

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XI, No. 2 • New York City • OCTOBER 2005
FOR PARENTS, EDUCATORS & STUDENTS

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THE EDUCATION MAYOR: MICHAEL BLOOMBERG



GUEST EDITORIAL

THE FERTILE CRESCENT FOR FERTILE MINDS

By SANDRA PRIEST ROSE

We face the new school year, teachers and children alike, with high hopes for a productive year. Our job as educators is to make it an exciting one, full of new discoveries.

Let's give the children a rich curriculum full of knowledge. Let's delve into ancient history, Sumer and Egypt, or Greek and Roman myths to serve as a springboard for studying those civilizations. Some third-graders with whom Reading Reform Foundation worked in inner-city New York City classrooms delighted in having a child's version of the Odyssey read to them and wrote letters to their teacher, saying it was the highlight of their year.

Dr. E. D. Hirsch, Jr. has developed and published the Core Curriculum, which introduces first graders to ancient Mesopotamia (currently Iraq), followed by Egyptian studies. These civilizations are all part of what has been called "The Fertile Crescent" geographically.

Such studies need a good foundation for beginning reading of systematic phonetic instruction that makes use of all the children's sensory pathways for learning. All children—no matter

from what social or economic group—thrive on organized, step-by-step phonics teaching. Comprehension begins with the word, proceeds to the sentence and then to the paragraph. As words are written, their meanings can be discussed. Teachers can help students examine words closely for meaning from first grade on. For example, Sunday means the day of the sun, Monday means day of the moon. Children are fascinated by this, and it is the beginning of a wonderful intellectual journey.

While this foundation for reading, writing and spelling is taking place, a teacher can read to his or her pupils about ancient civilizations such as Mesopotamia or Egypt. Together the teacher and the class can look at maps to see where these civilizations were. They can draw time lines and measure with rulers to place 3000 or 2000 B. C. E. on the line. They can sound out and write words and names pertinent to these studies, such as Mesopotamia, Hammurabi, pyramid, papyrus, (all of these words can be taught phonetically) but most important, they can expand the child's world and make knowledge exciting. This is how to

develop comprehension.

This kind of reading and study builds a base of wide knowledge and enriched vocabulary and is essential to avoid the "fourth-grade and beyond slump." As Jeanne Chall wrote in her book: *The Reading Crisis: Why Poor Children Fall Behind* (Harvard University Press, 1990): The needs of low-income children are not essentially different from those of children from middle-class homes. Indeed, our findings suggest that low-income children benefit most from programs that work best for most children—a strong reading program that provides for learning of skills as well as wide reading in the primary grades, and a combination of structure, challenging and direct teaching, and practice in the reading of many books on a wide variety of topics in the middle grades.

Let us vow this year to engage those fertile minds. #

Sandra Priest Rose is Founder of Reading Reform Foundation of New York and Trustee of the New York Public Library and Lincoln Center for the Performing Arts

LETTERS

Re: Fighting Obesity Starts in Schools**To the Editor:**

As an award-winning health teacher, I know how important it is for schools to help foster healthy eating habits in young children. In 2003, my students and I convinced Venice High School to replace the sodas in the school vending machine with bottled water, sports drinks, and juices; add a fruit and vegetable bar to the school cafeteria, and serve vegetarian-chili potato boats twice a week. Venice High was also the first high school in the nation to get an organic soy milk vending machine!

My students and I eventually persuaded the entire Los Angeles Unified School District to pass an obesity prevention resolution to encourage schools to provide kids with healthy snacks instead of candy bars, eliminate contracts with fast-food companies, offer students at least one vegetarian option at lunchtime, and pilot soy milk in five area schools.

Jacqueline Domac
Wilmington, CA

Re: Dr. Maya Angelou**To the Editor:**

I wish to salute Dr. Angelou for she is my hero. She is my hero not because she is a famous literary artist or because she is such a noted public figure in society but because she is an example of what good we can become and of the good we can do in this world when we use what is already inside of us. I have discovered that I am a writer. I want to be a successful writer. I am not a young woman (50 years old), nor am I an educated person. Tell her she is my hero in a world where there are few true heroes left. Tell her I used to be a caged bird, but no more. This

"free" bird is going to sing now. Tell her I said thanks for the inspiration.

Anna Bryant
Bronx, New York

Re: The Misunderstanding of Dyslexia**To the Editor:**

Great article! My son is 8 years in the 3rd grade. I am having him tested for Dyslexia. Do you know of any good schools in the New York City area?

Cynthia Ford
New York, NY

[Editor: Churchill, Gateway, Mary McDowell Center, Parkside School, Steven Gaynor School, Windward School, Winston Prep, Dwight School, Columbia Grammar.]

Re: Dr. Alexandra Levine: Caring, Humanistic Physician**To the Editor:**

She is an amazing doctor... her passion and compassion are both limitless. We owe her!

Bee
Los Angeles, CA

The Incredible Maxine Greene**To the Editor:**

First I want to sincerely to congratulate Dr. Greene on her "wonderful work." Her story touched my heart in a very unique way. I love the arts but I was never exposed to them until I came to this country. Now that I am a mother I take my daughter, Amber, to Lincoln Center. Her dedication and hard work represent an extraordinary journey.

Dilsia Pena
Bronx, NY

IN THIS ISSUE

Editorial.....	2
Letters.....	2, 35
Spotlight on Schools.....	3-7, 10-16
Special Education.....	8-9
Careers.....	13
Business of Education.....	15
Medical Update.....	17
Music, Art & Dance.....	18-19
COVER STORY	20-21
Technology.....	22-25
Books.....	26
MetroBEAT.....	27
Colleges & Grad Schools.....	28-30
Children's Corner.....	33
Theater & Movies.....	33
Museum As Educators.....	34
Modern Languages.....	35
New Jersey News.....	36
Resource & Reference Guide.....	37
Calendar of Events.....	38

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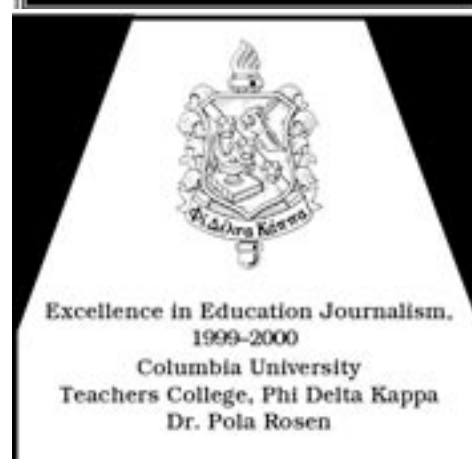
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P.O. Box 1588
NY, NY 10159
Subscription: Annual \$10.
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TEACHING MATTERS CELEBRATES TENTH ANNIVERSARY

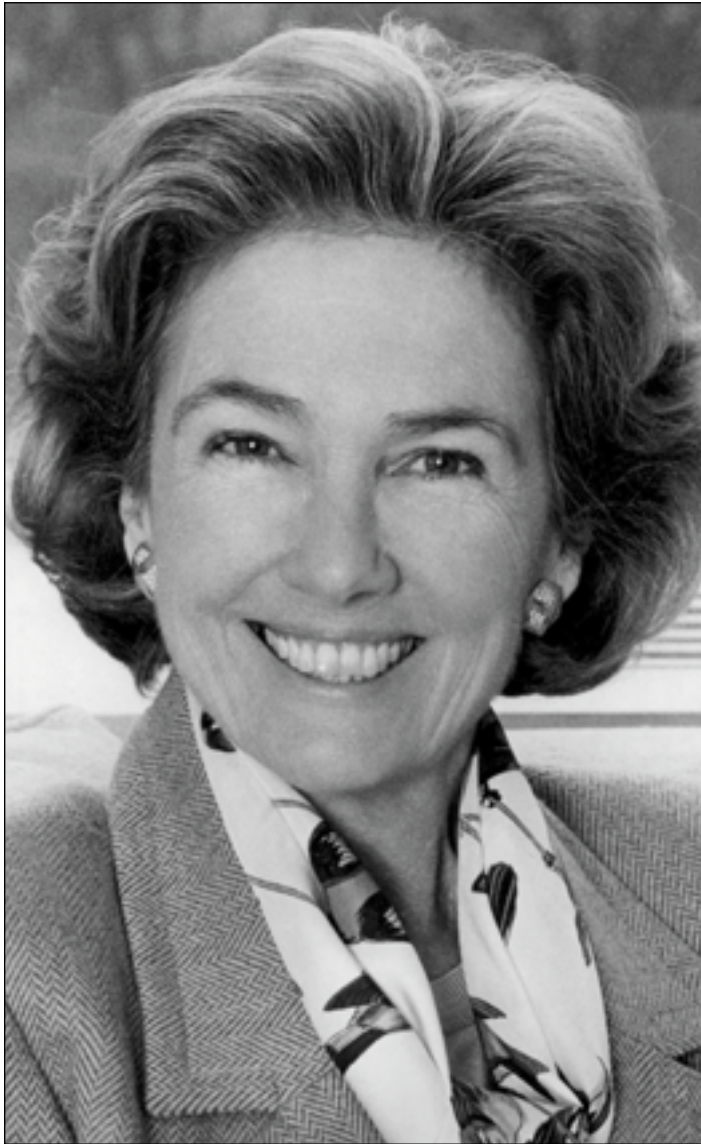
By EMILY SHERWOOD, Ph.D.

Recently, Teaching Matters, a non-profit educational organization that helps teachers and students use technology effectively in the classroom, celebrated its tenth anniversary with an evening program at Rockefeller University's Caspary Auditorium featuring guest speaker George Stephanopoulos, ABC Sunday news anchor.

Teaching Matters has good reason to rejoice. Founded by visionary chairman Elizabeth Rohatyn, a noted philanthropist whose long list of public service credits includes the Board of Trustees of the New York Public Library, the organization has become a trusted partner in the New York City public schools. In just ten years, Teaching Matters has prepared and mentored over 8,000 NYC teachers and 350 principals to use technology in advancing instruction and school management, while spinning off two brand new techno-centered schools in the Bronx and developing a dazzling array of technology-enhanced curriculum projects for students city-wide.

"When we started ten years ago, there were not a lot of people out there who were doing what we were doing," reflects Elizabeth Rohatyn. In that ten year span, "we have been able to make a mark on the critical mass of teachers who were prepared to take a leap of faith and work with technology," adds Rohatyn.

Rohatyn, who originated the idea for Teaching Matters when she was a sponsor for an "I Have a Dream" class of 53 inner-city, at-risk students, realized that "if you brought technology into the classroom, you'd really turn these kids on." What happened next was like a primer for public advocacy. Rohatyn networked with corporations, private foundations and individuals



Elizabeth Rohatyn

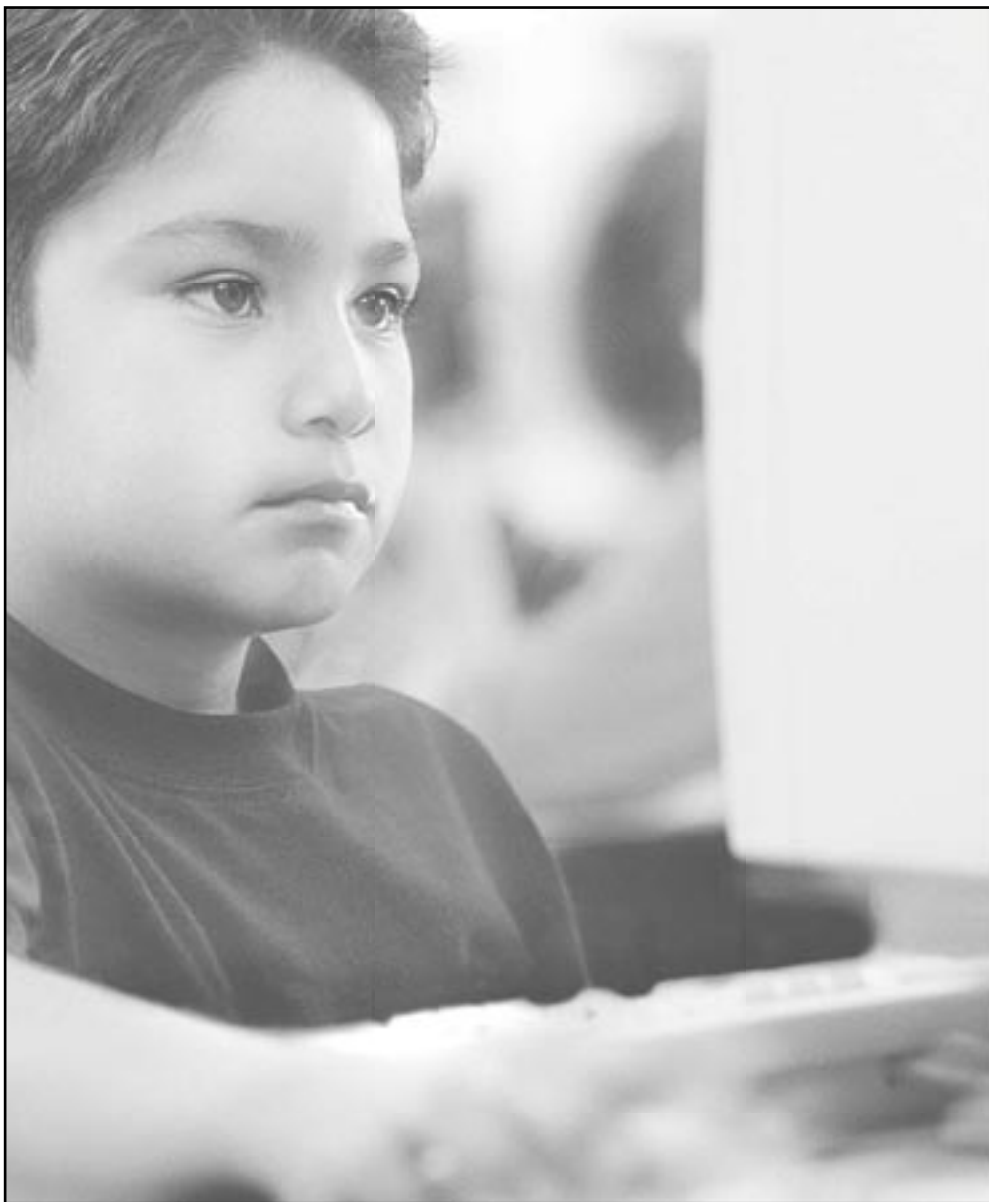
to develop a formidable pool of capital (some \$8.5 million to date) to bridge the digital divide and provide costly computer resources to the most disadvantaged students. She has also built up a current staff of some 40-curriculum consultants, most of them former teachers, whose job is to go into the most economically needy schools and provide customized curriculum development in the classroom.

About 80 percent of the organization's resources are now devoted to such hands-on mentoring of teachers. Whereas ten years ago the staff was teaching basic computer skills to teachers, "now we're really looking at creating learning experiences and environments that we can project into the classroom, whether it's websites or units that teachers can use to expand upon what they're doing. We're trying to engage kids through visual animation, in discussion groups on-line or after school, and in a variety of other ways where we can take an old topic and have kids engaged in different ways," explains Executive Director Lynette Guastaferrro, a former Price Waterhouse Cooper management consultant-turned-teacher who joined

Teaching Matters in 1997.

Teaching Matters' two new high tech laboratory schools, East and West Bronx Academy for the Future, offer a generous 1:1 ratio of students to laptops. Teachers incorporate digital projectors and tablet computers into their daily lesson plans so that students can visualize first-hand on their laptops what their teachers are discussing. One of the most exciting offerings is the home-school connection, where parents can log onto a home or library computer any hour of the day or night and stay on top of their children's grades and attendance. "While some parents are very tech-savvy and e-mail me every day, others don't even have a working telephone, or their cell has been cut off. Basically, it becomes a question of how we work together to help the student," says East Bronx Academy principal Sarah Scrogin. Mark House, a West Bronx Academy ninth grade social studies teacher, puts it this way: "If we can have parents on the same page as the students, there's no disconnect. Students can never say, 'I don't have homework tonight,' because the parents can log on and see for themselves." House is also enthusiastic about his ability to pretest the students by computer and generate an immediate analysis of their comprehension in different areas. "I know instantly what I have to teach based on what they know and don't know," adds House.

Looking ahead to the future, Rohatyn notes "the explosion of technology, particularly the Internet, into our everyday lives is having a dramatic effect on our democracy. Twenty-first century citizens, young and old alike, are barged with information, encouraged to speak up and competing for their own space on the World Wide Web." Whether it is the challenge of keeping pace with the Information Age or providing expensive technological resources to all students equally, Teaching Matters will continue to play a valuable role in New York City's future. #



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CHANCELLOR KLEIN ADDRESSES CHARTER SCHOOL LEADERSHIP SUMMIT

By LIZA YOUNG

School's Chancellor Joel Klein's heart lies not in the glory of publicity and politics, but in the furthering of the mission of continual improvement of education. In addressing staff members from various charter schools throughout the city recently, he lent his support and advice. His words were—"Think Big. Make this a scaled movement in our city."

Chancellor Klein indicated that charter schools, even when dealing with a more challenging population, have surpassed public schools in achievement. He noted that charter schools and public schools should not be viewed in terms of

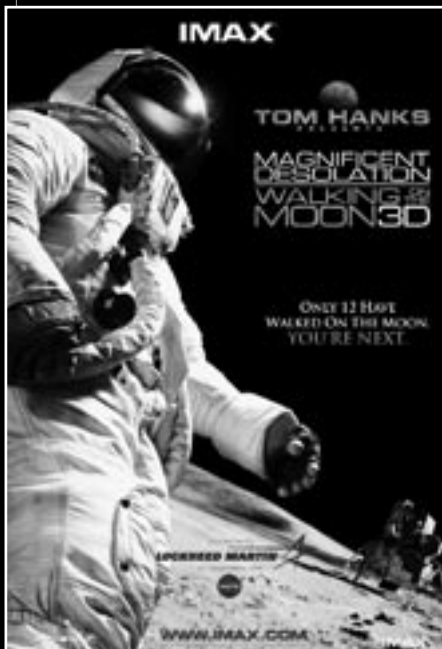
"us/they." While charter schools are part of the general educational system, given their success rate, it's important to see what's working and what models can be applied in general.

Following, the Chancellor's address, charter school leaders were called upon to share creative ways to improve school functioning. Forty-two school leaders attended the Leadership Summit meeting and focused on issues developed by the Charter School Leadership Summit Planning Team, which included the importance of sharing best practices and uniting on important issues. A consensus was reached that charter schools should "move from a federation to

more of a family."

Priority issues were voted on by school leaders with respect to student activities and performance, and school leadership and management. Issues receiving the most votes were then talked about in small, roundtable discussions. Among the conclusions reached were the importance of viewing child performance holistically, and creating individual paths of success for each student. With respect to teacher recruitment, school leaders agreed that charter schools should together develop a professional course for new teachers. The issue of a camaraderie among charter schools was reiterated as it was concluded that "while progress can be made by individual charter schools in many priority areas, this is an area where working together is the only viable strategy."#

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THE DEAN'S COLUMN

SOME AMAZING NUMBER RELATIONSHIPS

By DEAN ALFRED POSAMENTIER



We are accustomed to seeing numbers in charts and tables as on the sports or business pages of a newspaper. We use numbers continuously in our everyday life experiences, either to represent a quantity or to designate something such as a street, address, or page. We use numbers without ever taking the time to observe some of their unusual properties. That is, we don't stop to smell the flowers as we walk through a garden, or as it is more commonly said: "take time to smell the roses." Inspecting some of these unusual number properties provides us with a much deeper appreciation for these symbols that we all too often take for granted. Students too often are taught mathematics as a dry and required course of instruction. As teachers we have an obligation to make it interesting. To show some of the number oddities brings some new "life" to the subject. It will evoke a "gee whiz" response from students. That's what you ought to strive for. Make them curious about the subject. Motivate them to "dig" further.

Who said numbers can't form beautiful relationships! Showing you students some of these unique situations might give them the feeling that there is more to "numbers" than meets the eye. They should be encouraged not only to verify these relationships, but also to find others that can be considered "beautiful."

Notice the consecutive exponents.

$$135=1^1+3^2+5^3$$

$$175=1^1+7^2+5^3$$

$$518=5^1+1^2+8^3$$

$$598=5^1+9^2+8^3$$

Now taken one place further we get:

$$1,306=1^1+3^2+0^3+6^4$$

$$1,676=1^1+6^2+7^3+6^4$$

$$2,427=2^1+4^2+2^3+7^4$$

The next ones are really amazing. Notice the relationship between the exponents and the numbers*.

$$3,435=3^3+4^4+3^3+5^5$$

$$438,579,088=4^4+3^3+8^8+5^5+7^7+9^9+0^0+8^8+8^8$$

Now it's up to the class to verify these and discover other beautiful relationships. When your students say "Wow!" you have achieved the first step to opening up a new dimension of number exploration.#

* In the second illustration you will notice that for convenience and for the sake of this unusual situation, we have considered 0^0 as though its value is 0, when in fact it is indeterminate.

Alfred Posamentier, Ph.D. is the Dean of the School of Education, City College of New York.

Free & Reduced Price School Meals Available

The New York City Department of Education (DOE) recently announced a new outreach campaign to encourage parents and students to submit school meal applications and help children take advantage of free and reduced-price meals in their schools. The outreach campaign includes a PSA that features Jets Safety Erik Coleman informing students to "Feed Your Mind" by eating healthily and staying fit, a sweepstakes for parents and students who submit the school meal applications, and information for parents and students about the ongoing nutritional reforms taking place in public school cafeterias, where a variety of healthy meals are now included on the menu, throughout the City. Deputy Chancellor Kathleen Grimm joined New York Jets Quarterback Jay Fiedler and the students of IS 109 in Queens Village for the announcement.

"Our upgraded nutritional guidelines are serving as a model for school systems across the country," Deputy Chancellor Grimm said. "Children who eat properly are better able to learn and I encourage all parents to complete the 1041 form so that we may continue to provide more and more of our students with nutritious, delicious meals daily in our schools."

"Whether I'm driving our team down the field for a touchdown or cracking a textbook, I've always been at my best after having a good breakfast and lunch," Mr. Fiedler said. "I want to encourage all students to take advantage of a great meal at school."

Each year, parents of students in New York City public schools are asked to complete the free and reduced-price school meal application known as the 1041 form. The 1041 forms are essential for determining federal reimbursement for the expenses of providing meals in school each day, as well as for determining Title I funding for schools and student eligibility for SES services.

Over the next several weeks, principals, teachers, and parent coordinators in the City's public schools will remind parents and students to return the school meal applications, as well as about the sweepstakes. In addition, various non-profit organizations throughout the City will assist the DOE in distributing flyers about the forms and sweepstakes.

Parents and students should submit school food applications as soon as possible, and all children

whose forms are processed by October 21st will be automatically eligible for a variety of prizes, including a trip for two to the Pro Bowl in Hawaii donated by the Jets. Other sweepstakes prizes include selected Jets merchandise, tickets to Chelsea Piers, a two-night weekend Winners will be announced during the week of November 21st, and prizes will be distributed in December. 1041 forms are available at all New York City public schools and on-line at [#](http://www.opt-osfns.org)

STERLING SCHOOL CONTRIBUTES TO HURRICANE KATRINA RELIEF

The Sterling School, a private school for children with Dyslexia and language based learning disorders, participated in a national Hurricane Katrina relief project. Sterling School students packed backpacks for children in the hurricane-ravaged areas. Ruth Arberman, the director, stressed that her students participate in public service projects every year because she "believes it is essential to help our children connect to the larger world and see that they too can make meaningful contributions." The students packed 38 backpacks with books, school supplies, games, stuffed animals, letters and love from Brooklyn. The school's next community service project will be the annual car wash for literacy on Oct. 22nd, 2005. It will be held in front of the school at 299 Pacific St., Brooklyn. For more information about the school, its Orton-Gillingham based curriculum or its service projects contact Ruth Arberman at 718-625-3502 or [#](mailto:sterlingschool@msn.com)



PREPARING STUDENTS TO WORK ACROSS BORDERS & CULTURES

By SYBIL MAIMIN

"Globalization" is the buzzword of our time and the world of higher education has taken notice. A new independent division within SUNY (State University of New York), the Neil D. Levin Graduate Institute of International Relations and Commerce, prepares students to work across borders and cultures by teaching "Cross-Management" skills and world perspectives. Reflecting the globalization trend is the tremendous growth in students seeking training and degrees abroad. A talk at the Levin Institute on "International Students in a Global Knowledge Economy" by Dr. Kemal Guruz, John W. Ryan Fellow in International Education at SUNY, highlighted the surge in student mobility and its profound effects on sender and receiver countries.

As the number of people enrolled in post-secondary schools grows around the globe (China's numbers more than doubled in the past decade) and universities increasingly serve more diverse, non-traditional populations, the competition for out-of-country students and the income and brainpower they represent has become intense. The global knowledge economy is big business, about \$2.2 trillion annually worldwide. The United States earned \$12.9 billion from foreign students in 2002-03 while many smaller countries such as New Zealand and Ireland received significant boosts to their economies. The reasons for studying abroad vary. Students may seek quality education, skills to widen employment prospects, networking opportunities and, perhaps, a chance at citizenship in the host country. Demand for classes taught in English is high. Canada is a popular destination because it offers an American-style education at a lower price. American students generally study abroad for short periods and see cultural and language immersion and travel as incentives. China has a national policy of encouraging foreign study. Indonesia and Malaysia's huge (50 percent of the total) ethnic

Chinese populations must pay exorbitant fees or are barred from attending the national universities to opt for study abroad. Moroccan students choose to study in France, their former colonial overseer; this phenomenon is seen in other post-colonial states. Developing countries see overseas schooling as a fast way to educate a citizenry that can help with nation-building. The top sources of students for overseas schooling are China, United States, India, Korea, Japan, and Germany.

Host countries reap many benefits. Good will and mutual understanding are created. Strategic alliances for collaborations in research and development can be established. Much income is generated. Germany and France hope to create an educated immigrant class needed to fuel their economies. Japan, which is suffering from slow population growth, needs a boost to its labor force and social security revenues. The explosion in the 90s of Indian students studying abroad may be related to the outsourcing phenomenon. Australia and New Zealand are motivated almost entirely by economic considerations. Still getting organized, Russia is predicted to become a key player, bolstered by its great cultural base. Some countries aggressively court international students. Britain tours the world promoting its universities. "It's unbelievable what they do," remarked Dr. Guruz. Beijing University in China has built a campus resembling an imperial palace. Shanghai built 20,000 dormitory rooms in one year. The number of foreign students studying in China has jumped from 13,000 in 1992 to 86,000 in 2004 and is projected at 120,000 in 2007. Eighty percent of the classes are taught in Chinese, leading the speaker to predict, "I think Chinese is going to be the biggest language rival to English around the globe." The number of foreign students in the United States has dropped because of visa issues which must be resolved. "The US cannot get by without international students. They man the labs and technology projects. Their brains are needed,"

explained Dr. Guruz. Nevertheless, world events, economic conditions, and natural phenomena (including the recent tsunami) affect student flow. The top host countries are United States, United Kingdom, Germany, Australia, France, and Japan.

Higher education is responding to the globalization of societies and labor markets. The goal is "credentialing" an international mobile work force. Business, economics, engineering, information technology, and English language skills are sought. The cultural exchange offerings of the past

are almost extinct. The once very large Fulbright program is down to three to four thousand students globally, a fraction of its former strength. Quality assurance is a challenge as programs, providers, and national standards and traditions vary widely. Research and books are appearing. *Foreign Affairs* devoted half of a recent issue to international education. Thomas Friedman's best-selling book, *The World is Flat*, warns that our education system must adapt to a more level world playing field. Global higher education is a very hot topic.#

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2005 McGRAW PRIZE IN EDUCATION GIVEN TO LEADERS IN EARLY CHILDHOOD EDUCATION & TEACHER EDUCATION

Preparing students and teachers for success has been the focus of three exceptional educators who were being honored for their innovations and accomplishments. Barbara Bowman, Sharon Lynn Kagan and Ellen Moir are the 2005 Harold W. McGraw, Jr. Prize in Education winners, Harold McGraw III, chairman, president and chief executive officer of The McGraw-Hill Companies announced recently. The three were recognized for their work in early childhood education and teacher professional development. These three remarkable women were saluted recently at a dinner at the New York Public Library (NYPL).

"Few educators have thought more about student and teacher preparedness than those we are honoring today," said Mr. McGraw. "From creating standards for model early childhood education systems to establishing support programs for new teachers, the 2005 McGraw Prize winners have brought necessary attention to what is at the foundation of successful efforts to educate our nation's children."

The winners of the 18th annual McGraw Prize are:

Barbara Taylor Bowman, Co-Founder, Erikson Institute—Bowman has been a powerful advocate for children for more than 50 years and is a lifelong proponent of higher education for those who teach and care for young children. Bowman is a pioneer in building knowledge and understanding of the issues of access and equity for minority children.

The Erikson Institute she founded was established in 1966 to educate preschool teachers to work with at-risk children from low-income families in the Head Start program. Today, large-



Harold McGraw, III and Barbara Bowman

ly because of Bowman's leadership, Erikson's educational programs reach more than 2,500 students and, through them, hundreds of thousands of children. Erikson alumni include teachers, social workers, human service providers, and health practitioners in the United States and throughout the world.

Sharon Lynn Kagan, Associate Dean for Policy and Marx Professor of Early Childhood and Family Policy, Teachers College—Kagan, widely recognized for her work with early childhood education, is a frequent consultant to the White House, U.S. Congress, the National Governors' Association, and the U.S. Departments of Education and Health and Human Services.

Kagan is a prolific author, having written over 200 publications focusing on issues including the development of an early childhood system, strategies for collaboration and service integration, mechanisms to enhance the quality, quantity, and financing of early childhood and other social programs.

Ellen Moir, Executive Director, New Teacher



Standing from Left to Right: Harold McGraw III, Barbara Bowman, Ellen Moir, Lynn Kagan. Seated: Harold W. McGraw, Jr.

Center, University of California, Santa Cruz—Moir is recognized nationally for her knowledge and expertise in teacher preparation, induction and support. Moir founded the New Teacher Center (NTC) in 1998 as a place where educators and researchers could study, develop, and administer new teacher and administrator support programs.

The NTC consults with organizations, educational leaders and policy makers worldwide. Current NTC efforts include mentor training initiatives in New York City and the District of Columbia. Growing from an initial staff of five, today NTC has 65 teachers and researchers who continue to spread the influence of Moir's work.

"This year's McGraw Prize recipients show us that support early on—be it for pre-schoolers or beginning teachers—is the key to sustained success," added Mr. McGraw. "They have brought academic innovation as well as a tireless focus to student and teacher preparation and ultimately have

made an important difference in the way we educate our children."

The Harold W. McGraw, Jr. Prize in Education annually recognizes outstanding individuals who have dedicated themselves to improving education in this country and whose accomplishments are making a difference today. Honorees are chosen by a distinguished panel of judges made up of thoughtful and influential members of the education community. Each winner receives a gift of \$25,000 and a bronze sculpture. The Prize was established in 1988 to honor Mr. McGraw's lifelong commitment to education, and to mark the Corporation's 100th anniversary.

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James B. Hunt, Jr., former Governor of North Carolina; former U.S. Secretaries of Education Richard Riley and Rod Paige; Carl Cohn, former Superintendent of the Long Beach Unified School District; Yvonne Chan, Ed.D., Principal, Vaughn Next Century Learning Center; Mary E. Diaz, Ph.D., Dean of Education, Alverno College; and Dennis Littky, Co-Director of The Met and Director of the Principal Residency Network. In 2004, the honorees were Geoffrey Canada, President & CEO, Harlem Children's Zone; Robert Moses, Founder and President, Algebra Project Inc.; Cecilia Cunningham, Executive Director, The Middle College National Consortium, LaGuardia Community College; and Janet Lieberman, Founder, Middle College High School. #

Additional information is available at <http://www.mcgraw-hill.com>.

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NOW IS THE TIME FOR ACTION

By RANDI WEINGARTEN

Most politicians know that even the best poll ratings can be undone by a crisis. Sometimes the crisis can be foreseen and averted, sometimes not.

Rarely does a politician ignore a looming crisis with no thought about the consequences, but it can happen. Consider, for example, Mayor Bloomberg's approach to negotiating a new contract for New York City's teachers.

City educators have been working almost two and a half years without a contract and three years without a raise, but they still rolled up their sleeves and helped students achieve record gains on English and math tests—gains the mayor touts in television commercials and in campaign appearances as he runs for re-election.

Teachers are understandably frustrated and angry at this lack of respect from the city. Despite the sinking morale of the city's teaching force, Mayor Bloomberg is showing an alarming lack of urgency on contract talks. He pays lip service to teachers, praising their efforts and saying he is optimistic a contract with "substantial raises" will be negotiated soon. But his actions belie that claim.

On September 12, an independent state panel of fact-finders issued a report with nonbinding recommendations for a new contract. Despite misgivings about some of the recommendations, teachers quickly approved using the report as a vehicle for resuming negotiations and finalizing a contract. Within days, top local elected officials gathered on the steps of City Hall to urge the mayor to return to the bargaining table to negotiate a contract as quickly as possible.

Only then did the mayor agree to schedule an official negotiating session, which was held on September 26, 2005. It was the first face-to-face bargaining meeting since October 8, 2004, almost a year ago. Conversely, the union has



been — and continues to be — willing to negotiate every single day until an agreement is reached.

Surely the mayor must realize the effect his nonchalance has on teachers. They have worked hard, spending their own salaries on supplies and working long beyond the normal school day, grading papers, preparing lessons and helping their students. They have gone three years without a raise, earn 15 percent less than teachers in the suburbs and must cope with the largest class sizes in the state. The teachers have never turned their backs on their students, and they cannot understand why the mayor is turning his back on them.

Mayor Bloomberg apparently feels there are no consequences for failing to settle a fair contract. But the public is not amused. Parents and other concerned New Yorkers have said in overwhelming numbers that teachers deserve a raise. They want the schools to flourish, and everyone knows that it will be difficult to sustain that effort if teachers are repeatedly taken for granted.

And just this week, an editorial in the New York Times said, "Teachers are understandably demoralized and angry" and called the UFT "a cooperative partner in New York's most successful education experiments."

We have reached a time of urgency for our schools and our children. Educators and the children they teach must be made a priority. Mayor Bloomberg should not have waited for this crisis to take the contract matter seriously.

It is time for Mayor Bloomberg to heed the advice he gave Rudy Giuliani to do four years ago: Both parties should be locked in a room until they work out the compromises needed to get a fair deal. If the mayor is serious, that's exactly what he'll do—and we stand ready to join him there. #

Randi Weingarten is the President of the United Federation of Teachers in New York City.

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I HAVE TOURETTE'S, BUT TOURETTE'S DOESN'T HAVE ME

In every school in America, it's likely that at least one child has Tourette Syndrome, a neurological condition characterized by repetitive, involuntary vocal and motor tics that persist over time. Many parents don't recognize the symptoms and the kids often go misdiagnosed.

Produced in association with the Tourette Syndrome Association (TSA), "I Have Tourette's, But Tourette's Doesn't Have Me" presents a candid, wide-ranging look at the lives of children growing up with this still-baffling condition when the HBO family special debuts Saturday, November 12 at 7:30 p.m. (ET/PT), exclusively on HBO. Directed and produced by Ellen Goosenberg Kent (the Emmy®-winning HBO specials "How Do You Spell God?" and "Happy to Be Nappy and Other Stories of Me."), the special demystifies and humanizes Tourette's by giving voice to children ages eight to 13 who suffer from the disorder.

The documentary features the children in their daily lives doing all the things normal kids do. But they can also display frightening out-of-control tantrums, verbal outbursts, or obsessive repetitive motions. Though medication can help control Tourette's, there is no cure.

These children speak frankly about living with Tourette's. While unsparingly describing the wide range of physical tics and obsessive compulsive

behaviors that characterize the disorder, the children also poignantly reveal the most debilitating effect: its emotional impact.

Children with Tourette's are frequently subjected to the ridicule and scorn of other children, or even adults. The children speak of the devastating impact of being ostracized by their peers. They respond joyfully when a friend understands their condition and accepts them, because they just want to be like everyone else.

In response to bullying and teasing, school systems across the country are adopting curricula to teach acceptance of diversity, as well as the tools to bring about positive conflict resolution. Each year, a large number of prestigious organizations, including TSA, sponsor, "No Name Calling Week" nationwide in the schools. "I Have Tourette's, But Tourette's Doesn't Have Me" is an invaluable tool in this campaign of compassion. At a time when children with disabilities are mainstreamed and no longer kept on the sidelines, it is vital for other children (and parents) to hear their voices. Through an open and honest discussion of their differences, these children show just how similar everyone is.

"I Have Tourette's, But Tourette's Doesn't Have Me" is produced by executive producer, Sheila Nevins and gives a voice to misunderstood children. #

Community Advocates Fight for Special Education Rights

Community Advocates for Educational Excellence, Inc. (CAEE), a community based parent advocacy organization defends the rights of parents and children in Harlem and throughout New York. The 11-year-old Harlem based parent advocacy organization continues to win concrete educational benefits for special education children from the NYC Department of Education.

CAEE embarked, two years ago, on an initiative to access educational resources specified under the Individual with Disabilities in Education Act (IDEA). This federal law mandates public school systems to provide a "free appropriate public education" for each child with an identified learning disorder. CAEE represent parents at the school level, with the Committee on Special Education at the regional level, and at trial like impartial hearings. CAEE has been able to win for parents and their children thousands of hours of tutoring, placement of students in appropriate schools and classroom settings, hundreds of hours of counseling, physical and speech therapy, the right for some parents to enroll their children in private schools, and additional diagnostic testing, if necessary. All of these educational benefits are paid for by the NYC Department of Education.

Ms. Victoria George, a parent of a fourth grade student in special education said, "The school my son was going to just gave me the run around and would not evaluate my son. He was having problems with his reading and began to fall behind in his other subjects. Things came to head when the school informed me that he would be left back. Another parent told me about Community Advocates and I made an appointment to see them. Once they took my case we went to an impartial hearing. At the hearing the hearing officer gave us all that we asked for including hundreds of hours of tutoring for my son at a special organization that

has a proven method of success with children having reading problems, Lindamood Bell Learning Processes. I could not have accomplish this without the expert help of Community Advocates."

Another parent, Ms. Skanda Newton said, "Community Advocates have been very effective in helping me secure additional diagnostic testing for my son. We went to an impartial hearing and the hearing officer ordered the Department of Education to pay for a neuropsychological exam, which is very expensive. Also I was given the right to enroll my son in a specialized private school for which the Department of Education will pay. Community Advocates demonstrated at the impartial hearing how the Department of Education violated my son's right to a free appropriate public education and won these concrete educational benefits for us."

Another parent, Ms. Adrienne Daniels', said, "My child's school was not providing the appropriate services he needed. When I went to Community Advocates they took my case and we began an impartial hearing. At the hearing CAEE secured hundred of hours of tutoring for him, additional diagnostic testing, and the right for my son to go to a private school. My son will be attending The Community School, a private school that specializes in helping children with reading and language processing disorders. I am thrilled. Community Advocates saw this complex process all the way through from start to finish. We're very grateful for their help."

Mr. Bruce Ellis, President of Community Advocates for Educational Excellence, Inc. said, "Many parents of children in special education find the NYC Department of Education is unwilling to respond to their legitimate complaints and issues. When we get involved, DOE seems to become a little more reasonable. Parents have rights and we help them exercise their right to have a free appropriate public education for their children.#

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GROUP FOR ADHD: QUESTIONS AND ANSWERS

Group for ADHD is a private mental health clinic in Manhattan, founded by Lenore Ruben, LMSW, CHT, EMDR, and Orly Calderon, Psy. D., a 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.

My daughter is diagnosed with Learning Disabilities and I am dissatisfied with the services she is receiving in her public school. I have found some private programs that I believe would directly deal with the specific learning issues that she has. I can only afford private services if I use my insurance but they say they do not cover learning disabilities. Is there something I can do to compel the insurance company to cover the treatment?

The short answer is no. Insurance companies typically do not cover for treatment of Learning Disabilities. Such treatment is the responsibility of the Board of Education under the Special Education Law (Individual with Disabilities Education Improvement Act of 2004).

But you are not without recourse. If you feel that the school your child is attending is not providing appropriate services to remediate your child's learning needs, then you are entitled to an impartial hearing. This is a meeting between you and representatives of the school district, during which you can express your concerns. You are allowed to bring to this hearing an outside specialist who supports your view. Such a specialist can advocate for your child's needs and recommend, for example, that outside services be used to augment the services that your child receives in school. If the school is convinced that it is unable to provide your child with the necessary services and that outside services are needed, then the Board of Education must pay for such services to be provided outside the school. To learn more about your child's rights, it may be useful to consult with a child advocacy group. Many of them provide pro-bono legal services.

I have been having an on-going argument with my husband that maybe you could shed some light on. Is having a double set of schoolbooks for an ADHD child in middle school beneficial or is it reinforcing the child's forgetfulness and lack of responsibility?

First of all it is important acknowledge that

the child is not leaving his books (sneakers, keys, pencils, etc) behind, on purpose. Nor is the child being intentionally irresponsible. These are typical symptoms of ADHD and sometimes of Learning Disabilities. As such, these behaviors need to be addressed in a pragmatic fashion. To this end, having a double set of books can be helpful. The child can keep one set of books at home and one set at school so that he always has a set nearby when he needs to study or do homework. The disadvantage is that having a double set of books doesn't necessarily mean that each location will retain one set. Having 2 sets of books doesn't remedy the child's forgetfulness. As a result, the child may end up with two books in the same location. Using two sets of books also means that the child needs to develop a new system for taking notes and highlighting. For example, it becomes imperative that all notes are written in a separate notebook and not in the margins of books. This way the student is left with one set of notes instead of notes being divided between the margins of two different sets of schoolbooks.

In short, having two sets of books may be helpful but it is not a cure-all. Supervision and reinforcing of self-organizational skills must take place.

My college-aged daughter is taking prescribed Adderall for ADHD and I am concerned about her yielding to peer pressure for inappropriate use and illegal sales of the medication. Do you have any ideas?

This is a valid concern. We know there has been a lot written in the press over the past few years, citing examples of such behaviors. You are not able to control the behaviors of the people your child may come into contact with. However, you can help by educating your child about the medical and legal risks of selling or sharing her prescriptions. Talk openly to your daughter about the dangers of using controlled substances without medical supervision and about the legal ramifications of unauthorized sales of controlled substances.

The good news is, not every child who owns psycho-stimulants shares or sells them to his /her peers. It is important for you to self-reflect as to why you are concerned with this issue. Does your child hang out with peers that you don't approve of or that you fear could lead your child down

this road? If so, don't be afraid to express your disapproval in a productive manner. Stand firm in your opinion by calmly sharing observations of the specific behaviors that worry you and setting appropriate boundaries in your home. For example, if your child socializes with peers that you fear may have a bad influence on her; then it is perfectly all right to say to your daughter; that she is welcomed home at any time but specific friends of hers are not permitted in your home. It is important to remember that standing your

ground and setting loving limits can be difficult. Your child may resist you. The tensions in the house may create further conflict and contribute to your child's negative behaviors. Seeking outside counsel can often help parents stay strong in their position and alleviate this cycle of tension. An experienced therapist can help you and your child to communicate productively. #

Questions to be answered in this column should be emailed to: info@GroupForADHD.org.

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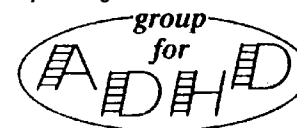
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Learning Leaders Support & Inspire NYC Public School Students



Mayor Michael Bloomberg



Schools Chancellor Joel I. Klein

By LIZA YOUNG

Learning Leaders, the organization aptly named for its volunteers who lead kids throughout New York City public schools towards optimal learning, recently held a kickoff event for the new school year at the Times Square Marriott, where there was a buzzing crowd of 2,400 of the nearly 15,000 learning leaders. Last year the volunteers helped nearly 239,000 students in 937 schools.

Mayor Bloomberg, in a surprise appearance at the event, personally thanked the volunteers stating, "You are making an enormous difference not just for kids who are in school today but on our society moving forward for decades to come."

Cyndie Baniak of College Point, Queens, who last year worked daily as a volunteer with eight students from PS 129—ranging from the kindergarten to the sixth grade—related, in an interview before the audience with Dana Tyler of CBS, that she finds being a learning leader an incredibly gratifying experience. She is pleased when she meets students in the hallway who, since they are not allowed to speak there, "always find their little ways of saying 'hello Ms. Baniak' through a small wave or smile." Through her work she has discovered the importance of individually tailoring teaching towards the perspective of each student. She explained how "one student may learn through games, while another may benefit from using examples from real life situations."

Cyndie has also brought home her experiences as a learning leader, helping her three sons with their education.

Keynote speaker, Schools Chancellor Joel I. Klein, highlighted that "learning leaders make the greatest investment, as there is no greater one than working with children." He warmly stated to the volunteers, "You help kids who come from poor families, who see education as their only hope—kids like Joel Klein for whom education was the key." He called for each member of the audience to recruit one additional volunteer to add to the base of learning leaders.

Joseph Sanjay, who recently signed on to be a learning leader is enthusiastic to join the team: "As I sit in the crowd among parent volunteers I see that mostly they are older—although some are younger—which shows their longstanding commitment to teaching and dedication to making a difference in kids' lives."

Learning leaders have in the past braved harsh weather, such as snow storms, in their mission of helping kids succeed, and in the wake of Hurricanes Katrina and Rita the organization is making efforts to help kids on a national scale. They are currently raising funds for Park Ridge Elementary School in Louisiana, where evacuee students are being transferred to continue their education. #

TOYOTA PROVIDES BRIDGE TO JAPANESE CULTURE FOR NEW YORK TEACHERS

Eight New York high school teachers were selected to travel to Japan recently as part of a delegation of 59 teachers participating in the Toyota International Teacher Program (TITP), an educational ambassador program that is now in its 7th year. During two rigorous weeks through five cities from Tokyo to Nagasaki, the teachers learned about Japan's past and present, and explored key global issues as well as visiting the 2005 World EXPO in Aichi, Japan.

TITP focuses on four themes—history, education, environment, and technology—and how these affect industry and society. The EXPO focused on how the global community is dealing with environmental issues, natural resources and energy. Other activities included visits to schools, shrines, conservation sites and factories to discussions with well-known authors, historians, educators and business leaders.

"Teachers are in a unique position to help broaden their students' perspectives regarding the global community in which we live," said Jim Press, executive vice president and COO of Toyota Motor Sales, U.S.A., Inc. "What better way to provide students with the tools they need to build cultural bridges than to allow teachers to expand their curriculum and enhance their teaching expertise through international study."

The eight New York teachers, who instruct students in a variety of subjects, are among 59 chosen from ten states where Toyota operates manufacturing, research and design facilities, and regional operational offices—Alabama, California, Indiana, Kentucky, Michigan, Missouri, Texas, West Virginia, New York and Washington, D.C. Teachers were chosen from

New York and Washington D.C. for the first time this year.

Teachers selected to participate from New York were: Esther Hilsenrad Morris Academy High School, for Collaborative Studies, Bronx; Daniel Jerome, Banana Kelly High School, Bronx; Deborah Haar, Lillian Rashkis High School in Brooklyn; Nina Rosenblatt, Trevor Day School in Manhattan; Eric Walters, Marymount School in Manhattan; John Pontieri of E.J. Milliken Tech Center in Oakdale, NY; Brian Kohrt of Pittsford Sutherland High School in Pittsford, NY; Linda Maier of Emma Willard School in Troy, NY.

Teachers are selected to participate in the highly competitive program based on their professional and leadership qualifications, as well as their plans to incorporate their experiences and research into their curriculum. To be eligible teachers must be U.S. citizens, employed full-time as secondary classroom teachers (grades 9-12), and have a minimum of three years teaching experience.

Funded through an annual \$825,000 grant from Toyota Motor Sales (TMS), U.S.A., Inc., the program is the only one of its kind sponsored by a major U.S. corporation. The Institute of International Education (IIE) in Washington, D.C., the nation's most experienced non-profit educational exchange organization, administers the program. "The Toyota International Teacher Program provides teachers with experiences and tools they can use to strengthen their students' abilities to think and act on a cooperative and global basis," said IIE President and CEO Dr. Allan E. Goodman. #

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Rachel M., a recent graduate of Solomon Schechter High School of New York, has been conducting breast cancer research at Columbia University since the 10th grade. Her research project, "The Effect of Oral Contraceptive Use on Breast Cancer Occurrence: A Multi-Racial Case-Control Study" earned her Regional Finalist honors in the Young Epidemiology Scholars competition.

Among her other interests, Rachel enjoys photography. She also volunteers as a cancer-study recruiter at Columbia, and performed community-work in Israel last summer. Rachel is now a freshman at the University of Pennsylvania, where she is studying public health.

Schechter encourages students such as Rachel to fulfill their own unique potentials within an intimate, caring environment that promotes intellectual inquiry, fosters academic success, and nurtures leadership skills.



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(l-r) Virginia Governor Mark Warner & NYC Schools Chancellor Joel Klein

By LIZA YOUNG

Opening at the Majestic Ballroom of the Westin Hotel before a crowd of scores of superintendents from around the country, Scholastic graciously hosted a two-day Superintendents' Literacy Leadership Summit to address the national dilemma of adolescent literacy.

Luminaries in government and education highlighted the underpinnings of school reform. Guest speaker Governor Mark Warner of Virginia—describing the pressing issues of global competition and education as tied to national security—underscored the need to bring qualified teachers into poor areas to overcome the ironic trend of sending less qualified teachers to these areas. He stated his willingness to “give bonuses to teachers going into schools in poor areas.” Warner also stressed the need for defining educational standards and for remediation based

on these benchmarks.

With his classically upbeat style, Schools Chancellor Joel Klein stated in his opening remarks that though “school reform is urgent it must not be joyless.” Klein cited that only two out of 10 students and one of 10 Latino and African American students earn regents diplomas. He indicated that students three to four years behind in reading cannot be expected to graduate high school and stated that early intervention is vital so that students enter high school prepared with the necessary skills. Klein espouses a pedagogical and instructional pattern of school reform. He stated that through the use of such instruction there was an 11-point increase in reading scores for grades three through eight. At the same time, it is essential that literacy programs be individually tailored

continued to page 16

Scholastic Offers Solutions in the Face of National Reading Crisis



(l-r) Chauncey Veatch, Teacher of the Year, California & Ernie Fleishman, Sr. VP, Scholastic, Education & Corporate Relations

By MICHELLE DESARBO

With 68 percent of 8th graders failing to meet proficiency requirements in reading, schools are facing a staggering literacy crisis nationwide. Scholastic's recent Superintendents' Literacy Leadership Summit brought panels of experts together with the hope of arming superintendents and teachers with the tools to build and strengthen adolescent literacy in the classroom.

In a three-part presentation (moderated by Mr. Greg Worrell, Scholastic's Senior Vice President and General Manager of Read To Learn) that both moved and informed the audience, summit attendees learned about the use of classroom technology as a way of teaching students how to become better readers—and utilize their own tal-

continued to page 16



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TRENDS

New Services Provided by Public Libraries

The Naperville (IL) Public Library significantly increased its 24/7 digital services recently. Included in the expanded set of service initiatives are the following new formats:

eAudiobooks—unabridged books that may be enjoyed on PCs and hundreds of portable devices such as compatible MP3 players. They can also be burned to CD for use on any standard CD player, so you can listen to these downloadable books anywhere—car, home, while exercising!

eBooks—digital versions of print books that include all the pictures, text and graphics. They can be downloaded onto PCs, Macs, laptops, supported PDAs, and other portable devices. Titles include fiction, non-fiction, children's and adult popular fiction. Authors include Jonathan Kellerman, Catherine Coulter, Douglas Adams, the "Frommer's Guides" and "Nolo Press."

These services are available through the library's website, www.naperville-lib.org.

The Naperville Public Library joins a distinguished group of libraries across America who are providing many new services to their users outside of the traditional four-walls of library

buildings. New services, like downloaded eAudiobooks and eBooks, are available to residents wherever they are working or vacationing. OverDrive, Inc., the leading vendor of downloadable audio books and eBooks for libraries, supplies the technology for the new service.

"Naperville has a large number of adults who travel extensively as part of their work," explains Mark West, Deputy Library Director. "These expanded services give them 24/7 access to leisure reading materials as well as informational databases."

Use of the Library's website has exploded in recent months. In the first three months of the fiscal year almost a quarter million unique visitors clicked on the Naperville Public Library site, an increase of 36 percent from last year. (Actual number of unique visitor or user sessions was 234,632 for May, June and July).

The Naperville Public Library in Naperville, IL, located in suburban Chicago, serves 136,400 residents with a budget of \$13.5 million dollars from three state-of-the-art facilities. In the last 12 months, almost 4 million items were checked out by 92,000 card holders.#

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CAREERS & CAREER EDUCATION

OT – THE “OTHER” THERAPY
COMES INTO ITS OWN

Professor Hermine D. Plotnick

By JOAN BAUM, Ph.D.

Although the need has become so “desperate” for occupational therapists that head hunters, working on behalf of nonprofits, for-profits and government agencies, are offering schools such as The New York Institute of Technology (NYIT) in Old Westbury a hefty bounty for referring graduates, the typical high school senior either knows nothing about the field, or—like most members of the general public—confuses Occupational Therapy (OT) with Physical Therapy (PT). And thus misses a wonderful opportunity to pursue a profession that, in the words of Associate Professor Hermine D. Plotnick, Program Director of OT in the School of Health Professions and Behavioral and Life Sciences at NYIT, challenges as it rewards—both bank account and soul—and is also “more fun.” She’s being playful but also serious about a field where some entry-level practitioners can expect to make \$80,000 a year and probably more when the master’s degree becomes the new industry standard in 2007 (with a doctorate not that far behind.)

For some years, OT has been listed in the

Department of Commerce, Bureau of Labor Statistics *Occupational Outlook Handbook* in the top ten out of approximately 120 health profession specialties, but more recently has climbed to second or third place. Reasons for the surge have to do with demographics (baby boomers approaching the age of heart attacks and stroke and an elderly population that soon will be five times what it is now and that may benefit from medical advances but, ironically, live longer with restrictions); new funding models (particularly for Children With Disabilities, including learning difficulties, that will increase the need for occupational therapists in schools, particularly for special education); curricular enhancements that have moved OT far from being the “arts and crafts” line of work it was decades ago, to being a high-level health profession, whose licensed practitioners work closely with the medical and psychological community, and are also being sought out as teachers and administrators for an increasingly complex field; and, Professor Plotnick is eager to add, a post 9/11 sense of wanting a meaningful career, an interest, she notes, that is expressed by both 18-21 year-olds (many of whom were born abroad or whose parents are immigrants) and by a growing number of thirty and forty-somethings, some downsized, others disenchanted with Wall Street, seeking intrinsically rewarding work. Add to these prompts this incentive: the NYC Department of Education will give tuition scholarships to full-time OT students for four out of five semesters, in exchange for which graduates work for the city according to a credit payback formula. At \$600 a credit these days, that’s a considerable inducement.

“Music is my passion, occupational therapy my passion and my job,” says Professor Plotnick, a choral singer, violinist, and pianist with perfect pitch, who could have had a professional career as a musician, but the example of an aunt, a social worker, who became the director of a

TRAVEL & TOURISM CAREERS

By BOB LEVY

In 1992 Lita Balram was working as an intern for American Express as part of a program designed by the Academy of Travel and Tourism, a fledgling organization representing the coming together of the educational and business communities. Now, 13 years later, Lita is a Marketing Manager at American Express having worked her way through an undergraduate degree at St. Johns University and a Master’s degree at New York University in tourism and travel management.

And the Academy of Hospitality and Tourism is going stronger than ever.

These days there’s more of a focus on not only educating students but also preparing them for life, or in many cases, a career after school. And that’s why the Academy of Hospitality and Tourism was formed. Launched in 1987, the Academy operates as a school within a school offering industry-specific education. It is a two-to-four year program under the auspices of the NYC Department of Education and the National Academy Foundation. The Academy prepares high school students for careers in one of the

world’s largest service industries through a curriculum that provides an in-depth look at all aspects of tourism and hospitality.

According to John Ferrandino, President of the National Academy Foundation, the students are better prepared to go into the business world once they complete the program. “We have a saying, how do you measure success. We measure the success by the fact that the power of choice at the completion of the program is in the hands of the kids and the parents,” said Mr. Ferrandino.

Regina Flannery, a former teacher since 1989 who took on the head job in 1992, directs the New York Academy. “One of the things we’re most proud of is that almost 100 percent of our students graduate from high school, which is significantly higher than the citywide graduation rate.” (The citywide graduation rate presently hovers around 53 percent at present). “And the percentage of Academy students that go on to college is 91 percent which is significantly higher than the national average.”

continued on page 18

children’s home in New Orleans—an unusual position for women then—inspired Hermine to take on the sciences and specialize in an area where she could work with her hands and mind, not to mention soul. OT requirements are rigorous—biology, chemistry, physics, psychology, anatomy. Professor Plotnick offers an anecdote: It was an OT student who, checking on a patient being catheterized in a hospital, noted that the urine bag was suspended above the bladder and knew instinctively from study of planes, angles, joints, that something was deadly wrong. Though

hospitals are prime sites for OT graduates, the growing number of people in rehab (not all of them over 75) has meant that OT programs stress “intervention”—working with those who want to keep active in their homes and communities—see relatives, do shopping and banking, attend social and religious functions, learn to use adaptive devices for driving. The need for skilled and emotionally sensitive OT professionals could not be greater. For further information go to www.aota.org the site of the American Occupational Therapy Association, Inc. and www.nyit.edu.

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\$1 Million Broad Prize Awarded To Norfolk Public Schools, Four Finalist Districts



Carmen Farina, Deputy Chancellor, NYC & Dr. Charlotte Frank, Senior VP, McGraw-Hill

NYC WAS ONE OF THE FIVE FINALISTS.

The Broad Foundation announced recently that Norfolk Public Schools is the winner of the 2005 Broad Prize for Urban Education, the largest education prize in the country awarded to the most outstanding urban school districts. U.S. Secretary of Education Margaret Spellings joined founder Eli Broad at the Library of Congress to make the announcement.

The \$1 million Broad Prize is an annual award that honors the country's urban school districts that are making the greatest improvements in student achievement while reducing achievement gaps among ethnic groups and between high- and low-income students. The money goes directly to graduating high school seniors for college scholarships.

As the winner of The Broad Prize, Norfolk Public Schools will receive \$500,000, and

the four finalists—Aldine Independent School District near Houston, Boston Public Schools, New York City Department of Education, and San Francisco Unified School District—will each receive \$125,000. This year was the third time Norfolk was a finalist for The Broad Prize, bringing the district's three-year winnings to \$750,000.

"Norfolk Public Schools have made remarkable progress in the past four years, demonstrating not high achievement by all student groups but also greater improvement than similar districts in the state," Broad said. "Norfolk's success can be attributed to the district's strong leadership, and the solid partnership with the school

board, unions and community. It is clear that they have made education a priority for all students, and that commitment is evident in their academic results."

"We commend all of the finalists for their achievements and for demonstrating that despite challenges, success is possible," Broad said.

The Broad Prize was started in 2002. The inaugural winner was Houston Independent School District, followed by Long Beach Unified School District in 2003 and Garden Grove Unified School District last year.

More than 80 urban school districts nationwide were eligible for The Broad Prize this year. The five finalists were selected based on a rigorous review of data compiled and analyzed by the National Center for Educational Accountability. A board of 17 prominent education leaders then reviewed the data and selected

the five finalist districts.

Teams of educational researchers and practitioners then conducted site visits at each of the finalist school districts to gather statistical and qualitative information, including interviews with district administrators, focus groups with teachers and principals and classroom observations. The information was presented to a selection jury, comprised of eight prominent individuals from business and industry, education and public service, to choose the winning district.

The Selection Jury for the 2005 Broad Prize was Jeb Bush, governor of Florida; Henry G. Cisneros, chairman and CEO of American

CityVista; John M. Engler, former governor of Michigan; James B. Hunt, Jr., former governor of North Carolina; Rod Paige, former U.S. Secretary of Education; Hugh B. Price, former president and CEO of the National Urban League; Richard W. Riley, former U.S. secretary of education; and Andrew L. Stern, president of the Service Employees International Union.#

The Broad Foundation is a Los Angeles-based venture philanthropic organization established in 1999 by Eli and Edythe Broad. The Foundation's mission is to dramatically improve K-12 urban public education through better governance, management, labor relations and competition.

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The beautiful mountainside campus is located on the site of the historic Mt. Lebanon Shaker Village, and Darrow continues to embrace the Shaker legacy of sustainability and stewardship. An important feature of the academic program is its focus on environmental, social, and economic resources, and students discover the value of finding balance within one's self, the community, and global society. The National Association of Independent Schools recognized the excellence of the School's Sustainability Program in February 2005 with a *Leading Edge Honoree Award* for curriculum innovation.

Darrow's small classes, averaging nine students, afford everyone the chance to participate. Head of School Nancy Wolf says, "Because Darrow is a small boarding school, with a 4-to-1 student-teacher ratio, there is an opportunity for strong connections between students and teachers. Teachers get to know students well, and expectations are high. They push students to do their best in classes, athletics, and co-curricular activities."

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BUSINESS OF EDUCATION

EVCI Career Colleges Completes Acquisition of TCI

EVCI Career Colleges Holding Corp. (NASDAQ: EVCI) recently announced that it has completed its acquisition of Technical Career Institutes, Inc. for \$16 million subject to adjustment.

Dr. John J. McGrath, President and Chief Executive Officer of EVCI, noted, "We are extremely excited about the acquisition of TCI. We believe TCI's curriculum is highly complementary to that of our existing offerings and provides EVCI with a tremendous opportunity to expand its student population in New York. We have identified a number of operational synergies, cost savings and growth opportunities that we will begin to implement."

Founded in 1909 and headquartered in New York City, TCI offers two-year associate degree and certificate programs. With an emphasis on technology, TCI offers programs within three major divisions: Business and New Media Technology; Computer and Electronics Technology; Climate Control Technology. TCI has a current enrollment of approximately 3,000 students and operates out of two facilities. The main campus is on 31st street diagonally across from Penn Station, and is supported by a nearby annex facility. TCI is accredited by the New York State Board of Regents. In addition, TCI was recently awarded regional accreditation by the Middle States Commission on Higher Education, which must approve TCI's change of control.

Dr. McGrath concluded, "During the past 96 years TCI has established tremendous name recognition and we will continue to build upon its brand equity. TCI will operate as a wholly owned subsidiary of EVCI."

About EVCI Career Colleges Holding Corp.

In addition to TCI, EVCI is the holding company for Interboro Institute and the Pennsylvania School of Business.

Interboro offers degree programs leading to the Associate in Occupational Studies degree and Associate in Applied Sciences degree. It has a main campus in mid-town Manhattan and an extension center in each of Flushing, New York and in the Washington Heights section of Manhattan, New York. Interboro also has a college site in Yonkers, New York. Each of Interboro's four locations has an annex that became operational for the fall semester 2004. EVCI acquired Interboro in January 2000.

EVCI acquired PSB in January 2005. PSB is authorized to offer two Associate in Specialized Business degree programs and two diploma programs in information technology as well as three recently authorized business diploma programs. As permitted by the Pennsylvania State Education Department, after six months of teaching the three business diploma programs, PSB plans to seek authorization to award the Associate in Special Business degree for those programs. PSB recently relocated to downtown Allentown, Pennsylvania.

ANSWERS.COM HIRES VETERAN LINGUIST

GuruNet Corporation (NASDAQ: ANSW), creators of Answers.com, an answer-based search engine, announced recently that it has hired Dr. Barbara Ann Kipfer to its Content Development team.

Dr. Barbara Ann Kipfer has been a lexicographer and linguist for 25 years and is the author of more than 30 books, including: *The Order of Things and How It Happens* (Random House), *14,000 Things to be Happy About* (Workman) and "Page-a-Day" calendars based on it. Her other books are *Roget's 21st Century Thesaurus*, *21st Century Spelling Dictionary*, *21st Century Manual of Style* (Dell/Laurel), *Roget's International Thesaurus Sixth Edition and Dictionary of American Slang* (HarperCollins), *Sisson's Word and Expression Locater* (Prentice Hall), *Encyclopedic Dictionary of Archaeology* (Kluwer Plenum), *The Flip Dictionary*, *Roget's Thesaurus of Phrases*, and *Roget's Descriptive Word Finder* (Writer's Digest). She has also authored *Instant Karma*, *The Wish List*, *1,400 Things for Kids to be Happy About*, and *8,789 Words of Wisdom* for Workman.

She previously served as Managing Editor/Senior Lexicographer of Lexico (Dictionary.com) and has worked for such companies as Ask Jeeves, Idealab, Mindmaker, General Electric Research, IBM Research, Wang, Bellcore (Telcordia), Cymfony, Textwise, and Knowledge Adventure. She has extensive experience in the areas of reference content creation, question answering, reference publishing, natural language processing, artificial

intelligence, information retrieval research, and the development of ontologies/hierarchies.

"For years, I have been a proponent of developing an all-in-one reference site," explained Kipfer. "When I saw Answers.com in its current format, I was overjoyed. Answers.com is a true leader in this industry and responds to the huge need for presenting reference information in a pleasing, understandable format. I am excited to be a part of this dynamic team and to have the opportunity to create more offerings for every person who loves to learn."

Barbara holds an M.Phil. and Ph.D. in Linguistics from the University of Exeter (UK), a Ph.D. in Archaeology and Master of Philosophy in Buddhist Studies (Greenwich University), and a Bachelor of Science in Physical Education (Valparaiso University). Professor Terry Hoad of the University of Oxford is currently mentoring her in historical linguistics. #

GuruNet Corporation (NASDAQ: ANSW) operates a leading answer-based search engine, www.answers.com. Founded in 1999 by Bob Rosenschein, GuruNet provides patented technology and software tools to access concise information on demand.

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Scholastic Solutions

continued from page 11

ents to inspire their students to achieve beyond their wildest dreams.

To begin his presentation, Dr. Ted Hasselbring, a William T. Bryan Professor of Special Education Technology at the University of Kentucky, set out to take a more in-depth look at why students have difficulty reading. "There are two problems that middle school students have when they struggle with reading: they cannot decode and read connected text fluently, and they cannot create mental models and comprehend text," he said. Hasselbring defines fluency as the ability to perform skills and demonstrate knowledge with quickness and accuracy. "Without fluency," he pointed out, "performance is painfully slow." A lack of fluency happens when an individual's working memory—the basic mental workings necessary for human functioning—becomes overloaded with the processing of a task. The average human can hold seven (give or take two) facts in the brain before it becomes overloaded. It is imperative that the working memory be freed up so that fluency can take hold. This is where, according to Hasselbring, technology plays a larger role in helping solve the problem of illiteracy.

Hasselbring and his colleagues developed a computer-based learning system called Fluency and Automaticity through Systematic Teaching with Technology (FASTT). In it, students are introduced to groups of words, some of which they know and some of which they do not. The program divides all the words that they do not know or understand into groups of five. From there, the program practices the words with the student making each word group successively larger over time and estimating their response time to measure how fast he or she is mentally retrieving answers. The added benefit, Hasselbring says, is that FASTT works to correct errors and mistakes immediately, unlike worksheets which force students to complete a series of problems with corrections coming back a day or two later. With FASTT, fluency takes hold, and once it does, all that is required is the occasional practice session.

But augmenting students' vocabulary to help them make sense of what they read is only half of the solution. The other half involves what Hasselbring calls the "mental model theory of

comprehension." When students read a chapter book, for instance, they are actually maintaining a complex model of the text that they update each time they finish a new section. The main reason why many students cannot form mental models is because they do not have enough background knowledge to make sense of what they read. This greatly interferes with comprehension. Infusing information with visual technology (i.e. videos) provides students with grounding and background knowledge for what they are reading. "This offers consistency and continuity," Hasselbring comments. "It provides increased opportunities to respond, and it gives feedback and instruction." The technique—known as "anchored instruction"—also gives teachers who are not reading specialists a form of support in their efforts to combat illiteracy in their classrooms. "The key is to get interaction between the teacher and the technology," he emphasizes.

Given this information, what can teachers do? Mr. Patrick Daley, Vice President and Publishing Director of Intervention Curriculum at Scholastic, Inc., recommends Read 180, Scholastic's reading intervention program, which uses technology to augment vocabulary and create mental models. Tailored to a student's grade level and reading ability, the program is broken down into three "stages" that address students' needs at the elementary, middle, and high school levels.

For a total of 90 minutes every day, students are divided into three groups: one group works on computers with Read 180 software, another reads quietly in a designated area and the last group spends time with their teacher. Each group rotates three times over the 90 minute period to receive personal attention and instruction.

The technology behind Read 180 offers an alternative to worksheets. Students read passages from what are called rBooks, then respond and write according to what they've read. The reading material gets increasingly difficult over time and covers an array of subjects in literature, science, life skills, and cultural studies. Meanwhile, computer software enables students to hear passages read aloud. Then, they can read them aloud to themselves. There are various "zones" in which students can play games with vocabulary words with emphasis on speed, accuracy and comprehension. The games help students gain fluency as a result of the repetition and practice. Finally, DVDs accompany the rBooks and serve as effective mental models that supplement reading.

Indeed, Read 180 and the use of classroom technology has proven effective, but it is the teachers who ultimately make the biggest difference. Take Chauncey Veatch, 2002 National

Teacher of the Year. Veatch, an 8th grade teacher at Coachella Valley High School in Thermal, California, spoke on the importance of attitude and approach when increasing literacy in any subject. He did not know that when he applied for a substitute teacher position in Thermal, he would be working in a bankrupt school district in which 86 percent of the students were children of migrant workers. Feeling very unprepared, he called his brother, Greg, also a schoolteacher in CA, for insight. "It will be an experience," was all he could say.

"I had the one pre-requisite to be hired that day: I was breathing!" Veatch recalled. Soon, he was responsible for teaching everything from reading and writing to social studies. He learned of the working conditions that students' families were forced to endure in the fields. It was not unusual, for example, to face oppressive temperatures of 125 degrees. Workers also had to wear extra layers of clothing everywhere except their eyes and hands to prevent bites from the flies that swarmed through every square inch of the stifling air. Veatch knew his mission was to help these students dream big and achieve. "You have to look for the gift in each kid, to see it and build on it," he says. And that he did. A total of 29 out of the 34 students in his class went on to college—one was even accepted at Yale, and another at Stanford—while two went to the Navy and the remaining three became Marines. "It's about their dreams and their choices...Truly, it really has nothing to do with me. My students and their parents gave me all the cues and clues to succeed. It's about the community. You have riches in your community but you need to look at them again just to remind yourself that they're there." Veatch encourages teachers to make their jobs less curriculum-centered and more student and family-centered. "Yes, there are obstacles," he says. "But there is a moral imperative to overcome them."#

Scholastic Reform

continued from page 11

to the needs of students: "The days of using only one basal reader for all students are thankfully over," he exclaimed.

Klein highlighted the human resource factor as a key dynamic for successful school reform. He cited the case of a student who performed poorly at one school and then phenomenally at another school where expectations for him were high. When asked why the sudden shift in his performance, the student responded that in the first school the teachers didn't expect anything from him and so he met those expectations. Klein expressed the importance of coaching teachers—New York City Public teachers and staff are currently receiving training—and stated that it is crucial for principals to be "chief instructional leaders."

On day two of the leadership summit a panel of superintendents at Scholastic headquarters—moderated by Ernie Fleishman, Senior Vice President Education and Corporate Relations—provided their views on school reform with respect to infrastructure.

Panelist Dr. Clayton Wilcox, Superintendent of Pinellas County Public Schools in Florida, expressed that "while there may not be magic bullets there are magic babes" for school reform. Among these 'babes' are to "create a sense of passion and urgency around the need for reform and then provide leadership."

The general consensus among Warner, Klein, and Superintendent panelists is that leadership, literacy coaching, data accountability, and instrumental use of time using key instructional programs are all vital components for addressing the urgent need to raise literacy levels across the nation.#



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FOR PARENTS, EDUCATORS & STUDENTS

• 17

Dr. Eric Kandel to Kick Off YIVO's "Maimonides and Medicine" Conference



Dr. Eric Kandel

By EMILY SHERWOOD, Ph.D.

On November 6, Nobel Laureate Dr. Eric Kandel, the Fred Kavli Professor and Director of the Kavli Institute for Brain Sciences at Columbia University's College of Physicians and Surgeons, will provide the kick-off address at the YIVO Institute for Jewish Research's conference on "Jews and Medicine."

No one could be more fitting to introduce a conference on the roles and responsibilities of Jews

in the medical field. Dr. Kandel, an Austrian-born Jew who fled his country on the eve of World War II, was awarded the 2000 Nobel Prize for his seminal work in the field of neurobiology, most notably for his research on how the brain changes as a result of learning.

Kandel defied conventional wisdom in the 1960's by working with the invertebrate sea snail *Aplysia*. Though "few self-respecting neurophysiologists... would leave the study of learning on mammals to work with invertebrates," Kandel's "reductionist" approach confirmed that "analysis of learning in a simple animal would reveal universal mechanisms that are also employed in more complex organisms." Ultimately, Kandel discovered that learning leads to changes in the strength of synaptic connections, or distinct circuits of nerve cells, and that the synapses can be modulated in different ways as a result of learning processes, a finding that has become a building block for generations of biochemists.

Kandel's path on the road to distinction was far from predictable. He was only eight years old when, in 1939, he and his family emigrated to the U.S. to escape Nazi occupation of his native Austria. Kandel attributes his last year in Vienna as a key factor in his later interest in the mechanisms of memory. In his autobiography, he muses, "I am struck, as others have been, at how deeply these traumatic events of my childhood have been burned into my memory... For me, the frightening experiences of my last year in Vienna are certainly the most powerful of my 'flashbulb memories', the emotionally charged and vivid memory of significant events that came

to fascinate me."

Following his childhood in Brooklyn, Kandel was one of two students from Erasmus Hall High School accepted to Harvard, where he studied history under noted U.S. historian and author, Arthur Schlesinger, Jr. Kandel wrote his honors thesis on Hitler's National Socialism movement, opining that "had intellectuals mobilized effectively and brought along segments of the general population, Hitler's government might well have been toppled."

It was his friendship with a Viennese woman in Cambridge, the daughter of two Freudian psychoanalysts, that piqued Kandel's interest in understanding how the brain worked. He attended N.Y.U. Medical School determined to become a psychoanalyst, until an association with famed neurobiologist Harry Grundfest opened the door to a lifelong career in laboratory research that took him from the NIH to Paris, Harvard, NYU, and ultimately, in 1974, to Columbia, where his remarkable 30 year tenure has earned him nine honorary degrees and a sheaf of academic awards and honors. In his "spare time", while organizing syllabi for a neural science course that he developed for Columbia students, Kandel wrote the seminal textbook for college and medical students, *Principals of Neural Science*.

Based on his lifelong study of learned behavior, Kandel offers sound advice to the student: "There is good evidence that space learning – that is, not cramming the night before the exam but studying on a regular basis – is much more conducive for putting things into one's long term memory."

And for the lifelong learner, Kandel urges

that "keeping intellectually active is a good way of keeping one's mind energized." But, he warns, it's important not just to do tasks with which one is familiar, but rather, "Do something that challenges you anew." Kandel notes that "we become so good at what we do, that it is no longer a major challenge for the brain to learn higher order mathematics if you are a mathematician, or neurobiology if you're a neurobiologist like myself." The advantage of the American liberal arts education is that later on in life, if people have been exposed to a wide range of interests, it will be easier for them to pick up other intellectual pursuits that once attracted their attention but dropped by the wayside in the helter skelter of one's professional life." Kandel himself was introduced to the "magic of looking at pictures" as a young boy in Vienna, and he carries that passion for art appreciation and collecting to this day.

Does Kandel, an early risk-taker in his study of invertebrates, urge today's young scientists to follow his lead? "In retrospect, my work was a bit of a gamble," he concedes. "But it would probably be suicidal to do that today when funding is limited and the structure of science is more rigid."

Summing up his incomparable career, Dr. Eric Kandel says modestly, "Everyone who has had a fortunate career, like myself, thinks that luck has played an amazing role in it." Though some might quibble with his definition of "luck", Nobel Laureate Eric Kandel has certainly paved the way for generations of scientists and everyday learners.#

Dr. Sherwin Nuland: Personal Responsibility & Humanitarianism in Medicine

By JOAN BAUM, Ph.D.

Wading in where others might fear to tread or never think to go, Dr. Sherwin Nuland, whose dazzling nine-book and prolific article-writing career reached best-sellerdom with *How We Die: Reflections on Life's Final Chapter* which won the National Book Award for nonfiction in 1994, took another surprising turn with the publication last year of a wrenching ambivalent autobiographical narrative, *Lost In America: A Journey With My Father*. With *Maimonides*, out this month as the second in a new series "of short books on Jewish subjects by prominent literary authors," Dr. Nuland, a clinical professor of surgery at Yale, is doing it again: delivering an absorbing, passionate, eloquent, carefully researched monograph designed for the general reader on a significant subject that he sees from a distinct point of view. All his books, even the disturbingly brilliant memoir, seem informed by themes that explore the way the scientific mind and human body work, and each in a memorable way implies that humanitarian impulses must lie at the core of rational analyses of how we live.

The literary series, a collaboration between Nextbook, a new literary venture, and Schocken Books' Jewish Encounters, is designed to promote writings "that illuminate 3,000 years of Jewish civilization." Though supported by the Rainbow Foundation, a philanthropic organization formed in 1999 "to enhance connections among Jews while respecting differences in religious backgrounds and commitments to observance," the series, which launched last month with former poet laureate Robert Pinsky's *A Life of David*, is clearly intended for anyone who appreciates Saul Bellow's observation:



Dr. Sherwin Nuland

"We are always looking for the book it is necessary to read next." A sense of moral or ethical imperative has always informed Sherwin Nuland's writings and never more so than with his book on Maimonides that comes out in conjunction with a national conference to be held at the YIVO Institute for Jewish Research on November 6th – "Jews and Medicine: In the Footsteps of Maimonides: The Jewish Doctor as Healer, Scientist and Intellectual."

Nuland, whose articulate conversational manner is inflected with humor and wit, is particularly delighted that Nextbook assigned Maimonides to him, a pairing that gives him an opportunity to make accessible a daunting intellectual, perhaps the premier sage in Jewish intellectual history, an erudite 12th century philosopher, theologian, astronomer, community leader (also known as the Rambam, an acronym for Rabbi Moses Ben Maimon), and court physician to Saladin. Maimonides' great compendia of Jewish laws and medical lore, written at a time of horrific persecution, forced exodus and conversions, have proved formidable even for the most scholarly. Awed at first, Dr. Nuland finally concluded that if "My Monides" could be lost to erudition, then "Maimonides would be lost to all." And so he burrowed in for three years, reading, talking, taking long walks and thinking—"my way of working"—never knowing where he might wind up but trusting to "the power of the unconscious mind" that would lead him, and to surprise. He thought he'd find

a stiff and rigid philosopher, but met instead a gifted lonely intellectual, whose immersion in Greek thought prompted commentaries on health based on clinical observation and experience that sound remarkably modern. And a rationalist of faith in and dedication to the survival of the Jewish people.

Unlike the superstitious, Maimonides did not see God as the cause of or source of cures. If medicine became, from Talmudic times onward, the "ultimate Jewish profession"—so many Jews are Nobel laureates!—it is because young Jews who are attracted to medicine, even those who think they are separated from religious precepts, "carry an intellectual memory of Jewish cultural principles" and feel motivated by years of ethical tradition to serve, heal, and address ethical problems. Such views, inherent in Jewish theology and in the medical wisdom of Maimonides who was influenced by Greek metaphysics, implicitly charge doctors to right action, and not just for those of their own religion. In a recent interview with Nextbook, Dr. Nuland acknowledges that his going to Sri Lanka to help out after the tsunami, was "in the spirit of Maimonides." "This is a specifically Jewish thing . . . that if you find yourself called upon by a patient . . . you must treat it as though you are the only person who can do it. It's a sense of great personal responsibility." A remarkable humanitarianism from someone who went to a medical school that had at the time not one Jewish professor, a stringent quota on the admission of Jews, and an applicant who had changed his name from Nudelman.#

For details about the conference, email medicine@yivo.cjh.org or call 917-606-8285.



THE TIME IS RIGHT FOR ARTS IN EDUCATION

By SCOTT NOPPE-BRANDON

Education has always been and will always be a hot-button issue. Questions regarding local, state, and federal influence or control will always be debated, as will the curriculum: what and how students should be taught. It is difficult to imagine a time in the history of public education in the U. S. when the public debate over education has not been controversial, to put it mildly. Each era has had to deal with a unique blend of social, political, and economic realities that influenced its shaping of education. For us today, within this discussion, I can't think of any element that has a greater role to play in education than the arts.

Let me highlight a few very positive facts that point in that direction.

The NYC Department of Education has just finished publishing its Blueprint for the Arts in dance and theater, rounding out its effort to develop curriculum guides in the four arts (blueprints in music and visual art were completed last year). This is good news for many reasons, not the least of which is the emphasis on the partnership between the DOE and the many cultural organizations in NYC.

The No Child Left Behind legislation requires that the arts be included as a core curriculum subject.

The Education Commission of the States, under the leadership of Arkansas Governor Huckabee has selected the role of the arts within education as its top priority.

The Arts Education Partnership (I sit on the Steering Committee) has long pushed for the arts to be a vital and relevant part of education of our nation's youth and has brilliantly served to help refine what we think of as the workforce within the arts and education discussion.

Let us add to this the discussion on how instruction within and through the arts relates to the fulfill-

ment of current educational issues, such as accountability, assessment, content knowledge, outcomes, crowded curriculum, funding, etc. (to name a few) and the topic acquires even greater urgency.

At Lincoln Center Institute, our conviction about the importance of the arts within education is witnessing some specific, most encouraging results. For the past two years, LCI has been preparing a long range plan for approval by the Institute's Board of Directors. This plan calls for LCI to more than double in size programmatically and financially over the next five years. The plan is divided into three sections, namely 1) dramatically increasing the number of partnering schools and universities; 2) a major research and development plan; and 3) establishment of earned income opportunities. As LCI embarks on this expansion plan, we first and foremost will focus on our work within the NYC public schools. They have been our partner for 30 years and have served as the laboratory for the development of our educational model that has been replicated many times around the U. S. and the world.

All of this spells to me—and not just to Lincoln Center Institute, but all of us in the fields of arts education, arts-in-education, aesthetic education, and so on—extraordinary opportunity. I believe that it is today, right now and for the next three to five years, that we are presented with a moment in which to show how important the arts are within the greater debate on the course that education must take. Let us grasp that moment and use it to hone the key aspects of our educational philosophy and practice. We should be excited, not scared. Proud, not defensive. We should not tell ourselves, once again, that the time is not right. And we should not heap blame on the schools and the government before taking a good look at our own practices and the changes they may need. The time is right. The time is now. #

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

NEW STUDY FINDS SMALL SCHOOLS COST-EFFECTIVE

Small schools are opening all across the nation from Rhode Island to Seattle because they work for students. Yet, there still are questions about whether small schools have reasonable costs in comparison to larger schools. Today KnowledgeWorks Foundation released Dollars & Sense II: Lessons from Good Cost-Effective Small Schools ("Dollars & Sense II") which not only shows that good small schools are a fiscally responsible investment, but also details positive strategies for building and operating good small schools cost-effectively.

"This report provides evidence from small schools across the country—in all different settings, from urban to rural—that good small schools are affordable and sustainable, and most important: they make sense," said Chad P. Wick, president and CEO of KnowledgeWorks Foundation. "Small schools can operate cost-effectively and achieve above-average results if administrators, staff, and communities are willing to put in the hard work to be creative and collaborative."

The first Dollars and Sense report, published in 2002, summarized thirty years of education research showing that good small schools lead to better outcomes for students. That report debunked large schools' economies of scale and calculated the societal costs that are attributable

to students' dropping out of large high schools.

This report deepens the argument for small schools in three important ways. First, analysis of more than three thousand construction projects shows that smaller schools are no more expensive to build than much larger schools.

Second, analysis of the budgets of 25 good small schools throughout the United States demonstrates that, on average, they spend less per student on educational programs, maintenance and operations than the per-pupil expenditure in their districts, yet they achieve results that are equal to or better than schools in the same area. Third, these schools offer innovative and effective educational programs, facilities, and strategies for cost effectiveness that can serve as models and inspiration to people interested in cost-effective good small schools.

Dollars & Sense II was written for parents, students, school board members, school officials, teachers, policy-makers—and all other members of the community who have an interest in establishing and operating good small schools. It presents findings and offers cost-saving suggestions from 25 sample schools, information that can be used as a jumping-off point for discussions and planning for others in similar circumstances. #

Travel & Tourism

continued from page 13

The Academy program is comprised of several different facets, all interacting to provide students with an exciting learning experience. The cornerstone of the program is six to eight week internships arranged at companies in the hospitality, tourism and related industries. Companies that participate in these programs in the New York area include Trump Properties, the Waldorf Astoria, 4 Seasons, Marriott Resorts, American Express, Warren Kremer Paino Advertising and The New York Hilton. According to Christine Ferone, Human Resources Director at The Waldorf Astoria, the Academy has been a terrific source of young, energetic help.

Currently there are 10 schools representing all five boroughs in the New York area that are involved with the program, enrolling approximately 800 students.

According to Ms. Flannery the Academy has become more than just a plain vanilla educational experience for many of the students. "I

hear from students all the time how important this community is to them. When you talk to students they don't necessarily talk about how much they love geography, they talk about how much they love having a home where they go to school. It makes it much more of a memorable, happy experience."

The National Academy Foundation is actually made up of three different areas. In addition to the Academy of Hospitality and Tourism there's the Academy of Finance and the Academy of Information Technology. Ms. Flannery heads up both the Hospitality and Tourism and Finance branches in the New York area.

"The growth in these programs is so tremendous," said Ms. Flannery. "The only thing holding us back is the availability of internships so that's where I personally spend a lot of my time. I'm constantly out there meeting with companies, talking with them and selling them on what the program does and what it can do for them." #

Robert Levy, the author, is President of Levy & Associates, a consulting firm located at 2 Park Avenue, New York, N.Y.

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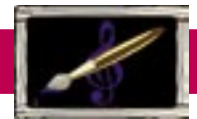
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A Lesson on Piano Lessons

By ANGELO RONDELLO

Finding a music teacher in New York is just about the easiest thing in the world. Stand in the lobby of Juilliard and proclaim: "My daughter needs a piano teacher!" and you will be accosted by scores of qualified musicians ready to come to your home that evening. Who would you choose? After all, the real goal is finding a teacher who has the gift to teach, not just an impressive résumé. Without a musical background, it's tricky to assess a teacher's ability. Being aware of this, I assembled these questions and comments to aid parents in interviewing a potential teacher.

1. What kind of expectations do you hold for your students and their parents?

Match the level of the teacher's expectations with what both you and your child can handle. Most good teachers will expect parents to be present for the student's lessons and practice. Students will typically be expected to practice 15 minutes per day in the beginning, and more as they progress.

2. How many pupils do you teach?

Do they have the time and energy to develop a rapport with their students? If the teacher has 45 students, how much attention is each one getting? If the studio has 5 pupils, find out why. A reference can often be useful here.

3. Do you have any particular thoughts or philosophy on teaching?

This question gives you the opportunity to hear what makes the teacher unique. It will give some insight as to whether you will "click" with the teacher.

4. Are you a performer as well?

Know how involved and passionate about music they are. Most likely, that enthusiasm will follow into their teaching. Furthermore, a good teacher will have a complete knowledge of the instrument (a pianist, rather than someone who merely plays the piano).

5. How often do you hold student recitals?

Performance is the consummation of studying an instrument. Student recitals give students goals to work towards and create a sense of community in the studio.

6. How much do you charge?

Expect to pay \$30-\$50 per half hour lesson in Manhattan for a good teacher.

7. Do you travel to student's homes/where are you located?

Quite a few teachers will be willing to come to you. Psychologically, however, going to the teacher's apartment often enhances a child's focus.

A music teacher is a long-term investment. Over the years you will pay him or her thousands of dollars in tuition. You'll see this person every week, and they will be a potential role model for your child. Needless to say, it's important that you feel comfortable with the teacher on a personal level. The way the teacher answers your questions may sway you as much as what the answers are. You will know when you've found the right teacher—often within the first few words on the telephone. #

Angelo Rondello is a pianist, teacher, and lecturer. He is also the founder of Melodia, a non-profit organization devoted to music education and support for young musicians. He can be reached at (347) 365-2314, or by writing him at rondellostudio@optonline.net.

PROFILE: HOLLIS HEADRICK

THE WEILL-TEMPERED ARTS INITIATIVE

By JOAN BAUM, Ph.D.

Amazing but inevitable, perhaps, and certainly understandable that Hollis Headrick, the director of the Weill Music Institute (WMI) at Carnegie Hall, named for benefactor Sanford I. Weill, is pursuing a career started at 16 when his music teacher at Central High in Cape Girardeau, Missouri gave him the go ahead to assemble musicians for an R & B and Rock band that would play in addition to the regular concert band. Little did the young percussionist realize how much it would take to organize everything, but he moved on the project with purpose and passion, and the group was a success. Since then, crediting additional mentors, such as Kitty Carlisle Hart, the indefatigable arts administrator and arts advocate for New York State, and Schuyler Chapin, with whom he worked on launching The Center for Arts Education in the city, Hollis Headrick has made his mark on arts education. In his executive position at WMI, he is advancing music series old and new, including Family Concerts, free Neighborhood Concerts in all boroughs, Professional Training Workshops for young musicians, led by internationally known artists, adult education pre-concerts programs, and, of course, arts education for the schools, an ever-increasing amount of which can be found online as well as in the Hall.

Noting the Mayor's and the Chancellor's dedication to arts education, Headrick wants to build on Department of Education (DOE) curricular blueprints and strengthen Carnegie's arrangements with other city agencies, particularly the Department of Cultural Affairs. This concentration means enhancing the integration



Hollis Headrick

of music and music education programs by working imaginatively with the new DOE structure. "Arts education in New York has always been to some extent political," Hendrick smiles knowingly. Though WMI opens its doors to all students in the metropolitan area, a major part of its mission is to educate public school youngsters and the public at large—a not insignificant focus considering that concerts cost more and audiences for classical music are growing grayer. It makes good sense and cents to start music education with the very young.

Last year, over 34,000 students and their teachers participated in WMI programs that brought them to Carnegie Hall at least two times a year: the inspirational Musical Explorers, which introduces second and third graders to brass, woodwinds, percussion and string sections, and the skills-based Link Up for grades 4, 5 and 6. This year, grade 7 will be brought on board by way of American Roots, a series of interdisciplinary programs that will bring together music education and social studies and

introduce youngsters to blue grass, jazz, the blues, cowboy music. Projects such as these, Headrick hopes, will help "reverse the pyramid" of shrinking student involvement in music offerings: Headrick wants "equity for all" so that the great base of visiting elementary students which narrows in grades 2-7 and is further reduced in high school, might be extended.

It's not just numbers he has in mind. Headrick is proud of WMI's grade-appropriate interactive sessions that in the early years introduce children to the family of musical instruments and to singing and the recorder, and then, through Link Up, address state education requirements with state-of-the-art technology. He is particularly pleased that youngsters get to hear great music, some of it contemporary and original. No lectures here—WMI's programs are "child centered," media-enhanced presentations—would you believe animated brass instruments on screen? Some sessions are even hosted by the kids themselves, alongside conductors. In addition, WMI "challenges" youngsters by asking them to connect what they learned in the classroom with what they see and hear at Carnegie Hall. Headrick also notes that WMI programs draw on the city's ethnic diversity—Indian music one year, Brazilian another, reggae and rap—all part of Global Encounters. This year the emphasis is on American Roots. Headrick knows that outside arts education cannot and should not be considered as replacement for the classroom. Indeed, his goal is to provide teachers and students, both, with exposure to professional development and to inspire as well as educate. He invites interested readers to access WMI's fabulous website at www.carnegiehall.org. #

PROFILE: RICHARD KESSLER

At the Center of The Center for Arts Education

By JOAN BAUM, Ph.D.

Though the name of this nine-year young arts advocacy organization doesn't yet win awards for recognition, its new 46-year old executive director, with his lively, down-home enthusiasm, seems ideally positioned to "trumpet" the mission of The Center for Arts Education (CAE) but only because "trombone"—his instrument—is not a verb. It seems significant that Richard Kessler starts talking about the importance of arts education for the city's public schools by invoking his roots in Brooklyn and Queens and the indelible experience he had 30 years ago as a member of Beach Channel JHS 180's 300-



Richard Kessler

member chorus. That a large public school without a lot of money or arts reputation was able to institute and maintain such an "excellent" chorus and music program fascinates Kessler. What was the magic, why did it end and can it ever be "restored"? So successful was 180 in teaching music by simply inspiring joy—"the gateway to music"—rather than insisting on notation drill, the preferred pedagogical approach, that when Kessler went on to Beach Channel High School, which had its own admirable arts program, he could not see himself joining its smaller chorus, and so he took up the baritone horn, then the trombone, becoming second trombone in the All City Orchestra, and eventually moving on professionally. Richard Kessler is a Naumburg award-winning cham-

ber musician. He muses on his dazzling experience at 180 and would like to capture what he can for CAE, which he helped found in 1996. He knows that by high school it's too late to address the arts meaningfully.

Though at CAE for only a year, the ebullient director brings to the job a solid record of working with and consulting for various arts organizations and educational institutions, both in this country and in Canada, and in a variety of roles, among them master class workshop teacher, artist trainer, professional development leader, program and curriculum designer, advocate, fundraiser and evaluator.

He holds two degrees from The Juilliard School and was on the faculty of the Manhattan School of Music, but it is the heritage of 180 that most claims his heart and soul. Yes, public schools suffered after the '76 budget crunch and ironically suffered even more when outside artists visiting the schools led some administrators to conclude that they could therefore cut back on arts teachers and attend more to politically charged skills-based learning. The situation was compounded by the fact that artists rarely visited K-6. Of course, as Kessler remembers, many "old school" elementary school teachers had common training and were encouraged to take up arts education by principals who truly cared about the arts. The principals! Ah, they are key, says Kessler, then pauses: how many

young administrators today are likely to have had a background in arts education?

Because so many musicians are prominent in the world of arts education, it may seem that music is CAE's main focus. Not so, says Kessler. CAE's largest discipline is theatre, with dance a fast-growing subject as well as the visual arts. The museums got there first, he acknowledges, they were in the vanguard of getting students involved and in instituting cultural partnerships. History notwithstanding, Richard Kessler is out to ensure that all the arts are made an integral part of the "blueprint." Central to his effort is CAE's four-pronged initiative: getting more supporting partnership grants, such as those the organization now enjoys from Annenberg and Tisch; extending the Parents as Arts Partners program; working on curriculum development and assessment grants that document success and show how models can be adapted nationally; and expanding Career Development, with substantial aid from technology, that will point the way to jobs in the arts and related fields. To that end, CAE is mounting a stronger PR campaign to get the word out to guidance counselors and new teachers and principals.

How is CAE different from similar organizations in promoting such a vision? "CAE is not like any other organization, "Kessler bristles—with much good humor. Look at our mission, our only client is the public school child, we have no artists or genre to promote, we are unique, we are an "advocacy" group, we want to reach every school, every district and, this year, especially those schools that have not participated before. "Every school should have a robust arts education program; every child has the right—not an option—to participate." #

For more information about the Center for Arts Education, visit them on the web at www.cae-nyc.org.



MAYOR BLOOMBERG & CHANCELLOR KLEIN ANNOUNCE HIGHEST SCORES EVER ON STATE 4TH GRADE MATH EXAM

Mayor Michael R. Bloomberg and Schools Chancellor Joel I. Klein recently announced the highest scores ever achieved by New York City public school students on the State 4th Grade math exam. The number of 4th Graders meeting or exceeding standards on the State math exam increased to 77.4 percent—an increase of 9.3 percentage points from last year, and an increase of 25.4 percentage points from 2002 when it was 52 percent. The increase marks the highest percentage of 4th Graders meeting or exceeding math standards since standards-based testing began in 1999, and the first time that at least three quarters of all students in one grade met or exceeded standards. The record-high percentage includes the highest levels of Black and Hispanic 4th Grade students meeting or exceeding math standards since standards-based testing began. Black and Hispanic students improved at double the rate of their White and Asian peers, helping to close the achievement gap. While 4th Grade achievement on the State math exam was the highest ever, 8th Grade achievement decreased by 1.6 percentage points. The \$40 million middle school intervention program being implemented this fall is targeted to improving the performance of struggling mid-

dle school students. The Mayor and Chancellor announced the results at P.S. 40 in Brooklyn.

“The dramatic increase in 4th Grade math scores we announce today is another encouraging sign that our reforms are taking hold,” said Mayor Bloomberg. “More 4th Grade students are meeting or exceeding standards than ever since we started standards-based testing, and significant gains by Black and Hispanic students show that we continue to close the achievement gap as well. Our strong core curriculum, focused intervention programs, and Summer Success Academy are making a difference. Overall, in 2005, students in Grades 3-8 achieved the highest performance and largest one-year gains on State and City tests since standards-based testing began. I congratulate the principals, teachers, parents and students on a truly remarkable year.”

“Under Children First, our students have made consistent strides in their performance and achievement,” said Chancellor Klein. “The results announced today reflect the remarkable and ongoing transformation of the City’s public schools, with more than three quarters of children in one grade meeting or exceeding standards for the first time since standards-based testing began.

I congratulate our students on their progress, and thank our teachers, principals, staff, and parents for helping our children learn and succeed.”

Recently, the State Education Department announced the statewide math results for students in grades 4 and 8. New York City’s one-year gain of 9.3 percentage points for 4th graders was considerably higher than the statewide gain of 5.7 percentage points, and above the 7.0 gain of other large cities (Buffalo, Rochester, Syracuse and Yonkers). At grade 8, the City’s 1.6-percentage point decline in the percentage of students meeting or exceeding standards was less than the 2.2 percentage point decline statewide and the 3.5 percentage point decline for other large cities.

The number of 4th Graders meeting or exceeding standards on the State math exam increased from 68.1 percent in 2004 to 77.4 percent in 2005. The percentage of 4th Grade students achieving at Level 4 in Math increased 11.3 percentage points, from 20.0 percent in 2004 to 31.3 percent in 2005, the highest percentage since standards-based testing began. In addition, the City recorded its lowest percentage ever of 4th Grade students at Level 1 on the State math exam, 5.4 percent—down from 7.1 percent last

year, and down from 13.2 percent in 2002.

As part of the success of 4th Grade students citywide, significant gains by Black and Hispanic 4th graders continued to help close the achievement gap. Black 4th Graders achieved an 11.5 percentage point gain in students meeting or exceeding standards, and Hispanic 4th Graders achieved a 10.2 percentage point gain, while White and Asian 4th graders achieved gains of 5.0 and 4.6 percentage points, respectively. These increases resulted in the highest achievement levels on the State math exam for Black and Hispanic 4th graders since standards-based testing began. In addition, the percentage of Black and Hispanic 4th graders at Level 1 on the State math exam fell to the lowest levels since standards-based testing began, at 6.5 percent and 6.6 percent respectively.

The results also demonstrate the success of the new Summer Success Academy and promotion policy for 3rd Graders. Overall, in 2005, students in Grades 3-8 achieved the highest performance and the largest one-year gains ever in both math and English Language Arts (ELA) on State and City tests combined since standards-based testing began.#

MAYOR BLOOMBERG ANNOUNCES TENTATIVE AGREEMENT WITH THE UNITED FEDERATION OF TEACHERS

Mayor Michael R. Bloomberg recently announced that a tentative contract settlement has been reached with the United Federation of Teachers on a contract largely based on the Report and Recommendations of the Fact Finding Panel appointed in the impasse between the United Federation of Teachers and the Department of Education. The agreement covers four years, four months and 12 days and includes a 15 percent raise in exchange for various reforms. They include: substantially increasing the time teachers spend on instruction and support activities by lengthening the school year by two days and teachers working an additional 50 minutes per week; empowering principals by extending their authority over teacher hiring; and improving school safety and disciplinary procedures by having teachers play a larger role in maintaining order in lunchrooms and hallways and expediting the process to remove teachers if misconduct requires it.

“We are encouraged that many of the Panel’s recommended reforms and productivity improvements are mainstays of this agreement,” said Mayor Bloomberg. “The agreement with the UFT not only raises teacher’s salaries but also allows the Department of Education to make meaningful changes to further reform and improve our schools. It will substantially increase the time teachers spend on instruction, especially for struggling students, improve school safety and the discipline process and greatly empower principals to be true education leaders in their schools. The new contract is good for teachers and the City, but most importantly, it is good for New York’s 1.1 million schoolchildren.”

“This is a good day for our educators and our students,” said UFT President Randi Weingarten. “We’ve worked long and hard to find ways to pay teachers significantly more and to craft the fact-finders’ recommendations in a way that works best for kids and their teachers. We said the fact-finders’ report had its pluses and minuses. This agreement has turned those minuses into pluses.”

The term of the agreement covers a 52-month and 12 day period beginning June 1, 2003 and continuing through October 12, 2007. This collective bargaining agreement comprises two distinct time periods including two contract extensions. The first time period covers from June 1, 2003 through September 30, 2006, inclusive of a

three-month extension. The second time period establishes the pattern for the next round of bargaining. The 3.25 percent wage increase effective October 1, 2006 consists of 3.15 percent in City funds and extra value generated by a contract extension of twelve days.

The principal features of the settlement, which include total wage increases of 15 percent for teachers and most titles covered by the agreement, are as follows:

- * 2 percent effective December 1, 2003
- * 3.5 percent effective December 1, 2004
- * 5.5 percent effective November 1, 2005
- * 3.25 percent effective October 1, 2006

By the end of this contract, a teacher’s minimum salary will be \$42,512 for new hires as compared to \$39,000 under the prior agreement. The maximum salary will be \$93,416 as compared to \$81,232 previously.

The agreement is funded, in part, through productivity savings generated by teachers working an extra 50 minutes per week. This time will be combined with the additional 100 minutes per week negotiated in the last collective bargaining agreement and aggregated to provide four additional after-school periods. At the discretion of the Chancellor, this additional time shall ordinarily be used for tutorials, test preparation, and/or small-group instruction for students most requiring this assistance with a teacher-student ratio of no more than 1:10.

The agreement also provides that experienced and highly-skilled teachers may be recruited into “lead teacher” positions in high-need schools with a salary differential of \$10,000. Teachers will be selected based on merit.

In addition, teachers will now report to work on the Thursday and Friday preceding Labor Day. These two additional days will be used as professional development days and to prepare for the start of classes. Brooklyn-Queens Day will be a third day designated to be used for professional development activities during the school year. Beginning in September 2006, students will start classes on the day following Labor Day.

This agreement also achieves modifications to the teachers’ professional activity period insofar as teachers will be offered a specified menu of activities from which they will perform various instructional, professional development, and/or administrative duties.

The agreement also contains a number of

reforms recommended by the Fact-Finding Panel regarding discipline including mandatory discharge of tenured pedagogues and others found to have engaged in sexual misconduct with a minor.

Tenured pedagogues who plead guilty or are convicted of any felony will be suspended without

continued to page 24

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NOTES AND IMAGES FROM THE FIELD

Public Health Service officers from many different parts of the United States (New York, California, Oregon, Alaska, Maryland) came together and formed a cohesive unit that served superbly with state and local authorities to provide medical and social services for hurricane evacuees.

— Dr. Herman Rosen (October 2005)



Hirsch Convention Center, Bossier. General Shelter run by the American Red Cross.



Christus Schumpert Hospital in Bossier houses federal workers.



Special Needs shelter at Bossier City Convention Center. Run by the office of Public Health, Louisiana.



Kids playing in a hall of the Special Needs shelter.



Part of the Special Needs shelter.

By JOAN BAUM Ph.D.

Eight years in the United States Air Force as a doctor at the rank of major gave the much-decorated Dr. Wendy W. Tong an advantage, she believes, in carrying out her duties as Regional Medical Director of Disaster Relief operations in Louisiana, with particular administrative responsibilities for the Bossier Special Needs Shelter in Region VII (in the northwestern part of the state). She had signed up to be, as she modestly puts it, “a worker bee,” but six days after her arrival in the hurricane-torn area for a two-week tour of duty, found herself, unexpectedly, Regional Medical Director, after her predecessor, a nurse, had left. The military, she says, gave her training in leadership but also experience in how to follow and how to be a team player. And it gave her, as well, her solid grounding in disaster response by way of simulated exercises regularly conducted for various kinds of catastrophes, though, as everyone has noted, not for Katrina! The dynamic, take-charge major adds, however, that the military also provided her with an understanding of “the cultural environment” of the public health service and other government organizations. In fact, Dr. Wong’s new administrative position would prove even more complicated than she imagined because she would be overseeing both public and private efforts, employees and volunteers, even though she accepted the two-week assignment on behalf of Northwest Medical Teams International, a faith-based organization active in disaster relief. The group paid for her airfare, meals and lodging, but then Dr. Wong was on her own, with a 24/7 mission to support patients in the Bossier Special

Needs Center—those who needed physician care as well as assistance from nurses and social service professionals.

A quick study and a forceful though sensitive administrator, Dr. Wong clearly sized up the advantages of arriving at a site that had suffered an “unprecedented” disaster. With no official job description on the books, no formal directive, she saw her “challenge” as an invitation to take the initiative and define her role and interpret her mandate generously. If such a reading of her responsibility meant that she would be “going



Wendy Tong, M.D.

out on a limb,” so be it. But clearly intuition as well as training kicked in, as she assessed resources and capabilities. She created a team of physicians and nurses, held daily discussions with staff, communicated constantly with headquarters in Baton Rouge. “Each day was different,” each participating support agency unique. But she also began to look at the wider situation. She soon determined that her mandate would extend beyond the Bossier special needs shelter (80 people) and embrace where she could the needs of general shelters (2000 people), and of



CAPT Herman Rosen, M.D., USPHS, assisting in Special Needs shelter in Bossier, Louisiana

private facilities set up by churches and schools (approximately 200–300 people).

Meaningful and extended service—“to have an impact, to make a long-lasting difference”—seems always to have guided Dr. Wong’s choice of career. She speaks of her emotional and intellectual heritage, first, from her “traditional Chinese family” (everyone is either a doctor or a lawyer) and then of responsibility that deepened when she attended Georgetown University, graduating with a bachelor’s degree in biology and a medical degree, and where she somehow also found time to be a teaching assistant in English, a classroom trainer and curriculum designer for volunteer efforts in less developed countries, and then a community liaison and leader for several states in their inner-city outreach programs on substance abuse, domestic violence, social services and health care.

The Oath of Hippocrates states “whatsoever house I enter there will I go for the benefit of the sick, refraining from all wrongdoing or corruption.” Clearly, for Wendy Tong, M.D. still in her 30s, there have been many houses in many countries where she has assumed the obligations of the Hippocratic ethical code. With a phenomenal record of overseeing medical services and supplies for thousands of people all over the world, Dr. Wendy Tong humbly says she feels “honored” at being privy to patient confidences and at being granted an opportunity to pursue a profession that brings her “joy.” She will be off soon to Sri Lanka for more mission-oriented work and then sometime later add another title to her name: she’ll be getting married. #



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Education Technology Relief for Hurricane Katrina's Displaced Students

The State Educational Technology Directors Association (SETDA) announced today that Utah and Virginia have offered educational technology services to the displaced students from Hurricane Katrina. Utah is offering free access to the classes currently available through Utah's Electronic High School (<http://ehs.uen.org>). Additionally, Utah is providing access for Louisiana and Mississippi teachers to teach online courses to their own students through the Electronic High School, should this help meet the needs of displaced students. Virginia is readying for evacuees coming to Fort Pickett in Virginia by providing technology labs for education services delivery. The new labs will be up and running today and will allow Virginia officials to register and place students as well as providing courses and access to displaced students as needed.

These announcements come amidst SETDA's efforts to support the states' plans and leverage its members' and corporate partners' educational technology infrastructure. SETDA is working with its members and partners across all fifty states to help students and teachers who are Katrina's victims use educational technology to allow as little interruption as possible in their studies. SETDA is also partnering with education technology associations nationwide to form a coalition to organize donations to meet the needs of the affected states.

"I am pleased to see Utah and other states step up to the plate and offer this kind of support to the hurricane victims. The educational technology infrastructure in Utah has been invaluable to our students—and it is powerful to see it benefiting others in need," said Senator Orrin Hatch of Utah.

"These are examples of how technology can be harnessed to help displaced students affected by the Hurricane," said Melinda George, SETDA's Executive Director. "As the states identify needs, SETDA is reaching out to the nation's state level educators to address the specific needs of the Hurricane-ravaged states. This may include portable computer labs, Internet Access in shelters, or a compendium of free courseware donated by other states, companies or Virtual High School organizations."

SETDA partners and members are generously offering their services to tap into the opportunities technology can provide to these students. This collaboration and use of technology underscores the need for support of these educational efforts from the federal government. The Enhancing Education Through Technology Program (EETT - NCLB, Title II, Part D) was proposed for elimination in the president's proposed 2006 Budget. The Senate has proposed \$425 million for EETT in the 2006 budget (a 14 percent cut from the 2005 funding). At minimum the current funding level must be achieved so that states can continue to build this important infrastructure that is serving American students so well. The need to sustain funding for the EETT program has never been more critical.

SETDA is the principal association representing the state directors for educational technology. SETDA promotes national leadership in educational technology to support achievement in lifelong learning, provides professional development for state educational technology directors and builds partnerships to advance learning opportunities and improve student achievement through technology. #

PRODUCT REVIEW

ARS NOVA SOFTWARE'S PRACTICA MUSICA

By MITCHELL LEVINE

Those familiar with the business of education in New York are probably aware that not long ago, funding for music education in this city was in a crisis. But fortunately for our students, politics was set aside and the budget that keeps the spirit of music alive in our schools was spared. Why is that? In a country where reading, writing and arithmetic are often submitted as the quintessence of curricular necessity, what could explain the convoluted measures to which the teachers in the five boroughs were will to take to ensure that music would continue to be taught?

Well, among other things, studies have consistently demonstrated that, like art and drawing, the addition of music instruction to a student's learning plan will inevitably add points to their testing scores and substance to their overall academic achievement. But gaining those benefits seems to be no small matter. Teachers with the specialized knowledge and experience are often in short supply, and the arcane particulars of music theory and sight-reading aren't always something most instructors feel conversant with.

Conveniently, however, Ars Nova Software has provided schools and homeschoolers alike with a solution in their release of *Practica Musica 4.5*. A masterpiece of interactive pedagogy, this suite offers not only a comprehensive introduction to theory, reading, and ear training in tutorial form, but over eighty activities as well. Although the software seems primarily oriented to the keyboard, its MIDI compatibility and "vocalis voice input" tech allow the stu-

dent to use either vocals or any other instrument using a USB microphone.

With the coordinated text, *Exploring Theory with Practica Musica*, the beginner is led from rudiments like chords, tones, and notation to exercises in dictation, pitch detection, pitch and rhythm reading, and basic harmony. Introductory composition is taught as well, with a feature allowing the user to save and edit complex melodies and polyphonic pieces. User progress is tracked, with the ability to assess the mastery levels of entire classes, but, unfortunately, the program's report capabilities are not as sophisticated as some tutorial software that's been reviewed here. They are nonetheless more than adequate.

Some details are nice: all notations are interactive, so you need only to click on a note to activate it; all of the activities are beyond customizable; and MIDI, while supported, is not required. Taken as a whole, it's unlikely you'll find a better and more practical music instruction available for secondary education or home students. Best of all, it's available for online download, so for purchase, or more information, just log on to www.ars-nova.com. #

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PRODUCT REVIEW

Great Pyramid's Passport Home Education Management System

By MITCHELL LEVINE

It's become increasingly clear that, for a variety of social and political reasons, homeschooling in New York has mushroomed since the start of the new millennium. While I won't get into "why," what's important to note is the fact that it has. Of course, in a city of overcrowded public schools and under-accessible private ones, what's really surprising, I think, is that it hasn't grown larger than it has. Although the laws in New York State are not as favorable as they are in some other areas of the country, I believe the real problem is the difficulty parents find in maintaining an organized management system. True, homeschooling has economic requirements – typically it requires one parent to remain in the home – but the socioeconomic demographics skew way high in Manhattan and even elsewhere in the city. Primarily, the sheer mechanics of both schooling a child and maintaining documentation requirements for the state scare many potentially willing parents away from a rewarding experience with their child.

That's why Great Pyramid created its Passport System to help take care of all the details. Essentially a turnkey home education kit, after an extensive profile detailing a child's age, grade level, learning style, and other key factors, Passport recommends a curriculum and finds resources for instruction and enrichment. (At press, only mathematics material was available, but Great Pyramid insists that a full line of subjects will soon be

released.) Lesson plans are then formulated, and specific products recommended.

Once the lesson plans have been completed, Passport offers a comprehensive testing module with extensive reporting features, providing both a progress report with feedback and a report card with a simple summary of grades. Unfortunately, the progress report feature doesn't automatically update lesson plans to pace with progress reports, but the online placement exams do offer an evaluation of whether the student should progress to new materials. I have seen more detailed statistics, but for home use, I think most parents will be please.

Some of the most powerful features, however, are the program's Internet tie-ins. The Passport Outreach segment of the program enables user parents to form communities, both through e-mail newsgroups and message boards. After accessing this feature, I discovered numerous public and private (require application and approval) clubs, covering topics like legislation, regions, curricula, technology and more. In fact, a quarterly newsletter is in circulation, adding to the benefit.

Homeschooling can be a complex and time-consuming endeavor, even at its most ideal. Great Pyramid's Passport System is the best commercial tool I've yet encountered for taking the guesswork out of it. For more information and an excellent trial demo, log on to the company's site at www.greatpyramid.com. #

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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

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

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

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

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



Bloomberg & UFT

continued from page 20

pay pending the final outcome of a disciplinary proceeding.

Another provision of this agreement affords flexibility to the Department of Education in two areas. Based on a recommendation of the Fact-Finding Panel, the parties have agreed to eliminate the practice by which transfers were based solely on seniority. Principals will now be able to interview all prospective candidates. Furthermore, teachers who are excessed from their school for budgetary reasons or due to a school's closing and are unable to secure a position will be offered substitute positions in their former school or District. They will not, however, be able to displace more junior teachers.

The parties have agreed to eliminate certain grievances and arbitrations thereby streamlining the grievance and arbitration process. They have also agreed to an expedited process for handling cases related to absence and lateness.

A Labor-Management Committee will be created to discuss the Fact-Finding Panel's long-term recommendations subject to adequate CFE fund-

ing. These recommendations include: bonuses for shortage license areas; school-wide based performance bonuses; and reduction in class size.

The agreement comes after a year of record test scores for New York City students. Overall, in 2005, students in Grades 3-8 achieved the highest performance and the largest one-year gains ever in both math and English Language Arts (ELA) on State and City tests combined since standards-based testing began. 52.9 percent of students in Grades 3-8 met or exceeded math standards, improving 6.2 percentage points from last year and improving 15.6 percentage points from 2002. 51.8 percent of students in Grades 3-8 met or exceeded ELA standards, improving 10.7 percentage points from last year and improving 12.5 percentage points from 2002.

"I want to thank UFT President Randi Weingarten and her Committee, Deputy Mayor Marc V. Shaw, Chancellor Joel I. Klein, Labor Commissioner James F. Hanley and First Deputy Commissioner Pamela S. Silverblatt and their team, and Budget Director Mark Page and his staff for their efforts in reaching this Agreement," the Mayor concluded.#

Technology Profile: Bytes of Learning's UltraKey 5.0

By MITCHELL LEVINE

With the launch of UltraKey 5.0, software manufacturer Bytes of Learning now offers districts the ability to easily manage keyboarding instruction from a centralized location no matter where that instruction is taking place – at school or at home. Communicating with a server-based application called the UltraKey 5.0 Data Server, student progress data can be exchanged with the central server in real time through any network or Internet connection, whether students are learning at school or practicing at home.

The same benefit applies to teachers who can review student progress at school or at home, managing their classes' learning wherever they have an Internet connection. "Our software has been very popular in schools, but districts have asked us for a solution whose data could be managed from a central location while providing teachers full customization capabilities within the classroom," said company president Art Willer. "For the first time, districts, teachers, parents and students can use keyboarding instruction at school and at home while the learning is managed and reported through any network or Internet connection. Administrators can rely on the technical operation of the data server while each teacher directly manages her own classes," he continued.

A powerful and teacher-friendly class management system lets teachers know how successfully all of their students are developing

skills at all times. The package also features many options allowing teachers to customize instruction at the school, class and individual levels. With a choice of theme colors, text sizes and contrast levels, it can accommodate young children, students with special needs, and users who are visually impaired. "Under the No Child Left Behind Act school districts, principals and teachers are held increasingly accountable for learning outcomes," said Willer. "The release of this upgrade heralds the first time that school districts can have a keyboarding instruction program in the schools, while maintaining a central district-wide record of how well each individual student, class and school are performing in the use of that program."

Sold separately, the home edition can communicate with the school or district server software to monitor and record student progress anywhere. UltraKey 5.0 Home Edition uses the options set by the student's teacher at school, so the home experience is identical to the school experience. The UK 5.0 Data Server software is sold separately, so schools and districts have the option to purchase only if they want the central management capability. Best of all, until December 31, 2005, Bytes of Learning is granting schools credit for the full value of any UltraKey 4.0 school license toward the version. For more information, log on to the company's site at www.bytesoflearning.com, or dial toll-free 1-800-465-6428.#

TEACHERS NETWORK TRAINS 600 NEW TEACHERS

Teachers Network, a non-profit education organization, with support from the Citigroup Foundation, is launching its New Teacher Support Program in Manhattan while continuing to serve 500 new teachers in Brooklyn. This program, which launched in Region 8 last year and is now expanding to Region 9, aims to reduce New York City's high teacher turnover rate by providing essential support and resources to 600 beginning teachers.

"Scores of beginning teachers—potentially great educators—are fleeing the classroom at alarmingly high rates, often leaving behind the most vulnerable students. With alternative certification programs such as NYC Teaching Fellows, it is crucial to offer teachers extensive support as they start their journey in the classroom," said Ellen Dempsey, CEO and President of Teachers Network and former public school teacher. "Our program provides invaluable resources such as lesson plans and instructional techniques as teachers face the daunting tasks of managing a classroom and navigating the public school system."

New York City teachers of all grades can rely on the New Teacher Support Program materials for curriculum ideas, lesson plans, and assistance. New teachers in participating schools will receive Teachers Network's proven teaching materials that were designed by teachers, for teachers. Materials include Teachers Network's best-selling publication, the New

Teachers Handbook and the accompanying CD-ROM set, *Successful Teaching Practices in Action*, available for both high school and elementary school teachers.

As part of the New Teacher Support Program, teachers are enrolled in the New Teacher On-Line Survival Courses, a series of five courses, facilitated by veteran teachers. Pre-approved by the New York City DOE, educators can access them from any computer and walk through the classes at their pace on their own time, an important feature during the chaotic first years in teaching. Teachers can also log on to www.teachernet.org and ask questions to experienced professionals as well as access over 600 lesson plans and instructional units.

Teachers Network and Citigroup will host welcome receptions in October for Region 8 and Region 9 to provide the 600 new teachers with the opportunity to network with other educators and learn about the many resources available through the DOE-supported New Teacher Support Program.#

Teachers Network is a non-profit organization—by teachers, for teachers—with a 25-year track record of success, dedicated to improving student learning in public schools nationally and internationally. For more information about Teachers Network, go to www.teachernet.org.

Balance Education's Professional Development Seminars

By MITCHELL LEVINE

In order to offer students the most effective education possible, school personnel must be aware of the most current best practices to effectively curtail bullying, harassment and social aggression. "Social aggression (bullying others by manipulating social status, through tactics such as rumor spreading, exclusion, silent treatment) is just as painful as a physical bullying attack; sometimes more painful," says Steve Breakstone, violence prevention expert and seminar co-presenter. "Our goal is to provide proven methods to reclaim teaching time by reducing disruptions caused by bullying behavior," adds Michael Dreibratt, co-presenter. "The strategies we offer show school staff how to empower 'target' (bullied) students as well as how to guide aggressors and bystanders toward socially acceptable behaviors." Michael Dreibratt is an outstanding national speaker and veteran sixteen-year teacher who specializes in bully proofing, violence prevention, social aggression, healthy relationships and Special Education Law. With his humorous style and engaging stories, Michael has taught these topics to thousands of adults and students. Steve Breakstone is a specialist in violence prevention, behavior management, and effective com-

munication styles. During his workshops, Steve uses his theatrical experience to role-play serious realities such as being bullied, being the subject of rumors or being shunned by cliques. He is also an expert in Special Education Law and the No Child Left Behind Act. During the seminar, school personnel will also learn state law and education regulations regarding harassment and discipline in order to protect themselves and their school district from liability. These one-day seminars are designed for teachers, guidance counselors, school social workers, psychologists, case managers, principals, school board members and parents. To register for this event, log onto www.BalanceEducation.net/registration.htm or dial the company directly at 866-768-4803.#

Upcoming Seminars and Workshops:

Holtville Long Island, NY – October 17, 2005
Garden City Long Island, NY – October 19, 2005
Hartford, CT – October 24, 2005
Bridgeport, CT – October 26, 2005
White Plains, NY – October 28, 2005
Mt. Laurel, NJ – November 7, 2005
Newark, NJ – November 9, 2005

Learning Anatomy Without a Cadaver

Without the faintest whiff of formaldehyde, anatomy and physiology students nationwide are learning the human body, from the skeletal system to the digestive system and much more, with *Anatomy & Physiology Revealed*, a CD-ROM program released last spring by McGraw-Hill Higher Education.

The program, developed by McGraw-Hill Higher Education in conjunction with the Medical College of Ohio, is the first product of its kind to use images of actual cadaver specimens.

Students and teachers in both two-year and four-year programs are using *Anatomy & Physiology Revealed* in more than 140 schools this fall, including Frank Baker's human anat-

omy classes at Golden West College. Professors who piloted the program in their curriculum say the difference is night and day between this and other anatomy teaching tools on the market. The clear photos provide better visual learning opportunities over illustrations. And, the digital layering features let users blend in detailed photographs of the cadaver to provide a virtual, interactive dissection experience.

(In layperson terms: you control what you see. By moving buttons like the bass and treble tuners on your stereo, you remove or add each layer of the body, such as skin, muscle, or organs, so you can easily see how each system of the body works together.)



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PRODUCT REVIEW

STEPWARE'S ACE READER

By MITCHELL LEVINE

Reading's been on the radar of education for, well, forever. As literacy is one of the generally accepted keys to collective social success, ensuring functional reading has always been a major focus of education as an organized institution. Because basic literacy has been both so important and so difficult to achieve on a systematic level, almost all of the pedagogic and curricular emphasis has traditionally been placed on it, which has often dissolved into a series of parochial disputes over conflicting ideologies. However, those readers – adults and children alike – with basic proficiency who simply wish to improve their skills haven't been so fortunate. Given the re-emphasis placed on the written word as a medium by the Internet, and the unchanging bent of the Information Explosion, expanding reading speed can only be seen as an essential objective for just about any student.

viewing screen at variable rates of speed. Once you're done reading, a quick test will inform you as to exactly how successfully you were able to process the material.

While that sounds simple enough, the folks at Stepware inform us that two important technologies are used here to benefit the user – “rapid serial visual presentation” and “tachistosopic scroll presentation.” Essentially, by keeping ones eyes in a text box the center of the screen, the brain is forced to work faster and more efficiently to decode and cognize the material. In “productivity mode,” the user can simply dump in as a text file anything they need to read quickly and efficaciously. On the other hand, simply undergoing this process trains the eyes and cortical centers to operate more expeditiously, which is why the product also has its “educational mode.” A series of suggested drills is given to exploit this phenomenon, and, after undertaking one, I can honestly say that it not only exercised my reading capacity, but acted as a general mental hotfoot as well.

Although speed-reading programs have been around perennially, the older ones we're familiar with have used primarily outdated technologies. With their AceReader reading improvement program, StepWare, inc. has produced a state-of-the-art means of skills enhancement suitable for readers of all ages. Unlike many of the products reviewed here, AceReader isn't really a tutorial program. Essentially, it's an updated version of the old Tachistoscope: pour text files into the application and it flashes them word by word on a

Other valuable uses for the product exist, though. ESL and foreign language students can benefit by using rapid-fire tachistosopic presentation of vocabulary to increase fluency, and the visual techs employed are ideal for low vision special education students that need to eliminate strain on their optical systems. For more information and a free demo, log onto [#](http://www.acereader.com)

STUDENT-JUDGE DIALOGUE AT FEDERAL COURTS & CLASSROOMS AROUND THE COUNTRY

Recently, scores of middle and high school students visited courthouses across the country to commemorate Constitution Day and talk with federal judges about the issues raised in a nationwide satellite broadcast featuring U.S. Supreme Court Justices Sandra Day O'Connor and Stephen Breyer. During the program, sponsored by the Annenberg Public Policy Center and a prestigious group of educators and media groups, the sitting Justices engaged in a frank dialogue with Philadelphia-area students about interpreting and applying the Constitution—including timely questions about what it takes to overturn precedent and how this founding document allocates and balances powers between federal and state government.

tions about federalism, overruling precedent, and civil liberties in wartime are now online at www.justicelearning.org, and copies of the full program are also available.

This is the first year that federal law expected educational institutions receiving federal funds to create educational programming on or around the day in 1787 that the U.S. Constitution was ratified. To help schools comply with the new federal requirement, the Annenberg Public Policy Center's radio series Justice Talking (an NPR program) partnered with the National Archives and Records Administration, The New York Times Knowledge Network, America Association of State Colleges and Universities, American Bar Association Division of Public Education, Center for Civic Education, Close-UP Foundation, Marshall-Brennan Legal Fellowship Program, National Association of Student Personnel Administrators, National Conference on Citizenship, National Constitution Center, National History Day, Presidential Classroom, Street Law, the Annenberg/CPB Foundation, and C-SPAN. The Constitution Day Made Easy broadcasts and companion materials were made possible by the Annenberg Foundation Trust at Sunnyslands and the Foundation for the National Archives.#

“As our country grapples with the aftermath of Hurricane Katrina and the death of Chief Justice William Rehnquist, Constitution Day offers young people an opportunity to learn how a cornerstone of our democracy—the concept of federalism—shapes our lives,” said Kathleen Hall Jamieson, Director of the Annenberg Public Policy Center at the University of Pennsylvania.

Nearly 1200 educators and public officials from almost all 50 states have registered to use the pre-recorded program with the Supreme Court Justices and other free classroom-ready materials. In addition to the student-judge dialogues, secondary and higher education institutions hosted special classes, campus events, and school- or district-wide broadcasts. The internet also played a key role, with students participating in interactive online sessions with judges and other public officials.

“We're thrilled by the overwhelming interest in our balanced, thoughtful programs and delighted they will help so many students take part in the first national day devoted to teaching the next generation about the Constitution,” said Kathryn Kolbert, Executive Producer of NPR's Justice Talking and JusticeLearning.org, a lead sponsor of the civics education initiative.

Clips of the Justices answering timely ques-

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CHRIS WHITTLE'S CRASH COURSE

By JOAN BAUM Ph.D.

It's often the case—terrible irony—that people in the communications field don't communicate clearly. Enter Chris Whittle, formerly of Whittle Communications and Channel One [news in the schools] and, for the last 16 years, CEO of The Edison Schools, with Benno Schmidt as Chairman. *Crash Course*, Whittle's impassioned, thought-provoking program for education reform ("my true life's work"), could easily be a model for how to write persuasive discourse. First, he lays out his argument in brief; then he delivers a solid piece of reasoning, breaking down his proposal into manageable sections of rationale, supporting data, and challenging questions which he anticipates and answers honestly. Throughout, he keeps to a conversational tone that engages readers with everyday analogies to business practices, common sense appeals to reason, and disarming personal statements about how he has educated himself over the years—admitting to failure and naiveté.

Crash Course makes for easy reading because of the informal and energized style Whittle adopts to analyze an extremely complex and politically charged subject, including funding. He wants nothing less than a radical overhaul of the educational public school system (including large-scale restructuring of sacrosanct givens, such as classroom hours and days and teacher-student ratios and relationships), and he wants change immediately, beginning with congressional legislation that would make it possible to encourage and support competitive administrative and curricular innovation at a funding level commensurate with national need, which is great, especially for poor and minority youngsters, most of whom continue to be ill served, despite good intentions and quick-fix spot successes. Whittle is



particularly effective in drawing on comparisons between efficiency models in industry (probably where his argument is vulnerable) to show up, indeed implicitly shame, those who, either out of ignorance or indifference, keep on fiddling to improve the current system.

Whittle neither talks down nor antagonizes. Just the opposite—he so fairly presents the shortcomings of his own learning curve at Edison and sympathetically understands continuing fears and biases, that reasonableness alone suggests

Crash Course as required reading. He admires Leave No Child Behind (the right objective and direction) but notes that it's only a wake-up call, not an R & D incentive (though it should be) to re-conceive an "operating culture," redo the whole design. Throwing more money into bad investments makes no sense. Though Whittle tends to cite Republicans and corporate leaders for their support of charter schools (he does not particularly vouch for), he does so in a non-partisan spirit (his letter to UFT president Randi Weingarten is a gem of tact and ingenuity). He is proud of being at the

head of a for-profit venture that has been invited to partner with a growing number of public schools (over 270,000 students) around the country and in the U.K. Though it seems strange to say so, the passion and the plan as evidenced in this book suggest that Chris Whittle is not in it for the money. He has a "vision"—apparent from the subtitle of the book—"Imagining a Better Future for Public Education"—that he lays out with credible examples, finally inviting political and educational leaders to come together and get going. Now. This is an impressive work that should stimulate dialogue . . . and action.#

Crash Course by Chris Whittle, Riverhead Books, 269 pp., \$24.95.

Logos Bookstore's Recommendations



By H. Harris Healy, III, President,
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As the season changes to autumn and the New York City residents return to their city while the autumn travelers visit the Big Apple, museums continue to be places of great interest to visit. A most handy guide is *Museums Of New York City: A Guide for Residents and Visitors* by

**Museums Of
New York City:
A Guide for
Residents and
Visitors**

By Deirdre Cossman
(Westholme Press, \$14.95)

Deirdre Cossman. Besides well-known museums like the Metropolitan Museum of Art, the reader will learn about the King Manor Museum in Jamaica, Queens home to the founding father, Rufus King, who had a farm there from 1825 to 1827.

This museum illustrates the story of the King family and the village of Jamaica as it was over 200 years ago.

More discoveries await the reader. The first urban area Audubon Center is located in Prospect Park, Brooklyn. Theodore Roosevelt's birthplace was actually demolished in 1916 and only rebuilt in 1919 shortly after his death. Staten Island is a treasure trove of history from Historic Richmond Town, with buildings ranging in date from 1695 to 1910, to the Garibaldi-Meucci Museum, home to legendary Italian patriot Giuseppe Garibaldi and tele-

phone inventor, Antonio Meucci.

Each museum entry has helpful symbols or visual codes highlighting particular topics or services available. Additional highlights of each museum are listed at the end of each entry. The book page that starts each museum's section serves as the map code number for that museum on the map it appears. There are useful appendices in the back listing the museums by subject matter and geography as well as providing a list of alternative names some of the museums go by.

Meanwhile at Logos after a networking/ book signing party for the book above on Monday, October 3, 2005, 6:30 – 8:30 p.m., there will be the monthly KYTV Reading Group meeting on Wednesday, October 5, 2005, at 7 P.M. to discuss *Balzac And The Little Chinese Seamstress*. On Monday, October 17, 2005, at 7 p.m., the Sacred Texts Group led by Richard Curtis will discuss the first book of Kings. There is Children Story Time every Monday at 3 p.m. led by Dvorah. Logos is also the place to come shop for Halloween for books, cards, and gift items.#

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

E-AUDIOBOOKS—FROM EMILY BRONTE TO DR. PHIL—NOW AVAILABLE FREE FROM THE LOS ANGELES PUBLIC LIBRARY

To the list of things you can do while stuck in traffic, climbing the Stairmaster, eating lunch at your desk or just relaxing at home, you can now add listening to a downloaded best-selling book, thanks to the new e-audiobook service from the Los Angeles Public Library. Debuting August 15, the free service is available 24/7 on the library's Web site, www.lapl.org.

With a library card and an Internet connection, patrons can select from hundreds of fiction and non-fiction titles, then download the complete work as an audio file to a PC or laptop, MP3 player, PDA (personal digital assistant), and smart phone. The file can even be burned to a CD for convenient play in a car, home, office, boat or other location.

The library has long offered a large collection of audiobooks in cassette and CD formats, but this marks its first foray into digital audio technology. "Audiobooks are in such high demand that we can barely keep them on the shelf," says City Librarian Fontayne Holmes. "The new technology makes this popular resource even more accessible and widely available."

Among the initial 400 titles offered are

classics such as Emily Bronte's "Wuthering Heights," Herman Melville's "Moby Dick," and Bram Stoker's "Dracula." Non-fiction selections include a wide range of language learning titles, Dr. Phil's "Getting Real," Richard Phalon's "Forbes Greatest Investment Stories" and Peter Hyman's "The Reluctant Metrosexual." New titles will be added on a continuous basis. Soon, a wide selection of classical music will be available for download.

Library cardholders can check out up to five e-audiobooks at a time. If a title is not available because it has been checked out, users can be added to a waiting list and will be notified via E-mail when the title becomes available. E-audiobooks are loaned for 21 days, then automatically "returned" and made available for other users.#

The Los Angeles Public Library serves the largest urban population of any library in the country. Its Central library, 71 branch libraries, six million books and state-of-the-art technology provide everyone with free and easy access to information and the opportunity for life-long learning. For further information, visit the Library's Web site at www.lapl.org.#

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Four-Year Scorecard Shows Improving Schools, Safer Streets and More Jobs

By MAYOR
MICHAEL
BLOOMBERG

Our Administration came into office less than four months after 9/11, when New York's future looked uncertain. We were a city still deeply in mourning for more than 2,700 of our neighbors and loved ones. We were also mired in a recession, and facing an unprecedented budget deficit of nearly \$6 billion. City government simply had to tighten its belt—and it did.

Last week, the Mayor's Management Report—an annual scorecard on effective and efficient service delivery—proved just how far we've come. It shows that we've not only successfully managed the City's worst fiscal crisis in almost 30 years; over the last four years we've also made the safest big city in the nation even safer, enhanced our quality of life, turned the public schools around, taken care of New Yorkers in need, dramatically improved public health, and created a growing economy that is producing new jobs, giving us our lowest unemployment rate since 1988.

The facts speak for themselves. Take public safety: Because of programs that focus on problem people and problem places, like the NYPD'S highly successful Operation Impact, we've driven crime down 21 percent since 2001, and reduced murders to 40-year lows. Last year, we also recorded the fewest fire deaths since 1919, and the fewest traffic fatalities since 1910.

Our quality of life is also better. We've made our streets cleaner than they've been in 31 years. We're filling almost 50 percent more potholes that we were four years ago, and doing 98 percent of those jobs within 30 days. We've also stepped up enforcement against New Yorkers' number one quality of life complaint: noise.

Because we've established accountability and standards in the public schools, we've achieved record-breaking gains in student test scores. Crime in the schools is down 17 percent from

four years ago, and classroom overcrowding is down 20 percent in elementary schools and more than 10 percent in high schools. And the four-year graduation rate is the highest it's been in nearly 20 years.

We've also successfully met the social and human needs of our city. Over the last four years, we've reduced the welfare rolls by 16 percent, and nearly doubled the number of homeless families finding permanent homes.

The number of children placed in foster care is lower than it has been since 1987. We've improved services to older New Yorkers. And because of the investments we've made in public health and public hospitals, today life expectancy is higher in New York City than it is in the rest of nation for the first time since World War Two.

New York's ongoing economic recovery has been equally dramatic. Recently, City Comptroller William Thompson, Jr. reported that the City's economy has grown for seven straight quarters, and that for the last two quarters, it's grown faster than the nation's economy. That's the result of our Administration's five-borough strategy to foster tourism, biotechnology, film production, and other growing industries.

Our Administration's increased use of information technology has also played a big part in improving City services. Over the last two years, the 311 Citizen Service Hotline has received more than 20 million calls, helping us target resources more effectively. The City's vastly improved web site also makes information and services more accessible to New Yorkers; in fact, you can read the Mayor's Management Report on-line at www.nyc.gov.

Over the last four years, innovation, dedication, and hard work by thousands of people in our City agencies have really paid off for all New Yorkers. We've not only put the City's finances back on a firm footing; we're also making New York a city of opportunity for all. And if we stay on the course we've set, the best days for New York are still to come. #



Interreligious Understanding And Character Education Are Vital Parts Of Schools' Mission

By ASSEMBLYMAN STEVEN SANDERS

With the pressures of standards-based reform, integral elements of education are often left to fall by the wayside. While we all would agree that literacy and math are fundamental to education, subjects such as social studies, science, technology – and character education – are also essential.

New York State law requires that character education be a part of the school day. Still, statistics show that 55 percent of 8 to 11-year olds say that bullying is a serious problem for them, and most juvenile hate crimes reflect racial and ethnic biases. It is clear that more needs to be done to better protect and educate our children.

Legislation I have sponsored along with State Senator Tom Duane, The Dignity for All Students Act, attempts to do more. That bill sets policies and procedures to help administrators and educators recognize and deal effectively with bias and discrimination, and to teach students to treat each other with respect. Such legislation is critical to assure action. To date, the State Senate's leadership has been unwilling to endorse the legislation or offer an acceptable alternative.

Equally important are programs that train educators and provide them with curricula in character education and diversity. One such program that I recently came across is offered by the Tanenbaum Center for Interreligious Understanding—Building Blocks for Democracy: Children Celebrate their Traditions.

Building Blocks is a multicultural and multi-religious academic program for use in kindergarten through 6th grade. Lessons of respect,

character education and civic responsibility are integrated into required academic lessons, including literacy, math, social studies, research, science, technology and art. The children learn listening skills and respectful ways to treat their peers and to ask questions about what makes groups or individuals “different.”

Building Blocks is designed for educators. It provides training and much-needed tools for teachers on how to address bias and harmful stereotyping in the classroom. But what is best about the program is that teachers can use the curricula as a regular part of their school day, without struggling to fit even more lessons into an already packed schedule.

Recent reports tell us that hate crimes against Muslims are rising, and bias against Jews continues to be worrisomely high. People begin absorbing these tensions at an early age, and it is crucial that children are taught messages of understanding and communication before they learn to hate. Schools are in a unique position to intervene and help assure prevention.

Building Blocks is one way for the schools to be proactive. Now more than ever, students need opportunities to help them thrive and to teach them how, as one Building Blocks graduate so simply put it: “to treat someone how you want to be treated!” #

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. To learn more about Building Blocks for Democracy: Children Celebrate Their Traditions, please send an email to buildingblocks@tanenbaum.org or visit: www.tanenbaum.org/programs/buildingblocks.



“Union” Is Not A Four-Letter Word

By CSA
PRESIDENT
JILL LEVY

Labor in the United States faces a great challenge in this 21st century. During the AFL-CIO annual convention in July, three of the largest affiliates walked away from the parent union even after intensive talks.

CSA is an affiliate of the AFL-CIO through our national union, the American Federation of School Administrators, which has a seat on the Executive Council. Events like this happen when there is discord and a sense of powerlessness among members. Organizations that are split asunder have to respond to the challenges or become increas-

ingly irrelevant. We remain loyal to the idea that together we stand, divided we fall.

While a teacher, I walked a picket line in the Bronx. Although some argued that, as professionals, we should not belong to a union, many of us disagreed. But even I did not realize how important a union was for me as an individual until I became a supervisor. Back then, interim acting supervisors had no representation. The UFT would not defend us. We did not belong to the CSA. So, a small but vocal group spearheaded a legal action. It was not easy to get others to come on board. They didn't want to be identified with us for fear of losing their jobs!

Ultimately, we prevailed. We won the right to be appointed to our positions and belong to CSA. Management was forced to treat us with

respect. We knew our rights and the rights of other union members even though we may not always have liked abiding by their contracts.

Of course, back then “union” was not a four-letter word—at least not here in NYC, and no mayor dared to question CSA's, or any union's, right to exist. Yes, tension existed but as union members we sought out each other for advice and unconditional support especially during tough times. We did not sacrifice one supervisor for another. We were a union family.

And I say we are still a union family although some have not yet found their way home; eventually they will. Some I believe are simply too overwhelmed to reach out. Others do not yet understand the value of their contract and rights therein; still others, unfortunately, learn of them too late. With an anti-union mayor and an anti-union chancellor, it's tough to stand up and be counted.

In the early days of unionism, workers struggled for the right to organize. They lost their jobs, they were blacklisted, they were beaten, jailed and, yes, killed because they believed in their cause.

I imagine they would be appalled if they could see how we seem to have lost our courage. As we try to rebuild the national labor movement, remember: As much as our enemies want you to believe it, “union” isn't a dirty word. When you hear attacks on labor, remind the speaker of what it might be like to live in a society without child labor laws, overtime pay, minimum wage, the 40-hour workweek, the 8-hour workday, annual vacation, workmen's compensation, pensions, injury protection and weekends. Organized labor accomplished these things and many other provisions we take for granted.

But if labor is to thrive, unions can no longer ignore other union's problems. Individual members can not afford to say, “Well, I'm a member but only because I have to be.” We must work together at the local level as well as the national level. It is time for the national labor movement to encourage a strong, dedicated, energetic membership that focuses on the global view as well as on each and every one of us—leadership with the skills to motivate us to become a unified force to be reckoned with once again. #



SALEM ACADEMY & COLLEGE OLDEST INSTITUTION FOR WOMEN

Dr. Julianne Still Thrift, president of Salem Academy and College, has announced her retirement from Salem at the conclusion of the 2005-2006 academic year. Thrift, who was appointed the 18th president of Salem in 1991, will retire after 15 years of service to the nation's oldest educational institution for women, a nationally recognized preparatory school and leading liberal arts college.

"I am forever changed and inspired by you and by my years at Salem," said Thrift in her announcement to Salem students, faculty, alumnae, and friends.

"Together with you, we have restored vibrancy to our historic and distinguished institution. With your continuing stewardship, generosity, and hard work, Salem forever will provide a shining light for talented students."

The years of Thrift's presidency have been a time of growth and advancement for the Academy and College. Since 1991, Salem's endowment has nearly tripled from \$20 million to \$56.5 million, and the enrollment has increased by 53 percent. New academic and co-curricular offerings—such as the Salem Signature Program, preparation of women for leadership and service in a global world, teaching and learning technologies, and the introduction of several new graduate education programs—have enhanced the educational program. In 1999, a \$150,000 Presidential Leadership Grant to Salem from the Knight Foundation recognized Thrift's achievements on behalf of the institution.

Salem is currently completing a \$50 million campaign, the largest in its history. In addition, Thrift has overseen a nearly 25 percent campus expansion in the past 10 years. A master campus plan, approved in 2001, has guided the renovation of numerous residence halls, classrooms, laboratories and performance spaces at both the Academy and College. Restoration of

Single Sisters House, an 18th century historic landmark building, is the centerpiece of current renovation efforts.

Thrift was previously the Executive Vice President of the National Association of Colleges and Universities, where she represented more than 900 private colleges and universities. During her tenure at Salem, she has served as board chair of the Women's College Coalition and North Carolina Independent Colleges and Universities as well as served on the executive committees of the boards of North Carolina Citizens for Business and Industry and the American Council of Education.

"Salem is deeply indebted to Julianne Still Thrift for her leadership, intellect, energy, and passion for Salem," said Mary Davis Holt, A'68, C'72 and chair of the Salem Board of Trustees. "I feel that her commitment and leadership at a critical time in our history undoubtedly breathed new life into our beloved alma mater. Many alumnae will forever remember her tenure as one of an enrollment and financial revitalization that we so needed to ensure our future."

A national search for a new president will begin immediately. Ms. Holt stated that the Salem Trustee Executive Committee had chosen Academic Search Consultation Service of Washington, D.C. to assist with the search. Gwynne S. Taylor, C'72, Trustee and immediate past president of the Alumnae Association, has been appointed by the Executive Committee to chair the Presidential Search Committee.

Salem Academy and College was founded by Moravian settlers in 1772. Today, Salem Academy is a day and boarding school for girls in grades 9-12, and Salem College is a four-year liberal arts college for women, offering undergraduate and graduate degrees and a continuing studies program for adults.#

BANK STREET TO ENDOW NEW SCHOLARSHIP FOR AFRICAN- AMERICAN STUDENTS

By SYBIL MAIMIN

It was a love fest! Alums, faculty, and friends of Bank Street College of Education gathered at the June Kelly Gallery in Soho recently to honor Priscilla Elizabeth Pemberton (1918-2004) and inaugurate a new organization in her name that will help Bank Street students and alumni of color. The initial goal of The Priscilla E. Pemberton Society is raising funds for an endowed scholarship for African-American students in the graduate school, the first scholarship named for an Africa-American. The setting for the kick-off was appropriate. "She would have loved it," exclaimed Bank Street president, Augusta Souza Kappner. "Priscilla loved art and was married to a musician." A guitar and bass filled the room with jazz. Larger than life black and white drawings of African-Americans by artist Debra Priestly looked down at the crowd. "The portraits look very serious—like they are saying, 'we have to get this done,'" mused Kappner. Priestly explained she explores ancestry and many of the subjects, depicted from photographs, have "amazing stories," and "witnessed important events in our history."

Pemberton, a 1966 graduate of Bank Street had a long list of accomplishments. She directed the Bank Street Early Childhood Center at its former home on 42nd Street and was on its faculty. At various times, she served as Registrar, director of non-



President Augusta Souza Kappner, Bank Street College

matriculating students, and special assistant to the college president. She was on two presidential search committees. An enthusiastic graduate, she headed the alumni association, worked on various committees, and understood the importance of fund-raising. According to Kappner, "No job titles, no awards can describe the roles she had at Bank Street...wherever there was a need she served, and she served, and she served."

At the reception, accolades about Pemberton and stories of her devotion to her students and frequent acts of kindness were shared by those who knew her. Cynthia Wilson ('73) learned

about commitment from Pemberton and the importance of educating and training community people for teacher certification. Suzanne Carothers ('73), who came to the college from North Carolina, called Pemberton "my New York mom" and marveled that she was the first African-American professional in the college and in the School for Children. Lucia Jack, a college friend, remembered that Pemberton often spoke about the small number of people of color at the school.

President Kappner explained, "We at Bank Street are committed to training more minority teachers and to seeing more minority teachers in our schools...Setting up a scholarship to increase the number of African-American students is the most fitting tribute to Pris...This is done with love."#

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THE SYNTHESIZING OF THE MIND: DARWIN WAS ONE OF THE WORLD'S GREAT SYNTHESIZERS.

He traveled on The Beagle when he was a young man. It was a five-year trip. He took detailed notes and was already thinking about issues related to evolution. His notebooks had been studied and been seen. He also corresponded for 20 years with every naturalist in the world who spoke English. And then he put it together in a 400-page book called *The Origin of the Species*. It's one of the most brilliant syntheses a human being has ever done. You may know that Robert Wallace also came up with the Theory of Evolution about the same time, and they co-presented the theories in 1858. But the difference was, Darwin had all the necessary information to support him while Wallace had a great idea that just so happened to be correct. Darwin is an example of someone who is a great natural synthesizer.

Professor Howard Gardner, Project Zero Conference at Harvard University, 2005

VERMONT COLLEGE

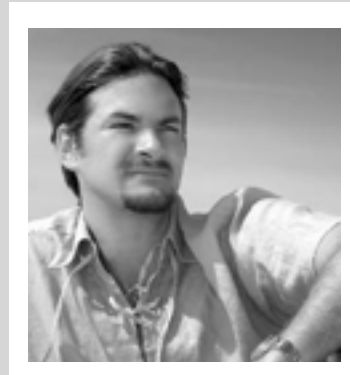
By ANN HAGMAN CARDINAL, NATIONAL MARKETING DIRECTOR FOR UNION INSTITUTE AND UNIVERSITY

- A businessman in India
- An English teacher in Japan
- A single mother who runs a small business in Montpelier
- An animal trainer in California
- A chaplain and published author in Texas

What do all these people have in common? They are all earning their bachelor's degree in Union Institute & University's new online program, Virtual Vermont. This innovative program is an online version of the progressive Vermont College Undergraduate Program, or VCU, which has served adults for over 40 years. Designed with the busy adult in mind, the VCU Program offers learners the freedom to design individualized studies based on their interests, goals, and schedules from wherever they live and work. The new online residency component allows even more flexibility to fit college into adult learners' busy lives. Experienced faculty mentors help learners design a personalized plan of study in many areas, such as, psychology, writing and the arts, social sciences, or business.

Just to give you a little background on how this works, the virtual residency is a fourteen-day online entry experience that introduces learners to faculty, other learners and program requirements. The online virtual residency is asynchronous and requires about a two-hour commitment per day online any time of day or night. It's at this "residency" that they create, with their faculty mentor, the individualized study plan which they'll undertake for the semester. The learning community is established during the online residency through eCollege (a learning management system), threaded discussion groups and e-mail. Following the residency they will have regular contact with their faculty mentor as they submit their work and engage in vigorous dialogue around their academic subject. Learners in Virtual Vermont have access to all student services including financial aid, our Gary Library, the technology department and the academic support network, and attend virtual orientations to make the best of these services during the "residency." Virtual Vermont has start dates in February, May, August, and November. Virtual Vermont learners also have the option of attending on the Montpelier campus in our popular VCU Cycle and Weekend options.

University president **Roger Sublett, Ph.D.** said, "Throughout our 40-year history of innovative programs for adults, we have taken a prominent role in developing new options in undergraduate and graduate degree programs. 'Virtual Vermont' enhances our undergraduate academic offerings in ways we only imagined just a few years ago." #



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BANK STREET COLLEGE TO RECEIVE THREE-YEAR FEDERAL GRANT FOR HEDS-UP PROJECT

Bank Street College of Education has been named the recipient of a 3-year grant awarded by the U.S. Department of Education totaling \$987,658. The grant, which is 100 percent funded by the U.S. Department of Education, will fund Project HEDS-UP (Higher Education Disability Support & Universal Design Principals), a new education project intended to foster a culture of accommodation and inclusion for graduate students with a variety of learning disabilities.

Through Project HEDS-UP, Bank Street, in partnership with the School of Education at San Jose State University in California, will design and implement a web-based program for enhancing the quality of undergraduate and graduate teacher preparation programs for students with learning disabilities. Based on the principles of Universal Design for Learning, project faculty will develop three multimedia professional development modules to guide their colleagues through a process for designing their courses and classrooms with modifications and accommodations that ensure that all students can learn to their potential.

Project HEDS-UP will be directed by Dr. Olga Romero as part of the larger federal program known as Demonstration Projects to Ensure that Students Receive a Higher Education.

While the target audience for HEDS-UP professional development is teacher education faculty, because of the universality of the design and concepts, the modules will be applicable and usable by faculty and individuals across institutions and disciplines, says Romero.

Bank Street College of Education offers degree programs in Dual Language/Bilingual Childhood Special Education that place a high degree of emphasis on the creation of democratic learning environments that value cultural heritage in dual-language development, as well as the educational, linguistic and emotional needs of dual-language students with learning disabilities. Project HEDS-UP, with the support of generous federal funding, will only help to grow and extend this vital mission. #

For more information on Project HEDS-UP, contact Olga Romero at (212) 875-4468.

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Preventing Suicide in Our Youth

The National Governors Association Center for Best Practices (NGA Center) has released an issue brief to assist governors and other policymakers implement state policies and school-based strategies to combat the tragedy of youth suicide in America.

For parents, the statistics are alarming. Almost 30,000 Americans complete suicide every year and nearly 10 times as many are hospitalized following unsuccessful suicide attempts. While the overall suicide rate in the United States has declined in the last two decades, suicide is now the third leading cause of death for Americans aged 15 to 24, according to the issue brief.

For states, the consequences of this rise in youth suicide are equally troubling. Annually, states spend upwards of \$1 billion on medical costs associated with suicides and suicide attempts by youths under the age of 20. Moreover, estimates show that lost future earnings and impacts on quality of life brings the total annual cost to more than \$15 billion. Additionally, suicide-related costs are borne disproportionately by rural states, particularly those in the West.

In response, state policymakers, led by governors, have begun strengthening suicide prevention efforts in their states. The issue brief, *Suicide Prevention: Strengthening State Policies and School-Based Strategies*, highlights many of the more successful state prevention programs and makes recommendations for governors and other state policymakers to consider.

"Governors have exercised leadership on this critical issue affecting the nation's young people," said John Thomasian, director of the NGA Center. "This issue brief will help governors obtain the tools they need to initiate innovative policies and strategies to prevent youth suicide." #

A bipartisan group of governors from across the country, including Colorado Gov. Bill Owens, Florida Gov. Jeb Bush, Kansas Gov. Kathleen Sebelius and Nevada Gov. Kenny Guinn have all raised awareness about suicide as a public health concern by initiating development of suicide prevention policies.

Increasingly, governors have made preventing suicide a top priority. In 2000, Idaho Gov. Dirk Kempthorne led a statewide campaign, which included two television commercials, directed at parents to alert them of suicidal tendencies in teenagers. Last year, Illinois Gov. Rod Blagojevich created a statewide prevention plan, which requires the state's Department of Public Health to establish five pilot prevention programs by September 2005, distribute suicide awareness materials to schools and community organizations and make a depression and suicide screening system available statewide.

Additionally, a trio of states—Maine, Virginia and Washington—have created model statewide suicide-prevention plans and funded prevention programs. In addition to promoting existing state best practices, the issue brief includes a series of comprehensive recommendations for governors and other concerned state policymakers to consider in their attempts to address this critical issue, including: increasing public awareness; crafting statewide prevention plans; establishing school-based prevention plans; and stimulating multi-agency and multi-sector collaboration.

"Suicide is an unrecognized killer of American youth," the issue brief concludes. "The limited publicity that suicide receives—especially compared to homicide—and the solitary nature of the act itself, contribute to a public health problem that is neither widely recognized nor well understood." #

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Goddard is accredited by the New England Association of Schools and Colleges and students are eligible to apply for federal financial aid. To apply or find information about transfer credits or Goddard's BA, MA or MFA programs go to www.goddard.edu.

CITY COLLEGE HELPS STUDENTS PREPARE FOR CAREERS IN NASA

By LIZA YOUNG

Working for the National Aeronautics and Space Administration (NASA) need not be a dream deferred; it can in fact be a dream come true. A division of NASA, the Center for Optical Sensing and Imaging (COSI) focuses on the development of key optical technologies

and methodologies for sensing and imaging the earth and environment. Part of NASA-COSI's mission is the recruitment and training of underrepresented minority students to learn to do research and development. Students work in labs, developing an understanding of the theoretical principles and practical

applications in the area of optical imaging. A NASA Research Day was recently held at City College (CCNY) where luminaries in the field of space study presented their work and personal motivations in the field. Dr. Jack Kaye, Director at NASA of the Research Division in the Office of Earth Science, provided about 300 inner

city high school students with a background of the mission and visions of NASA—including understanding and protecting the home planet. Utilizing remote sensing devices like spacecrafts and satellites, he explained how NASA obtains

continued to page 31



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

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The American Dream still works.



City College

continued from page 30

information about the environment.

Kaye related to students his fascination with using remote sensing to see an aerial scale of one's school, the site of one's favorite baseball field, and one's home. He pointed out the skills required to work in NASA—one need not necessarily major in earth science, but an understanding of physics, math and chemistry are essential. Excellent communication ability is a key ingredient, while being multi-lingual is highly beneficial as “science is an international enterprise.” Dr. Kaye cautioned students, however, “not to retreat to planet science;” that knowledge of world politics and current events is crucial for being a successful scientist.

Dr. Laura Danly, Senior Manager of Astrophysics Education at the American Museum of Natural History engaged students in a vibrant discussion, asking the audience how many would like to go

into space and how many follow NASA missions. Danly highlighted the amazing discoveries and accomplishments of NASA as well as challenges. She pointed out to students one

of the major activities for NASA missions is dealing with the fatal danger of debris, which even originating from the shuttle itself can potentially hit the shuttle and send it to its demise.

Danly also related to students the exciting missions to Mars, which have the aim of understanding the physical transformations there and the implications for our own planet.

With respect to specific careers at NASA, Danly pointed out one of the less known and most dangerous jobs in NASA is retrieving the rockets, which are dropped from the shuttle during launching, from the ocean for reuse. For the artistically inclined, there is work at NASA drawing renditions of the missions to space.

Preparing for a successful career in science can begin early within one's educational career due to the COSI-NASA mission and the efforts of CCNY.



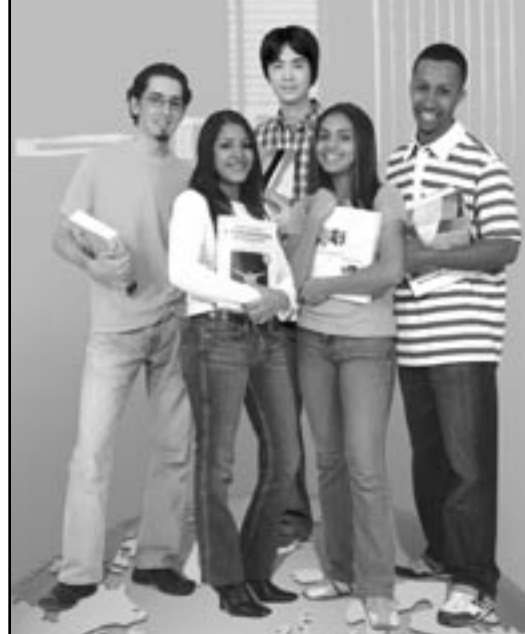
Dr. Jack Kaye



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INDIANA U GETS \$53 MILLION FOR GENOMIC RESEARCH

Indiana University President Adam W. Herbert announced that the Lilly Endowment Inc. is giving IU Bloomington \$53 million to broaden and intensify its life sciences research, retain its distinguished scientists, attract new world class scientists and contribute to the state's economic development by transferring technology to new and existing life science businesses. The grant is the largest IUB has ever received.

These funds will be focused on metabolomics and cytomics, emerging fields that are bringing an explosion of genetic information to bear on scientists' understanding of metabolism and the inner workings of cells. The new Indiana Metabolomics and Cytomics (METACyt) Initiative will build on the foundation of genomic and proteomic research already taking place at IUB and complements the 2001 Indiana Genomics Initiative at IU, also funded by the Lilly Endowment. As life scientists get closer to putting human genome information to use, metabolomics and cytomics research promises to answer key questions about cancer and other diseases, leading to faster diagnoses and more effective treatments.

"IU is now poised to establish international intellectual leadership in these new areas of life sciences research," Herbert said. "We at IU are deeply grateful to the Lilly Endowment for recognizing the quality of our life sciences research program and investing in its bold expansion." Lilly Endowment Vice President for Education Sara B. Cobb said, "This forward-looking initiative will significantly advance Lilly Endowment's efforts to build the intellectual capital in our state, which we believe is so vital to the future prosperity of Indiana."

One of the Indiana METACyt Initiative's goals is to ensure that life sciences discoveries result in a full range of scientific, educational and related economic benefits for the state of Indiana. To that end, the Indiana METACyt Initiative will encour-

age IUB life scientists to stay in Bloomington while simultaneously attracting top research talent from around the world. The initiative also will spur innovation and intellectual property development, and drive an increase in research income from federal agencies such as the National Science Foundation and the National Institutes of Health.

The Indiana METACyt Initiative also will support technology transfer derived from basic research and encourage the founding of new businesses based on initiative discoveries. Working with the IU Research & Technology Corporation, IUB life scientists will be able to bring useful laboratory discoveries to the Indiana private sector. The grant will support one of President Herbert's strategic objectives: to double IU's external research funding by the end of the decade. In FY 2004, IU set an internal record with \$413 million in external funding.

Scientific investigation by members of the Indiana METACyt Initiative will be focused on five areas: microbial systems, cell signaling and differentiation, molecular neurosciences, molecular evolutionary and developmental biology, and analytical technology development. Research in these areas often will be multidisciplinary, bringing together biologists, chemists, physicists, medical researchers and specialists in computer science and informatics.

The Indiana METACyt Initiative also includes Integrating Science and Technology Centers that will employ scientists and technicians who will support and collaborate with investigators by performing biochemical, functional genomics and computational cytomics analyses, as well as chemical imaging and assaying. The Lilly Endowment grant also will provide money for greenhouses, nuclear magnetic resonance equipment, facilities for the study of gene expression in mice and an expansion of IU's advanced information technology infrastructure. #

Study Reveals Americans Support Expanding Community College System to Serve More Students

By IVETTE ZAMORA

Community colleges are highly valued and integral in American society, a new national survey of more than 1,000 adults has revealed. When informed that there are more people who would like to attend community colleges than the colleges have space for, two-thirds (67 percent) of those surveyed would support "using tax dollars to expand the system of community colleges so more students can attend, even if this means raising state taxes." With 81 percent of people having some relationship to the nation's more than 1,200 community colleges, these schools receive high marks from a majority of the public for providing high quality education and the opportunity for career training and advancement.

Dr. Kay McClenney, a leading expert on community colleges and advisor to the Ford Foundation's Bridges to Opportunity Initiative said, "The public understands that by offering the opportunity for everyone to access higher education and job training, community colleges are a gateway to realizing the American dream." The survey illustrates how the public puts a high priority on supporting community colleges, even when faced with competing state funding issues. Seventy-nine percent said that "given the limited funding and the number of other demands on tax dollars" they would nonetheless "oppose cutting back spending on community colleges" in the short-term in order to balance the state budget.

At a time when some colleges are threatened with budget cuts or are actually turning people away, most favor expanding the system rather than curtailing access to these important institutions. Only 27 percent of those surveyed would support a solution to raise tuition and fees and become more selective in whom they admit versus 67 percent who support expanding the

community college system. Respondents found much to praise in community colleges, describing them as conveniently located (93 percent say this describes them very or somewhat well), providing high quality education (89 percent), providing good job training (85 percent), and affordable (82 percent). Serious challenges exist, however, because the public is largely unaware of the unprecedented demand community colleges face, with half (51 percent) believing there are enough spaces available for students who would like to attend, one-third (33 percent) saying they don't know, and just 16 percent reporting the community colleges in their area have to turn away students.

"The big irony in this survey is the fact that the public is so supportive of community colleges, but is also very unaware about how big the challenges are that face them," said Nancy Belden who directed the survey. While two-thirds (67 percent) of Americans are likely to agree with increasing financial support for community colleges if asked, they are yet unaware of the struggle these institutions face as they try to meet increasing demands with fewer resources. With only 40 percent of Americans aware that state taxes fund community colleges, and 15 percent having no information at all on how community colleges are funded, there is a critical need to inform the public. "Without more flexible policies and financial support from states and the federal government, community colleges will not be able to meet the growing demand for educational and career opportunity, particularly among low-income individuals for whom community colleges often offer a first entry point to higher education," said Cyrus Driver of the Ford Foundation. #

Go to College? Get a Job? What to Do After High School

A national survey of young adults age 18 to 25 from the nonprofit, nonpartisan opinion research organization Public Agenda finds that the vast majority of today's young adults, be they African American, Hispanic or Latino, Asian American or white, strongly believe in the value of higher education. Most of the young adults surveyed in Life After High School: Young People Talk about Their Hopes and Prospects report that their parents inspired the goal of going to college and most had a teacher in high school who took a strong

personal interest in them and encouraged them to go on to college.

But the study raises serious questions about the shortage of high school counselors and the economic pressures and trade-offs many young adults face, especially those from minority backgrounds. It also portrays the uncertain, hit-or-miss career path experienced by many young people who enter the work force without a 2-year or 4-year college or technical degree.

Money plays a big role in decisions about where

or whether to go to college. Nearly half of young people who don't continue their education after high school cite lack of money, the wish to earn money or having other responsibilities as reasons why they don't go. Life After High School also shows that while money is not a factor in college selection for most young white Americans (60 percent), it is for most young African Americans and Hispanics. Six in 10 of both groups say that they would have attended a different college if money was not an issue. About half (51 percent) of young

Asian Americans say this as well.

The survey raises troubling concerns about the prospects for young workers without college degrees. Compared to those who have a 2- or 4-year degree, these less-educated workers fell into their jobs more by chance than by choice and far fewer think of their job as a career. Young people with no degree are substantially less likely than those who have a degree to say their parents urged them to go to college. #

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FROM THE SUPERINTENDENT'S SEAT

PLAN AHEAD FOR FUTURE SCHOOL BREAKS

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

The summer heat has abated and the children are back in school and getting settled into their routines. You've got a whole school year to look forward to in which your children will be busy learning and growing in every way. Before you feel too relaxed, we suggest you review this past summer and other school vacations and begin to plan for any changes you want to make.

How was your children's summer? Were you fully satisfied with the programs or activities they participated in? Now that time has passed, you can sit down with your children and discuss how they perceived their own vacation experiences. Unfortunately, not every program lives up to its four-color glossy brochure, and it is easy to assume that children are happy with a program if they don't complain. Give them a chance to express how they felt and ask them what they would change if they could. You may be able to find a program that better suits your child. Keep in mind, also, that your children will be maturing over the school year. A ten-year-old who was happy in a general recreation program may become an eleven-year-old who wants to focus on music, theater, science, computers, or competitive swimming.

It may be too early to send deposits for next year, but it's not too early to talk to people and to research what else is available. Talking to other parents is often the best way to learn about

new programs.

Teachers are another good source, and of course, there's the Internet. Now is also a good time to plan how you and your family will spend your school vacation time during the year. Most schools have weeklong breaks in December, February, and April. If you are able to take your own vacation at the same time, there are many opportunities to plan time to spend together to travel, visit family, or simply explore your own community. These are the times that will hold your family together. If you have any doubts about this, search your own cache of family memories. You are likely to remember the times your family spent together sharing a new experience, exploring new territory, or annual visits with special family and friends.

If you have a high school junior or senior, you will need to plan college visitation trips, and these may take priority over leisure trips. While these visits are important, they can also get to be very tiring and repetitive. Get out your travel books and look for an interesting side trip your family can take, especially if these college visits include bringing your younger children along.

We're all so busy with life. Planning ahead is a great way to ensure we make the best use of the precious leisure time we have to spend with our children. #

Dr. Hankin is superintendent of Syosset Central School District



MOVIE REVIEW

ROLL BOUNCE & HARD GOODBYES: MY FATHER

By JAN AARON

Set in the 1970s when the flashy art of jam skating was all the rage, *Roll Bounce* spins an engaging, imperfect coming of age tale about Xavier "X" (the charming teen heartthrob Bow-Wow), a nice kid from Chicago's South Side, and his beleaguered dad, Curtis (the terrific Chi McBride). It's a good family film, despite some plotting missteps.

Moody Xavier spends most of his time skating with his pals. When their favorite rink closes, they are forced to shift to Sweetwater, an awesome rink on the North Side, where the boys are ridiculed and snubbed. The rink also is home to the Afro styled Sweetness (Wesley Jonathan) flanked by his all-male entourage in iridescent garb.

Sweetness is such a dreamboat that he makes Xavier's kid sister swoon. After their first put-down, the boys swear they'll get even by entering the rink's annual skate-off dominated by Sweetness.

At home, Xavier, who is having trouble coping with the death of his mother—she encouraged his skating—is also resentful of his dad who has his own secret. He's been jobless for months, but dresses each morning in office attire

and pretends to go to work. Xavier and Curtis have two heartbreaking exchanges. Here the picture goes off track, shifting focus from skating to sadness.

Director Malcolm D. Lee could have spent more time showing the kids practicing and learning their terrific competition routine. The actors astonish on skates.

Love interests also threaten to derail the skating plot. Xavier befriends a cute new neighborhood girl Tori (the adorable Jumea Smollett) and reconciles with Naomi (Meagan Good) and Tori's single Mother becomes Curtis's new flame.

On the wide screen, the skating routines (expertly choreographed by Kishaya Dudley) are eye stopping and retro score is right-on. (PG-13; 113 minutes)

Also recommended: *Hard Goodbyes: My Father* is an engrossing father-son film. Here the theme is how a freak accident kills a father and the exceptionally bright 10-year-

old son, who cherished his dad, invents ways to keep his him alive. Ironically, he admits the truth on the day Neil Armstrong sets foot on the moon—an event he planned to experience with his father. (Not rated; 113 minutes, in Greek with English subtitles).#



Smart Gifts for Learning and Fun

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

Looking for unique gifts anytime, especially for use in classroom or home, or for the holidays, is easier with this guide to products offering fun and extra value. These carefully selected gifts offer diversity and skill building plus plenty of playtime for the young at heart to last well into New Year.

Manatees Scramble Squares® helps player learn about endangered, highly social warm water sea mammals with colorful, easy to play, hard to solve nine 4"x4" piece brainteaser. Puzzles teach patience, perseverance plus thinking while keeping everyone entertained. 100 different styles of art work available. Ages 4 and up. \$7.95 b.dazzle 800-809-4242 www.b-dazzle.com

Teddy, an innovative toy, helps child learn colors, shapes, visual discrimination and counting. Teddy is a teaching bear with 24 two-sided game cards that fit on Activity Pad. Place card on Activity Pad and turn color-coded dial to match the card. Look at question then place Teddy on answer square. If you are correct, Teddy lifts his flag. Complete with 200 questions and card inside card storage. Ages three to ten. \$19.99 Educational Insights 800-995-4436 www.edin.com

Sequoia Tree Wildlife a colorful plush tree stands 17 inches tall with six realistic wildlife finger puppets who make it their home. Included are an owl, bear, blue jay, squirrel, hare, and fox that can be poked in and out of a variety of holes throughout the branches and around the tree's base. This unique Sierra Club sponsored interactive play set will expand communication skills while learning about nature and conservation. Ages three to adult. \$40.00 Folkmanis 800-654-8922 www.folkmanis.com

Reading Roadway USA™ is an excellent board game to strengthen reading and geography. Travel around the USA discovering fascinating facts while building reading comprehension skills. Players take turns spinning and moving their cars across the country reading aloud fun-filled facts based on state they land on. The first person to comprehend and correctly answer trivia question collects a souvenir. Watch out for the tornado; if that is what you spin, or you could go whirling! The first player back to their home state with 4 souvenirs wins the game. This colorful board game of the United States includes spinner, trivia cards and car pieces. Ages eight to adult. \$19.95 Learning Resources 800-222-3909 www.learningresources.com

Lil' Copter Enhance children's problem solving and motor skills while having fun learning and building. Brightly colored helicopter with real working propeller enriches children's imagination while allowing them to become an imaginary pilot. This set includes 15 Maxi Mega Bloks® pieces to build a heliport and one articulated Block BuddiesT figurine. Ages one to five years. \$9.99 Mega Bloks 1800-465-MEGA (1800-465-6342) www.megabloks.com

Rescue Pets are battery-operated pets waiting to be adopted and nurtured. Children safely can play and take their new pets along wherever they go. Rescue Pets feature sounds and movement activated by motion sensor, so they respond when anyone is around. Each interactive pet comes with a collar, tag and adoption certificate. This dog is huggable with soulful eyes, wagging tail and moving head. Requires three "AA" batteries (not included). Ages three to adult. \$19.99 MGA Entertainment 800-222-4685 www.rescue-pets.com

Toy Creator - Real Toy Maker is an innovative new product to encourage creativity as child makes their very own toy that really works. Invent new toys or modify existing toys with Flip Faze™ technology that allows the flexible materials to change shape and color by using warm tap water as child is amazed at magical transformations. Product comes with five ColorTwist strips and connectors, changing molding material in three colors, plastic mold for spinning tops, plastic mold for wheels, wooden rods, felt-tip marker and step-by-step workbook Ages six to twelve. \$12.98. University Games 800-347-4818 www.ugames.com

V.Smile Pocket Learning System is a new learning system for language, math, vocabulary and problem solving skills. Hand-held video game system teaches skills like telling time and much more. It provides wireless play on a LCD screen. Game time turns into brain time with multi-curricular activities with exchangeable 'Smartridges™' with three to four Learning Zone activities. Navigate each game by using a hand-held joystick with oversized buttons easily adapted for right and left handed players. The pocket sized toy is easy to take along for on-the-go fun. Ages five to twelve. \$89.99 VTech Electronics 800-521-2010 www.vtechkids.com#

Stevanne Auerbach, PhD/Dr. Toy is author of Dr. Toy's Guide (www.drtoy.com) and Dr. Toy's Smart Play/Smart Toys (www.educationalinsights.com).

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MUSEUMS AS EDUCATORS

Children's Museum of Manhattan Offers a Touch of Whimsy with "Alice's Wonderland"



By MICHELLE DESARBO

The Children's Museum of Manhattan (CMOM) recently opened a brand new exhibit—and with it, a world of discovery and learning. Using Lewis Carroll's tale of Alice in Wonderland as a model, the "Alice's Wonderland...A Most Curious Adventure" exhibit features everything from its own flamingo croquet game to an afternoon tea party. But the fun isn't just meant to entertain. Each activity is centered around lessons in science, math, geography, and even literature.

The creation of the Children's Discovery Museum in San Jose, California, "Alice's Wonderland" begins with a crawl through zig-zagging, z-shaped tunnels that lead to the Underground—a room full of optical illusions, giant spinning language blocks that use fun words to make silly sentences, and even an "antipodes" globe that shows where on the planet you would be if you were to fall through the Earth.

"Basically, we're trying to replace nonsense with science," says Karen Snider, Deputy Director of Exhibitions at CMOM. "Instead of a world that gets 'curiouser and curiouser,' we show the kids a world that is full of math and science, a world that

does make sense."

The next room leads to the Crazy Croquet table. "We couldn't have real hedgehogs for our croquet game, so we settled for golf balls instead," Snider quips. Here, museum goers may notice a puzzling pattern. The golf balls (propelled by pink flamingo croquet mallets) move in the same motion each and every time. This puzzle is actually an opportunity to incorporate new vocabulary and math—one ball moves in a parabola and the other moves in an ellipse.

Another room boasts a video magnifier that makes objects placed under its lens appear 50 times larger than they actually are. "This is fun. We hope that when kids run into science and microscopes later on, they are excited about it," says Snider. Meanwhile, a glance through a periscope down a

hall of doors treats visitors to a view of the world from the eye level of a rabbit. The appearance, distance, and placement of objects in the hallway ties into the scientific aspects of optical illusions and spatial positioning. Even the Mad Tea Party teaches fractions when visitors divide slices of pie amongst themselves. There are also a mathematical memory game that requires users to discover a secret formula, interactive touch screen programs that encourage literacy by recording (and playing back) spoken words, and spirographs.

"An exhibit like this excites the whole family about learning," Snider says. "There really is something for everyone. Golf-playing dads can't get enough of the Crazy Croquet game, and girls like that the main character is female. We hope that encourages them to have fun with science too."

Alice's Wonderland will travel to children's museums and science centers throughout the nation for four years. An interactive story based on the exhibit can be found on www.cdm.org.

For more information on "Alice's Wonderland" or any other programs at CMOM, visit www.cdom.org or call 212-721-1223.



\$6.9 Million in Federal Transportation Funds Secured for Brooklyn Children's Museum

Recently, President Bush signed the U.S. Surface Transportation Reauthorization Bill, entitled the Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). The bill includes \$6.9 million for transportation, access and safety improvements near the Brooklyn Children's Museum in Crown Heights. SAFETEA-LU includes a total of \$16.5 billion for New York State's highway and transit systems, and for research, safety, environment, transportation planning, and security projects that will benefit all New Yorkers.

The SAFETEA-LU funds were secured through the efforts of Senator Hillary Rodham Clinton, Senator Charles E. Schumer, and Congressman Major R. Owens. Congressman Jerrold Nadler, and Congressman Anthony Weiner also made important contributions.

The federal funds will support much-needed transportation improvements and streetscape enhancements aimed at making the museum more accessible for all users. These improvements will be implemented in conjunction with the museum's \$40 million capital expansion, which is now under construction and scheduled to be completed in 2007. Designed by world-renowned architect Rafael Viñoly, the new building is slated to become New York City's first nationally certified "green" museum.

The goals of the Transportation, Access and Neighborhood Safety Improvement Project plan are to: increase public access to the Brooklyn Children's Museum's cultural and educational resources; provide off-street parking with ADA compliant wheelchair and convenient stroller access to the museum; create drop-off areas

for school buses and reduce double parking; add directional signage for drivers and new way-finding signage to encourage pedestrian and bicycle activity in the area; provide trolley/shuttle service to connect visitors to mass transit and other cultural sites; introduce traffic calming measures to enhance safety for school children and families at street crossings; and reduce traffic and congestion in the neighborhood, particularly important with the museum's expansion and projected increase in visitors.

"Making Brooklyn Children's Museum more easily accessible for all will enable more families throughout Brooklyn and New York City to experience the wealth of exciting educational opportunities that we offer every day," said Brooklyn Children's Museum President Carol Enseki.

Congressman Owens commented that, "As a strong advocate for children and community revitalization, I am pleased to have secured needed federal resources to the Brooklyn Children's Museum, a national treasure in the 11th Congressional District."

"This funding provides a wonderful boost for Crown Heights," said Community Board 8 Chair Robert Matthews. "In addition to benefiting Brooklyn Children's Museum visitors, these improvements will enhance the quality of life of local families and the children of P.S. 289. It is also an important economic development opportunity for the community."

Brooklyn Children's Museum is located at 145 Brooklyn Ave. (at St. Marks Ave.). Admission \$4; free for members and children under one year. For information, hours and directions, call 718-735-4400 or visit <http://www.brooklynkids.org>

DO YOU WANT YOUR CLASSROOM TO HAVE A FREE MAKEOVER? ENTER THE EXPO CONTEST

It only takes a walk through a handful of America's classrooms to notice an unfortunate theme—a desperate need for renovations. In fact, three-quarters of the nation's public school buildings require repairs, renovations and modernizations to be in good condition*. With this in mind, EXPO® dry erase products have teamed up with celebrity carpenter Andrew Dan-Jumbo of TLC's popular makeover show *While You Were Out* to offer students across the country the chance to win a complete classroom overhaul.

The EXPO Classroom Makeover contest invites students in grades 4-8 nationwide to write a short essay about the way their teacher makes learning fun, for a chance to win a classroom makeover worth \$10,000. Contest rules and application instructions are available online at www.expomarkers.com.

"I've had a lot of great opportunities to 'wow' people with makeovers in their homes, but making a difference for students who really need a new classroom is even more worthwhile," said Andrew Dan-Jumbo, star carpenter for TLC's *While You Were Out* and spokesperson for the EXPO Classroom Makeover Program. "I'm excited to work with EXPO and kick off this program in Chicago by supplying teachers with a better environment—and the tools they need—to help students learn."

EXPO design teams will make over five winning students' classrooms at the end of the contest to give them a much-needed facelift,

using a new system that can resurface dingy chalkboards into white boards. The teams will offer new white boards, complete with colorful EXPO dry erase markers and accessories, along with a fresh coat of paint and an overall new design to enhance the classroom learning environment. Each contest winner will also receive a new Dell® personal computer for their use at home.

"While funding is, and will continue to be an obstacle for schools, this program awards the work of outstanding students and their teachers and removes the financial burden," said Phil Dolci, Vice President and general manager of EXPO. "We're happy to start the momentum to wipe away the dust and build a fresh, colorful atmosphere in schools nationwide."

Contest entries must be submitted online by December 15, 2005. Entries will be judged based on the effectiveness of the description, appropriateness to theme and entertainment value. Contest winners will be announced in January 2006.#

*Source: U.S. Department of Education, National Center for Education Statistics. (2000). *Condition of America's Public School Facilities: 1999 (NECES 2000-032)*.

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NEWS FROM THE FRONT-LINE: A LIFE IS SPARED BECAUSE OF A TEACHER'S SKILL AND SWIFT ACTION

By PHYLLIS C. MURRAY

When a choking victim can't speak or breathe and needs your help immediately, the fine line between life and death is incalculable. Fortunately, because of swift and heroic action of Scott Dentz, a seasoned teacher and part time volunteer fireman, a young life was saved at P.S.75, Bronx.

Recently, while Dentz was instructing a guided reading group (and the collaborating teacher was working with another group), Dentz observed Anthony Anderson, his fifth grade student, exhibiting unusual behavior in the classroom. Anderson was holding his neck to indicate that he was choking. The students were screaming, "Anthony is choking." Assessing the situation, Dentz asked Anderson if he were choking. When Anthony signaled, "Yes!" Dentz cleared away the other students and began administering the Heimlich Maneuver.

The Heimlich Maneuver requires numerous steps to help a choking victim. This includes: pressing into the upper abdomen with a quick upward thrust. The Heimlich Maneuver requires much skill and ability. Fortunately, it is also an integral part of the fireman's training that Dentz had received as a volunteer fireman in Rockland County. After giving Anthony approximately four

or five thrusts, the foreign object, a piece of candy, was dislodged from Anderson's throat. Anderson could breathe, normally again.

Immediately after Anderson's rescue, Dentz accompanied Anderson to the nurse's office. Anderson was examined by the nurse and released back to class. The Anderson's mother was contacted as well as the principal.

Fortunately, this story had a happy ending. Because of Scott Dentz's prior training in CPR as well as Dentz's willingness to get involved in a crisis in the classroom, a fatal and tragic accident was avoided: Anderson's life was spared. In June of 2005 Anthony Anderson, an exceptionally gifted art student, graduated from PS 75, Bronx. He will go far.

We applaud Scott Dentz for his heroic actions. We were proud to have had him as a member of our staff. His dedication to the students and staff was exhibited, daily. And the School Safety Committee continued to benefit from the experience and valor that he selflessly shared with one and all on our staff. Scott Dentz, Educator/Firefighter continues to serve beyond the call of duty in District 8. His heroic work at PS 75, Bronx is still remembered.#

Teacher Turnover Could Cost New York \$363 Million Annually, According To Alliance For Excellent Education

When New York's school year begins this fall, almost 24,000 of the teachers will not be returning to the schools in which they taught last year. Replacing them could cost the state more than \$363 million, according to conservative estimates by the Alliance for Excellent Education.

Although some are changing jobs after many years in teaching, many of those abandoning the classroom altogether are new teachers—nationally, almost 50 percent of teachers will leave the profession within the first five years of entering it. Of the total number of teachers not returning to their schools, almost 14,000 are leaving their profession altogether, costing the state about \$210 million in replacement costs. Others are transferring to other schools, at an approximate cost of another \$153 million.

The Alliance's calculations are presented in a new brief, "Teacher Attrition: A Costly Loss to the Nation and to the States", which examines the high price states could pay each year to recruit teachers to fill classroom vacancies. The brief can be found at <http://www.all4ed.org/publications/TeacherAttrition.pdf>

"The price of losing so many teachers, particularly so many who have just begun their teaching careers, is enormous in terms of dollars," said Bob Wise, president of the Alliance for Excellent Education and the former governor of West Virginia, "but it's also costly in terms of

the quality of education we provide our students. Teachers who stay in the classroom gain experience and their students benefit."

Added Wise, "Certainly, we need to attract additional talented individuals to our teaching ranks, but we must also concentrate on keeping them there, by providing comprehensive support programs that help new teachers develop the practical skills they need for success and give veteran teachers opportunities to take on new challenges that will enhance their careers."

The annual cost of teacher turnover was calculated by the Alliance for Excellent Education using data from the U.S. Department of Education, an analysis by Dr. Richard Ingersoll of the University of Pennsylvania for the National Commission on Teaching & America's Future, and statistics from the National Education Association.

The Alliance for Excellent Education is a Washington-based policy, research, and advocacy organization that works to make every child a graduate, prepared for postsecondary education and success in life. It is funded by the Leeds Family, the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Daniels Fund, and the New York Community Trust, as well as by concerned individuals.#

For more information about the Alliance for Excellent Education, visit www.all4ed.org.

LETTERS

Re: Assistant Principals: Crisis Management to Instructional Expertise

To the Editor:

I have taught for 20 years and I am trying hard to be hired as an assistant principal in the Palm Springs area of California. I have my administrative credentials but no administrative experience. What do I need to do?

Doug Brown
Rancho Mirage, CA

Re: Integrating Ex-Inmates Into Society

To the Editor:

Can you send me information about inmates getting grants in order for them to return to school? Do you have any websites that I can search in order to get information for someone?

Dayona
Columbus, OH

Re: Adam Koplewicz, Brown '08 Receives Huber Award

To the Editor:

More power to you as you go through your college life. I know you can reach whatever your goal is because you have always been a very determined child. Good luck! I'm very proud of what you have become!

Ada Cerna
Howard Beach, NY

Re: Joys and Pains of New Motherhood

To the Editor:

This is an excellent article! It has an insight into motherhood you don't get most other places. My wife found this immensely helpful.

Todd Donohue
Cambridge, MA

Re: Outstanding Teachers of the Year

To the Editor:

Go Mrs. Rodger. 208 Warriors!!!
Shurize Richards,
St. Alans, NY

Re: Prison College Programs Unlock the Keys to Human Potential

To the Editor:

Do you have list of the different college programs that are still out there? I understand that Ohio State still participates in educating prisoners but that is the only one I know of so far.

Toni

Grand Forks, ND

Re: Sea Turtles: Ambassadors of the Ocean to Your Classroom

To the Editor:

My daughter and I are "turtle ladies" who would like to do a series on pond turtles, lake and river wetlands turtles, and sea turtles. Let us know if you come to the east coast for any seminars or if I could arrange one through the New Jersey Audubon Society in Franklin Lakes, New Jersey.

Barbara Guest
Wayne, NJ

Re: The Stephen Gaynor School: Providing a Warm and Enriching Environment to Children with Special Needs

To The Editor:

My son is having serious behavioral problems in school. I am trying to find a school that will accommodate his needs. I am a single working mother and it is becoming very difficult. I have tried to work with the board of education but it's not working.

Noma Languardlovu
New York, NY

Re: New For Teachers! Fun Ways to Teach Math

To the Editor:

I enjoy challenging my sons with problems like this. Recently, I saw a comment by you relating to baseball stats, also very interesting. However, I'm hoping you can confirm my claim that when a person plays the lottery it is just as good to choose the numbers 1, 2, 3, 4, 5, and 6 as any others thereby showing how difficult it is to win big. Is this so?

William Bergmann
Hollywood, CA

Response:

Assuming that the lottery is run by a random-numbers generator, the digits 0-9 are all equally likely to appear. An example of a collection of numerals that might be considered randomly arranged is the digits making up the value of pi, the ratio of a circle's circumference to its diameter. For more on this amazing number (pi), we refer you to the book *Pi: A Biography of the World's Most Mysterious Number* (Prometheus Books, 2004).



NYU CHILD
STUDY CENTER

New Mothers: New Lives

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New York, NY 10016
(212) 263-6622
www.AboutOurKids.org

Alfred S. Posamentier, Ph.D.
New York, NY

Re: Zydeco Music & Jamming with Mama
To the Editor:

I really enjoyed that day pictured on the website. Joshua Richard and I were living in New Orleans at the time the photo was taken. If the

person who took this photo could email me I would appreciate it.

Aaron Chesson
Port Arthur, TX

The publisher, Dr. Pola Rosen, took the photo when she was in Lafayette, Louisiana recently. She would be happy to email it to you.



CODEY ANNOUNCES SMOKE-FREE YOUTH INITIATIVE

Acting Governor Richard J. Codey recently announced his SmokeFree Youth Initiative geared towards keeping tobacco out of the hands of young people and preventing them from developing the dangerous habit of smoking. In doing so, Codey announced that he will introduce legislation in the Senate that would make New Jersey just the fourth state in the nation, and the first in the Northeast, to raise the legal age for purchasing tobacco from 18- to 19-years old.

"Our first mission is to reduce smoking in the earlier teen years when most smokers first light up," said Codey. "In order to do this, we need to accomplish our second mission, which is to raise the legal age for purchasing tobacco to 19."

"With all of the facts we know today, we have a moral responsibility to stop the tobacco addiction death march," said Codey. "If you knew for certain that your child was going to go out tonight and die in a car accident, wouldn't you take away the keys? We know smoking leads to premature death, so we need to take away the keys."

Codey announced the initiative at Newark Beth Israel Medical Center where he was joined by Department of Health and Senior Services (DHSS) Commissioner Fred M. Jacobs, M.D., J.D., as well as Paul Mertz, Executive Director & CEO of Newark Beth Israel and Larry Downs, Executive Director, of NJ Breathes.

According to the American Cancer Society, 90 percent of all smokers begin to smoke before they turn 18 years old. Each day in the United States, approximately 4,000 youths age 12 to 17 try their first cigarette. And, in New Jersey, one third of the state's high school students currently smoke cigarettes, according to a survey by DHSS.

Cigarette smoking by young people can lead

to serious health problems, including cough and phlegm production, decreased physical fitness, an increase in the number and severity of respiratory illnesses, adverse changes in blood cholesterol levels and reduced rates of lung growth and function. If current trends continue, an estimated 6.4 million children today can be expected to die prematurely from a smoking-related illness.

"The less contact young people have with smoke, the healthier they will be throughout their lives," said Jacobs. "The Department of Health and Senior Services spearheads a large statewide initiative in youth smoking prevention. Increasing the legal age to buy cigarettes is part of the march to free the citizens of this state from this deadly addiction."

By raising the tobacco purchasing age to 19, it would be illegal for virtually all high school students to purchase cigarettes and less likely that they would share them with younger students. Raising the age requirement would also help tobacco vendors enforce the law by making it easier for them to identify younger teenagers trying to buy cigarettes.

"Most first-time smokers are young, impressionable and feel invincible," said Codey. "If we can prevent even a few young people from picking up a habit that will take years off their life and could eventually lead to their death, then this effort will be worthwhile."

While all states have laws making it illegal to sell cigarettes to anyone under the age of 18, the new legislation Codey plans to introduce will make New Jersey just the fourth state in the nation, behind Alabama, Alaska and Utah, to raise the age requirement to 19. For additional information on youth smoking statistics and prevention and cessation programs, visit: [#](http://www.state.nj.us/health/as/ctcp/index.html)

GOVERNOR SIGNS KIDNEY DISEASE SCREENING INTO LAW

Acting Governor Richard J. Codey recently signed S2232/A3922, which will aid state residents in early detection of kidney disease.

"Without early detection, kidney disease can steal precious moments from us and our families," said Codey. "Life is too short not to have this additional test."

Codey signed the bills during a public ceremony at St. Matthew's Baptist Church Community Development Center in Williamstown. Senator Fred H. Madden (D-Camden, Gloucester), who was one of the primary sponsors for the bill, joined the Acting Governor. Other primary sponsors include Senator Wayne R. Bryant (D-Camden, Gloucester) and Assembly members Herbert Conaway, Jr. (D-Burlington, Camden), David R. Mayer (D-Camden, Gloucester) and Loretta Weinberg (D-Bergen).

Bill S2232/A3922 will require clinical laboratories to calculate a patient's glomerular filtration rate (GFR) once a blood sample already has been taken to determine serum creatinine levels. GFR is a measure of how well the kidneys are filtering wastes from the blood.

Healthy kidneys remove creatinine from the blood, allowing the body to excrete the waste. Creatinine is a waste product formed by the normal breakdown of muscle cells. The level of creatinine builds when kidneys are not working at full strength.

"Early detection is the key to ending the scourge of kidney disease," said Madden. "Identifying kidney disease in its earliest stages will allow patients to receive the treatment they need to stall the disease from progressing and enable them to lead longer, healthier lives."

"Kidney disease is a silent killer that claims thousands of lives each year," said Bryant. "Statistics have also shown that kidney diseases affects African-Americans disproportionately. This new law, in conjunction with the law to require cultural competency training, will work to help eliminate the disparities in preventative treatment and help

to ensure that all residents receive the medical care they deserve."

"Chronic kidney failure usually develops slowly, with few signs or symptoms in the early stages," said Conaway Jr., a practicing physician. "Many people don't even realize they have a problem until their kidney function has decreased significantly—by which time the damage already is irreversible. Early detection can help prevent the progression of kidney disease to complete kidney failure and save lives."

"When it comes to kidney disease, time is of the essence," said Mayer. "The longer an inflamed or diseased kidney goes untreated, the more serious the damage becomes. Detecting kidney disease early is critical to the delivery of proper treatment and the promise of a long and healthy life."

"While a full assessment of the kidneys is necessary to determine if the underlying disease is treatable, early recognition of the condition is critical to long-term survival," said Weinberg. "By providing medical professionals with the means to quickly identify patients at risk for kidney problems—and advise them on dietary changes and treatment options in a timely manner—we are offering a common-sense approach to ensuring the health and well-being of New Jersey residents."

The law will go into effect in 60 days. Like high-blood pressure, the early stages of kidney disease do not show any symptoms. People who have kidney disease often don't feel sick until the late stages.

People in high-risk groups for kidney disease have a family history of diabetes, high-blood pressure as well as kidney disease. Senior citizens and certain ethnic groups, such as African-American, Hispanics, Pacific Islanders and Native Americans, are also at high risk.

Kidneys perform several important bodily functions such as releasing hormones that regulate blood pressure, producing an active form of Vitamin D that promotes healthy bones and controlling the production of red blood cells.#

The Bait and Switch of "Intelligent Design" Creationism

By KEITH LOCKITCH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No matter how fervently its salesmen wish "intelligent design" to be viewed as cutting-

edge science, there is no disguising its true character. It is nothing more than a religiously motivated attack on science, and should be rejected as such.#

Keith Lockitch is a Ph.D. in physics and a junior fellow at the Ayn Rand Institute in Irvine, CA. The Institute promotes Objectivism, the philosophy of Ayn Rand, author of *Atlas Shrugged* and *The Fountainhead*.



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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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Joanne Paltrowitz
joanne@campexperts.com

COLLEGES

Sarah Lawrence College

EXHIBIT

"Listening in Color" Paintings by Joelle Sander

Oct. 1 through Nov. 28
Monday - Thursday 8:30 a.m. - 8:30 p.m.
Friday 8:30 a.m. - 7 p.m.
Saturday 11 a.m. - 5 p.m.
Sunday 11 a.m. - 8:30 p.m.

Esther Raushenbush Library
Free

An associate director of the Center for Continuing Education at Sarah Lawrence College, Joelle Sander's work will be displayed in her first one-woman exhibit, "Listening in Color." Sander was recently chosen by the New York art dealer Phil Alexandre of the Alexandre Gallery to be represented in the 92

nd street YMCA's faculty/student exhibit commemorating the 75th anniversary of Y's Art Center. For additional information on the exhibit, please call 914-395-2470.

READING

Alicia Ostricker
Wednesday, Oct. 19
Heimbold Auditorium
6:30 p.m.
Free

As part of the Fall Reading Series presented by the Graduate Writing Program at Sarah Lawrence, poet Alicia Ostricker will present her work in a reading that is free and open to the public. Ostricker has been the recipient of the William Carlos Williams Award, the Paterson Poetry Award and the San Francisco Poetry Center Prize as well as awards from the Guggenheim Foundation and the Rockefeller foundation. She is the author of 11 volumes of poetry, and her most recent prose work is titled *Dancing at the Devil's Party: Essays on Poetry, Politics and the Erotic*. For additional information, please call 914-395-2411.

READING

Mary Karr
Heimbold Auditorium
Wednesday, Oct. 26
6:30 p.m.
Free

The Fall Reading Series continues with author and poet Mary Karr. Karr is widely known for a work of memoir entitled *The Liar's Club*, which won the PEN Martha Albrand Award for best first nonfiction and was a finalist for The National Book Critics Circle Awards. She currently serves as the Jesse Truedell Peck Professor of Literature at Syracuse University. For more information on the Fall Reading Series, please call 914-395-2411.

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Subject line: Children's Corner

Wolves

By SYDNEY KONTOPIRAKIS

Dangerous predators,
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Hunting,
In search of prey.
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Leaders,
Never Know,
When they're going to attack.

Sydney Kontopirakis is a fourth grader at
PS 236, Brooklyn



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National Library Service for the Blind and Physically Handicapped offers a free library service, NLS Talking Books, to help people of all ages whose low vision, blindness, or physical handicap makes it difficult for them to read a standard printed page. Books and magazines on cassettes and in braille, as well as audio equipment, are mailed to individuals at no cost. (Library of Congress)

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<http://www.ed.gov/free>

Calendar of Events

October 2005

Camp Fair

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New York, NY 10019
Phone: (212) 307-7320
Email: info@readingreformny.org
Web: www.readingreformny.org

Sunday, October 30, 2005
New York Hilton & Towers
Avenue of the Americas betw. 53rd & 54th Streets
New York City, 8:00am-4:30pm
Registration: \$55 Non-members; \$45 Members of Reading Reform Foundation, Fee includes Network Luncheon. Call (212) 307-7320 for registration. See complete program on our website.
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Events

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October 16 - "Tiger Tales", a shadow puppet play performed by the Chinese Theatre Works. Traditional stories recount with sly humor the Tiger's rise to power, his abusive reign and ultimate downfall. A puppet workshop will follow.

October 30 - "Life Cycle Stories" with storyteller Jane Hughes Gignoux, author of *Some Folk Say: Stories of Life, Death and Beyond*, and composer/musician Barry Keating, Muppets collaborator and Tony nominee for *Starmites*. The performance includes audience participation.

November 13 - The Mystic Paper Beasts will perform "Art Foo", an antic play with 25 masks that looks at creativity, inspiration and the art of making art. A mask workshop will follow.

December 4 - Big Apple Playback Theatre, Hannah Fox, Artistic Director, concludes the fall series with its delightful blend of storytelling, improvisation and fun, all based on stories from the audience. Improvisation workshop will follow.

All performances Sundays at 3:00 pm at the Philosophy Day School, 12 East 79th St., NYC.

Children \$10.00, Adults \$15.00
Reservations necessary.
Call 212 744-7300 ext. 201

Open Houses

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LANDMARK COLLEGE
Putney, Vermont
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Web: www.landmark.edu
Fall 2005 Open Houses
Saturday, October 22nd
Saturday, November 12th
9am - 2pm

POLY PREP COUNTRY DAY SCHOOL
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Web: www.polyprep.org

Middle Schools
For students entering grades 5-8 in September 2006
9:00 AM to 11:00 AM
Tuesday, November 1
Monday, November 14
Monday, November 28
Upper Schools
For students entering grades 9-11 in September 2006
9:00 AM to 11:00 AM
Wednesday, November 2
Friday, November 11
1:00 to 3:00 PM
Wednesday, November 30

MARYMOUNT SCHOOL
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Web: www.marymount.k12.ny.us
Middle and Upper School Open House
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Open Houses - 2006-2007 School Year:
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September 14th - December 14th
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LOWER SCHOOL OPEN HOUSES (GRADES PRE-K-4):
Wednesdays, October 5 and 19 from 4-5:30pm
UPPER SCHOOL OPEN HOUSE (GRADES 5-8):
Wednesday, October 19 from 9-10:30am

TOURO COLLEGE
NEW YORK SCHOOL OF
CAREER AND APPLIED STUDIES
1870-86 Stillwell Avenue
Brooklyn, NY 11223
Phone: 718-265-6534 x1015
Fax: 718-265-0614
Every Tuesday and Thursday from 10:00 am - 7:00 pm
Sundays 11:00 am - 5:00 pm.
at 27-33 West 23rd Street
New York, NY 10010
212-463-0400 ext.500

UNIVERSITY OF WEST FLORIDA
Pensicola, Florida
Phone: 800-263-1074
Web: www.uwf.edu
Open House Saturday
October 29, 2005
January 21, 2006
February 18, 2006
March 11, 2006
April 22, 2006

Programs

THE COLLEGE OF NEW ROCHELLE GRADUATE SCHOOL
Offers Three Fall Programs for Children
Registration for the fall semester is now underway at The College of New Rochelle's Graduate School Education Center for the: 1) "Can Do" Program for elementary school age children; 2) After School Reading Program; and 3) Speech and Language Evaluation and Therapy for students in preschool to 8th grade.

The "Can Do" Program, open to elementary school-age children, is one-on-one and is conducted by graduate students in special education, guidance, or school psychology, under the supervision of the Graduate School faculty. This program includes thorough educational testing with simultaneous tutoring in reading, math, social studies, and science. The emphasis is on building learning strategies. Interviews and a final conference are conducted to discuss test findings and progress.

The After School Reading Program is one-on-one and is conducted by graduate students in literacy education, under the supervision of the Graduate School faculty. This program offers assessment and tutoring of reading and writing problems.
The Speech and Language Evaluation and Therapy Program is provided by graduate students in speech and language pathology in a one-on-one setting, under the supervision of the Graduate School faculty. The focus is on vocabulary, phonics, understanding and following directions, comprehension of oral and written information, and formulating grammatically correct sentences.

Programs include interviews with parents and a final conference to discuss test findings and progress. The per child fee ranges from \$100-\$200; financial aid is available. Space is limited for both programs. For further information or to register, call Marjorie Scholnick, Director of the Education Center, at (914) 654-5333 or contact Barbra Nitzberg (914) 654-5285.

Workshops

GROUP FOR ADHD
Lenore Ruben LMSW. CHT. EMDR
Orly Calderon, Psy D. NYS Lic. Psychologist

Cathy Wein, PhD, NYS, Lic. Psychologist
250 West 57th Street #723
New York, NY 10017
Phone: 212-586-2135

Now Forming --- call to reserve space
Parents Discussion Group For parents of ADHD and/or Learning Disabled children
Topics: Myths and realities about ADHD and Learning Disabilities. Deciphering what these terms mean clinically, educationally, and legally in plain language. Methods of coping for parents, family and child. Active techniques to prevent home from becoming a battleground. How to advocate for your child. Exploration and sharing of strategies that help and of pitfalls to avoid.

10 weekly sessions beginning Jan 13, 2005
\$40. per person per session
\$60. per couple per session
There is a 10% discount for prepayment of series.

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC.
116 E. 16th St. 5th Floor
NY, NY 10003
Phone: (212) 677-4650

Presents What's Out There and How to Get It
2005-2006 Free Training Series
For Families and Professionals Needing Programs and Services for Children with Disabilities
Gary Shulman, MS.Ed.: 212-677-4650
www.resourcesnyc.org
gshulman@resourcesnyc.org

Manhattan

Jefferson Market Library
425 Ave. of the Americas NYC 10011
October 25, 2005 Education Options for Children with Special Needs 10:30 AM- 1 PM November 15, 2005 Advocacy Skills for Parents 10:30 AM- 1 PM December 6, 2005 PM Transition from School to Adult Life 10:30 AM-1 PM December 20, 2005 Community Resources 10:30 AM-12:30 PM West Harlem Head Start 121 W. 128th Street, NYC 10027 March 22, 2006 Turning 5: Transition to School Age 10 AM-1:00 PM April 12, 2006 Community Resources 10 AM-12 Noon University Settlement 184 Eldridge Street NYC 10002 January 24, 2006 Opciones Educativas 10AM-1PM (en Espanol)

Brooklyn

Brooklyn Heights Library 280 Cadman Plaza West Bklyn. 11201
October 20, 2005 Education Options for Children with Special Needs 10 AM-1 PM
October 27, 2005 Early Childhood Services: Birth to 5 10 AM-1 PM
December 8, 2005 Community Resources 10 AM-12 Noon January 10, 2006 Transition from School to Adult Life 10 AM-1 PM
Feb. 2, 2006 Advocacy Skills for Parents 10 AM-1 PM
March 28, 2006 Early Childhood Services : Birth to 5 10 AM-1 PM

Bronx

Jewish Child Care Association 555 Bergen Ave. Bronx 10455
November 2, 2005 Transition from School to Adult Life 10AM-1PM
December 7, 2005 Education Options for Children with Special Needs 10AM-1PM
January 4, 2006 Early Childhood Services: Birth to 5 10AM-1PM
February 1, 2006 Community Resources 10AM-12 Noon
March 1, 2006 Advocacy Skills for Parents 10AM-1PM

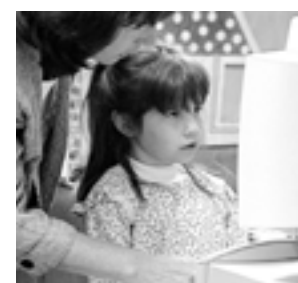
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For All Ages!



UltraKey is the No. 1 Teacher Recommended Keyboarding Tutor

because it systematically teaches touch-typing and safe keyboarding using voice, 3D animation, video and virtual reality. UltraKey also provides many options that adapt to the broadest range of age groups and special needs. UltraKey's high quality instruction and reporting system meet all the requirements of the No Child Left Behind Act.

The new **UltraKey 5.0** communicates with the **UltraKey 5.0 Data Server**, a server-based application. The communication uses Internet protocol (TCP/IP) thus allowing student progress to be easily monitored school and district wide. This makes UltraKey the first comprehensive district-wide solution for keyboarding instruction in schools.

UltraKey 5.0 also features the ability to choose among different themes to suit different learners (see illustration). Already known for its many options, UltraKey 5.0 is the ultimate solution for young children, students with special needs and users who are visually impaired.



“We switched to UltraKey three years ago when we upgraded to OSX and I have been pleased with the program since day one. This year with the introduction of the data server component, setup was easy and quick. My school network administrator installed the data server program onto the server and I was able to configure it remotely. Not only was the setup easy, once I understood how to do it but the access by students from multiple machine was fast and seamless. I tested it from home and was amazed at how seamless and fast the access to the school server was. I know my students are going to make full use of the access from home. I have made a number of tech support calls and the support was always helpful and productive. Thanks for an excellent upgrade to UltraKey.”

*Lan Heng, Computer Coordinator
Ethical Culture Fieldston School, New York,*

**Available in School and Home editions.
District pricing also available.**

For details and downloadable trial copies visit:

www.bytesoflearning.com/euuk



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UltraKey 5.0 is available today from Learning Services, your source for all high quality learning technologies.

Exclusive offers to EU readers approved by Bytes of Learning:

Order a 30-station license or more of UltraKey 5.0 and receive \$100 off the UltraKey 5.0 Data Server (regularly \$500)! Purchase a Home Edition of UltraKey 5.0 and receive \$10 off (regularly \$49.95)! Offers valid on all orders received by December 15 2005. Must quote "EUUK". **Details at:**

www.learningservicesus.com/euuk

Attention: Schools already using UltraKey 4.0 -- Upgrade to UltraKey 5.0 and receive **100% credit** on your current license.

Call (ask for Thea or Adam)

1-800-877-9378

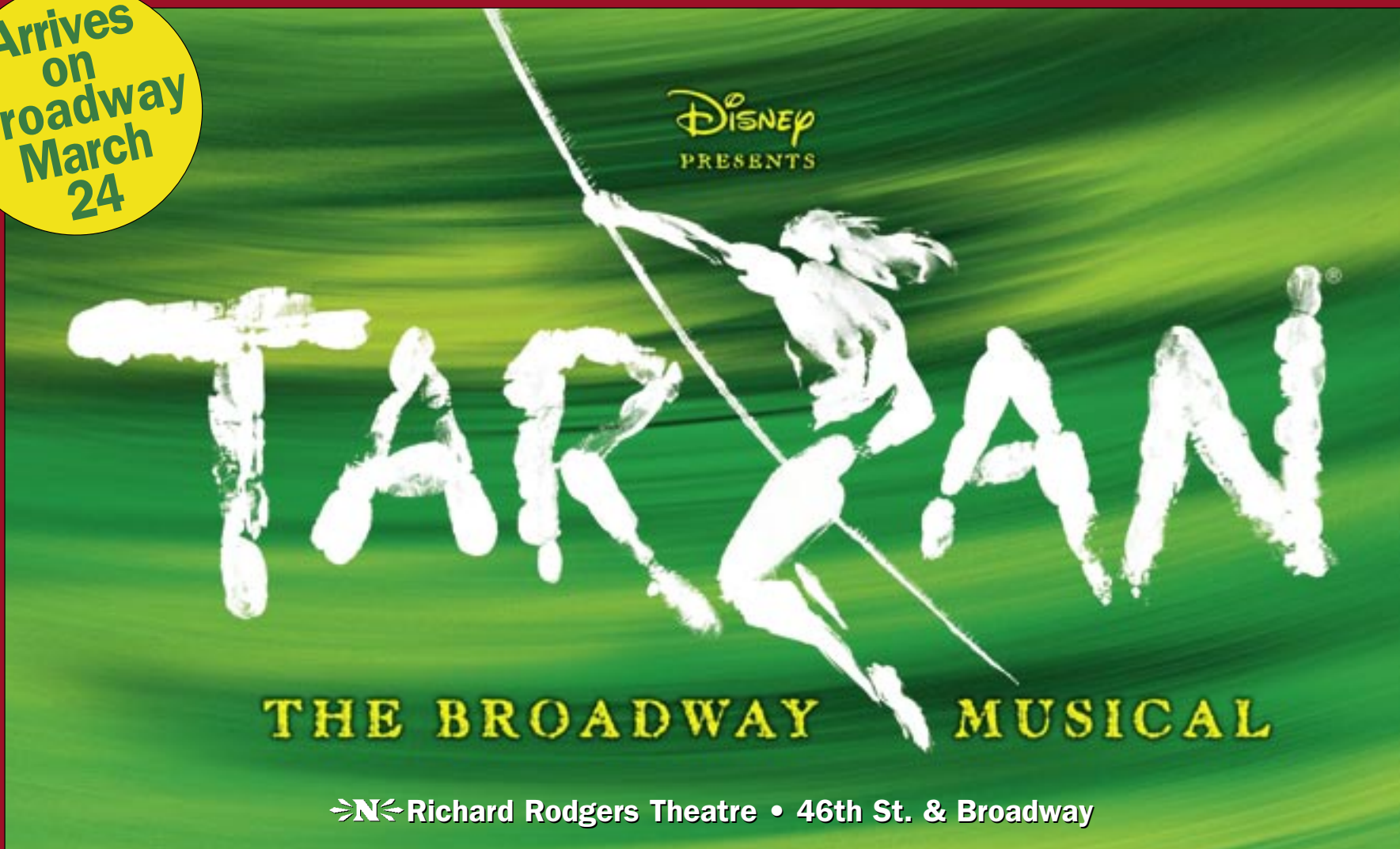
Learning Services

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EDUCATION UPDATE ■ FOR PARENTS, EDUCATORS & STUDENTS ■ OCTOBER 2005

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