

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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EDUCATION BEHIND BARS



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Celebrating the 50th Anniversary of the Salk Vaccine With Jonathan Salk

By JOAN BAUM, Ph.D

One of the best compliments his famous father ever got, Dr. Jonathan Salk recalls, was being told that people didn't know about him, polio or the vaccine. The point, of course, is that infantile paralysis or poliomyelitis, "the most notorious disease of the 20th century," until AIDS, the disease that crippled Franklin Delano Roosevelt in 1926, was, by the time of Jonas Salk's death in 1995 practically unknown, a viral threat that had been all but eradicated—a spectacular tribute to the genius of the man who in 1955 ended a national nightmare. Only those of a certain age remember the terror of the times, the epidemics, the iron lungs, the quarantines. But on April 12, 1955, when Jonas Salk, using donations from the March of Dimes, announced that he had a cure (Jonathan was five at the time), not only could parents sleep at night, as the papers reported, but science and public health policy took an important turn, resulting in life-altering initiatives such as the Vaccination Assistance Act of 1962, which would protect school children for free against one of the world's greatest scourges. But as Dr. Jonathan Salk emphasizes—he is board certified in both child and adolescent psychiatry and an Associate Clinical Professor of Psychiatry at UCLA—the significance of the Salk Vaccine had even wider implications, which are not fully appreciated, some of them touching on his own areas of interest in human interaction and behavioral development.

The extraordinary success of the Salk Vaccine, Jonathan Salk points out, and the campaign launched by the March of Dimes, "dramatically"



From L to R: Dr. Jonathan D. Salk, sons Ben and Hugh, and Dr. Selma Botman, City University of New York Executive Vice Chancellor for Academic Affairs.

changed perceptions of science and medicine. As his father would and did say—the breakthrough was due to collaborative efforts—scientists working with him and with hospital staff and volunteers—an army of the dedicated who brought off the largest field trial in U.S. history, the inoculation of over two million children. Indeed, the 50s were the golden age of medical science. They loved their father and knew he was a genius, Jonathan Salk says for himself and his two brothers, who also went into medicine, but the greatest gift Jonas Salk gave his children—and the world—was an under-

standing that medical research should "make a difference," affect public health and bring about social justice. The establishment of the Salk Institute in La Jolla, CA, was an extension of this belief, a place that Jonas Salk regarded as a center to "address problems of humankind." Thus it was, as Jonathan Salk recalls, inevitable that he himself would go on for an M.D.—which in his family was like getting a B.A. and that he would regard the discipline of studying medicine as "good background" for whatever else he may want to do. In fact, an earlier love of Jonathan Salk's was music—playing piano and

writing songs, many about social justice—an inheritance from his mother, a talented amateur musician who was a psychiatric social worker, and also from his famous father who encouraged his children to have "vision" and to see its multiple effects in the arts as well as in the sciences. In fact, Jonathan notes, not many people know that the Salk Institute, which was designed by Louis Kahn and is considered one of the masterpieces of 20th century architecture was the result of a "partnership" between Jonas Salk and the famous architect. His father was in on the design. How fitting, therefore, that Jonas Salk was recently honored at CCNY, from which he was graduated, the CUNY college that can boast both a medical and architectural school. Of course, in honoring the collaborative nature of scientific discovery, Jonathan Salk does not mean, inadvertently, to diminish the heroic achievements of his father, who faced adversity with great courage. People, then, he points out, could not see the "big picture" behind his father's research, the fact that a killed virus could be effective. Thus, Jonas Salk's story is a wonderful story of the 50's, before attitudes about scientific research turned cynical, skeptical, suspicious. In his own teaching—working with psychiatric trainees and also with parents in his children's school, Dr. Jonathan Salk tries to carry on his father's rich and challenging heritage—to integrate research and concern for human beings, to bring, maintain, and enhance the human element in all inquiry. #

INTERVIEW WITH SENATOR EDWARD KENNEDY: NATIONAL CENTER FOR LEARNING DISABILITIES AWARDEE

By POLA ROSEN, Ed.D.

Education Update (EU): The Kennedy Family has been involved in helping children with special needs for many decades including the Special Olympics. How did you first become involved in special education?

Senator Edward (Ted) Kennedy (TK): My family became particularly committed to children with disabilities and their families because of our sister Rosemary, who had mental retardation. In many ways, she still had real potential and my parents did their best to see that she could develop as much as possible. But it was obvious to all of us that millions of others had no such opportunities. Disabled children deserve a good education and opportunities to play and compete in sports.

EU: What special education organizations and causes have you been affiliated with over the years?

TK: When we talk about special education, in addition to the child, the most important people in the discussion are parents and teachers. They are the ones who get up each morning to help special needs children be the best they can. The organizations and the individuals that represent teachers and families are my strongest partners and the best allies for special needs children.

EU: Is there any legislation that you have worked on or that you plan to work on to help special needs children?

TK: The most important pending legislation in this Congress is the Family Opportunity Act. For more than five years, Senator Grassley and I have been committed to this legislation to give parents of disabled children the opportunity to purchase Medicaid coverage for their children. Under current law, we leave families of severely disabled children with only three choices: to get Medicaid—stay poor, or worst of all, give up custody of your child—so they can qualify for the health care that meets their child's medical needs.

Families deserve more support than that. We should be able to buy into Medicaid—it's the only insurance plan that covers health care for a severely disabled child.

EU: What work still remains to be done?

TK: The greatest special education challenge facing us today is how to help disabled students make a successful transition after high school. Five years after a child leaves special education today, only 50 percent of them are working or in continuing education. Over their age span, less than

1/2 of 1 percent of people with disabilities work. We need to change those outcomes and make more opportunities available for these children when the school bus doesn't come anymore.

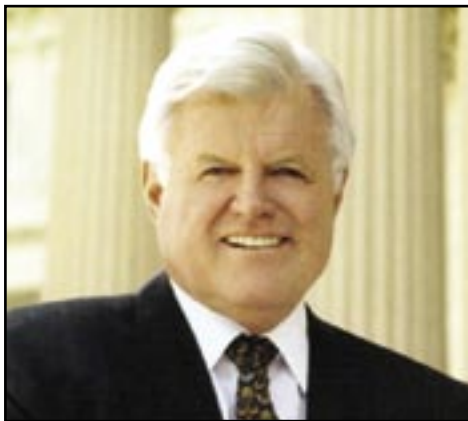
Higher education shouldn't have a glass ceiling for qualified people with disabilities. We need better high school programs that include these talented people, even if they're disabled.

EU: What is your opinion vis a vis "No Child Left Behind" for special needs children?

TK: We were right to include disabled students in the Act's accountability provisions. Schools have to recognize that all children can learn—it's just a matter of understanding how they learn and how to teach that learning. For years, they've been victims of low expectations and lumped together as low achievers. With the right reforms, their academic achievement will improve, and so will their opportunities for productive lives. Special education students and their teachers should never again be left out and left behind.

EU: Can you enumerate some of the issues you have fought for to improve the lives of our nation's families?

TK: Better education and better health are two of the most important. So is civil rights. One recent example is an amendment that I offered to the Senate budget resolution to add \$5 billion to maintain funding for education and expand student aid for college students. The President's



budget would cut education and provide no increase in student aid. It's a battle royal in Congress.

EU: Have you ever received any other "special education" awards? If so, what were they?

TK: The award closest to my heart was the one I received from special needs children and their families for

the work we do everyday to make their world a better place.

EU: From your perspective as a father and an uncle, what advice would you give to parents about obtaining an excellent education for their children?

TK: Get involved with the schools your children attend and try to be part of the decision-making process. Education is the key to the American Dream. Fifty years ago, people with high school degrees—and even those who dropped out of high school—had the chance for good jobs. Today they require greater education. The benefits of a college degree are immense. Over a lifetime of earnings, the average college graduate makes over a million dollars more than a high school graduate. I urge every young person I meet to work hard in school and go on to college, so they'll have the opportunities they deserve in life.

EU: Who were your mentors? Who inspired you to go into politics?

TK: My family has been the greatest inspiration in my life. I suppose politics and public service are in my genes, since both my grandfathers were so active. Certainly my brothers were a constant inspiration. Actually, as the youngest in a family of eleven, I had ten mentors growing up. In recent years, my sisters Eunice and Jean have inspired me as well through their work in Special Olympics and Very Special Arts.

EU: Are there any early educational experiences or anecdotes that you would like to share with our readers?

TK: One of my fondest childhood memories involves Longfellow's famous poem, Paul Revere's Ride. My mother was the finest teacher I ever had, because she took advantage of every opportunity to teach all her children about the things that would be most important in their lives. She felt that Longfellow's poem was the perfect way for me to learn about poetry and history at the same time. She coached me to memorize the full poem and recite it—all 130 lines. Still today, I love to take friends to Old North Church in Boston to point out the tower where two historic lanterns were hung by a friend as the signal that British troops were making their move by sea and not by land and the American Revolution was about to start.

EU: One of the hallmarks of your career has been to improve the nation's schools and colleges. What are some of the best ways we can accomplish that?

TK: In 2002, we took a positive step by passing the No Child Left Behind Act. For the first time, we created a way to enable schools to see that every child succeeds—black, white, Hispanic, disabled, immigrant, rich or poor. We also committed to ensuring a highly-qualified teacher in every classroom. The law holds schools accountable for achieving reasonable goals for each student.

Unfortunately, the Administration and the Republican leadership in Congress haven't been willing to adequately fund the Act. We need to change that. Money is not the only answer, but it is a crucial part of the answer.

We also need to do more to help families struggling to afford to send their children to college. We can do this by increasing student aid and by promoting student support programs like the GEAR UP and TRIO programs, which help high school students prepare for and learn about college. We also need to do more to help students once they are in college. Too few students complete their degree. We need to do all that we can to improve that number. #



CORPORATE LEADERS IN EDUCATION

AN INTERVIEW WITH PRESTON ROBERT TISCH

By JOAN BAUM, Ph.D.

In an extraordinary life of public service and philanthropy, including serving as Postmaster General of The United States, being the city's Ambassador to Washington in the '90s, chairing NYC Public Private Initiatives, a partnership program to fund community programs, sitting on the board as a founding member of Citymeals-on-Wheels, and now one of the driving forces behind the new Giants Stadium, corporate giant Preston Robert "Bob" Tisch cites among his proudest achievements programs that have benefited the public schools, particular among them Take the Field. Even those in small communities in the outlying boroughs who don't know of Bob Tisch's reputation for heading up one of the largest, most diversified financial organizations in America—the Loews Corporation—or of his amazing generosity to New York University, know about Take the Field. This fast-track, five-borough project, which Bob Tisch founded in 2000, has already restored 41 (of 43) athletic fields for New York City public schools, raising \$135 million in public and private funds to accomplish this major project. It is a prime example of Bob Tisch's vision. Rebuilding athletic facilities means promoting good health and academic performance. And pride.

The name alone, "Take the Field," reflects Bob Tisch's imaginative way of looking at how to improve education, for it is an answer to what prompted the initiative—a three-part front-page series in *The New York Times* which ran in January 1999. Called "Dropping the Ball," the articles focused on the dilapidated conditions of the city's school sports facilities, a sad story of wasted money and missed opportunity, not to mention low esteem—NYC then was at the "very bottom" of the nation's largest cities



in team sports. A public school graduate (P.S. 225 in Brooklyn), who went on first to De Witt Clinton High School (Bronx) and then to Erasmus Hall (Brooklyn), he regards Take the Field less as a sports endeavor than—what he knows well—as a solid investment in youngsters and in the City of New York. The shrewdness of Bob Tisch's conception can be seen in its involvement of neighborhoods. When the schools are not using their athletic facilities, the communities have access. Needless to say, these fields are guarded by area residents as carefully as they are by the school principals. Bob Tisch chuckles when he recalls how the owners of the two-story homes surrounding Forest Hills High School went out of their way to assure him that they were going to "watch over their field." And they do.

"Take the Field," may be among Bob Tisch's most subtle efforts to enhance the city by using its resources "as a living laboratory," but it is consistent with his continuing interest in education, most prominently seen in the Tisch School of the Arts at NYU and in the Center for Hospitality and Tourism now renamed the Preston Robert Tisch Center for Hospitality, Tourism and Sports Management, a discipline that is now so successful at NYU that it has recently added a Master's program. Tisch has been especially

involved in helping the Center to build the sports management program, involving many of his colleagues. Tisch has devoted himself to the hospitality arena, having been Chairman of the city's Convention and Visitors Bureau (now NYC & Co) for the longest running term of 19 years. Other Tisch ventures under the Public Private Initiatives, although not as well known as, for example, Citymeals-on-Wheels, have also been educational, such as funding programs for education books for new mothers, especially those in low-income neighborhoods and having these distributed in hospitals.

What advice does this major mogul of success and sharing have to say to today's youngsters to inspire them to achieve and to give back? "It's no secret," he says, "find a project you can do well and stay with it." He modestly attributes much of his own success to luck, but then concedes that perseverance is at the heart of meeting challenge. It's more than that, of course, as anyone who has been drawn into the Tisch orbit knows. Bob Tisch has always insisted that potential donors see what has excited him. He follows through, one-on-one and knows everyone's name. This has been his way, ever since he started his first hotel in Lakewood, New Jersey many years ago, with his late brother Larry, who was his business partner throughout his life. It was a risky venture, then, doing a winter hotel, including an ice rink—which was a first—but he made the campaign personal. "Just don't give money, send out mass mailings, and walk away. You have to be in there, a real presence, working at it." How appropriate that Giants Stadium—Tisch's dream for many years—is being built at last, under the watchful eyes of a giant whose own life has been a model of how to take the field.#

Super Stars Choose CUNY

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Matthew Goldstein
Chancellor

Lev Sviridov
City College 2005
Rhodes Scholar 2005

Eugene Shenderov
Brooklyn College 2005
Rhodes Scholar 2005

David Bauer
Hunter College High School 2005
CUNY Honors College
City College 2009
Intel Science Prize First Place Winner 2005

Philipa Njau
City College 2006
Goldwater Scholar 2005

Claudio Simpkins
CUNY Honors College
City College 2006
Truman Fellow 2005

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The Center for Arts Education Showcases Students' Work



(L-R) Vartan Gregorian, President, The Carnegie Corporation, Laurie M. Tisch, Chair, The Center for Arts Education

A gala benefit for the Center for Arts Education (CAE), a premiere public/private partnership founded to restore, stimulate and sustain quality arts programs in the New York City public schools was held recently at Christie's. This year's benefit raised \$400,000 and was attended by 180 guests.

The event showcased elementary school students who have benefited from the arts education programs funded by the Center. A student musical group played during the cocktail hour; student artists were present to show their works displayed throughout the cocktail and dinner areas. The art show was curated by students.

Under the direction of Lois Olshan, a special team of 10 and 11-year old ballroom dancers from PS 144 in Queens, performed, having learned their skills during their school's arts partnership with the American Ballroom Theatre. In addition, Antoine Nieves, student from the arts internship program displayed his skills as an auctioneer, having interned at Christie's auctioneer training program.

The Annenberg Foundation, The Honorable Schuyler Chapin, and Vartan Gregorian were honored.

Since its founding in 1996, the CAE, led by Laurie Tisch, has awarded more than \$34.5 million in private and public funding to support arts education, as well as partnerships and programs in the New York City public schools. It funds partnerships between schools and arts organizations; supports a Parents as Arts Partners program, as well as a career development program which places NYC high school students in executive departments of arts and related businesses and non-profit organizations. CAE has joined over 275 public schools with more than 200 cultural and community-based organizations, colleges and universities in New York City.#



Ballroom Dancers from PS 144

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(L-R) Stephen S. Lash, Chair, Christie's Americas, The Honorable Schuyler Chapin, Catia Chapin (wife of Schuyler)



(L-R) Dr. Sharon Dunn, Senior Instructional Manager of the Arts and Special Projects, NYC Department of Education, Carmen Farina, Deputy Chancellor for Teaching and Learning, NYC Department of Education,



(L to R) Richard Kessler, Executive Director, The Center for Arts Education Hollis Headrick, Director, Weill Music Institute, Carnegie Hall (and former Executive Director of The Center for Arts Education)



(L-R) Guy Bennett & Antoine Nieves

EDUCATION UPDATE

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**EDUCATION
UPDATE
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INDEPENDENT
NEWSPAPER**

GUEST EDITORIAL

Why Mothers Grieve Around the World

By **PHYLLIS C. MURRAY**

“And they shall bend their swords into plowshares and study war no more.” These words are an appeal for nonviolence. Thus, we might read these words in the Bible and on the wall outside the United Nations. Yet, as Mother’s Day nears, mothers are grieving all over the world because of the wars that are man-made. And we grieve with them.

Lest we forget, our leaders who spoke out against violence, discrimination and hate crimes were assassinated: Abraham Lincoln, John F. Kennedy, Robert F. Kennedy, Medgar

Evers, and Martin Luther King, Jr. And lest we forget, our courageous and vibrant young leaders were also assassinated: James Earl Chaney, Andrew Goodman and Michael Schwerner.

Today, mothers are grieving from New York to California because of the wanton destruction created by youth on missions of hate and bigotry: white-on-white crimes, black-on-black crimes. Racial, ethnic, gender bias and religious intolerance continues.

Mothers grieve around the world in the war zones of Afghanistan, Palestine, Iraq, and Jerusalem as their children become the casual-

ties of war in areas affected by armed conflict. And mothers also become targets as violence against women in occupied war zones raises its ugly head.

Yet, the violence continues. It continues whether by air, by land, or by sea. Violence even continues en utero as infanticide becomes medically acceptable and partial birth abortions become a form of birth control in this 21st Century.

On Mother’s Day, mothers will grieve around the world. And we will grieve with them.”#
Phyllis C. Murray is a teacher in the Bronx.

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LETTERS

Interview with Dr. Maya Angelou

To the Editor:

This is an excellent article that sends a great message.

*Latasha Wade
Rochester, NY*

To the Editor:

Is Maya Angelou a graduate of Wake Forest?

*Beretta
Windsor, VA*

*Building Quality in After-School Programs:
The After-School Corporation (TASC)*

To the Editor:

As Chairman of the Board of Directors of the Lincoln Square Business Improvement District, I would like to tell you how impressed we are with the TASC program and how pleased we are to be involved with TASC at Martin Luther King Jr. High School. The difference the program makes by offering students the chance to greatly improve their academic, social and personal skills will have positive results for the participants for the rest of their lives. This program benefits all of us and we thank you.

*Andrew Pucher
New York, NY*

Music Education Being “Left Behind”

To the Editor:

AMEN!!!! I teach English and Music. Music and art enhance academic achievements in our students. I do not see the “sports” industry “cutting back” their programs in our schools! It seems to me that a lot of schools are “adding” sports’ programs, constantly. What about the Fine Arts’ Program...this program is extremely important in our students’ lives.

*Colleen Kulback
Logan, NM*

*A Poignant Message About
Our Teenagers Death*

To the Editor:

We have been puzzled out of our minds as my daughter, who was a top student, very responsible, very brilliant, and essentially normal young lady of 16 years of age, suddenly passed away last month. We think this is a case of suicide. But she did not leave any notes or other indications of

what was going on in her mind at that time. I have yet to come across a brilliant, responsible and very organized young person who can hide her depression this well. My daughter was working on her SAT and homework for the next day; does one who is contemplating taking their own life give so much importance to things like laundry and homework?

We are a good family; two parents who are both highly educated and gave our daughter every thing she needed. She was a happy kid and a good citizen.

I have looked into all the psychology books to find an answer, but her personality and what happened to her does not fit anywhere! This letter seeks to caution other parents who may be shocked the way we are.

Shree (last name and location withheld)

*No Child Left Behind:
Research and the Art of Teaching*

To the Editor:

I really like this site! It helped me a lot with my project that I have to do for school.

Kaeleigh Porter, Columbia City, IN

Turning Around Urban Schools

To the Editor:

I absolutely agree that the teachers need to look at the individual students, but where are the parents in all this? And where are the responsibilities of a “controlling B.O.E.” that tells teachers what to do but do not do the same themselves?

Name withheld, New York

*Dr. Bonnie Kaiser, Rockefeller U. &
to Pres. Summers, Harvard*

To the Editor:

What will finally happen when we high school teachers get around to calling on the girls for answers as much as we call on the boys? Y-chromosomal science was fun while it lasted.

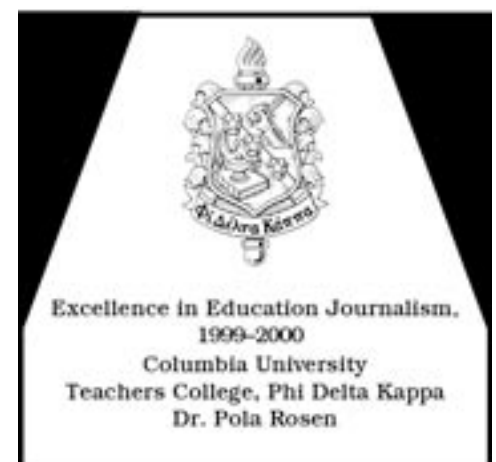
*John Cunningham
Brooklyn, NY*

Helping People See: VideoEye!

To the Editor:

The article above tells me a lot about the machine. Does Medicare help with the cost or would I have to pay the full cost?

Leonard Levis, Mattaponi, VA.





Outstanding Teachers of the Month — May 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 may 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: **MAY 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

Claudia Teti

Principal: Edwin Irizarry

Superintendent: Myrna Rodriguez

Name of School: Community School 150, Bronx

School District/Region: 12/2

Student Progress: Ms. Teti's students for the most part are in their second year with her. She had the advantage of looping with her class. During her one and a half years of teaching them she has marked noticeable growth with her students. Students who barely came in as readers and writers now follow the daily routine of journaling and reading independently, in groups and with the teacher. Their E-class assessments show marked improvements in fluency, decoding and comprehension skills. With her most challenging students, Ms. Teti provides extensive one-to-one and small group remedial attention. Ms. Teti takes pride in being a highly organized teacher who promotes a disciplined structured environment for her students. The students know how to access all of the resources in their classroom, as everything that is visible serves a useful purpose. The student portfolios are indicative of a teacher who encourages all freethinking and creativity from her students. She doesn't cover a page in red, but instead will attach a post-it note with questions to further the child's thinking. Keeping her expectations clear to the students is one of her most valued assets.

Innovative Teaching Strategies: Ms. Teti will devise systems and routines to make her classroom a smooth functioning machine. The students know the "signals" and are rewarded for complying with the classroom rules. Ms. Teti has a particularly challenging child. For this child, she has tried several methods to reach and teach him. In order to teach him to focus on his work, she has bought him a timer and he now toggles between work and free time. Work time has been elongated as weeks have passed. The child has also been given a personal checklist that he puts stickers on to note everything he has accomplished during the day in terms of classroom routines. When the child has been good, she has a reward box just for him to play with during free time and when he deserves it.

Motivating Students: With her class, Ms. Teti motivates her class by having Publishing Parties and classroom themed events. She works hard at creating a nurturing environment that exudes warmth and practical, children-based learning centers. The students write on sentence strips and posters for the classroom environment to be filled with print-rich student work. In order to further motivate the students Ms. Teti has taken the students on trips to stimulate their curiosity and broaden their knowledge base. Right now, while teaching life cycles and animal behaviors, Ms. Teti is raising frogs with her class. The students make their observations each day and are eager to read more on their newly born class pets.

Parent/Community Involvement: Ms. Teti writes letters to her parents to engage them in classroom learning activities. She invites them to partake of classroom events and to contribute

to the learning of their children. She calls her parents to inform them of both good and bad. Ms. Teti will send a specially made reward for the students to bring home to let the parents' celebrate their student's successes.

Serena Goldberg

Principal: Digna Erstejn

Superintendent: Reyes Irizarry

Name of School: 51st Ave. Academy, Queens

School District/Region: 24/4

Student Progress: Ms. Goldberg's 5th grade students always show growth academically and socially. The success rate in her class is almost 100% in English Language Arts, Social Studies, Science, and Mathematics as per city and state test scores. This is due to the challenges she affords her students every single day. Even during her preparation periods and lunch she manages to teach them chess and urges them to use higher level thinking skills during class discussions. The students demonstrate their knowledge by their products, which improve as the school year moves forward. Though her students are highly competitive, they do manage to work collaboratively when solving problems or when writing scripts for their assembly plays that are based either on Shakespeare or on contemporary issues. All these activities contribute to the achievements of her class.

Innovative Teaching Strategies: Ms. Goldberg integrates all subject areas in reality-based projects with thoughts and ideas that motivate them to think in terms of social needs or issues. Projects this year dealt with the environment, Civil Rights, World War II issues, and proofs of Laws of Gravity and centrifugal theories, etc. Her students become playwrights and lawyers who debate social issues. She instills in them social responsibility by conducting debates in her class and prepares them for their future roles in society. In addition, she is sensitive to students' individual needs and provides one on one to those who are lagging behind, promoting them from a level 2 (state results) to a level 4. Overall, she exposes the students to rich curriculum that is real, challenging, and makes them aware of future possibilities under a non-threatening environment.

Motivating Students: Her teaching methods motivate students to reach their highest potential and become enthusiastic learners. Grateful students return to visit because of her ability to keep them enthralled in learning. Visiting her class, one can see the enthusiasm for learning during the deep discussions on books or particular issues. Students were so involved in this Socratic classroom that, at times, they would miss their bus. You can also find her students engrossed in their reading because Ms. Goldberg has been able to transfer her love for



literacy by modeling and sharing her weekend readings with them. Ms. Goldberg's students produce many projects that become numerous as the year progresses. The 5th grade mathematics curriculum is completed by February and students move on either into 6th grade or 7th grade mathematics. In literature, they start the year with Roald Dahl and by December they are tackling Shakespeare. Students publish essays in September and later in the year they publish books. Their learning culminates in an assembly presentation based on what they have read and is an expression of their creativity and the knowledge acquired. When conversing with Serena's students in the spring, one realizes that their academic vocabulary is comparable to that of high school students. Ultimately, test scores are clear evidence of their academic achievements.

Parent/Community Involvement: Ms. Goldberg has good relations with parents and teachers. She maintains contact with the parents of her students via letters or phone calls. This communication also contributes to the achievement of her students. She shares with her colleagues her projects and thoughts regarding curriculum and how to teach in a way that this curriculum becomes alive.

Deborah Brandt-Blanc

Principal: Joan Washington

Superintendent: Dr. Susan Erber

Name of School: PS 811, Queens

School District/Region: District 75

Student Progress: The students in Ms. Brandt-Blanc's class have shown progress in their work as reflected in a variety of assessment measures. The teacher uses authentic assessment to determine the real-life activities that she selects for her high school age students with significant disabilities. For example, if a student shows a weakness/deficit in measuring, the teacher plans cooking lessons for the student. When a student exhibits problems with motor activities, the teacher plans laundry lessons for the student where the student performs the task of folding, sorting, and organizing. All of Ms. Brandt-Blanc's plans foster independence skills first and foremost for her students.

Innovative Teaching Strategies: Ms. Brandt-Blanc uses innovative teaching strategies daily to engage her students. First of all, she uses differentiated instruction to make sure she taps every student's learning style. Ms. Brandt-Blanc adapts each lesson by offering augmentative assistive communication devices (AAC) technology, and listening tools for students with language, hearing and motor problems. The teacher believes and practices Community-Based Instruction as a foundation for vocational and social skills training. She is a model teacher for our Career Education Program, always finding new jobs for her students to perform, while continuing to challenge them with a rigorous curriculum. In school her class organizes the "Lunch to Go Program," and the Laundry Program they call, "Bright Waters." Finding the right balance between the academic and functional, practical skills for our students are clearly one of Ms. Brandt-Blanc's strengths.

Motivating Students: Ms. Brandt-Blanc has motivated students to be more involved in classroom activities by selecting those that truly interest teenagers! Some examples of activities planned and implemented by her class are the Common Cents Penny Harvest collections for the needy, Waldbaums shopping for families and staff for the vocational program. Take orders, make change, prepare and deliver "Lunch to Go" to staff and school visitors. Ms. Brandt-Blanc's class won a grant to install garden boxes in front of the school to beautify the landscape. Ms. Brandt-Blanc's class celebrated Dr. Suess's Birthday by reading and role playing characters in his books. They organized a Crazy Hat Day for all of the classes in the school. Her class volunteered to be cheerleaders at our intramural basketball and volleyball games at a neighbor-

ing high school site. They are making pom poms and distributed tee shirts for the "Marathon Marvels." As you can see, Ms. Brandt-Blanc motivates her students and teaches them valuable lessons using real-world activities. Nothing is more motivating to a class than to see their teacher get directly involved in the classroom work, participating side by side the students, urging them on and pushing them to succeed. Ms. Brandt-Blanc likes to show the students her silly side, creating and wearing her own crazy hat, digging dirt in the garden, wearing funny outfits to fit the occasion, exercising and cheering with them. Ms. Brandt-Blanc rewards her students frequently for their good work through verbal praise, contacting parents, and prizes.

Parent/Community Involvement: In order to increase parent and community involvement, Ms. Brandt-Blanc developed and implemented several initiatives for our school. Parents as Reading Partners (PARP) encouraged parents to read to their children every evening for three weeks. The class worked together on creating a graph of the books they read at home with their parents. This worthwhile activity helps families make a habit out of reading together. Ms. Brandt-Blanc never misses a contest or a project to sign up her class. They designed a quilt square to incorporate into District 75's quilt titled, "Individuals Who Made a Difference," depicting Henry Viscardi as a pioneer for people with disabilities. The quilt is on display for the public's viewing at the district office. Ms. Brandt-Blanc's class has also created a bulletin board for display at the superintendent's office. Ms. Brandt-Blanc implements Community Based Instruction to promote every day skills and appropriate behaviors. Her students this year are high school age, therefore these are very important skills for them to acquire. Some examples: Waldbaums and BJ's for shopping, Bowling and Outback Restaurant for leisure, Intramurals to other schools for physical fitness. Her class has made animal biscuits for an animal shelter. Ms. Brandt-Blanc continues each year to coordinate the Common Cents Penny Harvest Campaign. The funds are contributed to a worthy case and the students are rewarded with a mini grant to use for their school. Ms. Brandt-Blanc's class decided to purchase garden boxes to beautify the front of our school! All of these activities encourage community involvement and pride in their work.

Cynthia Cashman

Principal: Martha G. Vazquez

Superintendent: Samona J. Tait

Name of School: P.S. 69, Queens

School District/Region: 30/4

Student Progress: Over the span of 39 years at P.S. 69, Ms. Cashman has consistently worked



to meet the individual needs of all her students. She has substantially improved the test scores of the pupils in her classes. Students scored sufficiently high on formal assessments to meet

the grade standards. Last year approximately 15 students moved from a level 2 to level 3. Students gained necessary confidence to participate more in class. Students who had not been doing homework are now doing it.

Innovative Teaching Strategies: She embraces acquiring instructional techniques to inform/staff develop teachers as well as students in order to maintain up to date skills/strategies for all students. She utilizes brain research techniques in

order to raise the participation and learning level of all students. Students improved in their math skills because she always works with them individually and in small groups. She evaluates each student's strength and weaknesses and works with them to improve in the areas in



Outstanding Teachers of the Month — May 2005

which they were deficient. She uses concrete math manipulatives to help students understand concepts. She establishes rapport with them so that they look forward to working with her. She motivates them to participate in class and to do their homework.

Motivating Students: Supervisors observe children working in groups. It is obvious that the children are actively participating in discussions and group projects. Supervisors observe that she asks all students to participate in covert and overt activities by using the phrase "each one of you." This technique has shown to increase the rate and degree of learning as well as demonstrating to students that each one is expected to participate. At the end of each lesson during the sharing activity the children are verbally drawing conclusions, making inferences and solving complicated problems. Students contribute with alternative strategies in problem solving.

Parent/Community Involvement: For many years, Ms. Cashman organized workshops for parents where they learned about the curriculum and how to help their children be better students. Workshops concentrate on math, reading, test taking, computer and geography. The workshops take place after school and childcare is provided. Because for many parents English as a second language workshops are aimed at helping parents become more proficient in English. Also, the workshops provide parents with methods of communicating with the school. In order to acquaint parents with the cultural sites around the city, she arranges bus trips for them and their children to visit these sites. Guided trips, each with a theme, are taken on Saturdays and are very well attended. Parents are enthusiastic and look forward to participate with their children in attending workshops and trips planned by Ms. Cashman.

Evelyn Fortis

Principal: Eva Garcia

Superintendent: Laura Rodriguez

School: P.S.75, Bronx

School District/Region: 8/2

Student Progress: "To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin." [Bell Hooks, *Teaching to Transgress: Education as the Practice of Freedom*.] It is indeed a pleasure to nominate Evelyn Fortis as educator of the month. Ms Fortis brings a dynamic to the classroom, which includes professionalism as well as a commitment and concern for her students and colleagues. She has created a warm spirit of community with her classroom. Thus, each student is programmed to learn. They reach extraordinary levels of competency across the curriculum. As a veteran teacher of 15 years Ms Fortis' dedication to the students and school is mirrored in the enthusiasm she infuses in each task undertaken. Whether in the classroom, Reading Lab, or Academic Intervention Program, the fact remains, Ms Fortis is a master teacher who "respects and cares for the souls of student." There are no insurmountable obstacles because her expectations for all students are high. Incalculable hours are provided in the preparation of each lesson. In addition to the aforementioned, Ms Fortis provides assistance to all teachers in the first grade. As indicated by Mrs. Starr, a colleague, "Ms Fortis has given up preparation periods to mentor newer teachers. She has counseled teachers and modeled lessons for them. Fortis lends her classroom to teachers as a second home. In that way teachers can plan collaboratively. Ms Fortis will research new ideas and share all that she has obtained." Thus, Ms Fortis' exemplary manner of teaching transcends her life as a teacher Ms Fortis'



classroom routines are carefully planned for her students. Once the students internalize the routines, the students can navigate through the structured centers and print-rich classroom environment to learn, study and explore. It is a pleasure to see first graders getting ready for their "day" at school in a business-like manner. This seriousness of purpose translates into students who are on or above grade level in academic areas. They are programmed for success. And Ms Fortis constantly tells them that they CAN do it, and that they WILL all go to college. Hence, their dream and the dream of their parents are her dreams.

Innovative Teaching Strategies:

Ms Fortis' training as a Reading Recovery Teacher has proven to be beneficial to all students. The strategies she amassed at New York University are used one-one-one and also in small reading groups. In addition to these strategies, the Kagan structures, which Fortis developed over years of study, are also employed in her classroom. Ms Fortis has described these strategies as fun and instructive. Fortis also utilizes the lessons prepared and exchanged by the first grade teachers in her study group. These lessons are carefully discussed for their value in skill building and enrichment. Ms Fortis' resourcefulness led her to apply and to receive a grant from Donors Choose. This culminated in an infusion of Scholastic Magazines, which has enhanced the Social Studies and Science curriculum. These articles of high interest supplement the existing study of social studies and science. It also provides for lessons that are on grade level, current, and highly beneficial to her first graders.

Motivating Students: Ms Fortis provides opportunities for leadership among her students. Her young student-leaders are encouraged to take turns reading books to the entire class and to think critically i.e. "show the evidence." Student collaboration is fostered as the students work cooperatively in groups, help each other spelling words, work out problems, and support initiatives. Rubrics have become an integral part of the daily routines. All work is carefully reviewed. Written responses accompany all work. And the Author's Chair provides the young author's with opportunities to share their writing with a very positive audience of their peers.

Parent/Community Involvement: Through the years Ms Fortis has formed a partnership with parents, which is fostered in many ways. First, parents are always welcome on class excursions as an example of the learning experiences, which take place outside the parameters of the classroom. Second, parents are apprised of the progress of students with regard to any change of schedule, student achievement, and/or student behavior. Third, Ms Fortis provides feedback to parents on the progress of the school's 100 Book Challenge. Finally, during Parent/Teacher Conferences, Ms Fortis serves as an interpreter for non-Spanish speaking teachers. Ms Fortis' commitment to students, parents and teachers is indeed worthy of much praise. She is a jewel in the crown of Education. A teacher or teachers: And the personification of the word, Educator.

Marlene DaSilva-Hinds

Principal: Bridget Carrington

Superintendent: Bernard Gassaway

Name of School: Bedford Stuyvesant Preparatory High School, Brooklyn

School District/Region: 79/8

Student Progress: The students of Mrs. DaSilva-Hinds show continuous progress. She is a dedicated educator and her students have shown exemplary results on the US History and Government Regents and Global Studies Regents. She is always in search of various testing taking strategies to increase achievement. She has incorporated the "Five Step Method" within her lessons, which provides a guided strategy for answer a multiple choice question

as well as extracting appropriate information for an essay question. This technique demonstrated by Ms. DaSilva provides the students with a comfortable level for approaching any multiple choice or essay base question. The students' portfolios demonstrate the continuous progress and are used as an assessment tool for regents preparation. The teacher designed test and the implementation of the Kaplan component prepares the students for the regents and provides noted achievement and a mastery passing rate of 90 percent.

Innovative Teaching Strategies: The use of innovative teaching strategies can always be found in the lesson plans of Ms. DaSilva-Hinds. The students are motivated and able to verbally express their views and ideas about the related topics presented in the class. The projects completed by the students demonstrate the innovative teaching strategies that are constantly incorporated within her classroom. Mrs. DaSilva-Hinds uses letter writing, timelines, mini-books, diary entries, creative writing, etc. as tools to express the various topics of Global History. Students are able to freely express their thoughts of the topics presented to them and create extraordinary displays that indicate a thorough understanding of the topic. Ms. DaSilva-Hinds is dedicated to education thereby producing students of high academic achievement.

Motivating Students: The displays of the students taught by Ms. DaSilva-Hinds are phenomenal. She motivates the students to produce quality work and nothing less. The creation of mini-books, diary entries, and letter writings to the past and future, indicate the innovative strategies implemented within the classroom. The students produce quality work and are able to verbally express their work to any audience. The use of technology is incorporated in every lesson, which enhances learning and creates student motivation. A dedicated educator, Ms. DaSilva-Hinds, has no problem motivating her students and producing exemplary quality work.

Parent/Community Involvement: The displays of the Global History class brighten the first floor Bedford Stuyvesant Preparatory High School. The amount of time which is displayed within the projects is noted in the comments of the students, parents, neighboring schools and the community. The students of Ms. DaSilva-Hinds' class are proud to hear the positive feedback regarding the displays of the Global History classes. The students are in the process of partnering with neighboring elementary and junior high schools to encourage the study of Global History. Having the support of Ms. DaSilva-Hinds and her creativity, many other students will have the opportunity to explore the world of Global History.

Myrtha Borges

Principal: Betty Gonzalez-Soto

Superintendent: Laura Rodriguez

Name of School: CS 211 The Bilingual School, Bronx

School District/Region: 12/2

Student Progress: Ms. Borges has been a member of the CS 211 family for 20 years. She possesses that invaluable quality, consistency, which is so very critical to the success of any school. In her capacity as kindergarten teacher, Ms. Borges contributes to the very foundation of our educational program. Before using the ECLAS or any type of formal inventory to assess student performance, Ms. Borges spends time modeling clear expectations for both her students and the parents of her students. The first and most important assessment is the child's ability to follow directions and adhere to the routines and rituals of the classroom. Ms. Borges uses the quiet, soft sell method for her brand of discipline; there is no yelling. There is a set routine which helps develop a sense of security in both students and parents: punctuality and attendance are primordial, toileting is scheduled unless there is an emergency, hands

- on activities are essential to demonstrate understanding of the lessons taught, the classroom design is user-friendly, and everyone gets their homework signed on a daily basis.

Innovative Teaching Strategies: Ms. Borges' years of experience give her incredible insight into the "how to" of teaching concepts to the early child. Through the years, she has taken the initiative of mentoring many newcomers. Her ability to teach her colleagues has never been labeled professional development; she just shares what she does and how she does it. This very natural way of imparting knowledge is evident when you see her teaching her children. Her contributions include the effective use of the literacy block, thematic - based curriculum mapping, centers- based classroom, leveled library, and the integration of technology into the curriculum. Although everything Ms. Borges does seems to flow so naturally, it is a testament to her ability to scaffold the learning process. Nothing is taught in isolation so that children have a handle or reference to associate with their lessons.

Motivating Students: Whenever you visit Ms. Borges' class, you see students engaged in the process of learning: reading in the rug area, working on their computers, painting, conferencing about a class project and at other times just relaxing as they listen to soothing music. Visits always leave you with a sense of satisfaction. You want to turn back the hands of time and become that child of yesteryear, once again! To Ms. Borges' credit many former students do return to pay tribute to this beautiful woman. Some come to ask if they can complete their college assignments through her intervention (i.e. interviews, class observations, etc.) Most of the time, former students come to visit in hopes that a son or daughter will be accepted into the upcoming September class. I am one of her many satisfied customers. She taught my son. To this day, I still remember the first book my son read in his kindergarten year: *A Fly Went By* by Dr. Seuss.

Parent/Community Involvement: Ms. Borges is very smart in her teaching: she trains parents to become responsible learning partners. In the spring before your child enters her class, you receive a letter with supply list, important dates, and dress code. In September, there is an orientation to outline procedures and discuss curriculum. You want your child in her class because she exudes a sense of competence and organization. Most importantly, is Ms. Borges' level of patience with students and family members? She makes herself available for daily contact at dismissal. No one leaves her room or picks up a child without seeing her and signing her daily log. That is who she is: professional!

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Schools Chancellor Joel Klein Delivers Rudin Lecture at CCNY



By LIZA YOUNG

Amidst the magnificent wood panels and murals at CCNY's Shepherd Hall, President Gregory Williams introduced the Rudin Lecture Series as a forum to discuss the big ideas and major issues that we face, not only as an academic community, but as a

civil society. Delivered by Schools Chancellor Joel Klein, the lecture addressed one of the most critical issues of the day, the reform of the New York City public schools.

Dean Alfred Posamentier of CCNY introduced Chancellor Klein indicating that he is a product of the NYC schools in Queens as well as Columbia University and Harvard Law School, both magna cum laude. Klein has had an outstanding career in the field of law. In 1969, he took a break from his law studies to qualify as a math teacher. He then served briefly as a sixth grade math teacher. According to Posamentier, Klein is innovating today like few of his predecessors have. "He's introduced a new small schools system throughout the city. He's introduced a citywide standard curriculum in math and literacy. And perhaps most important, he has focused in a major way on parental involvement, which I believe is one of the most critical factors in a child's development. What does he have to show for this? Well the percent of schools on the State's watch list dropped from 55 percent to 24 percent during his tenure. There's also been a significant rise in the percent of high school students graduating. We at City College are partnering with the Department of Education in a number of ways. The most significant of course are the high schools that are on our campus: the High School for Math, Science and Engineering

at City College."

As Klein took the podium, he underscored education as the single greatest challenge facing our nation today.

He quoted Bill Gates: only one third of our students graduate from high school ready for college, work and citizenship. Only two thirds, most of them low income and minority students, are trapped into courses that won't ever get them ready for college or prepare them for a family, wage, or job."

The following is excerpted from the Chancellor's remarks: "As far back as anyone in this room can remember, the graduation

rate in our city has been about 50 percent, frequently a drop below it, never above it. And more importantly, the rate of students getting regents diploma has been fewer than one in five for as far back as people can remember. The number of African American

and Latino students who get a regents diploma in our city is fewer than one in ten. That gives you some dimension of the crisis. We stand here today just over 50 years since the Supreme Court's decision in Brown vs. the Board of Education. In that case the court put an end to the really despicable practice of racial apartheid in our schools, that separate was no longer equal education. But that was only the beginning. The more important part of Brown was that it promised every kid in America an equal educational opportunity and here we are today fifty years later and we haven't remotely begun to meet

that standard.

If we continue to have a system which confines them to failure, particularly kids who are from poor neighborhoods, particularly kids who are in families of immigrants, particularly kids who are African American, if that continues, the challenge for our nation will be so daunting that we will not be able to fully comprehend it.

To me, when you think about school reform, you have to think about the end state you would like to see. The one thing that I'm convinced about is that there are no short-term solutions. The vision I have is that every one of my schools has to be a school that everyone of you will be

proud to send your children to. It's a simple vision, and I want you to think how many of them today are schools you could send your children to. We are not remotely close to that vision. I believe deeply, that what's happening in New York is the most important thing happening in

school reform in the US. Now if you look at what Michael Bloomberg did, you can see what the core elements are in this transformation and I'm going to package them under five labels that I think are absolutely critical.

The first is leadership; second is accountability; third are standards; fourth is equity, which includes merit based decision making; and the fifth is innovation. Those are, in my view, the transformational levers for real school reform. Leadership has to take place at the school. A necessary, if not a sufficient condition of a great school is a great school leader. We have under-

valued school leadership in America, in our city, for as far back as anyone can remember. But I can show you the same school with two different principals and they are two different schools. One of the key innovations that we did was to develop a leadership training program that was dissimilar to anything the system had seen and it became critical because we need to get great leadership, particularly in our low performing, challenging schools.

The second thing is the whole issue of accountability, which if you come from outside the school system, leaves you aghast; there's zero accountability in the system. Whether the system does well, or doesn't do well, whether individuals perform well, or don't, they are treated all the same; the system that does not reward excellence, is unlikely to inspire. The third transformative thing, and one my friend Merryl Tisch has worked very hard on, with real vision and leadership, is standards. The cheapest game in America today is, "Let's lower the standards and increase the graduation rate." A global economy is going to increase the demands on our kids. So it may not be popular in some corners, but the mayor was absolutely right to put an end to this insidious practice of social promotion. And so by saying to the system, it's not about holding back, that's not what's going to get children to succeed, by saying to the system, we have standards and we are going to look at you in terms of the standards by which your students perform, you interlock accountability and standards.

The fourth issue and the one which I'm enormously proud that is happening in our school system is a focus on equity. For too long I've heard about what we need to do in the poor communities and cities. If you look across the series of our initiatives, you will see a focus on equity and on merit based decision making. One of the

continued on page 10

My father, who dropped out of high school in the tenth grade, believed that the key to a different life is public education.

—Chancellor Joel Klein



NYU CHILD STUDY CENTER

Institute for Tourette's and Movement Disorders

Tic disorders are extremely common in youth, affecting an estimated 20-25% of school age children. Left untreated, tics and the co-occurring (comorbid) disorders can impair a child's social, educational and recreational functioning.

The Institute for the Study of Tourette's and Movement Disorders, under the directorship of Barbara Coffey, M.D., M.S., is a new NYU program dedicated exclusively to the study of tics, Tourette's and movement disorders. Clinical services include: comprehensive evaluation, consultation and multi-modal treatment for children and adolescents.

Treatment is conducted by members of a specialty team, and includes:

- Medication and psychosocial interventions, such as cognitive-behavioral therapy
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- Parent guidance
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Research at the Institute focuses on the natural history, course, pediatric autoimmune neuropsychiatric disorders with streptococcus (PANDAS) and the relationship between tics and the other comorbid disorders. Several treatment and follow-up studies are underway or will be beginning soon.

For more information on the Institute for Tourette's and Movement Disorders call (212) 263-8916

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FOUR NEW CHARTER SCHOOLS TO OPEN IN FALL

Schools Chancellor Joel I. Klein announced that the New York State Board of Regents has approved four new charter schools to open in New York City next fall. This announcement marks the latest step in the Department of Education's (DOE's) unprecedented charter school initiative designed to provide more high quality educational opportunities for children throughout the City. The four charter schools approved include Harlem Children's Zone Promise Academy II, City Collegiate, New Heights Academy, and the New York Center for Autism Charter School.

"These new charter schools demonstrate our commitment to creating exceptional educational options for children and families in our City," Chancellor Klein said. "Charter schools embody strong leadership, empowerment at the school level, and accountability for performance—all elements essential to providing children with a high quality education. All of the new charter schools approved to open in New York City next fall, including the four approved today, will bring powerful opportunities to our children."

With the approval of the Board of Regents, the four new charters bring the total number of new charter schools opening in New York City next fall to 14. There are currently 32 charter schools operating in the City, including nine that opened in September 2004.

The Harlem Children's Zone Promise Academy II will serve 80 students in Kindergarten in its first year and will expand to serve approximately 1,000 students in grades K-12. Harlem Children's Zone Promise Academy II will be located in Harlem and will build upon the success of the first Harlem Children's Zone charter school that opened this year. Both charter schools are supported by Harlem Children's Zone Inc., a non-profit organization that has developed a comprehensive network of neighborhood-based

programs designed to create positive opportunities and outcomes for children living in a 60-block area of Central Harlem.

City Collegiate Charter School will serve 75 students in grade 5 in its first year and will expand to serve approximately 500 students in grades 5-12. City Collegiate will be located in Williamsburg and will be supported by Uncommon Schools, Inc. Uncommon Schools, Inc., works extensively with two charter schools currently operating in the New York metropolitan area, namely the Excellence Charter School in Brooklyn and North Star Academy Charter School in Newark, New Jersey.

New Heights Academy will serve approximately 180 students in grades 5 and 9 in its first year and will eventually expand to serve approximately 700 students in grades 5-12. New Heights Academy will be located in Harlem and is committed to the notion that all students are capable of achieving high academic standards. A longer school day, longer class periods, and Saturday supervision will provide students with more time on schoolwork and more support to reach their academic potential.

The New York Center for Autism Charter School (NYCACS) will serve 12 students ages 5-9 in its first year and will expand to serve 28 students ages 5-14 at full capacity. The school will be located in Manhattan. NYCACS is committed to providing quality, research-based educational and supportive programs for children with autistic-spectrum disorders and providing innovative and effective educational programs for students. Through a variety of collaborative initiatives, NYCACS will work with the DOE on the development of best practices to serve autistic children effectively and to enhance the educational outcomes for students. #

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.

Students 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 storylines 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>

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BUSINESS OF EDUCATION

Scantron's Achievement Series Expand Use in Classroom

By JENNIFER HARRISON

Scantron, a recognized leader in education testing and assessment tools for more than three decades, announced the release of a Classroom Testing module and new item-sharing capabilities for Achievement Series. The enhancements give educators new collaboration capabilities and allow teachers greater flexibility to use Achievement Series for all their testing needs from classroom quizzing to district assessments.

Achievement Series is used by educators to develop and deploy tests, capture results and manage the vital information needed to make data-driven decisions that guide classroom instruction. The new Classroom Testing module makes it easier for teachers to create tests and make them "active" with the click of a button. Reporting tools specifically for the classroom level give the teacher quicker access to student performance data and the ability to view results in a single screen. The module gives districts one platform for all levels and the same report formats regardless of whether they are from district tests or classroom tests.

The "remote sharing" enhancements mean districts can also more easily share their non-copy-righted test items within the district or with other districts, which is the quickest way for a district to build a comprehensive library of item banks based on their state standards. Districts can allow collaborative access to their item banks or copy-only access, which is a unique feature in a powerful Web-based assessment platform like Achievement Series.

"With the release of these enhancements for Achievement Series, we focused on ease-of-use for teachers and increased flexibility throughout the district," said Tim Loomer, president of Scantron's Testing and Assessment Division. "In the past, districts have had no way to share banks of questions they have created for their district benchmark tests.

Now they can collaborate on item development and share items with any other district they choose."

"We use Achievement Series as the assessment component in the Santa Clara County Office of Education's SchoolPlan because it brings quality and efficiency to the item development process," said Dr. Dale Russell, Director of Standards and Assessment for Santa Clara County Office of Education. "Our ability to collaborate across the consortium of districts is exciting because it means that we will be able to share valid and reliable items with every member school district using Scantron's latest version of Achievement Series. No other vendor that I am aware of offers such a capability in a secure online environment."

These latest enhancements reflect Scantron's commitment to making Achievement Series more powerful yet easier to use and deploy through every level of district testing. In October 2004, Scantron released plain-paper scanning capabilities, allowing schools with limited access to computers, the Internet or high-volume Scantron OMR scanners to benefit from the management and reporting capabilities of Achievement Series. These features have contributed to the rapid acceptance of Achievement Series since its launch in March 2004 and its first pilot installation in Jackson County School District, Ga.

Scantron Corporation (www.scantron.com) is headquartered in Irvine, Calif., and is a wholly owned subsidiary of Atlanta-based John H. Harland Company (NYSE:JH). Scantron is a leading provider of software services and systems for the collection, management and interpretation of data to the educational, financial and commercial markets. The company has approximately 600 employees worldwide and annual revenues exceeding \$110 million. #

Democracy Increases Education Spending in Africa

By DAVID STASAVAGE, Ph.D.

The shift to multiparty elections in African countries has resulted in increased spending on primary education.

A study published in the recent issue of the American Journal of Political Science addresses the question of whether or not democracies behave differently from their authoritarian counterparts when it comes to public services. Author David Stasavage's focus on education in Africa led to clear preliminary evidence that democratically elected African governments have spent more on primary education. "A government subject to multiparty competition is estimated to devote 4.4 percent more of its total expenditures to education than would otherwise be the case," he states. Funding for universities appears

unaffected despite university students being at the forefront of African pro-democracy movements during the early 1990s.

Dr. Stasavage covered the education spending of forty-four African countries from 1980-1996 using data compiled by UNESCO. He concludes, "while the move to democracy has not triggered a wholesale turnaround in economic policies, the evidence does show that multiparty electoral competition has been associated with greater government spending on education, and on primary education in particular." #

David Stasavage is a Senior Lecturer at the London School of Economics. For more info on his research in political economy issues, please visit his website <http://personal.lse.ac.uk/stasavag>

Klein

continued from page 8

ways to see this was to change our high schools admission policy. We had two kinds of high schools, a high school for those kids on their way to success, and for the large majority of kids in high schools, we dump them into a school in which graduation rates and regents rates were just abysmal, and we left them there, three, four, five thousand kids, with low expectations and low success rates. So we undertook to break up these schools into small rigorous academic learning communities where kids would be known. That isn't easy work, but in those high schools where we've invested our money and a lot of Bill Gates' money, we have 92 percent African American and Latino kids, attendance rates are about eight percent higher than high schools overall and our promotion rates are significantly higher than high schools overall. People trained at the leadership academy I mentioned will be moved to our hard-to-serve schools.

Finally—and if you don't have this with all the rest, you won't get there—you need innovation. The system resists innovation; it likes a cookie-cutter type approach. We have brought in several critical innovations. We have raised over 200 million dollars to support the innovations.

Our innovations include small schools and leadership training, particularly leadership in struggling schools. A third innovation has been charters, a classic example of the dysfunctionality of public education. We have supported charters, and I have pledged to make NYC the most charter friendly school place; a charter school is just like a public school in that it serves our kids at no cost. A charter school, however, has a different bargain; it has no guaranteed lifetime, which brings us back to the issue of accountability and standards. Charters have real performance standards to meet and concomitantly, a fair amount of freedom to experiment in meeting those. In lots of school systems, people say "charters are not us." But we must not use this "we/they" language. Our

Math Lessons To Use in the Classroom: The Rule of 72

By ALFRED POSAMENTIER, Ph.D.

Math teachers are often asked to show the relevance of mathematics. What could be more relevant than showing how math helps us estimate the number of years it would take to double your money in your bank account? Consider this little tidbit. It can really prove useful to both the math teacher and the general consumer.

Although lately the school curriculum pays less attention to compound interest problems than in the past, there is a curious little scheme that works well and is somewhat puzzling to verify. It is called the "Rule of 72," and may still generate some interest in the compound interest formula.

The "Rule of 72" states that, roughly speaking, **money will double in $\frac{72}{r}$ years when it is invested at an annual compounded interest rate of $r\%$.** So, for example, if we invest money at an 8% compounded annual interest rate, it will double its value in $\frac{72}{8}=9$ years. Similarly, if we leave our money in the bank at a compounded rate of 6%, it would take 12 years for this sum to double its value.

The interested teacher might want to better understand why this is so, and how accurate it really is. The following discussion will explain that.

To investigate why or if this really works, we consider the compound interest formula:

$A = P\left(1 + \frac{r}{100}\right)^n$, where A is the resulting amount of money, P is the principal invested for n interest periods at $r\%$ annually.

We need to investigate what happens when $A = 2P$.

The above equation then becomes:

$$2 = \left(1 + \frac{r}{100}\right)^n \quad (1)$$

$$\text{It then follows that } n = \frac{\log 2}{\log\left(1 + \frac{r}{100}\right)} \quad (2)$$

Let us make a table of values from the above equation with the help of a scientific calculator:

r	n	nr
1	69.66071689	69.66071689
3	23.44977225	70.34931675
5	14.20669908	71.03349541
7	10.24476835	71.71337846
9	8.043231727	72.38908554
11	6.641884618	73.0607308
13	5.671417169	73.72842319
15	4.959484455	74.39226682

If we take the arithmetic mean (the usual average) of the nr values we get 72.04092314, which is quite close to 72, and so our "Rule of 72" seems to be a very close estimate for doubling money at an annual interest rate of $r\%$ for n interest periods.

An ambitious teacher or one with a very strong mathematics class might try to determine a "rule" for tripling and quadrupling money, similar to the way we dealt with the doubling of money. The above equation (2) for k -tupling would be

$$n = \frac{\log k}{\log\left(1 + \frac{r}{100}\right)}$$

which for $r=8$, gives the value for $n=29.91884022$ ($\log k$).

Thus $nr = 239.3507218 \log k$, which for $k=3$ (the tripling effect) gives us $nr = 114.1993167$. We could then say that for tripling money we would have a "rule of 114."

However far this topic is explored, the important issue here is that the common "Rule of 72" can be a nice way to interest students and at the same time give them a useful tool. #

EDITOR'S NOTE:

This is a new column by Dr. Alfred S. Posamentier, Dean of the School of Education at City College of NY, author of over 35 books on math, member of the NYS Standards Committee on Math. This was taken from *Math Wonders: To Inspire Teachers and Students*, by Alfred S. Posamentier (Alexandria, VA: Association for Supervision and Curriculum Development, 2003)

out of high school in the tenth grade, believed, which was that the key to a different life is public education.

We've got some good results to report: our graduation rate has increased in the last two years, from 54 to 56 percent; our Black and Latino rate has gone up as well although it's still low; number of schools that met federal targets went up 20 percent over the prior year; and the number of schools on the State's watch list is the lowest it's ever been since that list was started in 1989. Those are the beginnings of a very long path, and those numbers won't consistently day in and day out drive in the same direction. The question is whether we as a city have the conviction, the fortitude and the willingness to fight to implant a vision which we all know is morally imperative; that every single school in our city is a school that every person in this room will be happy to send their children to. If we don't do that, we are not only morally at fault, but we will imperil this nation which we love so much. #

Hunter HS Intel Winner Goes to CCNY

By MICHELLE DESARBO

David L.V. Bauer, a 17-year-old senior from Hunter College High School, recently won first place in the Intel Science Talent Search for his work on neurotoxins in humans. After competing against 40 other finalists nationwide through rigorous questioning by panels of judges, Bauer was announced the winner and awarded a \$100,000 scholarship.



Photo by David Summers

Education Update (EU): How did you come to arrive at this research topic?

David Bauer (DB): This idea came as a result of simply doing a lot of reading and thinking about different ways of using some of the materials. How could we use them? What are they being used for? Also, in the lab where I worked, there was a student who was a paramedic and had been at Ground Zero on 9/11. One of the things I found from him was that there was an issue with individual exposure. What that means is that if there were a terrorist attack, there are large machines scattered throughout New York City which would tell you that an attack had taken place, what kind of toxin it involved, and whether or not it's in the air. And that's very good, but what we also discovered from 9/11 was that two people standing very close to each other could get completely different amounts of exposure just because of the way the wind blows and the wind currents and so forth. So one person could get a mouthful of asbestos and the other person could be fine. If there were an attack involving a nerve gas (which is a kind of a neurotoxin), you would need to determine individual exposure very, very rapidly to know how to treat these people and which paramedics you are going to treat first, to prioritize and track things over time.

EU: How would your biosensor work?

DB: The idea behind this is that you could use something to detect neurotoxins before they get into people. You would have this molecule coded onto a little badge that you could clip onto paramedics, and they could go out into the field, come back, and use this little badge to see what they had been exposed to. Something like this in practical use is really far, far away. Something like that could entail five more Intel projects' worth of work. It's something to look forward to and to work on, but right now it's just in its first steps.

EU: What was the most memorable experience you had while conducting your research?

DB: Once something happened to me that really is every scientist's dream. There are two kinds of experiments. One is computational. There are various computer programs that will assist you in predicting how different molecules will form and how they'll come together. I had done a series of computer modeling with the molecule I wanted to create. Part of the modeling had predicted that there would be five locations on this molecule I was working with to attach other molecules on. So this was a building process. I did an experiment and found that there actually were five spaces. So, the theoretical math and the actual real life came together. It wasn't just some crazy theory; you could say that this could be done.

EU: What was it like to meet other young gifted scientists at the Intel competition in Washington D.C.?

DB: Getting together with other students was even better than any award. It was its own reward in and of itself. We spent a week in Washington D.C. together, all 40 finalists. And to be one of the 40 is really special because you get an all-expense paid trip to Washington D.C. for a week, you're in a five-star hotel, and everything is taken care of and paid for. There is a series of rather rigorous judging sessions. You present your project at the National Academy of Sciences and do a bunch of other things. It's a very busy schedule; it's not a sight-seeing trip. When you're down there, you really get to bond with these 40 people and you get to know them very well. You would think with a lot of money on the line that 40 of the brightest students in the United States would find plenty

of ways to backstab each other. But that didn't happen. People would come out of the judging sessions and would stay in the waiting room to make everyone else less anxious. It was really a very positive experience. And these people are so amazing! They're from all different backgrounds and it was very interesting to hear what each one of them had to say. Of course, we're still in contact with each other courtesy of email and so forth.

EU: You have chosen to enroll at CUNY in the fall. Why is CUNY your school of choice?

DB: The real question is, why not? I have spent two years there doing research. I've gotten to know the students and gotten beyond perhaps the stereotypical reputation. I've found that the people here are just as compelling and just as academically, socially, and politically interesting as the students from my school (Hunter College High School) who go on to places like Harvard, the Ivy League, smaller liberal arts schools as well. I'm going to be attending the CUNY Honors College in the fall. It's absolutely wonderful. It's probably one of the most fantastic ideas that they've come up with. There are a whole bunch of new initiatives—they're trying to rebuild and reinvent themselves. The Honors College, by the way, is a group of about 40 students at City College and they're also at six other CUNY campuses. You have your own set of advisors. It's like a small school with lots of individual attention within the larger one. You have access to all these resources and different people, but at the same time, you really get the attention that you need. There are lots of perks that come with it as well in terms of the financial aspects—it's free, you get a stipend, a laptop, a cultural pass to NYC (which means tickets on reserve to places like Carnegie Hall and Lincoln Center; either they're free or discounted.) And the other thing I've found aside from the Honors College is that the individual professors here are so invested in their students. They really do see their own personal success, the success of the college, to be in the students themselves. By getting students who do well and succeed and can get them good publicity and go on and do very good things, that is how they're going to make themselves better. In the sciences, my own professor is from Europe. She's from Ecole Polytechnique—the most prestigious science school in the world. Our expression goes, "Oh, you don't have to be a rocket scientist." But in France (where Polytechnique is located), the expression is, "You don't have to be a polytechnician." She was a professor there. She came to New York, taught at Columbia, and ended up at City College. You find people like this everywhere. You have access to them all the time. This is not something you get a lot of other places.

EU: Who do you look up to in the field of science?

DB: My mentor—Valeria Balogh-Nair—is really so impressive. When she became a full professor at City College in the late 80s, she was one of 12 female organic chemistry professors in the United States. The interesting thing is that I don't have any scientists in my family. My mother is a nurse. Growing up, she was always there for me and always pushing me. It's always interesting to see what she does. Even though she's a nurse, she does have a rather strong scientific background too. When I first started the project, I mispronounced the name of this molecule I was

SPECIAL EDUCATION

ANNUAL BLACKMAN LECTURE AT TEACHERS COLLEGE FOCUSES ON DOWNS & ALZHEIMER'S

By RICHARD KAGAN

Dr. Warren B. Zigman, a researcher in the field of Mental Retardation and Development Disabilities, spoke at the recent Leonard and Frances Blackman Lecture held at Teachers College, Columbia University recently. Dr. Zigman's presentation: "Alzheimer's Disease in Adults With Mental Retardation: The Impact of Individual Differences on Risk" gives hope that people with Down's syndrome can age successfully without contracting Alzheimer's disease.

The Leonard and Frances Blackman Lecture has been given each spring since 2000 by leading specialists in the fields of Mental Retardation and Special Education. Teachers College's Center for Opportunities and Outcomes for People with Disabilities sponsors the event.

Dr. Zigman, who has spent more than 15 years engaged in research on Aging and the development of Alzheimer's disease in adults with mental retardation, has been conducting studies in collaboration with scientists at the New York State Institute for Basic Research in Development Disabilities and Columbia University.

Dr. Zigman noted that 50 percent of a sample population of approximately 300 people who have Down's syndrome did not have Alzheimer's disease at age 60. Initially, it was thought that all patients with Down's syndrome who lived

into their 60's and 70's would eventually get Alzheimer's. "It is not something that has to happen," says Dr. Zigman.

Zigman and his associates are looking into various factors why adults with Down's syndrome did not also have Alzheimer's disease. "We're still following this up," said Zigman. Much more research in this area needs to be done. Zigman noted that women with Down's syndrome who had higher estrogen rates had a later onset when they did get Alzheimer's. He also cited research done by Dr. Nicole Schupf of Columbia University, who found that certain genetic markers in Alleles pointed out if someone with Down's syndrome would have an earlier or later onset of Alzheimer's disease.

Dr. Joel E. Mittler, Professor of Education, at the C.W. Post campus of Long Island University, attended the lecture and was impressed by Dr. Zigman's research. "There is a lot to ponder," said Dr. Mittler.

Dr. Blackman, who attended the Lecture with his family, was awarded the Teachers College Medal for Distinguished Service in 1998. Dr. Blackman set up a fund for Teachers College to present leading experts in Special Education and Developmental Disabilities. Dr. Zigman was the sixth presenter in the Blackman Lecture series. #

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working on and kept doing it. I was explaining it to her and finally, she very quietly told me the correct way to pronounce it. And she knew all about it and was just sort of letting me talk. It's a

bit of a different experience I guess because I've grown up with very, very strong women, I guess. These are the people who are supporting me as I move forward.#



Olympics of the Mind: Engaging Young Black Youth



Photo by Gerald Peart
Gold Medal Winners from the 18th Annual NAACP NYC ACT-SO "Olympics of the Mind" Awards Ceremony at Con Edison headquarters in Manhattan



Photo by Gerald Peart
(L to R) Rep. Charles B. Rangel (D-NY), 15th Congressional District; Barbara Richards, Chair of the NAACP NYC ACT-SO Workshop Committee; Percy E. Sutton, Chairman Emeritus, Inner City Broadcasting Corporation; and Anton Tomlinson, Executive Director and Cofounder of NAACP NYC ACT-SO; at the 18th Annual NAACP NYC ACT-SO "Olympics of the Mind" Awards Ceremony, April 25, 2005 at Con Edison headquarters in Manhattan.

By NAZNEEN MALIK

Recently, The NAACP New York City chapter of the Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO) hosted its 18th annual awards ceremony marking the culmination of its local Olympics of the Mind. African American students from over 200 high schools from all over New York City competed in twenty-five categories in the humanities, performing and visual arts, and sciences for medals and cash prizes. Winners of the event will continue on towards the national NAACP ACT-SO completion which will be held in Milwaukee in July.

The New York City ACT-SO also honored Dr. Harold P. Freeman, Associate Director of the National Cancer Institute, acclaimed author and poet, Ntozake Shange, and legendary actor and activist, Ruby Dee, for their great contributions to society.

"I am in favor of anything that inspires young people of color to use their imaginations," says Shange, "and to be celebrated by that it is a great honor for me."

"I am very honored about being here," muses Dr. Freeman. "I have spent my career educating black surgeons and I have a desire to give my knowledge to younger people. The students who we are honoring today are our nation's future, and it's very important that they are encouraged to take a path that will lead them to higher achievement. If I can inspire at least one of them, then I consider it worth my while," he says. Freeman emphasizes determination and persistence and firmly believes "that the point of education is to make finer distinctions, and when you make finer distinctions you can make finer contributions."

Founded by journalist and civil rights activist, Vernon Jarett, in 1977, ACT-SO has now grown to include 150 chapters, nationwide. The program continues to rely heavily on volunteers and all coaches, mentors, and judges donate their time and effort to engage young black youth.

Recruitment of volunteers and students begins in September as the Executive Director of the New York City chapter, Anton Tomlinson, visits schools and writes letters to over 700 teachers explaining the program.

"ACT-SO is the largest academic program dedicated to black youth in America but it has not been very visible," says Barbara Richards, Chairman of the ACT-SO Committee. "This was the first time we have had sponsors for the program so we were very much excited about the program this year."

"The NYC ACT-SO is a very ambitious program and we are primary interested in getting students more energized and more involved," says Tomlinson. "It is not simply a competition, it enriches students by taking them to museums, and theater productions and students are mentored by professionals in their fields of interest. I think what young people really want from adults," he pauses, "is someone that really thinks and cares about them and gives them some attention."

Ruky Tijani, and Jazzmine Shields competed for the first time in the performing arts category. "It's really nerve-racking but I enjoyed it," says Tijani, a 10th grader who sung and performed a monologue she had authored herself. Shields, an 11th grader and songwriter added "I was nervous but I had lots of fun. Singing is something I would definitely like to pursue."

Nevertheless, participation in the program fluctuates, and there is concern that many black students are showing less interest in science, math, and computer science. "We are already in conversations with organizations that are concerned about the same issue and we are currently working on expanding our outreach efforts," says Richards. "A lot of kids want to be famous and are attracted to the performing arts. However, we want to encourage and show them that they have so much to offer in so many different areas."#

POLY PREP CELEBRATES 150 YEARS!

Thousands Gather for Fireworks and Festivities at School's Birthday Bash

Brooklyn, NY—On Saturday, April 16, over 2000 Poly Prep Country Day School students, parents, alumni, and friends joined together to celebrate the school's sesquicentennial year. The Birthday Bash, the largest celebration in Poly Prep's history, was the culminating event in a year of activities honoring the school's 150 years as a leading educational institution in Brooklyn.

Throughout the year, students and faculty have been engaged in a variety of curricular projects to mark the anniversary. They have learned about changes in science and technology since the school's founding. They have exchanged letters with alumni who attended Poly at the time of the school's centennial in 1954. They have made timelines, written essays and poems, and explored the school's extensive collection of archival documents, photos, and memorabilia.

The party on Saturday, however, was strictly fun. Lower School students gathered in the school's Field House for a hoedown, for which they donned bandannas, cowboy boots and plaid shirts and showed off their square dancing talents. (Square dancing is an integral part of the Lower School physical education curriculum.) Middle Schoolers had their own dance, and Upper School students enjoyed the "Faculty Follies"—a special show created by Upper School teachers—and then participated in Cabaret Night, the traditional annual student talent show.

The Blues Devils, Poly's jazz band, performed for parents in the Quadrangle. Student jugglers and unicyclists entertained their peers. And Poly's A Capella singers led the huge crowd in "Happy Birthday" before blowing out the 150 candles on a gigantic birthday cake created by Poly parent Walter Midland.

A stainless steel time capsule, constructed by Poly parent Tony Gallina, was on display. Students, parents, and alumni donated photos and wrote messages to the Poly community of 2054—the year when the capsule will be opened. The school will bury the capsule in May.

The highlight for all was the tremendous fireworks display, which lasted for more than 15 minutes and lit the sky for all to see, from New York Bay to Brooklyn Heights.

Headmaster David Harman thanked the many parent volunteers who worked tirelessly to plan and prepare for the evening, with special recognition given to Poly parent and Park Slope resident Patricia Gauvey, who chaired the Sesquicentennial Celebration throughout the year.

Special Alumni Reunion Day

Earlier that day, hundreds of Poly Prep alumni who graduated in years ending in 0 and 5 came to campus to meet with old friends and visit their alma mater. Throughout the day, special ceremonies took place around the campus. Of note were the dedications of a number of rooms in honor of Poly grads whose lives were lost in the 9/11 attacks. In addition, the Class of 1975 dedicated the new faculty room in honor of their "masters," as Poly teachers were called years ago, noting that Poly's outstanding teachers have always been the heart of the school.

Distinguished Achievement Awards were presented to six Poly alumni in recognition of their remarkable careers. The award recipients included Donald Lindberg MD, Class of 1950, a pioneer in the use of computer technology in healthcare; Andrew Gurley '55, a preeminent figure in the Wall Street bond market; Thomas Parker '65, a nationally renowned director of college admissions; Glen Roven '75, the Emmy-winning composer and conductor; Scott Smith '75, managing partner of Camelot Capital, a Connecticut investment firm; and Robert Soiffer MD '75, a pioneer in treatments for high-risk patients and patients with advanced cancer.

The School Service Award was given to Harry Petchesky '55, former chair of Poly's Board of Trustees and one of the school's most loyal alumni. In his remarks, Mr. Petchesky took time to remember the late Donald Carswell, Poly's last chairman of the Board, who passed away in March. (A memorial service for Mr. Carswell will be held in Brooklyn in May.)

All who attended the day's events left feeling that they had been part of history—the school's long history as well as history-in-the-making. Poly Prep now looks forward to its next 150 years!

Celebrating its 150th year in 2005, Poly Prep Country Day School is an independent, coeducational, college preparatory school educating students at two campuses in Brooklyn. At the Lower School in Park Slope, children in Nursery School through Grade 4 grow in knowledge of themselves and the world in a safe, nurturing environment. The Lower School is housed in an historic mansion overlooking Prospect Park. The Middle and Upper Schools are located on a twenty-five acre campus in Dyker Heights. There, students in Grades 5 through 12 are engaged in a rich and challenging program of academics, athletics, arts, and extracurricular activities. Poly is a vital, diverse community of committed faculty, talented students, engaged parents, and loyal alumni.

A NEW NAME: Philosophy Day School

We are happy to announce that beginning September 2005, the Abraham Lincoln School will be known as the Philosophy Day School.

The new name more clearly acknowledges the principles and goals of our school. Founded in 1994 by students of The School of Practical Philosophy who wanted their children to enjoy the same benefits they themselves were experiencing, they crafted a curriculum that combines the finest of a classical education with the well-being of philosophical and spiritual inquiry.

The Philosophy Day School is part of a network of schools that for over thirty years have been refining a similar education in countries worldwide. The aim is to provide an innovative and inspired curriculum in an environment in which students may excel academically and discover all that is best within themselves.

As our Headmaster, William Fox, has pointed out, "Every parent wants something finer for their child. They know that a child by its nature is full of light. And if that child receives the right education and nourishment that light shines strong and bright".

The school currently serves 56 children in Nursery through Grade One and will be adding a new grade each year. It is housed in a beautiful mansion on East 79th Street, ideally situated just steps from Central Park and Museum Mile. These invaluable resources are incorporated into the curriculum and are visited frequently.

We currently have openings through grade two and invite you to visit at one of our Spring Open Houses held April 13th and May 4th from 8:30 a.m. to 9:30 a.m. Personal visits may also be arranged.

Visitors will have an opportunity to meet with our Headmaster, to speak to current parents, and to visit classrooms.#

For further information, please contact: Marisa Guber at 212-744-7300.



Choral Singer's Handbook: Best Manual for Amateurs & Pros

By JOAN BAUM, Ph.D.

Although the first two notes of his big hit "Red Roses for a Blue Lady," which he wrote with long-time collaborator Sid Tepper, constitute a "descending minor second," Roy C. Bennett modestly doesn't offer up his own songs as examples in his *Choral Singer's Handbook*, arguably the best such manual around for both amateurs and pros. Though over 25 years old, the book that prompted then Director of Choral Music at The Juilliard School Abraham Kaplan to say that anyone "in need of the information it offers" would be "hard pressed to find a better one," this slim, no nonsense paperback on "how to be a good choral singer" remains timely and significant, especially in this age of jargon-inflected, bloated guides and texts. Simply written, affectionate in tone, and charmingly illustrated (by Dan Margulies), Bennett's clear, encouraging and carefully paced instruction evidences intuitive pedagogical sense and deep affection for choral singing which, despite his extraordinary success as a popular song writer, continues to claim his heart as his "favorite music."

Considering the popularity of choral singing in America today (Chorus America reports an extraordinary growth of choruses and choirs over the last twenty years, with approximately 250,000 groups across the country); the particular attraction choral singing has for older, retired men and women; and recent research that points to the enhanced health and emotional benefits of group singing, *The Choral Singer's Handbook* could be said to be right up there with Atkins and the South Beach Diet – in fact ahead of them, for where nutrition and fitness books target the body, choral singing can claim, as the old song has it, both body and soul. As experienced singers well know, and those new to choral groups soon discover, to sing well, one must sit, stand, and breathe properly. Some choral society members may show up for rehearsals with a cane, but once they're called to order for warm-up exercises, physical and vocal, they rise to the occasion and sing out joyfully.

As reported on Chorus America's website, a three-year study concluded last year by Dr. Gene D. Cohen, director of the Center on Aging, Health and Humanities at George Washington University in Washington, D.C., demonstrates a solid connection between health and the arts, and "choral

singing in particular." Singers (the average age in Dr. Cohen's group was 80) were seen to be healthier and happier, with findings indicating fewer doctors' visits, less depression, fewer falls and injuries. All the more reason to recommend *The Choral Singer's Handbook*, which focuses on oratorios, for Dr. Cohen's study also showed that seniors want demanding, challenging music and love to perform, inspired by being with like-minded individuals who are all working toward one goal. One of the special delights of *The Choral Singer's Handbook* is Roy Bennett's gentle but constant reminder that choral singing is, indeed, a community endeavor, a social responsibility as well as a musical commitment.

The Choral Singer's Handbook may be as relaxed and efficient as it is because it preaches what Roy Bennett has practiced – with pleasure – all his life. Of course, though it is only slightly over 100 pages, it's not a book to read through in one sitting but to dip into and reread, especially those sections that define and exemplify the elements of music – rhythm and sight singing. Amazingly, Bennett covers a lot of ground in a way that makes it all seem easy, and the reference and summary pages at the end, alone, are worth the price of admission. But it is mainly Bennett's heartfelt decision never to sacrifice enjoyment to learning that distinguishes his book. He remembers what moved him to want to sing, he wants the same motivation for others.

At 87 Roy Bennett's going strong as a baritone in the Great Neck Choral Society. Though best known for having composed songs that were recorded by, among others, Vaughn Monroe, Guy Lombardo, the Andrews Sisters, the Ames Brothers, Dean Martin, Burl Ives, Les Paul & Mary Ford, Perry Como, Frankie Vaughan, Elvis Presley, the Beatles, Frank Sinatra, Sarah Vaughn, and though he has taught song writing and has written other books that reflect on earlier days as a CCNY English major, Roy Bennett seems to want to be known primarily as "a choral nut" and through the *Handbook*, as a mentor of future nuts. What could be more sane!#

The Choral Singer's Handbook by Roy C. Bennett, \$6.95, published by Edward B. Marks Music Co. and distributed by Hal Leonard Corporation, can be found at music stores or online at www.sheetmusicplus.com.

REVIEW OF ISLAM: A MOSAIC, NOT A MONOLITH

By MERRI ROSENBERG

Ever since September 11, 2001, there has been a tendency, whether in the media, political arena, or even in the schools, to either demonize Islam as a religion that promotes violence, intolerance and terrorism—or conversely, to suggest that a fundamentally peace-loving religion has been hijacked by fanatics.

Here, in this slender but important volume, is an attempt to give a fair and balanced portrait of a religion that is the world's—and America's—fastest-growing faith.

A Muslim himself, who was born in Iran to Armenian parents, and now serves as the president of the Carnegie Corporation in New York City, Gregorian brings more than scholarly skill to this important text. He clearly cares that Islam not become associated only with the terrorists who destroyed the World Trade Center, or embark on suicide bombings in the Middle East.

He lucidly explains the basic tenets of the faith—namely, the unity of God, the belief in the prophetic mission of Muhammad, and belief in the day of judgement and resurrection. He points out the affinities and respect that Islam accords to Abraham, and to both Judaism and Christianity. He describes the origins of the Qur'an (Koran), explains the differences between the various denominations of Islam, and details the rise and fall of the Ottoman Empire.

Gregorian also chronicles the failures of various Muslim empires, and the on-going ten-

**Islam:
A Mosaic,
Not A Monolith**

By Vartan Gregorian

Brookings Institution Press,
Washington, D.C. (2003):
164 pp.

sion and conflict between those who believe Islam needs to remain completely traditional, and those who want to adapt its tenets to the modern world. Nor does he shirk from confronting head on some of the on-going flaws in the Muslim world, from a rigid educational system in many countries to the oppression of women, all based on a singular interpretation of Islam. And he uses countless examples to show that Islam, as it's practiced and preached throughout the world, is far more complex than the simplistic model that is often presented.

As the former president of Brown University, the New York Public Library, as well as founding dean and provost of the Faculty of Arts and Sciences at the University of Pennsylvania, Gregorian has impeccable humanist credentials to lend to this impressively accessible work.

For those who might see in Islam only the face of the implacable and tyrannical Taliban, Gregorian points out that "Historians emphasize that Islam also spread rapidly because of its extraordinary acceptance of diversity from the beginning—reminding us that Islam grew organically and not as an inflexible religion." (p.13)

Further, he writes (p.134) that "the new century should reject attempts to use religion as a tool of secular ideologies or to justify terrorism, mass murder, or assassination, often in the name of a just and merciful God. Racism, chauvinism and xenophobia should not be given shelter by any religion."

This is a valuable work, that should be kept close at hand in any Global Studies classroom, and definitely worth reading for anyone who wants to gain a better understanding of this religion.#

Declining By Degrees: Merrow Details Higher Education At Risk

A Landmark PBS Documentary Special Examines The Quality Of Higher Education In America

How good is higher education in America today? The competition for admission into certain highly selective colleges and universities may be greater than ever, but the vast majority of American college students don't attend those schools. And, even if they did, the same question arises: Does the reality of higher education measure up to the dream of millions of individuals and to the educational needs of the nation?

On Thursday, June 23, 2005 on PBS from 9–11 p.m. (check local listings), a thought-provoking documentary special, *Declining by Degrees: Higher Education at Risk*, sets out to answer these questions, taking viewers behind the scenes of American higher education to experience college through the eyes of students, parents, professors and college administrators. Reported and narrated by Peabody Award-winning correspondent John Merrow, the documentary illuminates crucial issues about the quality of higher education in the United States. Set on four very different college campuses across the country – a private liberal arts college, a major state university, a regional public university, and a community college – this two-hour special examines both the promise and the peril in higher education today.

Declining by Degrees: Higher Education at Risk premieres in the midst of a growing national concern about quality, fueled in part by an increasing preoccupation with college rankings, grade inflation, declining academic standards, and overall concerns about the quality and readiness of America's workforce. Until very recently, America led the world in educating its young, but today about a dozen countries send a higher percentage of their youth to college.

The documentary follows 30 students and teachers, as it explores the road between admissions and graduation – a route that is no longer linear.

Going beyond what Americans believe about the college experience, *Declining by Degrees* exposes the disappointment, disorientation and deflation that so many college students feel, and the struggles they face, regardless of the schools they choose to attend. "I didn't have anything that really kept me wanting to come to campus," says college senior Britney Schmidt, reflecting on her first year at a large public university. "I wasn't being challenged, I wasn't really thinking about things. ... It was just high school over again."

The top 25 private liberal arts colleges, including Amherst College, profiled in this special, typically represent the popular image of higher education. Yet, despite the intense competition to be admitted to such top-ranked colleges, these institutions represent only a fraction of America's higher education system, educating less than .3% of all those attending college, about 47,000 out of the total national enrollment of 13.7 million undergraduates. More than 5.3 million students attend large universities with 15,000 or more students.

Declining by Degrees examines the drama of elite college admissions, the battle over merit versus need-based financial aid, and brings to light the crucial "sink or swim" conditions that many college freshmen face, often with disappointing results. "It's like somebody comes along with a pin right after high school, pops your bubble, picks you up, throws you naked in some college, and you've got to figure it out," says Mike Morefield, an undergraduate from the University of Arizona, which is the setting for portions of the program. Though Mr. Morefield did "figure it out" and is on track to make it to graduation day, more than 1,200 of his classmates did not return for sophomore year.#

Premieres June 23, 2005 from 9–11 PM on PBS. A Production of Peabody Award-Winners John Merrow and Learning Matters, Inc.

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THE REWARDING JOURNEY

By ADAM SUGERMAN

As young families taking family road trips, we used to get impatient when we didn't arrive at our destination quickly. How many times did adults have to tolerate interrogations with questions such as "Are we there yet?" or "When will we get there?"

Learning another language is like being a child in the backseat of a station wagon on a cross-country vacation. The task requires a Herculean effort, and depending on one's age and other factors, could be time-consuming. However, when we learn a new language well, it is unbelievably gratifying and it opens our world in ways monolingual people can hardly imagine.

Arguably developing an exhaustive vocabulary base is the most important task in learning language, especially beyond third grade. For younger children, listening to and distinguishing between distinct, yet similar, sounds helps them to learn to read and to pronounce words correctly. In opaque languages, such as Spanish, or quasi-opaque languages, such as English and Yiddish, we learn to relate

letter or letter combinations to sounds. In symbolic languages, such as Chinese, we learn to recognize symbols and relate these symbols to vocabulary.

Another factor in learning another language is our individual knowledge and ability in our first language. If we have a good grasp of how our first language works, we have a head start in picking up a new language. Many of the skills in the first language are picked up in learning a second language. For example, we could pick up vocabulary quickly by reading newspapers and magazines, jotting down selected words we encounter, watching television and listening to the radio, taking part in meaningful conversations with native speakers, and being inquisitive. Consulting a dictionary and being aware of grammar is helpful in usage. Knowing verbs that are intrinsically transitive or intransitive and having a clear idea of the appropriate preposition to use makes using a second language more seamless in conversation. In reading, it helps immensely to develop automaticity in being able to pass over, yet read, the words

that we can predict that come next. Learning sight words, or common words we encounter frequently, will help facilitate reading. When people see many words on a page they don't know, they will have to slow down. Many times, we get frustrated because we have to look up too many words in the dictionary, thus concentration on vocabulary knowledge rather than the message the writers is attempting to convey.

If the language we are learning is similar to a language we already know, acquiring cognates (e.g., *biblioteca*, or library in Spanish and *bibliotek* in Yiddish) and false friends (e.g., *exit* and *éxito*, which means success in Spanish) is an important first step. Then we can learn and apply patterns that occur frequently. As we get to know a language better, we learn the language's lexicons, quirks, and idioms.

As beginning students, we perceive picking up bits and pieces of language. Eventually at some point, a bubble bursts and we are able to put to practical use the conglomeration of knowledge we have acquired. Once we're able to piece together the parts and to maintain a conversation, we realize that our journey has just begun. #

THE COLLEGE OF NEW ROCHELLE TO GRADUATE CLASS OF 2005

Thursday, May 26, 11:00 am at Radio City Music Hall

NEW ROCHELLE, NY, April 21, 2005 – The 98th Commencement Exercises of The College of New Rochelle (CNR) will take place Thursday, May 26, at 11:00 AM at Radio City Music Hall. Approximately 1,600 degrees will be conferred at the event. The Commencement Address will be given jointly by husband and wife, **Tim Russert, Washington Bureau Chief for NBC News, and Maureen Orth, Special Correspondent for Vanity Fair.** The College will confer honorary degrees on Mr. Russert, Ms. Orth and the award winning African-American actress, **Cicely Tyson.**

"Since CNR was founded in 1904, our graduates have made valuable contributions throughout all segments of society," said Stephen J. Sweeny, Ph.D., president of CNR. "As we embark on our next 100 years of achievement, we are confident that this year's graduates will continue the fine tradition of service, integrity, and faith that CNR graduates are known for."

Tim Russert

As Washington Bureau Chief for NBC News, Tim Russert's astute political analyses skills have served the American public in many ways. He moderates the award-winning TV program, *Meet the Press*, serves as a political commentator for NBC *Nightly News*, anchors a weekly CNBC interview program, and acts as contributing anchor for MSNBC. Since taking over the helm of *Meet the Press* in 1991, Mr. Russert has turned it into the country's most watched Sunday morning interview program and the most quoted news program in the world.

The recipient of multiple honors and awards from the broadcasting industry, Mr. Russert's accolades include (but are not limited to): the Annenberg Center's Walter Cronkite Award, the Radio and Television Correspondents' Joan S. Barone Award, and the Edward R. Murrow Award for Overall Excellence in Television Journalism. In 2001, *Washingtonian* magazine named him the best and most influential journalist in Washington, D.C. Mr. Russert also authored the 2004 national bestseller, *Big Russ and Me: Father and Son: Lessons of Life.*

Prior to joining NBC News in 1984, Mr. Russert worked as an attorney in the New York Government's office in Albany and as a special counsel in the United States Senate. He lives in Washington, D.C. with his wife, Maureen Orth, and their son.

Maureen Orth

In her position as Special Correspondent for *Vanity Fair*, Maureen Orth has interviewed and written about some of the world's leading political and controversial figures. Her stories have covered (but are not limited to): Russian President Vladimir Putin, British Prime Minister Margaret Thatcher, Argentinian President Carlos Menem, as well as Madonna, Gerry Adams (Sein Fein), and fashion designer Karl Lagerfeld. Ms. Orth's investigative articles have spotlighted the role of Afghanistan's illegal opium trade in funding international terrorism, allegations of sexual abuse by Michael Jackson, and allegations of child abuse by Woody Allen. She was named by *Newsweek* magazine as one of the "100 Overclass," America's new elite.

Prior to the start of her writing career with *Vanity Fair* in 1988, Ms. Orth was a contributing editor at *Vogue*, columnist for *New York Woman*, network correspondent for NBC News, senior editor for *New York* and *New West* magazines, and the lifestyle and entertainment editor at *Newsweek*. She has been honored with a National Magazine Award for group coverage of the arts during her stint at *Newsweek*. Ms. Orth lives in Washington, D.C. with her husband, Tim Russert, and their son.

Cicely Tyson

Born in Harlem to parents from the Caribbean island of Nevis, Cicely Tyson is one of America's most talented and versatile African-American actresses on stage, screen, and television. Known for portraying strong, positive images of Black women, Ms. Tyson acted in Off-Broadway productions before her big break as "Portia" in *The Heart Is a Lonely Hunter* (1968). Four years later, she was nominated for an Academy Award for Best Actress for her sensational breakthrough performance in the critically acclaimed film *Southern* (1972). In 1974, she went on to portray a 110-year-old former slave in *The Autobiography of Miss Jane Pittman* (1974), a TV role which earned her two Emmys — making her the first African American actress to win an Emmy award for Outstanding Lead Actress.

Ms. Tyson's other memorable television roles have been in *Roots* (1977), *King* (1978, as Coretta Scott King), *The Marva Collins Story* (1981), *When No One Would Listen* (1992), and *Oldest Living Confederate Widow Tells All* (1994). Her feature credits include *The River Niger* (1975), *The Blue Bird* (1976), *A Hero Ain't Nothin' But a Sandwich* (1978), *The Concorde-Airport '79* (1979), and *Bustin' Loose* (1981). She returned to movies in a supporting role in *Fried Green Tomatoes* (1992). Ms. Tyson also co-founded the Dance Theatre of Harlem with Arthur Mitchell.

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completion of an exam at the end of a weekend or two week course and some overseas schools.

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For more information, visit www.giveusaweekend.com or call (845) 257-3500; email: lii@newpaltz.edu.



Former Prime Minister John Major of the United Kingdom at Oxonian Society

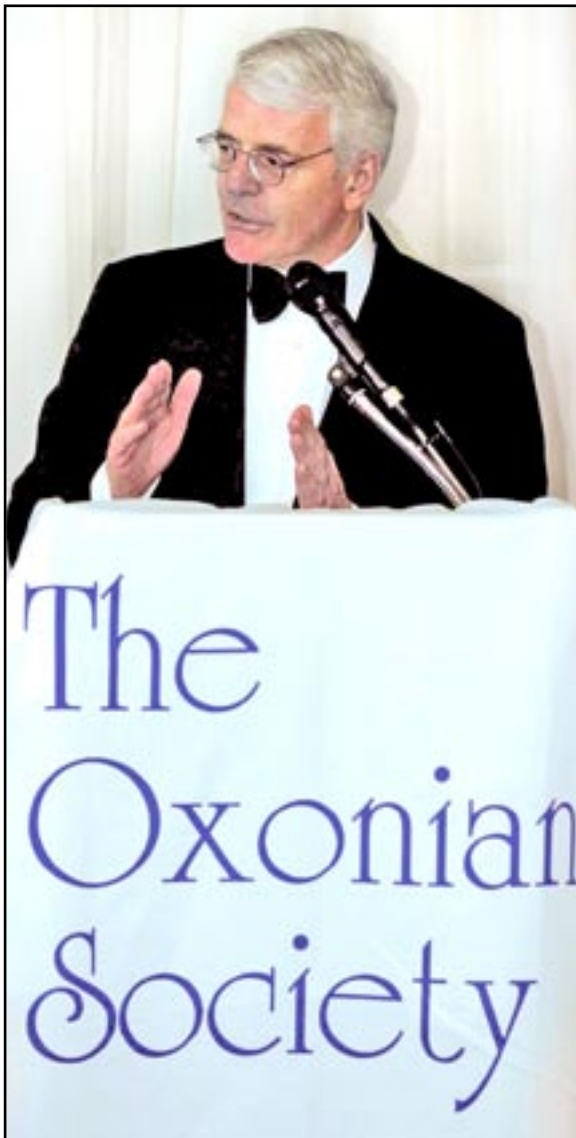
By POLA ROSEN, Ed.D.

At the elegant Oxonian Society's annual black tie gala recently in Manhattan, former Prime Minister John Major alternately regaled and charmed the guests with his wit while driving several important points home.

"France lost its empire but 'nobody told them'" he said to laughter. In a serious vein the Minister advised that we must combine the war on terror with the war on poverty. He noted that 50 percent of the world's population lives on less than a dollar a day. He said another 20 percent lives on less than 2 dollars a day. The United States and Great Britain need to do a lot more in helping people get out of poverty worldwide. Britain and America are the two closest allies in the Western world, he said.

Most of the audience was surprised when the Minister revealed that the USA was his second home. His father grew up in Pennsylvania in the 1880s. This is not a joke he prefaced: when he was born "my father was 65, and my mother was surprised!"

In speaking about running for public office again, he said he would not seek office because politics has become driven by sound bytes. He shared that the best sound byte he ever heard was when Boris Yeltsin lunched with him and described the Russian economy in one word: "Good," said Yeltsin. When asked to further describe the Russian economy in two words Yeltsin responded, "not good," to responding laughter among the guests. #



TREVOR DAY SCHOOL STUDENTS' ENTREPRENEURSHIP RAISES \$8,500 FOR TSUNAMI RELIEF



Recently, students in the first through fifth grade of Trevor Day School hosted a Tsunami Relief Bazaar that raised over \$8,500 for the Galle Housing project, created to address the need to re-build over 7,000 houses destroyed by the Tsunami in Galle, a city on the southern coast of Sri Lanka. The bazaar is the culmination of a unique 3-month entrepreneurship learning experience whose sophisticated concepts of cost margins, market pricing, sales and marketing the students applied to address a charitable need.

"We are extremely pleased about the outcome of this project," said Lisa Alberti, Division Director of the Elementary School. According to Ms. Alberti, the bazaar addressed the students' desire to alleviate the devastation in that part of the world. She also said that everything about the bazaar—from the cost of the materials, creation of a market price to the marketing of the event—was student driven.

The students sold a variety of items that included: baked goods, jewelry, books, t-shirts and toys priced from \$2-\$10. In addition, students wrote letters and drew pictures for children in Sri Lanka. The event concluded with a student-produced presentation to the community about their efforts for Tsunami relief in the last year.

The Galle Housing Project was created as an immediate response by the doctors of the Galle Regional Teaching Hospital, where many of the Tsunami survivors received treatment for their injuries in the weeks following the disaster. The Galle Housing Project is accepting donations through its United States affiliate, LacNet, a 501c3 organization: [#](http://www.theacademic.org/tsunami)

Trevor Day School is a co-educational nursery through 12th grade school located in Manhattan. For more information about Trevor, please visit: www.trevor.org

FROM THE PRINCIPAL'S DESK

Corinne Rello-Anselmi, PS 108, Bronx

When I became the Principal of PS 108 Philip J. Abinanti School eight years ago, we were making only moderate gains in literacy and were struggling to meet the needs of all of our students. We knew we could be better, but we were not looking for a short-term literacy program solution. We knew that implementing a comprehensive design was the only way to make real progress.

A strong believer in assessment-driven instruction, we began our work with Mondo's BEL/Bookshop Program six years ago. Professional development in assessment and comprehensive literacy instruction through this design model has helped focus our work as well as monitor our effectiveness. We implemented Mondo's BEL I, a literacy program that went beyond the classroom by offering a long-term reform design with structures and strategies to strengthen all the elements critical to a school's success from senior leadership to community collaboration. The results were impressive by many standards. In 1999, 40.3 percent of our students were at or above grade literacy level. That number increased to 62.9 percent in 2004—a dramatic increase of 22 percentage points.

The first step in implementation was leadership. I am fortunate to be working alongside talented administrators and teachers who are dedicated to providing our students with the type of education they deserve. Our instructional leaders believe that all students can make progress given sufficient support and that quality teaching makes the difference. We instituted a full-time literacy coach and provided all of our literacy teachers with the program materials.

The professional development aspect of the

literacy program, held regularly both on-site and off, helped us bring the design elements together. Our staff leadership met on a weekly basis to openly discuss issues of concern. These weekly opportunities empowered the team at the highest levels. While the focus was on the literacy program, these open dialogues, in conjunction with the training sessions, helped us improve our approach in other subject areas and utilize our resources more efficiently. Over the years, PS 108 has had low teacher turnover rates and I believe a large part of this was due to the high level of support and empowerment our staff receives.

We made a relentless effort to tailor teaching to the needs of all students. We first assessed where our students were by pre-testing to establish starting points for instruction. Instructional strategies were linked to assessment data and the capabilities of the student. Teachers were trained to use this baseline data to focus instruction according to student needs. There was ongoing monitoring to track student progress as well as post-testing to measure our progress. Research-based, individualized instruction was key to student success because teachers were able to identify student need and adjust their focus accordingly.

Home, school and community partnerships are also lynchpins to our success. There is no one way to teach literacy and as our understandings deepen we are able to enrich our instruction through multiple resources. As a school, we have reached out to parents, community leaders and other literacy programs in order to strengthen our instruction in reading and writing. The recent restructuring of the NYC School system, under the leadership

Rosa Arrendondo, PS 128, Manhattan

What does it take to improve academic achievement in New York City's public schools? As more and more educators are learning, building effective private sector partnerships is key to helping students reach their full academic potential.

Perhaps one of the most intriguing examples of the positive impact that private sector partnerships can have on student achievement can be found at PS 128, a K-5 elementary school in Washington Heights.

This month, for example, PS 128's third and fifth grade students, along with thousands of other NYC elementary school students, will sit for NYC's Citywide English Language Arts and Mathematics Tests. The exams are a closely-watched gauge of academic achievement, not to mention a barometer of the success of Mayor Bloomberg's educational agenda.

At PS 128, it is very possible that 2006 will bring higher test scores than 2005. The reason: PS 128 has entered into a three-year partnership with supplementary education publisher and technology solutions provider, WRC Media, whereby the school will receive \$100,000 in cutting-edge educational materials developed to enhance students' proficiency in subjects including English language and math. The comprehensive package of research-based curricula

and instructional materials will be especially valuable in raising English language proficiency, as more than 90 percent of PS 128 students live in homes where English is not the primary language spoken.

PS 128 has also partnered with Derek Jeter's Turn 2 Foundation and Children's Hospital of New York-Presbyterian to give many of the school's most challenged students—some grossly overweight, some aggressive and prone to violence—an opportunity to participate in an extraordinary school program. The holistic program blends nutrition, physical activity, tutoring, mental health counseling, education and parent/teacher involvement. The program has been a tremendous success as kids are learning to eat better, to draw more out of exercise and to play sports. They are attending health fairs, practicing yoga and enrolling in aerobics classes. In the process, they are being taught to behave and to socialize more easily.

These are just two examples of how PS 128 is working with the private sector to make a meaningful difference in the way students learn. I am available to discuss the above partnerships and to share my points of view on the important role that partnerships such as these play in creating more effective public schools. #

of Chancellor Klein and Deputy Chancellor Farina, provided our school support for our literacy design and has allowed us to grow and deepen our commitment to our approach as it is in alignment with their bold vision for an improved NYC School system.

Corinne Rello-Anselmi has been at PS 108

for over 25 years, first joining the instructional staff in 1979 as a special education teacher. She became the assistant principal in 1989, overseeing all instruction and in 1996, she was appointed as the principal. PS 108 is located in Region Two in the Morris Park section of the Bronx. #



Careers: Staci Hatch, Pilot for Jet Blue



By MICHELLE DESARBO

Captain Staci Hatch comes from a military family. After working as an instructor at a the C-21 located in Biloxi, Mississippi, the Columbus, Georgia native left the military and began working as an Airbus First Officer with US Airways. As a result of major downsizing related to September 11, Hatch found herself at jetBlue Airways in March 2002. She worked as an Airbus First Officer before being promoted to a captain about one year later.

Education Update (EU): How did you choose this career?

Captain Staci Hatch (SH): My dad was a pilot, so I was in an environment where I was used to the military and I knew the military at a very young age. We lived on the East German border and so I was 10 or 11 years old and very much in the world, as they say. I was very mature and grown up for my age. I knew I always wanted to go into the military because I always felt like it was an honorable thing to do, and especially because my father had been in the military for 30 years. Every little girl wants to have a hero, and my hero was my dad, a military pilot. I wanted to be a pilot like my dad.

EU: What is your educational background?

SH: We moved a lot until I graduated from high school. But I went to Jefferson Davis High School in Montgomery, Alabama. I went to college on a full scholarship from the military through the Air Force R.O.T.C. program. Then I went to the University of Colorado in Boulder and studied aerospace engineering. I had at one point in my career completed about half of my master's degree, but I left the military at that point. I was just a full-time pilot instead of being a pilot part-time and a military officer part-time.

EU: What are some of the challenges and obstacles you have faced in your career?

SH: I think the obvious thing is going into the military as a female pilot. That can be an obstacle because it was a career path that, 15 years ago, did not have a well-proven track record for women. So I had to overcome some stereotypes that people had about female pilots, and I don't think it's uncommon in unique professions across the board.

In addition, I am a perfectionist. I had to learn not to take things so personally and not be so critical of myself. I think there's a lot of discipline required for this profession, and I say that specifically because I went through the military. I can't say that for women who have done civilian flying and civilian training, although I would venture a guess that it's probably true for them as well.

EU: What is it like to be a woman in a male-dominated profession?

SH: It can be intimidating. I find on a personal level that it has honed my ability to communicate and my ability to lead. Maybe some of that has to do with my military exposure. For me, it has been a little intimidating at times. I would never have changed any of it because it has made me who I am today. When you fly with somebody who is a one-star general, and you're his instructor and he's never flown the aircraft before, putting total faith and confidence in your ability to teach him, you realize at that point that you have transcended the gender issue and become a valuable educational tool for that one-star general to utilize. What a great compliment to your personality!

EU: What has been your most memorable experience as a pilot?

SH: Gosh, there are so many! There are so many positive experiences that come with being a pilot. I had an opportunity recently when I was going through one of our airports. I noticed that there was an elderly couple—the husband was in a wheelchair, and his wife was pushing him, and it was very clear that they were unfamiliar with the airport. So I stopped and asked if I could help them. They were actually taking my flight to Las Vegas. When I asked if this was their first time on Jet Blue, they replied, "Oh, yes." I explained how to use the headsets and made sure they got something to eat. I also told them about the snacks on board. I think that they were so thrown off-guard that their captain would go to such extremes to put them at ease and explain to them how things work, because the airport that we were flying out of was Long Beach and we don't have a jet way system set up in Long Beach. They have air stairs for entry to the craft. If you're in a wheelchair, there's no way that you can get up there unless you're on a hydraulic lift. It's a little bit of a different experience. So I was explaining to them how the wheelchair experience was going to go for him and what to expect and told them to board early. I went back and brought them a couple of bottles of water and made sure that they had gotten settled in okay. They actually wrote to the company and were appreciative and praised me. I was really touched by that because it reaffirms in my mind

VIRTUAL ENTERPRISES ENCOURAGE ENTREPRENEURSHIP



The Winning Entrepreneurs



Iris Blanc

By NAZNEEN MALIK

After two days of presentations, winners of the first annual National Business Plan Competition sponsored by the U.S. Network of Virtual Enterprises & Merrill Lynch were announced recently at the Eighth Annual Virtual Enterprises, International Trade Fair.

Universal Promotions of Edward R. Murrow High School in Brooklyn, The Printing Depot of Ft. Hamilton High School in Brooklyn, and Le Grain de Café of Ridgeview High School in Bakersfield, California received first, second, and third place, respectively.

"This was the first national business competition we ran," says Iris Blanc, Director of Virtual Enterprises, International. "It was an extraordinary experience for everyone involved. We really raised the bar to a level that was reflective of industry standards."

Originally created in 1996 by the New York Department of Education with the objective of exposing students to the realities of the business environment and providing them with the tools needed to create, manage, and conduct transactions with other "virtual" firms, the Virtual Enterprises

Program seeks to equip students with relevant, real-world business acumen. The trade fair presents students with the opportunity to market their products and services in a simulated global market setting while introducing them to healthy dose of competition.

"This year's trade fair was the largest we ever hosted," says an enthusiastic Blanc, "there was a delegation from Romania. The Virtual Enterprise Program is now in 400 high schools nationwide and this event commemorated a very special day, allowing all the Virtual Enterprises to be together and to demonstrate the abilities we've taught them."

Amanda Rodriguez, a member of Universal Promotions, related that she and her teammates gained a lot of experience conducting market research and analysis. She also mentioned that "we didn't know each other when first started but we were able to figure out what each other was best at doing and we came together as a group." Indeed, teamwork is a necessary component for a successful business venture.

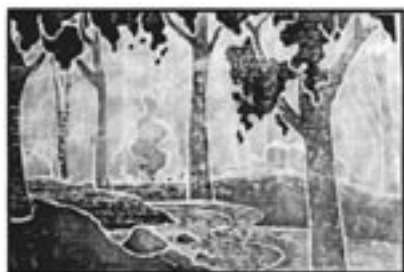
One student from Hillcrest High School said that although her team did not win, she learned a lot about business and although she had not previously considered it as a career possibility, it is something she would like to pursue in the future.#

that I'm doing exactly what I need to be doing and where I need to be is exactly at Jet Blue because it gives me the opportunity to really touch people on a very personal level and bring the humanity back into flying for people.

EU: Would you recommend this career to young people?

SH: I do guest speaking for Jet Blue at inner-city schools specifically geared towards kids who wouldn't normally think about this as a profession. If you don't think you have the money, don't worry, because my parents didn't either! If you go to school and work hard and someone wants to give you a full scholarship to college, the rainbow is yours for the taking!#

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Weill Medical College of Cornell University.

THE CASE FOR STATE-FUNDED STEM CELL RESEARCH



By NEW JERSEY
ACTING GOVERNOR
RICHARD J. CODEY

As a society and a government, we have an obligation to help those among us who are suffering. If we have an opportunity to save lives, we must pursue it. Stem cell research is that opportunity. It is our best hope for people who suffer from Alzheimer's and Parkinson's, diabetes and stroke, and spinal cord and brain injuries. Opponents say stem cell research takes lives, that any embryo used for stem cell research would have developed into a person. That is just plain wrong. These are embryos that if not for stem cell research would be discarded. Using them to potentially save lives is the morally correct thing to do. Similar controversy surrounded organ donation. Today, more than 50 years after the first kidney transplant, organ donation has saved millions of lives across the globe. Stem cell research has even greater potential. And New Jersey is the best place to realize this potential. We are the medicine cabinet to the nation. We have a biotech cluster that is among the top five in America. Fifteen of the world's largest pharmaceutical companies call New Jersey home. We have more scientists, engineers and technicians per capita than virtually any state in the country.

New Jersey is the natural place for stem cell research, and we must be willing to put state dollars behind it. A state investment will produce better health care, enhance our research and devel-

opment industry and solidify New Jersey's place at the forefront of medical technology.

I have proposed a \$380 million investment in stem cell research, including \$150 million for the construction of the New Jersey Stem Cell Research Institute. We want to attract the best researchers to New Jersey. We want to build a collaborative environment. And we want to extend beyond basic research into clinical research so ultimately our patients receive the most cutting edge treatments and best possible care.

I also proposed a \$230 million ballot initiative for stem cell research grants. Our goal is to fund the most promising research based on the best science. We will make sure the pool of eligible applicants is broad, from non-profits and universities to hospitals and the private sector. To ensure research is done ethically, we will establish an ethics panel to review proposals. And to make sure science—not politics—governs the award of grants, an independent panel of scientific experts will score applications. To ensure citizens of New Jersey benefit the state will share in five percent of the patent royalties. There has been a lot of legitimate discussion about whether now is the time to invest in stem cell research. But science and the potential benefits of this research, economically and on a human level cannot be put on hold until New Jersey's financial stars align. The more we wait, the more we risk losing the best researchers to other states. We have a unique chance to be on the cutting edge of life saving research. We cannot let it pass us by. #

SURGICAL INFECTION RISK DECREASES AFTER AGE 65

In one of the largest studies to date of surgical site infections (SSI) in adults, Duke University Medical Center researchers found SSI risk increases with each year in age until patients are 65 years old. Then, SSI drops in a steady decrease with each additional year. No infections were reported in patients more than 95 years old. "I was surprised by the results," said lead author Keith Kaye, M.D., assistant professor of infectious diseases at Duke University Medical Center. "Generally, risk for infection increases with age and I expected surgical site infection risk to also increase with age." Surgical site infections occur in more than 325,000 patients each year in the U.S. and cost more than \$1 billion per year in care, primarily due to increased hospital stay and increased morbidity and mortality in patients, Kaye said. Of the nearly 145,000 patients who underwent surgery during the Duke study, the risk of surgical site infection increased by 1.1 percent per year between ages 17 and 65. The SSI risk decreased by 1.2 percent per year for patients 65 years and older, he said. The results raise important questions about why elderly patients have a decreased risk of SSI, Kaye said. "If elders are at a decreased risk due to a surgical selection bias—in which only healthier elders are selected for surgery—this is important to know and to address. Maybe age shouldn't be weighted heavily in surgical selection issues. Alternatively, if the decreased risk is associated with an innate immune phenomenon, it would be important to understand this process and its implications for other types of infections," Kaye said. The study appears in a recent issue of *The Journal of Infectious Diseases*. According to Kaye, earlier studies examining the relationship

between age and risk of SSI produced conflicting results. Some showed increasing age was linked to a greater risk of all types of postoperative infections, while others concluded that increasing age was not an independent risk factor for SSI. Most studies involved small sample sizes, were performed at a single hospital or examined only one category of surgery. The Duke study included 144,485 patients who underwent surgery at 11 hospitals participating in the *Duke Infection Control Outreach Network*. All surgical site infections were prospectively identified by trained infection-control practitioners using standardized Centers for Disease Control and Prevention criteria for hospital-acquired (nosocomial) infections. The surgeries took place between February 1991 and July 2002. The Duke researchers identified 1,684 surgical site infections in their patient sample, a rate of 1.2 percent. This is comparable with the average SSI rate in the U.S., which varies between one percent and three percent, Kaye said. The risk of SSI increased linearly until age 65, then decreased linearly with additional age. There were no SSIs among the oldest patients, between 95 and 108 years old. There are several potential explanations for the finding that patients older than 65 do not have an increased risk of SSI, Kaye said. "It's possible that older patients who have an increased risk of complications, such as frail elderly patients with comorbid conditions, have surgery less often than their healthy peers because doctors and/or patients judge their risk of adverse outcome to be too high," he said. Another possibility is that older patients had operations with a lower risk of SSI, while younger patients under-

Breakthrough for Kids with Epilepsy: Surgery Reduces Seizures and Increases IQ

A study on 50 preschool-aged children with epilepsy who underwent surgical treatment showed significant improvements on overall cognitive development and left many seizure-free. Researchers conducted this study on how children aged 3-7 years old developed intellectually in the few years following epilepsy surgery. While those with severe epilepsy are at high risk for significant mental handicap, data showed that those who became seizure-free after surgery were able to develop better and may actually gain some abilities that they did not have before surgery.

"The questions answered in our study have a significant every day value for counseling parents whether their child should undergo epilepsy sur-

gery," states author, Ingrid Tuxhorn, MD. Twelve months post-surgery, 82% of children showed stable improvements in development and three children showed gains of greater than 15 points in IQ. Gains in IQ were only observed in seizure-free children.

"This study on the long-term cognitive outcome of preschool children who had epilepsy surgery shows that children with a shorter duration of epilepsy, more localized etiologies, and a seizure-free outcome have the best chance for improving their cognitive function 2-3 years after a successful operation," adds Tuxhorn. "The question [now] is to provide data to determine ideal timing of surgical treatment."

Women with Epilepsy Face Dilemma: Continue Treatment and Risk Birth Defects?

An article in the journal *Epilepsia* reviewed recent data on the risks associated with continuation of medical treatment of women with epilepsy during their pregnancies. While the general consensus is that use of antiepileptic drugs is associated with increased risk for birth defects, physicians weigh this risk against that of uncontrolled epileptic seizures, which can be more harmful to the fetus than the actual drugs. Most women with active epilepsy choose to continue with drug therapy during pregnancy and have more than 90% chance to give birth to a perfectly healthy child. It remains unsolved whether risks for birth defects vary with different drugs. One drug, valproate, has been associated with a higher risk of birth defects than some others although the reasons for this have not been completely clarified. However, for some patients, valproate is the most effective medication for controlling the seizures, which must be balanced against the risk. An additional concern could be possible post-natal effects of anti-epileptic drugs to the child

which do not become apparent until school age. The Commission on Genetics, Pregnancy, and the Child of the International League Against Epilepsy (ILAE) developed guidelines in 1989 for the care of women with epilepsy of childbearing age, including the optimization of treatment before conception and using lowest effective dosages for seizure type and syndromes. However, the guidelines offered limited help for physicians in how to counsel patients considering epilepsy treatment during their pregnancy. With this new review, doctors have more data and advice until more conclusive data is reached.

"The risk of inducing harmful seizures by abrupt withdrawal of treatment is stressed and the importance of individual counseling is underlined," states author, Dr. Torbjörn Tomson. "The importance of maintained seizure control for the well-being of women with epilepsy, as well as for their unborn children, must be kept in mind." #

Wave Hill Launches Partnership with Bronx's Montefiore Children's Hospital

For May and June, 2005, Wave Hill, a public garden and cultural center, embarks on a new partnership with the Carl Sagan Discovery Program at The Children's Hospital at Montefiore in the Bronx. Inspired by horticultural therapy, Wave Hill educators will train Montefiore's high school and college-aged Explainers in environmental science and art activities for adolescent patients. "This innovative partnership has been developed to encourage inspiration, healing and connections to nature during a time of transition. We are pleased to share hands-on experiences that accommodate patients' needs and keep their spirits up," says Judith Hutton, Wave Hill School Partnerships Manager.

Activities include: *Indoor Plant Study*, in which participants learn about the parts and life cycle of flowering plants and herbs through planting. *Plant*

Part Salad, an opportunity to take an up-close look at what parts of plants we commonly eat while learning the cultural and botanical history of popular vegetables. *Medicinal Plant Explorations*, in which participants explore the properties and uses of common medicinal plants.

This program helps re-focus patients' attention on positive activities while being mindful of restrictions within a hospital setting. Building on the success of Wave Hill's Garden Access program for children and adults with disabilities, this program helps to develop individual talents and abilities rather than focus on limitations.

The Carl Sagan Discovery Program is the nation's first science and learning program fully integrated into the design and philosophy of a pediatric hospital. #

went more complicated surgeries with a greater SSI risk. However, the distribution of types of surgical procedures was similar for patients younger than and older than 65 years of age. The decreased risk for very old patients, more

than 80 years old, may be due to a "hardy survivor" effect—people who survive to much older age may have a genetic makeup that enables them to better withstand health threats, Kaye said. #

SCHOOLS BEHIND BARS: PRISON COLLEGE PROGRAMS UNLOCK THE KEYS TO HUMAN POTENTIAL

By GILLIAN GRANOFF

In 1994 the government issued a federal crime bill, which made inmates ineligible to receive Pell Grants that had provided scholarships for prisoners to earn a bachelors degree while incarcerated. By mid-decade, just 6 percent of the \$22 billion that states spent on prisons was being used for in-prison programs like vocational, educational or life skills training, according to an Urban Institute Study. Funding for prison college programs were eliminated, leading to the closing of some 350 such programs nationwide. Many states, including New York, barred inmates from taking college extension courses. Even secondary education programs suffered.

Statistics have indicated that the cost of keeping a prisoner in prison for one year exceeds the cost of educating prisoners for one year by a 10 to 1 ratio. Despite the obvious advantages, the movements away from prison reforms that educate and rehabilitate have been cut severely in the past ten years. The concept of prison reform has been replaced by policies that are punitive and in favor of permanent incarceration.

In spite of this, passionate defenders of criminal justice have been the architects of some groundbreaking partnerships with colleges to restore educational opportunities to inmates and provide them with tools to reenter society and become productive members of the community.

1. At Boston University in the Prison Education Program, founded in 1972, more than 160 Bachelor of Arts degrees and fifty Master of Arts degrees have been granted to inmates at MCI-Norfolk, MCI-Framingham, and the Bay State Correctional Center. Courses are taught at each site by Boston University faculty. Qualified students receive tuition, texts and supplies. In spring 2001, ninety students participated in 16 courses. Boston University interns help hundreds of educational, human services, and charitable institutions. Often working at professional levels, students are placed by Sargent College School of Social Work, Goldman School of Dental Medicine and the Bard prison initiative. Max Kenner, who graduated from Bard College in 2001, set up the Bard program.

2. At Harvard, Janet Reppert Rice, a graduate of the Harvard Divinity School was assigned, as part of her fieldwork, to work with a non-profit called Partakers on a program entitled the College Beyond Bars program. Rice was deeply affected by the College Beyond Bars (CBB) program in 2000 that gave "families, congregations, and other groups the opportunity to provide financial, emotional, and educational support to prisoner scholars earning college degrees. As a class project at the Kennedy School of Government, she developed a project to pair prisoners with sponsors to support their studies in Boston University's program.

3. In 1987 Wesleyan University created the Wesleyan Prisoner Resource and Education Project. Students in the program held a book collection for prisoners last spring, to donate books. The goal is to implement college-in-prison programs where Wesleyan professors teach courses in prisons. The students would receive Wesleyan credit toward a bachelors degree. Faculty members would receive a stipend for their work. WesPrep plans to start with students and moderated seminars based on lesson plans generated by students. With the approval of the University and the Connecticut Department of Corrections (DOC) WesPrep hopes to include the college in prison program by next spring.

4. Max Kenner, who graduated from Bard College in 2001, set up the Bard prison initiative. The Bard Prison Initiative addresses the great need for college-level instruction in the state prison system. BPI Programs Bard Degree Program (Eastern Correctional Facility) In partnership with Episcopal Social Services, Bard is developing a program that will return college opportunities to male prisoners in New York State. The program was begun at Eastern Correctional Facility in Napenoch, New York, with the Bard College Courses in the Humanities. It will eventually include a full degree program. The courses provides the foundation for a liberal arts education by offering college credit for introductory courses in philosophy, history, literature, art history, and writing. Poetry Workshop (Beacon Correctional Facility) Students prepare lesson plans and facilitate weekly 90-minute poetry sessions at this women's correctional facility. At the end of each semester, the women's writing is published in an anthology and celebrated with a public reading of their work.

In the GED Tutoring Program (Beacon, Hudson and Eastern Correctional Facilities) students provide one-on-one assistance to inmates working to acquire the General Education Diploma. At Eastern, the program is in Spanish. Education in the Community BPI sponsors speakers, workshops and conferences at Bard on topics relevant to prison life and the prison industry in NY.

5. At Georgetown University Professor Patricia O'Conner an Associate Professor in Georgetown English Department, founded the Prison Outreach Program. She and Georgetown students taught inmates at Lorton, a D.C. Department of Corrections maximum-security prison in Virginia for 16 years before it closed in 2001. Now she and her students teach at a detention facility across the Potomac in Arlington, VA. O'Conner teaches courses in Critical Reading and Writing, Narrative Discourse and Appalachian courses in Critical Reading and Writing, Narrative Discourse, Appalachian Literature and Prison Literature. Prison Outreach offers members of the Georgetown University community opportunities for collaborative learning with inmates in Washington D.C. area jails and prisons. As both teachers and learners, we are dedicated to education in the prison community and in the Georgetown community, and to the successful re-entry of incarcerated individuals into society. For more information, contact Patricia E. O'Connor at 202-687-7622.

In addition to college prison education programs, many non-profits have organized arts programs and creative writing programs to nurture self esteem and provide rehabilitative projects of inmates. The response to these programs has been met with enthusiasm by the inmates themselves and has shown a proven means to reduce instances of violence within prisons.

Studies have clearly shown that "participants in prison education, vocation and work programs have recidivism rates 20-60 percent lower than those of non-participants (The Nation, March 4, 2005.) However, support for these programs is rapidly diminishing. If the trend continues, prisons are likely to become merely overcrowded holding cells which release inmates without alternatives and tools and skills to apply for jobs, and become legitimate members of the community. This trend more than likely guarantees these inmates become repeat offenders and return to prisons reinforcing the cycle of crime and punishment.#

TWO VALEDICTORIANS IN PRISON SCHOOL SHARE THEIR DREAMS

By MICHELLE DESARBO

Inmate Kecia Pittman is a changed woman.

In the calm, quiet, voice of a learned sage, the valedictorian of Bedford's B.A. program recalls the life that led her to the correctional facility. "When I was young, I was in and out of institutions and group homes," she says. "Once I grew up, I became a construction worker. I worked whenever I was stable." Her sense of balance soon deteriorated when she became addicted to cocaine. "I didn't have any children, I didn't have a husband, I didn't have to pay rent; I got high and that was my life," she explains. "It was all that mattered." Stealing money for drugs became a regular habit, and it wasn't long before a judge sentenced her to nine years in prison.

After enrolling in Bedford's education program, Pittman discovered that she had a gift for computer repair. But earning her degree would not be easy. In the middle of the semester, her computer teacher passed away. Pittman recalls feeling so devastated that she visited Deputy Superintendent of Programs Judith MacCalla for help. "At first, I was so bad," Pittman laughs. "I went into her office screaming. Having lived the kind of life that a lot of women here do, I got used to getting hurt and having people in my life break promises." However, MacCalla found a way for the eager inmate to continue learning skills as a computer technician. For the two years that followed, Pittman sat in a classroom by herself, repairing computers, reading books on her craft, and studying to become a technician. "It was a big leap of faith that they took—there wasn't anyone to watch me except the guard in the hall," recalls Pittman. She is still pursuing her degree in computer repair (while working toward a separate degree in sociology) and has even become a vocational teacher in a computer technician class. "This has been the most productive time in my life," she says with a smile. "I can't say that I've ever been helped more in my life than I have been here. People don't realize that inside this place, there are miracles happening every day."

"They go beyond what we were out there,"

agrees fellow inmate Diane Odell, pointing her finger at a window. Odell first entered Bedford Hills without a high school diploma. Incarcerated for a crime she committed 20 years ago, she began studying in March of 2004 and received her GED by mid-July. By September 4, she had already begun college. "All my life I was told I was too stupid to learn," says the mother of eight. "But here, they help you with mistakes. They believe in you and push you and break down your insecurities." Odell has seen herself transform from a woman who did not have any self-esteem to the valedictorian of the GED program. "Here, I've had the opportunity to become smarter and make the right choices. I can shine like the star I never was."

Both Odell and Pittman fill their days with activity by following a structured schedule. In a typical day, Pittman, for instance, wakes up at 5:30 a.m., listens to the Curtis and Kuby Show on WABC, and showers in the communal bathroom down the hall from her cube (room.) After dressing in Bedford's regulation uniform of a green shirt and pants (or skirt), she looks over her computer repair books while drinking her morning coffee. By 8 a.m., it is time to head over to class to teach her students. In the afternoon, she works as a technician, repairing computers at buildings across Bedford's grounds. After doing homework, she goes to the mess hall for an early dinner and goes to her first college-level course at 6 p.m. Once she gets out of class she studies and reads until 9. By the day's end, she is exhausted.

Even though day-to-day life at Bedford Hills is full, the women still yearn for some of the things they once had in the outside world. When asked what she misses most, Odell is quick to mention her family. She manages to call home at least once a week. "I have a contest going with my oldest son," she says proudly. "He has to match every A I get." Pittman, on the other hand, feels differently about the life she left behind. "I don't miss a thing," she says, shaking her head. "There's nothing for me to miss. I'm just looking forward to my new life."#

SCHOOL PROGRAMS AT BEDFORD CORRECTIONAL FACILITY

By MICHELLE DESARBO

All students at Bedford must first take the Test of Adult Basic Education (TABE). Based on their TABE scores, the women are then placed into one of four basic education levels. The special education program is for those students whose test scores reveal a major discrepancy between math and reading abilities. It also caters to the segment of the prison population that is under the age of 21. The curriculum's main objective is to bridge the gap between math and reading comprehension and to establish basic skills in those areas. English as a Second Language (ESL) courses are also offered.

The next level is the pre-General Educational Development (GED) program, a course of study that consists of a middle-school level curriculum. The focus is on algebra, science, reading, and written expression. Students are required to achieve a 9th grade level of reading and math before they can move on to GED classes. GED classes, which have an even broader focus, help inmates earn their high school diploma. Teachers cover everything from social studies to science, writing, and math. Usually, it is the high school-aged inmates who excel most easily on this level.

"Maybe it's because their minds are still young and haven't been as damaged by drug use as some of the other inmates'. Or, it's more likely that the knowledge is still fresh in their heads," says Marion DiFabbio, a GED teacher. The GED program is one of the most intense of all; four years' worth of study is crammed into three months, and students come to class for three hours five days a week to study. Unless students have a diploma, school is mandatory. During the graduation ceremony, professors don caps and gowns alongside their students, who often walk across the stage with a child in tow.

Those students who make it to the college program will receive a B.A. in sociology upon completion of the course (see article on Marymount Manhattan College program). If a student takes the pre-college exit exam three times and still cannot pass, she is usually counseled to take a year off. This, however, is considered rare according to Director of Special Programs Aileen Baumgartner. Students can expect to take five or more courses a semester, and classes cover many various areas of the arts and sciences including literature, creative writing, music, and art.

PRISON TEACHERS

By NAZNEEN MALIK

As we settled into a round table discussion in one of the empty classrooms at Bedford Hills Correctional Facility, I could not help but notice some of the prison inmates lingering behind, asking their teachers last minute questions as they put their notebooks away into transparent school bags. Teachers laughed. Inmates smiled and talked amongst themselves as they walked out of the classroom. I did not feel as though I was in a maximum-security prison.

Bedford Hills Correctional Facility (BHCF) is one of the few women's prisons in the nation that provides inmates with academic programming. On arrival, inmates are administered an adult basic education exam designed by the Department of Education to assess mathematical and reading proficiency. The goal of BHCF is to ensure that upon release, inmates possess at least a high school diploma or the equivalent. In terms of academic programming, BHCF offers Adult Basic Education (ABE), Pre-GED, GED as well as bachelor's degrees and master's degrees in conjunction with Marymount Manhattan College.

"There is value in a place like this," stresses Sister Katherine Fisher, who teaches the pre-GED classes. "[Inmates] come in thinking they're a failure and once they realize that they can do it and they feel [teachers] aren't patronizing them, their entire person changes." Prior to joining BHCF twenty years ago when the state still supported college in prison programs, Sister Fisher served as principal of a catholic school in Manhattan. "I've always wanted to teach," says Sister Fisher, "and here we care about the inmates and are interested in where they are going."

Marian DiFabbio, who teaches the GED class, could not agree more. She has been with BHCF for the past 12 years and considers her teaching experience at Bedford to be very rewarding. "You feel the students' success personally," she says. Students in her class prepare to take the basic education exam which is offered three times a year. Each of her two classes has about twenty students and they meet for three hours a day, five days a week. Students cover the entire high school curriculum over the course of four months. "It is difficult for the women because it's a compressed amount of time," explained DiFabbio, "but they stay motivated and they do the work."

Not all students, however, are on the same level, and some students are further behind than others. Peggy Weiss, who has been with BHCF for five years, teaches a special education class which they refer to as Learning Labs. Her class basically functions like a big safety net that catches anyone who has a large discrepancy between their math and reading skills. Students in her class generally possess less than fifth grade level of proficiency in math and reading. They are also evaluated by a psychologist to verify that they belong in her class. Ms. Weiss also teaches elementary math and English in her ABE class.

In addition to these classes, BHCF also offers two ESL classes that are taught by Abe Graef who joined the facility about two months ago. Each class has roughly 15 students, and Mr. Graef is able to give them individualized attention. "The problem," he explains, "is with basic literacy. Some students cannot even speak their own language properly and they often have to start from scratch."

The teachers spoke very candidly about other problems they have observed as well. One-half of the prison population is medicated, says Peggy Leder, who teaches a Learning Lab and a pre-GED class. Sometimes, women want to learn but their medication prevents them from absorbing the information. Inmates who arrive to class from mental units sometimes create disruptions and have to be escorted out. Student turnover, due to inmate drafting where inmates are sent to other prisons, is another problem. Sometimes everyone remains in class for an extended period of time, yet there are other times when classes will have only a few students. The result is that these teachers experience difficulties that are normally non-existent in regular academic settings. Every day is different.

Nevertheless, the teachers at BHCF can attest to the willingness and eagerness the inmates have for learning. Even those with life sentences participate in the educational programs because it remains a source of hope. Therefore, it seems as though the students who take advantage of these programs understand the importance of education and the opportunities and benefits it provides, and make use of the support that is available to them from their teachers.#

A GLIMPSE INTO THE IMPRISONMENT OF JEAN HARRIS

By RICHARD KAGAN

To get a glimpse into the world of Jean Harris, who wrote *Marking Time: Letters From Jean Harris to Shana Alexander* while in prison, all one needs to do is read her brief preface to the book. In it she writes that her letters to "open a small window on a women's prison and a woman's mind."

Jean Harris served 12 years at Bedford Hills Correctional Facility for the murder of her long-time significant other, Dr. Herman Tarnower, author of the best-seller, *The Complete Scarsdale Medical Diet*. Mrs. Harris, who was headmistress of The Madeira Girls' School, shot Dr. Tarnower at his home in Scarsdale, New York on March 10, 1980. She was found guilty of 2nd degree murder at trial and entered Bedford Hills in March 1981. Her 15 years to life sentence was commuted by New York Governor Mario Cuomo in December 1992.

The case was a sensation and spawned books and a made-for-television movie. Author and journalist Shana Alexander covered the murder trial and wrote the book, *Very Much A Lady*, about the proceedings. Jean Harris said she never read the book, but did become good friends with Ms. Alexander. Harris telephoned Shana Alexander while in prison and the two started a correspondence that lasted over a decade. Harris' letters to

Alexander from January 1989 to February 1991, written at Bedford Hills, comprise *Marking Time*, her third book published while in prison.

Harris writes in her preface that although she spoke to her immediate family and saw them when they came to visit her, her letters to Alexander came to be her "steam vent."

Harris speaks from the heart about her hopes and fears, her feelings of despair—and joy.

Life in prison was a constant "drip, drip, drip" that threatened to erode one's core, one's very sense of self. Harris seems to relish her opportunity to be herself and covets her private time that she shares with Ms. Alexander. Her letters shine with a keen sense of humanity and echo a cry for justice. She makes her case that prison needs to be more than just "public housing for the poor."

Harris writes about a woman, pregnant at the age of the 38 with her 14th child, who married the man who raped her as a ten-year old. Harris suggests that the woman does not have to bear so many children. The woman countered with "(I) don't believe in them abortions."

Harris spent years helping teach a course in parenting for the inmates. It covers how to care for an infant child to having better communication with your spouse. The class seems to nourish her as much as the students taking it. In a moving letter, Jean Harris looks at the whole of her life and sees

THE BARD COLLEGE PRISON INITIATIVE

By NAZNEEN MALIK

The brainchild of Max Kenner, the Bard Prison Initiative (BPI), was created in 1999 to address the educational needs of prisoners and to provide them with the opportunity and the means to attain higher education while remaining within the correctional system.

To understand the logic behind such a program as BPI, one must revisit the 1970s, a time when the federal government looked favorably upon college in prison programs. Since then, numerous studies have shown that college in prison programs reduce the rate of recidivism, lower the number of violent incidents that occur within prisons, re-establish broken relationships between incarcerated parents and their children, and create a general sense of hope among inmates. Despite these beneficial consequences, in 1994, President Clinton signed the Violent Crime Control and Law Enforcement Act into law, essentially abrogating federal support and funding for existing programs. As a result, of the 350 programs that had arisen, only three remained.

"The prison system is so large," Kenner muses, "because it locks people up at a young age, and when they return home, they are less equipped to work, to attend school, and to function as social beings." These deficiencies result in an increased chance that released prisoners will commit another crime of a greater magnitude, thereby paving the road back to prison, but this time for a much longer sentence.

As an undergraduate of Bard College, Kenner immersed himself in the prevailing culture of social justice advocacy on campus. In 1999, he and a group of like-minded individuals made the unsettling discovery that of the 72,000 men and women in the New York State prison system, four out of every five inmates were from New York City. Armed with this finding, and an increasing frustration with governmental divestment from education in social services, the group set out to tackle the issue of educating prison inmates. "We felt that if we were really going to commit ourselves to some kind of effort to improve social justice it should be broad-based, and it should be based on public institutions," explains Kenner.

With that in mind, Kenner embarked on a mission to make Bard College an institutional home that would allow either faculty or students to gain access to prisons by lending its transcript services and by offering credit bearing courses and degrees to prison inmates.

After the national collapse of the college in prison programs, however, there was an incredible distrust among people in corrections who wanted to see the colleges come back and people in higher education who wanted colleges in the prison. According to Kenner, colleges only wanted to offer courses if could make a profit or if they could do so under ideal circumstances. Some colleges were simply not interested.

how much she cares about children. In another letter she writes to Alexander that she wants to cry out to her fellow inmates, "Please ladies—there is still time left and it is in your hands."

One night Harris was awakened at 12:10 A.M. The Guard was giving out locks for each prisoner's lockbox. The guard banged on each prisoner's door, waking everyone on the floor in the middle of the night. "We haven't enough soap, we haven't any cleanser, we don't have any rags to clean with, but by God, we all have locks."

On another occasion, she writes with incredulity that the room where the parenting class took place was raided and the sole sewing machine was taken. Harris muses that perhaps prison authorities feared that someone would sew a dress and walk out the prison door.



It took Kenner one and a half years to begin working with prisons. He was able to organize student volunteer programs that allowed students to conduct writing, GED, literacy, and theology workshops within the prison. "By the spring of my senior year, we had some 40 students volunteering at the prison on a weekly basis. Many of them said that it was the single most profound and influential thing that they had done at their time at Bard," says Kenner.

Upon graduation, Kenner made a proposal to Bard College President, Leon Botstein, requesting that the college provide him with an office and grant him access to its transcripts so that they could begin offering college credit to prison inmates. The only stipulation was that Kenner would have to find a way to raise money to support the program.

Following graduation, Kenner was given a salaried position by Episcopal Social Services (EPS). "The Bard Prison Initiative officially started as a partnership between EPS and Bard College," says Kenner, "and five months later, in 2001, we began offering credit bearing courses to 17 students."

Since then, the program has continued to expand. In the fall, two more prisons, one of which is a women's prison, will be joining BPI and is expected to have about 125 enrolled students. BPI employs a blind admissions procedure and tuition for the program is completely waived by the college. Through grants, BPI acquires enough funding to enroll 15 students per facility in any given year.

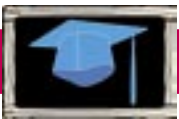
Currently, BPI offers two educational programs to inmates. Anyone with a GED can apply for the pre-college program and those with a higher level of education can apply for the Associate's degree program. In the fall, BPI will begin offering a Bachelor's program that is consistent with the degree conferred to Bard College students. Those who have successfully completed the associate's degree program in two or three years can then reapply for admission into the bachelor's degree program.

Kenner hopes that the programs that have been implemented thus far will remain active and prove to be self-sustaining. He remains a passionate advocate for the return of college in prison programs and will continue to play an integral role in enhancing their opportunities.#

These letters were a life-line for Harris. She rails about the lack of civil communication. She says that she lives in a "sea of verbal mush" — where grunts and screamed obscenities were the norm. That sickness was always prevalent—one in five inmates at Bedford had the HIV virus. And, she cites a National Institute of Justice study that reports that prisoners typically return to prison within three years with a new felony conviction. These things bother her greatly.

Marking Time is a book about one woman's journey through hell and hope. It deserves to be read.

Harris finally left prison in 1993. She was in her early 70's. Today, some 12 years later, she heads The Children of Bedford Foundation, which raises funds to help the educational needs of children of the inmates at Bedford Hills.#



The City College of New York Hosts Einsteins in the City Conference

By NAZNEEN MALIK

The City College of New York (CCNY) recently held its first international, multidisciplinary, student research conference in commemoration of the 100th anniversary of the Einstein Papers. The two day, Einsteins in the City, conference featured a panel discussion with Nobel Laureates and CCNY alumnae, Dr. Arthur Kornberg, Dr. Herbert Hauptman, Dr. Jerome Karle, and Dr. Leon Lederman, and presentations by students and researchers from across the country.

Students at the undergraduate, masters, and PhD levels had the opportunity to present their research during poster sessions and received positive feedback from Nobel Laureates, Dr. Herbert Hauptman, and Dr. Jerome Karle, who also acted as judges in the poster competition.

"This has been a truly terrific conference and an incredible event for City College," stated Gregory Williams, President of the City College of New York as he described the event as part of the second golden age of CCNY. He also thanked the Nobel Laureates for their presence at the event, saying "you really have reached your hands across generations showing your interest not only in City College but in the young scientists who are going to be the Nobel Laureates of the future."

In the past, CCNY has held annual poster presentations. However, they were limited to City College students and never invited Nobel Laureates before, says Dr. Laurent Mars, Assistant Dean of Science at CCNY and a member of the organizing committee. He noticed that in previous years, most of the projects students worked on dealt with science and engineering. At this conference, however, the committee tried to encourage and incorporate other fields of study like the behavioral and social sciences. "Even now the majority of posters were still coming from science and engineering but I think that as we grow and get more recognition we will eventually be able to attract other fields," he states confidently.

Manoj Sharma, a student who won first place in



(l-r) Dr. Arthur Kornberg, 2005 INTEL Science Winner David Bauer (Class of 2008), Dr. Herbert Hauptman, Dr. Leon Lederman, Dr. Jerome Karle, Lev Sviridov

the Ph.D category from CCNY, explained that his love for science stems from his curiosity to know how things work and that his interest in participating in the contest was to meet the Nobel Laureates. In fact, due to the novelty of the event, conference organizers were unsure as to the kind of turnout it would produce despite the many volunteers who helped spread the word. Nevertheless, 250 poster submissions were accepted.

Other winners included Merlin Brito from The City College of New York, and Hannes Boehm of the Vienna University of Technology who received first place in the undergraduate and masters categories, respectively. As for the Ph.D candidates, due to the high quality of their research, Gina Cantone, and Jing Zhou from the City University of New York, and Purushothaman Srinivasan from New Jersey Institute of Technology, all received first place.#

CONFRONTING THE CRISES IN EDUCATION



Keynote speaker Edward Zigler



Panelists Charles Willie (r) speaks with conference participants

"Confronting the Crises in Education" at Sarah Lawrence College April 1-2 brought together a group of eminent scholars who explored issues in education that the College's Child Development Institute believes have reached crisis proportions.

"We can readily see that the microcosm of the problems and crisis in American education reflect the tensions and crisis of the larger society," said Sarah Lawrence president Michele Myers. "So it may be that as we confront the crisis in our schools, we will find ourselves confronting the larger pressing issues of our times."

Throughout the conference speakers discussed their particular concerns. The No Child Left Behind Act (NCLB) is one aspect of the wider debate about the nature and future of education that was examined at the conference.

"We do not have a crisis in education in this country. We have a crisis of inequality in the entire society," said Richard Rothstein, educator and author whose writings include *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. "We cannot close the gap in achievement, or in other outcomes between minority and middle class children by schools alone," he said. Rothstein said that the No Child Left Behind Act, by holding schools accountable for closing the gap is setting the public schools up for "the inevitable conclusion that they are ineffective and that public education is a failed enterprise."

Sharon Lynn Kagan, professor at Teachers College, Columbia University, raised concern about the assessment of young children and the movement toward high stakes testing for young children ignoring some of the most important areas of early childhood education. "This accountability movement is really calling into question some of the fundamental beliefs of early childhood."

Keynote speaker Dr. Edward F. Zigler, founder and Director of Yale's Center in Child Development and Social Policy opened the conference with a discussion on the importance of school readiness and its impact on the rest of the child's educational life. "We're not just talking about preschool, but the success of education in general," he said, citing statistics showing that 35% of the nation's children are not optimally ready to learn by the time they reach school and that for poor children that figure can be much higher.

Charles Willie of Harvard's graduate school of education focused his remarks on his belief that the schools are not failing, but rather are under attack for failing by people whose agenda is to redistribute support to the schools, favoring privileged over needy students. "I have identified the current assault on public school education as a backlash to court ordered desegregation." What had been a quest for integration and equal access to all opportunities "was hijacked and then translated into equal outcome," he said. "Our similarities are as important as our differences, or our differences are as important as our similarities which means closing the gap is not what we need to worry about." Integration - or desegregation - is of concern to Willie who pointed out that black students who had been educated in desegregated schools "were more likely than counterparts from segregated schools to live in racially mixed neighborhoods, to work in racially mixed settings, and to have better employment opportunities."

Other speakers included Walter Feinberg of the University of Illinois, Urbana Champaign and Emilie Vanessa Siddle Walker of Emory University, Deborah Meier, founder and principal of the Mission School in Boston and founder of Central Park East Secondary School in New York and Ted Sizer and Nancy Faust Sizer, both currently at the Harvard Graduate School of Education.#

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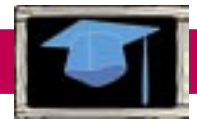
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Goddard's Master of Arts in Education program offers concentrations in a 36-credit individualized study in education, a 36-credit partnership education track, a 36- to 48-credit teacher education with certification track, and a 48-credit school guidance with certification program. You can complete the program in three to five semesters depending on the concentration and your enrollment basis option. The 3/4 time, 9 semester-credits enrollment option requires that you attend the July eight day residency on our Vermont campus followed by our five day Summer Institute. The full time, 12 semester-credits enrollment option requires attending two eight-day residencies on campus in July and January.

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COLLEGE PRESIDENT'S SERIES

QUEENS COLLEGE: PRESIDENT JAMES L. MUYSKENS

By JOAN BAUM, Ph.D

Needless to say Dr. James L. Muyskens, who will have been president of Queens College for three years this July, is delighted with the just-released *Princeton Review* annual report on the Top Ten Best Value Colleges in the country for 2006, a list that includes Queens and Brooklyn, and is based on an evaluation of academics, tuition, financial aid and student borrowing. Queens has been high in other rankings as well, including those that take into account diversity and graduation rates. The articulate, reflective and measured-toned president is anything but complacent, however, as he carefully considers Queens's strengths as a 70-year-old liberal arts college and his vision for the next few years. He notes that for him the college's motto – "global education, great campus, real community" – is not a collection of nice-sounding watchwords. "Global," he explains, refers not just to the 40% of freshmen who come to the college from other countries but to a curriculum that is interdisciplinary, collaborative, and responsive to effective technology. Indeed his membership on the board of the Multimedia Educational Resource for Learning and Online Teaching signifies his particular interest in how "blended learning" (hybrid courses) can enhance particular kinds of instruction. By "great campus" he means a commuter school with a residential feel, space for students to linger, hang out, check in with each other, by way of the laptops and wireless technology. And by "real community" he indicates

his desire to have the college always an essential presence in the borough, using its spectacular performance spaces for music, theatre and other public programs.

Of course, President Muyskens knows that many institutions of higher education have missions that sound alike, and he ought to know. Before taking up the presidency of the college, he served in numerous high-level administrative roles at the Gwinnett University Center / University System of Georgia and the University of Kansas in Lawrence. A graduate of Central College in Iowa, he went on to earn a Master's of Divinity from Princeton Theological Seminary and a Ph.D. in Philosophy from the University of Michigan. In the '80s he took his expertise to Hunter College, where his positions included Associate Provost, Acting Provost, Chair of the Department of Philosophy, and Director of the Religion Program – at the same time that he was writing books focused on ethics, especially in regard to health care. This fall, this extraordinary president will put his background in the foreground when he teaches an introductory philosophy course in ethics for freshmen that will include not just classical but contemporary problems, such as those that swirled around Terry Sciavo. The course will meet on Fridays but the President will be meeting with students often by way of Blackboard, the computer management system the college has adopted.

His studies in religion have also made him particularly eager to explore ways to bring diverse

cultures together, especially when the issues are challenging, even explosive. He points out that the student body president is a young man who is an Orthodox Jew and that the vice president is Pakistani Muslim. And he takes great pride – and "joy" – in the success of Professor Mark Rosenblum's course, "The Middle East and America: Clash of Civilizations or Meeting of the Minds," with its requirement that each student learn about and be able to express opposing views. He also notes that the second floor of the Student Union is deliberately structured so that Hillel is across from the Muslim Club and the Newman Center is right down the hall. The world is complex, students must have the capacity to think critically and the will to communicate clearly and fairly, he says.

The President is also, obviously, an activist. Though he's waiting for the conclusion of a national search for a director, he's already instituted an Institute to Nurture New York's Nature, a research center dedicated to promote sound management of the city's natural resources and serve as a nucleus for scientists and government officials. The Institute will also welcome school children and their projects and develop appropriate-level online courses for different educational and public policy constituencies. "I just love this place," he says and is delighted that the place is growing. With the arts and humanities Townsend Harris High School already on campus,

John Bowne nearby, the college is moving with Gates funding to establish an "early college high school" for average students and then move them through accelerated programs in math and science. He would go on but one senses that the teacher and the researcher in him—as much as the administrator—are reclaiming his interview time.#

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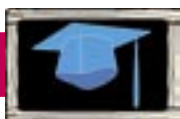


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Barnard College Accepts 26.9 Percent of Applicants for Class of 2009

Barnard has accepted an incoming first-year class of 1,194 students—26.9 percent of those who applied. The class of 2009 represents the most selective group ever in terms of SAT scores.

Applications to Barnard for the admission season set an all-time high, with a 1 percent increase over last year, with 4,427 applications. The College accepted 25.5 percent of the regular pool of applicants. Early applications rose 2 percent with 412 applying. Barnard admitted 170 students from the early application pool, or about 30 percent of the class overall.

The admitted students are the most selective group in Barnard's history, with an overall record median SAT score of 1400, including a median verbal score of 710 and math score of 690.

"The College expects to enroll 555 new members of the first-year class in September," said Dean of Admissions Jennifer Fondiller. "The incoming class includes many highly accomplished and gifted individuals; among them a winner of a national engineering design chal-

lenge, a student who has completed research on Alzheimer's disease, a student who performed at the Grammy Awards, and a budding entrepreneur who co-owns a summer camp with her brother."

The class of 2009 also includes many accomplished athletes, polyglots, editors-in-chief of high school papers and class presidents. Among this accomplished group is a student who worked as an animal handler at a local science museum; one who is a Junior Olympics gold medalist in Tae Kwon Do; nationally-ranked fencers and a Scottish Highland dancer, as well as a student athletic trainer for men's sports.

The class also features 65 young women whose mothers or grandmothers are Barnard alumnae and 35 whose sisters attend or graduated from the College.

The admitted students come from 48 states and 32 countries. Approximately 40 percent are students of color (21 percent Asian; 10 percent Latina; 8 percent African-American; and 1 percent Native American).#



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An Inside View into a Dean's Advisory Council

By ADAM SUGERMAN

When Dr. Alfred S. Posamentier took over the deanship of the School of Education at City College of New York, he had the daunting task of trying to improve a school that had nearly the worst percentage of graduates passing the New York State teacher certification test (39 percent). Today the School's passing rate on this test is 97 percent! How did this transformation happen in this relatively short time? In a look back at what was done to bring about this marvelous change, one would find faculty changes, renewed matriculation requirements, improved student support services, a refreshed program of study in most fields, and the creation of a Dean's Advisory Council all contributing to this effort. It is the Dean's Advisory Council that would appear to this correspondent (a member of the Council) to have had the greatest initial effect on bringing about change.

In the fall of 1999, with a somewhat demoralized faculty, having been humiliated by their graduates' poor performance on the New York State teacher certification test, the establishment of a Dean's Advisory Council proved to be a breath of fresh air: namely, there were still some folks around who believed in CCNY. Dr. Posamentier established the Dean's Advisory Council almost immediately after taking over the deanship. He realized from his first 30 years on the faculty that something immediate and dramatic had to happen to get the faculty motivated. This seemed to be it. To establish a support group, consisting of industry leaders, community leaders, active practitioners at various levels, Nobel laureates, the presidents of the UFT and CSA, and the Schools chancellor, was a statement that had an enormous effect. Immediately, the spirit of the faculty improved and the rest is



(l-r) Dean Alfred S. Posamentier & Nobel Laureates Hauptman and Lederman

history. The City College School of Education is among the best in the State today.

The Dean's Advisory Council has provided some very useful advice to the dean. For example, when the president of a publishing company was a member, she suggested establishing an international education journal. This idea plus three years of intensive work enabled the establishment of "The New Educator" journal, published by Taylor and Francis, Publishers. This refereed journal had its first issue in January 2005. The Dean's Advisory Council provided guidance on organizational matters, on priorities for the school, on outreach to the schools and on general policy matters. So what was originally thought to be a pump-priming vehicle to jumpstart the school of Education after a few "down years" turned out to be a most useful body that meets once per semester and provides a wealth of valuable advice to the school.

The current membership of the council is: Joseph Browdy, President (Ret.), Loral International Corp.; Dr. Doris Cintron-Nabi, Associate Dean, City College, School of Education; Dr. Joyce R. Coppin, Distinguished Lecturer, City College, School of Education; Linda Curtis-Bey, Director of Mathematics, New York City Department of Education; Dr. Charlotte K. Frank, Vice President, The McGraw-Hill Companies; Carmen Fariña, Deputy Chancellor for Teaching & Learning, New York City Department of Education; Joseph Frey, Assistant Commissioner, NYS Education Department; Dr. Nathan Glazer, Professor of Education & Sociology,

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

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

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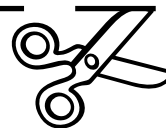
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GROUP FOR ADHD

Q. My daughter is twelve and is diagnosed with ADHD Inattentive Type. She is receiving special accommodations at school and psychotherapy privately. While she shows some progress, she still operates in her own spacey withdrawn world. This summer she is planning to attend a sleep away camp and I am concerned about her missing the structure of her school accommodations and her therapy for so long. What can I do to help the camp help my daughter have a fun successful experience?

A: It is important that the senior staff mem-

bers of the camp (e.g. directors, nurse, head counselor) are aware of the special needs of your daughter. Try to arrange a meeting with the directors of the camp (preferably in person if possible) in which you will share information regarding your daughter. The purpose of this meeting is to agree on realistic goals for your daughter while she is in the care of this camp and to share possible ways in which this can be accomplished with those who have daily contact with your daughter. The camp staff should be aware of some of the significant issues that may affect kids with ADHD. For example children

with Inattentive Type ADHD typically require more time to transition from one activity to another. It is recommended that the staff give a child with ADHD a 10-minute warning and then a 5-minute warning before the end of a period and the marking of a new activity. Children with ADHD are frequently easily overwhelmed by a lot of activity happening at once. It is recommended that at these times, for a counselor to stay near the child, providing some security and persistent re-focusing to the immediate task at hand. People who live with ADHD Inattentive Type often withdraw from group social encounters. If the counselor sees this is taking place (particularly within the bunk setting) then it is helpful for the counselor to insert herself together with the child into the bunk activity, with the goal of trying to create connection between the child with ADHD and the other kids. When discussing your child with the camp director it is vital to remember to stress your child's strengths and not just her deficits. The camp's staff will be better equipped to advocate for your child if they can emphasize her strengths to those around her instead of allowing the limitations to be the only thing that creates her camp identity.

Q. Our son is diagnosed with ADHD and is currently taking Metadate. Although the medication seems to be necessary at school, we don't like how it changes his personality. We are considering stopping the medication for the summer. What do you think?

A: It is important to confer with your prescribing physician regarding the possible side effects and the pros and cons of psychotropic medication. It is also helpful to discuss different options such as lowering the dose for the summer or changing to a medication that may not adversely affect personality in your child. When considering the different options for treatment with ADHD, including medications, it is important to keep in mind that a major goal of treatment is to help the child adjust to environmental demands. It is okay to exercise flexibility with treatment options in different environments. For example, due to the medication's ability to increase concentration levels, it is beneficial during the academic year. If however, during the summer your child spends more time in a physical setting rather than in an academic environment, then the use of medications can be re-evaluated. All decisions regarding medication should be done in consultation with your prescribing physician.#

Group For ADHD is a private mental health clinic in Manhattan, founded by Lenore Ruben, LMSW, CHT, EMDR, Orly Calderon, PsyD, (NYS licensed psychologist) and Cathy Wein, PhD (NYS licensed Psychologist). The mission of Group for ADHD is to create effective methods of coping with ADHD and LD by focusing on the individual's strengths. Questions to be answered in this column should be emailed to info@GroupForADHD.org



NYU CHILD
STUDY CENTER

HELP FOR SHY OR SOCIALLY ANXIOUS TEENAGERS

WHAT IS SOCIAL ANXIETY?

Social Anxiety is intense nervousness in social and performance situations.

Signs of Social Anxiety in Teenagers

- Excessive shyness
- Painfully shy, embarrassed, hesitant, passive and uncomfortable in the spotlight
- Avoids or refuses to start conversations, perform in front of others, invite friends to get together, call others on the telephone for homework, or order food in restaurants
- Avoids eye contact and speaks very softly or mumbles
- Has minimal interaction and conversation with peers
- Appears isolated and remains on the fringes of the group
- May sit alone in the library or cafeteria, or hang back from the group at team meetings
- Overly concerned with negative evaluation, humiliation or embarrassment
- Difficulty with public speaking, reading aloud, or being called on in class

HOW DO I KNOW IF A SHY TEENAGER NEEDS HELP? Ask yourself the following questions:

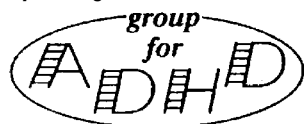
- (1) Is s/he spending too much time worrying about social situations or what others think of her/him?
- (2) Does the social anxiety stop him/her from doing the things s/he would like to do?
- (3) Does this problem interfere with socializing and making friends?

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Homeschooling in the United States: A Legal Analysis

BY CHRISTOPHER J. KLIEKA, J.D.

New York State Compulsory Attendance Ages: "...a minor who becomes six years of age on or before the first of December in any school year...until the last day of session in the school year in which the minor becomes 16 years of age" or completion of high school. (Cities and school districts with a population over 4,500 may require unemployed 17-year-olds to attend school. New York Education Law §3205.

Required Days of Instruction: Substantial equivalent of 180 days. 900 hours per year for grades 1-6; 990 hours per year for grades 7-12.

Required Subjects: (grades K through 12): patriotism and citizenship, about substance abuse, traffic safety, fire safety; (grades 1 through 6): arithmetic, reading, spelling, writing, English, geography, United States history, science, health, music, visual arts, and physical education; (grades 7 and 8): English, history and geography, science, mathematics, physical education, health, art, music, practical arts, and library skills; (at least once in first 8 grades): United States and New York history and constitutions; (grades 9 through 12): English, social studies-including American history, participation in government, and economics-math, science, art or music, health, physical education and electives. N.Y. Educ. Law §§ 801, 804, 806, 808, 3204.

Teacher Qualifications: Instruction need only be given by a competent teachers. N.Y. Educ. Law § 3204 The parent does not need to be certified. In re Franz, 55 A.D. 2d 424, 427, and 390 NYS 2d 940 (1977). A parent is deemed "competent" if the regulations above are followed.#

For more info on joining the Home School Legal Defense Association call (540) 338-5600.

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. "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. "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. 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.

Fax (540) 338-2733. Visit www.HSLDA.org or write to Home School Legal Defense Association, P.O. Box 3000 Purcellville, VA 20134.





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.

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.

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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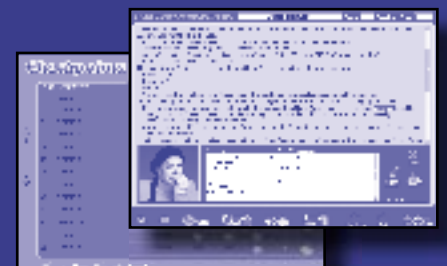
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PRODUCT REVIEW:

THE WRITESHOP INCREMENTAL WRITING PROGRAM

By MITCHELL LEVINE

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 re-writing 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.

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PRODUCT REVIEW:

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By MITCHELL LEVINE

One thing the average American homeschooling family can never have enough of is curriculum. Since it's next to impossible for a parent to compete with lesson plans and enrichment developed over many years of a professional's career, and New York State's rigorous standards require extensive in-class material, the more published content they can gain access to, the more successful their home-based program is likely to be.

But finding standardized curriculars appropriate for home use is generally a hit or miss process, even with the resources available through the Internet. Nor are most professionally developed instructional materials cheap; a quick search on the average trade site reveals costs of hundreds of dollars or more for many courses covering just a single subject.

That's why eTap (Electronic Teaching Assistance Program) is poised to be the best friend the home education movement is likely to meet in the

near future. Created by a non-profit corporation, the subscription-based eTap curricula archive makes literally hundreds of thousands of pages of fully standardized K-12 lesson plans and curricular content for math, social studies, science and English, as well as preparation for the SATs and the GED for only \$75 annually! Subscribing permits unlimited use of the eTap materials for both homeschoolers and education professionals. Worksheets can be printed out and used as a primary instructional method, or simple enrichment.

Most importantly, all of the content has been professionally aligned to state standards, and created by experienced experts in the specific fields represented. Multimedia, quizzes, practice exams, and links to further information are all incorporated.

But you don't have to take my word for it: log on the organization's site at www.etap.org, and twelve example lessons can be downloaded free of charge. For the money, it's probably difficult for a family or teacher to get more prime educational curricula than eTap provides - in fact, it's probably difficult at any price.#

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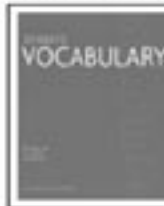


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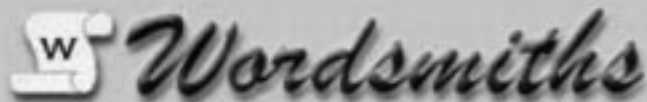
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The Ethics Guy: Doing Well By Doing Good

By JACOB M. APPEL, J.D.

Conventional wisdom argues that ethical decision-making is exceedingly difficult—but according to Bruce Weinstein, Ph.D, better known as “The Ethics Guy,” it is actually quite easy. “Most of the time we know what the right thing to do is,” he argues. “We know not to cheat, to lie, to take what doesn’t belong to us. We know we should return the ten dollar bill the clerk gives us by mistake. We can already tell the high road from the low road—it’s just a matter of which path we follow.” Weinstein has made a career out of urging people to choose the high road.

“It turns out that when we take the high road, we benefit ourselves professionally and personally as well,” explains the Georgetown-trained bioethicist. “Not always in the short run, of course, but in the long run. All you have to do is look at the business people who chose the low road—Kenneth Kay, Jeffrey Skilling, Andrew Fastow, the executives from Adelphia, WorldCom, Martha Stewart. When people act unethically on the basis of short-term self-interest, they lose. When they behave ethically, they come out ahead in the end.”

This positive, self-enhancing message is the wisdom that Weinstein brings to businesses, schools, and non-profit organizations across the nation. It is also the subject of his forthcoming book, *Life Principles: Feeling Good by Doing Good*, which describes the five ethical precepts that Weinstein believes are common to all cultures and religious traditions. Yet most people know Dr. Weinstein primarily as the voice of

moral insight on CNN’s “Ask the Ethics Guy” and in the Knight Ridder/Tribune newspapers. Here, he answers questions from the public and offers his insight into the issues of the day.

Weinstein’s stated mission is to bring ethics to ordinary people. He distinguishes his role from that of the nation’s other ethics personality, Randy Cohen at the New York Times. “Randy Cohen is the ethicist. He speaks to a limited, high-brow audience. I wanted to be ‘The Ethics Guy’ because I wanted to speak to the rest of the world.” He compares his methods to those of Oprah Winfrey: He wants to present important, complex ideas in a way that enables mass audiences to understand and appreciate them.

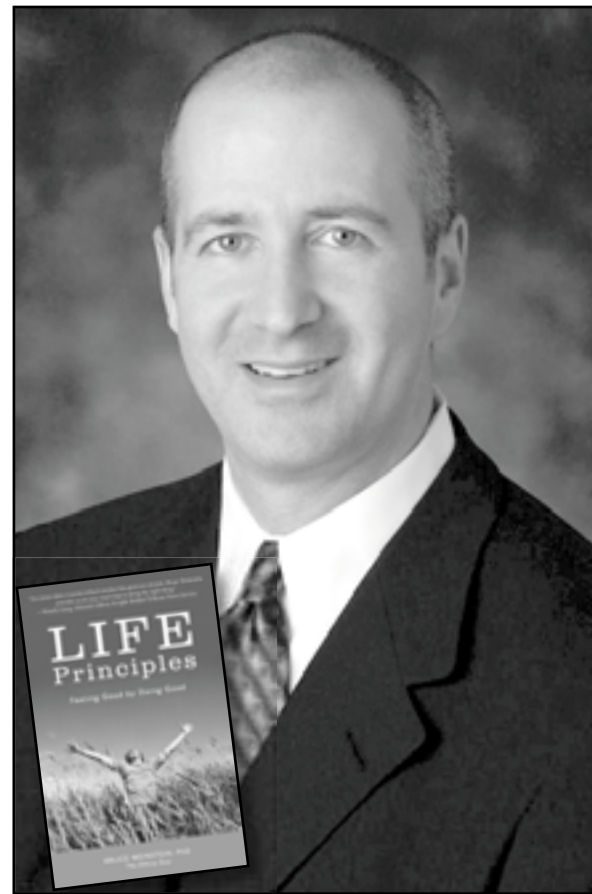
Our society’s most pressing moral shortcoming, Weinstein argues, is a pervasive unwillingness to confront the wrongdoing of others. “Think about the ethical scandals of the last few years,” says Weinstein. “For every Andrew Fastow or Jeffrey Skilling, there were a lot of other people who knew something was amiss and did nothing.” This indifference, he argues, is ethically unacceptable. “Edmund Burke warned us that ‘All that is necessary for the triumph of evil is that good men do nothing.’” Weinstein believes that too many good men and women are still doing nothing. “You don’t have to live your life like Mother Teresa,” he adds. “But you do have an obligation to respond to wrongful conduct. How you respond, of course, is a more difficult question.”

Yet Weinstein believes he has human nature on his side. When he speaks throughout the country, he makes a point of asking business professionals

why they behave ethically, and he says the overwhelming majority provide self-referential answers: “Otherwise I couldn’t look myself in the mirror in the morning,” “Because if I didn’t, I couldn’t live with myself,” etc. In other words, people want to do right. What “The Ethics Guy” does is remind them that by doing right, they will also maximize their own personal welfare.

How did Dr. Weinstein become “The Ethics Guy”? Through ten years of hard work, he admits. I was teaching college, he says, and at some point it struck me: “Why not make the world my classroom?” Over the following decade, he built up a substantial national following. He has written for and/or been featured in The New York Times, The Wall Street Journal, The Los Angeles Times, The Christian Science Monitor and Journal of the American Medical Association. In addition to his CNN duties, he has appeared as an ethics analyst on such shows as ABC TV’s “Good Morning America,” and the Fox News Channel’s “O’Reilly Factor.” Dr. Weinstein is currently a W.K. Kellogg National Fellow and lives in New York.

“The Ethics Guy” is as down-to-earth as his title sounds. Despite his thriving business, Weinstein urges people interested in having him speak to contact him directly. “Give them my personal



cell-phone number,” he says. So here it is: 917-593-1195.#

Jacob Appel, a graduate of Harvard Law School, teaches ethics at Brown.

Calendar of Events

May 2005

Camp Fair

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

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

Entertainment

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www.disneyonbroadway.com/groups

Events

THE COLLEGE OF NEW ROCHELLE

The 98th Commencement Exercise of the College of New Rochelle will take place Thursday, May 26, at 11:00am at Radio City Music Hall. Approximately 1,600 degrees, will be conferred at the event. The commencement Address will be given jointly by husband and wife, Tim Russert, Washington Bureau Chief for NBC News, and Maureen Orth, Special Correspondent for Vanity Fair. The College will confer honorary degrees on Mr. Russert, Ms. Orth and the award winning African-American actress, Cicely Tyson.

THE STUDIO MUSEUM IN HARLEM
144 West 125 St., NYC 10027
Phone: 212-864-4500 Fax: 212-864-4800
Web: www.StudioMuseum.org

Thursday, May 19, 7 PM
Title: Nelson, Jill. Finding Martha's Vineyard: African Americans at Home on an Island. Doubleday: New York, 2004.

Speakers: Jill Nelson

About the Book: Finding Martha's Vineyard is about the power of place in our lives. A rich treasury of reminiscences, excerpts from news articles, documents from Martha's Vineyard Historical Society, recipes and glorious photographs, it brings the sights, sounds, celebrations and social importance of the island community brilliantly to life.

Hoofers House

FRIDAY, MAY 20, 7 PM
HOST: RASHIDA BUMBRAY
Talented beyond her years, SMH curatorial assistant Rashida Bumbay will be at the helm of this jam session. As usual, Rashida's roster of fellow dancers will include some of New York City's most compelling talents working today.

Sunday Salon

Sunday, May 22, 3-5PM
Featuring Sharifa Rhodes-Pitts, writer Referencing Harlem's rich artistic legacy, Sunday Salon is dedicated to highlighting local musicians, poets, singers, writers, thinkers and performance artists. Inspired by the vast talent just outside of the Museum's doors, this program celebrates the spirit of Harlem's historic parlor scene. Join us for an intimate reading and dialogue on new work by an exceptional emerging talent.

Join Sharifa Rhodes-Pitts as she reads her original short stories about Harlem. Exposed to the arts at an early age, Sharifa grew up performing as a dancer, making experimental films and writing. Working as a freelance writer and editor, she has published work in the *New York Times*, *Transitions Magazine*, *Africana.com* and *The Nation*, among others. Currently, Sharifa is working on a book about Harlem.

Sunday Salon is FREE and open to the public.

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.

HARLEM POSTCARDS OPEN CALL SUMMER 2005

Show us your Harlem in our first ever Harlem Postcards Open Call, we invite submissions of images taken in and of Harlem

How To Enter

Entries are to be sent by mail in hardcopy format, up to 8x10 inches, labeled with first name, last name, title, date, time, place taken, address, phone number, and e-mail address. Up to 3 submissions per person, each must be labeled individually. Send submissions to: Harlem Postcards Open Call The Studio Museum in Harlem 144 West 125th St. New York, NY 10027
Deadline: Entries must be received no later than May 15, 2005.

Judging: Entries will be judged by an all-star jury of art professionals. The winning image will be created as a postcard and exhibited during our Summer '05 season.

Other Information You Should Know: Please include a self-addressed stamped envelope with your submission. Submissions that do not meet the deadline or technical specifications will be disqualified. The Studio Museum in Harlem has exclusive rights to use the image for exhibition, educational purposes, press and publication.

Entrant agrees to allow The Studio Museum in Harlem to use reproductions, at no charge, as illustrations in The Studio Museum in Harlem publications or Web site. Entrant will be credited for any published use of the winning entry. The Studio Museum in Harlem requires that all entries be original and the work and property of entrant. The Studio Museum in Harlem is not liable for any copyright infringement on the part of the entrant. For more info, please e-mail, curatorial@studiomuseum.org

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Goddard College is a leader in innovative, short-residency education. Students from all over the United States come to the Goddard campus in Plainfield, Vermont to attend eight-day residencies and create plans for individualized learning experiences. Goddard offers individually designed Bachelor of Arts, Master of Arts or Master of Fine Arts degree. More information can be found at www.goddard.edu or 1-800-906-8312.

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Orly Calderon, Psy D. NYS Lic. Psychologist

Cathy Wein, PhD, NYS, Lic. Psychologist
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\$60. per couple per session
There is a 10% discount for prepayment of series.

Language Club

Open clubs on Wednesday, April 6th (Westchester from 6:30-8:00 pm) Girl Scout House at 360 Park View Ave. in Yonkers. At open clubs, visitors may try Hippo Family Club for free with friends and family.
For more information, call (800) 315-4387.

Open Houses

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Putney, Vermont
Phone: (802) 387-6718
Web: www.landmark.edu
Saturday May 21st 9am - 2 pm
Saturday June 18th 9am - 2 pm

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Fax: 718-265-0614

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PHILOSOPHY DAY SCHOOL

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

Wednesday May 4th 8:30 - 9:30am

Seminars

THE COLLEGE OF NEW ROCHELLE

On Tuesday, May 10, from 1:00 to 3:00 p.m., the College of New Rochelle will host a seminar at its main campus in New Rochelle on “Child Abuse Recognition and Reporting” conducted by Arlene Louis, Ed.D., RN, CS. It will be held at CNR's Student Campus Center in the Iselin Room. This seminar is sponsored by the College of New Rochelle and approved by the New York State Education Department. It is designed for licensed professionals, teachers, and school administrators who are required to identify and report on child abuse. The seminar will cover the physical and behavioral indicators of child abuse, maltreatment, and the statutory reporting requirements. Upon completion of a seminar, attendees will receive certification from the state of New York. The cost is \$50 per person; pre-registration is required. The seminar is contingent upon enrollment. For further information and location, contact Ms. Barbara Nitzberg at (914)-654-5548. The registration deadline is May 3rd.

Workshops

PARENTING INSTRUCTOR TRAINING WORKSHOPS

Center for the Improvement of Child Caring
www.ciccparenting.org
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May 9 - 13 Louisiana
Los Ninos Bien Educados Program
May 2 - 6 Los Angeles, California
Confident Parenting Program
May 16 - 18 Little Rock, Arkansas



FROM THE SUPERINTENDENT'S SEAT

Enrollment is the Just the First Step



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

Congratulations to all parents who have children graduating from high school this June and entering college in September. We hope you all met your May 1st

enrollment deadline and are happy with your final selection. We are sure you and your children are happy that the decision has been made.

Now, as you get ready for summer and begin making lists of things your college freshman will want to take to school, we have several suggestions for additional preparations you may want to make.

When we spoke to college freshman who returned to visit Syosset after their first semester, we were somewhat surprised to hear what many of them said was the biggest adjustment. Although the workload was heavier than they had expected, they were well prepared to put in the extra time to keep up. But what surprised them was how much was involved in taking care of themselves—in other words, in doing for themselves what their parents had done for them at home.

When a college freshman gets sick away from home for the first time, it can come as a bit of a shock. Mom and Dad are not there to go the drugstore, to bring extra blankets and comfort foods, or just to give them permission to skip class. Even if they have a compassionate roommate who is willing to make a trip to the drugstore, the college freshman may have no idea what to tell them to buy. The pharmacist is not going to know what product is “the purple medicine that always helps my throat.”

Other amenities so automatically furnished by

parents can also catch a young adult on his or her own for the first time unprepared. Think about it, does your bathroom at home ever run out of toothpaste or soap, or does your teenager enjoy using a constantly refilled supply? What about school supplies? Does your student know where printer paper comes from? Now is the time to warn your children that they will now be responsible for replenishing their own materials.

Transportation is another area that may be new to your child. Many schools do not allow freshmen to have cars on campus. Find out together ahead of time what types of public or school-sponsored transportation are most used by students for both local and long distance travel. A little information in advance can eliminate a great deal of aggravation and frustration when the time comes.

When it comes to computer problems, your college students will probably find that they have many resources to access. Most schools have a campus “tech team” that provides expert help, and many computer majors have found that sharing their expertise is a great way to make friends.

Undoubtedly, your child is going off to college prepared to study subjects that might not have even existed when you went to school. Today's students are often extremely goal-oriented and have a full plan for their future from college to a successful career. You may not understand what they are studying in college and be unable to offer any help with class assignments. But you can take some satisfaction in the fact that they will miss the things you do for them. You may even want to tuck away an “IOU a free trip home” for your student to use when they are feeling lonely for the comforts of home. Prepare them as well as you can, and expect the phone calls to come anyway. #

“Please Oh Please Can We Get a Dog?”

By CHERYL PETERSON

Wouldn't it be fun to have a puppy? That's what most kids think. Owning a dog can, indeed, be fun, as well as a formative experience, opening a child's mind to looking at the world from an instinctual perspective and the pleasure of caring for and taking care of a living being. Too often, however, parents give in to a child's pleading and badgering without giving much, if any, thought to all the concerns and demands that come with welcoming a dog into the family.

“Please Oh Please Can We Get a Dog?”: Parents' Guide to Dog Ownership (Howell Book House®, An Imprint of Wiley; April 2005; \$14.99; ISBN: 0-7645-7297-0) raises all the questions moms and dads need to seriously consider before saying “yes.” Written by Cheryl Peterson, an experienced breeder and trainer who has helped many

families find the right dog for their living space and lifestyle, this down-to-earth guide offers much more than a breed-by-breed rundown of characteristics. Peterson focuses on the basics that most parents, as well as most resource books, overlook, starting with the costs involved in getting and keeping a dog and the commitment required from not only the kids, but the whole family. She also gives parents permission to say “no,” guilt-free, along with helpful advice on explaining the reasons to a child and clarifying the difference between “not ever” and “not now, but maybe later.”

Aimed at educating and preparing parents to make the right decision and best choice in buying a dog, “Please Oh Please Can We Get a Dog?” addresses the most frequently asked questions and critical issues. They include:

Are we really ready for a dog? To determine the answer, parents must consider their work sched-

Please Oh Please Can We Get a Dog? Parents' Guide to Dog Ownership

By Cheryl Peterson
April 2005
ISBN: 0-7645-7297-0
\$14.99 U.S. / \$20.99 CAN
192 pages, paper
Howell Book House®,
An Imprint of Wiley



ule – and whether they'll need to invest in a dog walker or doggie daycare; how frequently they travel for business and for pleasure; whether they have the room to accommodate the size and energy level of their dream dog; whether the ages of their kids might make a dog

more likely to bite; whether allergies or asthma run in the family; and whether they can afford to keep a dog, after adding the yearly expenses of a license, vet visits, food, and grooming to the price of purchase.

What type of dog should we get? To select the ideal dog from the 156 breeds and varieties recognized by the American Kennel Club (AKC), parents must consider whether their child is better suited to a slow-paced but playful pup, like a Welsh Corgi, than a high-speed runner, like a Golden Retriever; how much time they are willing to spend on keeping their dog's coat shiny and tangle-free; and whether their dream dog is the best size for their space and has the temperament to be friendly and safe around children.

How can we find the right dog once we have decided on the right breed? To bring home a well-bred, healthy dog, parents must know the right questions to ask a breeder, including: Is this puppy old enough to be separated from his mother? (Younger than eight weeks is too young.) What shots has the puppy had and what does he need? Has he been temperament tested? What is the price



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

Games are a great way for children and adults to learn and gain confidence. Playing games also provide many other skills like strategy, observation, sequencing and learning to share and take turns. All are important lessons for children of any age. These are some excellent new educational and fun games that are worth checking out for learning at home and in school and for all ages.

Brain Quest, Workman Publishing, Ages 2-12, \$10.95, 800-722-7202, www.workman.com

This is an exciting curriculum-based educational game that will keep your child challenged while they have fun. It is a series of question-and-answer cards that test children on the subjects they study in school on all different skill levels. It includes intellectually challenging questions in all subjects that your child should be able to answer and those that will expand what they know. Each card features colorful illustrations, icons and design and come bound together in a plastic carrying case.

Chutes & Ladders, Hasbro, Ages 3-6, \$9.99, 800-327-8264, www.hasbro.com

“Chutes and Ladders” is the game of rewards and consequences. As players travel along the game path, they encounter situations that reward them for good deeds by letting them climb the ladders or punish them for misbehaving by sending them down chutes. The board has squares numbered from 1 to 100. Players take turns at throwing a die with the numbers 1 to 6 on it, and moving forward the number of squares corresponding to the number on the die. The first person to reach square 100 is the winner.

Kids on Stage, University Games, Ages 3-8, \$15.98, 800-471-0641, www.ugames.com

This is a classic board game of charades that invite players to get into the act. From hopping like bunnies to flying like airplanes, players take turns acting and guessing in this creative game for budding young stars. This is a great party game that kids, parents and teachers will enjoy. This game encourages creativity and imagination while

of a puppy? Where are the registration papers? Can you recommend a veterinarian in my area? How long have you been involved in this breed?

After guiding parents through every step of selecting and securing the right dog for their child, “Please Oh Please Can We Get a Dog?” covers the nuts-and-bolts of making their home pet-safe. Parents will find a handy list of essential supplies, plus everything needed to create a canine first aid kit; tips on nail trimming, grooming, feeding, and appropriate exercise; and discussions of identification and training options. They'll also get realistic advice on how to get a child involved in caring for a dog, and what to reasonably expect from kids of different ages. This unique resource culminates with highlights of future career possibilities – veterinarian, animal behaviorist, zoologist, wildlife photographer, doggy daycare owner, and professional dog show handler among them – for young dog-lovers to seriously consider and explore.

Cheryl Peterson has been involved in the sport of dogs and rescue work for more than



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Games for Learning, Growing and Fun for Adults and Children

fostering group play, cooperation, and self-expression. It also fosters self-confidence and helps children overcome shyness. This game promotes movement performances, balance and coordination. It stimulates social and character skills and can be played together as a family. This game is for two to four players.

Numbers Count, Purple Pebble Games, Ages 3-7, \$15.99, 781-639-0209, www.purplepebble-games.com

It's never too early to motivate mathematical learning. “Numbers Count” helps the child build critical thinking skills and promotes success in problem solving. Players flip over a Secret Number Card, listen for clues and use the arrows to uncover the Secret Number. There are three chances to find a strategy and win. While playing “Double Digit Duo” and “Secret Memory”, little ones are sharpening skills in number recognition, sequencing, memory, and number to object correspondence. With 6 fun skill-building games, engaging graphics, and multiple levels of play everyone is a winner. Also available is E-Z as ABC, which focuses on letter identification, alphabet sequencing and sound matching. These are critical skills for learning how to read.

Thomas The Tank Engine & Friends Number Game, Briarpatch, Ages 3-7, \$19.99, 800 232-7427, www.briarpatch.com

This is a fun game that will help teach your child about numbers. Learn your numbers and how to add them too. Players assemble a train car using pieces of different unit sizes. Beginners choose numbered pieces to fill the train car. Advanced players use the spinner and choose the correct pieces. It is self-correcting because whatever fits in the blank will add up to the number on the caboose. The game is built on the concept of the continuity of numbers. Have fun counting ducks, flowers, suitcases and other objects that appear on the game boards. Your child's favorite steam train promotes numbers, counting and adding skills. The game comes complete with 4 playing boards, 24 number pieces and a sturdy spinner. #

twenty years. She's an AKC judge that teaches obedience and conformation classes for local kennel clubs and often consults with families searching for dogs. An active member of the Weimaraner and Vizsla Clubs of America, she has bred, trained, and handled twenty outstanding, multi-titled dogs. She has also held positions in regional obedience clubs, coordinated AKC public education seminars, and appeared on Steve Dale's “Pet Central” radio program. She lives in Woodstock, Illinois.

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INSIDE/OUT GALLERY TOUR

Saturday May 21, 11AM
A best kept secret among artists, Long Island City is now the focus of many in the art world. Put on your walking shoes and explore a few of the hottest exhibitions in New York City with SMH Associate Curator Christine Y. Kim. Participants will take a look at the work of some of today's most compelling emerging black artists.

Space is limited and available on a first-come, first-served basis. Pre-registration is required and early registration is encouraged. Please call 212.864.4500 x264 to register. Registration ends May 18. \$20 (general public), \$15 (members, seniors and students).

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Transition Matters - from School to Independence: A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area

500 pages, \$35.00 + \$8 postage and handling ISBN 0-9678365-6-5. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th floor,

New York, NY 10003 212-677-4650 (phone), 212 254-4070 (fax) or visit us online at www.resourcesnyc.org

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COLLEGES

**MAY EVENTS
AT SARAH LAWRENCE COLLEGE**

READING

Francisco Goldman
Wednesday, May 4
6:30 p.m.
Esther Raushenbush Library
Free
Francisco Goldman is the author of three novels, the most recent being *The Divine Husband*, published in September 2004. His first novel, *The Long Night of White Chickens*, was awarded the Sue Kaufman Prize for first fiction from the American Academy of Arts and Letters. The Ordinary Seaman, his second novel, was a finalist for the International IMPAC-Dublin Literary Award and the Los Angeles Times Book Prize in Fiction. Both of these novels were finalists for the PEN/Faulkner Award and have been translated into nine languages. He has received a Guggenheim Fellowship and has been a Fellow at the New York Public Library Center for Scholars and Writers. His fiction and journalism have appeared in the New Yorker, Harper's, The New York Times Sunday Magazine, Esquire, The New York Review of Books, Outside, and many other publications. For more information, please call (914) 395-2411.

CONCERT

New Triad "Coming Home Again"
Wednesday, May 4
8:00 p.m.
Reisinger Concert Hall
\$10 for regular admission, \$8 for individuals over 55 and students with current ID. This event is a dramatic recital in which both pianists and singers act out one story through the course of the performance. Performers include: Amanda Crider, mezzo-soprano; Kyung-A Lee, piano; Hyunju Song, soprano; and Soyeon Kim, piano. For more information, please call (914) 395-2411.

Goddard College

DISCOVER GODDARD DAY
May 14th
Goddard College is a leader in innovative, short-residency education. Students from all over the United States come to the Goddard campus in Plainfield, Vermont to attend eight-day residencies and create plans for individualized learning experiences. Goddard offers individually designed Bachelor of Arts, Master of Arts or Master of Fine Arts degree. More information can be found at www.goddard.edu or 1-800-906-8312.

The College of New Rochelle

The 98th Commencement Exercise of the College of New Rochelle will take place Thursday, May 26, at 11:00am at Radio City Music Hall. Approximately 1,600 degrees will be given jointly by husband and wife, Tim Russert, Washington Bureau Chief for NBC News, and Maureen Orth, Special Correspondent for Vanity Fair. The College will confer honorary degrees on Mr. Russert, Ms. Orth and the award winning African-American actress, Cicely Tyson.

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Violinist Forges New Paths in Music

By JOAN BAUM, Ph.D.

He's got a wonderful pitch line—an unusual combination of charming confession and heartfelt sincerity: "Contemporary music may or may not be your cup of tea. Most of the time it isn't mine." It's not just the "But" that follows, explaining why Alan Oser, music lover, long-time chamber music player (violin), and retired columnist and editor of the Real Estate Section of *The New York Times*, is sending out letters about a new not-for-profit music organization he founded and now chairs—New Paths in Music—it's his infectious enthusiasm for the project—his sense of its uniqueness and potential and his delight in its debut concert in June. The fact that the person who sparked his interest in wanting to provide American audiences with an opportunity to hear contemporary music from composers around the world was his son-in-law, David Alan Miller, the Music Director and Conductor of the Albany Symphony Orchestra, certainly gave Alan Oser added incentive to go ahead. He beams, recalling David's encouraging but somewhat dubious response, "Lots of luck."

Luck, of course, has little to do with setting up a nonprofit 501-C3 and having it succeed. Maestro Miller's connections—as well as the former editor's administrative and PR experience—were critical. But does the world really need another organization devoted to music, contemporary music, at that, much of which strikes audiences as too far out and composed for precious or specialized instruments, live and electronic? Obviously Alan Oser, the Board of Directors of New Paths in Music, and David Miller, who enjoys a world wide reputation as a champion of contemporary American music, think the answer is yes, for the very reason that they are going down a road not usually taken: showcasing works of living foreign composers who are little known, even to other professional musicians, often because the countries from which these composers hail cannot afford to support them. The philanthropic motive, however, plays second fiddle so to speak, to the aesthetic one: introducing American audiences to spectacular music they would ordinarily never have a chance to know or hear played other than, perhaps, on recordings.

Significantly, the three countries represented on the opening program in June feature composers whose names many followers of classical music would be hard pressed to recognize—artists from Australia (Carl Vine and Ross Edwards), Portugal (Carlos Marecos, Luis Tinoco and Nuno Cortez-Real) and Lithuania (Osvaldas Balakauskas, Algirdas Martinaitis, and Raminta Serksnyte).

Cuomo

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Ms. Cooper, living at HELP Haven, is a 35-year-old woman and has a four-year-old child. Unlike last year, which was sad and scary, this Mother's Day will be special because she and her son are safe and she will "count her blessings." As a mother and survivor she has changed her attitude and developed a closer relationship with her son. Her advice on Mother's Day is, "Focus on your child and yourself and everything else is secondary."

This year Ms. Rose, from HELP Harbor, a 43-year-old single mother with a fifteen-year-old daughter will be spending Mother's Day together as they always do. This year

David Miller became acquainted with some of the composers when he was on tour a couple of years ago in Australia and Portugal. The Lithuanians' music was sent on a CD sampler by the Lithuanian Composer's Union, but when he heard it, Alan Oser says, he "liked the stuff." He also liked the idea of assisting artists who typically have no access to foundation money but who come from countries with long and



Alan Oser

rich cultural traditions in musical composition and performance. Serious contemporary music, he continues, need not be off-putting minimalist. Indeed the "plain vanilla" name, New Paths in Music, was chosen after much deliberation to avoid sounding avant garde contrived and to signal that new paths need not mean shunning conventions. The group will strive for "broad appeal and varied programming," for example, and audiences will see and hear a standard chamber orchestra, in addition to fine instrumentalists playing solo and in quartet.

Indeed, on June 18th, audiences will also get more than music if they attend a 1:00 p.m. pre-concert discussion led by David Miller. Then, at 2:00, New Paths will feature Lisa Moore (piano), Ieva Jokubaviciute (piano) and Liam Viney (piano), followed by Nicole Johnson (cello), The Cassatt String Quartet, and Tawnya Popoff (viola). After a dinner break, David Miller will conduct the New Paths Chamber Orchestra in pieces representative of contemporary Lithuanian and Portuguese compositions. All this and in a hall with great acoustics, a smiling Alan Oser adds. And that's at St. Peter's Episcopal Church, 346 W. 20th Street.#

For details see: www.NewPathsinMusic.org or call (212) 262-2509.

she demonstrated patience and perseverance to meet the educational and health needs of her daughter. Both she and her daughter have asthma and diabetes. According to Ms. Rose, being a survivor of domestic violence has made her stronger and she tells her daughter, "Don't settle for less, because you are worth it." Ms. Rose describes Mother's Day as "truly a blessing."

We remember all our mothers on Mother's Day—we love them and thank them for their unconditional love for us—we respect and appreciate their wisdom even more as we grow older and we miss them. #

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

\$50K Award For Aspiring Musical Theatre Songwriters

The Fred Ebb Foundation in association with the Roundabout Theatre Company are pleased to announce the inauguration of the Fred Ebb Award for aspiring musical theatre songwriters. The award is named in honor of the late award-winning lyricist Fred Ebb.

The Fred Ebb Award will recognize excellence in musical theatre songwriting, by a lyricist, composer, or songwriting team that has not yet achieved significant commercial success. The award is meant to encourage and support aspiring songwriters to create new works for the musical theatre. The prize includes a \$50,000 award. Applications can be obtained through the official website at www.FredEbbFoundation.org. Submissions will be accepted between May 1st, 2005 and June 30th, 2005. The winner will be announced at a ceremony in November 2005.

The judges will be Broadway director Scott Ellis; lyricist, writer and composer Sheldon Harnick; playwright and producer Tim Pinckney and theatre producer Arthur Whitelaw.

Due to the longstanding relationship between Mr. Ebb and the Roundabout Theatre Company, the Roundabout will provide creative and administrative guidance. In its six-year run, Roundabout's Tony Award-winning production of John Kander and Fred Ebb's *Cabaret* became the theatre company's most successful production, creating the opportunity for Roundabout to make Studio 54 its permanent home for musical theatre.

As a writer, lyricist, composer and director, Fred Ebb made incalculable contributions to the New York theatrical community. Mr. Ebb is a Tony®, Grammy®, Emmy®, Olivier® and Kennedy Center Honors Lifetime Achievement Award winning recipient. Fred Ebb's first professional songwriting assignment came in 1953 when he and Phil Springer were hired

by Columbia Records to write a song for Judy Garland called "Heartbroken." Mr. Ebb was introduced to composer John Kander in 1964 by music publisher Tommy Valando and became one of the most legendary songwriting teams in American history. The first successful collaboration was on the song "My Coloring Book," recorded by Barbra Streisand. Their second theatrical collaboration, *Flora, the Red Menace*, created a star out of Liza Minnelli in her Tony® Award-winning Broadway debut. In 1966, their collaboration *Cabaret*, opened and received seven Tony® Awards including Best Musical and Best Score. A 1972 movie version of *Cabaret* starring Liza Minnelli was nominated for 10 Academy Awards and won eight awards and was nominated for nine Golden Globe Awards and won three including Best Picture, Musical or Comedy. The same year, the songwriting team wrote a number of songs for Minnelli's television special "Liza With a Z," which received an Emmy Award for Outstanding Single Program—Variety or Popular Music. In 1975, the two wrote the Broadway musical *Chicago*, directed by Bob Fosse and starring Gwen Verdon, Chita Rivera and Jerry Orbach. The musical was successfully revived 20 years later at City Center ENCORES! and subsequently transferred to Broadway where it is currently the longest running revival in Broadway history. In 1977, the team collaborated with Martin Scorsese on the movie *New York, New York*; the title song was introduced by Minnelli and later recorded by Frank Sinatra becoming the unofficial theme song of New York City.#

The official website with additional information on eligibility, application, submission, selection and announcement details can be accessed at www.FredEbbFoundation.org.

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Helping to Make Our City Even Better

By MAYOR MICHAEL R. BLOOMBERG

Since I was a kid, I've always believed that giving back to the community is one of the most important things we can do. I first learned that lesson from my father, a bookkeeper who always set part of his salary aside each year for charity. As mayor, I've learned that there are thousands and thousands of New Yorkers who demonstrate that same generosity each year.

The truth is that money is not the only way to give back; all of us have the ability to give something just as valuable: our time. There are many organizations and groups—in every community, in every borough—looking for a helping hand. And there may be no better time to give our time... than right now. After all, the sun is out...spring is finally here...and finding a volunteer experience that is meaningful and convenient couldn't be easier. Our city has a unique agency, the Mayor's Volunteer Center, which connects thousands of New Yorkers each year with volunteer opportunities that best fit their needs, skills, and interests. To make that matchmaking even more effective, the Volunteer Center has partnered with United Way of New York City to create a website with links to more than 400 organizations with over 500 different activities in all five boroughs. And, unlike most other search engines, this website

thinks like a New Yorker. That means you can confine your search request to your borough, or even your zip code.

New Yorkers are busy people—so we've tried to make volunteering as simple and convenient as possible. Now it's your turn: I challenge you to find just one single hour in your week that could be used more productively. Then visit www.nyc.gov, click on the volunteering icon to access our database, and pick an opportunity or activity that works best for you. It might be delivering food to a soup kitchen with City Harvest...or working with homeless children at the Actors Theatre Workshop. You can tutor a student during your lunch hour through Learning Leaders...or paint benches in your local park with Partnership for Parks.

Even those who don't have access to a computer can still find a great volunteer opportunity—simply by calling 311. One of our citizen service specialists will be able to connect you to a City agency or local non-profit that has plenty of volunteer opportunities... or you can speak with a representative from our Volunteer Center, who can help with a more specific request. There's something for everyone.

And trust me, once you start volunteering, you won't want to stop. It's a wonderful way to meet new people...pick up a new skill or two...and gain an incredible satisfaction from doing your part to make our city—and our world—a little bit better.#



The Glory of Mother's Day

By MATILDA RAFFA CUOMO

It was springtime in ancient Greece when the "Mother of the Gods," Rhea, was first celebrated.

In the 17th century "Mothering Sunday" was started in England on the 4th Sunday of Lent (before Easter). Servants were given the day off to return home and enjoy a "Mothering Cake" which they prepared for the celebration of their mothers. In England, the holiday later changed to "Mother Church" Day, honoring the church as spiritual mother, as well as their own mothers.

In 1872, Julia Ward Howe, who wrote the lyrics to the "Battle Hymn of the Republic," organized "Mother's Day" meetings in the United States for the first time in Boston. In 1907, in Philadelphia, Ann Jarvis stated a campaign to make "Mother's Day" a national holiday. By 1911, Mother's Day was celebrated in almost every state in our country. Finally, in 1914, President Woodrow Wilson proclaimed Mother's Day a national holiday to be celebrated every year on the second Sunday of May. We should be grateful to all the visionary people who gave us the opportunity to remember and respect motherhood, one of society's most vital and endearing institutions.

I can still remember the joy I experienced when one of the my five children—my daughter Maria—was born on Mother's Day, and I was presented with a pink carnation in the hospital. A family support system enables a new mother to transition easily into a new lifestyle. All mothers recall the deprivation of sleep with a newborn baby. From the beginning, parenting is a selfless giving for the child's well being. In many cases, out of necessity, many mothers must balance their home life with working outside the home. At best, this is not easy and both parents have to compromise and plan a strategy for the sake of the children.

As every mother knows, parenting can also be an arduous experience as well as a rewarding one. That's especially true for young women who become mothers at a time when they have neither the material advantages nor mature judgment or experience to deal with the multiple needs of infants and young children. In addition, too many women are confronted with terrible situations and relationships beyond their control.

Unfortunately, too many mothers do not receive a Hallmark card and flowers on Mother's Day. HELP U.S.A. has instituted fifteen transitional and prominent housing facilities for the homeless in NY State including "HELP Haven" and "HELP Harbor" that offer all sorts of support services and protections for struggling mothers who are victims of domestic violence; an ugly and frighteningly common syndrome that threatens both mothers and their children. Statistics tell us that, annually, 65 million women are physically assaulted by an intimate partner. Many of these victims are educated, professional women from all walks of life—no longer the stereotype of only lower class women being afflicted.

Necola Eason, the "HELP Harbor" Site Director of Client Services, informed me that at present there are 100 women and 181 children at "HELP Haven" and "HELP Harbor," combined. The crisis center "HELP Haven," a Tier I facility, deals with emergency situations and stability whereas "HELP Harbor," a Tier II transitional facility, deals with mental health, family dynamics—a longer relationship for struggling mothers to get housing and develop a work ethic for themselves to support their children.

What is the meaning of Mother's Day for these survivors of domestic violence? Necola Eason interviews two survivor mothers, the following are their responses.

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Bill Would Guarantee Education of Incarcerated Youth

By ASSEMBLYMAN STEVEN SANDERS

I am proud to be the prime sponsor of legislation, Assembly bill 6009, which would amend the State's Education Law and the Executive Law to guarantee the provision of educational services to youth confined in detention facilities. The legislation would also ensure that appropriate special education services are provided to young people who are either incarcerated in local correctional facilities or confined in detention facilities.

The legislation would require that educational services for individuals confined in local juvenile detention facilities be furnished by the school district or the board of cooperative educational services (BOCES) serving the area in which the juvenile detention facility is located, except in the case of an institutional juvenile detention facility operated by the City of New York, where the City's Department of Juvenile Justice would be responsible for the provision of such services.

The legislation specifies that all persons under 21 years of age who have not received a high school diploma and who are confined in juvenile detention facilities shall be provided educational services. Additionally, pupils placed in juvenile detention in a non-secure family boarding care (FBC) facility would be admitted to the schools of the district in which their home is located, and pupils placed in juvenile detention in a non-secure agency-operated boarding home (AOBH) facility or a

non-secure group care (GC) facility would be provided educational services on the site of the juvenile detention facility by the school district in which the facility is located.

Under current law, while there are provisions and funding for the education of incarcerated youth in New York State, there are no provisions or funding for youth confined in juvenile detention facilities—an omission that would be corrected by enactment of this legislation. Though the average time a detained child spends in a juvenile detention facility is only a couple of weeks, many children spend as many as four to six months as they await a trial or other legal proceeding.

It is our constitutional obligation to provide these children with an adequate and appropriate education while they are detained, just as we do when a child has been suspended or incarcerated. Children and young people who have been in trouble or who have required special intervention, for whatever reason, cannot be denied education, not only because they are constitutionally entitled to an education, but because learning is pivotal to their emotional, psychological and intellectual maturity. How much cheaper it is to provide tailored and appropriate educational services than to neglect these young people and condemn them to lives without hope and without opportunity.#

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.

Assistant Principals: Crisis Management to Instructional Expertise



By JILL LEVY, PRESIDENT, CSA

It's no secret. I love to teach. And what I love to teach is about leadership—what it is, how we use it, and what are the essential characteristics, attitudes and skills required to effectively implement our respective visions of what our schools should be like.

Recently, it has been my pleasure to work with Assistant Principals through the Executive Leadership Institute, and be exposed to their enthusiasm and intelligence. But it has also been a challenge to help them deal with the day-to-day issues that arise in the context of leadership.

The role of the Assistant Principal is difficult. Though these school leaders are usually chosen for their instructional skills, they are relegated to crisis management, bus and lunch duty, oversight of testing—duties that teachers no longer perform and that supervisors must take over despite CSA contractual protections.

Some high school Assistant Principals are straining under the responsibility of supervising 30 or more teachers, almost half of whom are probationary and require four formal observations annually. These department leaders want to lead their respective departments; they crave skill development. But they are hampered by the reality of their own responsibilities to teach and to formally supervise.

APs at all levels hunger for the exhilaration that comes from being part of a leadership team, assisting in decision-making and formulating the direction of a school. There

is much that they can bring to the party; they want their gifts to be opened, admired or modified. Having much to learn, they look to their Principals for guidance and mentoring. They want their professional skills and ideas to be shaped by the effective leaders who guide them. They are our future school leaders.

Also keen observers, APs understand the pressures and responsibilities of their Principals. Often they have to miss their own professional development because of the daily demands on their Principals to be out of the school or deal with crises. They understand. They don't complain a lot, but they do challenge us to find ways to provide Principals with the necessary support so that Assistant Principals can be free to be the instructional leaders they were hired to be, and free to learn and grow professionally.

It's a hard job for Principals. Challenged to delegate in order to free themselves for other important things, there is often no one but the Assistant Principal to lend a hand. Principals are pulled in many directions as well—they must contend with shifting budgets, regional meetings, visits from the universe of LISes, visiting teams, DOE directives and revised mandates. Principals too, need relief.

I often think I should call my seminars, "So You Think You Want To Become a Principal!" The good news, in a way, is that some participants learn that being a Principal is not the career they desire, that they are happy being an Assistant Principal supporting an effective school leader. What I hope, when they leave my workshops, is that they walk away reflective, energized and inspired to be excellent Assistant Principals and perhaps Principals of the future. #

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



Folksbiene Presents World-Class Klezmer Group Brave Old World



Photo by Christoph Giese

Brave Old World

NEW YORK PREMIERE OF "SONG OF THE LODZ GHETTO" IN 5-SHOW ENGAGEMENT MAY 11 TO MAY 15

The pioneering klezmer and new Jewish music group Brave Old World, in a rare New York appearance, brings its highly-acclaimed concert combining authentic Holocaust street songs with contemporary compositions for an exclusive five-show engagement May 11 through 15. The New York premiere of "Song of the Lodz Ghetto," presented by the venerable Folksbiene Yiddish Theatre as a major highlight of its historic 90th consecutive season, performs at The Triad Theatre, 158 West 72nd Street, Wednesday May 11 through Sunday May 15. Showtimes are Wednesday, Thursday and Saturday at 9P and Sunday at 2P & 9P. Tickets, which are \$20, can be purchased by phone at (800) 994-3347 or online at www.folksbiene.org.

At the heart of "Song of the Lodz Ghetto" ("Duz gezang fin geto Lodzh") are rare songs performed in the streets of the Lodz Ghetto between 1940 and 1944, part of an oral legacy that was preserved by ethnomusicologist Gila Flam in the late 1980's. The songs Flam recorded were either unique compositions—songs of protest and veiled satire—or adaptations of existing Yiddish and Polish songs from the pre-War period. Many were by Yankele Herszkowicz, the acknowledged bard of Lodz who performed standing on a box accompanied by a violinist (until the Nazis outlawed all instruments in 1942). While Herszkowicz did survive (he returned to Lodz where he died in 1972), Flam's principal interpreters of this street music were three Lodz Ghetto survivors—all teenagers at the time—Ya'akov Rotenberg, Miriam Harel and Ya'akov Flam.

Brave Old World first used these remarkable recordings as a springboard when it premiered "Song of the Lodz Ghetto" in 1990 at the Jewish Museum in Frankfurt Germany. Melding traditional and contemporary sensibilities, the show, now in its fourth incarnation, sets out to link the past and present rather than reproduce history. With over 20 numbers in all "Song of the Lodz Ghetto" spans pre-WWII Europe, the Holocaust and our own time to create a theatrical collage synthesizing traditional Jewish folk with the compositional sophistication of classical music and the idiomatic spontaneity of jazz.

Brave Old World's personnel includes music director Alan Bern, who plays piano and accordion; Michael Alpert, who sings and plays violin, guitar and percussion; Kurt Bjorling on clarinets, and Stuart Brotman on contrabass, trombone violin and tsimbl. In addition to their concert and recording work Brave Old World, together and individually, are recognized for their heartfelt advocacy of klezmer and Yiddish music—through teaching and their support of innovative modern cultural endeavors such as KlezCanada and Weimar Klezmer Wochen, a 5-week concert & workshop festival in Weimar Germany.

"Song of the Lodz Ghetto" has been seen only recently in the U.S.—in St. Paul and Cincinnati. A live recording made in Bordeaux France is being released in June on Europe's prestigious Winter & Winter label, and will be available at the Triad shows.#

"Songs of the Lodz Ghetto" is performed with supertitles in the Triad's main theatre that features cabaret seating. Tickets (\$20 with a two-drink minimum) are available by calling (800) 994-3347 or (212) 213-2120, or by visiting www.folksbiene.org

GUARNERI QUARTET: MICHAEL TREE CONTINUES TO BRANCH OUT PERFORMING AND TEACHING



photo: Steve Sherman

The members are (l-r): Arnold Steinhardt (violin), John Dalley (violin), Michael Tree (viola), and Peter Wiley (cello)

By JOAN BAUM Ph.D.

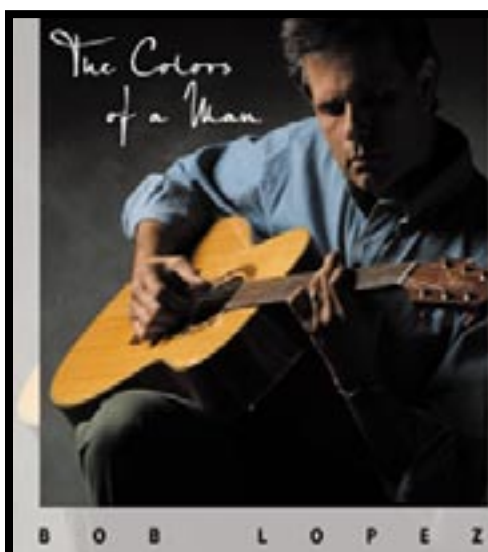
It's relatively rare that famous musical artists credit their audiences and students for helping to educate them, but then Michael Tree, the violist in the internationally renowned, much celebrated Guarneri String Quartet seems to be an unusually humble and gracious musician who wears his expertise with a confidence borne of a long and successful career and a continuing love for what he does. Indeed, 2004-2005 marks the group's 40th anniversary and he, Arnold Steinhardt, John Dalley, and Peter Wiley seem to be everywhere, giving special performances, such as the free and open master classes and rehearsals that took place last month at Lincoln Center, and receiving more tributes—they will receive the Ford Honors Award from the Musical Society of the University of Michigan this month. Noting that he left New Jersey at the age of 12 to attend the Curtis Institute of Music in Philadelphia, where he studied with Efreim Zimbalist, Michael Tree modestly disavows the term prodigy—even though his 1954 introductory concert at Carnegie Hall was described by the *New York Herald Tribune* as "the most brilliant debut in the recent past"—and adds that the Institute accepts even younger players. With affection and pride he indicates that until he was 12 his father, a professional violinist and a teacher, "seven days a week" in their home, had been his sole instructor. Obviously, his legacy to his son was not only performing but teaching.

Michael Tree also puts in a good word for Philip Roth's Newark, which was his own home town as well (he is a year younger than the famous author) and wistfully looks back to a time when his neighbors all had pianos, children were given music lessons and families listened to classical music on the radio. Yes, arts programs must be in the schools but more essential music should be in the home. Music is music and knows no ethnic divisions—it belongs to and should be loved by everyone. To that end, Michael Tree says, the Guarneri try to accommodate younger audiences, as they do in Philadelphia, and talk and play for the kids, even though the concert's over.

Although there have been several significant mentors in his life, Michael Tree still gets a kick from the chamber music "take no prisoners," nitty-gritty, "strong opinions" crowd, usually composed of sharp, outspoken amateur musicians. Their appreciation, their criticism, drive him crazy in a lovely way, by causing him to

reflect on his performance. Artists should serve music as it is written but they also are interpreters. Leave it to a savvy chamber music audience like the Washington Irving stalwarts or the University of Maryland College Park regulars the Guarneri has been visiting once a month for the last 20 years "to keep the quartet on its toes." "The score in measure 5 has a dot—you didn't follow the crescendo marking in measure 70—why!" One of the reasons the Quartet loves doing the Maryland concerts, rehearsals and master classes is to get such comments from such a dedicated following. The Washington Irving audiences are, well, a little more "willful," but the Maryland folks "throw us every time we're there." Audiences know beforehand, of course, what the Quartet will be playing and they prepare. "Oh do they ever!" Significantly, at Maryland "they" are: undergraduates (all majors), graduate students, faculty, townspeople, "it's an 'open house' with the same people showing up month after month, year after year. What a boon these visits are for the audience, Michael Tree says, because they're like flies on the wall, getting to overhear musicians arguing about interpretation.

Though he's already on the faculty of the Curtis Institute of Music, the Juilliard School, the Manhattan School of Music and the University of Maryland, Michael Tree is about to add Bard College to his roster. Slow down? Impossible. "I can tell you where I'm going to have lunch for the next two years," he laughs. And it's true because the Guarneri must schedule cities and repertoire well in advance. #



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THEATER REVIEWS

Bad Tots Plot: Shockheaded Peter

Martyn Jacques

By JAN AARON

In Shockheaded Peter at the Little Shubert badly behaved Victorian tots come to nasty ends. Based on a picture book written in 1845, by German Dr. Heinrich Hoffman, for his 3-year-old son, the show, both silly and outrageously scary, is pegged to kids 10 and up, who like their goose bumps with giggles, and adults.

Smartly staged by Julian Crouch (a co-creator, co-director with Phelim McDermott) and Graeme Gilmour, (also a performer), the clever set resembles a Victorian pop-up picture book, with multiple doors, windows, and trapdoor all constantly in motion by the cast. The old stories themselves compare today with Maurice Sendak's fantastically illustrated tales.

Master of Ceremonies is the down-at-the-heels elegant and ghoulish Julian Bleach, who takes a long haughty look at the audience and before proclaiming: "I am the greatest actor in the world." He is assisted throughout by The Tiger Lillies, a funky cabaret band, fronted by accordionist and falsetto singer, Martyn Jacques, who is hauled like a rag doll puppet out of the trap door to serve as a perpetually grinning troubadour. Jacques also

composed the music and lyrics adapted from the Hoffman's tales designed to scare a kid good. Adrian Stout backs him up on the double bass and Adrian Huge plays on drums as well as pots and pans.

All help tell the story of Shockheaded Peter, an ugly child with a mop of unruly curls and talon-like nails, born to beautiful, prosperous parents, so horrified by his looks that they banish him below the floorboards. While the couple becomes transformed before tenderly recognizing their child, the show imparts colorful tales of wicked children and their punishments.

These include cruel Frederick who tortures animals, chubby Augustus who doesn't like his soup, and foolish Harriet who plays with matches while her pussycat looks on. Also, there are the thumb-sucker Conrad and fidgety Phil. All meet delightfully awful ends.

There are clever puppets, too. I especially liked the marionette sequence about the hare that turns a hunter's gun on him. A small cast of versatile actors enacts all the roles and manipulates the puppets. If you don't get to this show, you're punishing yourself. (\$67.50; \$27 at 10PM Thursdays. Group sales, 212-239-6262).#

MUSEUMS AS EDUCATORS

Wild Sendak Show at the Jewish Museum

Maurice Sendak, final illustration for "Oh, how the poor little sister did grieve!" from "Hansel and Gretel" in *The Juniper Tree and Other Tales from Grimm* (1973), pen and ink on paper. From the Maurice Sendak Collection at the Rosenbach Museum & Library, Philadelphia.

By JAN AARON

"We call it Max's Room," said Claudia Nahson, associate curator at the Jewish Museum, as she put the finishing touches on an enchanting alcove at "Wild Things: The Art of Maurice Sendak," at the museum until August 24. The little room inspired by the imaginary bedroom in "Where The Wild Things Are," is decked out with a forest, stars and moon, pillows a shaggy rug and many Sendak books to look through. It's one stop on the museum's fascinating family friendly show which aims to capture the artist's vibrant and varied career.

Indeed, it's the largest exhibit of Sendak's work in over a decade and one of the largest ever mounted. An astonishing 12-foot-high figure of Max in his wolf suit is first to greet the visitor's eye in this exploration of Sendak's art created over 50 years, as well his inspirations: psychological, historic, cultural, cinematic and operatic.

Original drawings, happy, sad and introspective are on display as are preliminary sketches, artwork for posters, theater and opera sets, and costumes created from Sendak designs. Excellent wall texts and videos show more of his art and explain his widely diverse influences, which

include Blake, Mozart, Mickey Mouse, Laurel and Hardy, Herman Melville, Emily Dickinson, Art Spiegelman's "Maus," and the Holocaust.

Interpreting Sendak's art through his Jewish identity, the show is divided into three sections. "The Old Country, Looking at America from a Brooklyn Window," pays tribute to his Eastern European roots. Here, you find the intricate drawings for Isaac Bashevis Singer's "Zlateh the Goat" and for "In Grandpa's House" a memoir by Sendak's father. Elsewhere drawings describe the 77-year old Sendak's childhood fears. He was even frightened of his family whom he turned into fantastic monsters in "Wild Things." Another section "Into the Woods of Connecticut, Into the Land of Grimm" deals with Sendak's rural move when his work grows darker and he deals with the Holocaust.

The final section is devoted to his stage settings for "Brundibar", the 1938 opera by Hans Krása, a Czech-Jewish composer, which is renowned as a work performed by children at the Terezin concentration camp. The museum plans "Family Day: A Sendak Spectacular" on May 22. (1109 Fifth Avenue, 212-423-3200).#

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A LOOK AT FRENCH EDUCATION: INTERVIEW WITH PRINCIPAL KERLOCH

By MYRIAM PINCHON
(Special to Education Update:
Gradignan, France)

Saint François Xavier Don Bosco school is both a public service and a private school in Gradignan near Bordeaux in France. In this elementary school, Mr. Kerloch,

the head of the school, three teachers and a substitute work with 37 boys (7-16 years old). For three years, Mr. Kerloch has at heart to show the pupils that the school takes care about them and their future. Who are the pupils? They are boys and they are different. Their behavior is tough and sometimes violent. Sometimes they come from disadvantaged families and often their family shows pathological disorders and a social failure. They are 8-10 pupils in a classroom with one teacher. Mr. Kerloch has a double responsibility because he is the head and three days a week he is their teacher too.

How did he decide to work in this kind of school? He was a teacher and wanted to renew his practical experience of teaching. He worked with a teacher who worked with deaf young people. After that, for two years he got a specific teacher training to learn about different fields of the specialized education. Two days a week, for one school year, he came to St François Xavier school to find out the difficulties of the work (mental deficiencies, verbal and physical violence, resistances, etc.). He realized the need for necessary

adaptations to create the lessons because these pupils are easily tired and have little stock of general knowledge. Mr. Kerloch wanted to work with pupils suffering from pathology. He is very interested in multidisciplinary work. Every week he goes to meeting with social workers, educators, psychologist, psychiatrist, teachers, referent of the pupils, departmental head, from the St François Xavier school. So different people, different looks, different opinions meet each other. During an interview, Mr. Kerloch, told me: "There is the will not to confine the child in a case, but to accompany him in a dynamic, opened and evolutive trajectory".

The school is a suffering for these children. To work with them, teachers need to say goodbye to a traditional ideal of the profession. They need to work in a different way. These pupils must be at the heart of the teachers concerns. It is difficult for these boys because they know they are committed in a way of segregation for a short while. Mr. Kerloch told me: "I think it's a little bit unfair for these boys because the French system asks them to take a decision to choose a job pretty early whereas they would have need extra time to mature their plans." Mr. Kerloch gives the aims of the action for the pupils: "Reinforce their basic knowledge in French and math but without painful relentlessness. Support and accompany the way in the turbulence of the adolescence, structuring the time, places and activities in and

The National Education Association Foundation's Grants for Schools & Districts Nationwide

The NEA Foundation's next round of Innovation Grants and Learning & Leadership Grants is right around the corner. As this school year comes to a close, why not send an application to begin planning for next year? All applications received by June 1, 2005 will be reviewed, with award notification by November 15th. Applications for these grants are accepted on an ongoing, year-round basis, so it's never too late to apply. Grants fund activities for 12 months from the award date.

Innovation Grants and Learning & Leadership Grants are funded in part by Staples Recycle for Education, the nationwide program that's good for the environment and great for public schools. Since July 2003, Recycle for Education has helped raise more than \$1.8 million for public education!

The NEA Foundation has awarded more than 1,500 grants throughout the years. Read about recently funded projects at www.neafoundation.org, and then submit your own idea. Innovation Grants and Learning & Leadership Grants are available for all subjects, including the arts, literacy, science, and technology.

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out of the school. The school needs to anticipate the attacks of the scope and surroundings by the children. It is a necessary step for them in spite of the appearances. Create a new self-esteem, favor subjects allowing the affirmation of the "I," and a better construction of the "we" (sports, arts, English). Assure the pupils a stock of dynamic, exploitable and negotiable qualifications. Support his steps, his wish of orientation and future training to anticipate the school leaving without qualification. "Mr. Kerloch meets

weekly with other heads or key people to open crossroads to the pupils.

St François Xavier Don Bosco is not a school like the others. A team shows solidarity, works with and around the boys and takes care of them. It devotes all its time to improve the future of these children. In this different school a non-typical head was necessary. Mr. Kerloch makes a tremendous effort to bring new activities to these boys, to support and answer the teaching team's expectations.#

JOB MOBILITY FOR DIVORCED PARENTS: YOUR FIRST MOVE MAY BE IN COURT

By BRUCE LISTHAUS, J.D.
& FRANCINE SILVERSTEIN, J.D.

A warning to any custodial parent considering a move—first, you should consider getting a lawyer.

That's because a custodial parent cannot take a child and relocate so far away that it will interfere with the visitation rights of a non-custodial parent who has legally established rights to the child, at least, not without getting permission from the court or written consent of the non-custodial parent. A custodial parent who makes such a move risks being forced to return to his or her original state to litigate whether the move is in the best interests of the child, should the non-custodial parent file an application to prevent relocation within the first six months following the move. This litigation can take months or even years to complete.

These cases are becoming more prevalent and, as stated in the 1996 New York Court of Appeals decision, *Tropea v. Tropea*, the leading case in New York on the issue of relocation, present some of the knottiest and most disturbing problems that our courts are called upon to resolve. The interests of the custodial parent faced with a necessary job move are pitted against those of the non-custodial parent who has a powerful desire to maintain frequent and regular contact with the child.

So what have the courts decided?

If you are hoping for a definitive legal answer, you are not going to find it. This is due to a lack of uniformity in the laws across the country. Courts throughout New York State, where our firm is headquartered, have permitted some relocations to occur, while denying others based on the specific facts of each case.

Since *Tropea*, the law in New York is a "best interests of the child" standard, which is discretionary and its application varies from court to court and judge to judge. The burden is on the parent seeking to relocate who must demonstrate that the move would be in the child's best interest, a standard that requires courts to determine

each relocation matter according to the specific facts of the case.

Factors generally considered by the court include each parent's motives for seeking or opposing the move, the strength and continuity of the child's relationship with the non-custodial parent, the impact a move would have on future visitation, and the potential enhancement of both the child and custodial parent's lives that could ensue from the move such as the possibility of better schools and improved quality of education.

The court will often look at the preference of the children in determining how to rule in relocation cases. It is up to the judge to decide how much weight to give to the children's views and opinions—taking into consideration their age and other factors. This type of litigation can be very difficult for children who often feel they must choose between their parents.

When the custodial parent is permitted to relocate with the children, a new visitation order must be written. Generally, when the distance of the move is too far to allow for frequent weekend visits, the visitation schedule will allow for extended visits over summer vacations and school holidays. This would, however, prevent the non-custodial parent from being involved in day-to-day school and recreational activities.

One cannot predict with certainty how a court will decide this highly charged issue, so both parents should consult an attorney to determine the merits of their respective cases. The courts have varied in their decisions, including those where the economic factor looms large. Every case is different; specific circumstances, and how they are presented to the court, most often determine the outcome.#

Bruce Listhaus is a partner and Francine Silverstein an associate in the law firm of Gorlick, Kravitz & Listhaus, P.C.. The firm has helped parents navigate these uncertain waters and find solutions that work for the entire family. The firm has offices in New York City, Buffalo and Newark, N.J., and can be reached at (212) 269-2500.

BATTLING THE BEAST WITHIN: SUCCESS IN LIVING WITH ADVERSITY

By DAVID T. WILLIAMS

"Dave Williams is my personal hero. His triumphant book is a must read for anyone seeking encouragement and inspiration when dealing with their own personal demons."—Max Cleland, former US Senator (Cleveland, Ohio)

Imagine this. At age 26 you are on the fast track of your chosen career: head of the department, on the board of your professional association, and penciled in as a likely candidate to become its national president within five years. You are the proud father of two sons and are rapidly becoming a leader in your community. For exercise, you bicycle 150 miles a week.

Suddenly you begin to notice weakness and tingling in your legs and a dramatic loss of peripheral vision. At first the doctors are mystified but eventually tell you that you have multiple sclerosis and your prognosis is unknown. Within three years, you are unable to walk, experience tremendous fatigue, and eventually are told that you are unable to work.

This is one of those times when you either accept defeat or challenge your tormentor. David T. Williams, the author of *Battling the Beast Within: Success in Living With Adversity* (The Cleveland Clinic Press; 2005), chose the latter and tells his story in such a way as to make it meaningful to anyone facing life's challenges.

Readers are certain to come away from the experience with new, positive perspectives on life. They will begin to see opportunities in every challenge and look for the good that can come from every experience. Most importantly, the author has chosen his words carefully so that each one may have special meaning for people

who read *Battling the Beast Within*.

David T. Williams retired from Invacare Corporation in 2003, where he was Director of Government Relations for 13 years. Prior to his tenure at Invacare, Dave held a number of elected and appointed policy-making positions at the local, state, and federal levels of government. He served on the Zoning Board and Council in the City of Garfield Heights, Ohio. Appointed to the U.N. Committee on the International Year of the Disabled and the board of the National Organization on Disability, Dave had an instrumental role in helping to craft and pass the Americans with Disabilities Act of 1990. He served as a member of the Senior Staff to Governor of Ohio and the Director of a state agency under Governor Dick Celeste from 1983 to 1991. Since that time, he has earned a reputation as one of the preeminent spokespersons on home health care and disability rights issues, commuting to Washington to meet with members of Congress on a frequent basis. In addition to being a familiar face in many congressional offices, he has testified on numerous occasions before Congress and various state legislatures on issues related to healthcare and disability policy. He was recognized by the Congressional Advisory Committee on the Rights and Empowerment of People with Disabilities for the significant role he played in the passage of the ADA.

Dave is an alumnus of Gannon College in Erie, PA, and has advanced degrees and certification in several disciplines of medical radiation health physics and imaging, along with continuing education coursework in public policy and health care systems and administration. #

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