

EDUCATION UPDATE

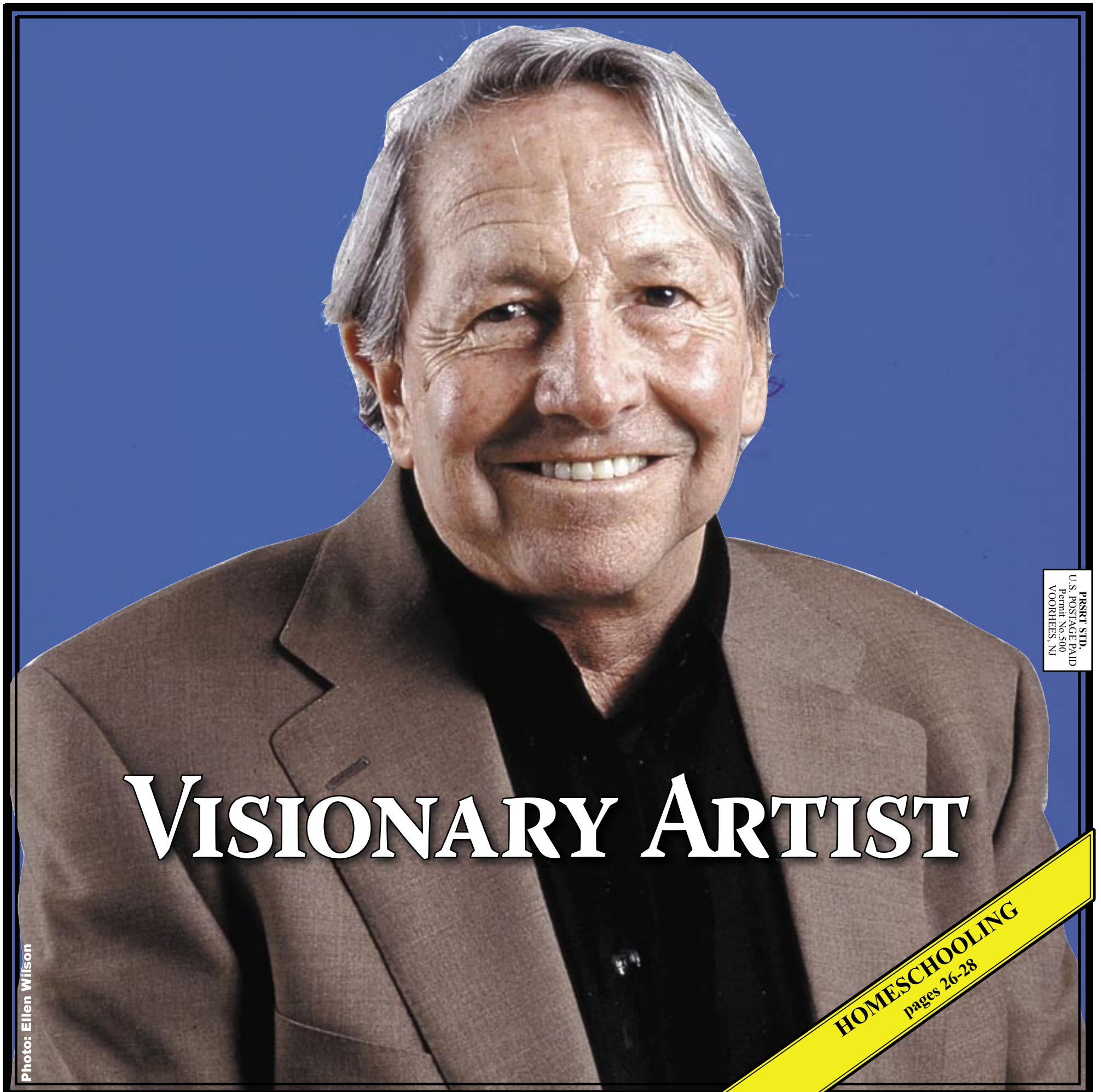
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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HOMESCHOOLING
pages 26-28

Photo: Ellen Wilson

Interview with Nobel Laureate Dr. Paul Nurse, President, Rockefeller University



By JOAN BAUM, Ph.D.

Education Update (EU): As the 2001 Nobel Prize winner for medicine (along with Dr. Tim Hunt and Dr. Leland Hartwell, an American), as a Fellow of the Royal Society, and at the time as chief executive of Cancer Research in the UK, what considerations led to your leaving the UK to take up the position of president of The Rockefeller University?

Dr. Paul Nurse (PN): Rockefeller University obviously has an enormous reputation, and research conducted here has had a huge impact on science and medicine. For example, the discovery of blood groups, that a virus can cause cancer, that DNA is the chemical basis of heredity, are but three of the many discoveries that have helped improve human life. I'd like to help continue that tradition into the 21st century by attracting the best talent and encourage young people to take on the most challenging scientific problems.

EU: You have stated to recent graduates that "science transcends all cultural barriers within the world" but recent studies in this country point to a growing fundamentalism on the part of those who would excise Darwin (et al.) from school texts and require teachers in some states to give equal weight to creationism. What would you say to educators about this growing trend and is there similar expression in the UK?

PN: In the U.K. and Europe, there is real mistrust among the public about genetically modified foods, which I don't observe in the U.S. In contrast, in the U.S. the disturbing pressure to give evolution, creationism and intelligent design equal weight is not an issue in the U.K. and Europe.

An important aspect of both problems is lack of public understanding of science and of good engagement between the public and scientists. Sometimes minority groups with rather extreme views end up having an inappropriate impact on these complex issues.

EU: Reasonably, what might be done to encourage a more scientifically literate general public at a time when science seems increasingly so complex and specialized?

PN: Scientists have a responsibility to the public that goes beyond their science. Scientists must engage the public in a dialogue so that

people can understand and make informed decisions about scientific advances that affect society, such as genetically modified foods or embryonic stem cell research. This dialogue should include public policy makers. Scientists need to listen better to the general public.

EU: We have read that your own achievements are all the more remarkable for your having come from modest beginnings. Who were the major influences (or mentors) in your life? You spoke of Imperial Cancer Research Fund taking you on "as a young scientist with a mission to understand the biology of cancer." What prompted this sense of "mission?"

PN: Very early in my education, while I was at grammar school, I had a wonderful biology teacher who encouraged his pupils to study natural history and to do real experiments. As an undergraduate, I had a tutor who was hugely stimulating and entertaining, and although sometimes wrong was always wrong in an interesting way. He taught me the value of the alternative view. During my Ph.D. studies, my supervisor was an enormous influence. He was a great experimentalist and I rapidly learned the need for good experiments to make any progress at all in a research project. And my postdoc supervisor was pivotal for my entire research career. He gave me both complete support and total freedom.

I emphasize my mentors at all stages of my career because they enthused in me the passion to do high quality science, to honestly pursue the truth wherever that might lead. This is what I have tried to do with my studies of cell biology and cancer.

EU: Do your new duties as president of The Rockefeller University interfere in what we have heard are some of your abiding interests—flying and motorcycle riding?

PN: Unfortunately, flying and motorcycling have taken a backseat to my duties as president, but I still find time to keep them up and to pursue my more relaxing hobby of looking at the stars with a telescope. #

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INTERVIEWS WITH NOBEL LAUREATES AROUND THE NATION

Illustrious CCNY graduates, nobel laureates, recently came together to celebrate the 100th anniversary of the seminal discoveries of Albert Einstein who had visited City College when he came to New York in 1921. Education Update interviewed several of the nobelists about their school days, lives in science and views about stem cell research. [Ed.]

Herbert Hauptman, SUNY Buffalo

I attended elementary school in the Bronx, then Townsend Harris Hill High School in Manhattan, (CCNY (B.S.), Columbia University (M.A.), University of Maryland (Ph.D.)

Outstanding Teachers: Professor Emil Post who taught "Theory of Functions of a Real Variable" (CCNY). Also outstanding were Professors Dick Wick Hall and Richard A. Good who taught "Topological Groups" at the University of Maryland.

The greatest challenge was the phase problem of x-ray crystallography. This challenge was overcome through hard work and persistence spanning many years despite universal opposition from the crystallographic community.

Winning the Nobel Prize meant acceptance of our work on the part of the crystallographic community that for many years had rejected our work as not valid. To be vindicated in this way was important and meant a lot to me.

I continue to work on the phase problem that, like any good problem, continues to provide significant challenges.

Stem cell research is of the greatest importance and should receive major unconditional support. I find it incredible, and incredibly short sighted, that there is any resistance to

this research.

What can one say about Einstein's work but that it demonstrates once again that the importance of fundamental scientific research cannot be exaggerated and should receive major public support and encouragement because of the benefits to society which it returns. #



Kenneth Arrow, Stanford University



to whom I owe very much indeed in many ways, and Abraham Wald.

I had two significant challenges. One was to stay the academic course. My parents had undergone great economic insecurity, and I wanted to avoid that. In the postwar period, I was tempted to go into some private financially rewarding activity. Both Hotelling and another economist, Tjalling Koopmans, prevented this. The other was to write a dissertation that would satisfy the high aspirations that I had for myself and that I felt others had for me. After years of work with little to show, a chance question to me led me in a few days to a brand-new idea that satisfied me and others.

Winning the Nobel Prize obviously was very pleasant, and it has given me some influence. But my own judgment of myself and the judgment of those I respect is much more important.

My current work involves two main lines of research. One is an attempt to bring meaningful models to the extent to which economic behavior is influenced by social interactions; the other is to improve the measurements of the economic impacts of environmental failures.

On stem cell research: I am a layman in this area. It clearly has great potential, and its study should be pursued. But I do think that some respect must be paid to those whose religious convictions lead to judgments on the value of potential human life, even though I think these judgments are incorrect. The distinction between therapeutic and genetic stem cells seems just about right to me.

My reflections on the 100th anniversary of Einstein's seminal work: the idea that one person could write four basic papers on very distinct branches of physics and have them published in one year is so beyond the norm that one can only marvel. It is a tribute to the possibilities of humanity. #

I attended Townsend Harris High School, a special high school (entrance by examination) run by The City College in 1933-6. Its staff included several Ph.D.'s, mostly of whom were hoping for a university position. They were perfect for me. I remember a French teacher, Leo Cortines; he was a tyrant and perfectionist, and I disliked him while in his class, but immediately understood what I had learned from him afterwards. I also remember two mathematics teachers, Irwin Rothman and Rene Albrecht-Carrie; the latter eventually became a professor of history at Columbia.

In City College, I majored in mathematics, with side interests in history, education, and economics (really statistics). There was one great mathematics teacher, Bennington Gill; the rest of the faculty were helpful without being outstanding.

In my graduate education at Columbia, I had several fine teachers, especially Harold Hotelling,



EDUCATION BEHIND BARS: PART II OF A SERIES

PUPPIES BEHIND BARS



By MITCHELL
LEVINE

Fans of HBO's Oz probably recall several episodes of the drama last year which focused on a guide dog training program figuring strongly into the

series' final season. While the Oswald State Penitentiary was strictly fictional, readers might be interested to know that the service it was based on is not. In 1997, Gloria Gilbert Stoga began New York's first such inmate program in Bedford Hills Prison, Puppies Behind Bars (PBB), bringing in dogs to bond and be trained by long-term prisoners in explosive detection and support for the blind.

Coming from a public service position in the Guiliani administration, she had little to no experience with either dogs or corrections, but found herself fascinated after hearing of the country's first prison dog program, begun by Florida veterinarian, Dr. Tom Lane. Her initiative became a huge success, expanding to five more institutions, and now employing 400 volunteers.

After carefully screening inmates by the nature of their crime, emotional and psychiatric stability, work history and other key factors, PBB matches Labrador retrievers with selected participants, who usually aren't eligible if their first parole board hearing isn't at least three years away. The inmate students are then enrolled in an eighteen-month class covering basic handling, grooming, biology and the "philosophy of dog raising." Since the dogs are raised to be seeing-eye animals and to detect explosives, much informa-

tion concerning the nature of the blind, and the detection of high explosives are prominent in the syllabus as well.

Much other work needs to be done as well, which is where the large volunteer staff comes in. Because guide dogs need to be confident in a wide variety of social situations and environments, they bring the animals into their homes and communities to allow them to experience the world outside lockdown. "Puppy shuttles" are also sent directly into Manhattan on weekends to familiarize the recruits with major urban areas.

None of this was easy to accomplish. In fact, prison officials were initially some of PBB's most early obstacles: as Gilbert Stoga herself notes, the very nature of the program involves "bending and altering prison rules." As an admonition to those that might be interested in following in her footsteps, she points out that she's worked sixty hour weeks for eight straight years, and is constantly fundraising.

But one thing everyone agrees on: Puppies Behind Bars works. In fact, 87.5 percent of her guide dogs are accepted into formal training, and a full 96 percent of the explosives detection dogs. In addition to the five facilities now sponsoring PBB programs in the tri-state area, the group has just welcomed its latest institution, the Mid-Orange Correctional in Warwick, New York.

When asked as to what the most important thing she could recommend to someone considering starting a sister program in another prison system, Gilbert Stoga remarked, "Be prepared to make a commitment." For information on dog placement, or donating to Puppies Behind Bars, visit the organization's website at [#](http://www.puppies-behindbars.com)

RIKERS HIGH: A FILMMAKER'S VIEW OF PRISON EDUCATION

By GILLIAN GRANOFF

"Making documentaries puts me in the enviable position of being able to explore the world and be in places where you wouldn't ordinarily be; that's the gift they give to you."

Among the winning documentaries at the Tribeca Film Festival this year was *Rikers High* a transformative story of the lives of young men going to school in prison. The film produced and directed by Victor Buhler, paints with striking realism and raw honesty a portrait of three inmates who attend the Austin MacCormack Island Academy at Rikers Island.

The Austin MacCormack Island Academy is a school that is accredited by the New York City Department of Education and offers its 2000 students, classes towards a high school diploma (GED), courses in poetry, art, test preparation and life skills. The school system is a virtual island unto itself, where teachers, guards and social workers are the only flickers of inspiration and hope amid the dark, barren walls of the prison. The school has its own barbershop where inmates learn to cut hair and practice their skill on other students. The vocational skills they receive will hopefully translate while the prisoners learn vital skills needed to help them relate to their peers without violence. The boys sleep in close quarters with others with only a cot and a small cabinet to store their things.

The film was produced by Victor Buhler, Jean-Michel Dissard, and Bonnie Strauss and co-produced by Althea Wasow. Victor Buhler, who conceptualized the project, is a 33-year-old seasoned documentary filmmaker and serves as both director and producer on the film. Buhler cultivated a love for filmmaking and a desire to capture the stories of adolescents at risk on film while an undergraduate at Harvard. A native of England, Victor says, his love and admiration for his mother, a retired special education teacher, influenced his calling. He produced his first film while still a Harvard student. In the film, he documents the lives of adolescents in a residential treatment center over the course of 6 months. The film's content and style bare striking similarities to *Rikers High*. Buhler says that he wanted to get involved with a volunteer project, teaching film to students, to get involved in the real world. "I was hoping to volunteer my time teaching film to students in school." During his research, Buhler came upon a listing for the "Island Academy" on the Board of Education's website. "I got in touch with the school principal." What he uncovered was a school behind bars, located securely within the walls of Rikers Island, a maximum-security prison.

With his curiosity and interest piqued, Buhler set out to gain access to the prison facilities. He visited and began talking with students in the Academy. For a year he visited prisoners without a camera, getting to know the prisoners on a personal level and familiarizing himself with their routines. It was Buhler's persistence, determination and commitment to make the film that finally paid off two years later, when he successfully received permission to bring cameras within the walls of the school. Despite being \$30,000 in debt, he persevered and won the support of Showtime Networks as producer of the film.

Rikers High, the 90-minute documentary, examines the lives of three students in the Academy.

The first is William Santiago, an eighteen-year-old aspiring rapper with a history of petty crime and gang involvement. He has not spent more than four months out of prison since he was twelve and is back again for armed robbery, after holding up a woman with a cigarette lighter shaped like a gun. Teachers at *Rikers High* struggle to help him channel his sharp thinking skills and gift for rap into his schoolwork, to no avail. He is released from Rikers without a diploma and



Producer Victor Buhler

returns to the news that his girlfriend is pregnant. In the final scenes, we see him struggle to fill out a job application with very little skills and education.

The second character, Andre Blandon, is about to turn nineteen and serving time for setting his aunt's car on fire to claim the insurance. He has a history of intense depression and running away from home. His struggle to cope with a domineering father is compounded by news he receives while in prison that his younger brother is following the same path. The news seems to overshadow his success at the Academy where he has acquired his GED and is cultivating his natural talent as a cartoonist. He dreams of creating his own comic books while he is transferred to an adult faculty to serve out the remainder of his sentence.

Shawn Johnson, the Valedictorian of *Rikers High*, is the great hope of the Academy. He is serving time for robbery. Soft spoken, brilliant, and embarrassed by being considered a coward, he reacts to the rejection of classmates by robbing two groups of teenagers at gunpoint. At the Academy he flourishes academically and uses his gift for poetry and for self-expression to inspire others to reach their true potential. Shawn delivers a touching, articulate valedictorian speech at graduation, to the roaring applause of his peers.

The film opens with a teacher and student in the academy in a discussion of Mary Shelley's *Frankenstein*. The teacher encourages the student and the viewers to see the parallels between the perceptions of *Frankenstein* as a monster and how society demonizes criminals. He encourages Rodriguez to recognize the anger it evokes in himself.

As we watch the stories of these young men unfold, and see them released, we can't help but root for them and hope they can break the cycle of incarceration. The film's strength is in its incredible access, and its ability to transport its audience into the scene. You really feel like you're there, but Buhler urges us not to make the mistake of thinking that viewing the prison and being in prison are the same. This access is not simply a result of the proximity of the camera, but a result of intimate and open relationships between the director and the students. Buhler describes that his success in earning their trust was a delicate balance of listening and watching. "I think something different happens when you

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EDUCATION BEHIND BARS: PART II OF A SERIES

ISLAND ACADEMY: HS STUDENTS FACE THE CHALLENGES OF SCHOOL IN JAIL

By LIZA YOUNG

With the striking contrast between the view of water on one side and barbed wire on the other, as well as a landscape of trees and grass interspersed with small buildings and mobile structures, we traveled the roads of Rikers Island on the way to a meeting with Principal Dody of Rikers Island Academy.

Passing through heavy security at Rikers to get to the school site, elements of a regular school setting were noticeable, with the walls displaying student achievement, a camaraderie among staff and the students passing through the hallways were friendly with each other as well as with teachers.

Austin H. McCormick—Island Academy currently encompasses six sites at Rikers divided based upon crime classification, with additional separation based on gender.

The program at the Island Academy focuses not only on academics, but on psychological services and transition to society.

All major subject areas are taught at the Island Academy, with teachers certified in each specific area. There are additionally arts programs as well as vocational educational programs which includes auto shop, print and barbering classes, and cooking classes for the girls.

Upon arrival to the program, the educational level of students is tested through STAR Reading and Math, a computerized assessment tool which indicates math and reading levels and provides an outline of suggested instructional goals. According to Principal Dody, the majority of students arrive at the program with very deficient skills; the average reading level at admission is the fifth grade level. IEP conferences are held with parent participation via telephone. Thirty five to forty percent receive some form of special education.

Students are additionally screened for psychological problems. There is a team of mental health counselors composed of 12 social workers, three psychologists and one guidance counselor. They work with students on a daily basis, with the ratio of counselor to student at one to 40. There is relatively low turnover at the school for teachers as well as counselors, with the average length of employment at nine years.

Counselors focus on life skills and provide transition planning. They work closely with com-

munity organizations, such as CUNY Catch and Friends of Island Academy, which assist with successful reentry to society, focusing on job skills and college placement.

Parent involvement at Island Academy is encouraged to the fullest extent possible. A parent coordinator organizes a parent support group, although attendance is not high ranging from 8-10. Parent Teacher Conferences are held as well with a better attendance range of 65-70. When possible, students assist in maintaining contact with parents through administrative work, such as stuffing envelopes with PTA information, and students are encouraged to contact their parents via telephone in the after school setting.

Progress is being made at the Island Academy. Those students who score at the ninth grade level in reading and math can go on to take the GED. Principal Dody stated that last year there was a 73 percent passing rate, with 237 passing out of 323 having taken the exam.

Among the challenges at Island Academy, the biggest challenge is the issue of transients. As Rikers is a jail and not a prison, the length of stay is relatively short, with the average length of stay being 43 days. To deal with this is with modules of one week duration, so new students are presented with a fresh module, where modules from week to week may or not be related.

In general, there are many obstacles to overcome for students released from Rikers. The recidivism rate for adolescents is not of the hopeful numbers it is for the adult prison community receiving education. The legal and social obstacles for students released from Rikers is the stigma attached—in seeking employment, as ex-offenders are required by law to report past crimes which in the long run extends incarceration. Principal Dody feels that the stigma must be overcome, but it must be done within the framework of a balance between helping ex-offenders return to society and ensuring safety. He also feels that more programs to assist those released from Rikers should be created. “Kids are in jail short term. We get them interested. When they leave, more programs are needed that continue training. They are ripe for more programs,” explained Principal Dody.

It is worthwhile to invest the proper resources for these youth, with society as a whole standing to benefit. #

Rikers High

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go repeatedly. Every time they would pose for the camera I would deliberately not film them. The more we got to know each other the more we got to the heart of the subject. Time has a huge way of breaking down walls.”

Buhler’s stylistic choice of keeping the film and its subject in the present tense adds to its impact. “I’ve always wanted to make films that show things in the present, as they are happening. I’ve always felt that narration in a film takes you away from the present tense. My aesthetic is to take the filmmaker out of the equation as much as possible. I was aiming to film things to relate to what that person was going through at that time.”

The absence of scripts and contrivance challenge the viewer to interpret and react to events in the film from his/her own point of view. Rikers High is an inspiring example of how films can break down stereotypes, motivate viewers and show how teachers and students are striving to

make a difference in people’s lives.

Buhler states that “the ability of documentaries to change perceptions and raise awareness is what he finds most rewarding about the profession. I hope that people ask questions, formulate their own opinions and get involved. I wanted the film to leave the viewer asking questions, simply because the answers are wide ranging.”

Buhler transforms the criminals from threatening, *Frankenstein*, into human beings with their own struggles of conscience, dimension and depth. The lines and boundaries begin to dissolve. By graduation, the viewer becomes so immersed in the celebration, that it becomes easy to forget these graduates are in prison,

“I’ve seen a lot of films about jail that portray the inmates as animalistic and disturbing to interact with. I think the aggressive personalities that many inmates adopt are survival mechanisms for them in jail and on the street. I was determined not to be scared of them.”

“The Answer to the Riddle”

Victor does not offer easy answers to what he refers to as the “riddle” of recidivism, other

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EDUCATION BEHIND BARS: PART II OF A SERIES

Interview with Dr. Michelle Fine

By NAZNEEN MALIK

“College in prison is a powerful intervention and relatively cost effective,” says Dr. Michelle Fine, Distinguished Professor of Psychology, Urban Education, and Women’s Studies at the Graduate Center of the City University of New York.

In a recently published report, *Changing Minds*, Dr. Fine, in collaboration with women in prison at the Bedford Hills Correctional Facility (BHCF), found that college in prison programs radically reduced recidivism rates from 30 percent for women who did not attend college while in prison to 7 percent for women who did. A cost-benefit analysis further revealed that providing inmates access to higher education is fiscally far more efficient than incurring the inflated rates of re-incarceration and diminished employability. Specifically, the report estimated savings of about nine million dollars for every 100 prisoners, over a period of four years.

In addition to fiscal savings, however, college in prisons programs have far-reaching implications that extend well beyond the inmates themselves. “The best predictor of a child’s education is his or her mother’s education,” says Fine, and “educating [incarcerated] mothers is one way to dramatically interrupt the cycle of imprisonment of the next generation.”

Instability is an enormous assault on child development, says Fine. Children with incarcerated mothers are in need of tremendous support because not only are their families disrupted but many children, especially those of elementary school age, are bounced between foster homes and have to deal with the stigma of a parent in prison. College in prison programs allow inmates to set a positive role model for their children in spite of their circumstances or environment.

Furthermore, college in prison programs provide inmates with “a kind of intellectual stretching” and community building which enables them to have confidence in themselves, their abilities, and to become functional members of society. Some of the women Dr. Fine interviewed, post-release, described their college in prison experiences as teaching them “to recognize their own intellectual signatures, to persist, revise, and imagine a world bigger and more interesting than the one they had been accustomed to, and to face their weaknesses.”

However, not all inmates come to prison with a sufficient educational background that allows them to jump into college level courses. In fact, the average inmate has about 10.6 years of schooling with the Math and English proficiency of a sixth grader.

There are a disproportionate number of high school drop-outs in prison, says Fine. The number of men and women without high school diplomas or GEDs ranges from 50 to 80 percent depending on the prison. She also mentions a growing concern that high stakes testing may result in an increase in drop-out rates thereby limiting the economic and social options available to young people and potentially increasing their involvement in criminal activities.

Although many prisons do not offer college programs to inmates, they do offer basic adult education and literacy, GED classes, and vocational programs. “Evidence of vocational training is certainly better than no education,” says Dr. Fine, “but it is not as powerful as a liberal arts education and I think that is true particularly for women.” We need federal and state funds for college in prison and pre-college programs.”

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Integrating Ex-Inmates Into Society

By LIZA YOUNG

Even with the discontinuation of Pell Grants in correctional facilities for adults, there are those whose belief in the value of higher education and the power of the individual to continually improve goes beyond funding crises.

Evidence of this phenomenon is clear through the efforts which occur at the Episcopal Center College Initiative, a non-profit organization with the mission of assisting recently released individuals to pursue their goal of beginning or continuing college. The organization additionally works closely with individuals currently in correctional facilities who wish to engage in educational planning. Currently enrollment includes 92 individuals—about 10 percent women—and 27 different

colleges. Funding comes from foundation grants and from the organization itself which has access to some funds from the church. There is funding from the State Government through the support of Republican Senator Dale Volker and upstate NY Assemblyman Jeff Aubrey.

Talking with Benay Rubenstein, Director of College Initiative, it is easy to see her enthusiasm for the mission of reintegrating those who have been, or are currently in correctional facilities, into society.

Rubenstein began her career 20 years ago working at Marist College, where she coordinated programs at Federal Correctional Institutions (FCIs). At the time, Pell Grants and Half Grants

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New York Daily News

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Outstanding Teachers of the Month — JUNE 2005

OUTSTANDING TEACHERS OF THE MONTH

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

In 2003, *Education Update* began the tradition of honoring teachers each month for their outstanding work on the "frontiers" of education. We are now

continuing the tradition which will culminate in a ceremony in June 2005 with Chancellor Joel Klein in attendance. Superintendents, principals and colleagues JUNE nominate teachers by filling out a form online. The information has been emailed to all principals in NYC public schools. If you have not received the email please contact ednews1@aol.com. Deadline for Submissions: JUNE 21, 2005.

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

—Dr. Pola Rosen, Publisher

Michele Smyth

Principal: Brian O'Connell

Superintendent's Name: Dr. Kathy Cashin

Name of School: Belle Harbor School

Student Progress: We are nominating Ms.



Michele Smyth. Ms. Smyth is a phenomenal teacher, math coach, school leader, and mom. Ms. Smyth has been a significant contributor to the efforts of our school's improvement specifically

in the area of mathematics. During the 2003-2004 year, Ms. Smyth was a leader who helped spearhead an approximate 9% increase in mathematics scores for all tested students across the grades. The student progress is unmistakable.

Ms. Smyth has worked with teachers on a one to one basis, she has worked with our Academic Intervention Team to identify and develop a comprehensive plan for remediation and differentiating instruction. Ms. Smyth has gone above and beyond her role as coach in offering her services to her colleagues on her lunch hour, before, and after schools. This coach/partner relationship has had an incredible impact on student work and progress.

Innovative Teaching Strategies: Ms. Smyth embraces the workshop model. To this end, she has modeled during professional development periods, coaching sessions and via push in coaching sessions, how to plan for, structure, and implement an ideal math lesson. Ms. Smyth has created many teacher resources linked creating synergy among: the New York State standards (big ideas), Everyday Math Program learning objectives, teaching strategies, portfolios, and test preparation materials. Through the creation and deployment of such materials, Ms. Smyth has made the day-to-day efforts of teachers easier so that they may better service their students. An innovator, Ms. Smyth found avenues of connectivity between our school's program schedule, academic intervention plan, and coaching plan. Her endeavors have enabled us to change gears with regard to the professional development that we have delivered to our staff. Ms. Smyth's creativity has created a "thicker" multi-layered professional development plan, coaching plan, academic intervention plan and school program all focused upon our students. With Ms. Smyth, energies of innovation are always directed at our students.

Motivating Students: In April of 2003, most of the students in PS 114Q sat in rows. Chalk dust piled at the front of the room. Many of the teachers taught one lesson on one skill, page by page in the text. I specifically recall frequently seeing the faces of both frustrated and bored students alike. Upon Ms. Smyth's arrival and implementation of the workshop model as a standard format for the delivery of instruction, teachers began differentiating their instruction more. Students moved around, rows of desks

became cooperative working groups, the chalk on the floor vanished and students became engaged in the learning process rather than spectators of it. Now, instruction starts with a big idea. Students get hooked and interested in math. Teachers begin their instruction based upon where their students are. Differentiation takes place every day in every class. Math games, slate boards, computer centers, the ever-loved carpet for sharing and reflecting have all invaded our rooms to our students' delight. Ms. Smyth is all about student engagement.

Parent/Community Involvement: With regard to parent involvement, Ms. Smyth has presented EveryDay Mathematics workshops to parents on every grade both during, after school, and in the evenings to facilitate their appreciation and support of the work that their children do within this program's approach. During such workshops, Ms. Smyth has presented in our library, auditorium, lunchroom, or classrooms. Most presentations were followed by accompanied visits with parents into the classrooms where the instruction was taken place. For follow up, Ms. Smyth debriefed with each parent group in the library to field questions, make connections, and develop "How can I help?" strategies with the parents. By increasing parent involvement and awareness, Ms. Smyth has improved the quality of homework and class work. Moreover, her efforts have raised the level of parent education and comfort with a new math program. All of Ms. Smyth's efforts with regard to parent involvement have paid dividends for children and parents alike. Many a kitchen table are now much more calm and much more capable when it comes to math.

Yolonda Cartagena

Principal: Joyce Woda

Superintendent's Name: Kathleen Cashin

Name of School: P.S. 214K

School District/Region: Dist. 19

Student Progress: Ms. Cartagena has been a teacher in P.S. 214K for the past eight years and has worked in the New York City Public School System for the last twenty years. Her creative talent and instructional expertise has earned her the label of "Master Teacher". Ms. Cartagena has created an environment in her classroom that is nurturing, child-centered and enjoyable. One can only see from the look on the students' faces that they are completely engaged in whatever concept is being taught. As a Kindergarten Bilingual teacher, Ms. Cartagena teaches her students how to become lifelong readers and learners through her interdisciplinary approach to teaching. She utilizes a thematic approach, emphasizing both English and Spanish while incorporating both Bilingual and ESL strategies. By the end of their Kindergarten year, Ms. Cartagena's students



have become emergent readers and writers in both of those languages. Ms. Cartagena is a wonderful asset to P.S. 214K.

implemented the technology (PDAs) that has been strongly imbedded in the curriculum. Mr. Sherman has helped me to be a leader of change. His assistance in bringing technology to the forefront as well as help me raise awareness about our school, its mission and its cutting edge instruction has provided our students with higher level skills in literacy, math, science and technology. He has helped to develop an effective staff team dedicated to providing students with a world-class education. He has shared and demonstrated his strong instructional practice with many other teachers on staff. He has been given a compensatory time position as a technology coach this year to train teachers to integrate the appropriate level of technology into their classroom for school-wide literacy projects. PDA's are used for increased writing, reading activities and Internet research in the content areas. Our ESL students record their English on PDA's and send these recordings to the teachers' network folder. He has helped teachers explore the higher-level potential of Microsoft software with the goal of creating paperless classrooms. Rubrics, writing folders and portfolio assessment are integral to his classroom. Mr. Sherman recently won first prize in the SAMSUNG Hope For Education Contest. This brought an additional \$10,000.00 worth of technology into LESP. He then facilitated our receiving one jump drive for every member of the faculty. Ben Sherman was also instrumental in implementing a student MOUSE Squad at LESP to assist our technology department in keeping every computer, PDA and laptop running. Mr. Sherman understands that education is a life long learning and growth process for everyone in the school community. As the leader learns and grows so must he/she encourage all teachers to become learners. He is a fine teacher who understands how to reach students and get them to be their best "selves." He is compassionate and creative, acting as a mentor, a guide on the side, friend and big brother. He delivers carefully crafted and structured lessons using all of the available resources we have. His classroom is filled with current student work and a fully stocked classroom library. The joy of the students learning is apparent. Ben has been a willing participant implementing changes, taking risks and experimenting with strategies. He has learned to adjust his style to meet the needs of the students and staff. He embodies the spirit I look for in a teacher leader.

Innovative Teaching Strategies: Ms. Cartagena displays her creativity and resourcefulness through her innovative teaching style. By utilizing a thematic approach in an age appropriate way, Ms. Cartagena incorporates her innovative ideas throughout her daily instructional day. She motivates her students when introducing a new theme or concept with an exciting picture, song or poem. From here, she springboards into a wealth of creative activities. One only has to visit Ms. Cartagena's classroom to see how much learning is taking place!

Motivating Students: As was mentioned earlier, Ms. Cartagena utilizes a thematic and interdisciplinary approach to teaching. Her students are extremely motivated learners and are always engaged in classroom activities. In a unit on Africa, Ms. Cartagena motivated her students by completely immersing them in the subject matter. The classroom was transformed into an African-like jungle. The children created pictures of African animals and ate African food. They read literature reflecting African culture, from African folktales to nonfiction African books. The students played games reflective of the African way of life. Another fun activity for the students consisted of creating a book about the Principal of P.S. 214K, Ms. Woda. Ms. Cartagena had the class create an invitation to invite Ms. Woda for a class visit so they could conduct an interview. After formulating interview questions with the class and interviewing Ms. Woda, Ms. Cartagena then proceeded to create a class book about the Principal. The children are always excited to read the book they created from their own classroom library. Ms. Cartagena also has her class help her develop and her bulletin boards. On this one occasion, they read aloud WHOEVER YOU ARE by Mem Fox and they recreated the cover of the book, which is a picture of the world with multicultural children surrounding it, with an accompanying writing assignment. This was truly a masterpiece. Ms. Cartagena provides a strong academic foundation for her Bilingual students.

Parent/Community Involvement: Besides being an excellent Early Childhood teacher, Ms. Cartagena also devotes time to teaching ELL parents learn the basics of the English language. She has been doing this for the past few years and has a devoted population of parents because of her excellent instruction and pleasant demeanor. Her classroom has an open door policy, which enables parents to come and participate in classroom activities, thus building a bridge between home and the school.

Ben Sherman

Principal: Martha Polin

Superintendent's Name: Doreen Cokley

Name of School: Lower East Side Preparatory HS

School District/Region: Alternative Schools

Student Progress: I have known and worked with Ben Sherman for almost three years now. Ben has been a strong supporter of the principal and the administration, a powerful instructional leader and has helped bring money, technology and change to the forefront at Lower East Side Preparatory High School. Mr. Sherman was the chief architect and writer of the \$100,000 Beaumont Grant that we received for the 2003-04 school year. Not only was he instrumental in



our receiving the \$100,000 grant, but he also made sure that students and faculty made the most of the technology that was awarded to our school. Through our program, "Write on Reading," we have witnessed huge gains in the numbers of students taking and passing the English Language Arts Regents. Mr. Sherman

implemented the technology (PDAs) that has been strongly imbedded in the curriculum. Mr. Sherman has helped me to be a leader of change. His assistance in bringing technology to the forefront as well as help me raise awareness about our school, its mission and its cutting edge instruction has provided our students with higher level skills in literacy, math, science and technology. He has helped to develop an effective staff team dedicated to providing students with a world-class education. He has shared and demonstrated his strong instructional practice with many other teachers on staff. He has been given a compensatory time position as a technology coach this year to train teachers to integrate the appropriate level of technology into their classroom for school-wide literacy projects. PDA's are used for increased writing, reading activities and Internet research in the content areas. Our ESL students record their English on PDA's and send these recordings to the teachers' network folder. He has helped teachers explore the higher-level potential of Microsoft software with the goal of creating paperless classrooms. Rubrics, writing folders and portfolio assessment are integral to his classroom. Mr. Sherman recently won first prize in the SAMSUNG Hope For Education Contest. This brought an additional \$10,000.00 worth of technology into LESP. He then facilitated our receiving one jump drive for every member of the faculty. Ben Sherman was also instrumental in implementing a student MOUSE Squad at LESP to assist our technology department in keeping every computer, PDA and laptop running. Mr. Sherman understands that education is a life long learning and growth process for everyone in the school community. As the leader learns and grows so must he/she encourage all teachers to become learners. He is a fine teacher who understands how to reach students and get them to be their best "selves." He is compassionate and creative, acting as a mentor, a guide on the side, friend and big brother. He delivers carefully crafted and structured lessons using all of the available resources we have. His classroom is filled with current student work and a fully stocked classroom library. The joy of the students learning is apparent. Ben has been a willing participant implementing changes, taking risks and experimenting with strategies. He has learned to adjust his style to meet the needs of the students and staff. He embodies the spirit I look for in a teacher leader.

Parent/Community Involvement: Mr. Sherman started Parent computer classes. PDA lending program administered by Mr. Sherman brought parents, who otherwise might never have come, to school. Ben has taken students to the NYC Marathon and has done the Bike NY 40 mile ride with students twice. Ben was instrumental in bringing the organization "Ken's Kids" to LESP along with I-mentor.

Laura Bertolotti

Principal: Mrs. Eva Garcia

Superintendent's Name: Ms. Laura Rodriguez

Name of School: P.S. 75X

School District/Region: District 8/Region 2

Student Progress: It is indeed a pleasure to nominate Laura Bertolotti as an Outstanding Teacher of the Month. Ms. Bertolotti is a model of excellence in the field of education. Her preparation for the role of educator began at Manhattan College



over 15 years ago. Education was her career choice. Thus, Ms. Bertolotti's investment of time and energy in perfecting her craft, in this noble profession, has been an extraordinary journey, which is worthy of much praise and emulation by her peers. According to Steve Gordon: "preceding everything else in teaching is the core belief in students and a fundamental belief in the lives and minds of students." And certainly



Laura Bertolotti's ability to program her students for mastery in all facets of the curricula is well known. This measurable progress is also well documented and therefore worthy of merit and acknowledgement. As indicated by Ms Elena Garcia, a colleague, "Ms. Bertolotti, has worked with my students over the years in the Academic Intervention Services Program. All of the students assigned to her program for remediation have shown progress. The students love her. Ms. Bertolotti wants the children to be successful and it comes through. She addresses the needs of each student. And she has designed a program that works with them. Ms. Bertolotti is always ready to roll into action. She is highly skilled and well prepared to meet all challenges."

Innovative Teaching Strategies: For Ms. Bertolotti, individualizing instruction is key. As a specialist in Reading and Special Education, designing a modified Individualized Education Plan with long and short-term objectives is only one facet of her action plan for each student. Informal assessment batteries in Reading and Language Arts must also be crafted; behavior modification plans must be developed; Brigance assessments are needed in Reading and Mathematics; and last but not least, a final report incorporating specific instructional recommendations is required. In addition to the aforementioned, Ms. Bertolotti has served effectively in the Academic Intervention Skills Program. The program provides test preparation for students in reading and math in Grades 3 and 4. The students also receive help in developing effective reading and math strategies. Tests are administered. Grade conferences are held to review and organize test preparation materials. Ms. Bertolotti has modeled these dynamics at Grade Conferences and Professional Development Workshops. This has been of incalculable benefit to the teachers of our staff.

Motivating Students: Ms. Bertolotti's ability to program students for success is evident to parents as well as teachers. Her belief that all students can learn is mirrored in the seriousness of purpose of the work at hand. Every student is held accountable for the work prescribed. Work in the classroom as well as the homework is carefully monitored. Parent conferences are an integral part of every step of the child's education. The rewards are intrinsic as well as extrinsic. The ultimate goal is for the child to learn at every turn. Bertolotti's students were delighted to have received rewards for two science fair presentations: "Seashells" and "The Five Senses." Literacy is a daily happening in her room. Through the balanced literacy model, students are engaged in various approaches i.e. read alouds, guided and independent reading, and the writing process. Her Reading Recovery training at NYU has been beneficial. These strategies are incorporated in her lessons. Hence, each year Ms Bertolotti's students' academic advancement is significant. No child goes unnoticed. No child is left behind.

Parent/Community Involvement:

Educators know that parental and community involvement is important in the child's education. Ms Bertolotti has fostered a permanent alliance with the parents and members of the Hunts Point community in several ways. First, Ms Bertolotti has developed behavior modification plans in conjunction with the parent of each of her students. Next, she provides for ongoing articulation with the parents throughout the school year. Then, Ms Bertolotti has participated in the Staff Development Retreats, the Curriculum Team Meetings, Learning Walks, and Comprehensive Educational Plan Forums with members of the P.S.75X Family. And if it takes an entire village to raise a child, surely the goal of the school must be to include parents in the planning and decision making for its children. Therefore, we are fortunate to have Ms. Laura Bertolotti as a highly skilled professional in our midst. She is one educator who will enable the youth of tomorrow to read, to study, and explore because their future is in her hands. Adalante! Adalante! Adalante!

Teresa Kutza

Principal: Deirdre A. DeAngelis
Superintendent's Name: Michelle Fratti
Name of School: New Dorp High School
School District/Region: Region 7
Student Progress: Mrs. Kutza is the teacher of Living Environment (Biology-ninth grade course), and Anatomy and Physiology (College Level Course.) Her students have shown progress in the following ways: student test scores on the Regents have increased; test scores on departmental exams have shown significant improvement; application of information to new situations. Student apply their creative skills to create projects which demonstrate physiologi-



cal processes, using different media such as, sculptors, models, poems, video's and CD'S. Students celebrate the information they learn by creating and displaying varied curricular topics on bulletin boards. They participate in contests and competitions. Selected students from the Anatomy and Physiology class represented our school at the citywide annual Brain Bee competition. A 4th place winner in this competition has been our best placement. Another student from the Anatomy and Physiology was selected to represent Region 7 in the Nobel Laureate Essay contest in Medicine. This contest is open to students from all high schools in New York City.

Innovative Teaching Strategies: Among the innovative teaching strategies incorporated in the quality instruction provided by Mrs. Kutza are: Varied Cooperative Learning structures, such as Jigsaw and Think Pair Share. She uses the media of drama and theatre, and the strategy of role-playing; students in the class demonstrated the structure and function of the DNA molecule in the biological process of Replication, as well as the negative feedback mechanism of hormonal control. Using every day materials such as Gum Drops (candy) and pipe cleaners, students construct the Double Helix model of the DNA molecule and the sarcomeres of skeletal muscle, and cardiac muscle. She provides opportunity for students to create products that facilitate the understanding of specific biological processes. Examples of such products include: foldables, that demonstrate the flow of energy in the ecosystem; flip books that are used to tell the story of protein synthesis; models that are created using pipe cleaners that demonstrate the process of mitosis; and the cooperative learning strategy jigsaw that enables a group of students working cooperatively to learn large chunks of information from current science journal articles. She uses popular games such as Wheel of Fortune, and Jeopardy in review lessons. She incorporates the use of current scientific information into the curriculum, via audiovisual technology, and Internet instruction, using the NIH (National Institute Of Health) curriculum series, The Brain. She also incorporates writing in the content area is accomplished through the use of Double Entry Journals, Critical squares, and Word wall creations that incorporate the specific science vocabulary.#

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THE STERLING SCHOOL

The Sterling School, a grade school for youngsters with Learning Disabilities, salutes it's graduates. On June 16th, 2005 we will confer diplomas at graduation to:

Jesse Kronengold, Alex Miller, Brian Bronzino, Samantha Rodriguez, Saadia Hunt, Freddy Acevedo, Thomas Megna, Samuel Andrews, John Proto and Mathias Biernacki. Graduation will be held at The Sheephead Bay Yacht Club at 6:30P.M. We also are proud to acknowledge our award winners: Freddy Acevedo and Jesse Kronengold will receive the "Triple C Award" presented by The Office of The Attorney General and Brian Bronzino is being recognized for academic excellence by of Office of the State Comptroller. We know that all of you will be a credit to the Middle Schools that you will attend next year.

SCHOLASTIC

Scholastic, the name that kids love, parents trust, and teachers rely on has a new retail store in Scarsdale, New York that offers the best books, toys, activities, and more to keep kids learning while having fun. This unique destination was designed to engage and educate children in an interactive, entertaining and fun, learning atmosphere, and offers a wide variety of educational, fun, and professional resources under one roof.

The Scholastic Store in Scarsdale is an "experiential retail" store that brings learning to life with the best range of educational toys, games and other products for parents, teachers, and children and has an activity area in a glass greenhouse where children engage in crafts, build-a-book workshops, and private birthday parties. The Scholastic Store also offers free events every Saturday, such as author readings, character visits and special story times, free gift-wrapping, and customized gift baskets.

One of the unique experiences that The Scholastic Store offers is The Klutz Book Factory workshop, a hands-on crafting activity for kids and adults where learning comes to life. The Klutz Book Factory™ workshop is the perfect event to get kids to write, draw, and create! This hands-on, materials-rich workshop provides kids with a one-of-a-kind experience to create a book that is uniquely all their own. Learning is no longer a spectator sport with the Klutz Book Factory™ Workshop, where kids can build their own book and have a blast while doing it! The Scholastic Store™ hosts build-a-book workshops for parents, kids, organized groups, class trips, and more.

The Scholastic Store is an interactive experience where learning comes alive. Families can engage in learning and play together and have the opportunity to take that experience home with them through the wonderful selection of educational products.

Parents, teachers, and children can also enjoy visiting The Scholastic Store's flagship in SoHo, New York where they can find the best of their favorite characters, including Clifford The Big Red Dog™, Magic School Bus®, Harry Potter, and more. The SoHo store also offers Book Factory workshops, birthday parties, and free events.

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A CELEBRATION OF FATHER'S DAY

Remembering Fathers in Different Ways

By RICHARD KAGAN

Fathers Day is just around the corner. For some families it will be a happy day. For some fathers it will be a lonely day. Dad may be paying child support because of a court order, unable to see his kids.

To address the issues of young dads with children, who are paying child-support, the Male Development and Empowerment Center of Medgar Evers College held a workshop on "Fathers, We Stretch Our Hands To You." There are 400,000 cases that deal with child support in New York City. According to Judith Albury, Director of Administration for Children Services Child Support Enforcement/Paternity and Community Outreach Unit, 65 percent of dads do pay their court-ordered child support payments on a regular basis.

Ms. Albury and several colleagues from her office, joined Alicia Crowe, attorney and advocate for fathers rights along with Eric Leggette, founder of Fathers with Voices, Inc., and Efrain Rodriguez, President of New York State Fathers' Rights Association for a workshop designed to inform and empower single fathers who desire to not only be financially responsible for the children, but to be a caring dad as well.

Peter Holoman, Director of the MDEC at Medgar Evers College notes that of the 5300 students on campus only 1250 are male. Of those, 30 to 40 percent have children.

This workshop was held to offer information that a father needs to successfully deal with the Family Courts, and how to navigate through the Administration for Children Services.

"We have a lot of fathers who do pay and don't see their children," Albury said. Dads who are willing to own up to being financially responsible and yet being unable to visit children can have a

significant emotional impact on the father. Both Leggette and Rodriguez, note that fathers can get depressed and suicidal when being prevented by a resentful mother, still hurting from the emotional toll of a broken relationship. Leggette says fathers need to learn "how to protect themselves from being victims in the system."

Those fathers who attended the workshop were advised to keep records of court dates, receipts of purchases made on behalf of the child, and any record of financial change that might affect the status of child support payments. Crowe, who works with fathers in child-support and visitation matters in upstate New York, stressed that it is very important to establish paternity and that a father should not take this lightly.

Dwight Boone, 34, is the father of four children by three different mothers. Boone works as a laborer at Medgar Evers College. He loves his children and supports all of them financially either through agreements with their respective mothers, or by compliance with court-mandated payments of child support. He has been dealing with the child-support system for years. He has recently established a joint custody arrangement with the mother of two of his daughters, Nahketah, 12 and Nadira, 11 where the children would stay with him half of the week. Boone is now going to court in hopes that this plan will be approved. Boone also has a son, Enrique, 7, with whom he shares a financial arrangement with his mother.

"Money is not an issue when it comes to my kids," says Boone. Boone says when he goes to Family Court on child support matters, the Judge assumes he is a "deadbeat" dad. So Boone brings his receipts and documentation of money he has spent on his two daughters to counter the speculation.

For more information call 1-888-208-4485

EDUCATION UPDATE'S STAFF SHARES INSIGHTS

Father

By LIZA YOUNG

With Selfless devotion
There at my side
Tending to a wound
Or celebrating my accomplishments with pride
Instilling a thirst for books and art
Surrounding us with Van Gogh, O' Henry, Mozart
The work you do for others so inspiring
I look up to you, admiring
Of your knowledge and brilliance,
Of your morality, kindness and resilience

A Bicycle Ride,

By GILLIAN GRANOFF

To MY FATHER, MY TEACHER
MY COACH AND MY FRIEND

My hands clench the handlebars, flushed red
in anticipation
With you behind me, I pedal faster
your gait quickened to match my pace
just a few steps behind me you hold tightly
to the fender.

I sail smoothly on solid ground,
Exhilarated by my independence, I pedal
faster

My Father

By NAZNEEN MALIK

I have always admired my father for his stubborn self-confidence and courage. To travel across distant oceans and adopt a foreign land, alone and without much money, is no small undertaking.

He is a confidant of sorts, a persistent reminder that to achieve one only has to believe in the possibility; the hero of my childhood memories, bearing gifts of books and chocolate, and the conqueror of midnight monsters and unwanted bugs. He is the storyteller who awakened my imagination and encouraged me to create my own fiction. And although there are many things about my father that remain elusive to me, hidden in conversations we are yet to have, as I grow older, I no longer regard him as simply a parental figure but as a friend. Happy Father's Day!

I steal away from you: my caretaker, my hero,
In my newfound freedom, I forget you.

Then I remember you;
In a hesitant moment I turn, fall and cling to
the pavement

I search for safety and find it in the pools of
your eyes
I wrap myself safely in their embrace.



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It's Time to Stop the Blame Game



By RANDI WEINGARTEN

Public officials who falter on a pledge generally have two choices: They can admit the task was too tough and promise to work harder, or they can blame someone else. Sadly, the current school system administration has chosen the latter.

During his first mayoral campaign, Mike Bloomberg asked the public to hold him accountable for the schools. He deserves credit for that. Since taking office, he and Chancellor Joel Klein have proposed various policies and initiatives that made big news splashes and reorganized virtually everything. But, if public opinion polls are any measure, no one believes the schools are better. In fact, teachers and parents, by and large, think they are worse.

Now with the mayoral election just a few months away, some, including the chancellor, are taking every opportunity to blame the system's woes on the contractual provisions the city previously negotiated with the teachers' union, the United Federation of Teachers.

The fact is our teachers have been without a

contract for two years now since the previous pact expired on May 31, 2003. Even so, we soldier on. Our teachers earn 15 to 20 percent less than teachers in the surrounding suburbs while teaching classes that, depending upon the subject, can be up to 60 percent above the state average. We work in buildings that are overcrowded and dangerously dilapidated from years of deferred maintenance and neglect.

All we want is a fair contract and the support we need to educate the city's 1.1 million students. Aside from fighting for competitive salaries and better learning and teaching conditions, the union has proposed a number of reforms that could directly help kids in a number of ways.

For example, in recent months, the UFT has: Sought salary incentives to attract the best teachers to the lowest-performing schools.

Proposed a zero tolerance plan to fire any teacher proven to have had a sexual relationship with a student.

Offered ideas to streamline the process to help, and failing that, remove, incompetent teachers.

Instead of negotiating in good faith, the school system's administration has rejected our proposals and embarked on a media campaign to demonize the union and strip away most of our contractual rights and protections.

For example, the administration says it wants more productivity from teachers even though we are among the lowest paid teachers in the region with the highest class sizes. We responded by proposing to add 10 percent more instructional time—the equivalent of four weeks—but the administration rejected the idea.

The administration says it wants the best teachers assigned to the worst schools. A year ago we proposed a school enterprise zone for the 200 lowest-performing schools in the city. The proposal included a 15 percent pay differential for everyone working in the zone. The administration said no.

The administration says it wants to get rid of incompetent teachers. We offered a way to streamline and expedite the process, but the chancellor and the mayor rejected that, too, determined instead to strip teachers of the due process protections that shield teachers from cronyism and patronage.

We have always maintained that any kind of sexual relationship between a teacher and a student is unacceptable and that any teacher proven to have engaged in such activity has no place in a classroom. Last November, the union proposed a zero tolerance policy on this issue that would ensure the safety of children and safeguard teachers against false accusations. The city rejected it.

The City Council Commission on the Campaign for Fiscal Equity—headed by Anthony Alvarado, an educator who turned around District 2 and District 4—recently issued a report saying that quality teachers, smaller class sizes and a laser-like focus on the lowest-performing students are the key ingredients to improving student performance. Numerous studies have shown that children in smaller classes have higher test scores, better grades and a greater appetite for learning.

Despite the findings of the commission—and a \$3.3 billion city budget surplus unveiled earlier this month—Mayor Bloomberg has said the city does not have the resources to give raises to teachers, police and firefighters beyond the 5 percent over three years he offered other municipal workers who were willing to reduce the starting salaries of workers hired after these latest contracts were approved.

The New York Times noted last fall that the UFT has been a partner to every positive school reform over the past 40 years. We want to keep that track record going strong. But because the school system administration has squandered opportunities for real educational reform, it has resorted to playing the blame game and scapegoating. And that means that any productive contract proposals from the UFT are likely to be rejected in the months ahead.

Sadly, the biggest losers in this game are the city's 1.1 million school children. They and their parents deserve better, and we are determined to fight to see that they get it. #

Randi Weingarten is President, United Federation of Teachers.

P.S. 57 AND ALL THAT BRASS... AND WOODWIND... AND STRINGS

By JOAN BAUM, Ph.D.

When P.S. 57 Principal Israel Soto started trombone lessons after 25 years, having first fallen in love with the instrument when he heard three trombones at a salsa rehearsal in his native Puerto Rico, it was not just love of music that prompted him to study but love of his job. He saw music as a way to encourage the children in his East Harlem school at 115th and 3rd Avenue, not only by infusing the arts into the regular program, but also by setting an example—performing with his students. The results? A lot to note musically and academically. Test scores are up for this once failing school and P.S. 57's partner, the 92nd Street Y, through its Educational Outreach Program, is delighted to bear witness. In just five years, Principal Soto reports, attendance is 92 percent, self esteem high, there are fewer incidents, suspensions, and—most significant—the number of 4th graders reading at grade level has jumped from 6.6 percent to 42.4 percent, with 63.3 percent (up from 36.7 in 2001-2) at grade level or more in math. And Israel Soto has obviously found a soul mate in another brass player, Misty Tolle Pereira, a Juilliard-trained professional French Horn player who is the director of the Y's Education Outreach program. The two of them speak enthusiastically about plans for 2006 (doubling the band, for example), for the next few years, and—forever. Says Ms. Pereira with a joyous catch in her voice, "We have a commitment to P.S. 57, it is our school."

The Y is in every classroom watching for progress and talent and when they see it, they offer those students the opportunity to study at the Y in its School of Arts, Music, Dance and Visual Arts—a gift that has stimulated other students to compete, the principal adds.

Why even he has been studying there. Indeed, the Y chimed in even more when just a year ago the school's student orchestra looked as though it might not succeed because students were dropping out, despite evidence that individually, attention to the arts in the school was clearly making a difference. And they continue to plan and dream.

Principal Soto is eager to track his students and find out how many will continue with their instruments or with music. The band program is doubling next year and concerts such as this past May's orchestra recital, will undoubtedly continue to grow and attract larger audiences.

Key to the revival was the Y's generous assistance from professional musicians, notably Oskar Espina-Ruiz, a winds teacher and orchestra conductor, Caroline Chin, a strings teacher, and Rafi Malkiel, a brass teacher, not to mention the school's own dedicated music teacher, Robert McDermott. Other Y specialists in dance, theatre and 3rd grade music also redoubled efforts, visiting the school and giving lessons to the students twice a week for two hours each day. The dynamic principal notes that 33 4th, 5th and 6th graders who couldn't even read music a year ago are now rocking away with classical, pop, jazz, Latin beats, even rap, which they create, though it must have a "positive message." Approximately 55 percent of the students are Latino, 40 percent African American, and the remainder coming from various Asian countries—a small world who will come to speak music, a world language. The Y is nearby, part of their community—they attend events—Cuban music, Peter and the Wolf, Young People's Chorus, Yiddish folk songs.

Also central to the changing dynamic at the school through music has been the involvement of parents in the program. "We've made them artistic partners," Israel Soto says, they are involved, they even help with the hall decorations for the school's May open house and concert.

How have the children reacted to having a band, chorus, xylophone orchestra (for the 3rd graders) and almost one on one instruction from the pros? Israel Soto and Misty Pereira spontaneously do an unrehearsed duet: "Wow!" But the kids themselves should have the last words. "Being in a band can make you feel really good about yourself and can keep you from being bored. One day I thought, instead of doing nothing, I can do something. That's when I tried for the band. This is the best time of my life." #

Dr. Michelle Fine

continued from page 5

The program at BHCF serves as a model for other colleges that are considering developing programs with other prison facilities. Bard

College, for example, has already initiated a similar consortium with a set of men's prisons and there is a consortium of colleges in New Jersey that aims to work with the women's prisons in their area. Therefore, the climate seems to be changing, and although progress is slow, it is progress nonetheless. #



The faculty, staff, and administration of Poly Prep applaud the outstanding Class of 2005! In reaching this milestone, each of you has already achieved something truly remarkable. Cherish the moment, as we proudly celebrate your many successes, and know, as you enter the world beyond Poly, that the future is yours. Congratulations!

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Tips on Teaching Forensics

The growing interest in forensics—fueled by popular TV crime shows—is giving teachers a new and exciting way to teach basic sciences.

Your readers may be interested in a new classroom science kit from Ward's Natural Science that gives students hands-on experience in a range of authentic forensic techniques. Developed with Sgt. Lou Savelli—one of the NYPD's most decorated criminal investigators—the kit uses story lines based on actual criminal events that Sgt. Savelli encountered in his career.

Lessons in the WARD'S Forensic Detective Lab Activity begin with examples of how to properly document a crime scene. Students can then use their memory and observational skills to create a composite sketch of a suspect using FACES police software. They

will also explore simulated blood typing, blood spatter analysis, fingerprint analysis, glass analysis, luminol detection, and DNA analysis. The kit includes a detailed teachers curriculum and enough materials for 30 students.

To help students use their new forensic knowledge to better protect themselves, the kit also includes 30 take-home personal ID kits that allow the students' parents or guardians to collect fingerprint, DNA and other personal information as a record in the event of an emergency. The forensic kit also provides an ideal opportunity for teachers to engage local law enforcement officers to discuss their work and participate in the lab activities. #

Teachers can find out more about the forensic kit at <http://www.wardsci.com>

New York Aquarium Unveils Exhibit Featuring Bathysphere

On June 9, 2005, one of the founding fathers of the Wildlife Conservation Society (WCS) will be celebrated at WCS's New York Aquarium. The Aquarium will unveil a special new exhibit of the Bathysphere used by William Beebe and Otis Barton in 1934 to establish a new deep-sea diving record for that time. These first two deep-sea explorers ushered in a new era of ocean research and opened the doors for many others to follow.

The Bathysphere was developed and constructed by Otis Barton in 1929. By 1930, Mr. Barton, Dr. Beebe and his staff were conducting test dives off the coast of Nonsuch Island near Bermuda. On August 15, 1934, Beebe and Barton descended to a record 3,028 feet.

In addition to breaking depth records, Dr. Beebe, as a naturalist, was interested in observing and cataloging the creatures of the deep. Until the turn of the century, scientists believed that life could not exist below 500 feet of water—Dr. Beebe showed otherwise—bringing back accounts of strange and exotic creatures from his deep-sea explorations—giant fish, large silvery eels, transparent shrimp, and many creatures that produced their own sources of light through what scientists now call the process of bioluminescence.

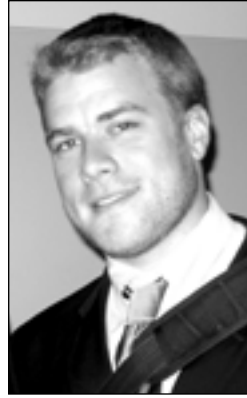
Beebe went on to make biological discoveries as the head of the Wildlife Conservation Society's (formerly the New York Zoological Society) Tropical Research Program. From the mountains of Burma, to the jungles of South America, to the deep-sea trench off the coast of Bermuda, Beebe observed many natural phenomena and popularized them for the general public through twenty-one books and hundreds of magazine articles. #

A Wildlife Conservation Society park, the New York Aquarium opens every day of the year at 10 a.m., and closing times vary seasonally. The



Aquarium is located on Surf Avenue at West 8th Street in Coney Island. For directions, information on public events and programs, and other Aquarium information, call 718-265-FISH or visit their web site at www.nyaquarium.com. For info on special group rates, call 718-265-3454.

ENVIRONMENTAL EDUCATION: AN INTERVIEW WITH JAKE KHEEL



By NAZNEEN MALIK

New York City is brimming with natural treasures, of which most people are simply unaware. As urban ecology carves its own niche in academia, organizations like Nurture New York's Nature (NNYN) bring environmental awareness

into the forefront of our collective consciousness. Renowned mediator, Theodore Kheel, founded NNYN in 2003 with a gift from artists Christo and Jean Claude entitling it to funds raised from products and events related to The Gates of New York on the condition that all proceeds are directed towards environmental issues and not for profit activities. "We created NNYN to be the ongoing steward of that license agreement," says Jake Kheel, Project Director of NNYN and great-nephew of Theodore Kheel.

Soon afterward, they approached The City University of New York with a book written by David Rosanne on the nature of New York in hopes of developing it into a course. CUNY accepted their proposal and offered the course through the School of Professional Studies the following semester. "The course was extremely well-received," says Jake Kheel.

Although NNYN stresses environmental awareness in urban environments, and focuses on New York City, its efforts are by no means confined within domestic boundaries. Theodore Kheel has been an investor in Punta Cana, the fastest growing development in the Dominican Republic, for the past 35 years. In 2001, Kheel, in conjunction with the Punta Cana Ecological Foundation and Cornell University created the Punta Cana Center for Sustainability and Biodiversity, a research and education facility complete with laboratories, and dormitories that can accommodate up to 24 students. It also offers five to ten-week-long research programs with Harvard University, Columbia University, Stevens Institute of Technology, University of Miami, and Virginia Tech.

"Typically the way that the program works," explains Jake Kheel, "is that a professor will bring a group of students to Punta Cana as either part of a course or as a stand alone course. Although the programs vary in terms of research

focus, we try to apply it to the needs of the local area," says Jake Kheel.

For example, Punta Cana's natural resources and coastal location provide graduate students from the University of Miami's Rosenstien School of Marine and Atmospheric Science with the perfect opportunity to study coral reefs and coastal ecosystems while working directly with the Ecological Foundation to improve the area's drinking water.

Columbia University's program, however, caters to a slightly different crowd—non-science majors—and uses Punta Cana as a laboratory for learning. Students receive basic training in field research and investigation.

Early environmental education may foster an appreciation for the environment and a desire to protect it. Kheel attributes his own passion for the environment to a week long intensive look environmental issues while in grade school. They measured tree sizes in math class and studied nature writing and environmental literature in English. "Our school was dedicated to the environment and for that week each course was taught thru an environmental lens. It really struck me and since then I knew that I wanted to get into this field," he says.

With a graduate degree in environmental management from Cornell University's Center for the Environment, Kheel began working closely with Theodore Kheel, in 2003, creating NNYN. He admits that he was attracted to his great-uncle's solution oriented approach and the way he viewed the issue of sustainability as a conflict between environmental protection and development. "I've been converted to conflict resolution; it rubs off on you the more time you spend with Ted," he jokes.

I think the idea of urban ecology is really relevant and becoming popular, says Kheel. NNYN is currently promoting a book, published in collaboration with National Geographic, entitled Go Wild in NYC. The book is intended for all ages but works well for grades 4, 5, and 6 and is accompanied by a website, www.gowildnyc.org.

The challenge, of course, is to get people's attention; and that is where NNYN's relationship with CUNY is most valuable. "CUNY can bring the intellectual firepower of scientists and researchers to the public and forge a connection between policy and research." He continues, "they can do it on a grand scale like that of New York City, and it can then be applied to other cities."#

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CORPORATE LEADERS IN EDUCATION

AN INTERVIEW WITH PETER BONEPARTH, CEO, JONES APPAREL GROUP

By NAZNEEN MALIK



Boneparth (R) rings bell at New York Stock Exchange as John Thain (L), President of the NYSE Foundation looks on

cated that funneling resources towards teachers would be most valuable. He also relates a few perturbing facts about the challenges facing the educational system today, and more specifically, the difficulties that teachers encounter. Research indicates, he says, that over the next decade the nation will need more than two million teachers; however, nearly fifty percent of teachers leave their profession within the first five years. In addition, teachers spend roughly 1,200 dollars, on average, of their own money to equip their classrooms.

The Jones New York *In The Classroom* program, offers both monetary support and access to human resources to combat these problems. Jones Apparel Group employees are allotted up to three hours of paid time off each month to donate their time to communities and schools. Employees in distribution centers and retail stores have already begun taking initiative, comments Boneparth. From bake sales to face painting, they are starting to raise money in their local communities to give to schools and other educational endeavors. In addition, the Jones Apparel Group has partnered with four non-profit organizations who share a similar vision—a teacher-centered approach to improving education. These organizations include: TeachersCount, Teachers College New Teacher Academy, Fund for Teachers, and Adopt-A-Classroom.

“We believe that over time we will be able to elevate the stature of teaching, and these organizations will be able to provide tangible resources that will improve teachers’ experiences,” states Boneparth. Teachers will have access to grant programs that will enhance their professional development, and be given the support and recognition they deserve so that they can be effective educators. Through Adopt-A-Classroom, teachers will receive a

500 dollar stipend for classroom supplies and equipment.

“I think that a company of our size has a responsibility to try to do something,” says Boneparth, “we benefit greatly from the workforce and the talent pool throughout the country, so we have a vested interest in the educational system. We need to give something back to that.”

Indeed, the Jones Apparel Group, has already begun. “We wanted to adopt an entire school to make a statement locally,” explains Boneparth. Perusing mission statements of various schools, they selected The Global Enterprise Academy, housed in Christopher Columbus High School in the Bronx, due to its heavy focus on business related education. “The idea is to build a lasting relationship,” he says, “and not only will we continue working with students there, we are also going to be bringing the students out of the school to visit places like NYSE.” In addition, the Jones Apparel Group will also offer internships. “We want students to have that experience so they can apply what they are learning in school to the real world,” he adds.

The response has been wonderful. Troy Richards, a Computer Arts teacher at the Global Enterprise Academy, is among those who will be receiving a 500 dollar stipend as part of the Adopt a classroom program. “The people at Jones are really interested,” he says, “and they are coming back and showing us that they want to work with the students.”

Tamasia Johnson, a ninth grader at Global Enterprise Academy is excited about the program, especially the internship opportunities. “I want to be a fashion stylist,” she says with certainty, “and an internship will help.” Ninth grader, D’ashley Moreira, shares her enthusiasm and wants an internship to learn more about business.

“We want to be leaders in this field and we want to have other corporations join us,” says Boneparth. “For us the pride of authorship is less than the pride of leadership. We spent a lot of money up front to create an infrastructure that could support a much bigger program because we want to grow and we want long term visibility for teaching as a profession.”#



Troy Richards, Teacher, with students Tamasia Johnson & D'ashley Moreira

Poised with gavel in hand, Peter Boneparth, President and CEO of Jones Apparel Group, Inc, stands in the balcony overlooking the floor of the New York Stock Exchange (NYSE), the commercial capital of the world. At exactly four o’clock, he rings the closing bell, signaling the market’s close with the pounding of his gavel.

Earlier in the afternoon, Boneparth announced the launch of Jones New York *In The Classroom*, the first corporate-wide program dedicated to improving the quality of education through teacher recruitment, retention, and recognition. Education was an issue where we thought that we could make a difference, says Boneparth, and our research indi-

Model UN-USA: Preparing Students for a Global Society

By LIZA YOUNG

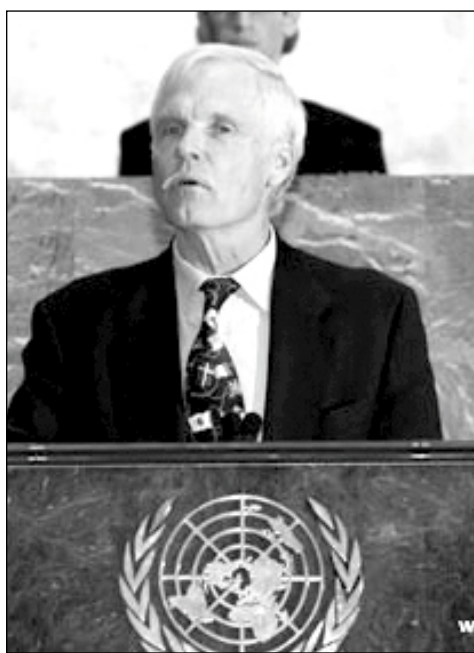
The Model UN experience has until recently been primarily limited to suburban or private schools. It was through Global Classrooms, part of the United Nations Association of the United States (UNA-USA), however, that dreams of urban middle and high school students to become part of the instrumental force in keeping world order were fostered through extending the Model UN experience to students in urban areas, grades 6-12.

Since its earliest roots, the Global Classrooms Model UN has grown tremendously. This year, its sixth year in existence, there are 2,100 student delegates from 150 different schools.

Growth of Global Classrooms has been supported by philanthropic efforts, such as Ted Turner’s billion dollar pledge to the UN and recently through the participation of Merrill Lynch with their \$7.5 million pledge which will be used to extend Global Classrooms to 15 countries as well as expand the curriculum to focus on global trade, finance and development.

Ambassador William Leurs, President of UNA-USA, describes Global Classrooms as an excellent opportunity to prepare students for global civilization.

The Ambassador elaborated on the motto of Global Classrooms, “Learn, live, lead.” “Learn” refers to the experience in the global classroom of learning about the world, debating, about negotiations, conflict resolution, and about oneself. “Live” is the experience at the Model UN conference where students develop confidence and express their views while acting as delegates of nations around the world. “Lead” refers to a future of leading people, companies, the world.



Ted Turner

The excitement and dedication of students was clearly evident at the meeting. With the professionalism of a seasoned UN delegate, Daniel Spitzer, Model UN Secretary General, made the opening remarks at the Model UN. His dedication, as well as that of fellow participants, was evidenced with words of a guarantee of service to the public.

The value of the Global Classrooms was emphatically clear through the efforts of Wilfredo Diaz, a senior at School of International Business and



Eddie Bayardelle

Finance and one of this year’s Head Delegates. When the Faculty Advisor at his school left and the program was in danger of being dismantled, Wilfredo, took the reigns, and became the programs new advisor.

Global Classrooms and the Model UN experience are instrumental to the moral development of students. As stated by Eddie Bayardelle, First Vice President of Merrill Lynch, “The knowledge and skills that you gain as delegates, in addition to preparing you for the future and per-



haps more importantly, make you better human beings, more caring individuals and more compassionate citizens.”

Ted Turner praised the efforts of the UN throughout history, and believes that the young generation can face the challenges to come. “All of us can make a difference. It may be the moves that you make in your life that tip the scales.” And it is through programs, such as Global Classrooms, that foster the social, political and moral development of children, that there is an increased chance of realizing this potential.#



HELPING CHILDREN WITH HEARING IMPAIRMENTS

By DIANNE FOUTCH, M.A.

It wasn't too long ago when a student who was identified as having a hearing impairment was automatically relegated to a life of silence. Hearing testing was basic and hearing aids were bulky and often prescribed in a trial and error method. Complicating matters further was the lack of specialized care and education that focused on improving a child's hearing and spoken communication.

Today, children who are deaf or hearing impaired can learn to hear and talk with the assistance of advanced technologies, such as hearing aids and cochlear implants, and highly trained educators and speech-language pathologists at oral deaf education facilities like The Center for Hearing and Speech in Houston. With those skills comes access to a mainstream, hearing world that was unavailable to past generations of children with hearing impairments.

For more than 55 years, The Center for Hearing and Speech in Houston has been working with children who have hearing impairments, teaching them to listen and speak without the use of sign language. Each year the Center provides education, audiology and speech-pathology services to more than 1,200 children with mild to profound hearing loss.

The Center offers services for children from infancy to age 18, as well as for their parents, within four areas: the Melinda Webb School, a fully accredited preschool and primary program for children with hearing impairments; the Audiology Clinic, which provides a full range of services for children under 18, including hearing and hearing aid evaluation, earmold and hearing aid fitting, cochlear implant services and ongoing monitoring; the Speech-Language Pathology Clinic, which serves children who have speech and language delays resulting from hearing loss; and the Parent-Infant Program, which provides parents the skills they need to help their hearing-impaired infant develop communication skills.

Eighty percent of the Center's preschool children wear a cochlear implant, a hearing assistive device that is surgically placed in the inner ear and connected to an external unit that contains a tiny receiver, computer and battery. The implant sends electrical signals directly to the auditory nerve, bypassing the damaged parts of the inner ear. The implants, combined with intensive rehabilitation services, have the potential to help students acquire a high level of spoken communication and listening skills.

The US Food and Drug Administration approved cochlear implants in children as young

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BARBARA CORCORAN SPEAKS AT THE NYU CHILD STUDY CENTER

By RICHARD KAGAN

Dyslexia is a learning disorder that can be overcome. That is the message that Barbara Corcoran, Founder and Chairman of the Corcoran Group, imparted at the Adam Katz Memorial Lecture Series held at the New York University Medical Center recently.

The Adam Katz Lecture Series was created in 2003 in memory of Adam Katz, son of NYU Child Study

Center board member Howard Katz. Adam Katz struggled with Attention Deficit/Hyperactivity Disorder (ADHD) and learning difficulties throughout his life.

Corcoran's talk "Brokering Success: The Possibilities Within A Disability" focuses on her struggle to cope with dyslexia which affected her reading and writing skills as a child.

Corcoran, discovered that she had difficulty reading while in 3rd grade and did not perform well in grammar or high school. She became an outsider and didn't fit into the social circles that one finds while in school. But she did not let this stop her and went on to become, according to CNN, one of "the most sought after (real estate) brokers in New York City, and a nationally known real estate executive." The Corcoran Group has sales of \$5 billion dollars, with 1200 agents operating in New York City, The Hamptons, and Palm Beach, FL.

According to NYU's Child Study Center, approximately 10 to 30 percent of children have some form of learning disorder. Dyslexia is a



language-based learning disability and occurs to people of all background and intellectual levels. There is a genetic predisposition of acquiring a learning disorder from a parent who has one.

Corcoran spoke about feeling lonely and an outcast at school because of her learning disorder, but she compensated by using her mind to imagine and think of great possibilities. Barbara Corcoran was one of 10 children. Her mom

gave each child a label, describing a positive trait. Corcoran's Mom dubbed her the "Imagination Child" of the family. Feeling frustrated by her inability to read well, she sat in class and daydreamed. Daydreaming became a time where Corcoran developed her sense of visualizing, of creating images and ideas. This later served her well in business. At a business meeting, she could see a business plan in all its detail, without having to read the numbers.

Being an outsider as a child led to her becoming an "innovator" in her career. "You can see differently," said Corcoran. It became a great advantage for her in building a business which started out with a \$1,000 loan from an ex-boyfriend in 1973 to become a multi-billion company. Corcoran sold the Corcoran Group in 2001 to NRT, the nation's premier residential real estate company but retains the title of Chairman, and is actively involved in generating publicity with many television appearances.

Corcoran remembers the day her college teacher

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THE TENNIS BALLS THAT HELPED DEAF CHILDREN

By E. OXMAN

When you first realize you are having a child your imagination runs wild. Mine envisioned all sorts of things as I lived nine months with blissful anticipation. The fact that tennis balls would become important to me in raising my first-born child never entered my mind.

The birth of a child is the world's most nearly miraculous event. Our child's birth was miraculously perfect, but with a crooked "t." They could tell at birth that our daughter was hearing impaired by looking into her ear canals. Her diagnosis would be bilateral atresia; bilateral meaning both sides are affected, atresia meaning a blockage. Ultimately, her hearing loss would be diagnosed as mild. At birth, they whisked her away to check her kidneys because children who are born with ear anomalies can also have kidney problems since both organs develop, in utero, at about the same time.

We were told Gigi's loss should be viewed as deaf. I was crushed but the petite maternity nurse waited until the doctors left the room, and she knew more. "That little baby is not deaf," she said. "You will see. Don't worry too much." She would be right. She, this maternity nurse had the old-fashioned skill of observation down to a science. When the phone rang in my maternity room, that new little baby exhibited a startle reflex. I did not quite know what to think since I was a first time mother and my concerns were bigger than the hospital, at that point.

Still, I had been put on a journey and the journey would lead us many, many places.

There was the bear Stem test that we did first. That involved a lot of wires and electrodes hooked up to a computer and things were graphed and written up. It did not give us much hope. It looked as if Gigi might be nearly deaf. During a lengthy and intensive search, the name of a cardiologist kept coming up. Her method was called "Behavioral Observation Technique." It was actually fun, in a complicated way.

Ultimately, Gigi's loss would be labeled conductive, meaning it was how she perceived sound by virtue of her ear canals and ear drums. There are many reasons for hearing loss, such as the inner ear not working and often those children are candidates for cochlear implants. They hear the word in a more electronically reproduced way. Gigi hears more like your Aunt Tillie, who has lost hearing as she went past the 80 year mark. Still, your Aunt Tillie grows up with language in her ear, so her loss will not impede her progress through toddlerhood and the elementary years. A family has to be very vigilant in the face of any kind of skill set back in infants. In our case, we

put a headband on Gigi for four months. On one side she would have conduction of sound through her skull because a small porcelain-like box would receive the sound and on the other side she would have input of sound through a tiny microphone. Although it was "there," it was a long way from the world of Helen Keller or Edison, who was also hearing impaired. In fact, Edison knew about conductive loss, and when a famous pianist was playing for him he actually put his teeth around the piano in order to "conduct" the sound into his middle and inner ears, which were intact. This explains his love of producing sound, like the invention of the phonograph.

Educating a hearing impaired child takes a lot of thinking, analyzing, guessing, trusting your instincts, advocating in a way that takes everyone to a new level—educators, other parents, but especially your child and yourself. I would walk Gigi for hours going over sounds in her ear that I knew she had trouble with because of her audiogram that graphed her loss. *Sheep in a Shop* was a well-read book. It was super fun to find every book I could that addressed sounds in language and I even found books that addressed sound in foreign languages, such as French, Italian and German. After all, I reasoned, if I have to repeat a million different sounds, if I have to create a sound palate over and over, I may as well make it interesting for myself, and who knows? Maybe she will be a linguist! My role model was the deaf Scottish percussionist, Evelyn Glennie. Although I believe her loss is inner ear, she still uses the sound that she feels with her feet and her body to tell her where she is in the music. Since I knew there was a world to enter here, I did, and began a correspondence with The Royal School for the Deaf in England, as well as with the Spencer Tracy Institute in Los Angeles (Tracy's son was deaf). I found a world of magic surrounded the world of hearing impaired children. With creativity, touch, music, lights, patience and love I would learn such a lot. In England, they have tiny tots hold onto lights that vibrate and light up in time to great



Genevieve with headband covering her hearing aids

pieces of music, like a Beethoven symphony. You learn that when you speak to a hearing impaired child, and say something simple like "Quick, zipper up your coat, please" that the child is sifting through what you are LIKELY to have said. The child thinks "She said 'ick, perup your throat of peas" and the child is off to the races trying to figure out exactly what you said. Most of the kids, through lots of intervention, become truly adept at thinking ten words at a time, selecting and processing and putting together a sentence that fits the situation they are in. Obviously this skill gets much trickier as they go off to school. That is when the hard work really begins and keeping track of your child's education is exciting but fraught with issues that are always unexpected and deeply new terrain each time. The most important thing to realize when you have some hurdle to clear, such as teaching hearing to a child who has not as much hearing as you have, is to realize what a gift it is to look at the world from a new perspective, their perspective. I take my hearing for granted, but could not do so with my daughter and never will be able to do so. I have tried for 13 years to hear the world through her ears, and this has been an amazing adventure.

My first gift was her response to her world—my singing, her father's guitar playing, our dog,

Asta's bark and growl. Every night for nearly the first six months of her life I sang her name the same French lullaby while I walked her around our dining room table until she fell asleep. Finally, after six months, I changed tunes! At about ten months I sang the unsung lullaby and there was no mistaking her reaction: her head moved right up, her eyes looked right into mine, and I immediately understood that she had recognized her old, not heard for a long time, song. It would be a block to build upon. It was a magical moment for us as a family, full of hope and pleasure and joy.

The biggest challenge has been how to hear in school. My attempts to facilitate Gigi's education have been full of ups and downs. I have made many mistakes where I should have said things differently to teachers, or whomever. I also did many things right.

Now we are at the point where Gigi, as a seventh grader in a mainstream school, is writing her science reports about her surgeries, and what her hearing is all about. I am glad that she understands it all. My job now is to keep the path as clear as possible so that her hearing aids work and she can really be included in the classroom as a serious participant. Not we scour the city for dead tennis balls. We take the balls, use a box cutter to make a slice in them and then slip them over the bottom of the chair legs. This makes the scraping sound of the children's chairs much less loud and it leaves the room free of wall-to-wall carpeting. Audiologists from the New York City Board of Ed told me that they had trouble getting balls for the kids, so now it has become a little mission for me: I have an old Buick station wagon, and have been known to show up at tennis clubs in Westchester and Manhattan begging for bags of dead balls. At first I felt pretty awkward, but now I feel that it is such a great thing to do. After 9/11

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Lenore Ruben, LMSW, CHT, EMDR
Orly Calderon, Psy.D., NYS Lic. Psychologist
Cathy Wein, Ph.D., NYS Lic. Psychologist

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CHANNEL 13 HOSTS 15TH ANNUAL LITERACY CONFERENCE

By GILLIAN GRANOFF

Channel Thirteen recently hosted the fifteenth Annual Literacy Day Conference. The conference, with 148 participants, brought together adult literacy educators, computer and technology and community outreach professionals, and representatives from New York's Department of Education. The emphasis was on finding ways to improve curriculum and resources to combat Adult Illiteracy.

The Conference featured a series of engaging speakers on topics ranging from advocacy in adult literacy to presentations featuring the latest innovations in technologies to help facilitate curriculum planning. The day opened with opening remarks from Ronald Thorpe, The Vice President and Director of Education Channel Thirteen/WNET New York. "Since 1990, Adult Literacy Day has been our opportunity to bring together adult literacy educators and leaders to share these resources and many others with the network of institutions in the adult basic education community and ultimately the students who are empowered through our efforts."

Participants had the opportunity to attend workshops on a range of issues from advocacy to action. Speakers spoke of the challenges faced by Adult ESL students, the challenge of sustaining adult literacy programs in a climate of government cutbacks. Channel Thirteen executives presented a sample screening of Channel Thirteen's four major adult literacy programs: TV411, GED Connection (a biweekly program which includes lessons on reading, writing, mathematics, social studies and science to help prepare students to pass the new GED), GED en Espanol, and Learn to Read (which airs Monday through Friday 5:30 to 6 p.m.). Anthony Tassi, Special Assistant to Mayor Bloomberg, spoke on the Mayor's behalf to express appreciation and support to the adult educators for the important work they do and affirmed the Mayor's commitment to support their effort. Jeanne B. Mullgrave, the Commissioner of the New York City Department of Youth spoke passionately about the critical role of parent involvement in fostering adolescent literacy. She encouraged parents to be involved and support their children in their homework and schools even if they do not understand the material. Afternoon breakout sessions presented

workshops on a range of topics from community outreach, activism and advocacy, curriculum development, and strategies to expand literacy services. The sessions featured hands-on workshops for adult educators on how to utilize the latest visual and computer technologies to enhance their curriculums. Keith Eisenberger, a representative from Channel Thirteen's KET affiliate station in Kentucky presented a workshop on how teachers can use the stations on air broadcasts as an adjunct to classroom instruction.

Toni Schefflin, Manager of Instructional Television, introduced educators to Channel Thirteen's latest innovation. The Video On Demand Programs, a project still in development, that integrates video from a local website to help instruct students on a variety of topics using downloading video clips. A Workshop Encouraging Independent Writers, emphasized instruction methods that encourage ESOL students to correct their own writing. Sessions also included basic information on the GED, and Post-GED Academy, the collaborative effort of four alternative high schools that help prospective graduates to interview, resume write and filling out applications.

Elyse Barbell Rudolph, the Executive Director of the Literacy Assistance Center, also spoke passionately about the importance of advocacy and perseverance for adult literacy in a challenging political era of government cutback.

The conference came on the heels of a rally challenging the proposed 64 percent budget cuts to adult education. The proposal, called "The Workforce Investment Title II," proposed a decrease in spending in adult literacy programs from \$569 million in 2005 to \$207 million in 2007. A workshop gives educators skills to increase lobbying and to increase government spending, while using local resources to enhance community awareness.

The air of enthusiasm and camaraderie reflected the deep-rooted commitment and devotion of these educators to their cause. President and CEO of Channel Thirteen Bill Baker echoed Thirteen's commitment. "Thirteen Literacy Services are a major part of what we do in this community. And they are at the heart of what sets this television station apart from others. Broadcasts of GED Connection and GED en Espanol, TV 411, and, of course, Learn to Read are among the most important programs we put on the air. Through online resources, educational newsletters and help lines, and professional development activities, Thirteen provides invaluable resources to the institutions that serve adult learners."

The conference helped to empower educators and inspired them to continue to improve adult literacy, empowered with practical tools to families to become more effective communicators become productive and successful and functional member of the community (I'm having trouble getting at what this sentence is trying to say—I don't know if I can correct it!). Yvonne Neil, a computer teacher and adult educator was inspired to bring to the variety of resources and thing she learned to back her work as a caseworker in the classroom. "In my room, students come down and talk about problems such as housing issues and how to fight on their own behalf without physical violence. I learned that I can be my own best advocate." Indeed, this valuable lesson is one she hopes to impart to her own students by applying the skills she acquired in the conference to her work as a computer teacher and caseworker. #

Hearing

continued from page 12

as 12 months old in the late 1990s/early 2000s, and research shows the earlier a child is diagnosed with a hearing impairment and the sooner treatment begins, the more successful the treatment. Because children can receive cochlear implants as young as 12 months old, they are able to begin treatment earlier and therefore become mainstreamed at a much younger age than ever before. To help teachers facilitate a hearing-impaired child's entry into the classroom, The Center for Hearing and Speech has collaborated with Houston-area school districts to implement an education/training program for its educators. The program has been very successful and will expand in the coming school year. To learn more about The Center for Hearing and Speech, please visit www.centerhearingandspeech.org #

Dianne Foutch, M.A., is the Executive Director of The Center for Hearing and Speech in Houston, Texas.

Rikers High

continued from page 4

than to raise awareness to the flawed nature of the prison culture. "Spending more time there, I feel very hopeless about the future of these kids. I do not know the answer to this riddle. Society at large does not provide any kind of opportunities or outlets. It's very easy for these guys to go back to jail. When they leave, they have a criminal record. The enticement to sell drugs and continue with their old life is overpowering and is really a societal issue. It is illuminating and disheartening."

From his mother Diana Griffin-Strauss, a former special education teacher, Buhler inherited an innate respect for teachers and an implicit understanding of the frustration of having a talented student who squanders his potential. After making the film, Buhler is left with no simple answers on how to solve the cycle of incarceration and recidivism. The U.S imprisons a fifth of the world's prisoners, and 8 out of 10 are rearrested within a year, although they do not necessarily return to prison. With such a high rate of recidivism, Victor Buhler acknowledges it's easy to be hopeless about the possibility of imagining a better life for these prisoners through rehabilitation. "Certainly these guys do commit crimes; however, our fetish with building prisons has a short term gain but creates a larger problem when these guys go to prison and make no real contribution to society." #

Rikers High debuted at the Tribeca Film Festival and will air at Showtime networks and France 2. It is a stunning example of how filmmaking can generate dialogue on a significant policy issue.

Corcoran

continued from page 12

read aloud her poem on "Raindrops" in her freshman creative writing class at St. Thomas Aquinas College. "Maybe I'm not stupid," Corcoran thought. She had 23 jobs before she found her niche. She took her thousand dollar loan and parlayed it into a dream. She stepped out and "talked triple-time and a half" as she developed Corcoran Group into a major force in the NYC real estate market.

Corcoran's 11 year old son is also dyslexic. She was diagnosed with dyslexia when her son was also tested for learning disorders when he was in second grade. By then, her company was firmly established as a leader in the city but now she knew there was a name to what she experienced. "Oh, that's what was wrong," she said at that time.

As Chief Executive of her company she gave tasks she hated to employees who could perform them better. Corcoran cites Esther Kaplan as being a great administrator who was very good with financial matters. Delegating tasks helped her focus on creative ideas for marketing strategies. "I still can't read a financial statement," Corcoran said.

Corcoran has written a best-selling book, *Use What You've Got And Other Lessons I Learned From My Mother*. All proceeds from the hardcover and paperback versions go to fund the specialized needs of dyslexic children. #

Deaf Children

continued from page 13

the Department of Special Services for the hearing impaired children was thrown to the wind by budget cuts. I have tried hard to keep track of the system and now my mission is a simple one: recycle the balls, get them ready, and give them to the city audiologists who need them for all the five boroughs. It is great to think that somewhere a third grader can hear her times tables better than ever, and may even win a scholarship to Princeton some day to study math. That is the future of our society and to feel in touch with it through my own family adventure gives us a real sense of what life is truly about—each other. We have been so fortunate to have all the help we have, even from my doorman who has so kindly cut open the tennis balls for us. The kids even like the decorative quality that the tennis balls bring to their classroom! Now we are looking for the newest, hottest color, but green still seems to be all we can find. We are waiting for the day that the Williams sisters commission a new eye-catching color tennis ball! We will be first on line to pick up those that have lost their bounce on the court, but live a different life in the classroom! #

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Packed Crowd Hears Book Winners at Bank Street College Awards

By JOAN BAUM, Ph.D.

The 33rd annual Irma S. and James H. Black (ISB) Awards for Excellence in Children's Literature, hosted by Bank Street College of Education, reached hilarious heights last month when 2004 ISB winner Mo Willems brought down the house with his acceptance speech. If he couldn't make it as a writer, one guest was overheard to say, he certainly could make it as a stand-up comic.

Humor and good cheer were noticeable from the start when Augusta Souza Kappner, President of Bank Street College, welcomed everyone, thanked the benefactors, and reminded the audience of the "unique selection process" for the ISB awards: kids themselves make the decision. Keynoter Judy Sierra, who has been a puppeteer, storyteller, children's librarian, professor of children's literature, and an ISB winner, spoke of her own early love of reading and writing, but noted that she particularly likes to write for children who, for whatever reason, come to reading late. With them particularly in mind she wrote *Wild About Books*, illustrated by Marc Brown and published by Knopf, one of this year's ISB Honor Books (runners up). "Real" books, Ms. Sierra noted, are "fun scary, adventurous and funny." "Serendipity also plays a part — 'books seem to find their readers,' a playful theme of *Wild About Books*, which tells about a librarian who drives a bookmobile into a zoo and inspires the various animals to build a library of their own. Other Honor Book Awards went to *Henry and the Kite Dragon* by Bruce Edward Hall, illustrated by William Low and published by Philomel Books (Penguin), about Asian and Italian youngsters learning how to get along, and to *The Firekeeper's Son*, a compelling tale set in 19th century Korea about signal systems, written by Linda Sue Park, illustrated by Julie Downing, and published by Clarion Books.

Mo Willems was then called to receive his award. Deadpanning his way in, the six-time Emmy

Award winner began by saying that a motivating force for him as a writer was a moment-of-truth experience he had at 13, when he found himself alone in a kayak, nearing a dangerous falls. Soon, however, the plausibility factor yielded to loud laughter, as the hip and wildly funny storyteller led his suckered audience down a fictional path that paid homage to librarians. The put-on deliciously illustrated Ms. Sierra's criteria for "real" stories. "Pop culture tells kids they can do anything," he has said in interview, which of course they soon realize is a "crock." By contrast, his own antic stories turn on "hidden but persuasive" themes about "failure," or not getting it right. The titles alone of some of Willems's books are worth the price of admission—*Don't Let the Pigeon Drive the Bus!*, *The Pigeon Finds a Hot Dog*, *Time to Pee*. As for his wry take on life, well, he was raised by Dutch immigrants (father a potter, mother a corporate attorney) in a house down the street from "a seedy New Orleans blues bar" where storytelling demanded being "clear, funny, and succinct" because the audience was usually drunk.

Knuffle Bunny, a Cautionary Tale (Hyperion), though intended for the very young, doesn't shy away from drama caused by parental ineptitude. Elegant looking, with colorful cartoon characters superimposed onto lovely black and white photos shot in the author's Park Slope Brooklyn neighborhood, tells what happens one afternoon when daddy is left in charge of taking his toddler daughter and the family wash to the laundromat. Somehow Trixie's beloved stuffed bunny gets lost, and when they leave the child tries to let daddy know that something is wrong. But she can't talk, all that comes out is gibberish. When they get home, an unhappy Trixie and a frustrated daddy are met by mommy who immediately asks Knuffle Bunny. Needless to say, the problem is happily resolved and Trixie says her first two words (guess!). Little ones will be fearfully delighted, grown-ups impressed.#

Logos Bookstore's Recommendations



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**Life Principles:
Feeling Good By
Doing Good**

by Bruce Weinstein,
(Emmis Books, \$17.95)

June will be bursting out all over at Logos Bookstore by the time you will have received your copy of the June issue of *Education Update*. The Kill Your TV Reading Group will have already met and discussed *The Known World* by Edward P. Jones. The two children's story time programs under the expert direction of Dvorah continue every Monday at 3 P.M. for younger children up to 5 years old and at 4: 45 P.M. for older children 6 years old and up. Dvorah is currently presenting *The Lion, The Witch And The Wardrobe*.

On Wednesday, June 22, 2005 at 7 P.M., Logos will have an art exhibit and reception for the artist Ava Day, whose work has been hailed by noted critic Anthony Haden-Guest as more interesting in painting method than the work of Odile Redon and Rene Magritte. Currently card size reproductions of Day's artwork are available for purchase at Logos.

For those who missed the Freud Free Clinics and the Life Principle book events, there are still copies of these books for sale. Freud's Free Clinics: Psychoanalysis & Social Justice: 1918-1938 by Elizabeth Ann Danto, (Columbia University Press, \$29.95)

**Freud's Free Clinics:
Psychoanalysis &
Social Justice,
1918-1938**

by Elizabeth Ann Danto,
(Columbia University
Press, \$29.95)

by Bruce Weinstein, PhD, The Ethics Guy (Seen on CNN on Saturdays around 12:30 P.M.) is a must read during these rather morally ambiguous times. Weinstein presents 5 Life Principles: Do No Harm, Make Things Better, Respect Others, Be Fair, Be Loving. He discusses how not only is it virtuous to follow these principles but also practical. To not follow them ultimately is hurtful to oneself. Throughout the book he presents quizzes and questions for the reader to find out where he or she is at in terms of the ethics of the situation and the course of action to take.

Meanwhile, come shop Logos for Father's Day, Graduation cards, books, music and gifts. Also come get your summer reading. See you there!

Upcoming Events At Logos

Wednesday, June 1, 2005 at 7 P.M. KYTV Reading Group will discuss *The Known World* by Edward P. Jones.

Monday, June 13, 2005 at 7 P.M., The Sacred Texts Group led by Richard Curtis of the Richard Curtis Literary Agency will discuss the books of Ruth and First Samuel.

Wednesday, June 22, 2005 at 7 P.M., Exhibit and Reception for artist Ava Day.

Every Monday at 3 P.M. Story time for very young children (up to 5 years old) and Story time for older children (6 years and above) at 4:45 P.M., all led by Dvorah

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

CHILDREN'S BOOKS

JUNE IS THE START OF SUMMER READING FUN!

By SELENE VASQUEZ

PICTURE BOOK: AGES 6 THRU 8

Tadpole's Promise by Jeanne Willis. Illustrated by Tony Ross (Atheneum, 32pp., \$15.95). "She was his beautiful rainbow, and he was her shiny black pearl." An amusing tongue-in-cheek tale of a love story between a caterpillar and a tadpole. Ross' vibrant pen and ink and watercolor illustrations depict the humorous nuances of their affection.

Looking for Uncle Louie On The Fourth Of July by Kathy Whitehead. Illustrated by Pablo Torrecilla. (CIP, 32 pp., \$15.95). While awaiting his uncle, a southern Texan boy enjoys the splendor of this holiday parade in spanish style, including dancers wearing boots and bandanas and a conjunto band playing a "hot like jalapenos" version of the "Star Spangled Banner". Digitally enhanced acrylic illustrations in super bright colors.

POETRY: AGES 5 THRU 10

The Book of Fairy Poetry by Michael Hague. (Harper Collins, 156 pp., \$19.99). Rich and varied poetry of fairies, elves, goblins and other fantastical creatures whereby children see and believe in them. Typical of Hague's beautiful illustrations to portray this enchanting world deep within a forest like earth.

FOLK TALES: AGES 5 THRU 10

Adam and Eve and the Garden of Eden by Jane Ray. (CIP, 32 pp., \$17.00). A graceful and expressive account of the Creation with God's all seeing vision. Exquisite artwork framed in a quilt like, decorative border lends a mystical aura to this version of the Old Testament story.#

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

Integrating Ex-Inmates

continued from page 5

were available and Rubenstein "loved the work." Prior to working at College Initiative, she ran the college program at Bedford Hills for three years.

She cites the rewards of working in the field as being many. The students are there voluntarily and largely are individuals who would not have the opportunity to attend college outside of the prison setting and so they come to the program with an eagerness to learn.

"There is the sense of excitement, of soaking it up, of being thrilled at the opportunity to expand one's knowledge base and choice," says Rubenstein. She metaphorically describes the experience as lighting a small torch which then proceeds to light up the entire sky.

Cheryl Wilkins, a former inmate at Bedford Hills who is currently a counselor at College Initiative, emphatically describes her appreciation for the educational program there: "It is a shrine for us." While in prison she completed a B.A. in sociology and described the program as a great privilege, helping to keep her focused on her future.

At College Initiative, relates Rubenstein, the

work done with clients is not limited to academics and employment. "We assist formally with education, but we assist informally with everything. This encompasses issues ranging from voting to socialization." She recommends jobs in the Human Services field to former prison inmates. In this field, experience is a plus, especially when the services deal with individuals who are being released from correctional facilities. There is unfortunately, explains Ms. Rubenstein, a stigma attached and the way to overcome it is to see people as individuals. She believes that there is the need to "get past the view of 'us/them' because "as long as there's a group excluded, society as a whole suffers."

Rubenstein has a holistic view of individuals, believing that "human beings, whether in prison or not are always growing, changing and evolving—it's just the nature of being human."

The biggest challenge regarding the criminal justice system is lack of funding. But Rubenstein closely monitors the possibility of the return of Pell Grants. A national conference is planned with a focus on a more organized campaign for Pell Grants for correctional facilities. Rubenstein believes that with the return of Pell Grants, "educational programs will return and benefit society as a whole." #

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Wendy Ewald, photographer, writer, and educator, travels the world working in communities such as Labrador, Appalachia, Colombia, India, South Africa, Saudi Arabia, and Holland, teaching photography to children. Partnering her observational skills and with her students' imaginations, she encourages them to use cameras to create individual self-portraits and portraits of their communities, and to articulate their dreams and hopes while working with her in visual and verbal collaboration. Ms. Ewald is the creator of Literacy Through Photography and has received numerous awards and recognitions, such as a Fulbright Fellowship, a MacArthur Fellowship, several grants from the National Endowment for the Arts, and the Lila Wallace Reader's Digest Visual Arts Fellowship.

Bryan Stevenson, Executive Director of the Equal Justice Initiative of Alabama in Montgomery, Alabama and a Professor of Law, New York University School of Law. Mr. Stevenson's work with the poor and people of color has been nationally recognized through numerous awards such as National Public Interest Lawyer of the Year, the Thurgood Marshall Medal of Justice, the ABA Wisdom Award for Public Service, the ACLU National Medal of Liberty, the Reebok Human Rights Award, the Olaf Palme Prize for International Human Rights, and the MacArthur Foundation Fellowship.



President Augusta
Souza Kappner

Bank Street President Augusta Souza Kappner feels that this year's honorees hold a special place in education today, and are making a profound and positive change for future generations of learners. "The work and accomplishments of these honorees," she says, "represent the importance of education and the support of children throughout the world. Their dedication to human rights and literacy through the arts makes our world a more compassionate and meaningful place for children and adults alike."

The colorful and festive procession marched along 112th Street, starting at Bank Street College, crossed Broadway and Amsterdam Avenue, traveled up the steps of the Cathedral of St. John the Divine, ending inside the Cathedral. Once inside, President Kappner presented the doctorates to the honorees, followed by the conferral of master's degrees for the graduating class.

Bank Street's mission, unchanged since its inception in 1916, is to improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn.

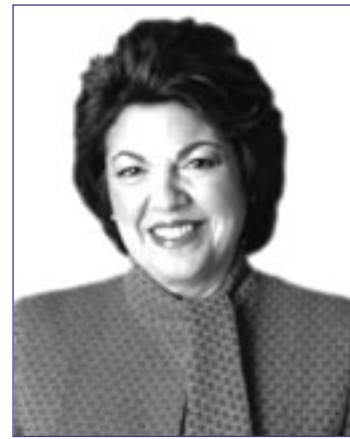
We see in education the opportunity to build a better society. #

BARNARD COLLEGE: ANNA QUINDLEN, AUTHOR & JOURNALIST

Pulitzer Prize-winning journalist and author Anna Quindlen challenged the graduating class at her alma mater, Barnard College, to resist the country's "culture of conformity" and courageously embrace their own direction in life instead of following the "muddled messages of a timid world."

"You must refuse to be cowed by the opinions of others," Quindlen told the 580 members of the graduating class at the country's most sought-after women's college. "The world has changed in remarkable ways for women in your lifetime. But we still live with the pinched expectations of a culture of conformity. The greatest difference is that you have so much more you will be expected to conform to. If you decide at some point in your life that your vocation is to raise your own children fulltime, you will surely be criticized by those who think you're wasting your intellect. And if you decide to combine fulltime work outside your home with a family within it, you will be criticized for not juggling as well as a circus performer. We live in a country that trashes poor women who will not leave their children to go out to work, and trashes well-to-do women who will."

"Only a principled refusal to be terrorized by these stingy standards will save you from a Frankenstein life made up of others' outside expectations grafted together into a poor semblance of existence. You can't afford to do that. It is what has poisoned our culture, our community and our national character. No one does



President Judith R. Shapiro

the right thing from fear," Quindlen said.

Quindlen has been active as an alumna of Barnard, a trustee since 1983 and now chair of the Board of Trustees. Winner of the Pulitzer in 1992 for commentary, she writes "The Last Word" column for Newsweek and is the author of four best-selling novels. In her latest book, *Being Perfect*, published last month, she shares her thoughts on avoiding "the perfection trap."

President Judith R. Shapiro, a cultural anthropologist, urged the graduates to engage those whose views differ from their own. "We must be prepared to change our minds as we hear more persuasive arguments well-supported by evidence, and also be prepared to hold to those views we continue to find true and compelling, no matter how unpopular they may be."

Shapiro presented the Barnard Medal, the College's highest award, to economist Amartya Sen, a Nobel Prize winner, and to Carla Hayden, past president of the American Library Association. Sen was honored for his commitment to "the alleviation of deprivations and the reduction of inequalities of all kinds," particularly as they impact women, through his transformative research and extraordinary humanity. Hayden, who has been at the forefront of the debate over the USA Patriot Act, received the medal as a leading voice in the fight to safeguard privacy and guarantee the free flow and open exchange of ideas. #

CCNY: OSCAR DE LA RENTA & JOSEPH H. FLOM

The City College of New York (CCNY) conferred honorary degrees on fashion designer Oscar de la Renta and prominent attorney Joseph H. Flom, Class of 1948, at its 159th Commencement Exercises. In addition, the City College President's Medal for Distinguished Service was presented to Dr. Lucy Cabrera, president and chief executive of the Food Bank for New York City, which supplies over 240,000 meals a day to disadvantaged New Yorkers. Dr. Gregory H. Williams, CCNY's President delivered the commencement address. This year's graduating class includes approximately 2,500 students, of whom approximately 1,500 are candidates for bachelor's degrees.

The valedictorian was Amie N. Dave, who received a Bachelor of Science degree in Biomedical Sciences from the Sophie Davis School of Biomedical Education. Ms. Dave will enroll at the New York University School of Medicine. Co-Salutatorians were Lev Sviridov and Erja Vettenranta. Mr. Sviridov, a Chemistry major, is the first City College graduate to receive a Rhodes Scholarship since 1939. Ms. Vettenranta, an outstanding scholar-athlete, was a double major in English and Spanish.

Dr. Gregory Williams is the 11th president of The City College. Under his leadership, the College has gained increased national recognition. Dr. Williams has published three books including the award-winning "Life on the Color Line: The True Story of a White Boy Who Discovered He Was Black." Dr. Williams holds five degrees, including a J.D. and a Ph.D. from George Washington University. He came to CCNY from Ohio State University, where he

was Dean of the Law School.

Oscar de la Renta left the Dominican Republic at age 18 to study painting in Spain. Art would lead him to the world of design. Mr. de la Renta, moved to New York in 1963 and is now one of the world's leading fashion designers. Mr. de la Renta serves on the boards of The Metropolitan Opera, Carnegie Hall, Channel Thirteen/WNET and several other institutions. He received the Doctor of Humane Letters honorary degree.

Joseph Flom ('48) has in his 56 years at Skadden, Arps, Slate, Meagher, and Flom, built the law firm into one of the largest and most widely admired in the world. The firm's commitment to pro bono service is unparalleled. Mr. Flom established the Skadden Fellowship Foundation to support young lawyers who want to pursue public interest law. He has also been a generous supporter of the City College Honors Programs and mathematics education through the Flom and Petrie Foundations. Mr. Flom received the Doctor of Laws honorary degree.

Dr. Lucy Cabrera has served as President of the Food Bank for NYC, a network of more than 1,200 nonprofit community food programs, including soup kitchens and shelters. Under Dr. Cabrera's direction, the Food Bank has expanded its distribution by approximately 700 percent. It regularly conducts research on hunger in NYC while playing an active role in public policy issues. Dr. Cabrera sits on several Boards, including The Jewish Home and Hospital Lifecare System, Citizens Union and Rutgers University's Food Policy Institute. #

CITY TECH: EXECUTIVE CARL J. COSENZO

New York City College of Technology (City Tech) marked the annual rite of passage for graduating students at its 65th Commencement Exercises at Madison Square Garden. President Russell K. Hotzler conferred 1,766 degrees, including 1,063 associate and 703 baccalaureate.

City Tech alumnus Carl J. Cosenzo, executive vice president and operations manager, Schiavone Construction Company, delivered the commencement address. Cosenzo, who graduated from the College in 1967 with an associate's degree in construction technology, also received the President's Award.

"Carl Cosenzo provides a great example of what you can do with a degree from New York City College of Technology, hard work and determination," said President Hotzler. "Carl has gone on to manage the affairs of one of the largest construction companies in the region and has personally administered over \$2 billion in construction contracts. He has never forgotten his City Tech roots, and is the founder of the Schiavone Construction Company Scholars Program at City Tech. We are very proud of him, as we are of all of the graduates in the Class of 2005."

Carl J. Cosenzo has 38 years of experience in the heavy construction industry, with the last 17 of them as an executive at Schiavone Construction Company. During his tenure there, the company has been awarded major contracts for highway, bridge and tunnel construction, foundations, sewerage treatment plants, subway construction and deep foundation installations.

Among his projects were the recently completed reconstruction of the Atlantic Avenue

Station and the ongoing reconstruction of the Stillwell Avenue Station in Coney Island and the Times Square Station, all for the New York City Transit Authority. In addition, he is presently overseeing the construction of Water Tunnel Number 3; the first phase of the Croton Water Treatment Plant, located in Van Cortland Park; and the construction of the new South Ferry Station for the New York City Transit Authority. He is presently overseeing projects in New York with a total value in excess of 1 billion dollars.

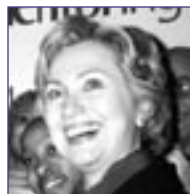
The Class of 2005 valedictorian was Bensonhurst resident Nicole Caruso, 19, who is graduating in only three years with a Bachelor of Science degree in human services and a perfect 4.0 grade point average. Of Italian, Cuban, German, Dutch and Cherokee Indian descent, Caruso is a symbol of the diversity of the student body at City Tech and The City University of New York. Her future plans include earning a master's degree in education and becoming an early childhood teacher.

"My main problem," she says, "is having too strong a drive for perfection. During my second year at City Tech, for example, I took 22 credits in one semester, had no free time and actually burnt myself out. I've since learned to pace myself a little better," she adds, "so that this semester I'm taking only five classes and have more time for myself."

"I've learned to trust myself," she adds, "so that I can be more patient, more observant, and can listen not for what is just on the surface, but for the thoughts and concerns behind the spoken words." #

SEN. HILLARY RODHAM CLINTON AT CUNY HONORS COLLEGE FIRST GRADUATING CLASS

Sen. Hillary Rodham Clinton delivered the keynote address at the first graduation ceremony of The City University Honors College. The graduating class, 187 students who would have been accepted to virtually any top college, chose to enter the new CUNY program that was launched by Chancellor Matthew Goldstein in 2001.



California/Berkeley, Scripps Research Institute, UCLA, Duke, Columbia Teachers College and the University of Illinois.

Ms. Depasquale, graduated with a double major in creative writing and journalism. She discovered her passion for writing during her first

Honors College seminar. A member of Phi Beta Kappa, she has received four awards for excellence in English, as well as the Bertha and Philip Goodman Short Story Award for her recently published novella, *Innocence, In a Sense*. Ms. Depasquale hopes to become a fiction writer for young adults and a college professor.

Mr. Ibrahim has been accepted to a number of top law schools. Born in New York City, he graduated from Queens College with dual majors in political science and philosophy. A member of Phi Beta Kappa, he is a New York Life Scholar and president of the Queens College Speech and Debate Club. Mr. Ibrahim has studied in Florence, Italy, and interned with New York City Councilman John Liu, as well as in the New York State Assembly. He will attend Cornell Law School.

"These 189 graduates come from all over New York City, and from Russia, China, India, Hong Kong, and many other countries," said Chairman Benno C. Schmidt, Jr. "Together, all of you represent the continuation of the American dream and the power of higher education to change lives."

Chancellor Goldstein described the Honors College as "a bold experiment that has been enormously successful, as well as a symbol of the academic renaissance that has transformed CUNY into a first-choice University."#

Speakers included CUNY Board of Trustees Chairman Benno C. Schmidt, Jr., Chancellor Matthew Goldstein, and two Honors College students, Elizabeth Depasquale of Brooklyn College and Yosef Ibrahim of Queens College.

The graduates include Justin Gogel of Hunter College, who spent a year in Beijing, completing a documentary film about political oppression of the Uyghur Muslims of Xinjiang, China, and will be commissioned as a U.S. Marine Corps officer following graduation; Priya Suryanarayanan of Queens College, who will travel to Nairobi, Kenya on a postgraduate fellowship as part of a World Bank Internship; and Emily Foss of Hunter College, who studied in Argentina and in Spain, where she examined that nation's health care system and its relationship to the European Union, and wrote her senior thesis on the Arabic influence on Spain's medieval lyric tradition.

Members of the first Honors College graduating class majored in subjects ranging from Chinese, to engineering, to finance, the arts, the sciences, and political science. They have been admitted to the finest graduate and professional schools, including Harvard and Cornell law schools; Weill Cornell, SUNY Downstate, SUNY Stony Brook, Syracuse and Mt. Sinai medical schools; and master's and Ph.D. programs at the University of

COLLEGE OF STATEN ISLAND: ERICA JONG

So it has come to this—graduation. I'm so proud of you all today. I know the sacrifices you've made to be here and I know the joy of standing up and saying "I did it!"

For me this is a kind of homecoming. My first real job, when I was in graduate school, was teaching at the City University (CCNY) and I still remember my students with great fondness. I'm a writer and I've spent more than thirty years worshipping the word, putting words in the right order, and trying to make sense—which to me means telling the truth. Telling the truth has never been easy and has never really gone out of style, but it has gotten harder these days because the language we speak has been captured by deliberate liars. Who are these liars? Advertisers, politicians, movie stars and other celebrities who all have what they think are good reasons to say the opposite of what they mean.

Telling the truth has never been harder because our very words have been corrupted. But our country was founded on the truth that the plain words of the people are more important than the fancy words of kings...

I guess I've been chosen to talk to you because as a writer (I've published nineteen books—poetry, fiction, non-fiction) I've never stopped expecting it, never stopped trying my best to tell it and never stopped getting mad when it is not told to me. I want you to learn to get mad when you are deliberately lied to. That's one of the main things an education is *for*—learning to distinguish between lies and truth.

Why is getting mad at lies so important? Because our survival depends on it, our republic depends on it. Our lives depend on it—whether it's pharmaceutical companies lying about the side effects of drugs or chemical corporations lying about pollution or politicians lying about why our young people are coming home in boxes. We are in danger unless we know the truth and the truth depends on words.



James Keenan

I can offer some simple guidelines: check the language you hear for clarity. If it's not clear, the motivations aren't either. Murky language means somebody wants to pick your pocket. Phrases like "Wellness Website" and "Heart Healthy" mean that your credit card will soon be punched. Phrases like "AXIS OF EVIL" and "9/11 CHANGED EVERYTHING" mean that your draft card may be the next thing punched. And phrases like "the bravest who fell" and "Honor the Fallen" mean that you may soon be among them. All these phrases are meant to keep you from thinking. All these phrases are meant to instill fuzzy feelings of pride and patriotism that prevent clear thinking. Why should anyone want to keep you from thinking? There are only a couple of possibilities: to pick your pocket, to cover up something, or to put your life at risk while pretending to protect you.

I know you can't predict the future. Nuclear Armageddon could come from an American, a Russian, a North Korean, an Israeli, an Iranian (count the countries) mistake, rather than a suicidal terrorist with a loose nuke. The truth is, we just don't know. What we do know is the more materials out there, the more the percentages against our survival go up. Think about New York in the case of some kind of Chernobyl happening here. Multiply 9/11 times a million. People die, get radiation poisoning, children die or get cancer, the stock market tanks, the world stops dead, nobody worries about "Deep Throat" or Martha Stewart or Paris Hilton's engagement or whether the vote count in Ohio was fudged. GMA and the Today Show are still neck-in-neck, but nobody is watching. Why is nobody focusing on this? What will it take to get us to focus? As we used to say in the 60s, what do you do in the case of a terrorist with a loose nuke? "Bend over and kiss your ass goodbye."#

Erica Jong was awarded an honorary doctorate from CSI. Excerpts from her speech appear above.

ST. JOHN'S UNIVERSITY: RAYMOND W. KELLY, COMMISSIONER, NYPD

Congratulations graduates. I am proud to share with you the soaring reputation of our alma mater, which has spread far beyond the confines of New York City, throughout America, and overseas.

Most of the members of the Class of 2005 began their college experience just one week before September 11. When we look back to that terrible day, it is hard not to measure New York by what we lost. But when I look at you, the graduates, I see only hope and optimism. I think I know why.

St. John's Manhattan campus stands no more than three blocks from the site of the most vicious and destructive attack on America in history. 129 of our alumni perished in the devastation, as did family members and many others.

Some of you are native New Yorkers. Others come from across America and around the world. But on September 11, in one way or another, you each earned the title "New Yorker for Life." One hundred and twenty St. John's students had to be evacuated from their residences near the World Trade Center. Yet, shortly thereafter, that facility at Murray and West Street became one of the main respite centers providing comfort and aid to police officers, firefighters, and other emergency first responders at the scene. St. John's students across the city sprang into action, organizing trips to the local hospitals to donate blood, as well as donations of food and socks to recovery workers. St. John's campus, the most diverse in the city, quickly established a tone of unity to help offset any fear and suspicion sown by the attacks.

Significantly, since September 11, over 100 St. John's alumni have chosen to help defend the world's most important city in the ranks of the New York City Police Department, including members of your class. They will join the 700

St. John's alumni, myself included, already serving in the NYPD. All of it tells me a lot about the character of the Class of 2005, about your resilience, about your dedication, about your deep commitment to the Vincentian tradition of service woven into the fabric of this great institution. You are the reason all of New York has something to celebrate today.

In my role as commencement speaker, I'm expected to offer you sage advice. Here it is: stay in New York; the future is under construction here.

You, more than most, have learned that duty can call at any time in unexpected ways, that you may be called upon to lay self interest aside and serve this city, our nation, and the world in ways you never imagined. You more than most are prepared because of what you learned here, what you saw here, what you did here.

In his inaugural address, President Kennedy said, "In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger." You are one of those generations. And it brings to mind something else President Kennedy said when he went to Berlin in 1963, "Today in the world of freedom, the proudest boast is 'Ich ein Berliner.'" Four and a half decades later, in our world, today, after all we have been through together, the proudest boast is "I am a New Yorker."

We are proud of our freedom, of our diversity, of our creativity, and of our tolerance. New York will not be cowed by an act of terrorism, no matter how horrific. Yes, I am proud to be a New Yorker. Prouder still that the Class of 2005, that all of St. John's, stood with New York City shoulder to shoulder in our darkest hour.#

COOPER UNION: COLUMNIST FRANK RICH

There's no getting around it. The class of 2005 is also the class of 9/11. You entered Cooper Union from one world, and are now graduating into another world, against the backdrop of a wounded city that has emerged from shock but is still in transition. It was an extracurricular education. We suddenly saw that our world harbored terrorists who had in fact been moving in plain sight through America for years. We learned that there were heroes we hadn't noticed before either, and that they outnumbered the terrorists: the firefighters, police and other emergency workers. And also the good Samaritans who were not in uniform but were in the towers that day and extended a hand to a stranger nearby, some of whom paid with their lives.

But those memories of heroism seem weirdly distant now. In the years since that shattering day, we've all lost a lot of our innocence. We've learned that prior to the attack almost every institution in America had failed in its role as a guardian of our country. The failures not only include those that have been the subject of so many investigations—those at the FBI and the CIA and the White House. They also include my own institution, if that's what it can be called—the news media. In the months before Sept. 11th many of my colleagues were fixated on shark attacks. Before that was Monica Lewinsky, who became a national obsession while Osama bin Laden plotted away with little fear of scrutiny in the American press.

Had everyone been sleeping? Perhaps. But

if the trauma of 9/11 meant anything certain, it was supposed to mark a goodbye to all that. A terrorist attack was the wakeup call that would force us to get real, to reorder our priorities and address a world that in our complacency we had misunderstood. But as many of you have noticed, a funny thing happened on our rendezvous with reality. As nearly four years have gone by since that day, the fictions that permeate our culture and civic discourse seem to have become more entrenched than ever.

It's not so easy to navigate a real world in which so much fiction masquerades as reality. You have it harder than my generation did. We too entered a real world defined by a controversial war, Vietnam, with no end in sight—taking place in an unfamiliar culture on the other side of the world. But you enter that world fresher for the task than many of us are, prematurely wise in the ways of a culture that is always trying to sell you something, more wary than those of us who stumbled into the matrix naïve and ill-prepared. You enter with a keen eye for the phony.

We need your talent—your creativity—your art. Remember, the artistic techniques used in the furtherance of propaganda are kitsch. This is junk art, some of it very slick, in the service of telling lies. Great art is the reverse. It also constructs fictions—as it must—but it does so to illuminate the truth, not to cover it up in the service of perpetuating power and the status quo.#



Zydeco Band



Dancing during breakfast at Café Des Amis

ZYDECO MUSIC & JAMMING WITH MAMA

By HERMAN ROSEN

Zydeco, a foot-stompin', hand-clappin' music is an integral part of the culture of Lafayette, Louisiana. It is considered black, Creole music, with French lyrics and comes from a song called "Les haricots sont pas sale" or "The snap beans aren't salty." Historically, when people talked about "les haricots" music it was slurred in their speech to morph into "zydeco." Musicians played during a breakfast recently at Café Des Amis in Breaux Bridge, Louisiana, which bears the signatures on the doorposts of Tim Zagat as well as Rauschenberg. Local art is displayed on the walls while patrons munch on local delicacies such as spicy crawfish stuffed cornbread, fried alligator, various flavored grits, sweet beignets dusted with powdered sugar and boudin paties (spicy meat).

Meanwhile, dancing to the beat, men and women are doing a brisk variation of a two-step while musicians play the accordion, guitar (bass and regular), a washboard (frottoir), drums, a triangle (fer), accompanied by a singer.

In the afternoon, we go on to a jam session of Cajun music. It's a relaxed place for music lovers to just drop in and practice, enjoy, brush up on old songs, learn new ones and chat in-between. Mama Redell has spicy jambalaya on the stove with white rice and pork rinds, self-service in the kitchen while out in front, CDs of Cajun music along with

souvenirs are sold. Called Louisiana Heritage and Gifts in Lafayette, it is definitely worth a stop.

Participants include violinists, accordion players, and guitarists. Some players are farmers in this area where rice and sugar cane proliferate. The group gradually swells to about 25 in a small room where about 20 are players who congregate every Saturday, while during weekday eves, lessons are given. Most of the players don't read music; they learn by just playing along. The accordion player chooses the song and sings loudly while the musicians all tap their feet in time.

Linda Castle lives nearby in Arnaudville, Louisiana. Originally from San Francisco in the biotechnology field, she has traded the hectic pace of the big city for jamming with her violin for over three years.

Murphy Smith, age 76 comes to jam from Eunice. Originally an oil worker, he's been coming here for two years. His first fiddle, made from a cigar box when he was seven years old, had strings made from window screens. He recalls his abject poverty and how proud he was when his daddy finally bought him a fiddle for \$5.

As we left, two young men were jamming alone on the porch: Joshua Richard on leave from the marines was fiddling at a fast pace with fancy finger work while Aaron Chesson accompanied him on the accordion. They had formed their own group called The Hadiyah Playboys.#



Linda Castle



Murphy Smith



Tub Bass



Jam Session



(l-r) Joshua Richard & Arron Chesson

A MEMORABLE VISIT TO LAFAYETTE, LOUISIANA WITH ROBERT RAUSCHENBERG, CHRISTOPHER RAUSCHENBERG AND DARRYL POTTORF

By POLA ROSEN, Ed.D.

To speak to and see the master artist Rauschenberg in his hometown of Lafayette, Louisiana alongside his son, sister and friends amidst an opening of his world famous paintings, was an extraordinary experience. Add to that some spicy gumbo and tasty alligator meat, rhythmic, foot-tapping Zydeco music, primeval swamp tours with rare roseate spoonbills, and the southern hospitality of Kay Doré at her 80-acre plantation and you have a vision of Lafayette not readily available to the casual visitor.

The stark modernity of the new Paul and Lulu Hilliard University Art Museum underscored the huge, complex images of Bob Rauschenberg's canvases. In fact, Rauschenberg said, "I feel like my canvases are in a cathedral." Remembrances of drawing throughout his childhood and seeing Blue Boy at the Huntington Library, made him realize that a human being actually made it thus launching his career as an artist.

Christopher Rauschenberg, son of Robert, had a different experience about how he came to be an artist. "As a math and science major, with three parents are artists, I was the black sheep of my family," he quipped. "I eventually ended

up in painting."

Pottorf never thought of himself as an artist. Later he became Rauschenberg's assistant and ultimately developed his own style. A notable shared characteristic in all three artists is their penchant for collaboration. Bob's view is that one idea invites another; Chris was raised to see art as a team sport; Darryl also generates ideas when working with others.

The three artists shared insights on how to deal with criticism. Bob stressed the importance of feeding one's curiosity and nourishing it every day while Chris stressed the pragmatic need to find friends and galleries that have work similar to yours.

As far as pursuing a career in art, Chris said, "Go for what you can do now; use the web or technology, for example. He feels his "role as an artist is to be an antidote to society becoming all the same. An artist should bring uniqueness to a culture and to society."

What is Rauschenberg's greatest fear? "I might run out of the world!"

Particularly outstanding in the exhibit was Party Line 2003 with the red phone booth seemingly popping out at the viewer. Pottorf's Face of September 2001 was a moving portrayal



Party Line 2003 by Robert Rauschenberg



Pompeii by Christopher Rauschenberg



Robert Rauschenberg & Christopher Rauschenberg

of 9-11 while in another part of the museum, Christopher's photograph of Pompeii drew me back into the misty history of the ruin as well as a remembrance of my own visit in the past. Christopher stated his reward as an artist is in "people saying they love my work." Pompeii is one of his personal favorites. "In general, I don't have people in the photographs because I want the viewer to come up and be in the picture."

Born in Port Arthur, Texas and coming home from the military to life in Lafayette, how did Rauschenberg make the quantum leap from local artist to acclaim that commands worldwide prices from \$100,000 to \$1 million? A key event was the Biennale that granted credibility but

Chris underscores the fact that his father was interested in just doing his work, not with the goal of becoming an international artist.

Reflecting back on his education, Rauschenberg recalls Black Mountain College, North Carolina, as a place of freedom where he found out who he was; a place to milk cows, wash dishes, study dance and learn Russian. "People did their best when they were there," he said. When Chris stated that his father had found a community of people there, Bob laughed and pointed out that Chris was being carried around in a laundry basket at that point so how would he know. Darryl's humorous comment on education was "Stay in school as long as you can. It cuts down on the overhead."

Rauschenberg now has a home and studio in Captiva, Florida, a place that for him has a magic that includes yellow butterflies and turtles.

Chris has a photography gallery in Portland, Oregon where he "thinks with his hands" referring to his intuitive placement of objects. "An artist," he says, "takes ordinary objects and sees them in unusual ways."

In this memorable exhibit, Herman Mhire, director of the stunning University Art Museum, has presented the works of the triumvirate, father, son and friend, enabling us to transcend the ordinary and enter the visionary world of the artist.#

Exhibit runs through September 3rd.



Darryl Pottorf



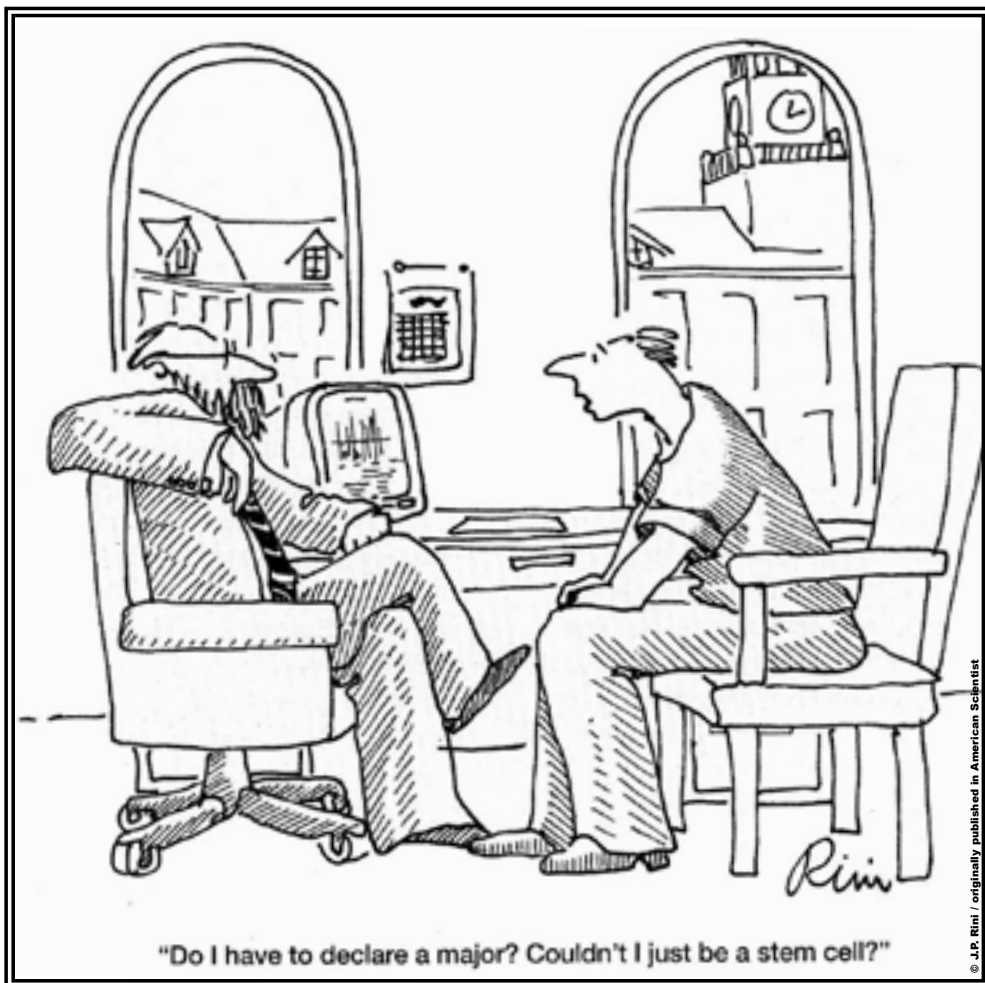
Face of September 2001 by Darryl Pottorf

MEDICAL UPDATE



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Christopher Reeve Foundation: Stem Cell Research

By MICHAEL MANGANIELLO



I recently watched 25 children, members of a chorus, ranging in age from 5 to 15 singing, "Don't Forget Us". They all suffered from juvenile diabetes. I was attending a fundraiser for stem cell research being held by the juvenile diabetes research foundation in Los Angeles.

They were honoring Dana, the wife of my late boss, Christopher Reeve. Dana was receiving the JDRF's "National Caregiver Award," the same award that Nancy Reagan received last year when she spoke so eloquently and passionately about stem cell research. They played a tape of Mrs. Reagan from the event last year, and I watched as Patty Reagan's eyes filled with tears as her mother spoke of her father's battle with Alzheimer's. Dana received the award and spoke passionately about her love for Chris and about his belief in the work that Californians were advancing with the passage of Proposition 71, a ballot initiative that would fund stem cell research with \$3 billion dollars. Finally they played a psa that Chris had recorded just weeks before his death supporting the passage of Prop 71. Chris looked down on the entire room with his piercing blue eyes and spoke of his belief in the idea that science should not be confounded by politics and that politics and ideology must not stand in the way of unfettered scientific research. It was emotional evening, one filled with sadness, remembrance and hope.

I have spent the past five years educating Congress and the American public about the truths and myths surrounding human embryonic stem cell research. The truth is that embryonic stem cell research offers hope to millions of Americans

suffering from a myriad of diseases and disabling conditions. The truth is that we don't know when these cures and interventions will come, but we will NEVER know if we do not allow our scientists to explore the possibilities. The truth is that most Americans, whether Democrat or Republican; Christian, Jew or Muslim; believe that stem cell research should be allowed to proceed in an ethical and regulated way. The myth is that embryonic stem cell research is somehow anti-life. The myth is that adult stem cell research holds all of the answers. The myth is that our scientists are immoral and unethical. The myth is that human embryonic stem cell research offers false hope. There is no such thing as false hope. There is only hope.

Our nation's best minds and some of America's most trusted citizens have told us that the potential of the human embryonic stem cell is potentially unlimited. The National Academy of Science, the National Institutes of Health, Orrin Hatch, Nancy Reagan, Christopher Reeve, Michael J. Fox and patients and their caregivers all across this country believe that we must move forward with this important research. My hope, the hope of most Americans and the hope of my former boss and friend, Christopher Reeve was that politicians not stand in the way of promising cures and interventions. This nation is at a crossroad. My fervent belief is that moderate voices across this nation and particularly in Congress will prevail. My hope is that the United States will take back the mantle of leadership in the field of medical research and in particular embryonic stem cell research and that this research will go forward in a regulated and ethical manner. #

Michael Manganiello is Senior Vice President, Government Relation with the Christopher Reeve Foundation.

HEALTH EFFECTS OF OMEGA-3 POLYUNSATURATED FATTY ACIDS



By ARTEMIS P. SIMOPOULOS, M.D.

There are two families of essential fatty acids, the omega-6 and omega-3 polyunsaturated fatty acids (PUFA). They are essential because human beings cannot make them and they must be obtained from the diet.

On the basis of estimates from studies in Paleolithic nutrition and modern-day hunter-gatherer populations, it appears that human beings evolved consuming a diet that was much lower in saturated fatty acids than is today's diet. Furthermore, the diet contained small and roughly equal amounts of omega-6 and omega-3 PUFA (ratio of 1–2:1) and much lower amounts of *trans* fatty acids than does today's diet.

The current Western diet is very high in omega-6 fatty acids (the ratio of omega-6 to-omega-3 fatty acids ranges between 10–30:1) because of the recommendation to substitute vegetable oils—corn oil, sunflower, safflower, cottonseed and soybean oil—that are high in omega-6 fatty acids for saturated fats to lower serum cholesterol concentrations. Furthermore, intake of omega-3 fatty acids is much lower today because of the decrease in fish consumption, and the industrial production of animal feeds rich in grains containing omega-6 fatty acids, leading to production of meat rich in omega-6 and poor in omega-3 fatty acids. The same is true for poultry, eggs and farmed fish. Even cultivated vegetables contain fewer omega-3 fatty acids than do plants in the wild. In summary, modern agriculture, with its emphasis on production, has decreased the omega-3 fatty acid content in many foods: green leafy vegetables, animal meats, eggs, and even fish, while it has increased the amount of omega-6 fatty acids in foods, leading to high omega-6 intake for the first time in the history of human beings in many countries around the world. The traditional diet of Crete (Greece) is consistent with the Paleolithic diet relative to the omega-6: omega-3 ratio. The Lyon Heart Study, which was based on a modified diet of Crete, had an omega-6:omega-3 ratio of 4:1 resulting in a 70% decrease in risk for cardiac death. The higher the ratio of omega-6 to omega-3 fatty acids in platelet phospholipids, the higher is the death rate from cardiovascular disease. As the ratio of omega-6 PUFA to omega-3 PUFA increases, the prevalence of type 2 diabetes also increases. A balance between the omega-6 and omega-3 fatty acids is a more physiologic state in terms of gene expression, eicosanoid metabolism and cytokine production.

Today, more is known about the mechanisms and functions of omega-3 fatty acids than other fatty acids. Research has shown that docosahexaenoic acid (DHA)—an omega-3 fatty acid found in fish oil—is essential for the development of the premature infant relative to visual acuity, visual function and maturation. In the full term infant, DHA may influence visual acuity and neural pathways associated with the developmental progression of language acquisition. These findings have led to inclusion of DHA and arachidonic acid (AA), an omega-6 fatty acid, in infant formula by most countries around the world.

When humans ingest fish or fish oil, the ingested EPA and DHA partially replace the omega-6 fatty acids [especially AA] in cell membranes, particularly those of platelets, erythrocytes, neutrophils, monocytes and liver cells. Recent research suggests that the response to omega-3 fatty acids may be genotype dependent, since certain individuals respond more than others. It is essential to take genetic variation into consideration in setting up clinical intervention trials. There is a need to move away from the long-term prospective studies, and proceed with genotype specific clinical intervention trials.

Most of the research on the role of omega-3 fatty acids in chronic diseases has been carried out in patients with coronary heart disease. Intervention trials have clearly shown that omega-3 fatty acids have anti-inflammatory, antithrombotic, hypolipidemic and antiarrhythmic properties, and decrease sudden death and all cause mortality in the secondary prevention of coronary heart disease and in one study also in the primary prevention. Omega-3 fatty acids lower c-reactive protein (CRP) more so than any other nutrient, which accounts for decreasing the risk for coronary heart disease. The decrease in sudden death is most likely due to the antiarrhythmic effects of omega-3 fatty acids. Inflammation and cell proliferation are at the base of many chronic diseases and conditions, especially atherosclerosis and cancer, but also diabetes, hypertension, arthritis, mental health, and various autoimmune diseases. Individuals carrying genetic variants for these conditions are much more prone to develop them because the high omega-6:omega-3 ratio leads to pro-inflammatory and pro-thrombotic states.

The time has come to return the omega-3 fatty acids into the food supply and decrease the omega-6 intake. There is good scientific evidence from studies on the Paleolithic diet, the diet of Crete, other traditional diets (Okinawa), intervention studies, and finally studies at the molecular level using transgenic rodents that the physiologic omega-6:omega-3 ratio is 1:1 or 2:1. Japan has already recommended a ratio of 2:1. Industry has moved in the direction of including omega-3 fatty acids in various products starting with omega-3 enriched eggs, which are based on the Ampelistra (Greek) egg as a model obtained under complete natural conditions and which has a ratio of omega-6:omega-3 of 1:1.

In the past, industry focused on improvements in food production and processing to increase shelf life of the products, whereas now and in the future the focus will be on nutritional quality in product development. This will necessitate the development of research for the nutritional evaluation of the various food products and educational programs for professionals and the public. The definition of food safety will have to expand in order to include nutrient structural changes and food composition. The dawn of the twenty-first century will enhance the scientific base for product development and expand collaboration among agricultural, nutritional, and medical scientists in government, academia and industry. This should bring about a greater involvement of nutritionists and dietitians in industrial research and development to respond to an ever-increasing consumer interest in the health attributes of foods. #

Artemis P. Simopoulos, M.D. is the President of The Center for Genetics, Nutrition and Health in Washington, D.C. and author of *The Omega Diet* (Harper Collins, 1999)



MARYMOUNT COLLEGE'S MORTIMER LEVITT ESSAY WRITING CONTEST



(l-r) Director Lewis Burke Frumkes, 2nd Place Winner Mustapha Palmer, Author Carol Higgins Clark

By LIZA YOUNG

Mortimer Levitt is 98 and still inspiring thousands. Not only does Mr. Levitt provide philanthropic support to educational institutions, he inspires students and educators alike with his wit and his passion for living.

Named in his honor, the topic of this year's Mortimer Levitt Writing Contest of Marymount College was a quote from his latest book *96 and Too Young to Die*: "Endless trouble is the price we must pay for the gift of life, there are no exceptions."

These words generated essays which were intense and touching, as indicated by Director Lewis Frumkes at the recent awards ceremony for winners of the contest. Professor Frumkes explained that he chose not to read any essays aloud as they are of a personal nature, with many students requesting their essays not be read aloud.

Guest speaker, Francine Prose, author of eleven critically acclaimed novels and a finalist for the National Book Award for the novel *Blue Angel*, shared her valuable perspectives on writing.

She began by recalling a hesitation to give advice to contest winners, but finding a compromise by providing a list of 10 recommendations that she feels is key to being an excellent writer. Among these are "Read everything from George Orwell to the New York Times" and read from the point of view of the writer; that is, consider how the writer created the work.

Also, Prose advises, be observant and alert of surroundings. Listen carefully when communicating with others, paying attention to how something is being said, to the language used. She went on to point out the importance of having the courage to write what you notice. Ms. Prose emphasized that we keep in mind that there's something each of us knows which no one else may know. We each have unique experiences and perspectives and the more this comes out in writing, the more "valuable and beautiful it will be."

What was also evident at the awards ceremony was the value of writing powerfully with an economy of words.

Mr. Frumkes indicated that first prize winner, Matthew Lopez, was able to successfully write the essay using relatively few words—350 out of a possible 500—but that Matthew had related to him that it took him a while to realize the significance of Mr. Levitt's words. The end result according to Mr. Frumkes was a "stylish and poetic piece."

Invited guest Dr. Gurcharan Singh, Professor Emeritus of International Studies at Marymount College, took a few moments to emphasize the power and also the difficulty of writing something that gets the point across without any wasted words. He recalled the story of Lord Byron who won first place in an essay contest whose subject was "Why the color of wine was

red rose?" Lord Byron's one sentence response—"Master saw the water and it blushed"—won first prize in the contest.

Illustrating the time involved in being economical, yet powerful with words, Professor Singh related the story of Winston Churchill who during World War II wrote a letter to the President beginning with "I wish I had more time to write a short letter."

All winners of the contest received certificates of achievement as well as generous bonds, sponsored by Mr. Levitt, and of course the chance to respond to the inspiring words of this charismatic and philanthropic gentleman.#

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MAYOR BLOOMBERG'S PROPOSED CUNY CAPITAL BUDGET

By MATTHEW GOLDSTEIN,
CHANCELLOR, CUNY

We celebrate further progress in CUNY's renewal with the announcement by Mayor Bloomberg of the largest community college capital construction program in the history of the University.

Mayor Bloomberg's proposed capital budget will infuse more than \$157.4 million in new city funding for new science laboratories, classrooms, research facilities, student computer laboratories and long needed renovations and health and safety improvements. This is in addition to the more than \$166 million in reappropriated City funding for a total of \$323.9 million.

These new funds will be matched by the State total of a \$569 million investment the first large infusion of capital dollars for our community colleges in more than a decade. The Mayor's actions will greatly enhance the learning environment on CUNY campuses across the City and send a lasting signal of support as we modernize programs and services.

The Mayor's initiative, when added to the expanded State capital budget approved by the New York State Legislature and the Governor in April, provides \$1.983 billion in support for CUNY's senior and community colleges throughout all five boroughs and creates a capital program that will dwarf any capital program this University has had in its history.

The Mayor's 2005-06 Executive Budget provides capital funding for Borough of Manhattan Community College, Bronx Community College, Hostos Community College, LaGuardia Community College, Kingsborough Community College, Queensborough Community College and Medgar Evers College, a senior college that



offers both two-year and four-year programs.

With this support, City and State officials are affirming the ongoing renewal at CUNY. Enrollment is at its highest level in thirty years, our colleges are attracting many of the most academically talented faculty and students, and they are winning top awards from our two Rhodes Scholars and our Intel Science winner to our faculty Pulitzer Prize and McArthur Foundation genius award winners.

We will further leverage this public support with a competitive matching strategy that will seek private donors and other philanthropic dollars to further scale up our efforts.

We look forward to working with a most supportive City Council to achieve a final budget that will enable CUNY to continue to offer high quality educational programs and services.

My thanks to all who worked so tirelessly to make this historic capital budget a reality.#



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THE TRIUMPH OF TRUTH & JUSTICE: CCNY SPONSORS TALK BY DR. DEBORAH LIPSTADT

By JOAN BAUM, Ph.D.



President Gregory Williams
& Dr. Deborah Lipstadt

Calling her stunning victory in the British courts (the case in 2000 plus four appeals in 2001) over Holocaust denier David Irving who had sued her and her British publisher, Penguin Books, UK, for libel for what she wrote about him in *Denying the Holocaust: The Growing Assault on Truth and Memory* (Free Press/MacMillan, 1993) “a significant triumph for Truth and History,” Dr. Deborah Lipstadt spoke to an overflow crowd of City College administrators, faculty and alums last month at The Sky Club at the Met Life Building about why she felt compelled to write a book on the trial: *History on Trial: My Day in Court with David Irving* (Ecco/HarperCollins). Irving, a not insignificant military historian had challenged Lipstadt’s assertions (100 words in her book) that he was a Hitler apologist (particularly evident in his 1977 book, *Hitler’s War*) and had falsified facts about the Holocaust when he claimed that it never happened and that arguments to the contrary were the work of Jewish conspirators out to make money and generate support for international Jewish hegemony. The British judge, Charles Grey, who ruled against Irving spent two hours on the verdict that held that Irving was not only a Holocaust denier but an anti-Semite, a racist, a falsifier of history, a Hitler apologist and a liar.

In effect, Dr. Lipstadt said, she had no choice but to rise to the challenge, though she believes that Irving was surprised by her decision. He probably thought that because she was a woman, an American, a Jew, she would simply ignore him. But British libel law puts the burden of proof on the defendant: had she not fought back, she would have been perceived as acquiescing in his version of history and also been responsible for his legal costs. She was fortunate, she said, she got a dream team to represent her that included Anthony Julius, a legal scholar who is also the author of a book on T.S. Eliot’s anti-Semitism, Richard Raptin and a host of stellar assistants and expert witnesses., who studied Irving’s writings and found evidence of misleading research, date shifts, made up conversations, vague footnote references. Feisty, focused, she was never not convinced of the rightness of the cause, which was not hers so much as history’s. And survivors’ cause. Their frailty was a prime reason she held her tongue during the trial and refused

innumerable media requests to debate Irving. “What’s to debate?”

A political science and history major at The City College from which she was graduated in 1969, Phi Beta Kappa, after taking off two years to study at Hebrew University (during the time of the six-day war), Deborah Lipstadt, who was brought up in Modern Orthodoxy, went on to get a Masters and Ph.D. from Brandeis University in Judaic Studies. Now 58 and the director of the Rabbi Donald A. Tam Institute for Jewish Studies and Dorot Professor of Modern Jewish and Holocaust Studies at Emory University in Atlanta, Georgia, she became an ardent advocate of civil rights and of her academic discipline. “We must use our scholarship to support historical truth. It is our responsibility,” she has written and continues to say. “If the history of the Holocaust isn’t safe, then no history is safe.” If she didn’t fight back, Irving’s version of history, of the Holocaust, of Dresden, of Hitler, would stand

In introducing Dr. Lipstadt, City College President Gregory H. Williams (his 1996 autobiography, *Life on the Color Line*, is a stunner), spoke of the extended “critical victory” that Dr. Lipstadt’s trial has wrought at CCNY—a surge of interest in Jewish Studies, the recent visit of a small contingent of students to Israel (90 percent of whom were not Jewish), and of his own plans for the summer to visit. *History on Trial* will be out in July. Meanwhile, lest reasonable people think that Lipstadt’s victory has won the war—this writer offers a personal observation: Type in her name on the Internet. See what comes up and who is behind it. As they used to scrawl on maps of old about unknown territory, hic sunt dracones—here lie dragons, only here they are very real.#

Reflections on Visiting the Extermination Camps: 2005

By HOWARD MAIER

Margaret and I have returned from The March of Living trip to Auschwitz and two other Holocaust extermination camps. Joining us from the Nassau County Holocaust Center were Holocaust survivor Gloria Glantz, her son Craig, and Holocaust survivors Eddie and Judy Weinstein. Also in Poland for the March of the Living were 21,000 others – many students and Holocaust survivors from throughout the United States, Israel and over 65 other countries. This was the first time Holocaust survivors and other adults were invited for this annual march of teenagers. The inclusion of adults was inspired as a commemoration of the 60th Anniversary of the liberation of the Holocaust camps.

We heard detailed survivor testimony about their horrific experiences, we saw crematoriums, gas chambers and many graves. On the other hand we were exhilarated by being among thousands of youth carrying Israeli flags and singing songs in Hebrew.

This trip also provided a view of Jewish life in Europe prior to the Holocaust. We visited old Jewish quarters in Warsaw and Krakow. We saw abandoned synagogues and walked through old cemeteries where great rabbis and every-day Jews were buried.

We heard historical talks from our tour leader, Dr. Bill Shulman, President of the Association of Holocaust Organizations, from our Israeli-born bus tour guide, and from our Polish bus guide. We were also blessed with testimony from survivors throughout the week.

Upon arrival in Poland, we boarded our bus and immediately drove to Treblinka, a death camp where over 800,000 people, primarily

Jews, were exterminated during 1941-1942. This was an awesome sight. One could feel the death hidden by the surrounding forest. We heard the vivid testimony from survivor Eddie Weinstein, who was at Treblinka for seventeen days before he escaped. We all benefited from Eddie’s testimony that day. For the remainder of the trip I found myself often in conversation with Eddie, hearing about his time doing forced labor, his seventeen months being hidden by the owner of a fish hatchery, his time in the Polish Army and his journey post liberation.

Later that day we stopped at the site of the Warsaw ghetto and heard about the ghetto uprising. We visited a standing ghetto wall and memorials to the uprising. We asked about the current Jewish population in Warsaw and were saddened to hear that less than 300 Jews live there today. Although census numbers are not available, it is believed between 5,000 and 10,000 Jews live in Poland.

The second morning after minimal sleep, we went to the Warsaw train station for the four-hour ride to Auschwitz. On the platform our group stood along with hundreds and hundreds of other people from around the world, many young, carrying flags from their country and also holding Israeli flags. Adjacent to us was a group from Ecuador and next to them Canadian teenagers. The first train pulled in, jammed with smiling teenagers. When the train stopped the teens came to the window, and put out a sign saying “EITZ HAYIM MOSCOW.” The Ecuadorian group began singing in Hebrew and we all joined in, including the Russian teens on the train. We were all overcome with emotion.

continued on page 33

Donna’s degree took her from custodian to teacher of the year.

As an elementary school custodian, Donna Laverne Williams dreamed of being a teacher. Earning a UI&U bachelor’s degree—while maintaining a full-time job—helped her realize her dream. She still works at the same school, but now as an award-winning teacher of children with special needs.

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“HOW A COWGIRL GOT TO THE SUPREME COURT”

By NAZNEEN MALIK

“I was not seeking a position on the US Supreme Court,” says Justice Sandra Day O’Connor at a recent lecture at Barnard College. Originally intending to speak about women and the law, she instead decided to share her personal story with students, weaving together memories and experiences like a masterful storyteller, thus revealing an underlying principle that has governed much of her life—the unwillingness to take no for an answer.

Although Justice O’Connor is the first woman to be appointed to the United States Supreme Court in our country’s then 205 year history and became the first woman majority leader in the Arizona State Senate, her road to success was littered with many obstacles. But O’Connor has never been one to shrink away from challenges. After all, her first pet was a bobcat.

Growing up on a cattle ranch in the American Southwest in an old adobe house with four rooms, and no running water or indoor plumbing, O’Connor learned self-reliance at an early age. “It [the ranch] was so remote and out of town that we would go once a week to get groceries, the mail and to pick up any supplies that were needed. If anything on the ranch needed to be built, or repaired, or doctored, or whatever it was, it was a place where you had to do it yourself,” she declares. But she loved it, nonetheless.

It was education, however, that eventually played a significant role in shaping her future aspirations. When she was ten, O’Connor was sent to live with her grandparents in El Paso so that she could attend school. My father never had a chance to go to college, says O’Connor. Her mother, however, had briefly taught school after graduating from the University of Arizona. Both parents loved to read and understood the importance of providing their daughter with an education.

When she was sixteen, O’Connor enrolled in Stanford University and recalls being terrified because all the other students seemed better prepared and knew more than she did. Nevertheless,

O’Connor made the Dean’s List in her first year and decided to major in economics.

But it was an undergraduate class at Stanford, taught by a persuasive professor with legal training that inspired O’Connor to pursue a law degree. She applied to Stanford Law School, and was accepted as one of five women, at a time when the school allowed fourth year undergraduates to complete a law degree in three years. Today, over fifty percent of law school students are female; however, back then, they represented no more than three percent, nationwide.

Despite her high academic standing and having been editor of the Stanford Law Review, O’Connor experienced tremendous difficulty obtaining employment. Intrepid firms confidently disclosed their reasons for not hiring women, and there were no mavericks who wished to break precedent and hire a female lawyer. One firm went so far as to offer her a secretarial position instead.

In response, O’Connor took matters into her own hands, approached the California district attorney’s office and negotiated the terms of her first job—no pay.

But when her husband was drafted and sent to West Germany as part of the JAG unit, O’Connor decided to leave her treasured job and accompany him. When they returned, firms were still not hiring women so she opened up a law office with a colleague. Shortly afterward, O’Connor gave up her practice to stay home and raise her children. Aware that if she simply stopped working she would never get another job, O’Connor kept busy. Among other things, she opened up a lawyer referral service and took bankruptcy court appointments to be a trustee in bankruptcy for smaller estates she could manage from home. “All of this was fine but I was so busy I needed a full-time job so that I could have a little peace and quiet in my life,” she chuckles.

She was subsequently hired by the Arizona attorney general’s office. “At first they didn’t know what to do with me and sent me out to the Arizona state hospital for the mentally ill,” she



Photo credit: Diane Bondareff

Justice Sandra Day O’Connor (l) and President Judith Shapiro

explains, “but you start at the bottom and you try to make something of it.”

O’Connor was later appointed to the Arizona State Senate and became the first female majority leader. Ironically, it was the same man who had offered her the secretarial position in the beginning of her career that introduced her to President

Reagan and played a central role in her appointment to the Supreme Court in 1981.

“It’s a hard job,” admits O’Connor, “[but] I always knew that I wanted to work and I wanted to work at work worth doing and I have been privileged to have that kind of work.”#

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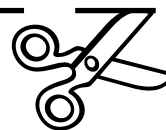
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GUEST EDITORIAL

IS CORPORAL PUNISHMENT ALIVE AND LEGAL?

By **MARTHA MCCARTHY, Ph.D.**

The use of corporal punishment in public schools attracts strong supporters and even stronger critics—few people are neutral. Surprisingly, the United States stands almost alone among industrialized nations in allowing corporal punishment in public education. Canada finally joined the mainstream by banning this disciplinary technique in 2004.

Although we have no national prohibition on corporal punishment in schools, an increasing number of states and local school districts have adopted laws or regulations prohibiting its use. Since 1970, 28 states and the District of

Columbia have barred corporal punishment, and in 10 additional states, more than half of the students are enrolled in school districts that ban this form of discipline. States still permitting corporal punishment are disproportionately in the southern region of the U.S.

The Supreme Court has rendered only one decision on this topic, *Ingraham v. Wright* (1977), holding that the use of corporal punishment in public schools does not violate Fourteenth Amendment procedural due process guarantees or the Eighth Amendment's prohibition against cruel and unusual governmental punishment. Recognizing that state remedies are available, the Court reasoned that challenges to excessive corporal punishment should be handled under state law.

But the *Ingraham* decision did not foreclose a successful challenge to corporal punishment under the U.S. Constitution. Several federal appellate courts have recognized that excessive corporal punishment can impair public school students' Fourteenth Amendment substantive due process protections against arbitrary and unreasonable government action if the punishment shocks the conscience. This standard was met where a coach knocked a student's eye out of its socket with a metal lock and where a teacher restrained a student until he lost consciousness and fell to the floor. Yet, students must satisfy a very high standard to substantiate that corporal punishment violates the Fourteenth

Amendment, and most claims have not been successful.

Students who are injured by teachers can always bring criminal or civil assault and battery suits, which might result in fines and/or imprisonment for the teachers or monetary awards for the victims. Where corporal punishment is banned by state law, school board policy, or even action of a local school council, teachers can be dismissed for insubordination if they repeatedly disregard such prohibitions. And in schools that allow corporal punishment, educators are not required to use it. Teachers who elect to corporally punish students should be certain their actions are reasonable and preferably witnessed by another adult.

There is mounting criticism of corporal punishment, and more than 40 organizations, including the American Bar Association, the American Psychological Association, and the National Education Association, have gone on record opposing the use of corporal punishment in schools. Although this discipline strategy is still widely used in American schools, there has been a steady decline in incidents of corporal punishment since the mid-1970s. If its use continues to decline, perhaps the U.S. will move more in line with the policies and practices of other countries.#

Martha McCarthy is the Chancellor's Professor at Indiana University.

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ERRATA

Necola Eason, HELP Harbor Director of Client Services, and Former NYS First Lady and Founder of Mentoring USA co-authored the article "The Glory of Mother's Day," published in the May issue of *Education Update*. Through interviews she conducted with the women of HELP Harbor and her own expertise in the issues concerning domestic violence, Ms. Eason provided much insight into the everyday struggles some women face, making Mother's Day an even more special occasion.

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LETTERS

Prison College Programs Unlock the Keys to Human Potential

To the Editor:

As External Sponsor of Vietnam Veterans of America Chapter #682 (Incarcerated) at Powhatan Prison, VA, I strongly support programs in education and spirituality as the humane prevention of recidivism. The article is excellent!

*Dr. W. R. Floyd
Chester, VA*

An Interview with Arnette Crocker, Principal, Young Women's Leadership School

To the Editor:

It's good to see people who haven't just turned their backs on the inner city and have set up a means for those with hidden potential to bring it to light. Thank you for showing it is possible to set up a continuous conduit that the youth can build and have access to. Please continue.

*Storm Cloud J. Sims
San Diego, CA*

Olympic Medalist Nadia Comaneci

To the Editor:

I am a huge fan of Nadia so anything concerning her life is of great interest to me. Not only was she one of the greatest athletes of all times but also is an admirable person involved in charitable causes. This article shows some of these aspects regarding Nadia.

*Osmar Edgardo
Miami, FL*

Kidney Donor Needed

To the Editor:

My name is Aldo S. Dominguez and you wrote an article on me on December 2003. I am an ESL teacher at the Yonkers Public Schools and a patient of Dr. Gerald Appel at Columbia Presbyterian Medical Center. I just wanted to inform you that I received a kidney transplant. I was called this year on my birthday, Friday, February 25, 2005, and on Saturday, February 26, 2005 at approximately 4:00AM I went into surgery. This was the best birthday gift ever! I just wanted to thank you and your staff for their efforts in writing the article about me and getting the word out on "Organ Donor Awareness."

*Aldo S. Dominguez
New York*

Debunking the Stereotype of the Female Boxer

To the Editor:

How can I become a professional boxer like you?
*Jonmichael Seagroves
Sunland Park, NM*

Hospitality Management Excellence at Cornell University

To the Editor:

I would like to have more information about the summer Hospitality program.
*Marcia Alves
Brazil*

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PRODUCT REVIEW:

DISCOVER! ASTRONOMY

By MITCHELL LEVINE

As any home education family in New York is probably aware, there is a critical lack of great science enrichment available for homeschoolers. While much curricula and supplementary material can be easily purchased for subjects like history, writing, math, and language arts, the complexity of the scientific field and the need for hands-on learning seems to have thinned out the herd in that marketplace.

EOA Scientific's Discover! Astronomy thus fills a critical void. As teachers realized long ago, the science of the cosmos is a unique branch of the sciences for students. By its very nature, it fascinates children and adults alike, and can be used as a basis for the study of a bewildering number of subjects. By creating an interactive environment for the investigation of astronomy and space science, this software presents an opportunity to exploit those built-in advantages in a fun and convenient manner for homeschool-

ing parents and children.

Using the model of a 3D virtual laboratory, each of the CDs in the volume offers a different chapter in the basics of astronomy: Kepler and Newton's laws; the Big Bang; stars, planets and galaxies; the fundamentals of the scientific method, and much more. Each one begins with a 30 minute digital video, and a large number of supplementary multimedia tutorials (200 in all) as an exposition of the core knowledge. The real heart of the program, however, is in the labs, which allow the user to act as a scientist, and take samples, perform tests, and analyze and evaluate data for controlled experiments related to the topics. The experiments can be performed in many different settings, and parameter tweaks, for example, often permit the student to move the whole project to another planet!

Particularly helpful for home-based learning is the fact that all of the text in the series can be accessed at two different grade levels, 6-7 and 9-11, doubling the range of age-appropriate target groups. A sophisticated series of tests and quizzes are included, which are about as comprehensive as those bundled with any tutorial academic software I've seen, and provide full performance feedback to teachers. Best of all, the material has been directly correlated to the New York State standards, a rare luxury for NYS homeschoolers.

Although I wasn't able to trial them, EOA Scientific makes a number of other science packages available, like Discover! Geology, Discover! Weather, and Discover! Oceans. Based on what I have seen, though, I would be hard-pressed to believe that they were any less carefully planned, thoroughly researched, and masterfully presented to meet the needs of homeschoolers as this product so clearly is.

For more information, consult the manufacturer's site at [#](http://www.scienceschoolhouse.com)




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www.etap.org**THE MYTH OF TEACHER QUALIFICATIONS**

By CHRIS KLICKA,

SENIOR COUNSEL FOR HOME SCHOOL LEGAL DEFENSE ASSOCIATION

Most education officials publicly claim that teachers need special "qualifications" in order to be effective. Although this seems reasonable on the surface, such requirements not only violate the right of parents to teach their children as guaranteed by the First and Fourteenth Amendments, but virtually all academic research documents that there is no positive correlation between teacher qualifications (especially teacher certification requirements) and student performance.

I have talked with hundreds of school officials who cannot understand how a "mere mother" with a high school diploma could possibly teach her own children. These officials literally take offense that parents would try to teach their children and actually think that they will do as well as teachers in the public school who have at least four years and sometimes seven years of higher education. What is so laughable about this belief in teacher qualifications by public school authorities are the statistics which show the appalling decline in competency among certified public school teachers and the failure of the teacher colleges.

One of the most significant studies in this area was performed by Dr. Eric Hanushek of the University of Rochester, who surveyed the results of 113 studies on the impact of teachers' qualifications on their students' academic achievement. Eighty-five percent of the studies found *no positive correlation* between the educational performance of the students and the teacher's educational background. Although 7 percent of the studies did find a positive correlation, 5 percent found a *negative impact*.

Two education researchers, R. W. Heath and M. A. Nielson surveyed forty two studies of "competency-based" teacher education. Their findings were that no empirical evidence exists to establish a positive relation between those programs and student achievement. Four other education researchers, L. D. Freeman, R. E. Flodan, R. Howsan, and D. C. Corrigan, did separate studies in the effectiveness of teacher certification requirements. They all concluded that there is no significant relation between teacher certification

and student performance in the classroom.

In July 1999, the Thomas Fordham Foundation published a study entitled, "Better Teachers, Better Schools," a 250 page study edited by Chester Finn & Marci Kanstoroom, employing data from the National Educational Longitudinal Study of 1988. The study also found that having a degree in education has no impact on student science test scores and, in mathematics, having a BA in education actually has a statistically **negative impact** on scores in math! All the studies demonstrate that parents' "hands-on" degree in homeschooling their own children is much more effective than spending all that time for a BA in education.

Dr. Brian Ray of the National Home Education Research Institute released a report entitled, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement*. The research revealed that there was no positive correlation between the state regulation of homeschools and the home-schooled students' performance.

Furthermore, this same study demonstrated that only 13.9 percent of the mothers (who are the primary teachers) had ever been certified teachers. The study found that there was no difference in students' total reading, total math, and total language scores based on the teacher certification status of their parents: Whether the home-school parent had a teaching certificate, a college degree, or a high school diploma or less, did not make any difference — all their children scored, on the average, in the 80th percentile. This study has been confirmed by two other studies of the qualifications of homeschool parents.

The trend in state legislatures across the country indicates an abandonment of teacher qualification requirements for homeschool teachers. In fact, Americans, in general, are realizing that the necessity of teacher qualifications is a myth. The teachers' unions and other members of the educational establishment make up the small minority still lobbying for teacher certification in order to protect their disintegrating monopoly on education.#

This article appears courtesy of the Homeschool Legal Defense Fund, www.hsllda.org

Basic English Skills and Grammar
by Ruth C. Elliott

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Putting Homeschooling Programs to the Test Before You Invest

By MITCHELL LEVINE

Finding a homeschool curriculum that matches the needs of you and your child is one of the most difficult and important decisions a homeschool family makes. It isn't easy. There's a great deal of good information about homeschooling available from friends, neighbors, relatives, other homeschoolers, and the Internet. However, knowing what to look for will help you find a program that is right for your family and child.

A homeschooling program is a lot like a pair of shoes: It has to fit well to be comfortable and effective day after day. If you start off with a good program, you can tailor it with confidence. Careful evaluation is critical to success, say experts. "You want appropriate, academically challenging lessons that inspire your child to do his best," says Jean C. Halle, president of Calvert School Education Services, based in Baltimore, Md. The company is the homeschooling provider arm of Calvert School, which in 1906 started to offer its private school curriculum to families who wanted to teach at home. Today, Calvert enrolls 17,000 students each year in its prekindergarten through eighth grade programs. Calvert School receives thousands of calls each year from families investigating whether the school's complete classical curriculum is right for them. "We put a lot of time into helping families select what's right for them, based on the students' competencies," says Halle. "Sometimes student is placed ahead or below his age grade level. In math, for example, he may be placed at a different level than the balance of his studies." "It's critical that the curriculum be well suited to that child's needs in order for him or her to be successful." Parents should explore

four main components of a provider's offerings when choosing a homeschool curriculum.

The first step in a child's academic experience should be appropriate placement in grade. The ideal placement assessment takes into account how your child arrived at answers in order to evaluate both concept knowledge as well as his ability to apply those skills. Because they offer details about a child's writing mechanics, vocabulary and spelling levels, sentence structure, content, and organization skills, evaluations of writing samples are important.

A good curriculum will draw material from a variety of sources, incorporate opportunities for practice to improve written and oral communication, and help your child to learn, analyze, and interpret information, not simply memorize facts. An integrated curriculum allows the student to write about all subjects, to think mathematically about subjects other than math, compare and contrast geographical statistics history facts, and to review and obtain valuable reinforcement of concepts taught.

Lesson manuals should provide good detail, including lessons that introduce topics, explain concepts, coordinate subjects with each other, and suggest added practice and enrichment. At the appropriate age, the manual should be directed to the student, and the role of the home teacher should turn to more of an advisory role. If the provider offers answer keys for all daily work, parents can confirm their child's performance. Educational professionals, who can offer strategies for teaching children with all learning styles, should be available by phone, fax, or email, to answer any questions you may have and offer suggestions for accelerated or remedial work.

PRODUCT REVIEW:

VISIONWORK READPHONICS

By MITCHELL LEVINE

Over the several years we've focused on homeschooling in New York, I've noticed from our reader feedback that the #1 issue discussed in the responses has been reading pedagogy. Although we've certainly spotlighted some excellent programs, many of which have been phonics-based, few of them seem to have been truly comprehensive enough to allay the uncomfortability of parents with the teaching of reading. Thankfully, Visionwork Education has stepped up to the plate with a truly integrated CD-based software tutorial program, ReadPhonics.

Probably the most significant element of the system is the 77 volume set of literary classics appearing in the software, including *Sense and Sensibilities*, *Through the Looking Glass*, and *The Wind in the Willows*. Divided into four levels, and segregated by grade, the books form the foundation of the entire course. After choosing one to read, based on interest, the student receives an extensive series of tests and quizzes measuring their mastery of vocabulary, reading comprehension, and writing at the end of every chapter. Through repetition, and access to the ReadPhonics Word Puzzle, complete expertise

can be developed and demonstrated with precision on the part of a home-based educator.

An interesting component of this process lays in the essay topic question provided at these junctions. Actual literary themes are introduced in inquiries created by professors of English literature, which first require single paragraph responses and then gradually expanding to full five paragraph essays. Having looked at the essay questions included with *A Tale of Two Cities*, I do have to remark that I felt they were rather challenging for the targeted age group, but not so much so that they'd be too difficult for the average homeschooling family. Visionwork Co. makes trained analysts available to evaluate student essays available through an online program, as well as, for those that can take advantage of it, a premium phone-based tutoring service.

For a package that names itself after phonics, an unusual amount of attention is paid to vocabulary development. Most noticeably, the Challenge Words feature integrates an on-screen version of the American Heritage Dictionary, accessed through links the reader clicks on if they can't understand a particular word. The software keeps a record of those items, and tests the student on them contextually. A "parent's checkpoint feature" allows remote monitoring of this, and numerous other points, from any computer connected to the Net.

In the mind's of some parents, however, the program's greatest strength might also be its weakness: the question presents itself, "Will children want to read the books included with the system?" Of course, that will vary with the child. Given the broad extent and excellent selection of the included literature, a child inclined to read – or even one that hasn't yet caught the bug – will certainly find something of interest.

Unfortunately, there are many more features than I have room to cover. Home educators should log onto www.visionworkco.com for further information and online ordering.

Knowing if your child is learning is important. A good program will include tests, which evaluate both content mastery and skill development. The availability of tests with answer keys can be helpful. If you have difficulty evaluating your child's composition and other subjective work, you should look for a provider that offers testing support in these areas. Another key to success is evaluating the provider's materials. "Take time to review sample lessons, if offered by the provider, to be sure that the curriculum delivers as promised," says Halle. "Your family is making a commitment for the entire school year, so the time you invest in evaluating your options is well spent."#

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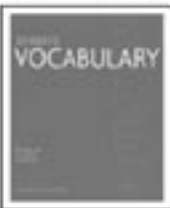


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THE WRITESHOP INCREMENTAL WRITING PROGRAM:

Intended for students from grades seven through ten, this composition curriculum for junior high and high school students is much like the flip side of Elliot's Basic English Skills and Basic Grammar. Instead of concentrating on the fundamentals of grammar and punctuation, the WriteShop curricula deals carefully with the elements of narrative and expository writing.

Developed by two homeschooling moms over several years of teaching practice, the lessons begin with the essentials of description, and progress through topics like paragraph structure, style, narrative and persuasive writing, and essay formats. Between the two semester

components of the program, WriteShop I and WriteShop II, parents can expect lesson plans encompassing about two year of unit studies for the average student.

The lesson plans generally revolve around the actual composition of a written piece selected to highlight the specific topic or topics being addressed in the unit. Typically, this involves brainstorming, an organized process of revision, several rewrites, and a final evaluation over several days of instruction.

While thorough and complete, WriteShop is not to be embarked on without a serious commitment on the part of both students and parents. Extensive amounts of time spent writing, editing and rewriting can be anticipated, and a great deal of mutual participation on the part of a parent/instructor is necessary as well. However, for the homeschooling family willing to invest the prerequisite hours and effort, profound levels of improvement in all types of writing can be expected.

Although WriteShop is more expensive than the average homeschooling curricula, for any parent looking to vastly improve their child's expertise in a skill set increasingly important in college placement and the job market, it's probably the best available today. For more information, log onto www.writeshop.com.#

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FROM THE SUPERINTENDENT'S SEAT

Easing the Diploma Dilemma

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

June is certainly a magical time of year. High school graduation brings excitement to many households. It can also be a time when parents and children clash about expectations. Call it the "diploma dilemma."

Each graduation is a two-fold event of endings and beginnings. Students graduate school after reaching the top. As someone who has been to countless graduations, I can tell you they are all special.



they felt as an all-knowing high school senior.

However, with that diploma in hand, there is an inescapable truth you must contend with. Ready or not, your child is now an "adult." How do you expect your graduate to take his or her place as a new adult in your family? What changes does your graduate expect you to make?

To avoid this diploma dilemma we suggest you (all parents involved)

discuss the situation privately before broaching the subject with your graduate. Do you expect your son or daughter to earn income during the summer and/or during college? Will there be any changes in house rules such as curfews, use of the car, overnight or late-night visitors, help with household responsibilities and/or expenses? When you are in agreement, it is then time to have a calm discussion with your new high school graduate.

Inevitably, your graduate will have some expectations of his or her own. Now is the time to listen and to clear up all misunderstandings. If you discover that your expectations are at opposite ends of the spectrum, you may have to work through several negotiating sessions. Just don't lose sight of your goal: to establish a code of behavior that reflects your new acceptance of your graduate as an adult member of your family and gives your graduate the confidence he or she will need to face the challenges of operating in the "real world."#

MOVIE REVIEW

Entrancing Dancing: Mad Hot Ballroom

PHILLY'S MUSICAL KIDS ROCK SCHOOL

By JAN AARON

Peppy and pleasing *Mad Hot Ballroom* is a documentary covering tweenagers in a New York citywide ballroom contest and the devoted adults who guide them there. It provides insight into American Ballroom Theater's (AbrT's) Dancing Classrooms, currently offering instruction in dance at over 60 of the city's public schools. First time feature filmmakers Marilyn Agrelo and Amy Sewell focus on three schools also profiles the rich cultural diversity in New York's classrooms.

Provided by Paramount Classics Photo By: Claudia Raschke-Robinson



advantages (97 percent of the school's families are at poverty level or below), but have all the moves. At 112 in Bensonhurst, kids seem not only interested in winning the trophy, but in having fun as coached by Victoria Malvagno. Here, Taha Natab's Islamic sect prohibits dancing, but he participates as the disc jockey.

The picture also allows kids to be frank about what they

think, how important their teachers are, and how they plan to succeed. The winning team, being one of the depicted schools, provides a happy ending. (102 mns. PG-13)

Another irresistible not-to-be-missed documentary *Rock School* spotlights Paul Green, who runs the vibrant, tough-love Paul Green School of Rock Music in Philadelphia. Portraying the memorable Green as well as his students from ages 9 to 17, this is a place for serious learning with seriously talented kids. They study, practice, rehearse for gigs, and ultimately play at the famous Zappanale in Germany where they win accolades. Late in the picture, Green a husband and proud parent, recalls his own brief career as a rocker which adds poignancy to his project. (93 mns. R).#

FROM THE NEW YORK BOTANICAL GARDEN

Q & A WITH DR. CHRISTINA COLON ABOUT SEEDS 2 CURRICULA: PLANT ADAPTATIONS



Teachers use the curriculum in the classroom as well as in the Everett Children's Adventure Garden. Classroom materials include a comprehensive teacher's guide, reproducible worksheets, a class set of hand-lenses, beans for planting and measuring real seeds and fruits from local plants to observe, and non-fiction books. The unit includes two class trips to the Everett Children's Adventure Garden where students experience what they've been studying and practice their science skills in a natural setting. The unit includes a full-day teacher training session as well as a teacher pre-trip pass to the

Garden Adventure SEEDS: Science Exploration and Education Discovery Series, is a unique classroom curriculum developed by The New York Botanical Garden to educate children about science and improve their math and literacy skills. The program launched in 2003 with SEEDS 1, a unit on plant parts for kindergarten and first grade.

What's new about SEEDS 2?

The many ways that plants adapt to their environment is the focus of SEEDS 2 which was designed for grades 2-3. The most exciting and innovative element of this new curriculum is that it teaches adaptations using plants as the main focus. This is significant because many children only learn about adaptations as they pertain to animals, but plant adaptations are just as exciting and easier to observe. Another significant aspect of this curriculum is that it teaches about local plants and their adaptations to local conditions such as the change of season. This is innovative because it allows students to apply what they learn in a classroom directly to their everyday lives. For example, one area of investigation is how temperate plants are able to adapt to the changing seasons, while wetland plants are able to thrive in and around ponds. New York is in the middle of a temperate zone and is surrounded by vast wetlands so the lessons learned have immediate relevance.

What do teachers and students like about SEEDS?

Teachers like the hands-on, inquiry activities because they are an excellent educational tool and they get students excited about the natural world. At the same time, they are learning valuable science skills and behaviors like how to make observations and record them, and exciting information such as how plants grow, and what resources they need to survive.

How does a teacher use SEEDS?



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Garden. Teachers can earn six units of new teacher credits by participating in the spring, summer, or fall training session.

For whom is this unit appropriate?

All children in grades 2-3 will benefit from SEEDS 2; even teachers of older students also find it appropriate and useful. Teachers who have ESL students or who teach children with special learning challenges have found SEEDS extremely helpful because it uses so many different approaches to teaching these concepts. The curriculum is flexible and can be adapted to accommodate many learning styles. #

SEEDS 2: Plant Adaptations will launch Thursday, June 16th. A reception will be held in the Everett Children's Adventure Garden from 4:00 to 6:00 p.m. Principals, administrators, science cluster teachers and 2nd and 3rd grade classroom teachers from the New York metropolitan area will be attending to learn about this important curriculum unit. To reserve a spot for the June 16th reception call 718.817.8175. To learn more about the SEEDS curricula visit www.nybg.org/chil_edu/ecag.html#

Dr. Christina Colon is the Curator of Curriculum Development and Evaluation at The New York Botanical Garden and creator of the SEEDS curricula.

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NATIONAL DISNEY TEACHER AWARDS ANNOUNCED

45 Honorees Chosen from More Than 50,000 Nominated Teachers for Successful, Creative Classroom Strategies

Disney heroes have been capturing children's hearts for generations, but the newest Disney heroes are reaching them in ways that Cinderella or Aladdin never could. Forty-five teachers from across the country have been chosen from more than 50,000 nominations to receive the 2005 Disney Teacher Award in celebration of their creativity, innovative teaching methods, and ability to inspire their students.

The Disney Honorees push beyond the limitations of the traditional blackboard-and-textbook style of teaching. For example, California Honoree David Vixie takes his history students out on the trail in actual covered wagons, while New Hampshire Honoree Randy Wormald has his math students do dances in the shape of algebraic functions in an activity called 'graph master boogie.' Some change the face of their communities, like Kansas Honoree Ron Poplau, whose community service students work daily with senior citizens, gang members, and the homeless; or Washington Honoree Harlan Kredit, whose science students have revitalized their local ecosystem and brought their river's salmon population back from almost nothing. And California Honoree Carol Anne McGuire taught both her students and her community an important lesson about dedication when her students, who are either blind or visually impaired, wrote, produced, directed, scored, and edited a movie.

"Disney was founded on creativity, and we feel it is vital in helping children learn in ways that both engage and challenge them," said Terry Wick, vice president of Disney Worldwide Outreach. "These creative teachers open up new worlds to students through their creativity and passion for learning. We are proud to be able to provide both monetary rewards and professional development to these special individuals."

The 45 Disney Teacher Honorees (and teaching teams) receive \$10,000 from Disney Worldwide Outreach and a trip to The Disneyland Resort in Anaheim, Calif., for a week of fun and celebration from July 23-28. In addition, Disney awards \$5,000 to each honoree's school.

Disney Teacher Honorees are selected by their peers—former Disney Teacher Honorees and representatives of leading educational associations from across the United States. Honorees come from every subject field and every level of teaching.

Established in 1989, the Disney Teacher Awards do not simply honor one teacher, they also make a permanent investment in that teacher's educational community. In addition to the monetary awards, Disney also flies the teachers and their principal to the Walt Disney World Resort in Florida in October for a six-day professional development institute where they can refine their own innovative teaching approaches by sharing ideas and learn how to engage other teachers to build an effective collaborative teaching culture at their school. Once they return, the teachers and their principals will work with experts from the Center for Collaborative Education in Boston to design a schoolwide plan for making teaching more effective.

The Disney Teacher Awards selection committee consists of former Disney Teacher Honorees and representatives from several leading educational institutions, including the American Federation of Teachers, the National PTA, the Harvard Graduate School of Education's Project Zero, the National Education Association, the National Association of Black School Educators, the American Association of School Administrators, the Association for Supervision and Curriculum Development, the Council for American Private Education, the Council for Exceptional Children, the Council of the Great City Schools, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Board for Professional Teaching Standards and the National Middle School Association.

During the week of celebratory events in Anaheim, five exceptional teachers will be chosen from the 45 honorees. Four Outstanding Teachers and one Disney Teacher of the Year will receive an additional \$15,000 from Disney Worldwide Outreach.

Nominations for the 2006 Disney Teacher Awards will be open in mid-August. For more information on the awards process, please visit www.disneyhand.com [#](http://www.disneyhand.com)

The Disney Teacher Awards is part of DisneyHand, worldwide outreach for The Walt Disney Company. DisneyHand is dedicated to making the dreams of families and children a reality through public service initiatives, community outreach and volunteerism in the areas of compassion, learning, the arts and the environment. In 2004, DisneyHand contributed more than \$165 million in cash, in-kind support and public service airtime globally, while Disney VolunteERS contributed more than 461,000 hours to 1,852 outreach projects. For more information, please visit www.disneyhand.com.

Executive Director of the Lincoln Center Institute Shares Insights

By SCOTT NOPPE-BRANDON



For this column, I thought I'd stray a little bit from my usual concerns, namely the state of arts in education. Just a little bit, mind you: I want to talk about a favorite television program and, after all, being aware of the impact a powerful medium can

have is part of my work. Besides, my concern today is certainly as universal as anything I might deal with in my professional life: it is the concern of a parent.

I enjoy good television. I do not believe that absolutely nothing besides Masterpiece Theatre or Live from Lincoln Center is worth watching. I also don't choose my TV fare solely for its high-brow merits, any more than we at Lincoln Center Institute choose our artistic repertoire because it qualifies as "high art." We choose it because it is, without exception, of high aesthetic quality. Television, too, has produced many works of great quality: they can be—dare I say it—art, and watching them can be an aesthetic experience. By "aesthetic experience" I mean, for example, an episode of ER that moves me because the script is strong, and the characters are convincing and appealing. In their joys and tragedies I can find reflections of the larger human condition, moments drawn from almost frighteningly recognizable episodes of our own lives, and from the joys and tragedies that touch us daily on the evening news.

More's the pity to have witnessed what I can only qualify as a gratuitous pull at the heart-strings. Dr. Carter left ER last week after 11 years on the show. He gave a moving speech to his fellow emergency room doctors and nurses and then he was gone. Forever. I hoped to be able to bask in the afterglow of the season's

finale, with that happy-sad feeling one reserves for departing old friends and good TV cliffhangers. However, the show did not end with Dr. Carter's leaving: it ended with a ten-year old boy named Alex, son of a nurse, running away from home, hitching down the highway, on his quest to find his father. He is picked up by a man in a truck. Gone. End of show. The scene was haunting, chilling, surreal. And I hated it.

I fear this as much as any parent. Kids are abducted all year long, from home, from school, from stores, from churches and temples. All of us dread the phone call, the empty space in the playground. We don't need the fear assault from the frames of our favorite TV shows. But it is not only on our behalf that I resented that ending. Television should not exacerbate this—all too realistic—fear. There is a distinction between a parental warning, cautiously thought out, and an emotional manipulation, accompanied by strategic shots and subliminal music (or uneasy silence) depicting children being picked up by strangers.

The fact that we do not know—won't know for months—how the story resolves itself, makes it worse. It departs from reality in favor of blatant pandering to the morbid thrill. Maybe the truck driver will turn out to be a good Samaritan and will immediately call the boy's mother from his cell phone. Maybe the worst will happen. Not knowing may be good strategy to keep the show's fans in thrall, but is that strategy worth crossing the moral line into territory where our worst fears are trivialized in the name of ratings?

I do not bristle when I see the grittiness of life shown on TV, and I do not wish to debate whether TV depicts too much violence and sex. Simply, I wish to present a plea to the decision-makers in the world of television, and, indeed, all media: when your product has the rare and delightful opportunity to be both entertainment and art, please keep the art in entertainment.#

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

VERMONT COLLEGE: PROFESSOR TANK COMMANDER

By ANN CARDINAL

Jim Hylton is a high school English teacher with a passion for Victorian literature. Now this isn't unusual. I'm sure there are many teachers in the country that fit this description, but how many of them drove army tanks before becoming teachers? I can guarantee you that none of mine did. (Well, except for Sister Mary Claire. I'm certain that the old station wagon in the parking lot was just a cover.)

I first met Jim in graduate school. We were in the same Master's Program at Vermont College (now a part of Union Institute & University). Because of the self-designated nature of the program, it attracts a diverse assemblage of adult students, so I was not surprised when, on the first day of my residency, an attractive middle-aged man walked in dressed in combat fatigues from head to toe. We introduced ourselves and, in turn, talked about what we were studying. When it came to Jim, he told us that he was a tank commander, which was no surprise to anyone given his outfit. However, I was surprised to discover that his thesis was on feminist Victorian literature, and I wanted to learn his story.

Jim Hylton was a full-time soldier tasked with training the part-time Vermont Army National Guard members. He was clearly a dedicated soldier, but his interests were many. "There would be hours of waiting in the tanks for our orders, and while the other guys read Playboy, I was reading Jane Eyre," he said with a chuckle. But the military was not his whole life. He had a passion for literature. "I was two years away from retirement and I knew the civilian job market probably had very few openings for a tank commander," he said with a note of self-deprecating humor. "In my undergraduate studies I minored in English, so I decided to pursue a career in it." While working in the military he occasionally taught as a substitute at a high school near the armory. "I always respected teachers. It's an honorable profession," he told me. But he knew that if he wanted to teach, he had to lay the groundwork by getting a graduate degree, so he enrolled in the master's program at Vermont College of UI&U.

While writing his thesis he was offered a job as an English teacher at a high school in North Carolina, so Jim retired from the military and he and his family relocated. Jim loves teaching, and he has found that his military experience has helped him in his new career.

"Creating lesson plans for teaching and planning training sessions in the military go hand-in-hand in terms of record keeping." Also, many of the soldiers under his past command were either in, or right out of, high school. "They were soldiers, but these kids were in the culture of their peers. Thanks to my interaction with them I have a better understanding of the trends in clothes, music, and language that are so important to my students." So when his students say that a new cd is "sick," Jim understands that they do not mean that it had bacterial meningitis, but rather that it is "good."

But Jim has not left the military completely behind. He maintained his rank as Sergeant First Class and is working with the Army Junior ROTC. That way, if the teaching gig doesn't work out, he can always make use of his old skills and start a taxi service. The tank is sure to come in handy in rush-hour traffic.#

Ann Cardinal is a freelance writer and co-author of the up-coming novel *SisterChicas*. She is also the National Marketing Director for Union Institute & University. She lives in Vermont with her husband and 8-year-old son, Carlos.

BLANCHE SAIA NAMED PROFESSOR EMERITA

Bank Street College of Education is pleased to announce that it is simultaneously naming Blanche Saia Professor Emerita, and establishing in her honor an endowed fund, the Blanche Saia Scholarship Fund, to help students fund their graduate studies.

Ms. Saia began her career as the Director of the Temple Emanu-el Nursery School where she taught from 1953 to 1962. From there, she went on to become a member of the faculty at Bank Street College for twenty-nine years. From 1960 to 1989, she taught many courses, including the Study of the Individual Child; Behavior Disorders and Learning Disabilities; and Process and Techniques of Counseling, among others. While at Bank Street, Ms. Saia developed the first training programs for Headstart. She also served as the Coordinator of Educational and Psychological Services for the Early Childhood Center, and the Coordinator of Field Placement Services in the Counseling Department.

During these years Ms. Saia also was the Director of the Training Institute for Teachers of Indian Children in Santa Fe, New Mexico, and was involved in a Bureau of Indian Affairs funded training program for ten Native American groups. In addition, she was a seminar instructor for the President's Committee on Prevention of Juvenile Delinquency.

Concurrently Ms. Saia worked with the Early Childhood Programs of the Educational Alliance as a Mental Health Consultant. She also established a private practice serving families and couples in 1995. Ms. Saia was a delegate to the United Nations on behalf of the International Council of Psychologists, as well as a delegate to the International Conference on the Family in Malta in 1994, and a delegate to the World Summit on Women in Beijing in 1995.

A graduate of Hunter College, with a master's degree in early childhood education from Teachers College, Columbia University, Ms. Saia did doctoral work in psychological counseling at New York University. Blanche Saia is a member of the National Psychological Association for Psychoanalyst Training, the National Association for Advancement of Psychoanalysis, the American Psychological Association, the Council of Psycho-Analytical Therapy, and the Association for Psycho-Analytic Self-Psychology; and she is a board member of the International Coordination Committee.

Bank Street College of Education offers master's degrees in several areas, including early childhood, infant and toddler, special education, and middle school education. The new scholarship program will help students who are enrolled in these programs at a time when tuition nationwide is high, and private scholarship funding for graduate work in education is scarce.#

Those wishing to make a gift to the Blanche Saia Scholarship Fund are encouraged to contact Barbara Perry Morgan, Senior Development Officer, Bank Street College of Education, 610 West 112th Street, New York, NY 10025. Contributions are fully tax-deductible.



**STATEN ISLAND
ACADEMY 40TH ANNUAL
GERANIUM BALL: SALUTE
TO THE CLASS OF 2005**

Staten Island Academy is holding the 40th Annual Geranium Ball in honor of the Class of 2005.

Dina Marie Filippini is chairing the traditional dinner and dance. Committee members include Elissa Carpenter, Stacey Castellano, Christine DeVito, Linda Dezio, HeeJoo Duch, Deborah Fafian, Judi Kane, Rose LaMorte, Sally Ling, Lisa Lonuzzi, Maria Petrone, Ilene Rosen, Laura Shack, Lauren Sosler and Lisa Yost.

The first Geranium Ball was held in 1965 as a year end celebration to honor graduates and to mark the final merger of the Academy's Wall Street and Todt Hill Road campuses. The evening began with private dinner parties at the homes of Academy families followed by a party at the Headmaster's residence to toast the graduates and their families. A sumptuous Ball and midnight supper then took place on the school's campus. The prom-like event grew in popularity over the years making it the social event of the year.

This year's event will take place at The Vanderbilt at South Beach. E-Squared Productions will provide music. Tickets to the event cost \$150 per person. For reservations, contact 718-987-8100 ext. 814.

Geranium Ball chairperson Dina Marie Filippini is a longtime Staten Island Academy parent. Filippini is the Secretary of the Academy's Board of Trustees. In addition, she served as president of the Parents' League for two-terms.

Staten Island Academy, founded in 1884, is an independent, co-ed college preparatory school educating children from Pre-Kindergarten through high school on a 12-acre campus located at 715 Todt Hill Road. The Academy celebrated 120 years of educational excellence in 2004. #

**“DANCING THROUGH BARRIERS” AT DANCE THEATER OF
HARLEM: AN INTERVIEW WITH KEITH SAUNDERS**

By JOAN BAUM, Ph.D.

As its special contribution to the annual benefit for the Emergency Fund for Student Dance recently, which took place at The Ailey School on West 55th Street, students in the Dance Theatre of Harlem's (DTH) unique artistic, educational and social outreach program, Dancing Through Barriers (DTB), once again were on their toes, performing pieces set to the music of Bach, Norah Jones and Philip Glass, and ardently faithful to DTH co-founder Arthur Mitchell's mission to do in dance "what Jackie Robinson did in baseball"—namely, disprove the myth that blacks could not do classical ballet. In 1969 Mitchell, who studied with Balanchine became premier danseur with the New York City Ballet. Deeply moved by the death of Martin Luther King, Jr., he and the late internationally known ballet artist Karel Shook decided to establish a school in tribute to Dr. King that would inspire African-American youngsters to see dance as a way to generate pride and self-respect. The only part of the mission that has changed over the years is that DTH, still dedicated to people of color, now also reflects the full diversity of the city.

DTH ballet master Keith Saunders continues the tradition. A onetime principal dancer with DTH, then faculty member, Saunders, who has recently taken over the directorship of DTB, looks on with intense interest as faculty member and resident choreographer Robert Garland leads youngsters in rehearsal: "One more time, gentlemen, some steps are funky there." The boys comply with yet another "run" of "New Bach," turning, jumping, paying homage to the Baroque, with an admixture of "the Harlem shake." The girls join, and then Saunders steps forward to provide pointers for the Jones and Glass pieces, which he has choreographed. He enjoys the challenge of working with



the kids, he says, whose dedication may not yet be matched by their "muscular memory," but whose focus improves with each run. Indeed the challenge is great since Saunders has been changing the Glass piece daily. Both he and Garland note that the youngsters are not used to the Ailey space with its rubberized floor to accommodate barefoot dancing and are trying to figure out how to manage slides.

Saunders, who went to Harvard when he was 18, got interested in Afro-American and modern jazz dance, after taking just one course, and was eventually accepted at DTH, where he rose through the ranks. He is proud that starting late, he succeeded. He also points out that the timing was right. America in the 70s, largely due to Baryshnikov, was rediscovering ballet. Marry that development in the arts with Arthur Mitchell's "fantasy" of building a "Noah's Ark" whereby each country in the world would sponsor two dancers as part of

a world-wide celebration of neo-classical ballet, and DTH would find itself uniquely positioned to embody and export the founders' dream of a multiethnic school and ensemble. Indeed, DTH became the first ballet company to be invited by the US Information Agency to perform in the Soviet Union and the first major performing arts troupe to visit South Africa.

DTB, the educational in-house division of DTH formerly incorporated into DTH in 1992, is a comprehensive and certified educational and community outreach initiative, with age-appropriate and tailor-made collaborations with departments of education, providing weekend and after school opportunities for youngsters 10-17 to study dance, and multi-week weekend residencies to study under DTH faculty. Outreach activities are as imaginative as they are various and include lecture demonstrations on classical ballet, live action and videotaped performances of the DTB ensemble and staff that can be adapted for individual and classroom use, training sessions for dance teachers and academic faculty, a master class, introductory classes in movement for students, for their parents or guardians, athletic workshops, field trips and summer intensives, not to mention sessions in creative writing, discussions of basic anatomy, physical therapy, allied arts, nutrition, and stagecraft. That's the curricular part. The heart of DTB and DTH can be heard beating miles away. When DTH was experiencing financial difficulties a year ago, Saunders recalls, alums responded from every professional walk of life—dancers who had become lawyers, doctors, executives. They sent not just money but heartwarming letters, testimony to what DTH meant in their lives in the broadest sense of education. Talk about being on point! #

For information about DTH and DTB see www.dancetheatreofharlem.org.

**Dance Theatre of Harlem School
Annual Spring Celebration**



**Thursday, June 9, 2005
7:00 pm**

**United Palace Theatre
4140 Broadway @ 175th Street**

Tickets: \$12 in advance at
Dance Theatre of Harlem
466 West 152nd St., near Amsterdam Ave.;
or
\$15 at the United Palace Theatre Box Office
30 minutes prior to performance time.

ANOTHER GREAT ANNOUNCEMENT:

On Saturday, August 13th, 2005, Dance Theatre of Harlem presents their Annual Street Festival from Noon to 7:00 pm. 152nd Street will be closed off from Amsterdam Avenue to St. Nicholas Place. There will be a stage with on-going entertainment; and many booths featuring crafts, jewelry, and discount items simply not seen elsewhere. As with all festivals, there will be a wonderful array of foods of the finest ethnic cuisine.

For further information call
Dance Theatre of Harlem
at **212-690-2800**

www.DanceTheatreOfHarlem.com



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www.littleorchestra.org



Moving in the Right Direction

By MAYOR MICHAEL R. BLOOMBERG

I've always believed that if we set high academic standards for our city's students, and surround them with the right support and encouragement, they will achieve more than we can ever imagine. This is the guiding philosophy behind our ambitious efforts to reform our public school system. And recently, with the release of the results from this year's State English Language Arts exam, we have even more proof that it's working.

The number of fourth graders in the city who are reading and writing at grade level has now reached a record high. Nearly 60 percent met or exceeded the State's standards—a 10 percentage point increase over last year when fewer than 50 percent did so. We won't be satisfied 'til we are closer to 100 percent—but the fact that we had the biggest one-year gain in reading scores ever is very heartening.

Perhaps most encouraging is the progress made by segments of the student population that have struggled the most in the past. For instance, the five regions that had the weakest performances last year were the same five that made the biggest improvements this year. And for the first time since the State began administering the test in 1999, more than half of the fourth-grade Hispanic and African-American students taking it met or exceeded standards.

There are a number of factors behind our fourth graders' stunning improvement. One of the most significant is our decision, early last spring, to finally end "social promotion" in the third grade—the practice of automatically promoting kids, regardless of whether they're ready for a higher level of work. For the remainder of that school year, we identified the third graders who were in danger of being held back, and provided

them with the intervention programs they needed, such as our Summer Success Academy. By the time the new school year began last September, we had promoted roughly the same number of kids to fourth grade as had been promoted the previous year. The difference was that, for the first time, every one of those students was ready to do fourth grade work. The fourth grade State scores confirm this; nearly 90 percent of third graders who attended the Summer Success Academy passed the test.

The scores in eighth grade, however, also highlight how much more work still needs to be done. Fewer than one-third of eighth-graders met or exceeded the State literacy standards—down slightly from the previous year. This is, in part, because eighth-graders haven't had the benefit of our new intervention efforts which, by and large, we've concentrated on the lower grades. But that's about to change. We will soon invest \$40 million to improve performance in our middle schools through a number of initiatives, including an expanded summer program.

Of course, when it comes to state scores, let's not make the mistake of reducing their meaning to just a bunch of numbers. Remember, they represent our children—and the potential we believe they all can realize. All New Yorkers should be happy—not because we can point to a positive figure on a page—but because we are laying a solid foundation for our kids to succeed later in life. Everyone is working harder—principals, parents, students, and, above all, our teachers.

When we ended social promotion in the third grade last year, it was a drastic but necessary change. It was imperative that we be honest about who was learning and who wasn't. These latest test scores remind us that we need to confront our problems, not cover them up. And when we do that, and focus our resources and our energy on our kids, great things can happen.#



Father's Day

By MATILDA RAFFA CUOMO

Surprisingly, the United States is one of only a few countries in the world that sets aside one day of the year to honor fathers, and it took a woman, inspired by a Mother's Day sermon in 1909, to think of the idea. Sonora Smart Dodd of Spokane, Washington had been raised by her father after her mother died while Sonora was still a young child. His patience, wisdom, courage and selflessness won her love and admiration. To express her gratitude and to give other children an opportunity to do so for their father, she promoted into existence the first Father's Day in June 1910, during the month of her Dad's birth.

In 1924 President Calvin Coolidge institutionalized the holiday by proclaiming the third Sunday in June as Father's Day, when red roses would be worn for a living father and white for one who is deceased.

One would have expected a formal recognition of the father's significant role long before Mother's Day of 1910.

In primitive societies the father was lionized as the dominant family figure and the symbol of leadership. The Bible paid fathers the ultimate token of respect by picturing God Himself as "Father of the World," with the Christians giving the mother a strong runner-up role. That has remained the symbolism until today, and to a great extent it accurately reflects the strong role the father plays in shaping the lives of their children—and, therefore, of society.

Sigmund Freud said, "I cannot think of any need in childhood as strong as the need for a father's protection." The brilliant educator and social psychologist, Dr. Kenneth D. Clark, in his superb work, "Dark Ghetto," pointed out that boys without a strong and sound father-figure in their life on which to model their behavior often lapse into unstable and irresponsible relationships with girls. Some attempt to identify and affirm their masculinity by seducing and dominating as many girls as possible, confusing masculinity with sexual prowess. Clark opined further that without a healthy father-figure in her life, a young girl's yearning for acceptance and identity can lead her into numerous frivolous sexual relationships inviting all the obvious problems they can cause.

These are truly tragic realities in these days of single parent households, with the father usually the missing parent. Today approximately 67 percent of the families in homeless shelters have only one parent. In many classrooms children living in a two parent household are the exception rather than the rule.

Many family problems today can trace at least a significant part of the fault to the absence of a father-figure. Nearly twenty years ago, in an attempt to help fill the dangerous vacuum that failure creates in a child's life, the State of New York established a mentoring program providing trained mentors who brought to children-at-risk some of the companionship, instruction, affection and reassurance that are best provided by two loving, devoted, and competent parents. As

continued on page 33



Scandal At The State-Operated School For The Blind Exposes State Ed's Neglect Of Multiply-Disabled Kids

By ASSEMBLYMAN STEVEN SANDERS

I have called for a criminal investigation as well as for two federal probes, by the Justice Department's Office of Civil Rights and by the Department of Health and Human Services' inspector general, into the recent scandal involving serious neglect of multiply-disabled children and young adults at the State-operated New York State School for the Blind in Batavia, NY.

It is bad enough when the State Education Department (SED) or other State agencies fail in their mission and solemn responsibility to ensure that the most vulnerable children, those with multiple disabilities, are provided an appropriate education and quality health-care in facilities charged with their care. But when the State itself operates a school, such as the School for the Blind, and serious incidents of neglect and, reportedly, even physical abuse occur, it is indefensible, and those responsible must be held accountable, at every level, to the fullest extent of the law.

A recent report both prepared and based upon inspections performed by the State's Office of Mental Retardation and Developmental Disabilities (OMRDD) found that SED had been incompetent and negligent in not properly providing for the well-being of 18 students at two interim care facilities on the campus. Students' medical needs were ignored, and complaints of abuse were not investigated. Medication was not provided, or inappropriately administered. Conditions warranting follow-up visits with physicians were simply ignored—for month after month.

There can be no excuse for the systemic—and now admitted—failure of SED to have had properly trained staff, or for the fact that the Department had no procedures or policies in place whatsoever to protect children under its direct care from physical abuse, mistreatment or gross neglect.

Consequently, what has transpired raises grave questions about SED's competence to monitor the health, safety and delivery of appropriate, quality education and related services to children with dis-

abilities in public schools throughout all of New York State, including in New York City.

Accordingly, I plan legislative hearings into the quality of educational services and quality of care provided students with disabilities throughout the state. These hearings will certainly look closely at outcomes and data; probe whether children are learning in special education, or whether for many, goals on IEPs (individual educational plans) are being ignored, or not ever tracked.

When the State Education Department fails to protect children with disabilities under its own watch, it raises grave concerns about the Department's overall monitoring of—and delivery of—quality education to these children, as well as its diligence, professionalism, seriousness or competence to protect disabled children from neglect and abuse across the state, in every school. And needless to say, SED it would seem apparent, can certainly not be relied on to monitor the well-being of thousands of disabled kids placed out of state. This is very, very worrisome, and my committee will look into this as well.

True, there are many dedicated, professional teachers and administrators who serve children with disabilities well. But accountability and faith in the system as a whole is clearly lacking. I look forward to working with parents, advocates, teachers and administrators in exploring whether children and young adults with disabilities are in fact learning and receiving appropriate, mandated services, be it in District 75 or in inclusionary programs here in New York City, and across New York State.

How many students who have both disabilities and enormous intellectual or artistic potential are being warehoused in the public schools, rather than educated? What is the State doing to make every district accountable? And how can we trust the State to do its job, when it has been found to be responsible for outrageous misfeasance at its own school?#

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

Teacher, Scholar, Manager, Entrepreneur?

THOSE WHO HIRE PRINCIPALS OFTEN DON'T UNDERSTAND THE JOB



By JILL LEVY, CSA PRESIDENT

Having been part of the public education system in New York City for 34 years, I find the question of who is leading our schools of paramount importance. Yet, no one has defined leadership as it applies to our schools.

Gone are the days when the titles automatically evoked status, knowledge and power. We no longer select superintendents of urban schools because of what they know about education, child development, teaching or learning. They come to us from the ranks of business, the armed services, political power structures and the legal profession—managers, not educators. Gone are the days of teacher innovation and creativity. Gone are the days when Principa

ls were revered and respected as intellectual leaders. Gone, too, is the nation's pride in urban public education.

By in large though, school principals still come from the ranks of educators. The selection of a principal is usually based on subjective criteria rather than on defined leadership skills and characteristics; thus, we have a national crisis of school leadership in which, too often, a school leader's

skills do not match the requirements of the standards movement, the needs of a particular school or school system.

Significant Partnerships

School leaders are no longer expected to simply maintain a level of learning that's appropriate for their school or its special needs. Most of a principal's time is spent managing the school. Yet, they are judged primarily on their students' academic success, as demanded by the politicians, the media and the public.

Expected to be entrepreneurial in order to obtain necessary materials, funding and contacts for their students' success, principals must forge significant partnerships with community organizations and corporations. This requires that they have the skills appropriate for a boardroom as well as the schoolroom.

And if managing a staff of hundreds and an ever-changing budget of millions were not enough, they are required to manage school leadership teams, provide encouragement and guidance to parent associations, address student medical and health needs, cope with transient students, students with special needs, students and parents who speak little or no English, maintain safety and security, implement dozens of monthly central office directives

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Cuomo

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First Lady, I supervised the first national, state-wide, one-to-one New York State Mentoring program from 1983 to 1995 and thereafter continued a private, not-for-profit mentoring program for at-risk children called Mentoring USA or MUSA.

Today MUSA provides mentors for some one thousand boys and girls in after school programs and community sites including HELP's facilities in Manhattan, the Bronx, and Brooklyn.

Sonora Smart Dodd has left a meaningful legacy, honoring our fathers because they are special from the beginning of our lives, nurturing us, giving us counsel and by example teaching us values. As we grow older we realize and appreciate the patience and sacrifices of our fathers. We honor our fathers for a lifetime. #

Former NYS First Lady Matilda Cuomo is Founder and Chairperson of Mentoring USA.

Levy

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and ensure that federal and state education laws are upheld.

Remember, the Principal is not the CEO of the school. He or she is simply the middle manager in a system of rules, regulations and mandates from above.

Often, we select our Principals based on the fact that they are good teachers and classroom managers or because they have shown evidence of being superior teacher mentors. But there is a huge chasm between being a successful teacher and being an innovative school leader. Essential leadership skills, attitudes and characteristics are only considered if the applicant served in some other supervisory capacity.

Another flaw in the selection process is that the people doing the selecting often do not know how to judge the competence of an applicant for a principal's position.

Would that we could turn back the clock and transform the education and certification of Principals! Would that we had created a supervisory and administrative license that tells us that future principals can manage a not-for-profit organization as well as understand and resolve conflict, handle sensitive cultural needs, understand the law as it applies to their profession and communicate with numerous constituencies as well as advocate for children and educate them.

A Prestigious Job Once-Upon-A-Time

But the truth is, here in New York State, education is not even considered one of the "professions." This too, must change. We require a license to cut hair and provide manicures, but not to run our schools. Peer review and continuing education credits are also essential if we are to hone the skills of school leaders and bring back the prestige and pride in this profession and our urban schools.

Once-upon-a-time, the Principal was revered in a school. It's not too late to return to those times.#

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

Integrating Ex-Inmates

continued from page 5

were available and Rubenstein "loved the work." Prior to working at College Initiative, she ran the college program at Bedford Hills for three years.

She cites the rewards of working in the field as being many. The students are there voluntarily and largely are individuals who would not have the opportunity to attend college outside of the prison setting and so they come to the program with an eagerness to learn.

"There is the sense of excitement, of soaking it up, of being thrilled at the opportunity to expand one's knowledge base and choice," says Rubenstein. She metaphorically describes the experience as lighting a small torch which then proceeds to light up the entire sky.

Cheryl Wilkins, a former inmate at Bedford Hills who is currently a counselor at College Initiative, emphatically describes her appreciation for the educational program there: "It is a shrine for us." While in prison she completed a B.A. in sociology and described the program as a great privilege, helping to keep her focused on her future.

At College Initiative, relates Rubenstein, the work done with clients is not limited to academics and employment. "We assist formally with education, but we assist informally with everything. This encompasses issues ranging from voting to socialization." She recommends jobs in the Human Services field to former prison inmate. In this field, experience is a plus, especially when the services deal with individuals who are being released from correctional facilities. There is unfortunately, explains Ms. Rubenstein, a stigma attached and the way to overcome it is to see people as individuals. She believes that there is the need to "get past the view of 'us/them' because "as long as there's a group excluded, society as a whole suffers."

Ms. Rubenstein has a holistic view of individuals, believing that "human beings, whether in prison or not are always growing, changing and evolving—it's just the nature of being human."

The biggest challenge regarding the criminal justice system is lack of funding. But Rubenstein closely monitors the possibility of the return of Pell Grants. A national conference is planned with a focus on a more organized campaign for Pell Grants for correctional facilities. Rubenstein believes that with the return of Pell Grants, "educational programs will return and benefit society as a whole. #

Extermination Camps

continued from page 23

We marched into Auschwitz and hours later heard inspirational presentations by former Israeli Chief Rabbi Meir Lau, Israeli Prime Minister Ariel Sharon and Nobel Peace Prize winner and Auschwitz survivor Elie Wiesel.

We then went to Krakow.

On day 3, we returned to Auschwitz-Birkenau. We walked throughout the camp for hours seeing a gas chamber, barracks and a prison, while continuously listening to survivor testimony.

Over the next three days, our trip included a lengthy stop at the Majdonek extermination camp where the gas chamber, crematorium and

barracks all stand. We went through each, hearing about the operation of the camp and thinking about the people coming to the camp, going through selection and for the few who were allowed to live, to hear about life at the camp.

Among our other stops, we visited the recently opened Auschwitz Jewish Center, the Galicia Jewish Heritage Museum in Krakow, an old large Jewish cemetery in Warsaw and the Jewish Heritage Institute.

This trip was physically and emotionally challenging. Often I felt like I was on an "emotional roller coaster." Although I have read many books about the Holocaust and recently heard many survivors' testimony at our Holocaust Center, being in Poland at the sites brought out a much more intense feeling. Margaret and I spoke at length about our feelings at dinner after the two-day visit to Auschwitz feeling totally emotionally drained. I expressed my desire to further my involvement at the Nassau County Holocaust Center to memorialize this era and help prevent anti-Semitism and racism from happening again. My work ahead will be challenging, but this week has provided tremendous stimulation.

I have always been proud to be a first generation American whose Jewish parents escaped from Germany. This trip reinforced how special it is to be a second generation Holocaust survivor and the importance of teaching "the lessons of the Holocaust."#

Howard and Margaret Maier are involved in many humane causes.

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Calendar of Events

June 2005

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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

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Events

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Tuesday, June 7, 7 PM
Title: Marberry, Craig. Cuttin' Up: Wit and Wisdom from Black Barber Shops. Doubleday, New York, 2005.
Speaker: Craig Marberry and other special guests
About the Book: Crisscrossing the country from Detroit to Orlando, and Brooklyn to Houston, Craig Marberry listened in on conversations that covered everything from reminiscences about the first haircut—a sometimes comic rite of passage—to spirited exchanges about women, to serious lessons in black history and current events. His collection of wit and wisdom of patrons and barbers brings together an irresistible and often touching chorus of voices.

CNR'S 67TH ANNUAL ALUMNAE/ COLLEGE WEEKEND:
to Spotlight Wellness in the 21st Century

The College of New Rochelle will be presenting a faculty panel from the School of Nursing on "Caring in Healthcare" during the College's 67th Annual Alumnae/i College Weekend scheduled from June 10th to 12th. The panel will address alumnae/i on

Saturday, June 11, at 10:30 am. Panelists will include: Donna Demarest, R.N., Ed.D, Dean of the School of Nursing and a CNR alumna, Associate Professor Margot DeSevo, R.N.C., Ph.D., and Associate Professor Mary Alice Donius, R.N., Ed.D. They will discuss how nursing schools can prepare nurses to transform hostile service settings into those that emphasize a caring philosophy.

The College of New Rochelle's 67th Annual Alumnae/i College Weekend will take place at the main campus in New Rochelle. Alumnae/i who have graduated in a year ending in five or zero, starting with the class of 1930, will spend the weekend attending various lectures, gatherings, and award ceremonies. Scheduled events include: The Ursula Laurus, Angela Merici, and Women of Achievement Awards
Class of 1955 Golden Anniversary Cocktails and Reunion Dinner
Castle Gallery 25th Year Celebration and A musical and dramatic review of the 2004-2005 season including "You're a Good Man Charlie Brown," "Amahl and the Night Visitors," "The Shadow Box," and "The Fifteen Minute Hamlet."

School of Nursing alumnae/i from all years are invited to attend the Saturday panel and luncheon. **To register or if you have questions about the weekend, please contact: Office of Alumnae/i Relations at (914) 654-5293 or alum@cnr.edu**

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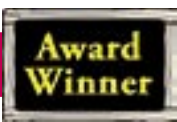
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