her research project focused on the role of Epstein-Barr virus nuclear antigen in the production of anti-nuclear antibodies, possibly leading to systemic lupus erythematosus. Her mentor was Dr. Linda Spatz of the Sophie Davis School of Biomedical Education at CCNY. Ms. Benito, a Queens resident born in New York of Filipino immigrant will study at New York College of Osteopathic Medicine. #

US Soldiers Study in Classes in Iraq

For the first time soldiers can take college level classes at a U.S. base in Iraq in a classroom taught by academic faculty onsite. To date, in Iraq, the only other academic option available to soldiers is through online or distance learning with no classroom instruction.

The State University of New York’s (SUNY) Sullivan County Community College recently began a classroom program—Speicher U—at the 42nd Infantry Base in Tikrit. More than 120 soldiers have signed up for five different classes that are taught by accredited staff who are also soldiers in that same unit. The classes range from math and U.S. history to small business management. The program offers college credit that is recognized both in the SUNY system and at other schools. Classes are given on a rotational basis so that soldiers can easily attend even if they are deployed in the field. Students are expected to complete the same amount of academic work as

those studying at SUNY SCCC in New York.

From what we are gathering anecdotally, the classroom-based program has been a terrific morale booster to the soldiers at the base; many students are so eager about this opportunity that they are taking more than one course. One of the benefits to the military that attracts so many young people is the ability to earn a college degree or take college level courses in classrooms where they can learn from their professors and each other. This program delivers that benefit to those soldiers fighting in a war zone.

Sullivan County Community College (SCCC) is a two-year campus of the State University of New York. It is located in the Catskill Mountain region of New York State, about two hours from New York City. One instructor in Tikrit is currently an associate professor at SUNY SCCC and developed this program with the SUNY SCCC chair of Liberal Arts, Vern Lindquist. #

Adelphi Faculty Member Selected as 2005 Carnegie Scholar

Adelphi University School of Education faculty member Dr. Charline J. Barnes has been selected among 300 applicants as one of the 2005 Carnegie Scholars from The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) in Stanford, California. She will join 20 outstanding faculty members from other higher education institutions to invent and share new models for teaching, learning, and research.

Dr. Barnes is an associate professor of literacy education in the School of Education. She has published articles about literacy and multicultural issues in *Schools in the Middle*, *Balanced Reading Instruction*, and *The Journal of At-Risk Issues*, and served as a consultant for Continental Press’ Performance Reading Series-Grades 4-8.

CASTL was created by The Carnegie Foundation for the Advancement of Teaching in 1998 to establish and refine standards for the critical review of teaching and learning by faculty members in college and university classrooms. Carnegie Scholars investigate and document work on issues in the teaching and learning of their academic field, and liberal education in general, for one year. While the scholars work primarily in their own institutional settings, they also spend two summer sessions together at the Carnegie Foundation. During the academic year, scholars have the opportunity to present their work at professional conferences, attend workshops and institutes, and collaborate with Carnegie Scholars from previous cohorts. #

Jessie Lynn had 60 college credits when she started her family.



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COOPER UNION: WOMEN IN ENGINEERING



Professional Panel: Liliana Gonzales, Chief Design Eng., ConEdison; Meliss Micou, Ph.D., Research Ass't Prof, Cooper Union; Linda Chien CE'01, Structural Manager, DMJM Harris; Dean Eleanor Baum, Cooper Union; Margaret Janzen, CE'93, Manager, Keyspan Energy; Marie Wieck, GM, Industry Solutions & Business Integration, IBM

By LIZA YOUNG

Since the Civil Rights movement women have made tremendous strides in the sciences. But while medical school enrollment for women today exceeds that of men, engineering remains a field predominated by men. To address this issue, and to draw capable and aspiring young women to the field, Cooper Union recently held a panel discussion including successful female engineers, in areas ranging from research in bioengineering to bridge design, as well as current female engineering students.

Dean Ellen Baum, the first dean of an engineering college, enthusiastically presented the criteria for becoming an engineer. As future engineers are needed to focus on conditions including crumbling infrastructure, environmental conditions and energy conservation, necessary attributes include a curiosity about the world and a desire to improve its conditions. The ability to be a team player and strong communication skills are vital since engineering is a field that involves cooperation with other professionals and the ability to relate ideas and solutions. While aptitude in math is necessary to becoming an engineer, Dean Baum indicated that this does not equate to getting As in all math courses, but rather receiving a sense of enjoyment from these courses. Finally, as engineering is a male dominated field, Dean Baum cited that a future engineer should have ability to work well with men.

Examples of women's success in the field of engineering was illustrated at the recent Cooper Union meeting through the presentation of a panel of seven thriving female engineers. With Dean

Baum as moderator, they presented their views of why they chose engineering, the experience of reaction of others to their announcement of entering the field, earliest career paths, working in a male dominated work force, and balancing family and work.

For some of the panelists, parents and school staff were supportive, but for others, the reactions to the announcement of entering engineering involved some discouragement and skepticism. Panelist Liliana Gonzalez reminisced how when she told her guidance counselor in junior high school that she wanted to be an engineer, the counselor recommended she rather be a typist. She ignored this advice, a wise decision, as today she is Chief Design Engineer at Central Engineering of Con Edison.

Female engineers are in fact much sought after. According to Panelist Dr. Melissa Kurtis Micou, Research Assistant Professor at Cooper Union, Kanbar Center for Biomedical Engineering, "very deliberate efforts are being made to hire women in the field of engineering."

In addition to the high probability of attaining employment following an engineering degree, a common theme among the panelists was the view that the degree itself opens a world of experience as it as it teaches problem solving and develops analytical skills, tools needed to function efficiently in any challenging work environment. Panelist Margaret Janzen, Manager of Investor Relations at Keyspan Energy stated, "engineering is a wonderful foundation for law school, medical school, but are so well-trained, can pretty much do anything."

Within the field of engineering, career wise

College of New Rochelle Offers Certificate in Palliative Care

The College of New Rochelle (CNR) School of Nursing recently announced that it will offer a Post-Master's Certificate in Palliative Care beginning in January, 2006. In so doing, CNR will become the first college in Westchester—and only the 15th in the nation—to offer the Certificate in Palliative Care that provides nurses with in-depth skills that are required to properly care for terminally ill patients.

The new course of study, recently approved by the New York State Department of Education, is designed to meet the growing need for providing chronic health care services to patients in hospices, homes and hospital settings. "People are living longer, and as a result, there is a rapidly growing need for chronic health care services," said Dr. Donna Demarest, Dean of CNR's School of Nursing. "Hospitals and other healthcare providers are looking to hire nurses who specialize in palliative care, and the demand is expected to increase dramatically. We are offering this new educational track with the goal of helping to meet this need."

Dr. Demarest explained that the courses will provide students with both traditional classroom learning and training in real-life settings. The introductory course, for example, will give students a holistic overview of patients and families—their diverse needs and expectations regarding the body, mind, and spirit. As part of their training each student in the program will then work with patients in hospice programs to learn the dimensions of suffering, loss, grief and bereavement and to develop

relationships with individual patients.

Students will examine "best practice" models of palliative care. The program will also analyze the legal and moral/ethical issues related to palliative care and the kinds of decisions that must be made at the end of life.

To be eligible for enrollment in the new Palliative Care certificate program, students must already hold a master's degree in nursing. Palliative Care certification will require 18 course credit hours and 550 hours of practical work. As is the case with CNR's master's degree programs, the size of the Palliative Care Certificate classes will be small. Limiting class sizes to approximately 10 students enables quality instruction and close interaction with faculty members.

The Palliative Care Certificate fits very well with CNR's existing holistic and caring/healing philosophy, a tradition at the School of Nursing. The first in the nation to offer a master's program in holistic nursing, the CNR School of Nursing recently announced that it will offer a new Nurse Educator master's program starting with the fall semester 2005. In addition, CNR plans to construct a \$25 million, 60,000-square-foot holistic Wellness Center. When it opens in 2007, the Wellness Center—unique in the New York metropolitan area—will bring together and integrate multiple disciplines to help students understand and practice the principles of healthy living and wellness throughout their lives.#

and with respect to schooling, there is mobility. Several of the panelists segued to different paths of study within engineering. Panelist Marie Wieck, General Manager of Industry Solutions and Business Integration at IBM, initially majored in chemical engineering as an undergraduate, but after receiving migraines from the formaldehyde in labs, she switched to electrical engineering and found she really enjoyed working with circuits. She finds her career dynamic, having had the opportunity to work with hardware design on circuitry and then later with software.

With the field of engineering currently dominat-

ed by men, some advice given by the panelists was expressing confidence, but also being respectful.

When asked what they find fulfilling in the job, the focus of all panelists was on the sense of excitement in overcoming challenges and a sense of contributing to the community.

Panelists pointed out that you can have a career as well as a family life. Almost all panelists are married, some with children. "It's the perfect balance of family life and career," said Marie Rodrigo Lead Process Engineer at ABB Lummus. "Engineering is then a field where you can have your cake and eat it too."#

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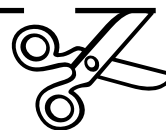
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EXPANDED JOB OPPORTUNITIES PREDICTED FOR THE CLASS OF 2005

The job market for the Class of 2005 is predicted to be the best since the Class of 2000. The majors most in demand are accounting, business administration, marketing, computer science and engineering.

According to Michigan State University's annual Recruiting Trends survey, economic sectors showing strength this year include: retail, wholesale, transportation (not including airlines), health services, entertainment and real estate. The findings of the Recruiting Trends survey favorably coincide with the results of this year's Top 100 Employers survey conducted annually by and published in The Black Collegian Magazine's Second Semester Super Issue.

The Top 100 Employers listing ranks the survey respondents according to the projected number of hires from college recruiting for the Class of 2005. The top 20 employers are:

- 1 - Enterprise Rent-A-Car—7,000
- 2 - PricewaterhouseCoopers—3,170
- 3 - Ernst & Young LLP—2,900
- 4 - Lockheed Martin—2,863
- 5 - KPMG—2,240
- 6 - Sodexo, Inc. —2,050
- 7 - Fairfax County Public Schools—1,600
- 8 - Accenture—1,540
- 9 - Northrop Grumman—1,266
- 10 - United States Customs & Border - Protection—1,200
- 11 - Target—1,127
- 12 - United States Air Force—1,095
- 13 - Raytheon Company—1,000
- 14 - Microsoft—970
- 15 - JPMorgan Chase—810
- 16 - Procter & Gamble—569
- 17 - Liberty Mutual—545
- 18 - Grant Thornton—500

19 - Bank of America—413

In addition to the Top 100 Employer's section, this issue features "Celebrate! Job Opportunities Bright for the Class of 2005," job search strategies, comprehensive career reports on the military, engineering and actuarial science, and an industry report on banking. Also published is an African-American History section featuring, "The Murder of Emmett Till," and the story of the works of two Nobel Peace Prize winners: Drs. Martin Luther King Jr. and Ralph Bunche. This issue also features, "I Hate My Job" by Reverend Al Sharpton and "Jamie Foxx: Taking Hollywood by Storm."#

The Black Collegian Magazine is distributed free through Career Services Offices on more than 800 campuses across the nation. This issue can be accessed on the Internet at www.blackcollegian.com

\$5 Million Awarded to Support African-American Students in Louisiana

JPMorgan Chase has awarded the ETS Scholarship & Recognition Program (SRP) a \$5 million, multi-year contract to administer the Louisiana Smart Start Scholarship Project, which will distribute college scholarship grants to African-American students in Louisiana.

SRP will partner with JPMorgan Chase in establishing the Louisiana Smart Start Scholarship Program, which serves to acknowledge the historical wrongs committed against African-Americans while providing educational opportunities for postsecondary study.

"We're excited by the size and historical significance of this new program, the Louisiana Smart Start Scholarship Project," says Michael Nettles, Vice President of the ETS Policy Evaluation &

25 Community College Students Earn Largest Scholarships in America

More than 6.5 million students now attend US community colleges for credit. Recently, the Jack Kent Cooke Foundation chose 25 students to receive one of the largest and most competitive scholarships available to undergraduates. The recipients, who are attending or have recently graduated from two-year colleges in the US, will use the scholarship funds to transfer to four-year colleges and universities across the United States, including some of the most selective institutions in the country. While the amount and duration of awards will vary by student based on the cost of attendance or grants received, awards can total up to \$30,000 per year for each student.

The Undergraduate Transfer Jack Kent Cooke Scholars come from community and two-year colleges in 18 states. They were selected from among 791 nominees nominated by 519 institutions across the country. Because institutions on average reviewed more than three candidates internally

before submitting their nominees, the number of students considered for the award totaled in the thousands. There is no larger scholarship, or one involving such intense competition, available to community college students.

The Foundation created the program to "make sure financial obstacles do not prevent high-achieving community college students from advancing their education and pursuing their dreams," said Matthew J. Quinn, the Foundation's executive director. "These 25 students are among the finest students in the country, at any institution."

"This transfer scholarship program is the equivalent to these undergraduates of what programs such as the Rhodes and Marshall scholarships are to graduate students. The size and prestige of the awards emphasize the tremendous talent at our nation's community colleges," said Dr. William R. Brody, president, Johns Hopkins University.

The 25 men and women selected bring to 161 the number of students who have received the undergraduate scholarships since the Foundation first offered them in 2002. Through the undergraduate transfer scholarships, the Foundation offers support for tuition, room and board, books, and other required fees for the remainder of the Jack Kent Cooke Scholar's bachelor's degree, generally two or three years.

Community colleges are growing at nearly three times the rate of four-year schools. They now enroll 45 percent of all undergraduate students in the country. At the same time, contrary to common perception, three out of every four community college students are of traditional college age (between 18 and 24). As this group of students grows and changes, a rising number of them seek opportunities to earn four-year degrees.#



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Fighting Cancer in a University Lab: Dan Jordy at SUNY Binghamton



Evan Kestenbaum

By SYBIL MAIMIN

A college undergraduate getting an opportunity to work in a lab with scientists developing a device to detect and monitor cancer is exciting stuff. The stakes are even higher and the experience more meaningful when the student has himself been a victim of the disease. Dan Jordy, a senior at the State University of New York in Binghamton, was diagnosed with testicular cancer on Christmas Eve day in 2003. The cancer, one of the rarest overall, is the most common form of the disease in young men. An athlete, he consulted a physician when he recognized symptoms similar to those he had read about on the sports pages concerning Lance Armstrong, the well known cyclist. Surgery and four rounds of chemotherapy forced Jordy to drop out of school for a semester, but during that time he managed to complete two courses over the Internet and now has just about caught up with his classmates.

A mechanical engineering major, Jordy

explains that engineering is often used to solve biological problems. Machinery as well as pills is critical in the health field, examples being dialysis units and hearing aids. In fact, Binghamton recently began offering a degree in the subspecialty of bio-engineering.

In the lab, Jordy worked with mechanical engineering professors Harold Ackler and Timothy Singler of Binghamton's Thomas J. Watson School of Engineering and Applied Science, who are attempting to create a small device that would separate out cancer cells in the blood for immediate analysis, making diagnosis and treatment quicker and easier. The mechanism would be portable, making blood work possible at a patient's bedside rather than in a distant laboratory. Much of the technology is already known; the challenge is integrating many separate functions into one system. A finished product is still in drawing board stage and Jordy quickly learned that research is "interesting, lots of hard work and results do not come quickly." Besides his intelligence (Jordy will be graduating with a 4.0 GPA), the

young student believes his illness encouraged the professors to have faith in him, "Knowing I'd gone through it helped. They knew I'd be committed to the task." To him, the project "felt more meaningful. I know how people feel going through the treatment. It was nice to know if this worked out, I'd be helping someone."

Jordy is a runner and is on the cross-country and track teams. Similar to academic adjustments necessitated by the drop out for treatment, he had to restart his athletic training and slowly rebuild strength. A well-spoken, focused young man, he is tenacious, courageous, modest, and mature. The strong support of professors, coaches, teammates, and classmates has undoubtedly helped him through his ordeal. He cites the relative small size of the engineering school and the camaraderie that characterizes the teams and class as having been important contributors to his recovery.#



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Above, from left: Max Berger, Class of '68, Senior Partner, Bernstein, Litowitz, Berger and Grossmann • JoAnn Ryan, Class of '79, MS '83, President and CEO, Con Edison Solutions • Alan Liang, Class of '05, Baruch BBA in Finance, CUNY Honors College • Evelyn Taveras, Class of '96, Baruch BBA in Marketing Management, Senior Media Planner, Della Femina Rothschild Jeary & Partners

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PRODUCT REVIEW

GREAT PYRAMID'S SCIENCE TEACHER

By MITCHELL LEVINE

In almost six years of reviewing science educational software, I've noted that a great deficit of pro-

grams made available for homeschooling families has existed. Scads of packages are offered for enterprise tutorial, which is great if you have 50 students and the need for batch reporting correlated to a preexisting lesson plan, but not so helpful for those with one or two. However, I've been very pleased to note that a new generation of products is now being released for with the home education market in mind, one of which is Great Pyramid's Science Teacher.

Based on a syllabus including not only all of high school biology but two semesters of a college-level curriculum, the program breaks down the subject into twenty content areas covered by a series of tutorials. Each of the tutorials is oriented around a specific question that reflects the particular material being studied, and if the student is able to answer it, they move forward to the next tutorial. If not, an explanation function offers necessary instruction. Following the completion of all (or any) study material, the student generates practice exams, poten-

tially drawing on all content areas. Through this interactive process, a homeschool parent can expect their child to develop mastery at a rate far superior to traditional study methods.

I was not a biology major, and instead studied physics. However, on simple review, it seems as if the selection of topics was very thoroughly researched and based on personal experience. Starting with simple cellular biology – organelles, osmosis, physics application – and moving forward through human anatomy and animal behavior, the sequence of subject matter follows the outline of high school bio with senior/freshman in college-level depth. The virtual experiments might not be an actual replacement for hands-on dissection, but certainly complement the tutorials, stepping inside the hard facts for a deeper look.

While this survey is perhaps best suited to bright students, just about any home educating family in New York City can probably make excellent use of it. However, parents may wish to make use of a Regents or AP practice exam guide, or bio problem solver book, because the included practice tests leading up to graded exams are far from extensive. Nonetheless, despite this limitation, I wouldn't hesitate to give Science Teacher a strong recommendation.#

For more information, log on to www.greatpyramid.com.

EAO SCIENTIFIC'S EZ PHONICS

By MITCHELL LEVINE

As a complement to the quixotically named ReadPhonics – a whole language literature-based reading program which does not

focus on the phonics approach – EAO Scientific has now released EZ Phonics, and in doing so attempting to ensure student success by changing the way mathematics is being presented. The company publishes a series of reading texts with accompanying Instructor's Manuals and Test Kits, which emphasize decoding and utilize a critical thinking approach to reading analysis.

EOA began its research for the product at Central Michigan University, working with ESL students who had failed the entrance exam, even though they had done well on the math section. Over 80% of the students completing the research program were successful, scoring at least 87.5% on comprehension tests. These textbooks incorporate several unique features to build understanding and enhance critical thinking. The materials include exercises that support the understanding of vocabulary and facilitate the reading of texts, as well as open-ended questions to promote discussions of those texts. The series also includes the traditional sets of drills and practice exercises and extended readings when appropriate. MTE Test Kits allow a student to pre-test and identify language concepts they already understand (and can "skip") or those that will require careful study in order to achieve mastery.

Four CD-ROMs provide the basis of the system, including introductory Phonics lessons, basic vocabulary lessons, reading lessons, on 3 printed workbooks and 9 audio CDs. The ample phonetic study material found in EZPhonics ensures that students will have an excellent basis on which to build future literacy knowledge. The student's foundation is further developed through hundreds of study sections, puzzles and quizzes, and frequent repetition of phonetic concepts, to reinforce the associations between words and pictures, pictures with audio pronunciations, and audio pronunciations with words.

Building a bridge between standard approaches to phonics and whole language-type systems is not an easy task, due to the dry nature of the formers. Thanks to a clever rethinking of the process of teaching reading on a phonics level and fine production values, EAO has turned extensive research into strong pedagogy. More information is available at www.ezphonics.com by dialing 303-696-0839.#

MATH

Getting into an Endless Loop

By ALFRED POSAMENTIER, Ph.D.



Now that the summer is upon us, it is time for some true recreation—in mathematics, of course. In that spirit you may want to consider a rather unique situation that demonstrates an unusual phenomenon that arises out of the peculiarities of our decimal number system. There isn't much you can do with it, other than to marvel at the outcome. This amazing relationship is not something we can prove true for all cases, yet no numbers have been found for which it won't work. That, in itself, suffices to establish that it is apparently always true. You may wish to have your students use a calculator, unless you want them to practice subtraction. It is best to go through this short procedure by yourself, to really get an appreciation for it. Here is how this procedure goes:

Begin by having them select a four-digit number (except one that has all digits the same). Rearrange the digits of the number so that they form the largest number possible. Then rearrange the digits of the number so that they form the smallest number possible. Subtract these two numbers (obviously, the smaller from the larger).

Take this difference and continue the process, over and over and over, until you notice something disturbing happening. (Don't give up before something unusual happens.)

Eventually you will arrive at the number 6,174, perhaps after one subtraction, or after several subtractions. When you do, you will find yourself in an endless loop. Rest assured eventually you will reach this number (don't despair!).

When you do this with your students and they reached the loop, remind them that they began with a randomly selected number. Isn't this quite an astonishing result? Some students might be motivated to investigate this further. Others will just sit back in awe. Either way they have been charmed again with the beauty of mathematics.

Here is an example of this activity: We will (randomly) select the number 3,203.

The largest number formed with these digits is: 3320

The smallest number formed with these digits is: 0233

The difference is: 3087

The largest number formed with these digits is: 8730

The smallest number formed with these digits is: 0378

The difference is: 8352

The largest number formed with these digits is: 8532

The smallest number formed with these digits is: 2358

The difference is: 6174

The largest number formed with these digits is: 7641

The smallest number formed with these digits is: 1467

The difference is: 6174

And so the loop is formed, since you keep on getting 6174 if you continue.

Enjoy the summer with a good book on recreational mathematics that will further demonstrate the beauty of mathematics. Further recreational reading: Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003), and Pi: A Biography of the World's Most Mysterious Number (Prometheus, 2004)#

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 35 books on math, and member of the NYS Standards Committee on Math.

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Crime and Punishment	Macbeth
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Tess of the d'Urbervilles	Treasure Island
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MUSEUMS AS EDUCATORS

The American Museum of Natural History: Focus on Education

By SYBIL MAIMIN

Natural history museums are stodgy places? Forget it! Despite housing some of the oldest artifacts from this 4 billion year old planet, world-class institutions devoted to research and education must constantly rethink, redefine, and reclassify their collections as cutting-edge science offers new theories and new tools for investigation and discovery. New York's American Museum of Natural History (AMNH) illustrates this dynamism as it regularly creates new galleries and special exhibits to acquaint visitors with exciting up-to-date scholarship. To help science teachers stay current and best utilize the museum's vast resources, a 3-day AMNH summer Integrated Science Institute focuses on integrating life, space, and earth sciences into the curriculum. Dr. Maritza Macdonald, the very engaging director of professional development, explains, "The program is designed to strengthen people's content in science. We want educators to bring kids here and know how to use this place." This year, approximately 120 teachers from elementary through college as well as education students from CUNY and Bank Street College of Education learned how to "bring recent events and discoveries into the classroom." They heard three keynote lectures by leading scientists that were both fascinating and relevant. Dr. John J. Flynn, Frick Curator of Fossil Mammals, Paleontology, AMNH, spoke about "New Discoveries: Old Bones, Modern Interpretations, Future Value for Education." Explaining that the museum was founded "to discover and convey

new information," and that we must constantly "see if reconstructions we make of the past make sense," he cited recently discovered "evidence" acquired through modern techniques and equipment including DNA and computer technology. The current special exhibit on dinosaurs shows dramatic new findings based on computer modeling that dispute previous assumptions about the prehistoric animal. In another keynote, "Earthquakes, Tsunamis, and a Modern Journey to the Center of the Earth," Dr. Michael E. Wyession, Associate Professor of Seismology and Geophysical Education, Washington University, explained plate tectonics and the movement of continents over time (North America is moving westward). Earthquakes occur at faults over plate boundaries, he explained, but despite "lots of money and effort spent," we are not able to predict earthquakes. Volcanic eruptions can be predicted based on seismic signals from earthquakes. A final keynote lecture, "Follow the Water: Life on Earth and in the Universe," reflected one of the themes of this year's Institute, "water," and was delivered by Dr. Neil deGrasse Tyson, popular speaker and Frederick P. Rose Director, Hayden Planetarium, AMNH.

Each participant attended several of many workshops offered that ranged from the history of water, what happens when an asteroid hits earth, whether dinosaurs are really extinct to collecting fossils on the beach, how we study prehistoric people, and learning from rocks. Led by expert museum educators who shared their enthusiasm and fascinating knowledge and insights, the

RESOURCES FOR TEACHERS

As seen on the Federal Resources for Educational Excellence website (<http://www.ed.gov/free>):

Interactive Constitution lets you search the Constitution and find relevant passages and explanations. Discover how the Constitution relates to more than 300 topics, from civil rights to school prayer, including Supreme Court decisions. (National Constitution Center)

Imagine the Universe includes lesson plans

on wavelengths and frequencies, sizes of stars, gamma-ray bursts, the binary number system, the probability of life elsewhere in the universe, constructing and analyzing images from digital satellite data, measuring periodic behavior, logarithmic plotting and classification of objects by their mathematical behavior, the origin of the elements and their identification in supernova remnants, and identifying elements using spectroscopy. (National Aeronautics and Space Administration)#

workshops took participants to myriad halls and exhibits and included strategies for connecting young people with the exciting world of science. "Kids love ornamentation," they were advised, so the horns, crests, and armor seen on dinosaurs can lead to discussions about prehistoric environments and animal behavior. In her workshop on New York Waterways, Roberta Altman showed how to involve students in a subject that has practical meaning in their lives. "There is so much to learn and teach from our environment," she explained, "just a subway ride away you can find a green area, a pond, a place to go." In the Hall of Ocean Life, the educators saw that eight amazing videos of ecosystems are great resources for exploring underwater behavior. The study of mangroves, which contain the whole spectrum of life, can be an interesting way to develop a living life curriculum. Gracianove Clause, Jr., who teaches biology at Maxwell High in Brooklyn, now realizes the textbooks and classification systems he uses are constantly outdated because of new evidence. "The 4,000 species recorded in the early 1800s have grown to two million," he marveled. Ravnne Hunter, an instructor at the Young Women's Leadership School, gained

a new appreciation of the "relationship between geology, biology, evolution, and paleontology."

A highlight of the program was the opportunity to go behind the scenes and tour the vast facilities that hold museum collections. In its ornithology building, the museum has almost one million "bird skins" (perfectly preserved stuffed feathered creatures), as well as nests and eggs, and still sends expeditions to find more. They have many uses. Environmentalists study feathers to detect harmful chemicals. DDT found in egg shells led to the ban of the toxic substance. Artists work in the collection rooms, looking at skins as they prepare exact illustrations for birding field guides. In the entomology department, Karen Susnitsky, a teacher at Bronx High School of Science, was amazed to see Alfred Kinsey's complete collection of wasps. (The well-known sexologist was also an entomologist.)#

The AMNH is very accessible to educators and their students. Class field trips are free and include education teaching volunteers and pre-visit online and printed materials. To register, call (212) 769-5200. On-line materials can be found at www.sciencebulletins.amnh.org or www.amnh.org/resources.

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CUTTING TAXES AND INVESTING IN OUR PUBLIC SCHOOLS

By MAYOR MICHAEL R. BLOOMBERG



The City Council and I reached an agreement on a City budget for the new fiscal year, which will run from now through next July. This marked the fourth year in a row that we've reached a fair and balanced budget on time. And

that's a tribute to all of our city's elected officials who are working together for the sake of every New Yorker.

This year's approximately \$50 billion spending plan reflects the priorities of our Administration, and will help us keep our streets safe and clean, continue to improve our schools, create jobs and improve our quality of life in all five boroughs. It includes \$500 million in tax relief for hard-working New Yorkers and their families. Once again, homeowners will receive a \$400 property tax rebate for reaching into their pockets and helping pull our city out of our fiscal crisis. We are also eliminating the City sales tax on clothing and footwear priced under \$110. This will help more New Yorkers make ends meet, and curb the loss of shopping dollars to neighboring cities and states. The sales tax exemption will take effect September 1st, just in time for that last minute

back-to-school shopping.

We are also making the significant and necessary investments in our future with more than \$14 billion in the budget for education—a nearly \$750 million increase from the previous year. We took a monumental step forward this past year in our effort to reform our public schools and give every child the education they need and deserve. We began to see clear signs of progress after students in all grade levels achieved record increases in test scores. Now we are going to build on these gains by opening new schools, decreasing class size, making schools safer and expanding teacher mentoring programs.

The fact that the new budget increases funding for education and offers all New Yorkers tax relief—while protecting our city's core services—underscores just how far New York has come over the past four years. We still need to continue to be fiscally responsible and restrain spending wherever possible, but the fiscal crisis that followed 9/11 is behind us and our economy is growing again. In fact, New York City's economic growth is outpacing the nation's for the first time since before the recession began in 2001. Unemployment hasn't been this low since before 9/11. Crime is down nearly 20 percent from four years ago. Our streets are cleaner than they've been in 30 years. And with new parks and open spaces being developed in all five boroughs, our quality of life has never been stronger. #

THE HEAVY HAND OF AUTOCRACY

By CSA PRESIDENT JILL LEVY



What does one call a governance structure or governing body that does not respect dissent, discourse and the free flow of ideas and information?

Several months ago the media was bombarding the union with requests for access to Principals and Assistant Principals in their schools without DOE orchestration. Ultimately, their requests led me to invite a radio reporter to join me at a scheduled meeting with CSA members from the Bronx. Rather than face the possibility of any confrontation with officials, CSA asked for permission for the reporter to accompany me and have access to the school. Permission was granted.

Upon my arrival, several CSA members greeted me and a number of my staff who had accompanied me.

During a private conversation between myself and an AP the Learning Instructional Superintendent (LIS) appeared and made his presence unmistakably apparent.

Meanwhile, the reporter tried to interview the Principal. I say "tried" because the LIS did more than hover in the background; he placed himself uninvited into the conversation. It was abundantly clear that the LIS was not going to allow the reporter access to the school or the Principal alone. The LIS's physical presence was intrusive and his verbal responses preempted those of the Principal. Yet, the reporter continued to be polite, calmly asking questions and recording the responses. The Principal deferred to the LIS.

When all the expected CSA members were present, we introduced the reporter and began our private meeting. Shortly thereafter, the LIS came into the conference room. The atmo-

sphere changed from conversation to abject silence. I asked the LIS to please come outside with me and told him that this was a CSA meeting to which he was not invited. He replied: "My orders are that wherever she goes, I go. Otherwise she will have to leave." I asked him what he was afraid of and he responded that he had his instructions.

Not wanting to make a scene and knowing this reporter fairly well, I suggested that she accompany the LIS on a walkthrough and proceeded to hold a privileged CSA meeting. The tension in the room was palpable. It was several minutes before people felt comfortable enough to begin talking about the concerns and issues that they confront on a daily basis.

Safety matters, personnel, budget, school closings, excessing rights, contract negotiations, filling vacant positions, and professional issues consumed the conversation. It was clear that their willingness to speak openly about issues, engage in a discourse about professional matters and be critical were stifled by the presence of the very person who should encourage an open dialogue and respect their professional suggestions. What kind of leadership do we call that?

What does one call a governance structure or governing body that places a greater value on silent compliance than the freedom to speak?

I am not pointing a finger at those who have the self-esteem and leadership skills to support the Principals in their assigned schools, but at those who crush individuality, discourse and dissent through micro-management and punishment.

Indeed, there is, and has been now for three years, a disconnect between the public statements and pronouncements that the Chancellor makes and the reality experienced under the thumb of regional personnel. Fear is insidious and does not serve our citizens well, whether they are employees or stakeholders in a public school system. #

Jill Levy is the President of the Council of School Supervisors and Administrators.

The Bait and Switch of "Intelligent Design" Creationism

By KEITH LOCKITCH

Eighty years after the famous Scopes "Monkey" Trial, the anti-evolution forces have regrouped. Today, the battle in school districts from Kansas to Pennsylvania is over the teaching of "intelligent design," the view that life is so complex it must be the product of a "higher intelligence."

Advocates of "intelligent design" try to portray themselves as a modern-day Scopes, victims of a dogmatic pro-evolution establishment that will not allow their scientific view into the schools. But the central issue is whether "intelligent design" is, in fact, a genuine scientific theory or merely a disguised form of religious advocacy, creationism in camouflage.

Proponents of "intelligent design" aggressively market their viewpoint as real science, insisting it is not religiously based. Writes one leading advocate, Michael Behe: "The conclusion of intelligent design flows naturally from the data itself—not from sacred books or sectarian beliefs."

Proponents of "intelligent design" claim that Darwinian evolution is a fundamentally flawed theory—that there are certain complex features of living organisms evolution simply cannot explain, but which can be explained as the handiwork of an "intelligent designer."

Their viewpoint is not religiously based, they insist, because it does not require that the "intelligent designer" be God. "Design," writes another leading proponent, William Dembski, "requires neither magic nor miracles nor a creator."

Indeed, "design" apparently requires surprisingly little of the "designer's" identity: "Inferences to design," contends Behe, "do not

require that we have a candidate for the role of designer." According to its advocates, the "designer" responsible for "intelligent design" in biology could be any sort of "creative intelligence" capable of engineering the basic elements of life. Some have even seriously nominated advanced space aliens for the role.

Their premise seems to be that as long as they don't explicitly name the "designer"—as long as they allow that the "designer" could be a naturally existing being, a being accessible to scientific study—that this somehow saves their viewpoint from the charge of being inherently religious in character.

But does it?

Imagine we discovered an alien on Mars with a penchant for bio-engineering. Could such a natural being fulfill the requirements of an "intelligent designer"?

It could not. Such a being would not actually account for the complexity that "design" proponents seek to explain. Any natural being capable of "designing" the complex features of earthly life would, on their premises, require its own "designer." If "design" can be inferred merely from observed complexity, then our purported Martian "designer" would be just another complex being in nature that supposedly cannot be explained without positing another "designer." One does not explain complexity by dreaming up a new complexity as its cause.

By the very nature of its approach, "intelligent design" cannot be satisfied with a "designer" who is part of the natural world. Such a "designer" would not answer the basic question its advocates raise: it would not explain biological complexity as such. The only "designer" that would stop their quest for a "design"

explanation of complexity is a "designer" about whom one cannot ask any questions or who cannot be subjected to any kind of scientific study—a "designer" that "transcends" nature and its laws—a "designer" not susceptible of rational explanation—in short: a supernatural "designer."

Its advertising to the contrary notwithstanding, "intelligent design" is inherently a quest for the supernatural; only one "candidate for the role of designer" need apply. Dembski himself, even while trying to deny this implication, concedes that "if there is design in biology and cosmology, then that design could not be the work of an evolved intelligence." It must, he admits, be that of a "transcendent intelligence" to whom he euphemistically refers as "the big G."

The supposedly nonreligious theory of "intelligent design" is nothing more than a crusade to peddle religion by giving it the veneer of science—to pretend, as one commentator put it, that "faith in God is something that holds up under the microscope."

The insistence of "intelligent design" advocates that they are "agnostic regarding the source of design" is a bait-and-switch. They dangle out the groundless possibility of a "designer" who is susceptible of scientific study in order to hide their real agenda of promoting faith in the supernatural. Their scientifically accessible "designer" is nothing more than a gateway god, metaphysical marijuana

intended to draw students away from natural, scientific explanations and get them hooked on the supernatural.

No matter how fervently its salesmen wish "intelligent design" to be viewed as cutting-edge science, there is no disguising its true character. It is nothing more than a religiously motivated attack on science, and should be rejected as such. #

Keith Lockitch is a Ph.D. in physics and a junior fellow at the Ayn Rand Institute in Irvine, CA.



MEDICAL UPDATE



New York City • AUGUST 2005
FOR PARENTS, EDUCATORS & STUDENTS

• 27

TOXINS DROVE EVOLUTION OF HUMAN TASTE SENSE

Edited By HERMAN ROSEN, MD

Plant toxins in the diets of early humans drove the evolution of a bitter taste receptor better able to detect them, suggests new genetic research by scientists at University College London, Duke University Medical Center, and the German Institute of Human Nutrition. The ability to discern bitter flavors likely offered a survival advantage by protecting ancient people from poisons. Today, however, the same sensory sensitivity may have adverse consequences for human health, by causing an aversion to bitter-tasting nutrients, some of which might lower the risk of cancer and heart disease. In their study, the researchers examined the sequence of one gene encoding the bitter taste receptor TAS2R16 in 60 human populations. By reconstructing the history of the gene, the researchers found evidence of evolutionary selection. Specifically, they found that particular derived variants of the taste receptor rapidly rose to high frequency many thousands of years ago, before the expansion of early humans out of Africa. Through further analyses they showed that one of the selected gene variants confers an increased sensitivity to particular toxins, including five that release cyanide when digested. The receptor variant also is more sensitive to certain beneficial compounds, they showed. The researchers included David Goldstein,

Ph.D., of the Duke Institute for Genome Sciences & Policy and Nicole Soranzo, Ph.D., of the University College London. Human taste senses are generally less sensitive than those of primates or other mammals, Goldstein noted. However, the new evidence for positive selection on the gene for the bitter taste receptor suggests that the preservation of specific sensory abilities may have been particularly important, at least in the earlier stages of human evolution. "Humans have devised a number of behavioral habits to inactivate toxins in foods, such as soaking of seeds, baking or cooking," Soranzo said. "Because of these other means of protection, it is generally thought that the ability to recognize compounds through the sense of taste is less important for people than it is for other animals. However, detecting signatures of selection for a bitter taste receptor suggests that sensory detection of dangerous foods played an important role at certain times during the course of our evolution," she added. In mammals, including humans, taste receptors on the tongue can detect five primary flavors: bitter, sweet, sour, salty and umami—a savory or meaty taste. Taste receptors are protein switches that trigger signals to the brain's taste-processing centers in response to particular foods or other chemicals. In humans, 25 genes are responsible for encoding receptors that detect bitter flavors. The current study provides the second report in humans that different

variants of those taste genes contribute to variation among people in their response to bitter foods. The researchers sequenced the bitter taste receptor gene TAS2R16 that responds to toxic compounds which release cyanide when digested. Such toxins, called glucopyranosides, comprise a wide class of natural defense compounds synthesized by over 2,500 plant and insect species and are present in various foods, including cassava, almonds, green tea and some beans. They found that taste receptors carrying a particular variant exhibited increased sensitivity for five different potentially harmful, cyanide-releasing compounds. The receptor variant also showed greater sensitivity to two other compounds, salicin and arbutin, with known beneficial effects. "Bitter compounds are a heterogeneous class, some of which are toxic and some of which lower the risk of cancer and heart disease," Soranzo said. Owing to their bitter taste, these compounds are routinely removed by the food

industry and represent a key limitation in increasing the nutrient content of plant foods. "While this gene variant may have been advantageous in our past through avoidance of natural toxins, one might speculate that it may now contribute to increasing disease risk through lowered intake of such beneficial compounds." However the team reported, human populations in Africa have retained high frequencies of a lower-sensitivity bitter taste receptor variant, with a geographic distribution similar to malaria resistance genes. Earlier work has linked chronic ingestion of low levels of cyanide-releasing foods to protection against the disease, suggesting that more limited sensitivity to bitter flavors may have been advantageous in regions where malaria was most prevalent.#

Dr. Herman Rosen is Clinical Professor of Medicine at Weill Medical College of Cornell University.

Joint Commission Hails Enactment of 2005 Patient Safety & Quality Improvement Act

The Joint Commission on Accreditation of Healthcare Organizations hailed the enactment of federal patient safety legislation that will encourage the voluntary reporting of medical errors, serious adverse events, and their underlying causes. Preventing these occurrences represents one of the greatest challenges to health care.

The Patient Safety and Quality Improvement Act of 2005, signed by President George W. Bush, will promote cultures of safety across health care settings by establishing federal protections that encourage thorough, candid examinations of the causes of health care errors and the development of effective solutions to prevent their recurrence. Previously, evaluative information about the underlying causes of adverse events was not always considered confidential or protected from lawsuits, a fact that the Institute of Medicine blamed for driving errors underground and slowing progress in improving patient safety.

"This bill is a breakthrough in the blame and punishment culture that has literally held a death grip on health care," says Dennis S. O'Leary, M.D., president, Joint Commission. "When caregivers feel safe to report errors, patients will be safer because we can learn from these events and put proven solutions into place."

Since first encouraging similar legislation in 1997, the Joint Commission and other health care and patient safety advocates have testified on numerous occasions before Congressional Committees to urge passage of a comprehensive patient safety bill. Major opportunities to improve patient safety can be created by providing caregivers the same types of legal protections long available to airline pilots and air traffic controllers, the Joint Commission and other stakeholders have testified.

The Patient Safety and Quality Improvement Act of 2005 provides full federal privilege to patient safety information that is transmitted to a Patient Safety Organization. The Joint Commission expects to create or become part of a Patient Safety Organization under the auspices

of its new International Center for Patient Safety and seek federal approval under a new process to be created by the Department of Health and Human Services. As the nation's leading evaluator of health care quality and safety, the Joint Commission maintains one of the nation's most comprehensive voluntary reporting systems for serious adverse health care events and their underlying causes.

Continuing analyses of the underlying causes of adverse events that have been reported to the Joint Commission's Sentinel Event Database permits the Joint Commission to regularly alert the health care community to potential patient safety dangers and provide recommendations regarding preventive solutions. However, the number of adverse event reports submitted to the Joint Commission each year represents a small fraction of the actual number of adverse events that experts estimate occur each year.

"Medical errors and the unfortunate events that ensue are devastating for patients and their families, the caregivers involved and health care organizations," says Dr. O'Leary. "But punishment for these mistakes does not lead to the behavioral and systems changes that are necessary to prevent similar errors from occurring in the future."

In return for federal action on this issue, the Joint Commission believes that the American public should expect significant increases in the surfacing of errors and their causes and the sharing of patient safety solutions. The Joint Commission, which accredits more than 15,000 health care organizations, will be in a unique position to gauge the actual impacts of the new legislation by virtue of its continuing on-site reviews of these organizations. In particular, it will become readily apparent as to whether health care organizations have truly adopted cultures of safety that constructively encourage medical error and adverse event identification and reporting and the development of appropriate internal solutions.#

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GreatSchools Announces \$5.2 Million Expansion Effort

GreatSchools, Inc. an independent nonprofit organization, recently announced a major expansion effort to be funded by \$5.2 million in new investment from ten leading national foundations. GreatSchools, Inc. is the leading provider of school information to America's families, and currently reaches millions of U.S. households across the country through its Web site, www.greatschools.net.

A \$1.5 million challenge grant from the Pisces Foundation, later matched by \$1.5 million from the Bill & Melinda Gates Foundation, spurred GreatSchools' fundraising efforts. In addition, the following foundations invested a total of \$2.2 million in new funding for GreatSchools' expansion: the Annie E. Casey Foundation, the Daniels Fund, the Thomas B. Fordham Foundation, The William and Flora Hewlett Foundation, the Robertson Foundation, The San Francisco Foundation, the Walton Family Foundation, and another foundation that wishes to remain anonymous.

"The involvement of these leading foundations marks a critical turning point in GreatSchools' seven-year history," said Bill Jackson, founder and president. "With these substantial investments, GreatSchools has a tremendous opportunity to impact parents' ability to choose the right schools for their children and hold schools accountable to high standards, and to build the organization's long-term sustainability."

Anuja Master Bose, director of the Pisces Foundation, stated, "we support GreatSchools because of the organization's mission and track record. For school choice to work, parents must have high quality school information. GreatSchools has been very successful at providing parents with school information that is accurate and user-friendly for both school choice and accountability."

Funders also consider the unique features and comprehensive data found at GreatSchools.net to be strategic levers for school improvement. "Too many of today's families and students do not have access to a high quality education," said Tom Vander

Ark, executive director at the Bill & Melinda Gates Foundation. "Informed parents are essential to school improvement and GreatSchools.net is an important tool in the effort to improve educational options so all students can graduate from high school ready for success in college and work."

With this new investment, GreatSchools will focus on five areas that are critical to its mission of educating and empowering parents to choose schools and hold schools accountable for high performance. These five areas are: expanding geographic coverage to a total of 30 states that encompass 90 percent of the nation's population of K-12 students; targeting outreach to low-income parents and parents that do not speak English; creating a ratings program to assess the performance of charter schools for parents engaged in school choice; demonstrating local school improvement impact through a grassroots effort to be piloted in San Francisco; and continuing to build a model for financial sustainability through subscription services and revenue-generating programs.#

BLACKBOARD SCORES FOR PRODUCTS

Blackboard Inc. (NASDAQ: BBBB), a leading provider of e-Learning software and services to more than 2,200 universities and K-12 schools worldwide, is getting high marks for providing superior software, client support and human resource leadership. Recently, the Blackboard Learning System™ won a 2005 Codie Award, sponsored by the Software & Information Industry Association (SIIA) for the best Postsecondary Education Learning Management Solution. Blackboard was also named a 2005 American Business Awards finalist for Best Support Organization, and a finalist for HR leadership excellence from the HR Leadership Awards of Greater Washington.

"We are pleased and proud of being recognized for these accomplishments," said Michael Chasen, CEO of Blackboard. "It is particularly exciting to receive such kudos at a time when both the company and the state of education are evolving. By continuing to work closely with Blackboard partners, clients, and members of

our internal team, we believe the possibilities for innovation in teaching and learning are endless."

Recognized as the leader by SIIA, the Software and Information Industry Association, the Blackboard Learning System is the platform which millions of teachers and students rely on to make education possible at any time and from any location. Teachers can post course materials, grades and exams online with the Blackboard Learning System. Students can access all these materials, participate in online discussion boards and chat sessions with professors and/or peers. These are just a few of many features possible with the Blackboard Learning System.

The Codie Awards program showcases the software and information industry's finest products and services. The program, now in its twentieth year, holds the distinction of being the only peer-recognition of its kind in the industry, providing a unique opportunity for companies to earn the praise of their competitors.#

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* 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 both 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 info or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email BVTGgroupstix@disney.com. Or visit www.disneyonbroadway.com.

Calendar of Events

August 2005

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PUBLISHES SECOND EDITION OF AFTER SCHOOL AND MORE

Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for programs and services for children from birth to 21 with learning, developmental, emotional or physical disabilities. RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see www.resourcesnyc.org. Resources for Children with Special Needs, Inc. 115 East 16th Street, 5th Floor NY, NY 10003 tel: 212-677-4650

Entertainment

TWO HOT SHOWS

- *Beauty & The Beast*
- *The Lion King*
CALL: 212-703-1040 or 800-439-9000
FAX: 212-703-1085
disneyonbroadwaygroups@disneyonline.com
www.disneyonbroadway.com/groups

Workshops

GROUP FOR ADHD
Lenore Ruben LMSW, CHT, EMDR
Orly Calderon, Psy D, NYS Lic. Psychologist
Cathy Wein, PhD, NYS, Lic. Psychologist
250 West 57th Street #723
New York, NY 10107
Phone: 212-586-2135

Now Forming --- call to reserve space
Parents Discussion Group For parents of ADHD and/or Learning Disabled children
Topics: Myths and realities about ADHD and Learning Disabilities. Deciphering what these terms mean clinically, educationally, and legally in plain language. Methods of coping for parents,

family and child. Active techniques to prevent home from becoming a battleground. How to advocate for your child. Exploration and sharing of strategies that help and of pitfalls to avoid.
10 weekly sessions beginning Jan 13, 2005
\$40. per person per session
\$60. per couple per session
There is a 10% discount for prepayment of series.

Events

THE STUDIO MUSEUM IN HARLEM
144 West 125th Street
New York, New York 10027
Phone: 212-864-4500
Fax: 212-864-4800
Web: www.studiomuseum.org

INSIDE/OUT GALLERY TOUR

Explore some of New York City's most compelling exhibitions with some of the most interesting people working in art and culture.
Chelsea Gallery
Saturday, September 10th, 10 am

Be sure to wear your walking shoes as we visit Chelsea—one of the art world's hotbeds of creativity—with Isolde Brielmaier. Brielmaier will take participants on a two-hour tour of some of the City's most impressive galleries presenting work by some of today's most compelling black artists.

Isolde Brielmaier is a New York-based curator and critic focusing on international contemporary art and popular culture, and Visiting Assistant Professor of Art at Vassar College. She is also the co-director of the Brooklyn Institute of Contemporary Art (BICA) and holds a Ph.D. in Art History from Columbia University.

\$20 (general public), \$15 (members, seniors and students)

Space is limited and available on a first-come, first-served basis. Pre-registration is required (early registration is encouraged). Please call 212.864.4500 x264 to register. The registration deadline is September 6th.

TOURS FOR SENIORS!

Saturday, August 6, 2pm
Saturday, September 3, 2pm
Saturday, October 1, 2pm

Are you an elder? Do you like meeting and having conversations with new people? Well ... then it's time to get out and socialize!

Spend a Saturday afternoon at SMH during these exclusive tours that explore our current exhibitions.

Tours for Seniors are FREE. Space is available on a first-come, first-served basis. Pre-registration is required. Please call 212.864.4500 x264 to reserve a space. Light refreshments will be served.

THE ARTIST'S VOICE

Finally an opportunity to be a part of the conversation! These evenings of interaction with artists will get you talking. The Artist's Voice series provides a forum for artists to explain the philosophies underlying their work and for audiences to ask the questions they never have the opportunity to ask. SMH is unique among museums because of its innovative integration of artists in the institutional fabric.

William Cordova, Michael Queenland, Marc Andre Ronbinson

2004-2005 Artists-In-Residence
Thursday, September 29th, 7pm

They are the next big things in the art world. 2004-2005 Studio Museum Artists-In-Residence—William Cordova, Michael Queenland, Marc Andre Ronbinson—talk about their current work, on view in the Scratch exhibition.

The Artist Voice is FREE and open to the public. Space/seating is available on a first-come, first-served basis
The Artist's Voice is made possible by the Ron Carter Family.

Open Houses

THE CAEDMON SCHOOL
Nursery - 5th Grade

416 East 80th Street
New York City
Phone: (212) 879-2296
Web: www.caedmonschool.org

Thursday, October 6th and Tuesday, November 1st 7:00pm
Morning tours also available
RSVP: 212-879-2296

KID'S KORNER PRESCHOOL

247 West 24th Street
New York, NY 10011
Phone: (212) 299-9340
October 10th, 11th, & 14th 2005
10 am & 2 pm

LANDMARK COLLEGE
Nursery - 5th Grade

Putney, Vermont
Phone: (802) 387-6718
Web: www.landmark.edu

Summer 2005 Open Houses
Friday, August 5th 10 am & 2 pm

MARYMOUNT SCHOOL

1026 Fifth Avenue
New York, NY 10028
Phone: (212) 744-4486 ext.183
Email: admissions@marymount.k12.ny.us
Web: www.marymount.k12.ny.us

Middle and Upper School Open House
Tuesday, October 18th 6 pm & 8 pm

PHILOSOPHY DAY SCHOOL
Nursery - Grade 4

12 East 79th Street
New York, NY 10021
Phone: (212) 744-7300
Web: www.philosophyday.org

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September 14th - Dember 14th
(Except October 5th and November 23rd)

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at 27-33 West 23rd Street
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212-463-0400 ext.500



Central Park Zoo Presents the March of the Penguin Chicks!

Black and white must be the new pink, because penguin popularity is sky high. From children's books to documentary movies, people can't seem to get enough of these fascinating birds. First there was the animated movie "Madagascar," then came the children's book "And Tango Makes Three," and in theaters now is a film called "March of the Penguins." This moving documentary brings Antarctic penguins to the big screen—but New York City's Central Park Zoo brings them to life. With 16 gentoo penguins and 41 chinstrap penguins, the Zoo is the perfect place to see these magnificent birds up close. And now is the perfect time to visit, as the Zoo proudly presents adorable penguin chicks!

The Zoo's penguins have already built their nests, sat on their eggs, and have welcomed a few chicks—but expect a few more.

This year marks the 14th year that the Zoo has hatched penguin chicks since 1990—and some of birds have become celebrities..#



DR. TOY

DR. TOY'S VACATION PLAYTIME POINTERS

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

Here are some guidelines from Dr. Toy for wholesome vacation playtime to help you to make the time even more interesting and fun for your children. The product assortment included below gives you a number of good suggestions available from many excellent companies that are examples of recent Dr. Toy's Award winners. See Dr. Toy's Guide (www.drtoy.com) for more details:

*Scramble Squares Puzzles. Age 3 and up. \$7.95

These 9-piece puzzles offer challenge, learning and fun for all ages. Over 100 different themes including: Hot Air Balloons, Insects, Sea Shells, Space Shuttle, and Vintage Airplanes. b. dazzle www.b-dazzle.com 800-809-4242

*Blokus. Age 6 and up. \$29.95

This popular strategy game, composed of a game board with 400 squares and 84 colorful game pieces, helps develop critical thinking skills.

*Travel Blokus. Age 5 and up. \$19.99

The travel version of this popular strategy game has a more compact design. Only one color game piece per player. Challenging for both beginners and experts alike. Educational Insights www.educationalinsights.com 800-995-4436

*Smart Splash™. Age 2-5. \$14.95

Makes water play fun and educational! Perfect for pool and bathtub—three different water toys teach numbers, counting, shapes, size and colors.

*Pretend & Play Trace & Learn™ Cake. Age 3-5. \$24.95

Learn while you celebrate with this fun cake that teaches letter recognition, beginning words and print awareness.

*Reading Roadway USA™ Reading Comprehension. Age 8-12. \$19.95

Travel around the USA discovering fascinating facts while building reading comprehension skills. Board game for 2-4 players. Learning Resources www.learningresources.com 800-222-3909

*Block Buddies® Musical Farm. Ages 1-5. \$19.99

This musical Farm entertains and teaches with engaging, interactive musical fun.

*Block Buddies®. L. Frank Baum's The Wonderful Wizard of Oz. Ages 1-5. \$29.99

This set offers enhanced building experience

where children learn by acting out their favorite scenes from this classic and all-time favorite storyline.

*Mega Bloks® Lil' Copter™. Ages 1-5. \$10.00

Preschool builders are sure to enjoy this brightly colored helicopter with real working propeller.

*Mega Bloks® Building Imaginations™. Ages 1-5. \$7.99-14.99

Your child develops social interaction skills through group building play and stimulates senses through playing with a variety of colored and textured blocks. 24-, 80-, and 100-piece sets. www.megabloks.com 800-465-6342

*Bratz Sportz. 6 yrs and up. \$9.99

Inspire physical activity and involvement in sports with this series of four Bratz Sportz dolls ready to play their favorites—soccer, cheerleading, bowling or golf. MGA Entertainment, www.mgae.com, 800-222-4685

*Original Colorforms® Play Set. Ages 3 and up. \$29.99

This wonderful addition to your child's classic toy collection is a reproduction of the original product includes 350 brightly colored pieces in an elegant spiral bound book.

*Colorforms® Fun Pockets™. Ages 3-8. \$5.99

Now your child can carry Colorforms everywhere. Each tot-sized tote features two play boards, a Fun Pockets reusable pouch, and lots of Colorforms pieces.

*Brain Quest® and Brain Quest® Geography Games. Ages 6 and up. \$22.99

Brain Quest games ask different questions of different age groups to level the playing field when kids of varied grade levels play together. For two or more players.

*Toy Creator™ Real Toy Maker™. Ages 6 and up. \$12.99

Using new FlipFaze™ technology that allows materials to change shape and color using warm tap water, kids will be amazed at the magical transformations they can create.

*Spinner Books™ for Kids. Ages 7-12. \$7.99

Pick up a great book and take it for a spin! Spinner Books are fun to read, play, share, and take on the go. University Games, www.areu-game.com, 800-471-0641

*V.Smile TV Learning System. Ages 3-7. \$59.99

Combines educational content, loveable char-

FROM THE SUPERINTENDENT'S SEAT

GIVING THE GIFT OF SELF DETERMINATION

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

What will my child be like? We wonder about the answer to this as soon as we learn a son or daughter is on the way. We search for answers even as our baby's life revolves only around sleeping and eating. Does he reach for the football more than the basketball? He must be a future quarterback. Does she fall asleep only when Mozart is played? She must be destined to be a classical violinist. Parents have so many choices and so many opportunities to nurture a talent in their children that it is extremely difficult to know which way to go, and how many different things to "expose them to," as the experts (or program director) may tell us.

The dilemma parents often have is that not every activity our children try turns out to be a great experience. Worried that they will be sending the message that it's okay to quit in the middle, parents often believe they must insist that the child continue in the program until the end.

That's where our good intentions can go astray.

There's no shame in changing your mind, and that's a good lesson for children to learn as well. There will be many times in life when we try something new or take a risk. If we don't give our children the alternative to discontinue the

program or reverse their decisions, how can we expect them to feel free to experiment? Your child won't see himself as a quitter unless you do. Sure, it hurts when program fees are nonrefundable, but the money will be spent whether the child participates in the program or not. Having your child unhappy will not justify "getting your money's worth."

We may need to remind ourselves of this from time to time. Some children simply take longer than others to find the area that interests them the most.

So what is a parent's role in helping a child find their special interest or talent? First, parents must accept that it is the child who must have the interest. Certainly parents can share their interests with their children, and it very often works out that musical parents have children who love music

and athletic parents have children who love sports. But we have to give our children the room to make changes and discover areas of interest or talents that might not have been on our list for them.

You may ask, is it really important that my children find a special interest? Can't they just be well rounded? The short answer is, yes, it's important. Encourage your children to find something that they love to do or to study. Just give the time and understanding they need to let the change their minds, and try, try again.#



acters and a video game platform. Teaches essential day-to-day skills and language, math, vocabulary and problem solving.

*Write & Learn Smartboard™. Ages 4 and up. \$29.99

This interactive writing and drawing board helps teach letters and numbers and inspire creativity through counting, drawing and music activities. VTech Electronics www.vtechkids.com 800-521-2010

*Tangle, Jr. Ages 3 and up. \$1.99

For children (and adults) to play with on trips in the car, on a plane or anytime. It slips through your fingers and knots up in your hand. Stimulates your brain as it helps increase finger dexterity. Tangle Toys www.tangletoys.com.

888-829-3808.#

Stevanne Auerbach, PhD author of Smart Play/Smart Toys How to Raise a Child with a High P. Q. (Play Quotient) and Dr. Toy's Guide (www.drtoy.com) has been evaluating toys for 25 years.



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RESOURCE AND REFERENCE GUIDE

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www.HighMarksInSchool.com

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

500 pages, \$35.00 + \$8 postage and handling ISBN 0-9678365-6-5. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th floor, New York, NY 10003 212-677-4650 (phone), 212 254-4070 (fax) or visit us online at www.resourcesnyc.org

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Sundays at JASA, Continuing Education for Adults 60 and Over at Council Senior Center. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

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ONLINE INFORMATION (SPECIAL EDUCATION)

www.resourcesnycdatabase.org

Free one-of-a-kind "Database on the Web™" Launched for New York City families with children with special needs. In-depth Database Version Available Free in All Public Libraries

Resources for Children with Special Needs, Inc. (RCSN) announces the launch of a unique resource database of nearly 20,000 programs and services for children birth to 21 with disabilities and other special needs, their families, and the professionals who work with them. A basic version with contact information of this free "Database on the Web™" (www.resourcesnycdatabase.org) is now available online from any computer, and more detailed information is available online in public library branches citywide.

Public access to its "Database on the Web" is the latest development in RCSN's ongoing mission to serve New York City families with children who have emotional, learning, developmental and physical disabilities and other special needs. Providing New York City's library patrons free access to its in-depth database is part of a larger information dissemination initiative to put critically needed information into the hands of parents and professionals who need it.

Because looking for services or getting help for a child with special needs can be confusing and overwhelming, RCSN has made it a priority to maintain the largest, most comprehensive database of agencies, organizations, programs and services for children with special needs in New York City. RCSN is among the first organizations of its kind in the country to offer such extensive information online. With the simultaneous launch of RCSN's in-depth database for library patrons (featuring program descriptions, ages and population served, times of service, languages spoken, program accessibility) and a basic version with top-line contact information for the general public, New Yorkers everywhere will have free access to information about agencies and organizations matching their specific search criteria, from any computer in any location.

The database is also the foundation for all of RCSN's printed directories, among them The Comprehensive Directory, Schools and Services for Children with Autism Spectrum Disorders, Transition Matters, After School and More, 2nd Ed., and Camps 2005. Special funding is making it possible for RCSN to place at least one set of these five directories in each public library, each public and charter school, each municipal and voluntary hospital, and 120 child-serving clinics in the city.

HOME SCHOOLING

ScienceSchoolHouse

Home Schooling Parents! Do you need science resources that meet the New York state curriculum standards? The content in the ScienceSchoolHouse Discover!Science library has been recognized by some of the largest and most progressive states as meeting 100% of their required learning outcomes for specific science courses in grades 6-12. All of our CDs feature interactive multimedia tutorials, two fully narrated text levels, beautiful photographs and illustrations, scores of interactive exercises, half-hour video documentaries (plus lots of short video clips), quizzes, test banks—and our revolutionary new 3D Virtual Lab. Approved for purchase by the New York City Department of Education. For more information on our titles in

astronomy, geology, oceans, weather, life science and the environment, visit our website at scienceschoolhouse.com or call us at 1-888-666-6362 TODAY!

MED & HEALTH SERVICES

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

Advanced Degrees in Medicine, Science, and the Health Professions at New York Medical College Valhalla, New York; (914) 594-4000; www.nymc.edu

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Fitness Alliance
(212) 808-0765/www.health-fitness.org

Get 400 free passes for the best fitness, yoga, dance, martial arts, sports, swimming, pilates, and more. Just sign up for the New York Fitness PassBook, all for the one-time sign-up fee of just \$65, to go anywhere, anytime, all throughout the year, to enjoy and discover the best for free. Just go to www.health-fitness.org for details, or call the American Health and Fitness Alliance at 212-808-0765. Hurry,* they're going fast.

SCHOOLS

Darrow School

Darrow School an independent, co-ed, boarding and day school in New Lebanon, New York, offers a comprehensive college-preparatory curriculum with a range of courses in writing and literature, history, languages, mathematics, sciences, and the arts. The beautiful mountainside campus is located on the site of the historic Mt. Lebanon Shaker Village. For more information call (518) 794-6000

The Harlem School of the Arts
645 St. Nicholas Ave., NYC
(212) 926-4100 ext. 304

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

SCHOOL RECRUITMENT

SCHOOL PROFESSIONALS
For All Your Substitute Needs
www.SchoolProfessionals.com
info@schoolprofessionals.com
212-916-0825

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

SPECIAL EDUCATION

The Sterling School,
(718) 625-3502

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

TUTORS

Math Tutoring

High School and Junior High. Two Sample Hours, No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or (917) 297-2389

TUTORS

Math Tutoring

High School & Junior High

2 Sample Hours, No Charge
Arithmetic → Advanced Calculus

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917.297.2389

Crosslands After-School Program

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- ★ Gain Motivational Skills
- ★ Cultivate Responsibility

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21-07 31st Road Astoria, NY 11106
(718)-274-8824

EDUCATION UPDATE



ENDORSES MAYOR MIKE BLOOMBERG

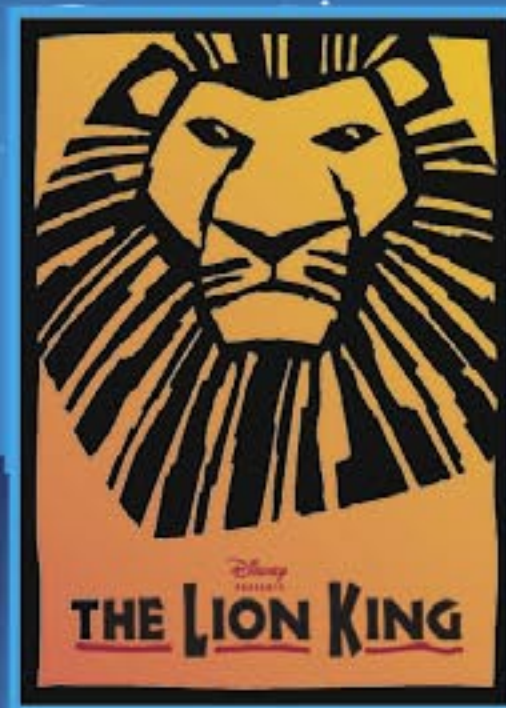
He has focused on improving education. He has ended social promotion in the 3rd, 5th and 7th grades; abolished the unelected and unaccountable school board; raised math and English test scores to the highest levels ever; fought for and delivered \$862 million from Albany for our schools. He has delivered needed textbooks to every student and streamlined bureaucracy so that \$250 million more is spent in City classrooms.

- Mike Bloomberg is building and preserving 68,000 affordable housing units in all 5 boroughs
- Welfare rolls are at the lowest level since January 1965
- 62,000 new jobs have been created
- Crime is down 20% citywide and every borough is safer
- School violence is down and test scores are up

For the first time in decades, the Mayor and the Schools Chancellor are working together to provide the best education for our children.

RE-ELECT MAYOR MIKE BLOOMBERG, THE EDUCATION MAYOR

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