

EDUCATION UPDATE

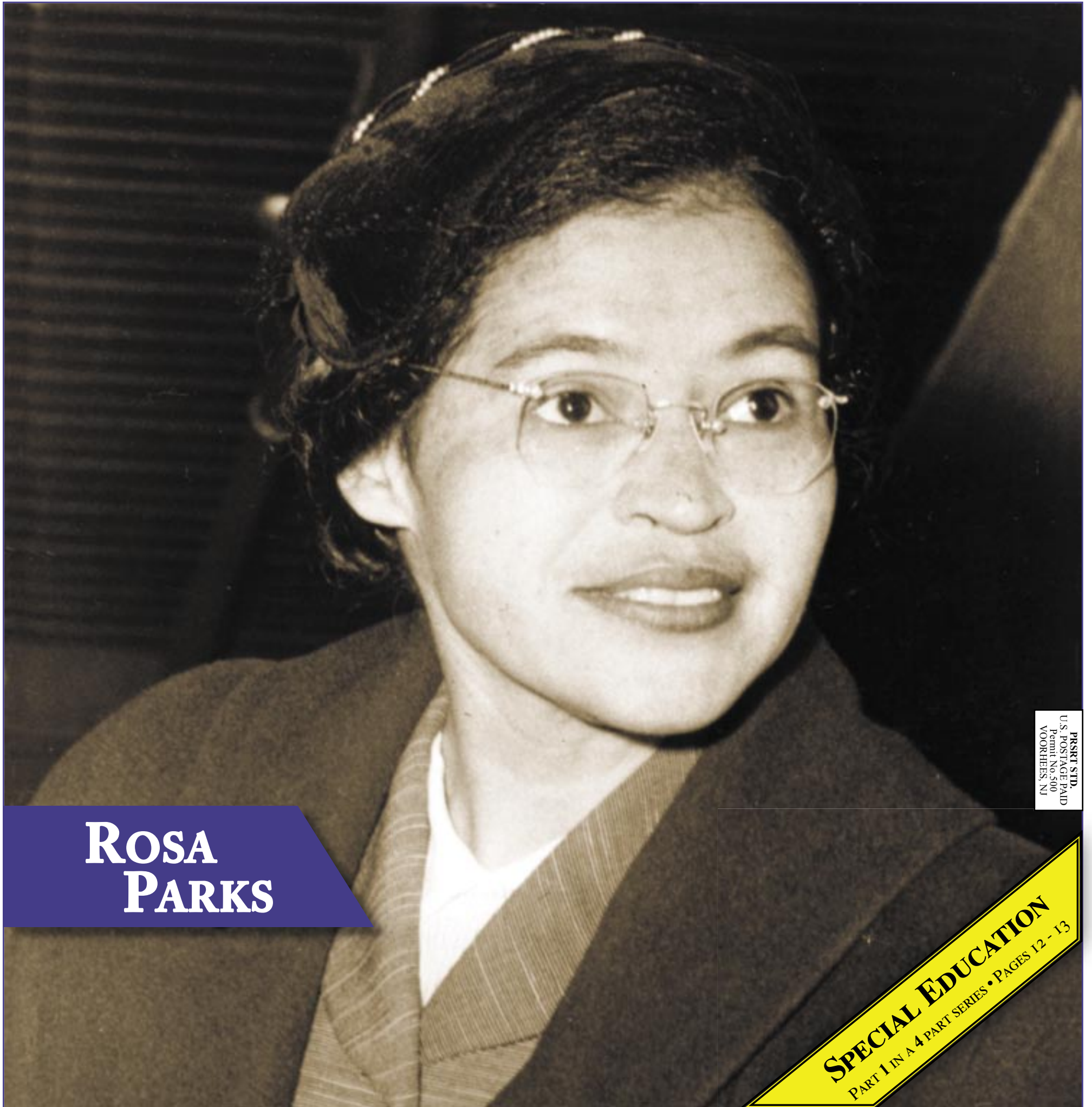
EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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BLACK HISTORY MONTH



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JUSTICE ALBIE SACHS: AFRICAN FREEDOM FIGHTER

By JOAN BAUM, Ph.D.

It's rare that students studying history get to meet leading players in landmark events, but recently, at Facing History High School (FHHS), a New Visions school on West 50th Street, a

group of youngsters—and then the entire class of 108 9th graders—had a chance to see, listen to and question South African freedom fighter Justice Albie Sachs. The Justice, looking hale for his 70-something years, despite prolonged spells in solitary confinement and the loss of an arm and sight in one eye, when racist car bombers went after him for his work on behalf of the African National Congress (ANC), sits on the Constitutional



Court of South Africa, the nation's highest judicial body. As expressed by FHHS Assistant Principal Gillian Smith, the thrill of the youngsters meeting someone "who did that" is unique.

For the last ten years, Justice Sachs has been sharing his professional and personal life with Vanessa September, a handsome, articulate "colored" woman who, before the ending of apartheid, would not have been able to live with Justice Sachs in an area formerly reserved for whites, let alone pursue her dream of becoming an urban architect. But she is living proof of what the freedom fighters, black and white, wrought in South Africa. Justice Sachs, who speaks of his life's work as a kind of moral imperative, said that he felt "privileged," first, because he had been able, as a white, to go to law school, and then because he participated in the liberation movement led by Nelson Mandela and the ANC. It was Mandela, in fact, who appointed him in 1994 to the Constitutional Court. Those were "tough days, tricky times," he says quietly of the years he spent fighting for justice in an all-white court system. They were also tough, obviously because of the sacrifices of his own life, but incredibly, Albie Sachs points out that others, mainly blacks, suffered more.

FHHS students had several opportunities to hear this amazing couple, including a small "advisory group" breakfast where they listened to Ms. September talk about the South African school system and how it changed after apartheid into one curriculum, one standard for all, though those who have money, black and white, can opt to send their children to schools with better resources and

equipment than what some townships can offer, an inequality she and Justice Sachs continue to address. At a full assembly Ms. September led a slide-show presentation of the housing boom in South Africa today, at one point directing the

pointer to Robben Island, where Nelson Mandela had been imprisoned. Did Justice Sachs see similarities between the Holocaust and apartheid? Except for the fact that Nazi Germany and South Africa were both "race obsessed," there is no need to compare horrors, he said. The Nazi regime was "overthrown," apartheid was "overcome." Who was the biggest influence on

his life. "Me," he smiles broadly, empty sleeve flapping in the emphasis. He meant that his own experiences were his influences, and that instead of looking to role models youngsters would be better advised to look to themselves and chart a path—to face history and themselves. What is he doing now? Another smile—among other activities, he is visiting American schools talking about the mission of the South African Constitution and the need for reconciliation, justice and dignity. Among his many fine writings, *The Soft Vengeance of a Freedom Fighter* should be noted, the new edition containing a forward by Desmond Tutu.

FHHS was started last September in conjunction with Facing History and Ourselves, an international education and professional development organization whose mission is to "foster more humane and informed citizenry by examining racism, prejudice and anti-Semitism" and to get students to "think critically about their own behavior and its effect on the community." Central in this effort has been the Community Conversations series dedicated to "Rebuilding Communities in the Aftermath of Violence and Injustice" in which Albie Sachs and Vanessa September were taking part, thanks in large part to the Allstate Foundation, an independent, charitable organization "seeking to promote tolerance, inclusion, diversity, and economic empowerment." Clearly FHHS students had an unusual and memorable example of the significance of the name of their school. #

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Fax: 212-477-5893

PUBLISHER AND EDITOR:
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EDUCATION UPDATE IS AN INDEPENDENT NEWSPAPER

GUEST EDITORIAL

Needed: Quality Education for All



By **HOWARD DODSON**

The crisis in American education in general and black education in particular is more serious than I thought. Toward the end of last year, I attended the New York State Education Summit. More than 600 educators were in attendance, including the Commissioner of Education, Chancellors of the CUNY and SUNY Systems, superintendents of the major public school systems in the state, Regents from the New York State Board of Regents, principals, teachers and educational reform advocates.

The immediate focus of attention was on the increasing performance gaps between African Americans and other minorities and whites in New York States' K-12 and university education systems. Plenary speakers presented the most recent statistical findings. They were not very different from those presented in previous years. Just widening gaps. The overwhelming majority of those in attendance were white and all seemed to nod knowingly as these statistics were rattled off. There were few surprises in their recounting and the general mood in the hall was that that's the way it is and there is little that we can do about it. Blacks and minority students are not measuring up to the challenges posed by the old standards, much less the new, and those in attendance seemed to have run out of alternative strat-

egies for closing the gap (if they ever had any).

What snapped me into a realization of the depth of the educational crisis for black Americans and America as a whole were some of the findings reported by Kati Haycock of the Washington, D.C.-based education think tank, The Education Trust. She had looked at the performance gap that had developed between American education and its leading competitors in the global education environment. Whereas the United States had led the world in educational performance for years, recently it had slipped into the twentieth place or less in many performance areas. The new emerging stars are People's Republic of China and India, both of whom graduated more than a million more students from college last year than the United States. In both countries, their higher educational programs are dwarfing U.S. productivity. China, for instance graduated over 300,000 engineers last year. And India, graduated over 150,000. The U.S. output was a mere 75,000 from all of its colleges and universities. This is just one area where American education is losing ground in the global market place.

But the crisis is even greater when looked at in the context of the American national economy that will exist 40 years from now. According to one source, at the present rate of performance, a significant percentage of the American public will not be qualified to fill the jobs in the

American economy in forty years. Whereas a high school diploma was sufficient for one to enter the American job market in the 20th century, a bachelor's degree or its equivalent will be a minimal prerequisite for entry into the American job market in the 21st century. The implications of this fact are both startling and sobering.

The American education system is set up to offer all students the opportunity to complete a high school education. Early on, those who are believed to be college material are selected out and tracked into college preparatory academic programs. The rest are tracked to complete their formal academic training in 12-13 years (K-12). The economic and social realities of the 21st century require that all students entering the first grade be prepared to pursue at least 16 years of academic training leading at a minimum to a bachelor's degree. This is required if graduates are to find work in the new economy. It's also required if America is going to be competitive in the global political economy. I repeat, ALL American students must pursue undergraduate degrees if they are to be successful, and the American educational system must be retooled to deliver such opportunities if America is to remain competitive. This means that the Black and other minority students who are being failed by the current system are in even greater jeopardy. But so are the rest of America's children who are not pursuing college degrees today.#

Howard Dodson is the Director of the Schomburg Center for Research in Black Culture in NY.

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LETTERS TO THE EDITOR

Re: A Glimpse into the Imprisonment of Jean Harris

To the Editor:
Jean Harris has realistically described the whole women's prison situation accurately and has given us many insights to how we might rectify things within the prison system itself. If we followed her guidance, our prison population could actually decrease, in time!!
*Myrna Hunt
Bend, OR*

Re: Profiles in Education: An Interview With Ramon Cortines

To the Editor:
In my experiences as a parent in Pasadena and as a teacher in Los Angeles, I came to admire Ramon Cortines as the most approachable, conscientious administrator imaginable. I walked into his office when he was Superintendent in Pasadena and was amazed by the fact that he knew me and the teachers of each of my three new-to-the-district children. I always got answers to concerns regarding my children in Pasadena, and years later I received prompt and helpful replies to letters about my students in L.A. As is demonstrated in this interview, Mr. Cortines honestly cares about education and about children, and he has a finely-tuned sense of what is needed in every situation for every person involved, child to administrator. His is a carefully balanced mix of ivory-tower educational wisdom and get-your-hands-dirty, practical problem-solving which has benefitted every one of his communities. May the

man be rewarded at this point with honor, peace, and fulfillment of all of his dreams.

*Julie-Ann Kosakowski,
Retired Elementary Teacher
Pasadena, CA*

To the Editor:

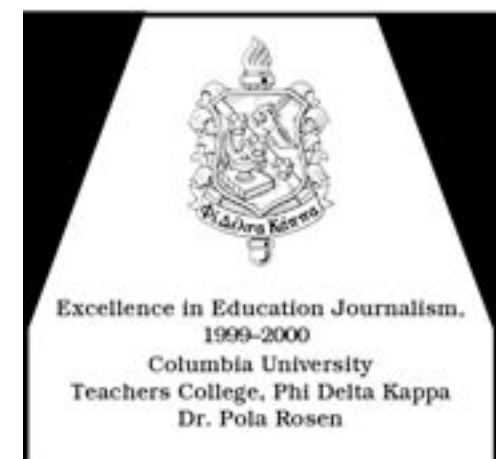
I have lost touch with Ray Cortines. Could you either provide me with his e-mail, or e-mail this to him so he can respond? Thank you.
*Clint E. Smith
Stanford, CA*

Re: What in the World is a Grip & Gaffer?

To the Editor:
I like Shane's story, there is some good advice too. I have worked on major films for 2 years as a truck driver (facilities person), making steps to becoming an assistant grip. I live in the UK. My aim is to set up my own film support vehicle with all the jibs, track and dollies. If any one wants to get into the film game, be prepared to work long hours in sometimes cold places for free. Enjoy.
*Steve Lewis.
UK*

Re: Interview with Olympic Medalist Nadia Comaneci

To the Editor:
I'm doing a history day project on Nadia Comaneci. Your article was very helpful.
*Samantha Beck
Council Bluffs, IA*





William L. Taylor: Passionate Advocate of the Civil Rights Movement

By JOAN BAUM, Ph.D.

The title of William L. Taylor's influential, well received legal autobiography, *The Passion of My Times: An Advocate's Fifty-Year Journey in the Civil Rights Movement*—just out in paperback—is taken, he proudly points out, from Oliver Wendell Holmes's comment that "As life is action and passion, it is required of a man that he should share the passion and action of his time, at the peril of being not to have lived." What's truly admirable—aside from the author's declaration that he had "fun" writing it—is that for all of William Taylor's over 50-year groundbreaking work as a civil rights attorney and advocate, putting his mind and body on the line to serve the cause of equal opportunity and racial justice, he's still at it, the past alive in the present. Though a bit on in years, a fact totally belied by the energetic tenor of his voice and lively, focused humor,

he continues to be as active as ever, going against the grain, if necessary, a fact recently attested to in a January 4, 2006 article about him in *The New York Times* by Samuel Freedman who called him "a grandee of the civil rights movement." For sure, this particular eminence gris remains as dedicated and spirited as ever, even as he seems to be upsetting some of his long-time liberal base in advocating for No Child Left Behind (pause for compassionate chuckle).

A graduate of Abraham Lincoln High School ("the year [his idol] Jackie Robinson broke the color barrier in the major leagues with the Brooklyn Dodgers"); an alumnus of Brooklyn College, where he made waves opposing the authoritarian administration of the day, young Taylor, weaned on sensitivity to human rights by parents who lived in the glow of FED, attended Yale Law School, which still enjoys a reputa-

tion for public affairs and public service, a legacy of Justice William O. Douglas, and upon graduation in 1954 was soon putting Holmes's dictum of action and passion into practice. Starting out at the NAACP's Legal Defense Fund, where he joined Thurgood Marshall and helped write the 1958 Little Rock desegregation brief, Taylor went on to become staff director at the U.S. Commission on Civil Rights and to found The Center for National Policy Review, at the same time teaching civil rights law at Catholic University. The sixties, of course, for any civil rights advocate, black and white, was a historic, tumultuous and dangerous period, but the results found expression, among other pieces of legislation Taylor helped write, in the 1964 Civil Rights Act and the 1965 Voting Rights Act. Needless to say, William Taylor was in Natchez during Freedom Summer, a "palpably scary" time but "nobody turned back." The *Passion of My Times* details with lively anecdotes and scrupulously fair analyses what the legal and political fight was like in those days following *Brown v. Board of Education*. It also reinforces his "passion" to realize Martin Luther King's last dream to ensure equal opportunity for children living in poverty.

What particularly distinguishes William Taylor, a distinguished Jewish fighter for the rights of African-Americans and other minorities, is how much he seems to have taken another Holmes pronouncement to heart: "A man may fulfill the object of his existence by asking a ques-



AP/Wide World

tion he cannot answer, and attempting a task he cannot achieve." Like the Rev. King, a "visionary" who would be pleased by many societal changes made since Selma, but deeply concerned at what still needs to be done for the poor and underprivileged, William Taylor, who acknowledges that he does not have answers to some questions, refuses despite enormous frustrations to yield to despair. A coalition

builder, he continues to lobby for subsidies for those who would engage in public interest law. He sees more idealism than a sense of hopelessness in today's young graduates. He is amused by the attitude that implies that a successful civil rights attorney ought to think now about being "a real lawyer." He persists in opposing "territoriality" that would ignore individual school success because it might threaten the status quo of entrenched bureaucracy. He recognizes but strives against the societal effects of the separation of people that results in concentrated areas of poverty, inequitable school funding, and thus unfair educational opportunity. His late wife Harriet Taylor was a Superior Court Judge and though none of his three children have entered law, they each, with multiple careers, have committed themselves to help reform society through the arts, self-empowerment programs and serving those with disabilities. In their way they have inherited and acted on William Taylor's strong belief that anyone can—and should—try to make a difference, to be an agent of change. #



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DR. HENRI FORD, PEDIATRIC SURGEON EXTRAORDINAIRE

By JOAN BAUM, Ph.D.

It was quite a leap for Haitian-born Henri Ford who knew no English to attend John Jay High School in Brooklyn—where he was called “Frenchie”—and then go on for his B.A. at Princeton, not to mention moving from there in record time to Harvard Medical School, but for this Vice President and Chief of Surgery at Children’s Hospital Los Angeles and Vice Chair of the Department of Surgery at the Keck School of Medicine (USC), affiliated with Children’s Hospital, “leaps” are “challenges.” In fact, he laughs, recalling a saying of a classmate years ago, “excellence will silence all your critics.” Considering Dr. Ford’s considerable reputation as a surgeon and as a heavily funded and much published researcher in pediatric surgery, his specialty, it must be pretty quiet out there.

Dr. Ford modestly refers to his John Jay H.S. days as a time of “difficult transition.” Not knowing English, “the boy from Haiti,” as he was known, could hardly have expected a welcoming team, but he wound up getting a fine education. When he got to Princeton, thanks to a summer language tutor in high school who urged him on, he recalls how his first year there was one of “culture shock.” All those fancy cars—late models, of course—but Henri Ford had a good line ready — “I parked my bus on the street.” By the end of the year, he felt entirely comfortable. Indeed, he says that his undergraduate days were “the four happiest years” of his life. It was where he met his wife and where he pursued a B.A. in public and international affairs, with a special interest in Latin American politics, graduating cum laude in 1980 and responding to what he felt was a need for social change.

But Dr. Ford loves challenge, and though his college major served him well, he turned to medicine almost inevitably, though he did toy with going to graduate school, law school, and the Kennedy



Henri Ford, M.D.

School of Government. “I was, in a sense, delivered to science,” he says, for a number of reasons, including the fact that an older sister, an inspirational figure, who also went to JJHS, persisted with her studies, despite the loss of an eye and multiple surgeries. Then there were mentors, and sisters married to doctors, but most of all, it was the surgery rotation of his third-year at medical school that sealed the choice—he “fell in love with surgery,” and in particular with helping children. A friend, now the chief of surgery at Children’s National who “takes credit for my career!” had spoken glowingly of pediatric surgery.”

Dr. Ford has been at Children’s Hospital for a little over a year, having left the University

of Pittsburgh School of Medicine where he was an attending surgeon, a member of the faculty, and co-director of the Fetal Diagnosis and Treatment Center at Children’s Hospital of Pittsburgh and the Magee-Women’s Hospital at the University. He also held the Benjamin R. Fisher Chair in Pediatric Surgery at the School of Medicine. Under what colleagues called his “exceptional leadership,” pediatric trauma and pediatric surgical research programs reached enviable new heights. So why did he leave and go to California? Well, the population of children in Pittsburgh was shrinking and, well, “challenge.” Dr. Ford’s work on the “pathogenesis of necrotizing enterocolitis—the most common and lethal disease affecting the gastrointestinal tract of newborn infants”—has led to exciting insights into the diagnosis, treatment, and pre-natal prevention. Why do some children develop these internal problems and not others? Is necrotizing

enterocolitis genetic and to what extent? If any, his research lab will get the answer.

Though it may strike some as ironic, Dr. Ford credits among his achievements being an active voice on behalf of no surgery, “pushing the envelope” with traumatologists who work children, especially those suffering from spleen, liver or kidney disorders, to explore other treatments because “non-op management” is less risky. Of course, Dr. Ford sees a lot of young victims of AIDS and a good part of his life’s work these days is also taken up with educating parents, especially young mothers with drug addiction problems, who are more prone than others to have premature babies. He also addresses parents on how to protect their children from injury—installing window gates, ensuring playground safety. He is proud to complete the circle—inspired by mentors he has become a highly revered and beloved one himself.#

CITY TECH STUDENT SHARES THOUGHTS FROM IRAQ



Jude Poku and his mentor, Dr. Pamela Brown, Dean of Arts & Sciences at City Tech

For New York City College of Technology (City Tech) student Jude Poku, working on the breathalyzer lab would build a relationship with his mentor, Chemistry Professor Pamela Brown, that would sustain him during the long months he was about to serve in Iraq.

“Jude was a very good student and I knew he wanted to go to medical school,” explained Brown, who is now City Tech’s Acting Dean of Arts and Sciences. “I thought an opportunity for him to do research would improve his chances for admission.”

To work on the project, Poku, 26, a Flatbush resident, received a stipend from the National Science Foundation’s Louis Stokes New York City Alliance for Minority Participation.

“He went beyond the initial assignment by not only developing the procedure but optimizing it,” Dr. Brown says. “That is, he found the minimum reaction time and materials needed to get repro-

ducible results.”

Poku’s work was presented by Dr. Brown in March 2005 at the American Chemical Society’s national meeting in San Diego.

Days later, Poku’s world as he knew it changed dramatically—his army reserve unit was called up, deployed to Iraq and put on convoy patrol in Taji. Subsequently, his unit was sent to Baghdad to patrol Route Irish, the main artery leading to the airport, which was a hotbed of insurgent activity.

“While I was in Iraq, Dr. Brown wrote to me and sent me biology and MCAT (entrance boards for med school) study guides. When I would return to the base after doing a convoy patrol or searching homes for insurgents and weapons, I would study these books.

Five months after landing in Iraq, Poku’s hum-vee overturned and the chest, shoulder and knee injuries he sustained cut short his tour of active duty. Back in the New York area, he was able to attend City Tech as a part-time weekend student during the fall while continuing to serve at Fort Dix, NJ, until his discharge came through. With renewed focus on academics, he is enrolled as a full-time student for the spring semester.

Born and raised in Guyana, Poku first visited New York in 1990 and then came here to stay in 1998. “I was always good in math and science and my father had been encouraging me since I was little to become a medical doctor,” Poku recalls.

“Basic training in the military gave me the ability to focus and helped me get back on track after the years of menial jobs,” he says. He has applied for admission into the CUNY BA Program, which he hopes to enter next semester after completing his associate’s degree in liberal arts and sciences.

Further down the road, after med school, he intends to travel to less fortunate countries and treat their people. “I saw a lot of sick Iraqi women and children while stationed there,” he explains. “My time in Iraq taught me to be grateful for what I have here in the States and to extend a hand when I can.”#

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SPORTS IN SCHOOLS

Noel Steps Up Big For Midwood Hornets

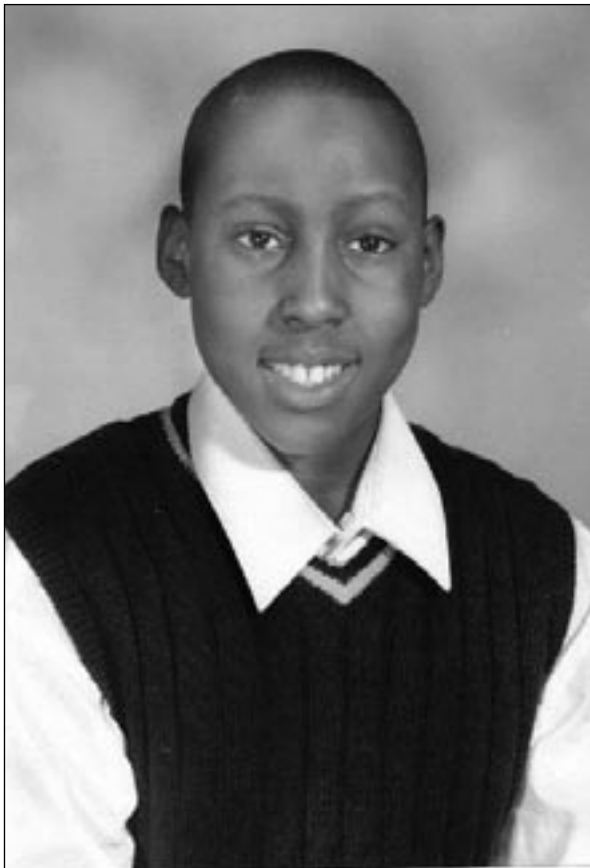
By RICHARD KAGAN

Recently, Midwood High School in Brooklyn defeated South Shore High School 62-60 in a Public School Athletic League basketball game that put the Hornets into the Public School Athletic League (PSAL) playoffs. Greg Noel had a great game scoring 10 points, grabbing 18 rebounds, and drawing six charges by the opposing team.

A charge is player control foul on the offense and the ball is awarded to the team on defense. As a result, Noel helped his team get six extra possessions in the game.

What is noteworthy about Noel's play in that game and this season is that he is a freshman who starts in Brooklyn's 3A division, featuring some of the best teams in the PSAL like Boys & Girls High School, Paul Robeson, and Canarsie. At 6'4", Noel plays power forward, leading the team in rebounds, and shows great hustle on the court. Noel also can score in the low-post near the basket. His coach, Victor Gjeczaj, who has been at the helm for 10 years, says Noel is a rare find. In his ten years at Midwood, Gjeczaj has only started four freshmen, and ironically, three of those are on this season's squad.

Khaleef Allicott, now a senior point guard, who averages 25 points and 12 assists a game is one of the bona fide point guards in the city. He has



played all four years for Midwood.

So has Andre Frenkel, a 6'5" senior who chips in with 14 points a game.

Noel is one to watch. He averages eight points

and 12 rebounds a game. He is only going to improve as a player. "I feel overjoyed that I made it this far," said Noel. "My friends told me you're going to be on the bench and won't play until your senior year. I've proved them wrong." Gjeczaj recalls a game earlier this season when Noel scored 24 points and had 23 rebounds and fouled out of the game midway through the third quarter against Thomas Jefferson HS. The more Noel is in the game, the more opportunities he has to help the team. The last five games, Noel hasn't fouled out.

Now that the playoffs are around the corner, Gjeczaj hopes Noel can continue to make positive contributions. "He's a great rebounder," Gjeczaj said. "The most physical kid we have

on the team." Midwood currently has a 16-6 overall record and is 7-5 in its division. Last season the Hornets were ranked No. 12 in the PSAL playoff seedings but were upset in the first round. This season Gjeczaj hopes the team can stick around longer. "We could do very well," said Gjeczaj about his team's playoff hopes.

Noel has been working on his stamina. When the season started he said he got winded going up and down the court. Now he's getting stronger and is ready to go as playoffs will soon start to crown the best Brooklyn team in the PSAL. After that, it's the city-wide PSAL playoffs. That's a lot of pressure-packed games for a freshman. Noel said he'll see "the playoffs for the first time in my life." This time he'll be in them.#

iPODS REVOLUTIONIZE FIELD TRIPS AT POLY PREP IN BROOKLYN

Bay Ridge, Brooklyn—A middle school history teacher here at Poly Prep Country Day School has turned his students' love for iPods into an incredible academic experience. With the help of a fellow technology teacher, Caesar Fabella recorded an MP3 file his own audio tour of the Ancient Near East galleries of the Metropolitan Museum of Art. Fabella spent a weekend in the museum, choosing 19 artifacts, studying them in the museum library, and then creating exercises for the students to hear on individual iPods or other devices.

Under the spell of their teacher's voice, the sixth graders were drawn inward and better able to focus on the amazing lessons at hand. They were less distracted by the usual excitement of a field trip, and better able to enjoy and appreciate the displays on a field trip last week.

The recordings also freed the students, Fabella, and his fellow teachers inside the gallery. They didn't have to walk en masse from piece to piece, straining to hear the lecture and standing on tiptoe to try and get a good glimpse of the pieces described. Grouped in pairs with one iPod, MP3 player or CD player, the students could stroll from piece to piece, examining the artifacts closely and rewinding the descriptions whenever needed. Teachers could mingle among the students, answering questions and offering enrichment. Students who missed the trip could download the recording and venture to the museum on their own time.

"I could be virtually everywhere," said Fabella, who plans to use the recordings in future trips. "The possibilities for this are endless."

Students said they loved listening to their favorite tunes on the bus ride, too.

For details, please contact communication director Melissa Tyrrell or Mr. Fabella at 718-836-9800. Photos from a recent trip are available by e-mail.

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William C. Thompson, Jr.: A First-Class Leader On His Second Term

By JOAN BAUM, Ph.D.

Though *The New York Times* noted in its report on the Mayor's January 26th State of the City address that William C. Thompson, Jr. had been reelected with 92 percent of the vote, the admirable Comptroller of The City of New York wondered why this fact was even mentioned two months after the fact, when he ran virtually unopposed in a race without a Republican or Independent candidate. In his own inaugural address, given January 1, he spoke of being "deeply honored" at being given another opportunity to serve. Such modesty, genuine as it is rare, reflects why the Comptroller is so popular: he is direct, gracious, modest, thoughtful. Brooklyn born and bred, William Thompson speaks with affection of his native Bed Stuy, where he still lives, and of his family—especially his father, Judge William Thompson, who swore him in, and his mother, who had been a schoolteacher for many years (she taught at P.S. 262, he instinctively recalls, without being asked). Both parents were great influences on his choice of career. His father was the first African American elected official to serve in the New York State Senate and this fact caused his son to turn to politics rather than government when he entered Tufts University after graduation from Midwood High.



But it was the rough and tumble of an actual campaign that confirmed Thompson's direction. As a teenager he worked on the mayoral campaign of Kenneth Gibson in New Jersey. This was in the late '60s; years later, Thompson would become Brooklyn's

youngest Deputy Borough President (under Howard Golden).

William Thompson tried the private sector for a while, working for a Wall Street firm, but when he became a member of the Board of Education in 1994, some-

thing clicked. He loved it, and his life in public service took shape. Two years later, he was unanimously elected president of the board. The school system then, having endured 20 dubious years of decentralization, was ready, he felt, for a strong chancellor to take charge, and Thompson is particularly pleased with his role in getting legislation passed in Albany to that effect. Again, with no ego in evidence, he says only that he helped create an environment for reform, "his proudest achievement." Administrative change meant that he could—and did—concentrate on bringing school districts together, focusing more on teacher quality, bringing the arts back into the curriculum, moving on after-school programs. He gives good grades to the Department of Education, which in one year, can point to improved scores and a continuation of tougher requirements. If the Comptroller has reservations about education policies it is concern that there be containment of the rush of the last

four or five years to make outcomes, in the form of standardized testing the sole standard of success.

Of course, the "activist" 42nd Comptroller of New York City, out to "find new, creative ways to save the taxpayers money," is not the Schools Chancellor, though it would seem only natural that someone who had been at the helm of public education in the city for so many years would not have an opinion on current initiatives. He surely realizes that his own programs are integrally related to education and turn on common themes—collaboration, innovative uses of technology, new investments and commitment to include more women, African Americans and Latinos in major roles to "keep our city strong."#

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Family Programs

The Studio Museum in Harlem acknowledges the need for families to spend time together. Nurturing bonds between parents and their children through art, the Museum offers programs and activities that allow families to share in the creative process. Bring the family and explore our exciting exhibition. Become an artist in a hands-on workshop and create works of art with your kids!

Books + Authors Kids!

Saturday, March 4, 10am-12pm

Celebrate the last *Family Fun* program of the Winter season. We know it's cold outside, but put on your coat and join us for a fun-filled party where we'll celebrate books and reading with story time, performances, on-going art-making workshops, and music! Be there as we unveil our season-long quilting project!

Family Programs are funded in part, by public funds from the New York State Office of Parks, Recreation & Historic Preservation made available through the office of Assemblyman Keith L. Wright, and Corcoran Group Real Estate

Youth Programs

Youth! Poets! Artists! DJs! Come out to The Studio and vibe in this special one-day cipher that will surely blow your mind. Work with established visual artists, spoken-word performers, DJs and your peers to create a body of work that captures your voice and concerns about today's world. This incredible day will be recorded in a zine made by you and featured that night at the *WIM Open Mic*.

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Youth Programs are supported in part by MetLife Foundation, Time Warner Inc., and Citigroup Foundation.

Programs for Educators

The Studio Museum in Harlem acknowledges teachers as professionals at the center of education, whose significant contributions have the most profound effect on the lives and learning of students. The array of programs designed for educators reflects the Museum's commitment to reaching beyond the traditional classroom and museum visit by responding to the increasing demand for quality arts education from an interdisciplinary perspective. To receive information on our upcoming programs please call 212.864.4500 x264

Educator Programs and Resources are supported by a major grant from Wachovia Foundation.



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THE DEAN'S COLUMN

Some Mind-Bogglers on π



By ALFRED
POSAMENTIER, Ph.D.

From early exposure to mathematics, students become familiar with π . As the most popular formulas in elementary mathematics (and those that seem to stick with us long after we really know what they mean) are $2\pi r$ and πr^2 , many students begin to lose sight of what π means and may need some reminding. There are entire books written about π —one of which was written by this author. One of the best ways to motivate someone about the nature of π is to show something a bit dramatic. Perhaps starting with the following “experiment” would do the trick.

Take a tall and narrow cylindrical drinking glass. Ask a student if the circumference is greater or less than the height. The glass should be chosen so that it would “appear” to have a longer height than its circumference. (The typical tall narrow drinking glass fits this requirement.) Now ask the student how he/she might test his/her conjecture (aside from using a piece of string). Recall for him/her that the formula for the circumference of a circle is $C = \pi d$ (π times the diameter). He/she may recall that $\pi = 3.14$ is the usual approximation, but we’ll be even more crude and use $\pi = 3$. Thus, the circumference will be 3 times the diameter, which can be easily “measured” with a stick or a pencil and then marked off 3 times along the height of the glass. Usually you will find that the circumference is longer than the tall glass, even though it does not “appear” to be so. This little optical trick is useful to demonstrate the value of π .

Now for a real “mind blower!” To appreciate the next revelation on π , you need to know that virtually all the books on the history of math-

ematics state that in its earliest manifestation in history, namely the Bible (Old Testament), its value is given as 3. Yet recent “detective work” shows otherwise.

Students always relish the notion that a hidden code can reveal long lost secrets. Such is the case with the common interpretation of the value of π in the Bible. There are two places in the Bible where the same sentence appears, identical in every way except for one word, spelled differently in the two citations. The description of a pool or fountain in King Solomon’s temple is referred to in the passages that may be found in 1 Kings 7:23 and 2 Chronicles 4:2, and read as follows:

And he made the molten sea of ten cubits from brim to brim, round in compass, and the height thereof was five cubits; and a line of thirty cubits did compass it round about.

The circular structure described here is said to have a circumference of 30 cubits and a diameter of 10 cubits. (A cubit is the length of a person’s fingertip to his elbow.) From this we notice that the Bible has $\pi = \frac{30}{10} = 3$.

This is obviously a very primitive approximation of π . A late 18th century Rabbi, Elijah of Vilna (Poland), one of the great modern biblical scholars, who earned the title “Gaon of Vilna” (meaning brilliance of Vilna), came up with a remarkable discovery, one that could make most history of mathematics books faulty if they say that the Bible approximated the value of π as 3. Elijah of Vilna noticed that the Hebrew word of “line measure” was written differently in each of the two Biblical passages mentioned above.

In 1 Kings 7:23 it was written as קרן, whereas in 2 Chronicles 4:2 it was written as קר. Elijah

continued on page 18

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Phi Delta Kappa, Columbia University, Celebrates Achievements of Principals



(L-R) Maria Ciccone, Dr. Cathy Rikhya, Loretta Caputo

By POLA ROSEN, Ed.D.

Phi Delta Kappa honored three principals for their outstanding work in inclusion and special education, with a gala dinner at the Columbia University Faculty House recently. Maria Ciccone, the principal of PS 222 in Queens was honored as Principal of the Year. She has worked alongside Professor Lucy Caulkins; her school has been a model site for the Teachers College Reading and Writing Project for many years. A tearful moment was shared at the podium by a

continued on page 18

SCHOOL OF VISUAL ARTS (SVA) IN NYC: LEADER AND INNOVATOR

How best to educate children has become one of the most debated issues of our time. As new programs and learning methods strive for acceptance and test results become the barometer for success, teachers face new challenges establishing a classroom environment that encourages creative and imaginative thinking. The importance of art in the curriculum has never been greater. The art classroom is a place where children are given the opportunity to explore and develop their personal dreams and goals and to think independently.

The Master of Arts in Teaching (MAT) program at the School of Visual Arts (SVA) provides a "hands-on" learning environment where student teachers can research and explore educational issues and topics as well as develop their own ideas and continue with their own artwork. The thesis project enables MAT students to explore topics of personal importance through literature review and conducting "action-based research" in real life classroom settings. The process of completing a thesis provides them with the framework for future inquiry and professional accomplishment.

Community involvement is a vital component of a well-rounded teacher's education. The curriculum requirements include student teaching in diverse New York City public school sites, and experience in SVA's community-based children's programs. These programs include a class held at a shelter for homeless mothers with young children, as well as Saturday and summer Art for Kids programs. MAT students can also choose to participate in the Art Education Department's collaborative projects for children with such organizations as CityArts Inc.

We believe that to teach art, you should first be an artist who can use the power of art to open the minds, as well as the eyes, of the young to new experiences and individual fulfillment. One person—a gifted and caring teacher—can still make a difference in a young person's life. Our Masters program is for artists who want to become teachers and make that difference.

School of Visual Arts (SVA) in New York City is an established leader and innovator in the education of artists. From its inception in 1947, the faculty has been comprised of professionals working in the arts and art-related fields. Bachelor of Fine Arts degrees are offered in Advertising & Graphic Design; Computer Art; Film, Video & Animation; Fine Arts; Illustration & Cartooning; Interior Design; and Photography. Master of Fine Arts degrees are offered in Art Criticism & Writing; Computer Art; Design; Fine Arts; Illustration as Visual Essay; and Photography, Video and Related Media. A Master of Professional Studies is offered in Art Therapy and a Master of Arts in Teaching. SVA also offers over 300 continuing education classes per semester, in all disciplines. To find out more visit www.sva.edu or 212.592.2000.

GODDARD COLLEGE RECEIVES \$500,000 GIFT; DONATION HONORS CLO PITKIN

Goddard College has received a \$500,000 gift, the largest single alumni donation in the College's history. The donor wishes to remain anonymous.

The gift is being given in honor of Clo Pitkin, class of 1953, in recognition of the historical significance of Goddard College and the legacy of the Pitkin family. Ms. Pitkin is the daughter-in-law of Goddard College's founder and first President Royce "Tim" Pitkin, and is a current member of the board of trustees. "I am honored and extremely pleased that Goddard is receiving this kind of strong support," said Ms. Pitkin.

"The donor has requested that the funds be allocated to meet short and long term needs of the College," said Daryl Campbell, Dean of Finance and Institutional Advancement, "including the College's annual fund, unrestricted endowment, and facilities." President Mark Schulman noted, "this gift is a statement of Goddard College's significance to higher education and the importance of the Pitkin family to the institution." Goddard is a liberal arts college long dedicated to progressive education, and the first to offer innovative delivery models for adults. The College now enrolls 540 students in bachelor's and master's degree programs.

Goddard College is a leader in low-residency education. Students from all over the United States come to the Goddard campus in Plainfield, Vermont to attend eight-day residencies and create plans for individualized learning experiences. When students return home, they remain in contact with their respective faculty advisor and work independently to complete a Bachelor of Arts, Master of Arts or Master of Fine Arts degree. More information can be found at www.goddard.edu or 1-800-906-8312.#

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EDUCATION UPDATE

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Bank Street College of Education Honors Irma & Paul Milstein & President Augusta Souza Kappner



(L-R) Paul & Irma Milstein along with Augusta Souza Kappner, President, Bank Street College of Education

Recently, the Pierre Hotel was the site of an elegant dinner to honor the philanthropy of Irma and Paul Milstein as well as a decade of President Augusta Souza Kappner's visionary leadership. The President's Medal and honorary doctorates by the Bank Street College of Education was awarded to the Milsteins in honor of their support of educational initiatives and their philanthropic leadership in New York City.

Paul Milstein, a renowned real estate developer, pioneered the revival of New York's Upper West Side in the 1960s and 1970s. He and his wife, Irma Milstein, are just as renowned for their major philanthropic activities in NYC over the past two decades. She said, "New York has been good to us; we want to be good to New York."

The education and corporate communities

turned out in record numbers to acknowledge and deliver panegyrics for Bank Street's outstanding work in training new teachers, working with school communities and indeed "Leaving No Child Behind."

Praises were delivered by Joel Klein, Dennis Woolcott, Richard Parsons and Sue Kaplan, Chair of the Board of Trustees of Bank Street while Vartan Gregorian, Regina Peruggi and several Milstein family members looked on.

A quote of the founder of Bank Street, Lucy Sprague Mitchell, which graced the program cover, was very much in evidence: "Our credo demands ethical standards as well as scientific attitudes. Our work is based on the faith that human beings can improve the society they have created."#

SPRING READING SERIES AT SARAH LAWRENCE COLLEGE

Sarah Lawrence's Spring Reading Series, running from February through April, presents several prominent authors of fiction, non-fiction, and poetry. Hosted by the College's Graduate Writing Program the readings, which are free and open to the public, will be held in the Donnelley Film Theatre and Lecture Hall in the Heimbold Visual Arts Center and begin at 6:30 p.m. For additional information, please call 914-395-2412.

Wednesday, February 9: Jane Kramer

Kramer is the European correspondent for The New Yorker and writes the "Letter from Europe." She is also the author of nine books, including *The Politics of Memory*, a collection of her writing from Germany in the years since the Wall fell, and, most recently, *Lone Patriot*. She has received a National Book Award, a National Magazine Award, and an Emmy.

Wednesday, February 15: C.K. Williams

Williams is the author of numerous books of poetry, including *The Singing*, *The Vigil*, *A Dream of Mind*, *Repair*, which won the 2000 Pulitzer Prize, and *Flesh and Blood*, which won the National Book Critics Circle Award.

Wednesday, February 22: Antonya Nelson

Nelson is the author of a number of short story collections, including *In the Land of Men*, *Family Terrorists*, and *The Expendables*, winner of the Flannery O'Connor Award for her collection titled *Female Trouble*. Nelson has been awarded a Guggenheim fellowship, a National Endowment for the Arts grant, a Rea Award for the Short Story, and was named by The New Yorker as one of the "twenty young fiction writers for the new millennium."

Wednesday, March 29: Amy Hempel

Hempel is well known for her works in fiction and non-fiction. In 1985, she published her first

story collection, *Reason to Live*, which won the Commonwealth Club of California Silver Medal. She is also the author of *At the Gates of the Animal Kingdom*, *Tumble Home*, and *The Dog of the Marriage: Stories*.

Wednesday, April 5: Harryette Mullen

Mullen is the author of several books of poetry including *Trimmings*, *S*PeRm**K*T*, *Muse & Drudge*, and *Sleeping with the Dictionary*. The latter was nominated for a National Book Award, National Book Critics Circle Award, and Los Angeles Times Book Prize. She is a recipient of an artist grant from the Foundation for Contemporary Performance Arts and a fellowship from the John Simon Guggenheim Foundation.

Wednesday, April 12: SLC Alumnae/i

Three SLC alumnae/i will return to the College to read selections from their most recent works of fiction. Beth Webb Hart's first novel, *Grace at Low Tide*, will soon be followed by *Adelaide Piper*, to be published in June 2006. She lectures on a variety of topics and has taught creative writing on the college and high school level where she received two national awards from Scholastic, Inc. Justin Haythe's first novel, *The Honeymoon was Long Listed* for the 2004 Man Booker Prize. His short fiction has appeared in Harper's Magazine and is forthcoming in The New England Review as well as in Zembla in the UK. He is also an accomplished screenwriter, most recently credited for writing the 2004 feature film *The Clearing*. Kauai Hemmings is the author of *House of Thieves*, *A Collection of Stories*. Her fiction appears in Story Quarterly, Zoetrope: All-Story, The Sun, Best American Non Required Reading 2004 and Best American New Voices 2006. She is currently working on a novel while editing the next issue of *Story Quarterly*.#

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Group For ADHD

Ask the clinician

Q: Our child is 12 years old and has been experiencing behavior and academic problems at home and at school since her academic career began. The public school recommended a special education program for her, which we declined. We were worried that by associating with other children in the special education class, she might adopt behaviors that were even more extreme than the ones she was already exhibiting. We felt that keeping our child in the main-stream education was important for her positive social development. We enrolled her in a private school. However, her issues were so severe that two different private schools have asked us not to re-enroll her. We are now re-considering our options in the public education system. Do you think that special education will minimize or exacerbate negative behaviors? What can you suggest?

A: It sounds like your child does indeed need some support in order to be successful in school. It is important to keep in mind that Special Education doesn't have to be completely segregated. It is possible to utilize the inclusion programs that public schools offer. Many schools may offer resource rooms or small special education classes for academics, but inclusion with the rest of the grade for enrichment programs (art, gym...). The IEP (Individual Education Plan) that is created for your child will determine what accommodations would best fit your child's needs.

Although it is disconcerting to watch your child socialize with others who exhibit equally negative or even worse behaviors, keep in mind that teachers in the Special Education track are specifically trained to

manage and modify such behaviors. This is not true of mainstream education teachers, who have different expertise.

The law requires all personnel dealing with children identified with special needs to be trained to work with this population. This is especially true for teachers in Special Education. Unfortunately, due to lack of resources, not every school has implemented this to the same standard. In order to ensure that your child receives the best services that she is entitled to, it is important for you as a parent to remain involved and to advocate on behalf of your child. For example parents can request periodic conferences with teachers to discuss strategies to manage the child's behavior and learning style in the classroom. Sometimes it is necessary for parents to bring in outside experts to advocate on behalf of the child on a consulting basis.

Q: My child's school insisted we test our child for ADHD. The results of the school's testing indicated that my child does have ADHD. I am aware that schools receive increased funding for ADHD children and am suspicious of their findings, as I do not observe anything wrong with my child. What options do I have?

A: First, it is important to realize that no parent is obligated to accept the school's recommendations. All families are entitled to a second opinion. If you are not satisfied with the school's testing then you can appear before an impartial hearing committee requesting the Department of Education to either re-test or to provide an outside tester. Sometimes, depending on the circumstances, an outside tester will be paid for by the Department of Education.

As for your concerns regarding the school taking advantage of your child for financial gain; it is not in the schools best interest to commit fraud by falsifying testing records of a student for the purpose of acquiring increased funding. This is a Federal offense with serious

STUTTERERS FACE CHALLENGES IN JOB INTERVIEWS

People who stutter may be harder workers because they have to compensate for their disability, speech experts say.

That's good news for employers.

"People who stutter often have a temperament that's perfectionist because many have to work tirelessly to gain fluency," said Barry Guitar, Ph.D., professor of speech-language pathology at University of Vermont. Dr. Guitar has dealt with his own stuttering on the job.

If employers dismiss candidates for employment because of a speech impediment, they may be losing an opportunity to hire a hard-working, dedicated employee.

"It's important for employers to look beyond the disfluencies to see the underlying qualities of the applicant," adds Pat Garahan of San Diego, who has been on both sides of the fence as an

employer and as a job candidate/interviewee who stutters. "Listen to what applicants say, rather than how they say it."

The research is conclusive that people who stutter perform successfully in a range of jobs that require communication skills, from sales to medicine to public relations.

However, this may not be evident during the initial interview, perhaps the most stressful speaking situation for everyone, much less someone who stutters. The best way to approach an employee's stuttering is through honest communication and by refraining from making assumptions about job-related abilities and skills.

On the other hand, people who stutter have a responsibility to be forthright with their employers and should be willing to talk about how their stuttering might impact particular areas of performance.

"Past research has shown that when you are open about stuttering to your employer, you are far more comfortable in the workplace," emphasizes Jane Fraser, president of the Stuttering Foundation of America. "If you hide your stuttering, you not only put yourself under tremendous pressure but also limit your effectiveness on the job."

Stuttering: Answers for Employers, a free brochure now in its all-new fourth edition for 2006, has reached more than half a million employers and people who stutter during the past six years. It's the perfect tool to take to a job interview because it dispels the many myths surrounding stuttering, gives concrete facts about the disorder, and contains tips on how to handle stuttering in the workplace.

Readers can download Stuttering: Answers for Employers by clicking here (PDF), call toll-free


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consequences. Although you do not observe difficulties with your child at home he/she may be experiencing them at school. Home life has different demands and structure than school life. Viewing the school as your partner instead of an adversary will have a positive impact on your child. It is important to keep communications open with the school and to work together to give your child a successful academic experience.

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.

Please email your questions to:
info@GroupForADHD.org
subject line: Ask the clinician

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<p>New York Branch of The International Dyslexia Association</p> <p>33rd Annual Conference on Dyslexia and Related Learning Disabilities</p> <p>Monday, March 13 & Tuesday, March 14, 2006</p> <p>Marriott Marquis, New York City</p>
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<p>TUESDAY- KEYNOTE SPEAKER: <u>Edward J. Kame'enui, Ph.D., Commissioner, National Center for Special Education Research United States Department of Education, Institute of Education Sciences, Washington, D.C.</u></p>
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Stutterers

continued from page 12

800-992-9392, e-mail info@stutteringhelp.org, or write the Stuttering Foundation for a copy at 3100 Walnut Grove Road, Suite 603, Memphis, TN 38111-0749.

Facts and Myths About Stuttering:

- More than 3 million Americans stutter.
- People who stutter are as intelligent and well-adjusted as those who don't stutter.
- Stuttering is not the result of emotional conflict or fearfulness.
- Don't assume that people who stutter are

prone to be nervous, anxious, fearful, or shy. Stutterers have same full range of personality traits as non-stutterers.

- People who stutter often have excellent communications skills. Many are very often qualified for and interested in positions requiring them to deal with members of the public on a daily basis.
- Stuttering varies widely in different people and varies in the same person over different times and places. Like all of us, they often have "good" and "bad" days with their speech.
- For those who stutter, a job interview is perhaps the single most difficult speaking situation they will ever encounter and is not indicative of how they would speak on the job.#

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Different Roads to Learning has been helping children with autism learn and grow since 1995. When a child is diagnosed with a developmental disability, it is often an overwhelming experience, filled with conflicting information and confusion. There is an inherent need for parents to find resources that will help their child learn and grow to their fullest potential. As a complete resource of books, puzzles, and software, *Different Roads to Learning* has spent a decade providing the necessary tools to help children on the autism spectrum gain critical academic, social and daily living skills.

When *Different Roads to Learning* founder Julie Azuma's daughter, Miranda, was diagnosed with Autism, she sought out every possible resource that catered to her unique learning abilities. She came up with nearly nothing. Resources were scattered, and the few that existed were extremely difficult to locate. *Different Roads to Learning* was founded soon after, with the mission of providing affordable and appropriate educational materials for children with Autism Spectrum Disorders. The goal was to provide not only a comprehensive resource of hard to find teaching tools, but a caring and supportive environment that understood the needs of the autism community.

A decade ago, autism was relatively rare in that it affected 1 out of 10,000 children. There was also very little available in terms of intervention and educational materials that specifically addressed the learning needs of the population. Today, the number of children affected is a startling 1 out of every 166.

Because of the dire need to help these children, the catalog that began with 30 products now boasts over 300 items, which reach more than 30,000 people worldwide.

The entire product line is based on Applied Behavior Analysis, a form of one-on-one teaching that has proven to be effective in helping autistic children gain skills. A child diagnosed with autism today now has the opportunity to learn and grow into a mainstream classroom. Children are improving everyday both academically and socially, as parents, teachers and therapists strive to help them realize their potential at school, at home and in the community. The child diagnosed with autism is in a very different place today, with hope and promise in their future.

The goal at *Different Roads to Learning* is to continue to provide quality, innovative learning materials and to reach out to as many families in the autism community possible.#



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Being a kid isn't always fun and games.

For most kids going back to school means getting a new notebook and supplies. For parents of kids with Attention Deficit Hyperactivity Disorder it can be a time of worry and concern. More than 4 million children in the United States are affected by ADHD. Treatment can help these children learn skills to get school work done, get along with other kids, and even help parents be more effective at being a parent. If your child has problems with inattention, impulsivity, and/or hyperactivity that get in the way of his daily life, call the NYU Child Study Center today to find out how your child can be helped.



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MURDERED BUT STILL ALIVE: CHANEY, GOODMAN, SCHWERNER FORTY-TWO YEARS LATER FAMILY MEMBERS SPEAK OUT

By EMILY SHERWOOD, Ph.D.

June 21, 1964. Neshoba County, Mississippi. It is a story that has festered like an ugly wound in the civil rights annals of this country, one of the unimaginable atrocities that spread like a plague during Freedom Summer 1964. As part of a massive black voter registration campaign in Mississippi led by CORE (Congress of Racial Equality), three civil rights workers—black Mississippian James Earl Chaney (21) and white New Yorkers Andrew Goodman (20) and Michael (Mickey) Schwerner (24)—were on their way back to the CORE office after investigating the fire-bombing of a black church (one of 37 churches and 30 black homes that had been torched by angry white mobs that summer.) Deputy sheriff Cecil Price arrested the three young men on speeding charges and held them in the Neshoba jail. They were released later that evening, only to be ambushed and shot to death on a deserted road by Ku Klux Klansmen who had been tipped off to their whereabouts. Their bodies were discovered 44 days later, buried in a shallow earthen dam, after a massive FBI search.

October 21, 1967. Based on the testimony of Klansman James Jordon, seven men (including Jordon and Sheriff Price) were found guilty of conspiring to deprive Chaney, Goodman, and Schwerner of their civil rights. They were sentenced to prison terms ranging from three to ten years but none served more than six.

June 21, 2005. On the forty-first anniversary of the crime, 80 year old Edgar Ray Killen, a Ku Klux Klan member and part-time preacher, was found guilty of three counts of manslaughter and sentenced to 60 years in prison, the maximum term possible, for orchestrating the deaths of the three civil rights workers.

Family members of James Earl Chaney (brother Ben), Andrew Goodman (mother Carolyn and brother David), and Michael Schwerner (widow Rita Schwerner Bender and brother Stephen) spoke to *Education Update* about their views on the civil rights battles waged in the South in the sixties and whether the ideals for which their loved ones fought and died have been realized in America today.

How did the murders of James Earl Chaney, Andrew Goodman, and Michael Schwerner change the consciousness of this nation?

Rita Schwerner Bender: It is important to remember that many people were killed and most were not noticed. These three murders, in isolation, were clearly painful to the families. But one of the terrible things that doesn't get talked about very much is that, while they were looking for [Chaney, Goodman and Schwerner], there were two young men found in the Mississippi River, and there was the partial body of what was



(l-r) James Hood, Mississippi State Attorney General; Rita Schwerner Bender; Marc Duncan, Neshoba County District Attorney; Carolyn Goodman; David Goodman

determined to be a fourteen year old boy who was never identified...and they were black, these three people, yet nobody ever paid any attention to them. It was the efforts of many people over a period of many years that brought about some change. It was the lynchings that went on over many years, it was the fire hoses in Birmingham, it was the church bombings...It was the march in Selma. It was all the people who stood in voter registration lines and were beaten for it and lost their jobs. It was the sharecroppers who were kicked off the land. So you see, it was all these things that raised the consciousness of the country, at least for a while.

David Goodman: What got people to care was that people who were white got killed. The powerful media was focused on white America who didn't give a damn. [This incident] shocked the rest of the country into realizing that whites can kill whites. I was shocked that it had to happen this way for people to care. (Goodman was 17 years old when his brother died.)

Stephen Schwerner: The most important thing to get across is that if two of the three people hadn't been white, we wouldn't be having this conversation.

What do you think of the Edgar Ray Killen verdict? Has justice been served?

David Goodman: The issue was not Edgar Ray Killen. He was just a poor schlemiel who had a gun and organized those poor unfortunate souls. They knew not what they were doing.... They weren't responsible. They just pulled the trigger. They were puppets of the legislature and the governor.

Rita Schwerner Bender: We need to understand that this was governmental misconduct. These were not just a bunch of rogue thugs. It's easy to say, 'This was the Klan.' The Klan was law enforcement in the state of Mississippi. The Klan was getting its information from the Sovereignty Commission, which was a branch of the State

Government, which had informants who advised people when [Chaney, Goodman and Schwerner] would be coming to the church. The Sovereignty Commission had paid agents and informants and they did horrible things. They asked bankers to call in loans from people who tried to register to vote. They contacted landowners who would then kick sharecroppers off the

land. Without there being truth, there can't be reconciliation. The day after the jury verdict in the Killen case came in, the Governor of Mississippi said, 'Now we can have closure.' We haven't had opening yet! Yes, it's troublesome that only one person was indicted, but I don't see that as being as important to the national consciousness as opening up the extent of misconduct which caused all of these terrible things to happen, not just these three murders.

Ben Chaney: I think the trial was a farce. Even though...Killen was definitely guilty, there are other people who are just as guilty, only they're rich and powerful, and the State Attorney General has not moved against those individuals...Killen was a scapegoat.

Stephen Schwerner: I'm convinced that there were connections between the FBI and state law enforcement and that state law enforcement was essentially sanctioning terror against the civil rights workers and black people in general. I think it's important that those connections come out. So if I had my druthers, that would be more important for me than other people being tried.

Have things gotten a lot better since 1964?

David Goodman: LBJ used this case to pass the 1965 Voting Rights Act [outlawing the use of literacy tests and poll taxes for voter registration.] But the case was still politically unpopular in Mississippi. In 1989, Mississippi Secretary of State Dick Molpus apologized to the three families [of Chaney, Goodman and Schwerner] publicly. But he then lost [in a race for governor in 1995] to a Republican [Kirk Fordice] who said, 'Never apologize.' Society at large didn't want to hear it.

Stephen Schwerner: It's a mixed bag. There are more African Americans in the Mississippi State Legislature today than in any other state in the United States. In 1963, when the Birmingham [Alabama] demonstrations were going on, if you had said that 20 years later, the mayor of

Birmingham would be black, they would have put you in a mental hospital...and if you had said that 40 years later, the chief of police, who's holding down Bull Connors' old job, would be a black woman, they would have put you in the far reaches of the mental ward! But at the same time, there are more segregated classrooms in the United States today than there were when Brown v. Board of Education ended that in 1954. The difference between the mean wage of white people and the mean wage of black people is now greater than it was twenty years ago. So there have been real advances and real setbacks since then.

Ben Chaney: There are still a lot of young black people who don't understand the system or how the system operates and the sacrifices that were made so they can enjoy and be included in the system. So our focus has been to educate and empower young people. We're going to do another freedom ride this summer. It reveals history to young people and lets them participate in that history. [In June 2004, Chaney led a caravan of buses on "Freedom Summer 2004 Ride for Justice," conducting a vigorous voter registration drive targeting young adults aged 18-30 and educating them about the civil rights struggle.]

How should schools be educating their students about the civil rights movement?

Carolyn Goodman: Children should be encouraged to be active participants in life. [Students should be learning] that

which gives them an opportunity to open doors.

Stephen Schwerner: What I would like to see taught is an appreciation for the thousands of people, most of them black (but not exclusively), most of them women (but not exclusively), whom nobody will ever know, who risked life, limb, jobs, family, houses, and property for the civil rights movement. Most of these people are anonymous. We are so involved in the "great man" theory of history, for the lack of a better term. Much as I admire Martin Luther King and other great leaders, if you teach that it takes a great person to lead a movement, then that tells everyone else, 'Well, you're not great, so you don't have to do anything.'

Rita Schwerner Bender: Don't teach civil rights history as something that's over and done with. There's a connection between what we live with now and the inevitable legacy of poverty, of Jim Crow, of slavery. History is important to teach because it's a continuum, but there's no point talking about the past unless you understand that it's how we got where we are.

Are there any lessons you've taken away from the tragedies of the sixties on a personal level?

Ben Chaney: Never give up.



Carolyn and David Goodman



Andrew Goodman, James Earl Chaney & Michael Schwerner

WE STAND IN TRIBUTE TO ROSA PARKS

Compiled By LIZA YOUNG

Rosa Parks—international icon of the civil rights movement—a seamstress at the time she unwaveringly refused to give up her seat to a white passenger, spun the threads of the beginning of the modern civil rights movement, according to many historians.

Parks' courageous actions on that first day of December 1955 spurred the formation of the Montgomery Improvement Association, led by Dr. Martin Luther King Jr., which called for a boycott of the city-owned bus company. The attention of the world was held as the boycott

progressed and ultimately the Supreme Court ruled racial segregation on public transportation as illegal.

The philosophy of Parks' mother, Leona McCauley—a teacher—as well as her early education played an instrumental role in the child's activities. The theme of self-worth was underscored by McCauley as well as at the Montgomery Industrial School for girls, where Parks was enrolled at the age of 11.

Her passion for education and involvement in human rights activities dated back to early adulthood. She was a student at Teachers College for

secondary education in Alabama and involved in the local chapter of the NAACP together with her husband, Raymond Parks, where they struggled to improve the condition of African Americans in the south.

Parks' past heroic actions on the Montgomery bus led to personal hardship; she faced many employment difficulties ultimately continuing her work as a seamstress, and in 1965, she was hired as secretary to U.S. Representative John Conyers in Detroit, Michigan, where she worked up to her retirement in 1988.

Parks' legacy lives on today through the cre-

ation of the Rosa and Raymond Parks Institute for Self-Development, founded in 1987 by Parks in honor of her husband, who passed away in 1977. The foundation holds annual programs for teens entitled "Pathways to Freedom," where youth have the opportunity to learn the history of the civil rights movement.

The nation mourned the passing of Parks this past October, and homage was paid to her, placing her casket in the United States capitol rotunda, an honor generally bestowed upon Presidents.

Her actions leave an indelible print of all that is moral, dignified and valiant.#

DR. MAYME CLAYTON: 40 YEARS OF COLLECTING AFRICAN AMERICAN WORKS

By LIZA YOUNG

In an interview with Avery Clayton on February 2 in Los Angeles, it was clear he had found his mission as part art educator (which he was in the public schools of Pasadena), part preservationist, part historian and part his mother's son as steward of the largest collection on the West Coast of African American works in literature, music, and movies as well as photographs, manuscripts, and memorabilia.

After 40 years of collecting during her tenure as librarian at USC and then at UCLA, Dr. Clayton's collection will at long last find its well-deserved resting place at the Mayme A. Clayton Library in Culver City, California (part of Los Angeles), which will be a research based library and cultural center. This dream has come to fruition aided by three generations of Claytons, including Avery who is the Executive Director of Western States Black Research and Educational Center (WSBREC), which



maintains the Mayme A. Clayton Collection of African Americana as well as the cross-university cooperation of Pepperdine, UCLA and USC. USC will work on digitizing the collection.

Dr. Mayme A. Clayton, the daughter of pioneers in Van Buren, Arkansas, was proud of her father being the only black business owner of a general store, dealing successfully with both black and white communities. Her parents instilled in the young Mayme, a love of culture as well as a sense of adventure. After graduating from Lincoln University in Nebraska in 1945, Mayme decided not to return home but go instead to New York where she met her husband, married and moved to Los Angeles. During the 60s, UCLA asked her to develop a library for the Black Studies Department, and she became keenly aware that the attainment of out-of-print materials was not valued by the administration. The mission of preserving out-of-print African-American materials fused with her unwavering and passionate interest in preserving black culture.

Avery recalled how "the collection came to take over the house," and had to be expanded to the garage and eventually to storage areas in Culver City and Los Angeles. In over 40 years, Dr. Clayton's collection grew to 20,000 rare and out-of-print books—a compilation which includes the only known signed copy of the first published

book to be authored by an African American writer, Phillis Wheatley, in 1773. The book, described by Avery as the "star of the collection," is entitled *Poems On Various Subjects, Religious And Moral*. The collection also includes 9,500 sound recordings; 75,000 photographs which date back to the mid-1800s; and the largest black film collection in the world dating back to 1916, including works by Oscar Micheaux, the most prolific black film maker of all time, who was responsible for the first Black film—*The Exile*, 1931.

The strong family continuum for the Claytons is evident: "I was born to my mother to carry on her work," says Avery, who also credits his father for fostering his dream of being an artist. A graduate of UCLA and an artist of reknown, Avery holds credentials which make him a prime candidate for facilitating the creation of the Mayme A. Clayton Library & Cultural Center. This will be an institute for showcasing black culture through the treasured collection and Avery's artistic vision. His brothers,

Lloyd and Renee, also take an active role in the process, preserving the music and sports collections, respectively. The Cultural Center will soon be open to the public.

When asked what some of the challenges were for himself and for his mother, Avery indicated that it was not easy to get people within their own community to embrace the importance of preserving culture, which is "the measure of a people." In his quest to reach out to many communities, Avery has partnered with the Skirball Institute in a Jewish-Black Film Festival and is partnering with the Huntington Library in Pasadena for a major Harlem Renaissance exhibit in 2008 preceded by an exhibit running from February 16 to April 2006.

In speaking of his mother, Avery indicated Dr. Clayton was "ahead of her time. We are only 42 years under protection of the law; most of our existence during that time was based on survival. Now it's time for people to embrace this and understand this, and they do."

His advice to youth is to live up to the gifts you've been given and "Be the best person you can be at any given moment." That's a motto that the Claytons continually live up to. Look forward to learning more about the incredible Mayme A. Clayton Collection in Avery's upcoming book: *Mayme Clayton's America*. #

ARTIST YINKA SHONIBARE: REFLECTIONS ON THE JOURNEYS OF OUR ANCESTORS



Yinka Shonibare: Works from the Permanent Collection is the fourth installation in the Nancy and Edwin Marks Gallery exhibition series devoted to showcasing Cooper-Hewitt, National Design Museum's permanent collection of 250,000 objects spanning twenty-three centuries. For this exhibition, prominent Nigerian-British artist Yinka Shonibare MBE focuses his attention on the Museum's diverse collection of travel-related objects from Europe, Asia, and America ranging from the sixteenth century through the twentieth centuries.

Shonibare has created specifically for this installation two life-size sculptures of the Museum's founding sisters, Sarah and Eleanor Hewitt, wearing late Victorian-style costumes fashioned from his signature contemporary pseudo-African batik textiles. The playful, visually arresting a theme the artist has continually addressed throughout his career. The figures of the Hewitt sisters are placed on stilts, symbolizing, according to Shonibare, how the sisters "stand tall over their contemporaries in terms of their taste and adventurous spirit." Shonibare's

sculptures are displayed alongside objects from Cooper-Hewitt's Product Design and Decorative Arts, Drawings, Prints, and Graphic Design, and Wall Coverings departments, as well as from the rare-book collection in the Museum's National Design Library.

Shonibare is a self-described "postcolonial hybrid." Born in London and raised in Nigeria, he often explores the historical integration of disparate cultures in his sculpture, photography, and, most recently, film. Through his ironic and highly imaginative combinations, Shonibare, a finalist for the prestigious Turner Prize in 2004, examines cultural stereotypes of class, race, gender, and identity. Transportation represents "fantasy fulfillment," says Shonibare, adding that, fundamentally, "travel is something people do to improve themselves." The artist hopes that Museum visitors, upon viewing this exhibition, will reflect on their own personal and travel histories and the journeys of their ancestors. #

Reprinted with permission of Smithsonian's Cooper-Hewitt, National Design Museum.

AN INTERVIEW WITH GEOFFREY CANADA

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

Geoffrey Canada (GC): Growing up in the South Bronx, I knew very early—at the age of 11—that I wanted to help children in the inner cities, to combine education with social services.

EU: What was a turning point in your career?

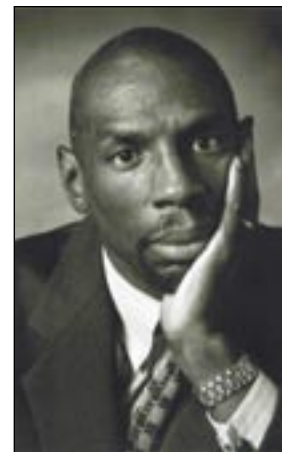
GC: A major turning point in my life was going to high school in Wyandanch, Long Island, instead of Morris High School in The Bronx in New York City. I don't know if I would have gotten the education in The Bronx, or if I would have grown or developed as I did.

EU: What achievements are you proudest of?

GC: My proudest achievement is creating the Harlem Children's Zone Project, where we now have a "conveyor belt of care," for kids. We start with them literally before they are born—by offering parenting workshops at The Baby College—and continue to work with them through college.

EU: What were the challenges you faced and how did you overcome them?

GC: The two biggest challenges were poverty



and violence. I overcame them through a combination of meeting a few individuals who took an interest in me and made me feel like I was special—and luck. I was lucky enough to not be around when my friends decided to do something that might have landed me in jail. Getting a great education—at Bowdoin College and Harvard University—also was instrumental in helping me overcome my challenges.

EU: Who were your mentors?

GC: When I was a boy, a young man named Mike taught me how to survive on the streets of New York City. As a professional, John Shlien—a professor at Harvard—was a great guiding light for me. In my later career, Marian Wright Edelman helped me immeasurably.

EU: What is your advice to young people today?

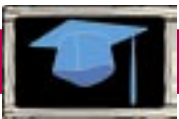
GC: Get a college education. The employment picture in this country is growing more and more complicated due to the exporting of jobs around the world. Given the increasing global competition for jobs, a college degree is a minimum requirement.

POEMS ON VARIOUS SUBJECTS, RELIGIOUS AND MORAL

"Twas mercy brought me from my pagan land,
Taught my beknighted soul to understand
That there's a God, that there's a Savior too:
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye,
"Their color is a diabolic dye."

Remember Christians; Negroes, black as Cain,
May be refin'd, and join th' angelic train.

—Phillis Wheatley, 1773
First published black poet in US



PREPARING FOR THE COLLEGE INTERVIEW: AN INSIDER'S VIEW

By KEITH BERMAN, M.Ed., M.S.Ed.

THE COLLEGE INTERVIEW DOES "NOT REALLY COUNT"

A great misconception among the college-bound is that the college interview is not an important part of selective college admissions. In fact, I heard the phrase "this doesn't really count anyway" during one of the hundreds of college interviews I have given at Harvard and Yale.

In actuality, admissions offices create sophisticated scoring rubrics for interviews. They generally measure the same two things: *personality* (how engaging you are) and *intellectual ability* (how well you can explain your ideas). While there is nothing in particular that can earn or lose you points, the following sections on preparation, presentation, and pointers will help you express yourself to admissions officers effectively.

PREPARATION

Have an answer to the prompt, "tell me a little bit about yourself"

Also consider related "little bits" about your "family," "town," "school," and "favorite activity/subject." You are going to be asked about who you are, what you do and like. It is very uncomfortable when I hear back, "I don't really do that much," or "I'm not sure I have a favorite," and this hurts both scores. If you have a 'tie' between two or three activities, say so, and choose one to talk about.

Do some research: know why you are there, and have questions ready

Kate Timlin of the Georgetown Admissions Office says "you can best prepare for an interview by asking yourself *why do I want to do here?* If you have no reason to give, that reflects on who you are." There are really no great answers to the question "why do you want to go to Yale," but there *are bad answers*. Among my least favorite answers are "my mom wants me to go," "it is a good school," and "because it is so old." Prepare 5-10 minutes of questions that go beyond information on the website.

PRESENTATION

No self-deprecation, even if it is in jest

It is very tough to appreciate a student who speaks negatively of themselves. It instead creates an uncomfortable distance between you and the interviewer (e.g. "I really stink at hockey, but I am on the team anyway"). If you spend the entire time talking about your flaws the

Admissions Officer will have nothing else to write about you.

Sit up straight, make eye contact, and dress nicely

When a student enters the interview with a Coke in hand, untied sneakers, and a baseball cap, it is, on occasion, an attempt to make an iconoclastic statement about who they are. I would recommend using *what you say* to reflect your opinions and personality.

POINTERS

No lying: do not guess what we want to hear

There is nothing worse than having someone say that they love to write for the school newspaper, only to find out one question later that they haven't written a single article for it, or that they love history, but don't know the Axis from the Allies. The most common bad answer is saying that "student government" is your favorite activity, but not being able to give a single example of something meaningful your student government does ("y'know, the prom and stuff").

Generally, avoid talking about the following people:

Your favorite teacher – Statements like "I like History best because I like Mr. Johnson; if he taught woodshop, I would like that class best instead" reflect that you do not critically think about your academic life

Your boyfriend/girlfriend – when someone asks about you, and you talk about your significant other, it often sounds as if what you do with him/her defines who you are. This is not an uncomfortable thing to colleges, who want to know what you have to offer.

Substantiate your opinions well

An interview is often made or broken based on how you defend an idea. Informing the interviewer that you like a particular politician because "he is always on TV" may be honest, but it is not a well-reasoned position. Conversely, explaining that you like to study Ancient Greek because "it is a different way of thinking – the logic in the syntax, the variety of semantic meanings for each form, and the lack of prescribed word order" is more compelling.

Keith Berman, M.Ed., M.S.Ed., is the President of Options for College (www.optionsforcollege.com), an independent college counseling service, and a doctoral candidate at Harvard Graduate School of Education.

MOVIE REVIEWS

LIKE TO EXPLORE SPACE? SEE ROVING MARS



Photo by: JPL/NASA/Caltech Renderings by Maas Digital (c) Buena Vista Pictures Distribution. All Rights Reserved

By JAN AARON

Hey, student science geeks, *Roving Mars*, the new IMAX presentation, will put you in the mood to dream about your future jobs. Written and directed by George Butler (Pumping Iron and Shackleton's Antarctic Adventure), *Roving Mars* is the latest IMAX spectacular from Walt Disney Pictures.

Propelled by a bouncy score by Philip Glass, the film is based on Steve Squyres's report on NASA's successful 2003 landing of two Mars rovers, Spirit and Opportunity, and shows the painstaking preparations that went into it.

Not too thrillingly, the documentary starts with anxious looking scientists and engineers staring intently at their computer monitors. It gets more exciting when it shows the testing sessions that included overcoming many obstacles like parachutes that repeatedly malfunctioned. The results of the rovers' journey, which took more than seven months, were better than envisioned:

They sent back amazing images proving that there was once water on Mars, a reliable indicator of signs of life.

Fascinating panoramic planet images have been assembled and enhanced from pictures taken by tiny cameras placed on the rovers. These red planet pictures are some of the documentary's best moments, especially when projected on a 10-story high screen. They are augmented by clever computer animation showing the rovers' travels and surface of the planet, an artifice so seamless, it will no doubt be over the head of some younger viewers.

While there's no disputing the great scientific triumph of the mission the film depicts, *Roving Mars* also is compelling big-screen entertainment with undeniable education value! (G; documentary, 40 minutes)

For all kinds of helpful information in a teacher's guide, go to: <http://disney.go.com/disneypictures/rovingmars/#>

Breaking the Color Barrier in Sports: Glory Road

By JAN AARON

If you were a contestant on "Jeopardy," and you chose the "Sports" category, you might get this question? What school won the NCAA championship in 1966? The answer? The Texas Western Miners, (now University of Texas at El Paso), with an all black lineup against the all-white University of Kentucky Wildcats. The game also made social history.

Glory Road, a Jerry Bruckheimer film, is the appealing story of how the winning team's coach, Don Haskins (played with intensity by Josh Lucas) broke an unspoken barrier, changed college basketball, and perhaps influenced the desegregation movement in this country.

Haskins wasn't into social engineering, he knew that black players, already playing at major colleges up North, could help him win games against all white Southern conferences. Plus he had no budget to lure top flight white players, so he traveled North and offered scholarships to black city kids in New York, Indiana and elsewhere, bringing them wide eyed to the open spaces of Texas.

Directed by James Gartner, in a fine feature debut, and written by Christopher Cleveland and Bettina Gilois, the script makes it seem as if Haskins' big win took place in his first season, when actually it was his sixth. It also includes lovely moments, like a mother pleading for her son to play. Mainly, it's the story of how a down-at-the heels girls' basketball coach, Haskins, gets an out-of-the blue offer to coach at Texas Western, and goes on from there to change the world beyond.



The actors do a fine job of capturing each player's personality that contributes to his skill on the court. Derek Luke stars as standout guard Bobby Joe Hill and Haskins' biggest challenge, as the coach must make him a disciplined player, without inhibiting his skills. Damaine Radcliffe, as Willie "Scoops" Cager, must overcome a heart ailment to get back into the game. Austin Nichols, as Jerry Armstrong, a white player, must use humor to adjust his social attitudes. The film depicts the racial indignities the team suffered on the road. It also treats them as college kids out for fun.

All the game footage is well shot and edited, the cinematography by John Toon and Jeffrey Kimball is excellent, and the music and sets perfectly evoke the 60's. During the closing credits, the players reminisce about the big contest. # (PG; 109 minutes.)#



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The American Dream still works.



Ford Foundation Awards \$100,000 Each To LaGuardia Community College & Queens College For Religious Tolerance Projects

Two Queens Institutions Among Only 26 Chosen Nationwide LaGuardia Community College and Queens College of the City University of New York have each received a \$100,000 grant from the Ford Foundation to implement programs that will engage members of the college and surrounding ethnic communities in a dialogue on religious issues. Other awardees among the group of 26 were Barnard College, Yale University, University of Michigan, and University of Wisconsin.

The new LaGuardia program is entitled *Let Everyone Remain Free*. "This project will prepare LaGuardia faculty and staff to better address the issues of religious pluralism in the contemporary world and on our campus," says President Gail O. Mellow. "And it will allow our college and the religious community the chance to discuss these sensitive topics in a thoughtful and constructive way."

The Queens College project, *The Middle East and America: Clash of Civilizations or Meeting of the Minds*, builds upon History Professor Mark Rosenblum's nationally acclaimed pilot project to promote understanding and informed discussion about the Middle East conflict on campus, in high schools, and in the larger community. Says President James Muyskens, "Colleges and universities have a moral, social, and educational imperative to probe difficult issues and find solutions to seemingly intractable problems. Professor Rosenblum's project is doing just that by stimulating dialogue and creating an extraordinary learning community. It is deeply gratifying that the Ford Foundation has recognized these accomplishments and the value of moving our project to the next level."

Both LaGuardia, which is called "The World's Community College," and Queens College are ideal institutions to explore religious issues as they are located in Queens, the nation's most ethnically diverse county. Students from more than 150 nations, representing nearly every religion, can be found on their campuses.

The funding source is the Ford Foundation's Difficult Dialogues initiative, designed to help institutions of higher education promote an open campus environment where sensitive subjects can be discussed in the face of reports of growing intolerance. The goal is to help institutions address these challenges through academic and campus programs that enrich learning, encourage new scholarship, and engage students and faculty in constructive dialogue about contentious political, religious, racial, and cultural issues.

"Colleges and universities are uniquely suited to expand knowledge, understanding, and discussion of controversial issues that affect us all," said Susan V. Berresford, president of the Ford Foundation. "The selected projects illustrate the thoughtful and creative ways institutions are promoting intellectually rigorous scholarship and open debate that is essential to higher education."

The LaGuardia Project

The college's winning proposal is a four-part program. First, the college will reach out to the community and establish "study circles," bringing together campus and community representatives. As many as 20 study circles—made up of eight to 12 people each—will meet for five two-hour sessions to talk about the relationship between educational institutions and the religious community.

"Discussions will examine the sources of tension, opportunities for collaboration, and the American traditions of religious freedom and academic freedom," says Rosemary Talmadge, the project coordinator who will oversee the study circles. "Through these candid conversations, each study circle will strive to develop strategies for community action and ways to build a productive relationship with the diverse religious communities of Queens."

The second way the college will address the issue of religious diversity is by having students videotape personal narratives that describe their religious upbringing and experiences. This process, called digital storytelling, will allow hundreds of students to explore the diversity of religious experiences in Queens.

"Through digital storytelling," says Ms. Talmadge, "students will be able to explore and share their religious experiences in an open and intellectual environment."

The initiative's third component will have faculty design new educational materials on religious diversity in America that will be integrated into existing curricula. Faculty will also be invited to participate in a yearlong faculty development seminar where they will explore the role of religious

diversity in American life.

The fourth and culminating project is a campus-wide event that will bring together students, faculty, and community members who have participated in the three other activities. During this all-day event, students will share their digital stories, faculty will showcase their newly developed teaching approaches, and members of the study circles will describe their work and plans for future activities.

The Queens College Project

The Middle East and America: Clash of Civilizations or Meeting of the Minds, begun in fall 2004, initially brought together 15 Queens College undergraduates—Jews, Muslims, and Christians—for research and discussion of the Arab-Israeli conflict. They were joined by an assistant principal and seven history and

world studies teachers from five Queens high schools. Keenly aware that the Middle East conflict is a volatile topic, the teachers used their experience in the course to create their own curricula and programs. Non-matriculating senior citizens also participated in this unique multi-ethnic, multi-religious, and multi-generational course.

The curriculum included films, readings, and lectures by guest speakers representing different viewpoints. Among the nationally prominent guests were Omar Dajani, former senior legal adviser and member of the Palestinian delegation at Camp David in 2000 and 2001, and Janine Zacharia, Washington bureau chief for the English-language Israeli daily *The Jerusalem Post*.

A critical component of the course was an assignment Professor Rosenblum calls "Walk in the Others' Shoes." After taking a test that revealed their outlook on Middle East issues, the students spent the next 10 weeks conducting research and, ultimately, presenting a persuasive case for the *opposite* perspective. "This approach is Rubik's cube education, looking at the struggle from many angles," says Professor Rosenblum.

The program continued throughout the fall 2005 semester, greatly expanding its outreach to public high school teachers and students. On Election Day alone, 45 teachers from four boroughs attended presentations and discussions at the college, culminating with a visit to a multimedia photo exhibition, *This Land to Me: Some Call it Palestine, Others Israel*. The exhibit in the Godwin-Ternbach Museum explores the conflict through life-size photographs and audio, first-person narratives of a cross section of Israelis and Palestinians.

Professor Michael Krasner, a Queens College political scientist and co-founder of *The Middle East and America: Clash of Civilizations or Meeting of the Minds* project, will be co-teaching the spring 2006 course, which will examine the role of mass media in portraying the conflict. Guest speakers from the *New York Times* and other media outlets will generate discussion in the class. Students and teachers will also have access to a permanent reference center of original print and video source materials on the conflict that is being developed at Queens College.

"This grant comes at an opportune moment in the life of our Middle East education project, which is designed to give hope without delusion," says Rosenblum. "We have been overwhelmed—in the positive sense—with requests from high schools citywide to provide teachers with curricular and other educational tools to help students understand the conflict in all its complexity. The timing of the grant is also symbolic, because the Israeli and Palestinian elections will soon occur, potentially providing a plausible exit from the murder and mayhem. The Ford Foundation funds will allow us to implement our growing project at this very critical time."

Mark Rosenblum, director of the Michael Harrington Center for Democratic Values and Social Change at Queens College, has been directly involved in Middle East conflict resolution since the 1980s.

This fall the Clinton Global Initiative selected another Middle East project designed by Professor Rosenblum as one of two initial programs focusing on religion and conflict resolution. Professor Rosenblum has met with President George W. Bush, Israeli Prime Minister Ariel Sharon, King Abdullah II, and the late Yasir Arafat. His peace efforts include organizing and moderating six international conferences with PLO and Israeli leaders; founding the Israeli-Palestinian Youth Dialogue program; and authoring a series of highly regarded insider reports, "Negotiations Watch" and "Jerusalem Watch." #



CARNEGIE HALL ANNOUNCES 2006-7 MUSICAL OFFERINGS: COLLABORATION, INNOVATION, AND ACCESS ARE THEMES

By EMILY SHERWOOD, Ph.D.

Quoting former President Teddy Roosevelt, Carnegie Hall's executive and artistic director Clive Gillinson announced at a standing room only press conference recently that, in planning the venerable institution's 2006-7 musical season, "we kept our eyes on the stars and our feet on the ground." Carnegie Hall will continue to build on its longstanding commitment to "imaginative, strategic, and rigorous" programming, but, according to Mr. Gillinson, who began his Carnegie Hall directorship in July 2005 following a 35 year career with the London Symphony Orchestra where he began as a cellist and ended as its Managing Director, "we must also play an active role in the future of music."

The diversity in Carnegie Hall's 2006-7 programming is evident in a dazzling mix of genres, from the Vienna Philharmonic Orchestra to the Mongolian Buryat Band, from the Boston Symphony Orchestra to Ladysmith Black Mambazo. But there'll be plenty of old favorites for the traditionalists. In a series of eight *Perspectives* concerts, the Emerson String Quartet will survey the complete Beethoven string quartets and their central presence in the quartet literature. Covering a span of more than 200 years, the concerts will also feature works by Mendelssohn, Schubert, Ives, Bartok, and Shostakovich.

"Equally important to Carnegie Hall is extending [our] tradition to the next generation, which includes ten young composers in their 20's and 30's, most of whom you will not yet know," stated Mr. Gillinson. To wit, composer Osvaldo Golijov and soprano Dawn Upshaw will mentor eight young composers who will write new works for voice and chamber ensemble. The world premiere concerts will take place in the Weill Recital Hall.

In a collaboration with the Brooklyn Academy



Clive Gillinson

of Music and Lincoln Center, Carnegie Hall will present a month long, citywide tribute to contemporary composer Steve Reich on the occasion of his 70th birthday. Titled "Steve Reich at 70", the festival will showcase the diverse musical sources that inspired Reich, including African, electronic, medieval and Indian music, with a concert in Isaac Stern Auditorium to include the new *Daniel Variations* (a musical memorial to the late Wall Street Journal reporter Daniel Pearl) and *Different Trains* (a haunting portrayal of the trains that transported so many to their deaths in the Holocaust).

A new partnership with City Center, which will feature shared music, dance, and drama programming to reap the benefits of an expanded audience, will kick off in the 2008-9 season.

When asked what his individual stamp on Carnegie Hall had been to date, Mr. Gillinson modestly declined to do so, emphasizing instead the team effort of the hall's top managers. Key

to their collective vision is making the concerts accessible to audiences who can't afford the steep ticket prices at Carnegie Hall. Current efforts include deeply discounted subscription series for young adults in their twenties, a limited number of \$10 tickets for students and seniors for most performances, free tickets for underserved groups, free neighborhood concerts, and affordably priced family concerts. Student demand alone has grown 200 percent since last year. "This is our future," added Mr. Gillinson. Similarly, the hall sends performing artists into the city's schools, although Mr. Gillinson admitted that the program is not as robust as it might

be. As for podcasting, the ultimate technological tool for accessibility to the masses, Mr. Gillinson noted that "it's being developed...we've made a commitment to it and explored ideas, but it's a ways away."

In summarizing his goals for the upcoming season, Mr. Gillinson repeatedly stressed that he and his management team are encouraging audiences to travel from their comfort zone and take more risks in their musical appreciation. "Looking ahead, we will continue to build on [our] historic strengths as we seek to develop ever more creative and compelling musical journeys for our audiences," he concluded. #

SAM ASH MUSIC STORES

A CHAIN STORE THAT HAS RETAINED ITS FOUNDER'S POLICIES.

Back in 1924, a young married couple decided to open a music store. Actually, it was Rose Ash's idea. Husband Sam was a violinist and bandleader. He also taught the violin and had learned to repair them. His day job had been as a fabric cutter in a dress factory. Rose was a bookkeeper in a home for the aged. She felt that running a store would give them more stability. Soon they found a young widow in their own Brownsville section of Brooklyn, NY, who wanted to sell her store. She would let them pay it out. For the \$400 down payment the couple pawned Rose's engagement ring. Later she got it back.

Sam continued to present his band at dances and weddings. They lived in a small apartment behind the store and started a family. Son Jerry was born in 1925, and Paul in 1929. The "Great Depression" hit in 1929, and most people and businesses went through hard times. They barely survived. Rose often remembered the day a customer came in to have his violin bow re-haired. She made him wait while Sam did the job. She took the 75¢ payment directly to the grocery store.

Sam's honesty, friendliness and hard work, built a reputation second to none. He added to the inventory and selection as he could. Things picked up a little. Daughter Marcia was born in 1935. Sam bought a car and started to deliver sheet music to piano teachers. The store's location was difficult to reach by public transportation, and few people owned a car. They moved the store to a better location in the early 1940's. World War II was on and Jerry was serving with the Army in Europe. Paul worked in the store after school.

After the war, Jerry took an interest in the musical instruments that started to re-appear. He also cultivated school business. Soon his bride,

Bernice, joined the team.

Sam died in 1956. Three years later, the boys moved the store to a larger corner store. In 1959, they opened a store on Long Island and then another.

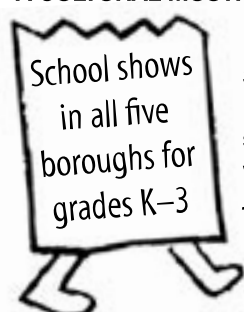
Fast forward to 2005. There are 45 Sam Ash stores in 14 states, a mail order/catalog division, and a manufacturing company.

While Jerry, Paul and Bernice are still active, the company is mostly run by David, Richard and Sam, the three sons of Jerry & Bernice.

The firm has been at the forefront of new product development. First with synthesizers, electronic pianos, disc jockey gear, packaged sound systems and more. They sell many thousands of guitars, but they still offer the wind and string instruments, drums, and sheet music that Sam started with. And Sam's integrity is the rock the company is built on. #

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RAISING AWARENESS TO REDUCE BULLYING IN SUMMER CAMPS

By JOEL D. HABER, Ph.D.

Think back to your elementary/grade school years, and ask yourself if you can recall the top three favorite memories of your childhood. They probably involve something loving, connecting, or good to eat. Now, do the same for the least favorite memories, and for many of us, there's a painful memory of bullying that we may recall. Many of us can't remember what we had for lunch last week, but can remember in exquisite detail the memory of a bully—and the hurt and suffering we experienced. In the past, bullying was assumed to be a rite of passage and something that "you just had to go through" as part of growing up. Although the bullying may have happened on the way to and from school or during recess, no one really talked about it—let alone did anything about it. Those of us involved with summer camp thought that camp was an escape and refuge from the school bully.

The most important thing to realize is that the first step toward making your camp a bully-free environment is "awareness." No more living in denial of the problem, but rather committed to keeping an open mind and a clear perspective of your environment—a comprehensive view that gives you proper influence and management of what is happening in camp.

Bullying Behavior

Wherever children gather to study and/or play, the potential for hurtful behavior by children

against one another is possible. Studies in schools reveal that approximately 11 percent of children are bullied repeatedly and that 13 percent frequently bully others. Repeated hurtful behavior against a child can result in damage to their physical and emotional development. This damage is not limited to the victim though: the bully as well as the onlookers who do not intervene may also suffer both short and long-term consequences.

Bullying 101: What Is It?

Bullying is any intentional, hurtful act, committed by one or more campers against another. It can also be committed by counselors against other counselors or campers. In fact it can happen when anyone in power or seeking power intentionally hurts another person. It is not fighting (between equals) or rough play. Fighting between equals is really an escalation of conflict. Rough play is normal between kids, but has a safety net built in. If one kid says stop—it's over.

Types of Bullying Behavior Seen in Camp

Bullying behavior is divided into three types: Physical, Relational, and Verbal. These behaviors are further divided into mild, moderate, and severe, which can help define the extent of the problem and determine if a certain type of bullying behavior is escalating. Bullying behavior usually has an escalating pattern—it generally starts out mildly to give the bullying child a chance to observe a victim's reaction. This can escalate in severity if the victim does not send a signal to

the bully that this behavior is unacceptable. For example, bullying that begins as a physical type can escalate in severity with more physical bullying or move into other forms, like exclusion and verbal harassment.

Physical

Physical bullying is the type of bullying most easily observed and most commonly thought of when we talk about bullying. This includes punching, hitting, shoving, hair pulling, excessive tickling, cutting in line, rat-tailing, defacing personal property, or stealing one's belongings. It's observed in the camp environment in many forms—a child's stuffed animal is stolen or destroyed, a child is knocked down in front of others, a chair is pulled out from a child before he or she sits down, a child is physically bruised over and over again. It also includes crossing over into one's personal space when a child is told not to. This can make a camper very uncomfortable and intimidated.

Verbal

Verbal bullying involves hurtful name-calling, mocking, teasing, gossiping, intimidation, or threatening to embarrass a child. Verbal bullying is harder to observe unless you are within earshot of it. The hurtful unwarranted nickname, comments about clothes, or being told that you are unpopular can all be meant to undermine a child's self-worth. Verbal bullying has to be included as bullying behavior because of its insidious nature. How vulnerable is a child when a painful comment like "nobody in this bunk likes you" is expressed to an unsuspecting camper?

Types of Bullying We Don't See

There is evidence of a high prevalence of counselors who bully campers and/or each other. A counselor who bullies is a particularly difficult problem, because children are dependant on the staff person for safety. This type of counselor behavior may set a model that allows campers to test out their own bullying behavior—and creates an escalation of bullying in their campers because it is seen as an acceptable form of behavior. It is also a problem if a child is dependant on his or her counselor and feels afraid to report aggressive behavior to the counselor's superior.

I have also witnessed a camper or group of campers bully counselors. When children feel a greater level of power over an adult, it creates a significant problem in the bunk. Staff may be reluctant to report this for fear of their own job loss and embarrassment in front of their peers—as well as feeling a decrease in personal status among their peers.

The Bullies and the Victims

The Bullies

Today's bullies are not necessarily the big school yard brutes who have low self-esteem and are looking to improve their feelings of inadequacy by bullying. A camp bully may be popular, seek social status, be smart, well-connected, and even well liked. Some may look like "mean girls" and some may not. They are more comfortable with aggression and use this to earn social rewards by making others uncomfortable and hurting them. Usually these skills outweigh any empathic side. They are masters at denial—and blame. The problem is that many of these kids look and feel like "leaders." Leaders may be hard to differentiate from a bully because they may have the same qualities—except they lack empathy and a willingness to look at their own personal responsibility for their behavior. One way to remember this when looking at your campers or staff—leaders are inclusive and bullies tend to be exclusive.

The Victims

Victims on the other hand, are kids who are "vulnerable" in some way and feel less socially connected. A camper who is alone, less socially assertive, passive, meek, or quiet may be an easy target. Bullies test out their power until they find a target that won't fight back—or won't get the social support they need from others around them. When bullies see they can brutalize someone, they seek the support of others to blame the victim for their "deserved" attack. There are always reasons that bullies find to hurt others, even though no one deserves to get bullied.

The "Observers"

Remember the statistics cited earlier about the number of kids involved as bullies and victims. In any bullying situation, there are approximately 80 percent of kids or more who may observe bullying but may do nothing to stop it. When victims see that observers do not step in and help them, or counselors do not intercede, the victims feel worse. The observers try to justify their own unhelpful behavior. They themselves begin to "blame" the victim for the bullying they receive. This cycle makes the victim feel even more bullied.

Characteristics

Boys vs. Girls

Boys are generally seen as more physically strong, so we believe that boys use physical forms of aggression more than any other type. Not so. Boys tease and use relational forms of aggression in summer camp more than they do physical forms of aggression. Although "rough

continued on page 21

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Bullying

continued from page 20

and tumble" play is common in boys, they have become sophisticated in their ways to hurt verbally and exclude other kids. These forms of aggression can leave scars for boys who emotionally do not know how to handle these feelings.

Girls are much more comfortable with "indirect" forms of communication and use verbal teasing and exclusion more than double their use of physical forms of aggression. Gossiping and exclusion are the two most common forms of bullying for girls—and it has almost become a "universal language" for them. The problem in camps occurs when counselors model this behavior, so campers feel justified in their behavior.

Younger vs. Older

Bullying generally moves from physical forms to verbal and relational forms as children hit teenage years. As physical forms of bullying decrease by high school, the verbal and relational forms can still maintain themselves. This is why we must work to create camp environments in which this behavior is not allowed. Camp has to be a place that is different for children and allows them to thrive socially without the emotional and/or physical safety fears of bullying.

School Bullying vs. Camp Bullying

School bullying occurs in the cafeteria, at recess, in the hallway, or in bathrooms—anywhere that supervision is lean. Bullying in the classroom happens less frequently because the classroom is a structured place and the power (teacher) is close by. School environments generally have much less supervision for their children

outside the classroom.

The camp environment is generally more relaxed than a school environment. Bullying occurs during free time, in the shower when kids are vulnerable, or at night when counselors may be outside the bunk. The more subtle forms of bullying, like teasing and exclusion, can happen when groups of kids are away from their counselors or have less supervision. It can also happen around a counselor—if that staff person sees nothing wrong with this behavior and is complicit in it. One of the best markers for finding vulnerable and potentially victimized children is to watch your bunks and observe those campers who don't have someone to walk with, or find the camper who is always late to leave the bunk and doesn't feel part of the bunk community.

The Key

The key to all of this is that kids come to camp to broaden their social network, improve their skills, and feel good about themselves. For up to two months in a summer, children need a place to feel safe with supervision that is willing to step in and provide opportunities for them to thrive.

Camp has to be a place where physical and emotional safety is paramount—to ensure that children have the opportunities to grow. Without this, camps do not separate themselves from other institutions. You can make a difference by being very proactive about bullying reduction and prevention. Begin with awareness, and you've taken the first step toward action.

Joel D. Haber, Ph.D., is a clinical psychologist and founder of the Respect U program. He has held positions at University of Alabama, Birmingham Medical School, White Plains

Hospital Center and New York Medical College and has authored numerous articles and led conference sessions on topics including bullying, building resilience in children and positive par-

enting. For more information about the Respect U program, visit www.ACacamps.org/bullying. Originally published in the 2006 January/February issue of Camping Magazine.

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The Passion Of My Times: An Advocate's Fifty-Year Journey In The Civil Rights Movement

Reviewed By MERRI ROSENBERG

The Passion Of My Times: An Advocate's Fifty-Year Journey In The Civil Rights Movement

by William L. Taylor.

Published by Carroll & Graf, New York, (2004) 251 pp.

Although I was barely in elementary school during the Freedom Summer of 1964, I remember sitting in my late parents' living room in Crown Heights, Brooklyn, listening to several of their school teacher friends discuss their plans to register black voters in the South during their summer vacation. I had little concept of civil rights, or what this effort represented—only that it was something very, very serious that had my parents worried about their friends' safety.

42 years later, those memories came flooding back as I read William L. Taylor's utterly compelling and engrossing memoir of his involvement as a white, Jewish man from Brooklyn, as an advocate in the civil rights movement. He takes us from his early, heady days as part of the NAACP Legal Defense Fund, where Thurgood Marshall was the chief counsel, to his appointment as general counsel and staff director of the United States Commission on Civil Rights, to his later work maintaining civil rights advances as a founder of the Center for National Policy Review at Catholic University Law School in Washington. Some of his causes have included promoting affirmative action policies, helping black school children during the process of desegregation in major educational systems, challenging fiscal inequity in public school funding, and now teaching, writing and lecturing as an education law adjunct professor at Georgetown University Law School.

What my own children consider simply part of a history lesson in a social studies class, where they've dutifully read excerpts from Dr. Martin

Luther King, Jr.'s speeches, or discussed the political efforts that helped achieve the passage of the 1964 Civil Rights Act, becomes strikingly vivid in Taylor's narrative.

Taylor's powerful description of visiting Natchez, Mississippi, where he and a colleague from the Commission on Civil Rights were menaced by local whites, is a reminder that the passage of the Civil Rights act was by no means a certainty, and that the threats to its supporters were real. He mentions one Justice department investigator who blockaded the door to his motel room when he was in Mississippi—and the harrowing experiences of local black residents, who shared their stories of being beaten and pistol-whipped by white supremacists, for having had the courage to register other blacks to vote. It's chilling, and sobering, and shameful.

It's not surprising that Taylor is outraged and appalled by the recent election irregularities, most notably during the 2000 Presidential election in Florida. As Taylor writes, "Minority voters are still shortchanged by inferior voting equipment and ill-staffed polling places...And, of course, real enfranchisement for people of color will not be fully realized until their economic conditions and educational opportunities improve."

A graduate of Brooklyn College and Yale Law School, Taylor believes in law as an instrument of justice that can redress historic wrongs and help achieve true equality in our society. He writes, "there are many battles still to be fought, but experience suggests that they are worth fighting and that they can be won."

It's inspiring that after more than 50 years as an advocate for civil rights, Taylor still has that "fire in the belly," and is still fighting for liberal causes, and social justice. #

AT CANAAN'S EDGE: AMERICA IN THE KING YEARS 1965-68

Reviewed BY MERRI ROSENBERG

At Canaan's Edge: America In The King Years 1965-68

by Taylor Branch

Simon & Schuster, New York (2006): 1039 pp.

Perhaps only a trilogy as monumental as Taylor Branch's three-volume history of America during the Dr. Martin Luther King, Jr., years could do justice to that equally monumental epoch. Branch, the best-selling author and Pulitzer-prize winner who has written "Parting the Waters" and "Pillar of Fire", which deal with King's journey from 1954 through 1965, completes his saga in this final volume.

Following Dr. King's martyrdom and subsequent iconic status in our culture, popular mythology portrayed the civil rights struggle as an historic inevitability, with its participants literally marching on the same page, shoulder to shoulder.

Yet as Branch describes in this compelling, densely detailed and energetically written account of those watershed final years of Dr. King's life, the outcome was hardly pre-determined. The civil rights leader had to contend with nearly as many internal battles as with external enemies. There were those who considered him to be grandstanding, who resented his platform of non-violence, who felt unappreciated or discounted as the relentless pace of events seemed to take on a life of its own.

Even as some members of SNCC (Student Nonviolent Coordinating Committee) challenged Dr. King's decisions, seeing him as a "hit and run celebrity", Dr. King had to deal with President Lyndon Johnson and J. Edgar Hoover. The march in Selma across the Edmund Pettus Bridge, with the subsequent national horror evoked by televised images of bullying state troopers wielding clubs, tear gas spray guns and canisters on the marchers, was "a turning point," writes Branch. "The tide of confidence in equal citizenship had swelled over decades to confront segregation as well as the Nazis, and would roll forward still, but an opposing tide of resentment and disbelief rose to challenge the overall direction of American politics, contesting the language of freedom."

As late as 1820, only 55 percent of Kings County blacks and a minuscule 18 percent in Richmond County were free. Blacks older than 45 years remained slaves in 1820, because masters were unwilling to accept responsibility for their maintenance otherwise. Slavery in the United States existed in the North as well as the South.

What is unique about Scarsdale is the heroic effort of New York Governor Daniel Tompkins, a resident of Scarsdale, as he made a recommendation to the Legislature in 1817 to abolish Slavery by 1827. We can also witness the courage of the Quakers who manumitted their enslaved Africans by 1782 and even required themselves to train their former slaves to earn a living and to find a place to live. And we can witness the beneficence of Quakers who were active in the Underground Railroad hiding slaves in barns and secret cupboards on Mamaroneck Road.

Racism today is merely a remnant of Slavery's past revisited in the present. Today, we have two separate chronicles of history: one white and one black. Yet, the two belong together.

Understanding our true past will enable one to understand the present. However, the care of the future is in our hands.

After the first bloody march at Selma, Dr. King's decision during the second march not to continue on to Montgomery—"With but an instant to decide whether this was a trap or a miraculous parting of the Red Sea"—provided yet another contentious flashpoint, with some movement leaders eager to maintain momentum.

Nor was the civil rights movement the only issue convulsing America, as Branch points out. The escalating war in Vietnam distracted and derailed President Johnson, and formed yet another point of fissure in a country that, at times, seemed to be literally coming apart at the seams.

In Montgomery, Dr. King's remarks, those that hadn't been prepared in advance, remain powerful: "How long will justice be crucified and truth buried? I come to say to you this afternoon, however difficult the moment, however frustrating the hour, it will not be long. Because truth crushed to earth will rise again. How long? Not long! Because no lie can live forever. How long? Not long! Because you shall reap what you sow. How long? Thanks to Branch's skillful description of that scene, painted in all its immediacy and rhythms, the reader feels as if he were witnessing it as an actual participant.

Dr. King's expansion of the civil rights movement to encompass poverty issues in the North, and his protests against the Vietnam War, all contribute to the increasing demands made upon him as a national leader, demands that physically and emotionally exhausted him.

By the time Dr. King reaches his fateful rendezvous in Memphis, the reader has seen Dr. King's despair and depression as urban riots supplant his message of non-violence. His final speech to the Memphis sanitation workers is heartbreakingly prescient: "Because I have been to the mountain-top... Like anybody I would like to live a long life—longevity has its place...I just want to do God's will. And he's allowed me to go up the mountain. And I've looked over. And I have seen the promised land. And I may not get there with you, but I want you to know, tonight, that we as a people will get to the promised land."

Branch's great achievement is that King's words affect the reader just as powerfully as they did his listeners, and make one mourn as though it were April 1968 the loss of that extraordinary man. #

INSIDE THE MELTING POT

By PHYLLIS C. MURRAY

"When the nation is made ready by enlightenment, its good fortune will make Black History Month an anachronism. No culture should by its spotlight eclipse another, and the reputation of one cannot flourish at the expense of another. We are a unified but not yet united civilization."

—Ron Issacs

In 1991, the phenomenon of unearthing 400 enslaved Africans from a 17th Century African Burial Ground in lower Manhattan, was the beginning of a search by many for their African ancestral past. That road of discovery has had many twists and turns. However, the records remain. The slavers and historians of that era kept copious notes. And fortunately we have had access to the incalculable research from the African Burial Ground Project OPEI Update founded in 1991 and directed for over a decade by Dr. Sherrill Wilson.

If we take another look at life in colonial New York and search beyond the Dutch West India Company's enticement of free land and free trade, we will see that the DWI company provided another enticement to white settlers: enslaved Africans to labor without compensation. In the East India Company's charter of Privilege and Exemption for the patrons the following is noted: "in that document for the purpose of encouraging agriculture, the company agreed to furnish colonists as many blacks as they conve-

niently could. These "blacks" were brought from the West Indies.

The Historic Wyckoff House which is located in Brooklyn, NY is an example of colonial life in early NY. A recent article: "Glimpse the 17th Century at Historic Wyckoff House," describes the property as one that spanned 40 acres. It was also viewed as a property that was a highly successful working farm. Wyckoff, its owner, became the richest man in the region. It may also be noted that: "Slaveholdings in New York were second only to its counterpart in Charlotte, North Carolina."

The Native Americans and Africans helped make the Dutch wealthy land barons as they farmed large areas, working fruit orchards and attending the livestock for food. Flax was grown for linen thread and sheep provided wool for clothing. A visit to Philipsburg Manor Upper Mills today in North Tarrytown will provide additional insight into the lifestyle of the Dutch gentry of this period. This site was manned by enslaved Africans as the Philipps reaped the reward from this free African labor.

Bland Taylor writes: "in 1698, 15 percent of Kings County population were slaves. Kings County by the 18th Century became the heaviest slave holding county in New York State. Although 1/5 of New York State black population were free by the end of the 18th Century only 3 percent (46) free blacks resided in Kings County, the smallest number in the state.

Yes, Ron Issacs, "When the nation is made ready by enlightenment, its good fortune will make Black History Month an anachronism." #

Phyllis C. Murray is an educator, author and UFT Chapter Leader.



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BOOKS, POEMS, MOVIES: REFLECT, LOVE, CRY, REMEMBER FOREVER

Harper Lee, Gregarious for a Day

By GINIA BELLAFANTE

Of all the functions at the president's mansion of the University of Alabama here, none has acquired the mystique surrounding a modest annual luncheon attended by high school students from around the state.

They come with cameras dangling on their wrists and dressed, respectfully, as if they were about to issue an insurance policy or anchor the news. An awards ceremony for an essay contest on the subject of "To Kill a Mockingbird," the occasion attracts no actor, politician or music figure. Instead, it draws someone to whom Alabamians collectively attach far more obsession: the author of the book itself, Harper Lee, who lives in the small town of Monroeville, Ala., one of the most reclusive writers in the history of American letters.

With more than 10,000,000 copies sold since it first appeared in 1960, "To Kill a Mockingbird" exists as one of the best-selling novels of all time. For decades, Ms. Lee has remained fiercely mindful of her privacy, politely but resolutely refusing to talk to the press and making only rare public appearances, in which she always declines to speak. She has maintained her resolve despite renewed attention in the wake of the film "Capote," in which Ms. Lee is portrayed as the moral conscience of her childhood friend Truman Capote; the coming "Infamous," another Capote movie in which Sandra Bullock plays Ms. Lee; and a biography of Ms. Lee scheduled for May.

But since the essay contest, sponsored by the Honors College at the University of Alabama, got going five years ago, Ms. Lee, who is 79, has attended the ceremony faithfully, meeting with the 50 or so winners from most of the state's school districts and graciously posing for pictures with the parents and teachers who accompany them.

"What these people have done for me is wonderful," Ms. Lee, who agreed to speak to a reporter about the event, said during the luncheon on Friday. She was referring specifically to the two people who had conceived the contest in her honor, Thomas N. Carruthers, a prominent Birmingham lawyer, and Cathy Randall, a former administrator at the university.

Ms. Lee said she was struck by the perspective young people bring to the book. "They always see new things in it," she added. "And the way they relate it to their lives now is really quite incredible."

The students write with longing for the kind of unmanaged childhood experienced by Jem and Scout Finch in the rural 1930's Alabama of Ms. Lee's rendering. Some tell of the racial tensions they witness in their school cafeterias, others of the regional prejudices they experience at the hands of Northern peers who assume anyone from Alabama must drive a pickup truck or live in a mobile home. In an essay a few years ago one girl likened the trial of the book's Tom Robinson, a black man unjustly accused of raping a white girl, to the 1999 murder of Billy Jack Gaither, a young man living in Sylacauga, killed because he was gay.

The recipient of the Pulitzer Prize in 1961, "To Kill a Mockingbird" remains the only book Ms. Lee has written. It is difficult to overestimate the sustained power of the novel or the reverence with which Ms. Lee is treated here: it is not uncommon to find live staged versions of the story, hear of someone who has devoted his life to playing Atticus Finch in road shows, or meet children named Scout or ones named after the author herself.

At a book signing after the ceremony on Friday afternoon, a little girl in a velvet dress approached Ms. Lee with a hardback copy of "To

Kill a Mockingbird," announcing that her name was Harper. "Well, that's my name, too," Ms. Lee said. The girl's mother, LaDonnah Roberts, said she had decided to make her daughter Ms. Lee's namesake after her mother-in-law gave her a copy of the book during her pregnancy. Another girl, Catherine Briscoe, 15, one of the essay contest winners, had read the novel six times. She trembled and held her hand to her heart as she spoke of its author: "It was breathtaking to meet the most important person in my life."

Sometimes Ms. Lee will encounter someone who will claim to know exactly where Boo Radley lived. "I had a girl come up to me here," Ms. Lee recalled, referring to an awards ceremony a few years ago, "and she said, 'Boo Radley lives across the street from my grandparents.'" "Well, I didn't know what to say to that," she said, laughing.

Ms. Lee lives with her 94-year-old sister, Alice, a lawyer who still practices, and keeps an apartment in New York. She is not a judge in the essay contest, nor does she make any formal statement at the ceremony. Her one stipulation for the contest was that children who were home-schooled be eligible to compete.

The story of Ms. Lee's involvement with the contest begins five years ago with her induction to the Alabama Academy of Honor, a society that pays homage to influential people born or living in the state. In 2001, as the academy was casting about to include more women, Mr. Carruthers, chairman of the academy, called Ms. Randall to see whom the group might have overlooked, he said. When Mr. Carruthers went back to the committee and recommended that they approach Ms. Lee, the other members decreed that he could try but that surely, because of her outsized reputation for shyness, she would have no part of such a group.

Mr. Carruthers was not deterred. "I had a vested interest in this whole thing," he joked, "because I wanted to prove them all wrong."

He approached Ms. Lee about the possibility of a nomination. "I couldn't promise that she would win," he said. To everyone's surprise, Ms. Lee accepted the nomination. She was elected to the academy in 2001, one year after Rosa Parks and one year before Condoleezza Rice. Fearing that too much pomp and fuss might scare her off, Mr. Carruthers asked academy members not to bring fawning grandchildren to the induction ceremony. Many brought them anyway, with books to sign, all of which Ms. Lee cheerfully autographed. Mr. Carruthers and Ms. Randall devised the essay contest to commemorate her entry into the academy.

Ms. Lee is quick-witted and gregarious. At the ceremony she greeted a server at the mansion whom she remembered from luncheons past. "I went back to my friends and I told everyone that I'd met you," the young woman said. "Nobody believed me. I said, 'Oh, yeah, I did, and she is the nicest, sweetest lady.'" Ms. Lee looked at her with amused suspicion and started to laugh.

During lunch she reminisced about her old friend Horton Foote, who wrote the screenplay for the acclaimed 1962 film of "To Kill a Mockingbird," starring Gregory Peck. Ms. Lee spent three weeks on the set, she said, and took off when she realized everything would be fine without her.

"I think it is one of the best translations of a book to film ever made," she said. Ms. Lee attended Peck's memorial service in California three years ago. About her friend Mr. Foote, who is 89, she said, "He's become quite amazing looking in old age, like God, but clean-shaven."

When Mr. Carruthers approached and asked why he hadn't received a letter from her in so

REVISITING THE DEEP SOUTH IN "TO KILL A MOCKINGBIRD"

By MERRI ROSENBERG

From our vantage point in 2006, it's sometimes easy to forget exactly how pervasive and pernicious racism was at earlier, more shameful moments in our history.

The 1962 movie, "To Kill a Mockingbird"—based on Harper Lee's novel, set in a small Alabama town in the 1930s—hauntingly evokes that time and place, indelibly capturing in nuanced images and restrained dialogue the cruel banalities of racism.

As Atticus Finch, a decent and honorable white Southerner who undertakes the doomed responsibility of defending an equally decent and honorable black farmer, Tom Robinson, who is falsely accused of raping a white woman, Gregory Peck offers a heart-breaking performance of someone who will do the right thing no matter what the personal cost to himself and his family.

Never mind that there is no evidence, no real case against Robinson. All that matters, in the community and in the court room, is that an impenetrable barrier between the races allegedly has been breached.

The film contrasts the dignity of many of the town's black residents, whether they are ministers, domestics or laborers, with the distasteful

behavior of the "white trash" elements, whose precarious superiority to the blacks among whom they live and work depends on the persistence of institutional and cultural racism.

Played out against the tragedy of Tom Robinson's fate is the story of Atticus's two motherless children, Jem and Scout ("Jean Louise"), who, in their innocence, don't understand the injustices they witness and whose questioning of their elders' assumptions throws in sharp relief many of the degradations of the Jim Crow system. In one harrowing scene, Atticus has gone to the local jail to protect Robinson from a mob bent on administering their own brutal justice. Watching the scene unfold as Atticus, glasses perched atop his nose, calmly continues to read even as a restless crowd gathers, with the arrival of his children whose conversations with some of their neighbors ultimately disperses the mob, is almost unbearably dramatic.

This is one of those classic movies that fully deserves the accolades, attention and awards it has received through the years. Its very specificity, rooted in the time and mores of the 1930s Deep South, is exactly what makes its message so universal. #

From *The Souls of Black Folk*, 1903, W.E.B. DuBois

Strange to relate! For this is certain, no secure civilization can be built in the South with the Negro as an ignorant, turbulent proletariat. Suppose we seek to remedy this by making them laborers and nothing more: they are not fools, they have tasted of the Tree of Life, and they will not cease to think, will not cease attempting to read the riddle of the world. By taking away their best equipped teachers and leaders, by slamming the door of opportunity in the faces of their bolder and brighter minds, will you make them satisfied with their lot? Or will you not rather transfer their leading from the hands of men taught to think to the hands of untrained demagogues? We

ought not to forget that despite the pressure of poverty, and despite the active discouragement and even ridicule of friends, the demand for higher training steadily increases among Negro youth: there were, in the years from 1895-1900, nearly 100 graduates. From Southern Negro colleges there were, in the same three periods, 143, 413, and over 500 graduates. Here, then, is the plain thirst for training; by refusing to give this Talented Tenth the key to knowledge, can any sane man imagine that they will lightly lay aside their yearning and contentedly become hewers of wood and drawers of water?

HARRIET BEECHER STOWE: *UNCLE TOM'S CABIN*, 1852

Harriet Beecher Stowe (1811-1896) is best known today as the author of *Uncle Tom's Cabin*, which helped galvanize the abolitionist cause and contributed to the outbreak of the Civil War. *Uncle Tom's Cabin* sold over 10,000 copies in the first week and was a best seller of its day. After the publication of *Uncle Tom's Cabin*, Stowe became an internationally acclaimed celebrity and an extremely popular author. In addition to novels, poetry and essays, she wrote non-fiction books on a wide range of subjects including

long—the two have become good friends—she answered that she would get to him "once I finish off all the letters I have to write." Since the release of "Capote," much of her time has been spent writing demurrals to reporters seeking interviews about her life. Someone suggested she come up with a form-letter response to such requests.

What it would say, she joked, "is hell, no." #

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homemaking and the raising of children, and religion.

Cincinnati was just across the river from Kentucky, a slave state. It was in Cincinnati that Harriet first became aware of the horrors of slavery. Cincinnati was one of the largest cities in the country, twice the size of Hartford at that time. When Harriet and Calvin learned that their servant, Zillah, was actually a runaway slave, Calvin and Henry Ward drove her to the next station on the Underground Railroad. One night, Harriet's friend, Mr. Rankin, saw a young woman run across the river over the ice with a baby in her arms. This story moved Harriet deeply and would later become one of the most famous scenes in *Uncle Tom's Cabin*. #

Send in your suggestions for readings for children, teens, college students, adults.

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FROM THE SUPERINTENDENT'S SEAT



Getting Along

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

If your children are doing well academically in school, it's great.

Another part of school is the social component. If your child has a conflict with his or her classmates, it may be necessary for you to intervene. Once you have a clear picture of what is happening, call the teacher and ask if he or she has observed the situation you are concerned about. Don't wait too long to see if the situation resolves itself on its own, particularly if you feel your child is being mistreated or picked on by another child or group of children. If your child's teacher is unable to turn things around, it may be necessary to take your concerns to another professional.

There is a universal need for character education in our schools. We need to teach our children that they must treat one another with respect and dignity and show no tolerance for behavior that threatens or harms others. Your school should have a proactive campaign to teach and model appropriate behavior for all students.

In Syosset, we have a strong character education program in all of our schools, from elementary through the high school. We talk with our students about how their behavior affects others.

In our Peer Educators program we train high school students to meet with third grade classes and discuss conflicts that can arise between students and how they should best be handled. They use role playing and games to get the message across to the younger children. A program that began in the high school and has been adapted by the elementary and middle schools is Syosset PRIDE. It stands for Patience, Respect, Integrity, Dignity, and Empathy, and serves as a guide for students to model their own behavior.

We also have a Peer Mediation program in our schools, in which children are trained to mediate disputes between classmates and help them come to a peaceful solution. Our Peer Mediators learn how to listen to both sides of a disagreement and validate the feelings of each individual. By empowering our students in this way we are giving them the tools they need to resolve conflicts, and helping them understand that peaceful, thoughtful solutions to problems are beneficial to everyone.

As parents, we need to listen carefully to what our children say.

Assure your children that they will have your help. When parents and administrators stand firm and give clear instructions on acceptable conduct, we can help our children to get along at school and in the world. #

FEB. EVENTS AT CHILDREN'S MUSEUM: ANDY WARHOL

On February 20, 2006 artist James Warhola, nephew of the great 20th century painter Andy Warhol, will be conducting a special reading from his childhood memoir, *Uncle Andy's* at the Children's Museum of Manhattan (CMOM). *Uncle Andy's*, a book inspired by childhood memories of a particular visit to see his uncle in 1962, is a Winner of the International Reading Association's *Best Children's Non-Fiction Book of 2004* award. Readings will be held at 3 pm and 4 pm in the Creativity Lab and will be a great opportunity for both parents and children to hear a unique perspective on Andy Warhol. This special reading and other Warhol activities are aligned with *The Art of Andy Warhol*, a new exhibition featuring the iconic work of this world renowned artist, sponsored at CMOM through May 28, 2006 by Fuji Photo Film, U.S.A., Inc.

Author Series: James Warhola Reading
Monday, February 20 3 and 4pm

Ages 5 and older in the Creativity Lab
James Warhola, Andy Warhol's nephew and author and illustrator of *Uncle Andy's* will read from his reminiscent book about his childhood visits to see his famous uncle, Andy Warhol. This is a remarkable opportunity for both parents and children to hear a unique perspective on Andy Warhol, one of the most important major 20th century American artists.

"It was an important year for my uncle as an artist," Warhola has said of the inspiration for *Uncle Andy*. "Our surprise visit created a quirky situation with many great visual memories." Like his uncle, James Warhola attended Carnegie-Mellon University, receiving a BFA in Design in 1977. Upon graduation, he moved to New York City to begin work as a graphic designer, but soon changed his focus to book illustration, studying at the prestigious Art Student's League.

In 1980 James began to work as a paperback cover artist, and over the next 15 years, he attained a highly respected reputation in the field, creating over 300 covers for the science fiction and fantasy genre. His work has been shown extensively at The Museum of American Illustration, as well as several other museums throughout the country. He has also held the odd distinction of contributing regularly to *MAD* Magazine, adding a unique and humorous edge

to his work. Other current books Warhola has illustrated include: *If Dogs Were Dinosaurs*, *The Wheels on the Racecar*, and *Bubba the Cowboy Prince*, all published by Scholastic.

February recess is almost here and the Children's Museum of Manhattan (CMOM) is open every day from February 20 - 26! From international dance performances such as Ballet Fiesta Mexicana Ybarra and The Seventh Principle to story telling, pop art and triptych painting, CMOM offers a variety of interactive programs and performances for everyone, along with its current interactive exhibitions: *Dora the Explorer*, *Alice's Wonderland: A Most Curious Adventure*, and *The Art of Andy Warhol*. CMOM is open extended hours for mid-winter recess to keep every child's brain humming during vacation. Open Monday, February 20 - Friday, February 24 from 10:00am - 5:00pm and Saturday, February 25 and Sunday, February 26 from 9:00am to 5:00pm.

Programming throughout the month of February includes:

Heroes Among Us
Saturday & Sunday, February 4 & 5 at 11am, 12, 2, 3 & 4pm

Learn about Jacob Lawrence, an artist who grew up in Harlem, through the stories his paintings tell. Paint your own triptych (three paneled painting) based on the heroes in your own life.

Performance: El Louie Show
Saturday, February 4 1:30 & 3pm
Join musician and music educator, Louie, for an interactive, bilingual family concert.

The Key to Me: A "Curious" Book of Wonder
Saturday, February 11 11am, 12, 2, 3 & 4pm

Alice in Wonderland was forever asking, "Who am I?" Create a storybook with facts and pictures all about you. Bind your book with a colorful ribbon and a one-of-a-kind key.

"Curious" Valentine
Sunday, February 12 11am, 12, 2, 3 & 4pm
Make a curious valentine that, like Alice in Wonderland, shrinks and grows. Decorate it with sparkles and surprises for the one you love!

Limited space/seating; first come, first served. www.cmom.org or call 212.721.1223. #

WILL THE REAL BIG BIRD & OSCAR STAND UP?

Sesame Street's **Carroll Spinney, Alter Ego Of Big Bird And Oscar, To Receive National Television Academy's Lifetime Achievement Award**

The National Academy of Television Arts & Sciences recently announced that Carroll Spinney, the puppeteer who plays the roles of Big Bird and Oscar the Grouch on *Sesame Street*, will be the recipient of this year's Lifetime Achievement Award at the *33rd Annual Daytime Emmy Awards*. Spinney was chosen for his work entertaining and educating children for nearly four decades, since the series debut in 1969.

Spinney, a puppeteer since the age of eight, turned an eight-foot, two-inch tall bird and a crabby trash can dwelling grouch into world-renowned cultural icons. His characters have been seen on more than 4,000 episodes, as well as *Sesame Street* television specials that have taken Spinney to China, Japan, Australia, France, Germany, Canada, and the United Kingdom. Spinney starred in the feature film *Follow That Bird* and has performed on a number of other shows, including *The West Wing* and *Hollywood Squares*. His work has garnered him four Emmy Awards. Spinney's book, *The Wisdom of Big Bird* chronicles his experiences portraying the famous characters.

"Carroll Spinney has distinguished himself in entertaining and inspiring generations of children worldwide in his dual roles as the sweet and compassionate Big Bird and the distinctively different Oscar the Grouch," said Peter Price, President, National Television Academy. "The Academy is proud to honor the man who has dedicated his career to creating and sustaining for four decades two of the most-loved and respected children's television characters."

"I am elated and amazed to receive this honor from those who are committed to the best of what television and media have to offer, for doing what I've always wanted to do," said Spinney.

Spinney will accept the award during the *33rd Annual Daytime Emmy Awards* ceremony on Friday, April 28, (8:00-11:00 PM, ET) broadcast live on ABC from the Kodak Theatre in Los Angeles. This will mark the first time the Daytime Emmy Awards will be broadcast from Hollywood in the 33-year history of the Awards ceremonies. #

THE STUDIO MUSEUM OF HARLEM

by Sandra Jackson-Dumont

The early 1990s witnessed the release of the classic hip-hop record aptly entitled *Edutainment*, by KRS-One and Boogie Down Productions (BDP). Arguably the last great album by one of hip hop's earliest socially conscious rappers, *Edutainment* was nothing short of what the title inferred— education and entertainment combined as a strategy to meet the public where they were intellectually, politically and socially. To some, I might be dating myself by referencing the term edutainment. To others, it may sound like another sorry effort to coin a word. But to those of us in the field of education, museums and/or community organizing, this reference resonates because it has been the source of much dialogue at museum and education conferences around the world. Over the last decade, many museums have taken steps to become increasingly more audience-centered spaces, giving rise to interactive public programs ranging from attention-grabbing family activities like *Family Fun @ the Studio*, complete with appearances by familiar cartoon characters, to social parties like SMH's own *Uptown Fridays! Music, cocktails, culture*, which was designed as a point of entry for young professionals and new museum goers. Seminars, including *contemporary Issues in Context*, at The Studio Museum often meld popular culture and traditional art history in an effort to contemporize subjects while simultaneously nurturing a new cultural consumer. When comparing the complexion of today's museum with the role historically carved out for this kind of institution, some questions beg for answers. Have museums been reduced to programmatic entertainment? What would museums look like in the absence of "edutainment"? While the fields of community and k-12 education seem to have embraced this approach to learning, museums that experiment with new ways to make content relevant and meaningful have often been heavily criticized and even accused of dumbing down. And as a result, the state of museums in the 21st century is wrought with contradiction. The territorialized exclusionary practices on which museums have traditionally been built is in direct conflict with modern technology and, in most cases, the contemporary patron. Slowly and progressively, this sturdy historic framework is withering in the glare of a flourishing model that is at once unexpectedly interesting and surprisingly relevant. Many museums are embracing a new model that focuses on redefining the museum as a hybrid space where history and the contemporary can set up camp alongside theory and practice. By functioning as a "site for the dynamic exchange of ideas,"¹ various constituencies are able to intersect with and within the museum to make the space more than a holding facility for objects. All things considered, if "edutainment" translates into an engaging, vital and exciting environment, then employing this pedagogy is well worth the criticism! #

Sandra Jackson-Dumont is the Director of Education & Public Programs, The Studio Museum in Harlem.

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*, *The Lion King*, and *Tarzan*.

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



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COLLEGES

February Events
At SARAH LAWRENCE COLLEGE

READING
Jane Kramer
Wednesday, February 8
Heimbold Visual Arts Center
6:30 p.m.
Free

Jane Kramer is the European correspondent of The New Yorker, and writes the "Letter from Europe" for the magazine. She is also the author of nine books, including The Politics of Memory, a collection of her writing from Germany in the years since the Wall fell, and, most recently, Lone Patriot, published in 2002. For more information, please call 914-395-2411.

LECTURE
Joshua Muldavin, "From Rural Transformation to Global Integration: The Real Story about China's Rise to Superpower"
Monday, February 13
Reisinger Concert Hall
Free

China's rapid growth of the last two and a half decades has been built upon a base of environmental destruction and social decay. In this process the state has lost much of its legitimacy with the country's majority, and is now challenged by direct and indirect forms of resistance. As China's global integration accelerates, this paradox of growth built on decay has created a shaky foundation for arguably the world's most important new superpower. This has important implications not only for China but also for the world. For additional information on this lecture, please call 914-395-2411.

READING
C.K. Williams
Wednesday, February 15, 2006
Heimbold Visual Arts Center
6:30 pm.
Free

Williams is the author of numerous books of poetry, including The Singing, The Vigil, A Dream of Mind, Repair, which won the 2000 Pulitzer Prize, and Flesh and Blood, which won the National Book Critics Circle Award. Among his many awards and honors are an American Academy of Arts and Letters Award, a Guggenheim Fellowship, and the Lila Wallace-Reader's Digest Award. For more information, please call 914-395-2411.

CONCERT
Chester Biscardi
Sunday, February 19, 2006
Reisinger Concert Hall
4:00 p.m.

A concert showcasing the music of Chester Biscardi, accomplished composer and Director of Sarah Lawrence's Music Program. Music for piano, viola and voice with Toby Appel, viola, Judith Bettina, soprano, James Goldsworthy, piano, and Marc Peloquin, piano. Tickets are \$10 for regular admission, \$8 for individuals 55 and over or students with current ID. For additional information, please call 914-395-2411.

LECTURE
Chester Biscardi
Tuesday, February 21, 2006
Reisinger Concert Hall
1:30 p.m.
Free

Chester Biscardi will lead a joint concert and lecture with time for an open dialogue with the audience regarding the musical compositions included in his presentation and performance. For more information, please call 914-395-2411.

READING
Antonya Nelson
Wednesday, February 22
Heimbold Visual Arts Center
6:30 p.m.
Free

Antonya Nelson is the author of three novels: Living to Tell [2000], Nobody's Girl [1998] and Talking in Bed [1996]. Also the author of four collections of short stories and recipient of the Flannery O'Connor Award for Short Fiction, Nelson was recently named by The New Yorker as one of the "twenty young fiction writers for the new millennium." For additional information on Nelson's reading, please call 914-395-2411.

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The Flavor of the Month

By CSA PRESIDENT
JILL LEVY

(This column is excerpted from Jill Levy's speech to the union membership at the CSA Conference at the New

York Hilton. The complete speech can be read at www.csa-nyc.org.)

Each year, you attend this Conference to demonstrate your genuine and unswerving loyalty to the education of children – a dedication that transcends politics, reorganizations, budget crises, and the latest sexy “flavor of the month” in education reform.

This month's flavor is Charter Schools and it is no mere whim that Joel Klein and Mayor Bloomberg strongly support charter schools and want to control them. Mr. Klein has repeatedly said privately to me, and publicly that he believes that charter schools are “the answer.” The answer to what?

Are charter schools the answer to responding to parents, being collaborative, bringing the “public” back into public education?

Or are they simply the precursors to vouchers? Are they the precursors to privatization? (By the way, the new buzz word for privatizing education is “entrepreneurialism.” So, if you're not entrepreneurial, you can't be a good leader. Well forget it. We know where that's going.)

Here's another question: Is this quest for charter schools a way to get rid of professional unions—the unions that they don't want to deal with; the unions that they do not respect; the unions that, in fact, speak for their members? Their fondest desire is to do with you what they will – move you, fire you, intimidate you, harass you. Read the November 30 Education Week to

find out Joel Klein's views about union contracts and “entrepreneurialism.”

Joel Klein said: “In a system that is producing results that we as a nation find somewhere between awful and deplorable, we need to think seriously about an environment that's going to foster entrepreneurialism so that we have innovation in the system.” How dare he say that? Yes, we have issues. Yes, we need to do better in some cases, but, deplorable?

Joel Klein's embrace of an entrepreneurial system would have us working in a school system that bends to the whims of private funders and their ideas about what education is. Tweed and its cadre of young MBAs creates new, untested policies and reorganizations and calls them “reforms.” This house of cards, funded by outside interests, will come tumbling down when, guess what, all these private philanthropists move on to the next flavor of the month for them.

And who gets left to pick up the pieces?

We do! When this new experiment fails, who will be blamed? We will, the school administrators and supervisors—the first to get blamed when things go wrong and the last to get a contract.

Well, Mr. Klein may still think that the reorganization is “a work in progress” or that you're “on the right track”, or “moving in the right direction,” but he needs to know that you, every one of you, supervisors, administrators, teachers, parents, paraprofessionals, school aides, all of you, you are the people who struggle to keep ahead of that train that's on the “right track” and its ever-changing rules and mandates. You are the people that Joel Klein should be applauding today.#

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



Mayor Bloomberg Gives Blueprint For NYC Stability & Growth

“We stand at a special moment for our city. Over the past four years, we've overcome some monumental challenges—and we only did so by coming together. Now, we can push New York on to even greater heights, if we stay united. And recently, in my State of the City address, I laid out a blueprint for how we can do it.

“To create the jobs our city needs, we're going to continue investing in a diversity of industries—including tourism, film and TV production, and bioscience. This year, work will start on an extraordinary range of projects in all five boroughs—from the Atlantic Yards to the Javits Convention Center—creating jobs, revitalizing our waterfront, and invigorating our communities. We'll also push Silverstein Properties and the Port Authority to renegotiate their lease so we can accelerate construction at the World Trade Center site and build the retail stores that the area needs. That's crucial to Lower Manhattan's rebirth as the world's financial capital and as a thriving residential community.

“Our blueprint for the future also includes bold initiatives in housing, health, and fighting poverty. We'll move forward on our \$7.5 billion plan to build or preserve 165,000 units of affordable housing, much of it for middle-class families. We'll launch an effort to ensure every school student has health insurance, and bolster our campaigns against two of the city's biggest killers—diabetes and HIV/AIDS. And, Time Warner CEO Dick Parsons and Geoffrey Canada, President and CEO of The Harlem Children's Zone, will lead a public-private taskforce to attack chronic poverty and unemployment, starting in Bushwick and Bedford-Stuyvesant in

Brooklyn and Melrose in the Bronx.

“Education is another important element in our blueprint: This year we will create more new schools and programs that give high school students additional routes to graduation, employment, and post-secondary education. We will work to lift the State cap on charter schools. This September, we also will open Brooklyn Latin, the first of seven new academically selective schools. And at the same time, we will partner with NYU and CUNY to launch an ambitious new training curriculum for aspiring teachers.

“To strengthen our government's integrity, I have proposed a ban on all gifts from lobbyists. We'll also seek to end the practice of ‘pay-to-play’ that corrupts the legislative process. And we'll strengthen our government's long-term fiscal health by working with City labor and legislative leaders to achieve innovative pension modifications and health care savings.

“But the foundation of our blueprint for the future is improving public safety. Over the coming year, we will make the nation's safest big city even safer by expanding the use of DNA to solve crimes and mounting a bold campaign against our most urgent threat: illegal guns. Our strategy includes launching lawsuits against irresponsible gun dealers and urging the State Legislature both to stiffen penalties for gun criminals and create a database to track these offenders once they're released from prison.

“No doubt, these all represent tough challenges, but if we continue forward in a non-partisan way—putting our common interests first—there is no limit to how much we can achieve.#



City's Schools Cut Achievement Gap? Not Yet

By LIZ KRUEGER,
NYS SENATOR

While reading the newspaper last month, a headline caught my eye: “City's Schools Cut Racial Gap in Test Scores.” I was pleased to learn that according to a new national study, the achievement gap between African American and Hispanic students and their white peers is narrowing in New York City schools more so than in any of the other 10 urban school districts represented in the analysis.

The study showed that the difference between the average scores of New York's African American and white students decreased by 10 points, while among white and Hispanic students, the gap reduced by 7 points. Moreover, New York was the leading district in reading scores for fourth and eighth grade students who are eligible for the free and reduced lunch program, a gauge of socioeconomic disadvantage. Good news, right? Well, before you or I let these statistics convince us that adequate progress is being made towards closing the achievement gap, let's review the facts about the actual NYC graduation rates of African American and Hispanic students versus their white counterparts.

Just two days before I read the above article lauding the New York City school system for its progress towards eliminating racial disparities, the following headline appeared in the same newspaper, “Few Minorities Get Best High School Diplomas.”

The article grimly reminded us that after 4 years of high school, only one out of ten African American and Hispanic students will receive a

Regents diploma. As a point of comparison, a Regents diploma is granted to more than one in three white and Asian students. So, as much as I would like to take comfort in knowing that in some grades, racial discrepancies in test scores are becoming less apparent, in the end, our school system has not only failed, but it has managed to create a serious predicament for civil rights as a whole. More than half a century after the Brown v. Board of Education decision, our city's schools are not upholding the right of every child to obtain an equal education.

We must support all students, especially those who are struggling, by affording them greater flexibility with their education. Giving students who already feel disenfranchised by the school system a battery of tests for which they are not adequately prepared is futile and sets them up for failure. We need to give them something new, we owe them something better! To this end, I suggest that the City and State work together to develop additional alternative methods for assisting students and measuring success. Consortium, performance based schools, co-op/vocational programs and specialized high schools have all shown promise. We must also focus our efforts on new initiatives and programs for the 10th grade, the “problem age,” when too many students especially in schools with large African American and Hispanic populations—seem to give up and drop out.

As our school system has followed the trend of emphasizing high-stakes testing rather than preparation for college and/or employment, those who do not test well are left outside of this “one-size-fits-all” model. Quality vocational programs

have a proven record showing that there are different ways to succeed in school and career opportunities. Consortium schools, which utilize performance-based assessments, boast a drop-out rate that is half of New York City public schools. With 71 percent of the students being of color and 61 percent qualifying for free lunch, their students are graduating and moving on to college at rates higher than the City as a whole.

Small high schools have also demonstrated success in graduating more students. The Julia Richmond Education Complex (JREC) on East 67th Street in my district is one example of a school that, once a large, failing high school

graduating a mere third of its students, has been transformed into six successful small schools. Of the students in JREC's four high schools, more than 90 percent graduate and the vast majority of them go to college.

I know that closing the achievement gap will require substantial investment of dollars and ideas. While progress is being made in the lower grades, graduation rates are an urgent problem which requires that we also pay extra special attention to our high schools. Through deliberate work, we can correct this crisis so that you and I might one day read the headline, “City's Schools Cut Racial Gap”—and believe it.#

Space Foundation Now Accepting Applications for Teacher Liaison Program

Applications are due to the Space Foundation by Feb. 24, 2006. Space Foundation Teacher Liaisons serve as an active link between the Space Foundation, NASA, and their school and school district.

All kindergarten through 12th grade educators, or other professionals or informal educators who have a desire to integrate space education into their classrooms are eligible to apply.

Teacher Liaisons receive specialized training and instruction at Space Foundation and NASA workshops with optional graduate-level credit; exclusive science, technology, engineering, and math (STEM) professional development experiences with optional continuing education credit; and attend special space-oriented student programs created just for Teacher Liaisons and their

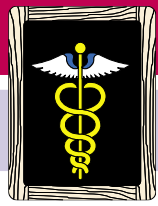
classes.

Teacher Liaisons are recognized during the 22nd National Space Symposium, and receive free registration to the symposium, held April 3-6, 2006, at The Broadmoor in Colorado Springs. They also gain free admission to the Lockheed Martin Exhibit Center, showcasing the latest in space technology and applications, at the National Space Symposium.

Applications are available to download online at www.SpaceFoundation.org/education or by contacting Jonathan Ogg, Director of Education, at (719) 576-8000. Selected teachers will be notified in March.#

For more info, visit www.SpaceFoundation.org.

MEDICAL UPDATE



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Eighty Percent Of Country Earned Mediocre Or Near-Failing Grades In First-Ever 'Report Card' On State Of Emergency Medicine

The state of emergency care in America received low marks in a report released by an objective panel of emergency medical experts. The first-ever *National Report Card on the State of Emergency Medicine* finds an emergency care system characterized by overcrowding, declining access to care, soaring liability costs and a poor capacity to deal with public health or terrorist disasters.

The nation's emergency medical care system received an overall grade of C-, which represents the average of grades for all 50 states and the District of Columbia. A task force of experts assembled by the American College of Emergency Physicians used a range of available data to develop 50 measures for grading each state on a scale of A through F for its support in four areas: *Access to Emergency Care, Quality and Patient Safety, Public Health and Injury Prevention, and Medical Liability Environment.*

"Americans assume they will receive life-saving emergency care when and where they need it, but increasingly this isn't the case," said Frederick C. Blum, MD, FACEP, president of ACEP. "Our report found the nation's support for emergency medical care is mediocre or worse. Most Americans would not accept mediocre treatment or mediocre medicines; they also should not accept mediocre support of an emergency medical system that they expect to be of the highest quality when their lives hang in the balance. In a nation that has prided itself on providing the highest-quality medical care in the world, anything less than an A is unacceptable."

While no state received an overall A grade, California ranked first in the nation, followed by Massachusetts, Connecticut, and the District of Columbia, all earning the highest overall B grades. The report found that half the states were providing below-average support for their emergency medical systems, earning poor or near-failing grades. Arkansas, Idaho and Utah had the weakest support, receiving the worst overall grade of D.

The Report Card provides local, state and federal officials with information to identify their states' strengths and areas for improvement, while allowing them to make comparisons and learn from other states. The task force analyzed data from sources including the American Medical Association, the American Nurses Association, the Henry J. Kaiser Family Foundation and the U.S. Department of Health and Human Services, among others. A task force of emergency physicians applied the grades by considering 50 measurements that were common to all states. A "curved" grading system was used—applying grades by comparing each state with the highest

ranked state in each category.

"This report is a serious wake-up call to the nation," said Angela Gardner, MD, FACEP, a practicing emergency physician in Texas and chair of ACEP's Report Card Task Force. "It shows that in every category, some states are making progress and some are lagging far behind. If the emergency medical system gets a C- on an average day, how can it ever be expected to provide expert, efficient care during a natural disaster or terrorist attack? Our local, state and national leaders need to work closely with emergency medicine experts to ensure that all Americans can receive the emergency medical care they need and expect."

Specific findings from the Report Card include:

Access to Emergency Care

Seven states led the nation, earning "A" grades in the category—Connecticut, the District of Columbia, Maine, Massachusetts, Ohio, Pennsylvania and Rhode Island—with no state receiving a failing grade. The category looked at the availability of emergency care resources, as well as certain kinds of state health spending, including public funding of health insurance, which makes more resources available to everyone.

Nine states received D grades: Alabama, Arkansas, Arizona, Georgia, Idaho, Nevada, New Mexico, Texas, and Utah.

Quality of Care and Patient Safety

Eight states led the nation, earning "A" grades in this category—Connecticut, Delaware, District of Columbia, Georgia, Iowa, New Jersey, Pennsylvania, and West Virginia. Three states received "F" grades—Kansas, Nevada and South Dakota—and 17 others earning "D" grades. This category looked at state support for training emergency physicians and EMS personnel as well as patient access to ambulances and 911 services.

Public Health and Injury Prevention

Five states led the nation, earning "A" grades in this category—California, Maryland, Massachusetts, Michigan, and New York. Forty-one states earned a "C" or lower in support for health and safety programs, with two states, with Montana and South Dakota earning "F" grades. This category focused on lessening the need for emergency care due to traumatic injury or preventable illnesses. It looked at indicators, such as whether the state had seat belt and helmet laws, domestic violence programs, as well as state immunization rates and the number of mothers receiving prenatal care.

Medical Liability Environment

Four states led the nation, earning "A" grades in

ADVICE FOR CHILDREN FROM BOSTON CHILDREN'S HOSPITAL

Since we're in the midst of flu and cold season, I wanted to alert you to a helpful resource on the recently re-launched Children's Hospital Boston Web site—the "My Child Has" search feature, which offers an encyclopedic database of information on childhood illnesses and conditions, tips on preventive care, as well as explanations of treatments, procedures, and diagnostic tests, with links from each entry to the appropriate clinical departments and programs within the hospital.

Entries assist parents and caregivers—no matter where they live—in understanding such complex conditions as anorexia nervosa, hypoplastic left heart syndrome, spina bifida, short bowel syndrome, and brain tumors, as well as many others. Information on more common ailments and preventive measures is also included—from the common cold to influenza, splinters to burns, animal bites and scratches to acne, allergies and avoiding asthma triggers to infant nutrition, grief and bereavement to stuttering, growth rates to how to tell the difference between a minor problem vs. a true emergency, and much, much more.

<http://www.childrenshospital.org/mychildhas>.

Additional resources are available on Children's Hospital Boston's Web site at <http://www.childrenshospital.org>. One of the more popular features is "Arthur's Guide to Children's Hospital Boston," available in both Spanish and English. This guide was created to answer questions children may have about going to the hospital and to help prepare the entire family for the visit. Designed to look and read like a school report by Arthur and his friends, the guide describes hospital experiences in simple terms, and covers in detail three types of visits: doctor's visits, pre-operative visits, and hospital stays. Another frequently visited area is the "Experience Journal" where young patients and their families have shared their personal medical experiences. Parents can also request an appointment online. The site includes general information about the hospital, as well as a rich variety of resources about each department and specialty.#

this category—California, Montana, Nevada, and Texas. Twelve states received failing grades for their medical liability environments—Arkansas, Connecticut, District of Columbia, Maryland, New Jersey, North Carolina, Pennsylvania, Rhode Island, Tennessee, Vermont, Virginia and Wyoming—30 others had near failing grades. This category assessed increases in state medical liability rates as well as reform initiatives. Problems with a state's medical liability climate can lead to physician shortages, delays in patient care and increased patient transfers.

Although the Report Card found a general correlation between the overall wealth of a state and better grades, it also found that some of the nation's historically poorest states earned better-than-average grades—South Carolina and West Virginia—demonstrating their commitment to high-quality emergency care. They also discovered that states with lower population densities generally faced greater deficits in emergency care.

"As emergency physicians providing care to millions of Americans each year, my colleagues and I knew the environment for consistently pro-

viding quality, timely emergency care was eroding, but even we weren't prepared for how dire the situation is in some states," said Dr. Blum. "The important thing to remember is that in virtually every category we considered, at least one state is doing an excellent job. These models can be analyzed and adapted to improve emergency care for everyone, regardless of what state one lives in."

ACEP officials say they will continue to measure state efforts and improvements in emergency care over time, using this report as an initial benchmark.#

The American College of Emergency Physicians (ACEP) is the national medical specialty society representing emergency medicine with more than 23,000 members. ACEP is committed to improving the quality of emergency care through continuing education, research, and public education. Headquartered in Dallas, Texas, ACEP has 53 chapters representing each state, as well as Puerto Rico and the District of Columbia, and a Government Services Chapter representing emergency physicians employed by military branches and other government agencies.

UNION SETTLEMENT HOME CARE SERVICES, INC. CELEBRATES 25TH ANNIVERSARY

Union Settlement Home Care Services, located at 174 East 104th Street, New York, NY celebrated its 25th Anniversary Year celebration with a community Open House series. "All too often people facing an illness don't know where to turn for comfort and support," said Cheryl Patterson-Artis, ACBSW, MRE, MST, Director of Operations, for Union Settlement Home Care Services. "Through this celebration, our goal is to diminish the fears that make people reluctant to talk about homecare and let them know about the supportive, compassionate and pain-relieving services that we provide", stated Ms. Patterson-Artis.

Union Settlement Home Care Services, Inc. licensed by the NYS Dept. of Health, has provided more than 25 years of quality service to elderly and disabled persons throughout NYC and Westchester County. As a nonprofit organization, their mission is to support the families and clients with professional competence, respect, reliability and compassion. Basic health care is provided from two to 24 hours a day, by a staff totaling more than 350 home health aides, personal care aides and registered nurses. Home Care Workers assist with daily activities, including cooking, cleaning and shopping. Currently, Union Settlement Home Care serves approximately 300 clients in four of the boroughs with five contractors.

Union Settlement Home Care Service, Inc is a member of Home Care Council of New York City, Inc., helping shape NYC's policies for professional standards in the healthcare industry. They are also part of the Union Settlement Association, which celebrated their 110th year Anniversary in 2005, serving the East Harlem community and New York City at large, since 1895. Union Settlement has been a trusted force in New York City. Today, the agency serves more than 13,000 people each year with effective programs in education, health, childcare, senior care, adult literacy, job training, nutrition, recreation, cultural activities, counseling and economic development.#

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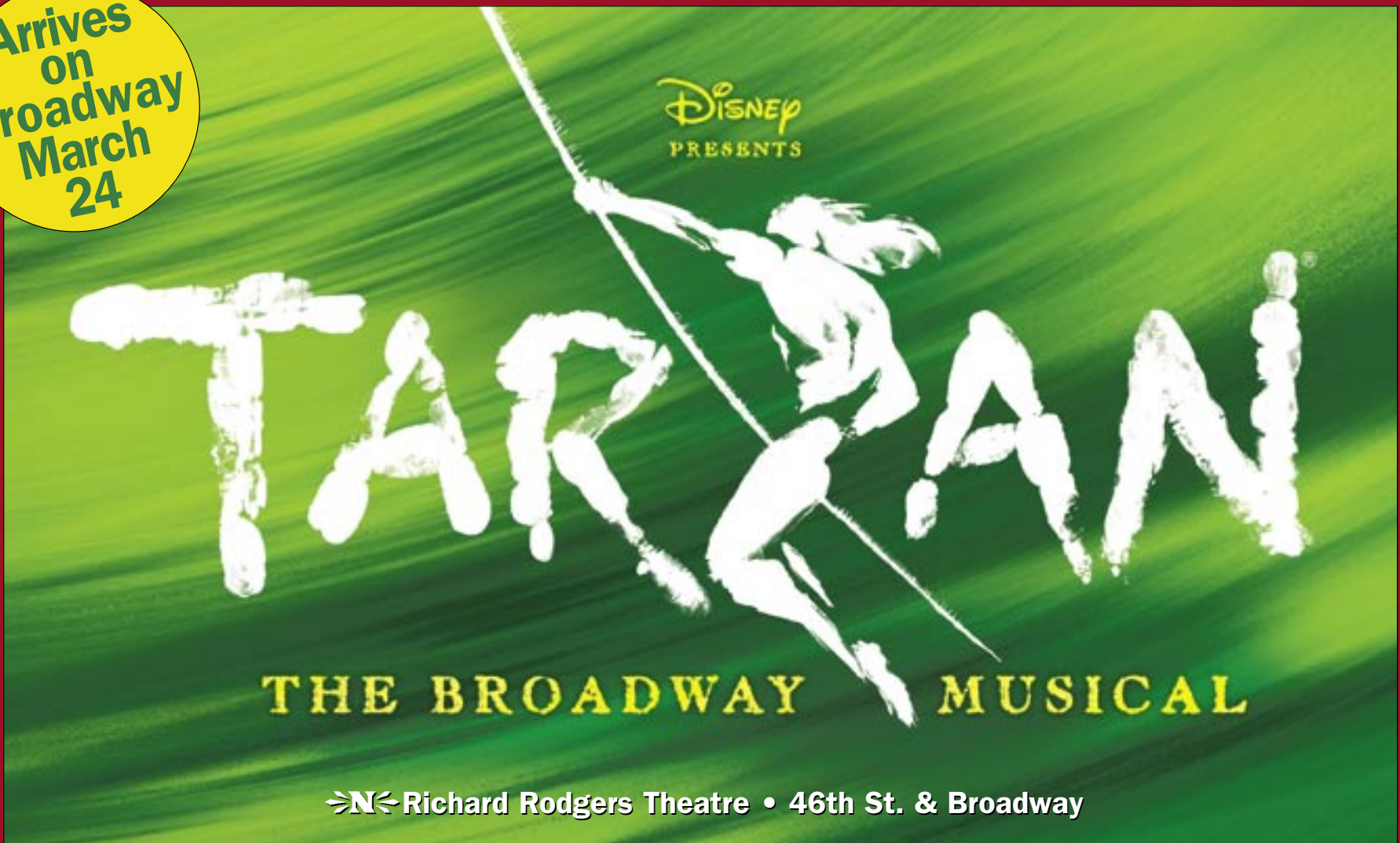
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