IN MEMORY
OF THE
VICTIMS & HEROES
9.11.01
By ERNEST CLAYTON

This year marks the anniversary of one of the most tragic events in NYC, as well as the country. The city experienced its darkest moments as all energies focused on the common good of a united nation. As fundamental as education is, it took a back seat to the securing and rebuilding of lower Manhattan’s community and NYC’s financial district. Leadership played a key role in the stabilizing of our city at that heightened time in our history. Our political leaders and citizens showed a strength and courage that gave the city the confidence to move forward as a unified front.

While the city was trying to recuperate from the devastation, the NY Court of Appeals determined [4 to 5] that an 8th grade education is sufficient for students to become productive citizens. One year after that horrific ordeal, children are still suffering from that old, traditional form of post-slavery education.

We must start educating our children for academic achievement across the board. Steps have been taken during the aftermath of 9/11 that indicate we are moving in a direction that will bring resources to parents who have children attending non-achieving schools throughout our state.

While serving on State Assembly Speaker Sheldon Silver’s Task Force on School Governance this year, UPA fought hard for parental representation on any reconstituted board of Education. And, parents behold; a precedent was set appointing five parents to the New York City Board on Education Policy.

We have already proven, as a city, that we can accomplish the rebuilding process—especially when everyone is committed. Imagine what we could do if we set our sights on educational achievement! We can no longer wait for another generation of “victims” to arise. Parents, should we accept a merely “adequate education”? Should we expect more from the NYC Dept. of Education? I think you know the answers. It is time to take a stand on our children’s education and Leave No Parent Behind!!

Ernest Clayton is President of the United Parents Associations of New York City, Inc.

GUEST EDITORIAL

Education Is Fundamental

Yesterday, the Governor took a historic step towards providing every New York City student with a high-quality education.

By Executive Order, the Mayor has taken on the full responsibility for the public schools.

This new approach will allow children to come first. Now, we need to be vigilant and attentive towards the course allowing children to come first. Now, we need to be vigilant and attentive towards the course of action being laid out for our children’s academic achievement. Parents, our children must succeed there is no alternative! Teachers school system to the Mayor. Included in the law was a “maintenance of effort” clause that should increase, not decrease, public school funding in our city. Parents feel that someone has to be held accountable if this criminal assault against our children is to continue another day. The Mayor selected his chancellor, Joel Klein, who has already reached out to the United Parents Associations of NYC (UPA) before taking office. He has also made a difference after his first week on the job by reversing, with the stroke of his pen, what ex-chancellor Harold Levy had agreed upon with the teacher’s union regarding the 20 minutes per day of additional classroom instruction time. The chancellor added two full days of classroom instruction by taking away two professional development days from teachers. UPA immediately posted a gold star on Chancellor Klein’s annual report card. That this happened so swiftly shows the cooperation of the teacher’s union in a fight that parents have been pointing towards for sometime. Now that the smoke has cleared from 9/11, that light should illuminate brighter than ever before. UPA applauds the union and the Mayor for allowing children to come first. Now, we need to be vigilant and attentive towards the course of action being laid out for our children’s academic achievement. Parents, our children must succeed there is no alternative! Teachers will now earn a fair and competitive wage.

9/11 has become a symbol of strength to our country. The nation has regained its footing, and we must use this moment to push ourselves into a new era.

The Federal government has re-authorized Title I, the “No Child Left Behind” legislation that will bring resources to parents who have children attending non-achieving schools throughout our state.

To the Editor:

Thank you so much for the content and fluidity of the article. She [Joan Baum] captured every point I was trying to make and turned it into something everyone else can understand.

Jerrold Ross, Dean, School of Education
St. John’s University

To the Editor:

The article you did on the Reading Reform Foundation, NY

Sandra Priest Rose, Founder & Trustee
Reading Reform Foundation, NY

TO

Letters continued on page 46

Letters to the Editor will be printed at the discretion of the editor.

Outstanding Teachers of the Month

Education Update will be naming four teachers each month for their outstanding work in the “frontiers” of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in a few paragraphs, what is “special” about them. Principals will be required to sign the recommendations before they are sent on to Education Update, where an advisory panel of experts will make the final decisions.

In June, we will invite the teachers and their principals to a luncheon to celebrate their achievements. Teachers are the backbones of our educational system. They richly deserve the recognition.

Education Update plans to give them.

Dr. Pola Rosen
Publisher

Please email or fax your recommendations to: educate1@aol.com or (212) 481-5919.

In this issue

Outstanding Teachers of the Month

Spotlight on Schools . . . . . . . . . . . . . 3-16, 24-25
Cover Story . . . . . . . . . . . . . . . . . . . 6, 44
Book Reviews . . . . . . . . . . . . . . . . . 17
Colleges & Grad Schools . . . . . . . . . 18-21
College Directory . . . . . . . . . . . . . . 20
MEDICAL UPDATE . . . . . . . . . . 22-23
Homeschooling . . . . . . . . . . . . . . . 26-32
Modern Languages . . . . . . . . . . . 33
Special Education . . . . . . . . . . . . . 34-35
Music, Art & Dance . . . . . . . . . . . . 36-37
Children’s Corner . . . . . . . . . . . . . 38, 46
Technology & Software . . . . . . . . 39-40
Museums . . . . . . . . . . . . . . . . . . . . 41
Metro Beat . . . . . . . . . . . . . . . . . . . 42
Tutors . . . . . . . . . . . . . . . . . . . . 42
Sports . . . . . . . . . . . . . . . . . . . . . 43
Movies . . . . . . . . . . . . . . . . . . . . 44
Resource & Reference . . . . . . . . . 47

Winner of the Best Business Award

Education Update

Mailing Address: 276 5th Avenue, Suite 1005 New York, NY 10001
email: ednews1@aol.com
www.educationupdate.com
Tel: 212-481-5519
Fax: 212-481-3919

PUBLISHER AND EDITOR: Pola Rosen, Ed.D.

ASSOCIATE EDITORS: Heather Rosen, Adam Sugerman, Rob Wertheimer

ASSISTANT EDITOR: Marie Holmes

GUEST COLUMNISTS: Mayor Michael Bloomberg, Ernest Clayton, Manilla Raffa Cuonno, Dr. Carole G. Hankin, Jill Levy, Dr. Lorraine McCune, Susan Moesker, Randi T. Sachs, Assemblyman Steven Sanders, Jan Upton, Ph.D.

STAFF WRITERS: Jacob Appel, Joan Baum, Ph.D., Kim Brown, Tom Kertes, Katarzyna Koznecka, Mitchell Levine, Sylvie Maimin, Chris Rowan, Norris Rosenberg, Andrew Schiff

EDITORIAL INTERNS: Priya Athiappan, Lena Khidrinski, Laura Protto

BOOK REVIEWERS: Harris Healy, III, Lillian Shapiro, Selene Vasquez

COMICS: Bruce Wong

MEDICAL EDITOR: Herman Rosen, M.D.

MODERN LANGUAGE EDITOR: Adam Sugerman

MOVIE & THEATER REVIEWS: Jan Aaron

MUSIC EDITOR: Eve St. Bree

POLITICAL COMMENTARY: Stuart Dunn

SPORTS EDITOR: M.C. Cohen

WEB DESIGN: Neil Schuldiner, Rick Sulz

ADVERTISING DEPARTMENT: Martin Lieberman, Manager, Rosaly Ibacu, Steve Bailey (212) 721-9444, Dawn Clayton, Mitchell Levine, Chris Rowan, Andrew Schiff

GRAPHIC DESIGNERS: Neil Schuldiner, Rick Sulz, Tamara Wiesen

Education Update is published monthly by Education Update, Inc. All material is copyrighted and may be printed without express consent of the publisher.

POSTMASTER: Send address changes to: Education Update P.O. Box 20005, NYC 10001 Subscription: Annual $30. Copyright © 2002 Education Update

CORRECTIONS: In the August issue, Richard Lee Colvin of Teacher’s College was identified as Robert Lee Colvin. We apologize for the error.
A+ is a phone call away.
The new governance structure, one that I did not advocate, presents a challenge to all of us because it is not just tweaking around the edges of reform. It is a system solidly designed to accomplish its goals. It is almost irresistible in its simplicity. A Mayor responsible for educational achievement, a Chancellor accountable to the Mayor for results and an educational panel, serving at the pleasure of the Mayor, designed to give advice to the Chancellor. Too few to blame now!

The Mayor’s surprising selection of seven people from a variety of intelligent and experienced backgrounds to the new Educational Policy Panel signaled that “same old” was not in the cards. The shock of hearing that top educators were not pandering to the press or public spoke to me in a language I realized I longed to hear. I was not disturbed by the fact the Joel Klein is not a professional educator.

Neither is he someone who dabbles in educational policy and like so many before him, actually believes that he has all the answers. My brief conversation with the new Chancellor the following morning affirmed my initial feelings.

Coupled with a sense of urgency that this may be our last chance to prove that NYC public schools can provide the quality of education for which it was once renowned is the persistent focus of the Mayor and his team. Despite...
Energy: A Look Ahead

Our energy future is just around the corner, and Con Edison is working hard to prepare for it.

Energy supply is very tight in our area, but it is sufficient to meet our needs this year. However, energy usage continues to grow. To meet that demand in 2003 and beyond, more power plants will be needed to produce the energy that Con Edison delivers to you.

Under deregulation, we’ve sold most of our power plants, and now focus our business on delivering your energy efficiently at the lowest possible rates. In fact, Con Edison’s delivery rates have steadily decreased over time, saving our customers about $2.6 billion by 2005.

Con Edison has invested $533 million this year and committed a total of $3.2 billion over the next five years to maintain and upgrade our transmission and delivery system. Independent industry experts confirm that Con Edison has the most reliable electric delivery system in the country.

We can all use energy wisely every day to save money year-round and to prepare for our energy future. Con Edison’s Everyday Energy-Saving Tips and Appliance Guide booklets can show you how to become your own best energy manager. For copies, call the Con Edison EnergyLine toll-free at 1-800-609-4488 or visit conEd.com.

As always, the 14,000 men and women of Con Edison work 24/7 to provide the high level of service that New Yorkers expect and deserve, and we’re proud to be part of the team that’s helping to rebuild the greatest city in the world.

Leading The Way, Con Edison. On It.

THE NEW ENERGY MARKET

Generators Produce
ESCOs Supply
Con Edison Delivers
You Enjoy

www.conEd.com
Preparing Students for 9/11

By DRS. JONATHAN COHEN & STEVEN MARANS

As the one-year anniversary of September 11th approaches, many children and adults are still experiencing significant reactions to the tragedy. During the past year, frequent reminders of the possibility of further attacks on our country have contributed to an individual’s sense of danger and emotional distress. With increasing attention given to the anniversary itself, students could benefit from additional assistance and support of their teachers, parents, and communities. In response to this immediate need, the New York City Board of Education asked the Center for Social and Emotional Education and the National Center for Children Exposed to Violence to develop guidelines to help teachers and schools prepare for the one-year anniversary.

First, it is important to understand that symptoms and reactions of distress may vary from child to child. Children, as with adults, may experience a recurrence of some of the feelings associated with a loss or tragedy. Since the actual date of September 11th holds strong symbolism, this may cause a strong anniversary reaction in many individuals. Other factors such as commemorative events and media attention may also increase these reactions. However, not all children will appear to be impacted. Some may not have been directly affected by the events or may not be experiencing anniversary reactions. Although many children appear to be “back to normal,” they still may be feeling sad, scared, anxious or angry. They may also have symptoms of difficulties that do not connect to their experiences of the anniversary. During such times of stress, “memorialization” can further the process of healing and social-emotional learning for students. By planning and participating in a memorial event, students can personally exercise some control over how they will remember the tragedy. A memorial event not only should remember the losses associated with September 11th, but also should highlight community unity and foster a sense of hope for the future. But in order for the memorial events to have true significance, children should be actively involved in the planning process and the events should be relevant to their interests and developmental needs. School staff should engage students in a discussion of what they think would be a meaningful way to acknowledge the anniversary. The opportunity to plan activities as a group allows children to explore how they are feeling and to exchange suggestions about what might make them feel better. Adults should avoid telling children what they should feel or how they should express their feelings; they must try to listen and respect children’s different needs and wishes.

Before the initiation of planning process, teachers should notify families. Many children will be more comfortable beginning the discussions of their feelings related to the tragedy with their own families. This also provides an opportunity for parents to bring their concerns or relevant family experiences, such as personal losses, to the attention of the school. Teachers who have had personal losses should be informed of what will be discussed within class and reassured that no one will disclose their personal experiences. Teachers and parents should establish a way for these children to communicate with them privately and follow-up with them as the planning progresses.

Given the broad impact of September 11th, teachers should attempt to coordinate memorials and planning activities within their schools and communities. However, too much attention to the anniversary can also cause problems. Parents and teachers should work together to ensure that children are not overwhelmed by the material related to the anniversary.

Certainly, teachers and parents should also consider the impact and be prepared to address the anniversary of September 11th. The comprehensive set of guidelines and additional information is available through the web sites for the Center for Social and Emotional Education (www.csee.net) and the National Center for Children Exposed to Violence (www.nccev.org).

Dr. Jonathan Cohen is the President of the Center for Social and Emotional Education and Adjunct Associate Professor at Teachers College, Columbia University.

Dr. Steven Marans is the Director of the National Center for Children Exposed to Violence, Child Study Center, Yale University School of Medicine.

City Schools Observe 1ST ANNIVERSARY OF 9-11

By KATARZYNA KOZANECIA

September 11th falls on a Wednesday this year. Over a million children will be in school across the five boroughs. Or will they? “I’m sure many kids won’t show up, and those who do will be thoroughly upset,” said Alex Herman, speaking of her classmates at Stuyvesant HS in downtown Manhattan, where she is a senior. How to spend the first year anniversary of the terrorist attacks on the World Trade Center is one of the most pressing issues that New York City educators face as the 2002-03 school year begins.

No Specific Plans for Public Schools

“It’s going to be a day of reflection but at the same time as normal a school day as possible,” said Kevin Ortie, a spokesperson for the New York City Board of Education, recently renamed the Department of Education, setting the tone for 9-11 commemorations in all public schools. In keeping with Mayor Michael Bloomberg’s directive, schools will observe a moment of silence at 8:46, at which time the first plane hit. The rest is up to the discretion of principals, who know the needs of their faculty and children best.

Carman, a superintendent of Community School District 15 in Brooklyn, will meet with her principals to discuss those needs. George Greenfield, her executive assistant, stressed that any commemoration would be “subdued, quiet, respectful. We’re trying to be ‘subdued, quiet, respectful. We’re trying to be’,” he pointed out. “It’s a day to consider in planning the anniversary of September 11. The comprehensive set of guidelines and additional information is available through the web sites for the Center for Social and Emotional Education and Adjunct Associate Professor at Teachers College, Columbia University.

Dr. Steven Marans is the Director of the National Center for Children Exposed to Violence, Child Study Center, Yale University School of Medicine.

The book could also serve as a jumping-off point for a discussion. In a similar vein, Daylin Hull, Senior Class President of Francis Lewis HS in Queens, suggests displaying students’ artwork and writing in the auditorium or another central place. The hope is for young people to reflect individually and at the same time in a familiar setting, their school. But for some students, especially those in the downtown area, school will not be a comfort but a reminder of last year’s horrible events. Students at PS 234, IS 89, HS of Economics and Finance, HS of Leadership and Public Service, and Stuyvesant will recall that morning of panicked evacuations. Stuyvesant senior Christopher Lapinski said, “I do not believe that schools should force us to go on with our everyday routines of studying and homework.”

Herman recalled her post 9-11 vigil and volunteering as healing experiences that should be repeated on the anniversary. Stuyvesan history history teacher Anthony Velek said, “My students thought it would not be possible, would be to see the students who were with me at the time of the attack and our evacuation.” Stuyvesan Principal Stanley Teitel could not be reached for comment.

Some Stuyvesant parents wonder whether the school will even be its own building by September 11th. Public schools are scheduled to open on September 5th, but Paul L. Edwards of the Concerned Stuyvesant Parents Association (a group separate from the Parents Association) said that the environmental cleanup of the school’s ventilation systems, which has been underway since July 12th, continued on page 33
fifteen years ago, Community School District
was overcrowded, with many schools per-
forming poorly. Years of restructuring and the
addition of new spaces have left the district
operating at just below capacity.

The percentage gain in students meeting math
standards was the best in the city this past
year. This remarkable turnaround, he assures,
did not take place overnight. “Things don’t
happen that quickly, especially when you have
a monumental system—and even the district
alone is very large.” Indeed, Gimondo’s office
oversees the education of some 30,000 chil-
dren.

One of his first moves was to reform the deci-
sion-making process. He describes the previous
administration as “very traditional” and “top-
down.” Using the collaborative decision-mak-
ing processes of the Schools Improvement
Project as a model, Gimondo organized a
retreat. All the district’s principals developed a
mission statement for the district and agreed
that each school would submit an annual
improvement plan.

“Not everybody bought into that,” says
Gimondo, describing some principals as
“reluctant.” Yet when the state began requir-
ing similar documentation under school-
based management, District 30 was the first to submit their
plans.

Gimondo has placed a Teacher Center, run
by its own staff member, in every school in
order to provide the kind of support that he
found lacking when he worked as a foreign
language teacher years ago. These centers are
run in collaboration with the UFT and state
funds, while Gimondo covers the salaries of the
Teacher’s Center Specialists. He believes that
these centers have been instrumental in improv-
ing the schools’ performance.

“The teachers must have someone in the
school who goes into the classroom, sits down
with them and works on the lesson plans, class-
room setup, management, etc. They must feel
it’s someone who’s ‘not here to rate me, but to
see that I improve, that I become a better
teacher.’”

According to Gimondo, this sense of trust is
key. But that doesn’t stop him from marveling
at the results. “It’s easy for me to say to a prin-
ciples ‘improve here,’” he explains, “but for
them to do it is remarkable. They do it out of
professionalism and respect for the profession,
for each other.”

Each school in the district operates around
a theme, with several serving as model schools
that new teachers visit as part of their train-
ing. PS 148, for example, is a model school
for early childhood education. “This is one of
the most diverse districts,” says Gimondo, with
its schools serving children from 120 countries,
who speak some 80 different languages. He
estimates that these numbers include at least
6,000 English Language Learners.

To meet the needs of this vulnerable popula-
tion, six years ago the district founded the
Academy for New Americans, where newly
arrived middle schoolers can spend a year
before being integrated into the general class-
room. There are also exchange programs with
Slovakia, Italy and other countries, in which
students from District 30 along with their par-
ents live with host families, go to school and
learn about the culture. Students from these
countries then visit District 30.

Gimondo is proud of the crisis intervention
teams in place and plans to expand them. After
9/11 members of these teams dealt with issues that
were affecting the children.

Funding for such special endeavors has not
always been adequate, and Gimondo relies on a
full-time grant writer. District 30 was recently
awarded $6 million from the federal govern-
ment to run a magnet school program. The arts,
he asserts, remain a priority. “To provide a
well-rounded education is really what it’s all
about,” he says, “which besides the basics
includes human values, the arts and multical-
tural understanding.”

Inside the Superintendent’s Office
Sponsored by

Join New York City’s
largest volunteer program
dedicated to helping
public school children.
Call (212) 213-3370
www.learningleaders.org

Try
Listen & Learn with
Phonics,
a proven reading program
for over 35 years
Used by Schools, Parents and
Teachers.
A complete program that uses
cassette tapes, books and
games.
Only $89.95
Pay in full and save $8.95 in shipping.
Institutional discount available
To Order, Dept EU
Call: 847-949-0011 or
www.careerpublishinginc.com

 Superintendent Angelo Gimondo

make this semester an
educational one for
your child

N.I.S. certified Reading Specialist/Reading Recovery
teacher, currently with a
prestigious North Shore
district, will be available for
private or
semi-private tutoring.

To reserve your slot, call Danielle at:
(917) 304-3378 (mobile)

www.schoolsandyou.com

Only $89.95

SUNDAY, NOVEMBER 24 • 2 - 4 PM
BY MARIE HOLMES

INSIDE THE SUPERINTENDENT’S OFFICE
Dr. Angelo Gimondo: District 30

By MARIE HOLMES

Superintendent Gimondo has a unique under-
standing of the immigrant children who attend
the 30 schools under his jurisdiction. At the ten-
der age of 16 he came to New York from Italy.
It was then that he got his first taste of the city’s
public schools.

“In those days, they put all the foreign chil-
dren in a ‘speech’ class,” he recalls. Gimondo
quickly adapted to his new environment.

Within six months I was able to understand
quickly adapted to his new environment.
dren in a ‘speech’ class,” he recalls. Gimondo
public schools.

It was then that he got his first taste of the city’s
public schools.

By MARIE HOLMES

INSIDE THE SUPERINTENDENT’S OFFICE
Dr. Angelo Gimondo: District 30

By MARIE HOLMES

Superintendent Gimondo has a unique under-
standing of the immigrant children who attend
the 30 schools under his jurisdiction. At the ten-
der age of 16 he came to New York from Italy.
It was then that he got his first taste of the city’s
public schools.

“In those days, they put all the foreign chil-
dren in a ‘speech’ class,” he recalls. Gimondo
quickly adapted to his new environment.

Within six months I was able to understand
quickly adapted to his new environment.
dren in a ‘speech’ class,” he recalls. Gimondo
public schools.

It was then that he got his first taste of the city’s
public schools.

By MARIE HOLMES

INSIDE THE SUPERINTENDENT’S OFFICE
Dr. Angelo Gimondo: District 30

By MARIE HOLMES

Superintendent Gimondo has a unique under-
standing of the immigrant children who attend
the 30 schools under his jurisdiction. At the ten-
der age of 16 he came to New York from Italy.
It was then that he got his first taste of the city’s
public schools.

“In those days, they put all the foreign chil-
dren in a ‘speech’ class,” he recalls. Gimondo
quickly adapted to his new environment.

Within six months I was able to understand
quickly adapted to his new environment.
dren in a ‘speech’ class,” he recalls. Gimondo
public schools.

It was then that he got his first taste of the city’s
public schools.
Helped teachers see the big ideas their students for Constructivist Teaching. At the center she teacher herself and the developer of the Center Professor Fosnot is a former mathematics erers base their instruction on how students learn. Dolk. Both wanted to help mathematics teach-developed by Professor Fosnot and Maarten problems. foreign language but the posing and solving of a mathematics environment where math is not a students are convinced. They are submerged in she laughs, “And I am the real captain.” The captain’s perch?” One student asks. “Yes,” Professor Fosnot answers, and then she laughs, “And I am the real captain.” The students are convinced. They are submerged in a mathematics environment where math is not a foreign language but the posing and solving of problems. Mathematics in the City is a nationally recognized project in mathematics education reform developed by Professor Fosnot and Maarten Dolk. Both wanted to help mathematics teachers base their instruction on how students learn. Professor Fosnot is a former mathematics teacher herself and the developer of the Center for Constructivist Teaching. At the center she helped teachers see the big ideas their students were struggling with. But she wanted to combine the ideas with didactics—or the development of mathematical learning.

In the late 80’s she began to bring groups of teachers to the Netherlands for one-week intensive workshops at the Freudenthal Institute organized by Dolk and his colleagues. In 1993 Fosnot took a position at CUNY’s City College and began to build a large in-service program involving five school districts in New York City known as Mathematics in the City. The project was funded by the National Science Foundation and the Exxon Educational Foundation and began in 1995. During the next five years they worked with over 450 elementary school teachers in New York City and attempted to deepen teachers’ knowledge of the mathematics they teach. They also wanted to help them see themselves as mathematicians willing to raise questions. Throughout the project they interviewed teachers, analyzed children’s work, and videotaped lessons. The result is a course that “teaches teachers to teach better,” according to Professor Fosnot.

Professor Fosnot can be an imposing figure, but she has a way of making everyone feel comfortable. When she arrives, the room is filled with laughter and conversation. “We start with real world problems that are meaningful to learners,” she says, “and then we investigate how children learn and go back to teach this way.”

And the program seems to work. Rocky Metzger is one of six teachers who traveled to New York from North Dakota to participate in the Institute. He teaches 5th and 6th grades and was a high school dropout himself. He explains passionately that part of the reason he left school was because he didn’t learn the way teachers were asking him to learn. “Here we’re learning to allow children to explore,” he said, “just understanding rules doesn’t enable you to do the math. Children need to understand the meaning behind the math.”
PROFILES IN EDUCATION: CYNTHIA GREENLEAF

“My Kind of Town, Chicago Is . . .”

By JOAN BAUM, Ph.D.

If Chicago is not only her “kind of town” but her “kind of people too,” as the Sammy Cahn / Jimmy Van Heusen song has it, one reason for Cynthia Greenleaf may be the school-business collaboration program in the Chicago public schools, which she heads as Director of Partnerships for the Department of External Resources and Partnerships, otherwise known as CPS Futures Exchange.

Partnerships, a growing city-wide volunteer effort that involves both individuals and corporations in the schools, has the total support of the CEO of the Chicago Public Schools, Arne Duncan, and of Mayor Richard M. Daley, notes Greenleaf. And why not: this past year half of all eighth graders scored above national norms in reading, whereas 6 years ago only one third did. But the heart of the Partnerships program lies in what is not easily quantifiable, as Greenleaf knows: enthusiasm on the part of the business community, starting with a firm signal from a company’s CEO, to be part of an annual effort to help transform the city’s public schools, from pre-K through high school.

In turn, principals and teachers are increasingly taking advantage of organizations that volunteer services and material resources, which can take the form of tutoring, job shadowing, serving as principal for a day, speaking at career days, hosting site visits, providing books, computer access, and in some cases, volunteerism and education.

“Partnerships is about the deepest sense of the word, as distinct from participation,” Greenleaf says.

“Her own focus, therefore, is not to advocate as much as to coordinate, to make sure that the volunteers are qualified and teachers receptive. The passport makes such matches easier, noting that volunteers are qualified and teachers receptive. The passport makes such matches easier, noting that volunteers are qualified and teachers receptive.

For more than 20 years, Sylvan has helped over a million children develop a love of learning. We get results through a proven process that works — the Sylvan Advantage.

• We begin by identifying each child’s specific needs, then we provide individual attention and personalized lesson plans.

• Sylvan teachers are highly trained and certified — and just love teaching.

• We keep you updated every step of the way with regularly scheduled conferences and progress reports.

If your child is struggling in school or just isn’t being challenged enough, call Sylvan today!

Call us today at 1-800-EDUCATE

Reading  Math  Writing  Study Skills  SAT®/ACT PREP

www.educate.com
**BROOKLYN FRIENDS SCHOOL JOIN US FOR A TOUR!**

**BROOKLYN FRIENDS SCHOOL ADMISSION TOURS FOR ADMISSION TO THE 2003-2004 SCHOOL YEAR**

Plan to tour BFS and see why we get such high marks from students, parents and alumni, including Sara Horowitz ’80, a 2000 recipient of a MacArthur Foundation “genius” grant, who said, “My time at BFS gave me the grounding to learn and hold onto my values, to keep my heart and mind focused on having the courage of my convictions, and to be proud that they still matter so much.”

**FALL TOUR DATES**

**PRESCHOOL**

- **Friday Center** – 4s
  - Thursday, Oct. 17, 9:15 am
  - Monday, Oct. 21, 9:15 am
  - Friday, Nov. 1, 9:15 am
  - Monday, Nov. 4, 9:15 am
  - Thursday, Nov. 14, 9:15 am
  - Monday, Nov. 18, 9:15 am
  - Monday, Dec. 2, 8:15 am
  - Friday, Dec. 6, 8:15 am

- **Please call the Admissions Office at 718-682-1000, ext. 7151 for the Preschool program and ext. 231 to 231.**

**LOWER SCHOOL**

- **Kindergarten – 4th grade**
  - Thursday, Oct. 10, 8:15 am
  - Tuesday, Oct. 15, 8:15 am
  - Thursday, Oct. 24, 8:15 am
  - Thursday, Nov. 7, 8:15 am
  - Tuesday, Nov. 19, 8:15 am
  - Thursday, Dec. 12, 8:15 am

**MIDDLE SCHOOL**

- **5th grade – 8th grade**
  - Wednesday, Oct. 16, 9:15 am
  - Monday, Oct. 21, 9:00 am
  - Wednesday, Oct. 16, 9:30 am
  - Wednesday, Nov. 20, 9:30 am
  - Monday, Dec. 2, 9:00 am

**UPPER SCHOOL**

- **9th grade – 11th grade**
  - Friday, Oct. 15, 9 am
  - Monday, Oct. 26, 9 am
  - Monday, Nov. 6, 4 am
  - Friday, Nov. 15, 9 am
  - Monday, Nov. 18, 9 am
  - Thursday, Dec. 5, 10:45 am

**375 Pearl Street Brooklyn, NY 11201 www.brooklynfriends.org**

---

**SPOTLIGHT ON SCHOOLS ● EDUCATION UPDATE ● SEPTEMBER 2002**

**LOYOLA SCHOOL**

**INVITES EIGHTH GRADE STUDENTS AND THEIR PARENTS TO OUR**

**2002 Admissions Open House**

**THURSDAY, OCTOBER 17**

**MONDAY, OCTOBER 21**

6:00 TO 8:00 PM

- Meet Rev. Stephen N. Katsouros, President, Dr. Franklin N. Caesar, Headmaster, members of the faculty, and Loyola parents.
- Gain greater insights into our academic and extra-curricular programs.
- Take a school tour and engage in informal conversations with our student tour guides.
- Parents and students should select one of the above dates to attend.
- Parents are highly encouraged to pre-register their children for the event. Please contact the Admissions Office by email at admissions@loyola-nyc.org or by phone at 212.288.3522.
- Limited on-site registrations will be accepted on a space available basis.

Loyola School, 580 Park Avenue (corner of East 83rd St.), New York, NY 10028

---

**GERMAN-AMERICAN SCHOOL**

When it comes to teaching children German, the German-American School is the place to be. When the school was founded in 1992 it taught German to children of German immigrants. The classrooms were primitive, with the boys on one side of the room and the girls on the other–divided by a potbelly stove. Today the school reflects the diversity of New York City as children from many ethnic backgrounds learn their first German with us. We have an exciting fun-filled curriculum for children starting at age three. In the lower grades the children learn by playing, singing German songs, coloring–simple things at first–and by the time they graduate at age 14 or 15, they can speak German and pass the NY State Regents, or even Zertifikat Deutsch als Fremdsprache. Our program is one of the only after-school programs that is New York State Regents accredited. Our classes are small and our teachers are native speakers of German. We have a program for adults as well. Classes start in September. If you are interested please call (212) 787-7543.

---

**Calendar of Events**

**September 2002**

**BROOKLYN FRIENDS SCHOOL ADMISSION TOURS FOR ADMISSION TO THE 2003-2004 SCHOOL YEAR**

Plan to tour BFS and see why we get such high marks from students, parents and alumni, including Sara Horowitz ’80, a 2000 recipient of a MacArthur Foundation “genius” grant, who said, “My time at BFS gave me the grounding to learn and hold onto my values, to keep my heart and mind focused on having the courage of my convictions, and to be proud that they still matter so much.”

**FALL TOUR DATES**

**PRESCHOOL**

- **Friday Center** – 4s
  - Thursday, Oct. 17, 9:15 am
  - Monday, Oct. 21, 9:15 am
  - Friday, Nov. 1, 9:15 am
  - Monday, Nov. 4, 9:15 am
  - Thursday, Nov. 14, 9:15 am
  - Monday, Nov. 18, 9:15 am
  - Monday, Dec. 2, 8:15 am
  - Friday, Dec. 6, 8:15 am

- **Please call the Admissions Office at 718-682-1000, ext. 7151 for the Preschool program and ext. 231 to 231.**

**LOWER SCHOOL**

- **Kindergarten – 4th grade**
  - Thursday, Oct. 10, 8:15 am
  - Tuesday, Oct. 15, 8:15 am
  - Thursday, Oct. 24, 8:15 am
  - Thursday, Nov. 7, 8:15 am
  - Tuesday, Nov. 19, 8:15 am
  - Thursday, Dec. 12, 8:15 am

**MIDDLE SCHOOL**

- **5th grade – 8th grade**
  - Wednesday, Oct. 16, 9:15 am
  - Monday, Oct. 21, 9:00 am
  - Wednesday, Oct. 16, 9:30 am
  - Wednesday, Nov. 20, 9:30 am
  - Monday, Dec. 2, 9:00 am

**UPPER SCHOOL**

- **9th grade – 11th grade**
  - Friday, Oct. 15, 9 am
  - Monday, Oct. 26, 9 am
  - Monday, Nov. 6, 4 am
  - Friday, Nov. 15, 9 am
  - Monday, Nov. 18, 9 am
  - Thursday, Dec. 5, 10:45 am

**375 Pearl Street Brooklyn, NY 11201 www.brooklynfriends.org**
Oldest School at General Society of Mechanics & Tradesmen

By SYBIL MAIMIN

Among the many wonderful secrets waiting to be discovered in New York City is the Mechanics Institute, a tuition-free school started in 1820 that trains workers in the construction trades about the finer points of their crafts. Founded by the General Society of Mechanics and Tradesmen, a fraternal organization begun in 1785 to aid members in distress, the school has been housed since 1898 in a magnificent 1891 landmark building at 20 West 44th Street along “Club Row.” Behind the eclectic Renaissance facade is a wonderfully preserved turn of the century interior that holds six lecture classrooms, six architecture drafting rooms, and three computer labs as well as a striking, open-spaced, four-story private membership library topped with a domed glass roof. A unique small museum containing a fascinating collection of over 400 locks as well as other items of historical or mechanical interest can be found in the building, which is open to the public. Library membership is available to all for a small fee.

Continuing its traditional educational mission, the Institute today offers free classes in four areas related to the construction trades: architecture and construction, electricity, plumbing, and HVAC (heating, ventilation, air conditioning), as well as project management. The courses, which number over 50, are rigorous and intended for serious students already employed in a particular field who want to enhance their technical skills with the “why’s” behind the “how’s” in order to advance their careers. The program requires a three-year commitment (fall and spring semesters) of two courses (5 to 7 PM and 7 to 9 PM) in one concentration taken two nights a week. It is intended to fine-tune aspects of a trade that cannot be learned on the job, for example, drafting or blueprint reading. It conveys informational knowledge rather than the practical, hands-on experience that is gained in apprentice-shops or in courses offered by unions. A professional development course that prepares students for job searches is mandatory. About 200 students (10 percent women and growing) and 16 instructors are in the program. Applicants must be high school graduates, fluent in English, employed in the area of intended study, and sincere in their desire for enrichment in their chosen trade.

As the Institute prepares for the future and what it hopes will be a role as a bridge between different sectors in the industry and between union and non-union interests, it hopes to add a greater range of offerings. The project management course and a computer-assisted drafting (AutoCAD) course for stagehands can be completed in one and a half years. The Institute is contemplating a course for building maintenance workers. The certificate of completion awarded at graduation does not have a degree equivalence but is recognized and respected by those in the construction industries. For further information: www.generalsociety.org

The Harvey School

Where students find success with teachers who work with students as individuals, both in and out of the classroom, in a warm and supportive environment.

Harvey is a coeducational college preparatory school enrolling boys and girls of varying abilities in grades 6-12, either as day students or as five-day boarding students.

Think It’s OK To Skip An Art Curriculum? You Could Be Hurting Your Students’ Education! Improve Scores In Core Subjects Up To 20%!

• 3-Step Program
• Art History - Art Technique - Art Activity
• 4 Age-Appropriate levels
• Standards-Based
• No Art Background Required
• Video-Based Staff Training

A new study shows that students participating in the arts are 4 times more complete art enrichment for elementary students in grades K - 6. Thanks to Harvey School Harvey is a coeducational college preparatory school enrolling boys and girls of varying abilities in grades K through 8. Hands-on experience can be learned on the job, for example, drafting or ed to fine-tune aspects of a trade that cannot be learned on the job, for example, drafting or blueprint reading. It conveys informational knowledge rather than the practical, hands-on experi- ence that is gained in apprentice-shops or in courses offered by unions. A profes- sional development course that prepares stu- dents for job searches is mandatory. About 200 students (10 percent women and growing) and 16 instructors are in the program. Applicants must be high school graduates, fluent in English, employed in the area of intended study, and sincere in their desire for enrichment in their chosen trade.

As the Institute prepares for the future and what it hopes will be a role as a bridge between different sectors in the industry and between union and non-union interests, it hopes to add a greater range of offerings. The project man- agement course and a computer-assisted draft- ing (AutoCAD) course for stagehands can be completed in one and a half years. The Institute is contempl- ating a course for building maintenance workers. The certificate of completion awarded at graduation does not have a degree equivalence but is rec- ognized and respected by those in the con- struction industries. For further informa- tion: www.generalsociety.org

Come Visit us at our Admissions Open Houses!

R.S.V.P.

Thursday, September 12 6:00-7:30 PM
Thursday, September 19 8:30-9:30 AM
Tuesday, September 24 8:30-9:30 AM
Wednesday, October 2 8:30-9:30 AM
Sunday, October 20 11:00-1:00 PM

Abraham Lincoln School offers children in grades K through 8 an education based on love, discipline and self-knowledge. With an emphasis on reason, speech and spirit, teachers seek to uncover the limitless potential in every student.

For over 25 years The Ark Nursery has been delighted to offer the finest education to children ages 3 and 4. With “Love & Play” as the main focus, children are introduced to language, math, art, music, sport and simple spiritual principles of goodness.

Please contact us to request an application:
12 East 79th Street, New York City (212) 744-7300
www.abrahamlincolnschool.org

By hammer and hand do all arts stand...
Is your child Dyslexic or experiencing school failure? If so, we may be the solution. We strive to help children not only have the skills needed to learn, but to want to learn.

The Sterling School

We take our commitment seriously

• Orton Gillingham trained staff
• Small classes with individualized attention
• Art, music, culinary arts, and computers for a rich education

Call 718-625-3502 or contact: Ruth Arberman, Director of The Sterling School
299 Pacific Street, Brooklyn, New York 11201
Now Accepting Admissions

SPOTLIGHT ON SCHOOLS

One of New York City’s Finest

By TOM KERTES

Albert Robles. It’s choice of a police career was, quite literally, due to a heady rush of inspiration. “Up until about four years ago I wanted to be a private pilot,” the trim 25-year-old said. “But then I attended my cousin’s graduation from the Police Academy at Madison Square Garden. And the integrity, pride, and commitment that I sensed there was really amazing. It was a life-changer for me.”

Robles is currently in the second month of his two-year stint as a probationary police officer. The first six months are spent at the Academy, he says, the next three in a training unit, and the last 15 months on the street in a unit with an experienced P.O. He intends to move up within the department, “first become a sergeant, then eventually make detective.”

“You begin to advance after about five years,” he said. “But it’s more than just a matter of time. Mainly, you have to do well.”

Robles embarked on his career after an extensive education, attending Dowling College in Oakdale, N.Y., then the John Jay College of Criminal Justice. However, “there are two ways to become a police officer,” he said. “You either acquire 60 college credits or spend two years in the military.” Luckily for Robles—who is slight—there are no longer height and weight requirements of any kind in order to qualify as a P.O. “Still, you do have to be in pretty good physical condition to conquer a difficult obstacle course,” he says. There is still an age requirement: candidates have to be between 21-35.

“For a police officer, a high level of commitment is very important,” according to Robles, as “this is not a career to get rich on.” The starting salary is $31,000 a year, with a chance to earn in the $50,000 range after five years. That’s not all that much for a job that is not only extremely difficult but also fraught with danger.

“It’s there, for sure—but you can’t go out there on the street thinking about that,” says Robles. “You try to be alert, you always try to be aware of your surroundings, and practice tactics, tactics, tactics. But the danger stuff is like fear of flying. If you allow it to conquer you, you’ll never get anywhere.”

Robles’ advice to students thinking about a possible police career is to “first, stay out of trouble. Second, get into some law enforcement courses at your school. And third, always keep your morals and values intact, no matter what happens.”

“Look at 9/11,” he says. “I was a cadet then, in fact I was working in this very building. I saw the events unfolding firsthand—the Academy, since it’s located near the Towers, served as Headquarters for operations on that day. I heard that when everyone was running away from the Twin Towers, Police Officer Moira Smith was running in to help people.”

“It cost her her life. But how can you not be inspired by something like this? How can you not be proud to be part of such a profession?”
Manhattan Country School  
7 E. 96th St, NY, NY 10128; (212) 348-0952

- Pre-K through 8th grade
- Strong academic program
- After school program
- Farm program in the Catskills
- Sliding-scale tuition

Open House: Wednesday, Oct. 30 at 6:30 p.m.  
Call to sign up for morning tours

NEBEL’S ELEMENTARY EDUCATION

Nebel’s Elementary Education is an easy-to-read, easy-to-follow manual that gives basic information, hands on activities and teaching techniques that will enable an educator to lead children toward knowledge and understanding skills. The textbook covers all the major areas of science and humanities. Special attention is placed on the advancing of reading, writing, problem solving and critical thinking skills. The approach of this book is to build on children’s existing knowledge gained from their everyday experiences and exploration. All lessons begin by first drawing the students’ attention to what they already know and then guiding them to make further observations through demonstrations and hands on activities (over 200 inexpensive ones are described). The book not only provides the information to teach but also suggested methods of teaching, such as conducting a student discussion group. This book is well suited for elementary level teachers and homeschooling parents of children K –5. For further information call Nebel’s Press for Learning 410-744-3912.

AN INDEPENDENT BOARDING SCHOOL RECEPTION

Wednesday, September 18, 2002 • 7:00 - 8:30 p.m.  
101 E. 69th St., New York • Schermerhorn Room

Jacket and tie required for gentlemen

Classes for Children and Adults  
Music, Dance, Theatre & The Visual Arts

Fall Open Registration
September 18, 19, 20 from 3-7 pm  
September 21 from 10 am-5 pm

Returning Students
September 11, 12, 13 from 3-7 pm  
September 14 from 10 am-5pm

First Day of Class is September 28th

For more information
212-926-4100 x304  645 Nicholas Ave., NYC

The Harlem School of the Arts, Inc.

Independence, Integrity, Achievement.  
Come see the Academy difference.

Founded in 1884, Staten Island Academy is an independent, college preparatory school educating students from pre-kindergarten through high school. Whether in the classroom, through community service, on the playing fields or theater stage, the Academy difference shines in every student.

For upcoming Admissions Open Houses, call 718.987.8100

STANEN ISLAND ACADEMY  
715 Todt Hill Road, Staten Island, NY  
www.statenislandacademy.org

AN INDEPENDENT BOARDING SCHOOL RECEPTION

Wednesday, September 18, 2002 • 7:00 - 8:30 p.m.  
101 E. 69th St., New York • Schermerhorn Room

You are welcome to come and meet Admissions Representatives from:

- GOULD ACADEMY Bethel, Maine
- KENT SCHOOL Kent, Connecticut
- NORTHFIELD MOUNT HERMAN Northfield, Massachusetts
- SALTISBURY SCHOOL Salisbury, Connecticut
- HOLDENNESS SCHOOL Plymouth, New Hampshire
- KIMBALL UNION ACADEMY Meriden, New Hampshire

PHILLIPS EXETER ACADEMY Exeter, New Hampshire
- TABOR ACADEMY Marion, Massachusetts
- HOTCHKISS SCHOOL Lakeville, Connecticut
- MISS PORTER’S SCHOOL Farmington, Connecticut
- PROCTOR ACADEMY Andover, New Hampshire

Suberbe to Education Update!  
Only $30 a year!  
Call (212) 481-5519
CELEBRATING 40 YEARS 1962-2002

Real Time Tours:
OPEN HOUSE
Dates: Thurs., Oct 3rd
Wed., Oct 30
Thurs., Jan 23rd
Time: 7:00 pm
RSVP: (212) 879-2296

Virtual Time Tours:
www.caedmonschool.org
Date: any day
Time: any time
RSVP: not required
416 East 80th Street, NYC 10021
(212) 879-2296
Nursery-5th grade

MEET THE MASTERS
Homer, Van Gogh, Picasso all in one place! Is it in a museum? No. It's Meet the Masters, a series of Art Assembles, Learning Packets and Classroom Projects designed to further the appreciation and skills of all the students that touch it. This program contains everything you will need to run and enjoy a very successful art program. Each Master is assigned to his own separate binder. The binder contains a beginning, intermediate and advanced level lesson plan for that particular artist. The lessons list the props, pictures and information necessary to make your art lesson fun and educational. The program also provides worksheets for the students at every lesson level. The class first introduces the artist, then his works and through those works introduces art techniques. All this done in an interactive and enjoyable manner so as to keep the students interested.

PCS Professional Children’s School
est. 1914
the academic school for children in the arts, sports and entertainment

Open House
Wednesday
Nov. 13
5:30-7:00 p.m.

PCS is a fully accredited independent day school enrolling 180 students in grades 4-12.

For more information, or to RSVP, contact Sherrie Hinkie, Admissions Director at (212) 245-3116, ext. 112.

132 West 80th St.
New York, NY 10023
www.pcs-nyc.org

You know, you can do something better...

Design,
Build,
Soar!

Seeds Software
www.Seeds2Learn.com
Ph: 206.782.0914 Email: Science@Seeds2Learn.com

Use our comprehensive software package to teach your students math & science using the principles of flight and design. With our software, they can design impressive gliders and rubberband powered aircraft to build and really fly! Consider the incredible excitement and learning! Need something simpler? Then get our Gliders by Design software to easily design gliders. Find out about our Science Methods, Bungee Egg Challenge, and Global Warming software too. With these packages, your students will learn to use technology effectively; to evaluate and design. Don’t be surprised to find how interested and engaged they will be doing real science with powerful science tools!

We Accept School PO’s and have Volume Discounts
New York Teachers

Bring your teaching degree to California

California is looking for talented teachers to lead our classrooms in grades K-12. Our school districts especially need teachers in the subject areas of special education, math, science, bilingual/ESL, and reading.

In California, you’ll have more choices for school locations, teaching environments, climate, entertainment and places to live than in any other state. And you’ll be welcomed with open arms and minds eager to learn. CalTeach is your one-stop information, recruitment and referral source for teaching jobs in California. For more information or to view our online job database, visit www.calteach.com.

CalTeach
Left Coast, Right Job,
1-866-CalTeach
(1-866-225-8322)

Marymount School

1026 Fifth Avenue, New York, NY 10028

Independent, college preparatory, Catholic day school educating girls and young women in the tradition of academic excellence and moral values.

• Metropolitan Museum of Art
• Classes for the Integrated Humanities Program and other interdisciplinary courses are held here.
• Community Services Opportunities: YSOP, New York Cares Day, Social Justice Work, School Service, Zimbabwe school outreach and many others
• Semester or year abroad: Marymount Schools in London, Paris and Rome
• Athletics:
  • Basketball, Volleyball, Softball, Soccer, Tennis, Badminton, Field Hockey, Fencing, Swimming, Cross Country, Track & Field, Golf, AAIS Basketball Champions
• Senior Internships

Upper School Open House
Tuesday, Oct. 22
6:00 PM - 8:00 PM
RSVP (212) 744-4486
(limited space available)

Visit us at our Website: www.marymount.k12.ny.us

E-mail: admissions@marymount.k12.ny.us

(516) 520-9234

Make this the FITTEST season of your life!

A seasoned, professional, private fitness trainer with an extensive Manhattan-Hampton reference list will be available for private or semi-private fitness training in your home or facility.

• Former assistant program director of Manhattan's prestigious Sports Training Institute
• Personal Training Instructor for a certifying organization
• Former head student athlete trainer at Brooklyn College

Call now to reserve your spot!
(917) 450-7338 [mobile]
(516) 520-9234

PROFESSOR B MATH PROGRAM

5th and sixth grade classes in the most disadvantaged communities outperforming ninth graders on statewide algebra exams.

PHILOSOPHY

A story is verbalized so effectively that virtually all children perceive the flow of its connections. On future occasions, children can confidently tell that story to others, having heard it once or twice. Since their verbalization is not the original, verbal narrative, it is clear that they have not been burdened with the requirement of memorizing it. Without memorizing, they have retained the events of the story in the proper sequence. The set of events and their sequence are an example of a structure. Hence, children’s ease and comfort in learning stories testifies to the universality of their gift for assimilating structure. Please note, however, that the conveyance of a structure may only occur if the speaker’s verbalization permits the listener’s reception.

The mathematics educator should know that, of all the academic disciplines, the one most concerned with the study of structure is mathematics. Consequently, it is our thesis that children’s universal gift for assimilating structures is also a universal gift for assimilating mathematics. Unfortunately, traditional verbalizations of mathematical content (from elementary through high school) are so unfurthright and meaningless that they actually obscure, rather than elucidate, learners’ reception of mathematical structures. The Professor B Mathematics Program provides teachers with truthful and meaningful verbalizations of math content (scripts), whereby children’s gifts for assimilating structures are inevitably activated for assimilation of mathematics. This original philosophy is the basis for our confident guarantee that the implementation of our math program in your home school or school system will lift your math scores to the highest levels of achievement in the nation.

The Dwight School

The Dwight School is a coeducational, college preparatory school providing a traditional, individualized, and challenging course of study. Dwight offers the highly-regarded International Baccalaureate Programs in Grades K through Twelve.

The Dwight School is comprised of families from the Greater New York and international communities, and we enjoy an excellent record of college placement.

FALL 2002 OPEN HOUSES

This is an opportunity to tour The Dwight School and to meet Chancellor Stephen H. Spahn and the Admissions Committee.

Grades K - 4
Grades 5 - 8
Grades 9 - 12

September 26, 2002
October 10, 2002
October 2, 2002

October 1, 2002
October 17, 2002
October 9, 2002

October 3, 2002
October 24, 2002
October 16, 2002

October 8, 2002
October 31, 2002
October 23, 2002*

October 15, 2002
November 14, 2002
October 30, 2002

October 22, 2002*
November 21, 2002*
November 6, 2002

October 29, 2002
December 5, 2002
November 13, 2002

November 5, 2002
December 12, 2002
November 20, 2002*

November 7, 2002
December 12, 2002
December 4, 2002

November 12, 2002
December 11, 2002

November 19, 2002*

November 26, 2002

December 3, 2002

December 10, 2002

* Quest

All open houses begin at 9:00 a.m. and end at approximately 10:15 a.m.

They are held at 241 Central Park West and are for prospective parents.

A reservation is required. Please contact the Admissions Office at (212) 724-2146, ext. 1 or at admissions@dwight.edu to reserve your place.

SEPTEMBER 2002 • EDUCATION UPDATE • SPOTLIGHT ON SCHOOLS
CURRICULUM AT HARVEY AIMS TO ENRICH STUDENTS’ LIVES

Providing a variety of fulfilling curricular experiences for students has been key to the educational philosophy of Robert Cook, head of Harvey School’s upper school in Katonah. More important than standardized test scores, Mr. Cook believes the school has an obligation to create not just academically adept students, but ones who are ethically responsible and self-reliant. With that in mind, Harvey is making some changes to the upper school’s curriculum this fall, including after-school classes in Japanese and Italian, as well as adding French and several other honors classes such as biology and 10th and 11th grade English to the syllabus. “In the broadest sense, the goals of a curriculum should be for students to understand themselves and the world around them and I believe the addition of these courses will do just that,” says Mr. Cook.

Jacqueline Vedder, the school’s foreign language chair, says additional foreign language courses are a step in the right direction. “I think it’s really great and I would certainly love to see the language program continue to grow at Harvey,” says Ms. Vedder, who teaches French at the school. Thanks to what Ms. Vedder described as “soul-searching” on behalf of language educators in the 1980’s, there is now more of a communicative approach to teaching a foreign language. Learning a foreign language has been considered a chore by many students, especially when it comes to the study of grammar. “What you want to do is encourage students to speak and use the language,” Grammar is part of the equation, but it shouldn’t be the whole equation,” adds Ms. Vedder. Japanese instructor Mami Fujisaki agrees. “I teach grammar, but I don’t really call it that,” she says. “In my opinion, communication is the most important aspect to learning a new language, but grammar and writing of course should also be part of that,” she adds.

Japanese classes will be offered at Harvey twice a week, starting with Japanese I, which will introduce students to the rudimentary elements of the language, as well as teaching students the basics of Japanese culture. The following year, additional sections and levels will be offered during the regular school day. Ms. Fujisaki is currently developing a similar program in Japanese at the Horace Mann School in Riverdale. She will continue to teach at Horace Mann and is also a Japanese instructor at the New York University Graduate School of Education. Ms. Vedder, who previously taught French at Our Lady of Victory School in Dobbs Ferry and Spanish at the Rippowam School in Bedford, says learning a new language will help students acquire a better appreciation of English. While grammatical concepts will certainly be taught, Ms. Vedder says she will also be encouraging “a lot of conversation in class.”

A Tradition of Helping Students Succeed
260 Jay Street
Katonah, NY 10536
914 – 232 – 3161
Fax 914 – 787 – 0362
www.harveyschool.org

HIS PARENTS ASSUME YOU HAVE A SAFE PLAYGROUND

Each year, more than 200,000 children are injured on playgrounds, injuries that require emergency room visits. Children can’t make playgrounds safer. It’s up to you.

But we’re here to help.

The National Program for Playground Safety is offering a SAFE PLAYGROUND SUPERVISION KIT that includes:

• SAFE PLAYGROUND SUPERVISION MANUAL

Innovative guide for training playground supervisors

• SAFE PLAYGROUND SUPERVISION VIDEO

Explains the importance of supervision.

• SAFETY PACK

For first aid supplies.

To order the kit, call 1-800-555-PLAY or visit our Web site at www.PlaygroundSupervision.org
As summertime ends and another school year starts for many, it is quite the time to educate oneself. Here at Logos there is the monthly book club called Kill Your TV Reading Group, which will meet on Wednesday, September 4th at 7 p.m. to discuss Invisible Man by Ralph Ellison. Towards the end of the meeting, the group will choose the book for the November meeting. After the meeting, those who want to go out to dinner together can meet at the meeting on Wednesday, October 2 at 6:30 p.m. The books discussed are available at the store.

On Monday, September 3 at 3:30 p.m., Logo’s Children’s Story hour leader Rikki Stapleton will lead children and adults in building Noah’s Ark. By evening time, many centuries will have passed and Logos will be in the time of Jane Austen. New York city character actress Frances Peter Burke performs for members of the Jane Austen Society and the general public a one-act play by Virginia Glasgow Knotte called I Remained Jane Austen. Jane Austen’s History of England will also be presented. Come on come all come at 7 p.m.

Wednesday, September 4 at 7 p.m. KYTV Reading Group will discuss Invisible Man by Ralph Ellison.

Monday, September 23 at 3:30 p.m. Children’s Storytime, “Noah’s Ark” with Rikki Stapleton.

Wednesday, October 2 at 7 p.m. KYTV Reading Group will discuss Bel Canto by Ann Patchett.

By H. Harris Healy III, President, Logos Bookstore, 1575 York Avenue (Between 83rd And 84th Sts), New York, New York 10028 (212) 517-7282, Fax (212) 517-7197; WWW.NYLOGOS.CITYSEARCH.COM

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the不属于 targets, while the scale of devas-
tion was undeniably different.

Those of us in the northern suburbs experienced the same shock, horror and grief as our city counterparts. I doubt I will ever forget the terror and confusion of not only bitterly beautiful September Tuesday, but the certainty and sadness of the days and weeks that followed.

While reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

Superintendent Compiles Children’s Reactions to 9/11

By MERRI ROSENBERG

I thought I had done with weeping for September Tuesday, but the uncertainty and sadness of the days and weeks that followed. Yet reading these students’ work, many of whom attended school near Battery Park, is almost too much to bear. Their simple descriptions of being alone, being terrified, watching the��

The Let’s Start Play Along series is very good, provided that an adult will help the child read and follow directions. The premise these books are working with is actually fairly clever; each book has a story about an animal character’s day, and correlating activities. When Clara goes on vacation, your child can help postcards; Timothy, the new mailman, needs help on his route.

Supplies are not all included, but each book comes with the basics: glitter, glue, markers or pencils, stickers, depending on the book. The other necessary equipment is generally found in the common household (i.e. cardboard, paintbrushes, old boxes, etc.).

The My First Write-and-Rip Book series and the Let’s Start Play Along series are good, but they seem more appropriate for five-to-seven-year-olds.

Nonfiction: Ages 5 thru 8

Back to School by Maya Ajmera and John Firewater (Candlewick Press, 32pp., $15.95). Bright colorful photographs document the day-to-day life of schoolchildren all around the globe. With minimal text and two photos per page, this great back-to-school title for teachers explores the different types of classrooms, learning activities, and even uniforms from a worldwide perspective.

Poetry: Ages 5 thru 8

The Raccoon Queen by Alexis O’Neill. Illustrated by Laura Beth. (Scholastic, 32 pp., $15.95). A lighthearted look at the ever-pervasive “school bully” in classrooms and playgrounds everywhere. The rollicking rhythm of the language with fun-to-say phrases will definitely engage readers and sensitize them to the underlying drama of the situation. Artwork is equally smart and energetic.

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

Write & Wipe & Let’s Play Along! By LAURA PRETTO

As we all are aware, teaching children takes time and offers an infinite amount of patience. Silver Dolphin Books, publisher of the My First Write-and-Rip Book series, the Let’s Start Play Along series offers some suggestions to help teach your children while providing them with fun activities.

The Write-and-Rip books are good, but they seem more appropriate for five-to-seven-year-olds.

Nonfiction: Ages 5 thru 8

Back to School by Maya Ajmera and John Firewater (Candlewick Press, 32pp., $15.95). Bright colorful photographs document the day-to-day life of schoolchildren all around the globe. With minimal text and two photos per page, this great back-to-school title for teachers explores the different types of classrooms, learning activities, and even uniforms from a worldwide perspective.

Poetry: Ages 5 thru 8

The Raccoon Queen by Alexis O’Neill. Illustrated by Laura Beth. (Scholastic, 32 pp., $15.95). A lighthearted look at the ever-pervasive “school bully” in classrooms and playgrounds everywhere. The rollicking rhythm of the language with fun-to-say phrases will definitely engage readers and sensitize them to the underlying drama of the situation. Artwork is equally smart and energetic.

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

Write & Wipe & Let’s Play Along! By LAURA PRETTO

As we all are aware, teaching children takes time and offers an infinite amount of patience. Silver Dolphin Books, publisher of the My First Write-and-Rip Book series, the Let’s Start Play Along series offers some suggestions to help teach your children while providing them with fun activities.

The Write-and-Rip books are good, but they seem more appropriate for five-to-seven-year-olds.

Nonfiction: Ages 5 thru 8

Back to School by Maya Ajmera and John Firewater (Candlewick Press, 32pp., $15.95). Bright colorful photographs document the day-to-day life of schoolchildren all around the globe. With minimal text and two photos per page, this great back-to-school title for teachers explores the different types of classrooms, learning activities, and even uniforms from a worldwide perspective.

Poetry: Ages 5 thru 8

The Raccoon Queen by Alexis O’Neill. Illustrated by Laura Beth. (Scholastic, 32 pp., $15.95). A lighthearted look at the ever-pervasive “school bully” in classrooms and playgrounds everywhere. The rollicking rhythm of the language with fun-to-say phrases will definitely engage readers and sensitize them to the underlying drama of the situation. Artwork is equally smart and energetic.

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

Write & Wipe & Let’s Play Along! By LAURA PRETTO

As we all are aware, teaching children takes time and offers an infinite amount of patience. Silver Dolphin Books, publisher of the My First Write-and-Rip Book series, the Let’s Start Play Along series offers some suggestions to help teach your children while providing them with fun activities.

The Write-and-Rip books are good, but they seem more appropriate for five-to-seven-year-olds.

Nonfiction: Ages 5 thru 8

Back to School by Maya Ajmera and John Firewater (Candlewick Press, 32pp., $15.95). Bright colorful photographs document the day-to-day life of schoolchildren all around the globe. With minimal text and two photos per page, this great back-to-school title for teachers explores the different types of classrooms, learning activities, and even uniforms from a worldwide perspective.

Poetry: Ages 5 thru 8

The Raccoon Queen by Alexis O’Neill. Illustrated by Laura Beth. (Scholastic, 32 pp., $15.95). A lighthearted look at the ever-pervasive “school bully” in classrooms and playgrounds everywhere. The rollicking rhythm of the language with fun-to-say phrases will definitely engage readers and sensitize them to the underlying drama of the situation. Artwork is equally smart and energetic.

Selene S. Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida. She is formerly a children’s librarian for the New York Public Library.
Dean Deborah Shanley: Brooklyn College School of Education

By SYBIL MAIMIN

Deborah A. Shanley, Dean of the School of Education at Brooklyn College, is in an enviable position. She works on a campus that has just been voted “most beautiful” in the country by The Princeton Review and creates and oversees programs in education that have the support of the political power elite from Bush to Bloomberg. At Brooklyn since 1998, she was previously Dean of the School of Liberal Arts and Education at Medgar Evers College, CUNY, where she was an activist dean and an admired advocate of building working bridges between diverse constituencies in the college and the community. Energetic, open-minded, and creative, she is no ivory tower academic, emphasizing instead that, “to be an effective dean, I have to be out there.” And “out there” she is, looking at policy and exemplary practices as she meets with principals, superintendents and teachers and creates opportunities for these leaders to confer with faculty and administrators of the School of Education through such avenues as monthly meetings of the Teacher Education Advisory Panel. She has hosted principals on campus to share concerns and challenges and help determine “how we can do better at what we do.” She is determined to find “what works” and to align programs accordingly.

Dean Shanley stresses the importance of partnerships, whether within departments or between departments in the school, as well as between the college and the community. Many programs in the School of Education are based on collaborations. For example, the Brooklyn Transition Center brings District 75 students to campus where they are trained for independence, given appropriate jobs around the school, and nurtured. Their presence provides an inclusive practice model. The College Now project, a partnership between Brooklyn College and 10 local high schools, interfaces high school curriculum with the college theatre department by, for example, providing a high school English class the opportunity to see a play they are studying, produced and performed by Brooklyn College. The Brooklyn College Academy, a campus high school in the alternative high school division, gives 11th and 12th graders access to college facilities and courses. “Learning Communities” have been formed in districts 19 and 23 by teams of faculty who link up with principals and superintendents. Partnerships with the Lincoln Center Institute and the American Museum of Natural History introduce best practices in incorporating the arts and sciences into the classroom. The range of partners keeps growing. Dr. Shanley “thinks deeply about the partnerships” to help bridge gaps between theory and practice. “You cannot develop teachers in isolation,” she explains.

Brooklyn College produces the second largest number of teachers in New York City (Queens College trains the most). Degrees are given in early childhood, elementary, middle school and adolescence education, with extensions available in bilingual and special education. The strength of Brooklyn, explains Dean Shanley, is its core curriculum and the quality of its arts and sciences departments and their strong relationships with the School of Education. In addition, the depth of its collaborations and partnerships is unique and “goes beyond lip service.” Graduates are encouraged to stay in touch with the school, which offers ongoing support and help as well as workshops, conferences, and round tables. Looking to the future, she hopes the education department will be recognized as a strong resource that schools in Brooklyn will turn to, a vital “cog in the borough.”

SUNDAYS AT JASA

Continuing Education for Adults 60 and Over

FALL SEMESTER

Starts October 13th, 2002
Martin Luther King, Jr. High School
122 Amsterdam Avenue (65th Street)
Comedy-Computer-Current Events-Estate Planning
Exercise-Arts-Opera-Acting-Lectures & More!

Phone 212-273-5304
SETON HALL UNIVERSITY

Offers You …
A Fast Track to a Traditional Doctorate in Educational Administration

O ur Accelerated Ed.D. program will allow you to complete your studies in just 10 weekends and two four-week summer sessions over a two-year period. This rigorous program is open to K-12 educational administrators who need a flexible schedule that won’t interfere with career responsibilities.

A s a Seton Hall Ed.D. graduate, you will be armed with valuable credentials that will give you the decisive edge in an increasingly competitive job market. A cohort approach will build on shared experiences and the expertise of a seasoned faculty and nationally recognized authorities in the educational field.

NOW ACCEPTING APPLICATIONS FOR THE APRIL 2003 COHORT.
Financial aid loans cover the entire program cost, regardless of financial need.

College of Education and Human Services
800-313-9833

For more information e-mail: execedd@shu.edu
or go to: http://education.shu.edu/execedd

400 South Orange Avenue, South Orange, New Jersey 07079 • www.shu.edu
Barnard College Center for Research on Women Begins Fall Season

The Center for Research on Women at Barnard college opens its 2002 fall season on Thursday, September 12, at 7pm, with a performance by Sarah Jones, an internationally acclaimed poet and actor, who will pay tribute to immigrants, including victims of the 9-11 terrorist attack in New York. After her performance, Jones will discuss her work with theater scholar and critic Jonathan Kalb, in a forum of how dramatic arts heighten awareness of diversity in America.

LIU Offers New Program in Law Enforcement

As a direct result of the public safety concerns raised by September 11, the School of Continuing Studies at Long Island University’s Brooklyn Campus is offering a certificate program in Criminal and Civil Investigation. The Civil and Criminal Investigation Certificate Program explores many different topics of law enforcement including court systems, civil rights local, state and federal law enforcement jurisdictions, evidence gathering, litigation support and basic tort investigations. Taught by former law enforcement officers, courses offered this fall are “Introduction to Law Enforcement and Investigations” and “Introduction to Fraud Investigations.” The spring semester will include “Advanced Fraud Investigations;” “Undercover Operations and Electronic surveillance;” “Violence in the Workplace and Crisis Management” and “Civil Investigations.” Applicants to the program will have to undergo a criminal background check and fingerprinting before acceptance. The certificate program is expected to appeal to retired police officers and people who want a career change. For more information, call (718) 488-1010.

Touro College

Certificate of Advanced Graduate Studies
Brief residencies  License options  Studies in School Psychology, Leadership
Educational Administration, Guidance, Community Psychology, Integrated Studies

Vermont University

THE UNION INSTITUTE
Montpelier, Vermont 05602 800/313-9833
www.uk.edu/vermontdegree

Touro College

Touro College

Associate & Bachelor Degrees
•  Business Management  •  Health Science
•  Human Services  •  Education
•  Computer Science  •  Liberal Arts & Sciences
•  ESL  Classes

LIU Offers New Program in Law Enforcement

As a direct result of the public safety concerns raised by September 11, the School of Continuing Studies at Long Island University’s Brooklyn Campus is offering a certificate program in Criminal and Civil Investigation. The Civil and Criminal Investigation Certificate Program explores many different topics of law enforcement including court systems, civil rights local, state and federal law enforcement jurisdictions, evidence gathering, litigation support and basic tort investigations. Taught by former law enforcement officers, courses offered this fall are “Introduction to Law Enforcement and Investigations” and “Introduction to Fraud Investigations.” The spring semester will include “Advanced Fraud Investigations;” “Undercover Operations and Electronic surveillance;” “Violence in the Workplace and Crisis Management” and “Civil Investigations.” Applicants to the program will have to undergo a criminal background check and fingerprinting before acceptance. The certificate program is expected to appeal to retired police officers and people who want a career change. For more information, call (718) 488-1010.
INTERBORO INSTITUTE AND SUNY OLD WESTBURY CONCLUDE ARTICULATION AGREEMENT

Stephen H. Adolphus, President of Interboro Institute in Manhattan, announced that he and Dr. Calvin O. Butts III, President of the State University of New York at Old Westbury, have signed a formal articulation agreement between the two colleges. The agreement guarantees junior status admission to graduates of Interboro’s two-year degree programs who meet the prerequisites for various majors and achieve a required grade point average.

Interboro offers six degrees at the associate level, primarily in business related fields. Most transfer students will be placed in Old Westbury’s highly competitive School of Business.

“This is an important step for Interboro,” said President Adolphus. “It represents our first articulation arrangement with a campus of the State University and gives our graduates who want to continue their education a wider range of choices. It also shows the increasing acceptance of our academic programs, which we have worked hard to strengthen in recent years.”

Interboro Institute was acquired by EVC Career Colleges in 2000, after more than 100 years of family ownership. Since then enrollment has increased substantially and the college has opened two new instructional sites in Pelham and in Washington Heights. For further information please contact President Stephen H. Adolphus, (212)259-0093 or sadolphus@interboro.com.

GRADUATE SCHOOL OPEN HOUSE
Thursday, September 19, 5:00 – 7:30 pm

Discover which program is right for you! Meet with our faculty. Learn about our small classes and supportive advisement in school settings.

For information on graduate programs, call: 212-875-4698
e-mail: GradCourses@bankstreet.edu

Bank Street College of Education
610 West 112th Street, New York, NY 10025-1898

Changing Faces in the Mirror: The Evolution of the American Jewish Family
Rabbi Richard F. Address

What is a family system? What do examples from traditional texts teach us about family dynamics? What is the place of community in the biblical family? How are our personal stories reflected in sacred texts?

HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION
250 Hudson Street, New York, NY 10013

Your future as a caring and inspiring teacher begins with a Bank Street master’s degree.

Explore our programs in early childhood, elementary, or middle school education.

Touro College
www.touro.edu

Don’t miss a golden opportunity!

The TIME is now to join us at TOURO where we are committed to academic excellence and personal attention!

Tuition $300 per mini-mester for each one-credit course; $160 per mini-mester for students not seeking academic credit
A one-time, non-refundable, registration fee of $50

Information and Registration
Jo Kay, Director
212-824-2213 or jkay@huc.edu
visit our Web site: www.bankstreet.edu

For further information please contact President Stephen H. Adolphus, (212)259-0093 or sadolphus@interboro.com.
College Enforces Meningitis Vaccine

By PRIYA ATHAPPAN

This fall, thousands of college students will be vaccinated against meningococcal meningitis. Olivia, an incoming freshman at New York University, is one of them. “I’m going to get the vaccine, mostly because my physician advised me to, even though it’s not one of the vaccinations that NYU requires.”

Olivia has cause to be concerned about meningitis. College freshman have a 480 increase in the general public of becoming infected with the disease. Dr. James C. Turner, who chairs the vaccine task force for the American College Health Association, credits the increase to the “congregate, crowded conditions” of dorm living. In dorms, it is more likely for meningitis to be spread through coughing, sneezing or kissing.

There are two categories of meningitis, bacterial and viral. According to Dr. Turner, the bacterial form—especially meningococcal meningitis—is what college students should be concerned with. Early symptoms of the disease include a low fever, a mild headache and body aches. At this stage, it is often dismissed as a case of the flu. In later stages, an excreting headache and red spots on the legs or feet, indicating blood poisoning, can develop. The meningitis—the lining of the brain becomes inflamed, potentially resulting in death. Each year, says Turner, around 2,500-3,000 Americans become infected. Of that number, 100-150 are college students. 20% of those students will suffer severe complications such as amputation, kidney failure and brain damage. Another 10-15% will die. “It is an extremely dangerous disease,” warns Dr. Turner.

Though the chances of getting meningitis are relatively slim, after a person becomes infected, there is an extremely high mortality rate. “Despite modern technology, the mortality rate hasn’t changed much,” reports Turner. As a result, the Centers for Disease Control recommends that college medical providers “give information to students and their parents about meningococcal disease and the benefits of vaccination.” Dr. Turner believes that universities are successfully doing their part in meningitis prevention. “Virtually every health service is providing education or providing the vaccine.”

Two million students have been vaccinated in the past few years. At Fairfield, Kathleen Letizia, the Director of Student Health Services, sends freshmen a brochure about meningitis and mails letters about getting vaccinated. She says that over 90% of students have been vaccinated this year, and next year it may be required. Dr. Carlo Ciotoli, Medical Director of the NYU Health Center, says NYU also has numerous steps to protect its students. Aside from sending out letters, informative measures include “mentioning the vaccine at orientations, flyers and brochures distributed in the Health Center, Residence Halls and the annual Health Fair, and articles and ads in the school paper.”

Based on a random sampling in year 2000, 45% of NYU students were estimated to have been vaccinated. The vaccine itself is “very safe and effective,” although not guaranteed to prevent meningococcal meningitis, according to Dr. Turner.

The college is “very safe and effective,” although not guaranteed to prevent meningococcal meningitis, according to Dr. Turner.

Continued on page 46

Attention Women

21 - 28 Years Old
Looking to earn extra income? Help a loving couple have a baby. Become an Egg Donor!

Characteristics:
- Attractive, Caucasian, Brunette, Big Brown or Hazel eyes. Small or Medium boned.
- 105 - 125 Lb.
- Intelligent, Compassionate and a Great Temperament/Personality.

Excellent Compensation
For More Info:
E-mail: Gratefulwomen@aol.com
Call: 937/787-3016

DO YOU HAVE ASTHMA?
Volunteers Needed
For Asthma Study.

Harlem Hospital & Columbia University
Are Studying Ways To Improve
The Treatments Of Asthma
At No Costs To You
You Can Earn
Up to $1100 For Participating
For Information Please Call:
212-939-8360

VACCINES REQUIRED FOR SCHOOL

By HERMAN ROSEN, M.D., F.A.C.P.

With the school year about to begin, it is useful to review the New York City Department of Health’s requirements for school children. By law, all “new” students—children entering day care, nursery, pre-school and kindergarten through grade 12 in NYC for the first time (not those who graduate or transfer to another NYC school)—must have a complete medical evaluation. All pre-kindergarten or younger children must also have vision and hearing screening as well as a blood lead test. New students who enter the school system in secondary schools (intermediate school or higher) must have a tuberculosis skin test.

The law also has requirements for vaccination before entering the school system. All youngsters born after 1999, who are at least a year old, must have received at least one dose of chickenpox vaccine in order to attend day care, nursery or pre-school. Starting this school year, every student in the 7th, 8th or 9th grade must have had the full series (two or three doses depending on the formulation) of hepatitis B vaccine. For full compliance with Department of Health rules, vaccination against the various childhood diseases is necessary. These immunizations vary somewhat with the age of the student. Day care and pre-kindergarten students should receive the prescribed courses of DTP (diphtheria–tetanus–pertussis), polio, MMR (measles–rubella–mumps), Hib (Haemophilus influenzae type b), hepatitis B and varicella (chickenpox).

For older students, vaccines are prescribed as appropriate for their age.

New students may enter school provisionally without full compliance with the immunization requirements with generally an initial dose of each vaccine. However, they must complete the vaccinations within a designated time or exclusion from school is mandated. Parents should consult their child’s pediatrician for immunization and health care. For more information about referral to physicians and clinics in their neighborhoods, parents can call 1-800 325-2445, anytime. Health insurance is available for most uninsured children under age 19 in New York City under Child Health Plus, 1-8088 NYHC 6116-0.
COULD YOUR CHILD BE AT RISK?
A free screening may find the cause of your child’s concentration problems and these symptoms:
1) Avoids reading, eyestrain, restless. This is often caused by focus disorder or problems with eye teaming.
2) Loses place while reading or uses finger to follow. Omits, inserts, or rereads words. Poor control of eye movements will bring this result.
3) Slow or sloppy writing, incomplete work. This can be the result of poor eye-hand coordination.
4) Slow or choppy reading, poor word recognition, poor spelling, reverses letters, poor reading comprehension. This is often the result of poor visualization.

RELIEF FROM HOMEWORK FRUSTRATION
The Vision Improvement Program (VIP), a nationally known program developed by an optometrist, an educator and a psychologist, corrects visual deficiencies that interfere with learning. The 10-week program has resulted in improvements of 4+ years in concentration in some cases. And this is without medication.

“Readers must have a variety of scanning, focusing and visualization skills,” states Dr. Henry Ettinger, director of a local VIP. “Many of my patients have gone from special ed or failing to A’s and B’s by the 10th week of therapy.”

THE FREE SCREENING INCLUDES AN EVALUATION OF:
VISUAL MEMORY: The ability to store and retrieve visual information.
CONCENTRATION: The ability to maintain a visual task without distractions.
REVERSAL FREQUENCY: Confusing letters (b, d, p, q)
MOTOR SPEED AND PRECISION: Eye-hand coordination
EYE TEAMING/FOCUSING SKILLS: The ability to maintain clear and single vision at near for prolonged periods of time without discomfort or abnormal effort.
VISUALIZATION: Ability to develop a mental picture–the basis for comprehension.

Seventy-three percent of students labeled with a learning disability have vision problems that may be corrected. Could your child be among them? Call 212 265-4609 for a FREE SCREENING.

THE VIP STRATEGY
First, VIP tests and diagnoses the child’s visually related learning problems. If a visual handicap exists, the child will practice a sequenced group of activities with one-on-one instruction. These organized activities develop the skills needed for school achievement.

THE TIME TO ACT IS NOW!
Call 212 265-4609 to set up an appointment for a free screening.

Any unexplained learning problem is a potential vision-related learning problem. VIP may significantly improve or alleviate the problem entirely.

The comprehensive screening is free. Can you afford to pass up this possible explanation for your child’s baffling lack of success in school? Call 212-265-4609 today.

AN ACTUAL PARENT...
“We were at our wits end. Our daughter was easily distracted and was at risk of failing. Handwriting was messy. Homework became an all-night burden. Now her improvement is remarkable. She loves to read and write now like never before. Her self-esteem has soared and family time together has improved. Your program is literally a God send.” - Lillian Sanchez-Perez

212 265-4609          Manhattan * Brooklyn * Queens * Westchester          www.nyvision.org

Eyesight is merely the basic ability to see; vision is the ability to identify, interpret, comprehend, and act on what is seen. Routine vision tests performed by school personnel or by most eye care professionals measure eyesight. They do not include the kinds of testing that can find visually related learning problems.

ADD Children Show Undiagnosed Vision Problems
YOUR CHILD may have 20/20 eyesight but 0/0 vision - the difference is critical.

ANY QUESTIONS? CALL 212-265-4609
A NEW SCHOOL YEAR BEGINS: I

By MARIE HOLMES

As classes begin this month throughout the five boroughs, a slew of newly certified teachers step to the front of the classroom. Yet staffing needs have not increased. In fact, according to the Independent Budget Office, the BOE actually lost 7,100 students last year. The majority of these new teachers, then, are hired to replace those who have left the system.

While many spots open up simply because teachers retire or move away, often seeking positions in the suburbs, an unknown number of young, caring professionals quietly exit their classrooms each June. Many don’t leave the city. Some continue to work in schools in their borough or district.

As power shifts into the mayor’s hands, city schools continue to be characterized by a laundry list of deficiencies: not enough classrooms, not enough graduates, not enough certified staff. The BOE, the IS, the LCMI, the National Education Association, the American Federation of Teachers, and local and national organizations have been successfully closing this last gap by actively recruiting anyone with a bachelor’s degree or higher-paying positions in the suburbs, an unknown number of young, caring professionals quietly exit their classrooms each June. Many don’t leave the city. Some continue to work in schools in their borough or district.

While many spots open up simply because teachers retire or move away, often seeking positions in the suburbs, an unknown number of young, caring professionals quietly exit their classrooms each June. Many don’t leave the city. Some continue to work in schools in their borough or district.

As power shifts into the mayor’s hands, city schools continue to be characterized by a laundry list of deficiencies: not enough classrooms, not enough graduates, not enough certified staff. The BOE, the IS, the LCMI, the National Education Association, the American Federation of Teachers, and local and national organizations have been successfully closing this last gap by actively recruiting anyone with a bachelor’s degree or higher-paying positions in the suburbs, an

At Liberty Science Center, Teachers who says the beginning of the school year is right the time for field trips? Certainly not Liberty Science Center! Take advantage of the LOWEST school group rates for the year, and these fantastic touring exhibitions and films in the IMAX® Theater.

New Kids on the Block

Kid Stuff: Great Toys From Our Childhood (May 25, 2002 - January 6, 2003)

If you have ever played with it as a kid, chances are that it will be part of this touring exhibition. The exhibits are a remarkable presentation of more than 200 of the most popular toys of the past five years, from Tonka and Tinkertoy, to Breyer Horses and Radio Flyers. The Science of Toys, an ultimate denotation designed to bring science to this exhibition, will debut in 2001. It will provide some fun, interactive learning experiences on topics such as polymers, and the mechanisms of an F-16-AirKite!

*Experiments in the Future of Reading (May 18 - September 15, 2002)

Imagine it, a book, as big as a little top with pages you can turn with your mind! You can think of the possibilities of a Reading Eye Dog: a device that uses common teacher characteristics, and even a third eye. Or speech synthesis to create a believable reading companion. Or the children’s book that produces amazing sound effects when you “read” it with simple hand gestures. See all that’s on the cutting edge of reading and the future of reading!

Liberty Science Center
Liberty State Park • Jersey City, New Jersey • www.lsc.org

Elise Merrow

A conscience to fill the vacancies, but can any- thing be done to keep good people in the classroom? Richard Calton left the BOE to devote his full-time efforts to Harlem Live, the on-line newspaper written and produced by New York City teens that he founded with a few former students. The publication has received numer- ous accolades, but when a grant from Teacher’s College at Columbia University ran out last year, so did Calton’s salary. He is cur- rently collecting unemployment and plans to leave the organization that he built.

“I have the dream job of any teacher,” he says, “because you don’t have the bureaucracy hanging over your head and you can really empower the kids.”

Not that rules and regulations hampered his style when he was teaching in the schools. Realizing that it would take months to build the kind of trust necessary for real learning to take place, Calton took groups of students on trips after school, supplementing the instruc- tional day with not only his own time but also his own money. He returned them individual- ly to their front doors in the evening.

“In the classroom they’re all performing for each other, so you take them out in groups of five or six,” he explains, “and they act like real people.”

Elise Merrow, who recently finished a part- time stint as the Service Learning Coordinator for Sunnyside at the Town School, an aca- demic program for middle school students, feels the same way. “They have the opportunity to experience the first crossing of what would become the United States. With careful research and meticulous recreations, this would bring to life the first crossing of what would become the United States. With careful research and meticulous recreations, this movie would bring to life the first exploration as National Geographic Films adventure, danger, and wonder of the main journey. Lewis & Clark: Great Journey West

Elise Merrow

For school group rates

Richard Calton

Josh Merrow, a former teacher at El Puente in Brooklyn, says, “You had to submit a writ- ten request to make photocopies . . . because there was only one copy machine.”

He cites a general lack of time, materials and support as his main obstacles: “It was a struggle to stay on top of everything. You have a full day of classes, plus meetings, then homework to correct, classes to plan. You have to buy materials out of pocket and wait a month to be reimbursed, if there’s money. The administration of El Puente did a great job of stretching government funding, even raising money from foundations and private donors.

Even so, it wasn’t enough. It seemed to me that most of the staff were overworked.”

The first year, they agree, is the most diffi- cult. Having earned a Master’s in Education from City College, says Calton, “I was hand- ed a small piece of chalk and it was like, ‘Good luck.’”

A conflict between a new female assistant principal and the male teachers, as well as what Calton describes as blatant racism, made for a contentious working envi-

roomment in which he was perceived as a trouble- maker. “I had the kids write letters to Mayor Koch,” he explains, “because [they] were sitting four to a book.” The mayor later visited the school, although Calton was assured that it wasn’t because of the letters. By June, he had been transferred. Made wary by this experience, he chose to substitute teach in a variety of dis- tricts to test the waters before committing to another permanent position. He taught and did administrative work before leaving for Harlem Live.

Merrow stuck it out for a second year at her school, even though a beloved director had left. The new director “seemed good,” she says, for a brief moment. “He beat us down with protocol.”

“I left because I won’t teach with anyone . . . who’s not a visionary, who’s not willing to bend the rules for the kids.”

Both would go back into teaching, under the right circumstances. Calton continues advis- ing, organizing and, when he has a spare moment, fundraising at Harlem Live, while Merrow would like to organize biking trips and cultural immersion experiences for students.

Small class sizes, rather than salary increas- es, would top their list of demands.

“If you have smaller classes,” says Merrow, “you don’t need to [offer teachers] more money.” Twelve to fifteen students, they agree, would be ideal.

All the money and resources in the city can’t fix what Merrow and Calton view as the crux of the problem—administration.

“They are never, ever the problem,” declares Merrow. “It’s the leadership.”

“It’s the adults,” adds Calton.
The Teach for America Corps Member

Due to over-hiring and the usual beginning of the year confusion, some new recruits had not found what they wanted. She had sought to be in the classroom as soon as possible. Her goal was to learn how to manage her own classroom and to help her students succeed. Her first-year goal was to do just that.

She studied the best practices in education and applied them to her classroom. She was determined to give her students the best possible education. Her mentor teacher was a great resource, and she was able to learn a lot from her. But she also had to figure things out on her own. She was not going to let her mentor teach her everything. She was going to learn from her own experience.

The Teach for America Teacher

致命的教师短缺

纽约城迎来了超过8,000名新教师

By MARIE HOLMES

Last year, hundreds of teaching positions were still vacant just a few days before school started. A lot has changed since then, and with the academic year about to kick off, only a handful of openings were left, likely to be filled by uncertified teachers. The BOE received so many applications this year that it actually turned away a thousand people, reported The Times in a recent article declaring an official end to the teacher shortage. 2,000 of the more than 8,000 new hires are Teaching Fellows, career changers and recent college graduates who do not have degrees in education but are working toward their master’s while teaching in low-performing schools. Hundreds of others entered the system through similar programs.

The economic downturn, the proliferation of fast-track certification programs such as New York City Teaching Fellows and Teach for America, as well as the increased interest in public service that has been a by-product of the fervent nationalism of the past twelve months, are popular explanations for the surge of applicants. However, the single largest factor contributing to this upswing, teachers and administrators agree, is the new teachers’ contract, which raised entry-level salaries from $31,910 to $39,000.

While it remains to be seen whether the shortage will return and whether these fast-track programs offer a sustainable model, few dare to assume that she was, of course, anxious. “But I feel like I have a good kind of nervousness in me.”

The Teaching Fellow

Stephanie Kandel, who will be teaching kindergarten on the East Side this fall, made a big investment when she decided to become a teacher. Two years at Bank Street—which she describes as a hands-on immersion experience, working as an assistant teacher in the public schools while completing her coursework—left her with thousands of dollars in student loans.

Yet Kandel choose to bypass the fast-track certification programs. Despite having held various volunteer positions working with children, she did not feel that she had the background necessary to manage her own class-room. “I felt like I would really be doing the children a disservice,” she said.

An English literature major, Kandel moved to New York to pursue a career in public relations. But after a few years at various firms and companies, she was “unfulfilled” in her profession. “People were just so consumed by money … I thought, when I’m my boss’ age, what am I going to have to show for my work?”

Her classmates at Bank Street, she explained, included a number of young women moving away from the corporate world, some mothers with school-age children preparing to reenter the workforce as well as a few recent college graduates. She has an advantage over other new teachers in that she has not only been placed but has been able to set up her classroom. Kandel realizes, and is concerned for the Teaching Fellows that she met in the city’s new teacher orientation workshops. “There’s a lot of stuff as a new teacher that you do have to buy, and they don’t have the money,” she noted, on the scholarships they receive to get them through the summer. During the new teacher orientation, she also overheard a few Fellows wondering aloud how they were going to get books for their classrooms. “I worry about them because it’s tough enough being a teacher without having to worry about basic things like pencils.”

Kandel herself feels ready to meet her next big challenges: “I’m anxious and I’m also nervous, but I don’t feel overwhelmed because I got such wonderful preparation from Bank Street and from my mentor teacher.”

The School of Education Graduate

Stephanie Kandel, who will be teaching kindergarten on the East Side this fall, made a big investment when she decided to become a teacher. Two years at Bank Street—which she describes as a hands-on immersion experience, working as an assistant teacher in the public schools while completing her coursework—left her with thousands of dollars in student loans.

Yet Kandel choose to bypass the fast-track certification programs. Despite having held various volunteer positions working with children, she did not feel that she had the background necessary to manage her own class-room. “I felt like I would really be doing the children a disservice,” she said.

An English literature major, Kandel moved to New York to pursue a career in public relations. But after a few years at various firms and companies, she was “unfulfilled” in her profession. “People were just so consumed by money … I thought, when I’m my boss’ age, what am I going to have to show for my work?”

Her classmates at Bank Street, she explained, included a number of young women moving away from the corporate world, some mothers with school-age children preparing to reenter the workforce as well as a few recent college graduates. She has an advantage over other new teachers in that she has not only been placed but has been able to set up her classroom. Kandel realizes, and is concerned for the Teaching Fellows that she met in the city’s new teacher orientation workshops. “There’s a lot of stuff as a new teacher that you do have to buy, and they don’t have the money,” she noted, on the scholarships they receive to get them through the summer. During the new teacher orientation, she also overheard a few Fellows wondering aloud how they were going to get books for their classrooms. “I worry about them because it’s tough enough being a teacher without having to worry about basic things like pencils.”

Kandel herself feels ready to meet her next big challenges: “I’m anxious and I’m also nervous, but I don’t feel overwhelmed because I got such wonderful preparation from Bank Street and from my mentor teacher.”

The Teach for America Teacher

works with students

The Teach for America Teacher

works with students

Imagine the Possibilities!

ARTS ATTACK

The Award-Winning Art Program for the Elementary School

• Approved Vendor for NYC Schools
• Based on the Teaching of Art Elements and Principles
• Emphasis on Right Brain Training and Development

Unique Video-based Format
Comprehensive, Developmental and Sequential - Grades K-6
Easy to Teach by the Classroom Teacher or the Art Specialist
Toll-free: 888-760-ARTS • Fax: 858-481-3959
Email: info@artsattack.com • Website: www.artsattack.com

Age 12
Age 11
Age 10
Age 9
Age 8
Age 7
Age 6
Age 5
Age 4
Age 3
Age 2
Age 1
Age 0

September 2002 • Education Update

25

The Teach for America Teacher

works with students

The Teach for America Teacher

works with students

Imagine the Possibilities!

ARTS ATTACK

The Award-Winning Art Program for the Elementary School

• Approved Vendor for NYC Schools
• Based on the Teaching of Art Elements and Principles
• Emphasis on Right Brain Training and Development

Unique Video-based Format
Comprehensive, Developmental and Sequential - Grades K-6
Easy to Teach by the Classroom Teacher or the Art Specialist
Toll-free: 888-760-ARTS • Fax: 858-481-3959
Email: info@artsattack.com • Website: www.artsattack.com

Age 12
Age 11
Age 10
Age 9
Age 8
Age 7
Age 6
Age 5
Age 4
Age 3
Age 2
Age 1
Age 0

September 2002 • Education Update

25

The Teach for America Teacher

works with students

The Teach for America Teacher

works with students

Imagine the Possibilities!

ARTS ATTACK

The Award-Winning Art Program for the Elementary School

• Approved Vendor for NYC Schools
• Based on the Teaching of Art Elements and Principles
• Emphasis on Right Brain Training and Development

Unique Video-based Format
Comprehensive, Developmental and Sequential - Grades K-6
Easy to Teach by the Classroom Teacher or the Art Specialist
Toll-free: 888-760-ARTS • Fax: 858-481-3959
Email: info@artsattack.com • Website: www.artsattack.com

Age 12
Age 11
Age 10
Age 9
Age 8
Age 7
Age 6
Age 5
Age 4
Age 3
Age 2
Age 1
Age 0

September 2002 • Education Update

25

The Teach for America Teacher

works with students

The Teach for America Teacher

works with students

Imagine the Possibilities!

ARTS ATTACK

The Award-Winning Art Program for the Elementary School

• Approved Vendor for NYC Schools
• Based on the Teaching of Art Elements and Principles
• Emphasis on Right Brain Training and Development

Unique Video-based Format
Comprehensive, Developmental and Sequential - Grades K-6
Easy to Teach by the Classroom Teacher or the Art Specialist
Toll-free: 888-760-ARTS • Fax: 858-481-3959
Email: info@artsattack.com • Website: www.artsattack.com

Age 12
Age 11
Age 10
Age 9
Age 8
Age 7
Age 6
Age 5
Age 4
Age 3
Age 2
Age 1
Age 0

September 2002 • Education Update

25
By JAN UPTON, Ph.D.

Homeschooling offers kids who do not easily fit into the school system an educational option that can be more readily tailored to their individual needs. A lot of people do not realize that Thomas Edison got kicked out of school and was homeschooled by his mother. We similarly expected the school system would either kick out our son or require us to label and medicate him. Instead, we chose homeschooling.

Our son has never been in public or private schools precisely because, more than anything else, my husband and I feared the labels that the schools would place on him. It was obvious that he would have difficulty with any environment in which he would have to sit in one place for long periods of time, deal with a room of 25 or more people (most of them also children), be “taught” things that he already knew, and the list goes on and on. Instead of dealing with the “taught” things that he already knew, and the more people (most of them also children), belong periods of time, deal with a room of 25 or more people (most of them also children), be “taught” things that he already knew, and the list goes on and on. Instead of dealing with a room of 25 or more people (most of them also children), deal with a room of 25 or more people (most of them also children), deal with a room of 25 or more people (most of them also children), deal with a room of 25 or more people (most of them also children), deal with a room of 25 or more people (most of them also children),

..Instead, we chose homeschooling. Instead, we chose homeschooling. Instead, we chose homeschooling. Instead, we chose homeschooling. Instead, we chose homeschooling.

..For example, when you have a seven-year-old who is reading at a 6th or higher grade level, you really do not have to spend a lot of time teaching them how to read. In addition, you can cover a lot more material in a shorter period of time with one-on-one instruction (homeschooling is basically personalized tutoring). Finally, the kid can move around more—go to the bathroom as needed and ride his bike or roller-skate in the middle of the day (believe me, recess is essential for active kids). Homeschooling is one of the best decisions that my family has ever made.

HOMESCHOOLING: EDUCATION WITHOUT LABELS

Do your homeschool children need help with writing? Mine did. Now writing is easy for them!

“Delighted with 10 Minutes to Better Study Skills! It compiles so much information that students need in one convenient place.”

—Mrs. Harriet Kroot, Principal, Skyridge School, Auburn CA

Use 10 Minutes to Better Study Skills for:
1. Note taking
2. Paragraph writing
3. Essay Writing
4. Research Paper Organizers
5. Test Taking Tips & More

Writer’s Easy Reference Guide:
1. Paragraph writing tips
2. Writing the four basic essays
3. Steps of the writing process
4. Grammar & literary terms
5. Writing a bibliography

Teacher created! Easy to use! Comprehensive! Standards-based!

Call for Free Sampler and Catalog.

Bonnie Terry Learning • 550-888-7160 • www.bonnieterrylearning.com

Child says: “Why should I take time learning Algebra, Calculus, or other advanced mathematics?”

Parent says: “You might be the person who discovers Planet X!”

The one scientists have been seeking for over 70 years! In 1996 3 new planets were discovered, including one in the Big Dipper! Why shouldn’t YOU be the person who finds Planet X?

A hands-on, all-senses, approach to opening the gateway to making the connections & integrating the math disciplines. Parents can understand the language of mathematics along with their children.

Tell us you saw our ad in Education Update and receive $50 off our Curriculum Starter Kit! This Kit has the major foundational manipulatives that are used for all ages, Pre-High School. Plus lots of books, video, audio and more!

10 Minutes to Better Study Skills

Rosie O’Donnell & Tony the Tiger with grand prize winners

Recently, parents, students, teachers and a variety of Kellogg’s representatives—including Snap, Crackle and Pop and, of course, Tony the Tiger—gathered in the Hudson Theater in mid-Manhattan to honor the accomplishments of ten young people who have overcome significant obstacles. The children were presented with Tony the Tiger statues and entertained by the Backstreet Boy Nick Carter and performance artist Jean François D’Alessio. Rosie O’Donnell, who has awarded Kellogg’s scholarships to special children on her television show, hosted the event.

The Gr-r-reat Tony the Tiger Awards program was established to celebrate the 50th “birthday” of the Frosted Flakes mascot. Parents, teachers and other adults were invited to nominate children who exemplified the “Tony the Tiger spirit of achievement.” Volunteer judges from national children’s organizations selected finalists from among the applicants. These ten children, ages 9–14, flew with a parent from their hometowns to New York City to receive the awards. For many, it was a first visit.

“I’m so happy the people are so nice here!” said Heather Bandy, 14. Heather, who is legally blind, was the winner of the 2001 National Braille Challenge and volunteers with other visually challenged students. All of the finalists, each of whom has a physical disability, work with various organizations dedicated to their medical conditions. Several had personally raised thousands of dollars for medical research.

Kellogg had announced that judges would select one grand prize winner, who would receive a $10,000 scholarship and appear on a box of Frosted Flakes with Tony the Tiger. The other nine finalists were to receive $2,000 scholarships; however, at the ceremony’s end, Jeff Monte, President of Kellogg’s Morning Foods Division, announced that all ten finalists had earned the grand prize. Each will receive $10,000 and appear on the cereal boxes.

“I want the parents to know,” said O’Donnell, “that I asked each child who they thought would be the grand prize winner, and they all said they hoped someone else did. You’ve raised amazing kids.”

Scholarships

5. Writing a bibliography
4. Grammatical & literary terms
3. Steps of the writing process
2. Writing the four basic essays
1. Note taking

BBetter Setter S tudy Study S kills for:kills for:
Use 10 Minutes to

More

5. Test Taking Tips & More
4. Essay Writing
3. Research Paper Organizers
2. Paragraph writing
1. Note taking

8. Writing

Parent says:

Child says:

Teacher created!

Bonnie Terry Learning • 550-888-7160 • www.bonnieterrylearning.com

Available

530-888-7160

www.mortensenmathdirect.com

800-4plus4=8!

(800-475-8748)

www.mortensenmathdirect.com

>“Delighted with 10 Minutes to Better Study Skills! It compiles so much information that students need in one convenient place.”

—Mrs. Harriet Kroot, Principal, Skyridge School, Auburn CA

Use 10 Minutes to Better Study Skills for:
1. Note taking
2. Paragraph writing
3. Essay Writing
4. Research Paper Organizers
5. Test Taking Tips & More

Writer’s Easy Reference Guide:
1. Paragraph writing tips
2. Writing the four basic essays
3. Steps of the writing process
4. Grammar & literary terms
5. Writing a bibliography

Teacher created! Easy to use! Comprehensive! Standards-based!

Call for Free Sampler and Catalog.

Bonnie Terry Learning • 550-888-7160 • www.bonnieterrylearning.com

Child says: “Why should I take time learning Algebra, Calculus, or other advanced mathematics?”

Parent says: “You might be the person who discovers Planet X!”

The one scientists have been seeking for over 70 years! In 1996 3 new planets were discovered, including one in the Big Dipper! Why shouldn’t YOU be the person who finds Planet X?

A hands-on, all-senses, approach to opening the gateway to making the connections & integrating the math disciplines. Parents can understand the language of mathematics along with their children.

Tell us you saw our ad in Education Update and receive $50 off our Curriculum Starter Kit! This Kit has the major foundational manipulatives that are used for all ages, Pre-High School. Plus lots of books, video, audio and more!

10 Minutes to Better Study Skills

Rosie O’Donnell & Tony the Tiger with grand prize winners

Recently, parents, students, teachers and a variety of Kellogg’s representatives—including Snap, Crackle and Pop and, of course, Tony the Tiger—gathered in the Hudson Theater in mid-Manhattan to honor the accomplishments of ten young people who have overcome significant obstacles. The children were presented with Tony the Tiger statues and entertained by the Backstreet Boy Nick Carter and performance artist Jean François D’Alessio. Rosie O’Donnell, who has awarded Kellogg’s scholarships to special children on her television show, hosted the event.

The Gr-r-reat Tony the Tiger Awards program was established to celebrate the 50th “birthday” of the Frosted Flakes mascot. Parents, teachers and other adults were invited to nominate children who exemplified the “Tony the Tiger spirit of achievement.” Volunteer judges from national children’s organizations selected finalists from among the applicants. These ten children, ages 9–14, flew with a parent from their hometowns to New York City to receive the awards. For many, it was a first visit.

“I’m so happy the people are so nice here!” said Heather Bandy, 14. Heather, who is legally blind, was the winner of the 2001 National Braille Challenge and volunteers with other visually challenged students. All of the finalists, each of whom has a physical disability, work with various organizations dedicated to their medical conditions. Several had personally raised thousands of dollars for medical research.

Kellogg had announced that judges would select one grand prize winner, who would receive a $10,000 scholarship and appear on a box of Frosted Flakes with Tony the Tiger. The other nine finalists were to receive $2,000 scholarships; however, at the ceremony’s end, Jeff Monte, President of Kellogg’s Morning Foods Division, announced that all ten finalists had earned the grand prize. Each will receive $10,000 and appear on the cereal boxes.

“I want the parents to know,” said O’Donnell, “that I asked each child who they thought would be the grand prize winner, and they all said they hoped someone else did. You’ve raised amazing kids.”

Scholarships

5. Writing a bibliography
4. Grammatical & literary terms
3. Steps of the writing process
2. Writing the four basic essays
1. Note taking

BBetter Setter S tudy Study S kills for:
Use 10 Minutes to

More

5. Test Taking Tips & More
4. Essay Writing
3. Research Paper Organizers
2. Paragraph writing
1. Note taking

Writer’s Easy Reference Guide:
1. Paragraph writing tips
2. Writing the four basic essays
3. Steps of the writing process
4. Grammar & literary terms
5. Writing a bibliography

Teacher created! Easy to use! Comprehensive! Standards-based!

Call for Free Sampler and Catalog.

Bonnie Terry Learning • 550-888-7160 • www.bonnieterrylearning.com

Available

530-888-7160

www.mortensenmathdirect.com

800-4plus4=8!

(800-475-8748)

www.mortensenmathdirect.com

>“Delighted with 10 Minutes to Better Study Skills! It compiles so much information that students need in one convenient place.”
Beyond Phonics

A new way to sharpen dull reading skills is to use the Beyond Phonics workbook. The Beyond Phonics method helps students differentiate between words that sound and look the same (such as sink and sink) and also helps them become familiar with common letter combinations (such as -don and -gon). The workbook is made to be used in conjunction with a textbook. First, a story full of similar sounding words is read from the textbook. Then the student reads the story again in the workbook but fills in blanks where the similar words were. For instance, “My ear can’t hear what you mean” becomes “My ____ can’t ____ what you ____.”

Though the workbook is useful for grades 1–12, the entire method can be covered in a few years. It is useful for independent remedial study, English as a foreign language, special education and more. More information on Beyond Phonics can be found at www.beyondphonics.com. A Christian version is available as well.

Math & the Cosmos

Math & the Cosmos pairs it with mathematics, physics, history and mythology. In this original blend students learn about calendars, graphing star charts, planetary motion, Newton’s Laws, the motion of the sun and more. The program demonstrates real world application of such fundamentals as graphing, angles, trigonometry, and scientific notation making math more than just a subject at school.

There are even connections to Greek literature included! The package consists of a teacher’s guide, a student guide, textbook, and a CD. Of course the CD teaches the lessons but it also includes a help option, a glossary, progress reports, a Final Challenge on completion of the program and a slide show of galaxies and other celestial phenomena.

Wildridge also offers a slide show of galaxies and other celestial phenomena. Along with the lessons, Wildridge includes the Timeworms, a series of audio cassettes that build a foundation in fundamental mathematics and appreciation for music throughout time. Both the lessons and the Abacus are ideal for children in grades 7–12 due to the complex nature of the subjects. More information, including sound samples from the tapes and ordering information, can be found on www.wildridge.com. Experience the storytelling power of sound.

Math & Music

As if astronomy was not educational enough, Wildridge’s Math & the Cosmos pairs it with mathematics, physics, history and mythology. In this original blend students learn about calendars, graphing star charts, planetary motion, Newton’s Laws, the motion of the sun and more. The program demonstrates real world application of such fundamentals as graphing, angles, trigonometry, and scientific notation making math more than just a subject at school.

The physics of sound and vibrating strings help to explain harmony. The program is meant to help students build a mathematical foundation necessary to understand algebra and appreciate diverse musical forms. The lesson format is basically the same: textbook, workbook, student guide, CD etc. The CD itself covers topics from basic math functions to the abacus to music throughout time. Both the lessons are best suited for children in grades 7–12 due to the complexity of the subjects. For more information visit www.wildridge.com.

Growler Tapes

Through audio cassettes, stories unravel for the listening pleasure of kids. Growler tapes, produced by Earthling, Inc., tell stories through intense sounds—original music, the voices of children and special audio effects. The 31 tape series are mostly dramatic science fiction tales where children solve mysteries. In tape 7, the Growler kids play with a magic machine that creates a snowstorm. Strange noises coming from the woods call for the Growlers to investigate in tape 13. In tape 28, the Timeworms create openings in time through which they can travel to other time zones.

The stories combine challenging vocabulary and story concepts with ear-grabbing audio effects to create a thought-provoking activity for kids. Most cassettes are around 30 minutes long. Growler tapes are targeted to children ages four through 12. More information, including sound samples from the tapes and ordering information, can be found on www.growler.com.

The best of a private school education, delivered to your home…

Calvert School offers families a complete curriculum developed in a real classroom with real children. We provide you with the tools to make the best use of your teaching time and to minimize your concerns about taking the leap into homeschooling. We also offer enrichment and supplemental courses.

For your free catalog, visit www.calvertschool.org or call 1-888-487-4652.

Calvert School

Inspire the best in your child with the best in homeschooling.
FINDING THE ROOTS OF MODERN HOMESCHOOLING

The basis for the growing modern home-schooling movement can be traced back to Virgil M. Hillyer, who championed the idea of a formal homeschooling program almost a century before its general acceptance.

Hillyer (1875-1931), a Harvard-trained scholar who served as Head Master of the Baltimore, Md. based Calvert School shortly after its founding in 1897, said: “The nearer to the heart of the home, to the bosom of the family, the richer is the environment, and the nearer the child is to the center of his world.”

In 1905, Hillyer convinced a downtown Baltimore bookstore owner to sell copies of his private school’s Kindergarten curriculum to families who could not afford a private school education. Hillyer began advertising in National Geographic, and soon his home-school courses were being shipped all over the world.

Nestled in the detailed daily lesson plans was Hillyer’s educational philosophy. He believed in the three Rs, calling them the “meaty” part of an education. But Hillyer also had his students, as early as Kindergarten, introduced to science, history, geography, art and music, for he believed that an education had to be well-rounded to ensure his goal of creating “life-long students.”

Hillyer always advocated lessons that worked from general to specific. He emphasized constant drilling, and he encouraged teachers to vary their approach to avoid boring students. “Milk may not appeal to many children, but a milkshake always does,” Hillyer explained.

He also believed in perfection. No task was complete—be it memorization, a composition, or math work—until it was absolutely perfect, and students who use the modern Calvert curriculum continue that practice.

Virgil Hillyer’s vision shaped modern homeschooling and remains an unswerving part of the Calvert School homeschool curriculum. What has become known as ‘the school in the box’ has shipped more than 186,000 courses over the last decade, each containing important pieces of Hillyer’s philosophy, once revolutionary, but now widely accepted.

MAKING SPELLING SENSE

Bonnie Terry, a teacher who has taught for over 20 years, created Making Spelling Sense to help kids learn to spell. Her workbook, subtitled “Spelling the 500 Most Used Words,” thoroughly teaches the spelling patterns of common words. Fill in the blanks exercises, word searches, phonics lessons and word recognition puzzles combine to create a comprehensive teaching plan. Ideal for use in the classroom, the Making Spelling Sense system can be used at home as well. It helps students write and take exams.

Terry has also written a second workbook, subtitled “A Step Beyond Spelling the 500 Most Used Words,” which goes into a deeper detail of spelling patterns. Terry also has written books that help develop better reading skills and better study skills. For more information, visit www.bonnieterrylearning.com.
The Alger Learning Center & Independence High School

ALC / IHS is a Washington State Approved and Nationally Accredited K-12 Private School issuing Official High School Diplomas. Classes are Ongoing; Enroll at Any Time of Year.

Home School Assistance & Annual Assessments
Self-Paced, Individualized Curriculum
Credit Analysis for Life Experience
Local and Distance Learning Programs
Empowering All Students to Achieve Success and Independence since 1996
Phone: (800) 595-2630 Fax: (360) 595-1141
www.independent-learning.com

Language Tune-Up Kit®
Orton-Gillingham Phonics on CD-ROM!

After ordering LTK At Home® for our 7-year old son, we canceled the tutor he had for over 1 year and just worked on the Language Tune-Up Kit®! I wish it hadn’t taken us a year to find it!
-NJ Certified Reading Teacher

• A multi-sensory approach to self-directed learning
• Designed for children 7 and older, teens & adults currently reading at grade levels 0 - 4
• 87 lessons and over 4400 words
• Can advance students to an 8th grade reading level
• Full reporting capabilities allow you to monitor students’ progress

Mention this ad and save $50 off the $199 list price ($140 shipping/handling) for LTK At Home® (supports 2 students)!

JWor Enterprises, Inc.
(888) 431-6310
www.jwor.com

The Homeschooler’s “Click”

Now you can get the independence of home-schooling, the camaraderie of a traditional high school, and over 35 full-credit courses from Keystone National High School, a leading provider of accredited independent study courses. Choose between correspondence courses and their eSchool, with its virtual Home Room, bulletin boards, chats, and more. With Keystone, it’s easier than ever to achieve academic success at home.

Call 1-800-255-4937, Dept. 169 or visit www.keystonenationalhighschool.com

If you have the desire and a good work ethic, you can become successful with our internet-based business opportunity. We provide...
• FREE Websites
• Unlimited Supporting/Training
• NO Deliveries
• NO Billings or Collections
• NO Selling or Home Parties
• NO RISK and it’s GUARANTEED!

Check us out and see for yourself.

Working At Home Parents
We have helped thousands earn an income from home. We can help you too!
Visit us online at www.homebasedparents.com

The Homeschooler’s “Click”
DISTANCE EDUCATION

The Homeschooler’s “Click”

Now you can get the independence of home-schooling, the camaraderie of a traditional high school, and over 35 full-credit courses from Keystone National High School, a leading provider of accredited independent study courses. Choose between correspondence courses and their eSchool, with its virtual Home Room, bulletin boards, chats, and more. With Keystone, it’s easier than ever to achieve academic success at home.

Call 1-800-255-4937, Dept. 169 or visit www.keystonenationalhighschool.com

If you have the desire and a good work ethic, you can become successful with our internet-based business opportunity. We provide...
• FREE Websites
• Unlimited Supporting/Training
• NO Deliveries
• NO Billings or Collections
• NO Selling or Home Parties
• NO RISK and it’s GUARANTEED!

Check us out and see for yourself.

Working At Home Parents
We have helped thousands earn an income from home. We can help you too!
Visit us online at www.homebasedparents.com

StartWrite®
The Handwriting Worksheet Wizard™

StartWrite software lets Parents and Teachers easily create and print fun, meaningful worksheets, ready for any child to start improving their handwriting skills.

”We have been very pleased with StartWrite and my children no longer hate to practice their handwriting. My kids actually ask for sheets to do extra work. What a wonderful concept!”
- An Appreciative Parent

Software Features:
• Dot and Solid Letter Format
• Guidelines
• 4 Manuscript & 4 Cursive Fonts
• Clip Art
• Gray to Black Shading
• Stroke Arrows
• Spell Checker
• And Much More!

www.StartWrite.com • 1-888-974-8322

These are the Reasons We needed to Work from home...What’s Yours?

If you have the desire and a good work ethic, you can become successful with our internet-based business opportunity. We provide...
• FREE Websites
• Unlimited Supporting/Training
• NO Deliveries
• NO Billings or Collections
• NO Selling or Home Parties
• NO RISK and it’s GUARANTEED!

Check us out and see for yourself.

Working At Home Parents
We have helped thousands earn an income from home. We can help you too!
Visit us online at www.homebasedparents.com

StartWrite®
The Handwriting Worksheet Wizard™

StartWrite software lets Parents and Teachers easily create and print fun, meaningful worksheets, ready for any child to start improving their handwriting skills.

”We have been very pleased with StartWrite and my children no longer hate to practice their handwriting. My kids actually ask for sheets to do extra work. What a wonderful concept!”
- An Appreciative Parent

Software Features:
• Dot and Solid Letter Format
• Guidelines
• 4 Manuscript & 4 Cursive Fonts
• Clip Art
• Gray to Black Shading
• Stroke Arrows
• Spell Checker
• And Much More!

www.StartWrite.com • 1-888-974-8322

These are the Reasons We needed to Work from home...What’s Yours?

Affordable Legal Services for less than the cost of a cup of coffee a day? Find out more!

Visit www.educationupdate.com & see our banner ad on the homepage or visit www.prepaidlegal.com/go/dawnclayton
Electronic Charter School
Elkhart, KS

- K-12 online, performance-based curriculum
- Toll-free access to technical and administrative support
- Access to knowledgeable, certified instructors
- Perfect for home school or nontraditional students

Changing the Face of Education!

FINALLY...
BLACKLINE MAPS OF WORLD HISTORY!

“These maps are ideal for the grammar-stage learner... I highly recommend them as a simple but effective way to develop the young student’s geographical awareness!”

Susan Wise Bauer.

Knowledge Quest
(503) 663-1210
www.knowledgequestmaps.com

CRAFTSMAN/NSTA YOUNG INVENTORS AWARDS PROGRAM

Sponsored by Sears, Roebuck and Co. and administered by the National Science Teachers Association (NSTA), the Craftsmen/NSTA Young Inventors Awards Program challenges students to use creativity and imagination along with science, technology, and mechanical ability to invent or modify a tool. Students must send in the completed form (signed by the student, parent, and teacher-advisor). Inventor’s Log must be 3-7 pages in length, diagram of the tool, and a photograph of the student demonstrating the tool. Each student entering the competition must have one teacher/adult advisor working with him/her who is a classroom, science, technology, or special-education teacher. The adult advisor may also be a boy’s or girl’s club leader or member of a similar organization.

The two national winners (one from grades 2-5 and one from grades 6-8) will each receive a $10,000 United States Series EE Savings Bond. The 10 national finalists (five from each grade category) will each receive a $5,000 United States Series EE Savings Bond. The winning teachers and schools will receive prizes from Sears, Roebuck and Co. retail stores. The 12 second-place regional winners (six from each grade category) will each receive a $500 U.S. Series EE Savings Bond. Every student who enters the competition with a completed entry will receive a personalized certificate of appreciation and a small gift. All entries must be received by March 4, 2003. Late or faxed entries will not be accepted.

For entry materials and/or a teacher’s guide, please call 1-888-494-4994 or e-mail younginventors@nsta.org. More information is available at www.nsta.org/programs/craftsmen.
Finally!
A student-friendly, hands-on, K-adult EARTH SCIENCE program.
Kids of all ages love it!

Uncover the "Oh, Wow’s" in a BUCKET of rocks, fossils and minerals.
Earth’s moving plates
Sea level change
Why the sea is salty

ROCK DETECTIVE
GEOSCIENCE EDUCATION
A MAINE NON-PROFIT
207-737-4612
www.rockdetective.org

2001 Parents’ Choice Silver Honor Winner

A Bigger World
Math, Science, History, Literature & More for Grades 7-12

Math & Music and Math & the Cosmos
Math-based interdisciplinary programs emphasizing the practical value of fundamental math skills by relating them to the basic elements of music and astronomy. These programs will help students build a mathematical foundation by integrating math, science, history, music, and literature.

Assignments Include:
- Several multimedia lessons
- Problem-solving
- Reading, writing & vocabulary
- Hands-on activities & Internet exercises
- Tests with instant response analysis

Features Include:
- Textbook, teacher and student guides
- Tracking for multiple students
- Progress reports
- Audio glossary
- Related web links

FREE product demo CDs available
State standards correlations available

Toll-Free 1.888.244.4379
www.wildridge.com

Understanding Math
Don’t Just Memorize It!

You use systematic phonics to teach reading because there is a system to reading and, if you know the system, you can read anything. Then why not teach mathematics in the same way? It is systematic and should be taught that way rather than the random method most programs use. I teach math systematically and, the way I have been doing it since 1962, it works. It is easy, it is economical, your children will learn it and you will love it.

SYSTEMATIC MATHEMATICS
(866) Learn-M

www.systemath.com

TRISMS
HomeSchool Curriculum

TRISMS offers the most complete, fully integrated curriculum available for junior and senior high, with online help through our TRISMS online help website!

Award-winning TRISMS makes anyone a successful homeschooler with its easy to use format and readily available materials.

(918) 585-2778 www.TRISMS.com

Rated #1 by Mary Pride’s Readers Award!
Serving the Homeschool Community Since 1990

HOMESCHOOLING
Education Update • September 2002

WORKING AT HOME PARENTS

Begin by thinking of your home as a toxic waste dump. The average human home today contains 62 toxic chemicals—more than a chemistry lab at the turn of the century. More than 72,000 synthetic chemicals have been produced since WW II. Less than two percent of synthetic chemicals have been tested for toxicity, mutagenic and carcinogenic effects, or birth defects.

An EPA survey concluded that indoor air was two to five times MORE polluted than outdoor air. The EPA states that common sources include: household cleaning products such as paints, paint strippers and other solvents; wood preservatives; aerosol sprays; cleansers and disinfectants; moth repellents and air fresheners; stored fuels and automotive products; hobby supplies; and dry-cleaned clothing.

Another EPA study found that toxic chemicals in household cleaners are three times more likely to cause cancer than outdoor air. If we are a group working together at home, who have partnered with a highly reputable company with documented credentials. They are one of North America’s fastest-growing companies that manufacture safe consumable household products.

The main focus of our work is educating others about the dangers of toxic chemicals that are found in many common household products and children’s unique vulnerability to these environmental toxins. We talk not only about the obvious risk of accidental poisoning, but also about how scientific research is now starting to link toxic household chemicals to all kinds of chronic diseases and disorders in children and adults, including ADD/ADHD, behavioral problems, organic brain disorders, fertility problems, allergies, asthma and cancer just to name a few.

We promote the use of safer household products that are free from harsh chemicals and toxins. We let people know that there are safer alternatives that are cost-effective and affordable and we open up wholesale accounts for people who choose to shop with our company. It’s a very simple business to do and one that is very satisfying as well.

For more information, please visit our website: http://www.workingathomeparents.com.

For the latest research based methods of teaching—
- reading
- spelling
- handwriting
- keyboarding

Visit our website:
www.avko.org or www.spelling.org

AVKO Spelling & Dyslexia Research Foundation
a non-profit organization
3084 w. Willard Rd, Ste N
Clio, MI 48420
810-666-9283

SCHOOL HOMESCHOOLING

WORKING AT HOME PARENTS

Begin by thinking of your home as a toxic waste dump. The average human home today contains 62 toxic chemicals—more than a chemistry lab at the turn of the century. More than 72,000 synthetic chemicals have been produced since WW II. Less than two percent of synthetic chemicals have been tested for toxicity, mutagenic and carcinogenic effects, or birth defects.

An EPA survey concluded that indoor air was two to five times MORE polluted than outdoor air. The EPA states that common sources include: household cleaning products such as paints, paint strippers and other solvents; wood preservatives; aerosol sprays; cleansers and disinfectants; moth repellents and air fresheners; stored fuels and automotive products; hobby supplies; and dry-cleaned clothing.

Another EPA study found that toxic chemicals in household cleaners are three times more likely to cause cancer than outdoor air. If we are a group working together at home, who have partnered with a highly reputable company with documented credentials. They are one of North America’s fastest-growing companies that manufacture safe consumable household products.

The main focus of our work is educating others about the dangers of toxic chemicals that are found in many common household products and children’s unique vulnerability to these environmental toxins. We talk not only about the obvious risk of accidental poisoning, but also about how scientific research is now starting to link toxic household chemicals to all kinds of chronic diseases and disorders in children and adults, including ADD/ADHD, behavioral problems, organic brain disorders, fertility problems, allergies, asthma and cancer just to name a few.

We promote the use of safer household products that are free from harsh chemicals and toxins. We let people know that there are safer alternatives that are cost-effective and affordable and we open up wholesale accounts for people who choose to shop with our company. It’s a very simple business to do and one that is very satisfying as well.

For more information, please visit our website: http://www.workingathomeparents.com.

For the latest research based methods of teaching—
- reading
- spelling
- handwriting
- keyboarding

Visit our website:
www.avko.org or www.spelling.org

AVKO Spelling & Dyslexia Research Foundation
a non-profit organization
3084 w. Willard Rd, Ste N
Clio, MI 48420
810-666-9283

SCHOOL HOMESCHOOLING

WORKING AT HOME PARENTS

Begin by thinking of your home as a toxic waste dump. The average human home today contains 62 toxic chemicals—more than a chemistry lab at the turn of the century. More than 72,000 synthetic chemicals have been produced since WW II. Less than two percent of synthetic chemicals have been tested for toxicity, mutagenic and carcinogenic effects, or birth defects.

An EPA survey concluded that indoor air was two to five times MORE polluted than outdoor air. The EPA states that common sources include: household cleaning products such as paints, paint strippers and other solvents; wood preservatives; aerosol sprays; cleansers and disinfectants; moth repellents and air fresheners; stored fuels and automotive products; hobby supplies; and dry-cleaned clothing.

Another EPA study found that toxic chemicals in household cleaners are three times more likely to cause cancer than outdoor air. If we are a group working together at home, who have partnered with a highly reputable company with documented credentials. They are one of North America’s fastest-growing companies that manufacture safe consumable household products.

The main focus of our work is educating others about the dangers of toxic chemicals that are found in many common household products and children’s unique vulnerability to these environmental toxins. We talk not only about the obvious risk of accidental poisoning, but also about how scientific research is now starting to link toxic household chemicals to all kinds of chronic diseases and disorders in children and adults, including ADD/ADHD, behavioral problems, organic brain disorders, fertility problems, allergies, asthma and cancer just to name a few.

We promote the use of safer household products that are free from harsh chemicals and toxins. We let people know that there are safer alternatives that are cost-effective and affordable and we open up wholesale accounts for people who choose to shop with our company. It’s a very simple business to do and one that is very satisfying as well.

For more information, please visit our website: http://www.workingathomeparents.com.

For the latest research based methods of teaching—
- reading
- spelling
- handwriting
- keyboarding

Visit our website:
www.avko.org or www.spelling.org

AVKO Spelling & Dyslexia Research Foundation
a non-profit organization
3084 w. Willard Rd, Ste N
Clio, MI 48420
810-666-9283

SCHOOL HOMESCHOOLING

WORKING AT HOME PARENTS

Begin by thinking of your home as a toxic waste dump. The average human home today contains 62 toxic chemicals—more than a chemistry lab at the turn of the century. More than 72,000 synthetic chemicals have been produced since WW II. Less than two percent of synthetic chemicals have been tested for toxicity, mutagenic and carcinogenic effects, or birth defects.

An EPA survey concluded that indoor air was two to five times MORE polluted than outdoor air. The EPA states that common sources include: household cleaning products such as paints, paint strippers and other solvents; wood preservatives; aerosol sprays; cleansers and disinfectants; moth repellents and air fresheners; stored fuels and automotive products; hobby supplies; and dry-cleaned clothing.

Another EPA study found that toxic chemicals in household cleaners are three times more likely to cause cancer than outdoor air. If we are a group working together at home, who have partnered with a highly reputable company with documented credentials. They are one of North America’s fastest-growing companies that manufacture safe consumable household products.

The main focus of our work is educating others about the dangers of toxic chemicals that are found in many common household products and children’s unique vulnerability to these environmental toxins. We talk not only about the obvious risk of accidental poisoning, but also about how scientific research is now starting to link toxic household chemicals to all kinds of chronic diseases and disorders in children and adults, including ADD/ADHD, behavioral problems, organic brain disorders, fertility problems, allergies, asthma and cancer just to name a few.

We promote the use of safer household products that are free from harsh chemicals and toxins. We let people know that there are safer alternatives that are cost-effective and affordable and we open up wholesale accounts for people who choose to shop with our company. It’s a very simple business to do and one that is very satisfying as well.

For more information, please visit our website: http://www.workingathomeparents.com.

For the latest research based methods of teaching—
- reading
- spelling
- handwriting
- keyboarding

Visit our website:
www.avko.org or www.spelling.org

AVKO Spelling & Dyslexia Research Foundation
a non-profit organization
3084 w. Willard Rd, Ste N
Clio, MI 48420
810-666-9283
WHY DICK AND JANE CAN'T DO MATH
By Paul Ziegler

There were some fundamental changes in education that took place in the 1960s and are still with us. Before the 1960s the U.S. held a very high place in literacy and mathematics education in the world. Now, forty years later, we are at or near the bottom internationally, in math, which is my field. U.S. grad-

cuates came in 10th in a field of 21 industrialized countries according to the 1999 TIMSS (Third International Mathematics and Science Study). We beat only South Africa and Cyprus. The last also showed that the longer children were in school, the farther behind they fell. In their 1999 report, "Middle School

Math Reform", Cooper and Schmidt found that we exposed the children to learn 27 to 32 topics in grades 1-4. The highest achieving countries teach only 22 to 24 topics but they do it more thoroughly. The top achieving countries teach only seven topics in the first three grades. The U.S. teaches 21 in short, we are teaching concepts too early and spending too little time on them. There is too little focus for readiness. I would sug-

gest that the path forward is actually back to what worked in the past. Before the 1960s, math was taught systematically. The object was to teach for an understanding of the rules and algorithms of math. Based on that understanding students could do problems that they had never seen before. Today, we use the "spiral curriculum" approach. Under the spiral

approach, children are taught to memorize how to do specific kinds of problems and guess, or estimate, the results. Because it is based on memorizing, the children get high grades on daily but six months later they have forgotten what they memorized. We end up with a generation of mathematical ill-

educates. If we teach understanding of the rules and system of math, they are reinforced each time the students do math. The theory of the spiral approach is to briefly expose students to many different mathematical concepts and revisit them year after year. This is actually not new. In the preface to his 1904 math book, "Advanced Arithmetic", David Eugene Smith wrote, "The extreme spiral system, in which no topic is ever thor-

oughly treated at one time, but each is repeated until the pupil

masters it, is psychologically unwarranted to be consid-

ered serious." Another thing that happened was the development of the Federal Department of Education. Before it was founded, we teachers had a lot of autonomy. New education is a top down bureaucracy with no accountability to the community. It has, in fact, been federalized and we are too busy indoctrinating the children to have time to teach them. Education has become totally politicized. The colleges that train teachers have also become politicized and I see no way back. So who cares that Dick and Jane can't do math, as long as they are politically correct? Math teacher since 1962.

Are you tired of homeschooling programs which require you to...

- Spend an hour preparing for a 10 minute lesson?
- Follow a boring script that even confuses you?
- Forget flexibility, eliminate your input and ignore your child's pace?

...then you need

MASTERING MATHEMATICS
Covers grades 1-6 & most of 7-8
Self-paced, master one skill at a time, Great for all learning styles $128.95

Happy Handwriting
Check the 100 most important math skills covered in the elementary grades $29.95

We teach children their way!
Christian Multi-Sensory, Homeschool Special Needs
masterpublications.com

The Basic Cozy Grammar Course on video
A light-hearted, whimsical approach to learning basic English grammar!

"Grammar does not make you creative: it is a technique that enhances your creativity. If you can't speak well and write well your windows of opportuni-

ty are closed."

-Marie Rackham

Join Marie, a retired English teacher, for a series of relaxed tutorials, in and around her cozy cottage on the beach. The Grammar Course video is a compre-

hensive, easy-to-follow curriculum for home schooling parents, teachers, and vir-

tually any individual who wishes to improve their basic English grammar skills. This course is not age specific, and includes two videos with reproducible workbook.

"The Basic Cozy Grammar Course is clearly the result of years of class-

room experience...makes grammar painless and is suitable for ages nine to adult. Highly recommended!"

-Library Journal
A WORD WITH JESSE SHEIDLOWER, LEXICOGRAPHER, OXFORD U. PRESS
By MARIE HOLMES
Part cultural archive, part authoritative data-base, nothing, perhaps, fits the definition of “founding document” as well as the dictionary. By the time it’s in your hands—the new Shorter Oxford English is about to hit the shelves—some of the linguistic units that it contains will have already acquired new meanings, and the tech-nocrats or the snowboarders or the I-bankers will have coined new terms for the latest fads.

The Oxford English Dictionary (OED) online/on-line dictionary, a special of the New York Voices Channel Thirteen documentary, a series produced by John Edwards, a principal North American editor, estimates that by the time the OED has been fully updated and revised it will fill some 40 volumes. Whether it will be printed at all, or simply continue to be sold in its on-line form via subscription service, remains to be seen. And they never delete a word.

“We are an historical dictionary,” says Sheidlower. “Our purpose is to reflect language throughout its entire history.” Editorial groups in England, as well as Sheidlower’s North American group, work in alphabetical order to revise and update the OED’s thousands upon thousands of entries. One group is devoted entirely to the task of researching new words. Words like Sheidlower’s background in linguistics and academia—he studied Early English linguistics at Cambridge—the OED counts among its full-time staff members persons who know about terminal degrees in mathematics and the sciences, as well as “people who’ve competed in obscure sports [and] people who know about knitting.” The editors also consult with hundreds of experts when drafting their definitions. So who decides which terms make it into the dictionary?

“For well over a century,” explains Sheidlower, “the dictionary has relied on a citation program. “Volunteers and staff members will spend a certain amount of time reading a wide variety of books, ranging from mainstream literary sources to news media to highly restricted things in any field, whether it’s cell biology or wooden boat building or criminology or education.”

In the past, these words were noted on slips of paper and filed away for later reference; computer databases hold more recent additions.

The paper files alone contain over five million entries. As a rule of thumb, a word must be referred to in at least five separate sources before it will be considered for inclusion in the OED. “On the other hand,” Sheidlower adds, “most of the time if there’s something you’ve heard of, it would be very easy to turn up an extremely large number of examples.”

Poor candidates include highly scientific terms used only in specialty sub-fields, non-sense words only articulated once and words that deviate from the common spelling, but not meaning, of a pre-existing word. Some of the latest additions include craming, Bollywood, gamuza, tough love, big hair and D’oh! Be on the lookout for baby mamas in the next edition—Sheidlower says it’s now under consideration.

As a result, this belief that the OED is solely concerned with literary things and with formal English, he admits, asserting, however, that this is not the case. “We spend a lot of effort including technical terms, scientific terms, slang terms—‘we’re not trying to be just the dictionary of formal written English.’

Sheidlower, a descriptive rather than prescriptive linguistic, is committed to the equal-ity of all languages, or, in his case, all words. “There’s nothing about putting something into the dictionary that makes it a ‘real’ word or an ‘official’ word. There’s no such thing as an official word,” he asserts.

“So anything that’s out there is a word, whether it’s highly technical or regarded as ungrammatical or slangy or very new or very old,” explains. “They’re not ham sandwich-es; they’re not tables; they’re words.”

As a historian of the English language, Sheidlower places the much-hyped “explosion” of new technical terms into a broader perspec-tive. “English has always expanded and it will continue to expand,” he says.

“Yes, the language keeps changing, but the way in which it changes is often surprisingly constant.” While the Internet has sped up the rate at which new terms enter into common usage, the influx of new words in itself is hard-ly anything new.

“The Oxford English Dictionary (OED) online/on-line dictionary, a special of the New York Voices Channel Thirteen documentary, a series produced by John Edwards, a principal North American editor, estimates that by the time the OED has been fully updated and revised it will fill some 40 volumes. Whether it will be printed at all, or simply continue to be sold in its on-line form via subscription service, remains to be seen. And they never delete a word.

“We are an historical dictionary,” says Sheidlower. “Our purpose is to reflect language throughout its entire history.” Editorial groups in England, as well as Sheidlower’s North American group, work in alphabetical order to revise and update the OED’s thousands upon thousands of entries. One group is devoted entirely to the task of researching new words. Words like Sheidlower’s background in linguistics and academia—he studied Early English linguistics at Cambridge—the OED counts among its full-time staff members persons who know about terminal degrees in mathematics and the sciences, as well as “people who’ve competed in obscure sports [and] people who know about knitting.” The editors also consult with hundreds of experts when drafting their definitions. So who decides which terms make it into the dictionary?

“For well over a century,” explains Sheidlower, “the dictionary has relied on a citation program. “Volunteers and staff members will spend a certain amount of time reading a wide variety of books, ranging from mainstream literary sources to news media to highly restricted things in any field, whether it’s cell biology or wooden boat building or criminology or education.”

In the past, these words were noted on slips of paper and filed away for later reference; computer databases hold more recent additions.

The paper files alone contain over five million entries. As a rule of thumb, a word must be referred to in at least five separate sources before it will be considered for inclusion in the OED. “On the other hand,” Sheidlower adds, “most of the time if there’s something you’ve heard of, it would be very easy to turn up an extremely large number of examples.”

Poor candidates include highly scientific terms used only in specialty sub-fields, non-sense words only articulated once and words that deviate from the common spelling, but not meaning, of a pre-existing word. Some of the latest additions include craming, Bollywood, gamuza, tough love, big hair and D’oh! Be on the lookout for baby mamas in the next edition—Sheidlower says it’s now under consideration.

As a result, this belief that the OED is solely concerned with literary things and with formal English, he admits, asserting, however, that this is not the case. “We spend a lot of effort including technical terms, scientific terms, slang terms—‘we’re not trying to be just the dictionary of formal written English.’

Sheidlower, a descriptive rather than prescriptive linguistic, is committed to the equal-ity of all languages, or, in his case, all words. “There’s nothing about putting something into the dictionary that makes it a ‘real’ word or an ‘official’ word. There’s no such thing as an official word,” he asserts.

“So anything that’s out there is a word, whether it’s highly technical or regarded as ungrammatical or slangy or very new or very old,” explains. “They’re not ham sandwich-es; they’re not tables; they’re words.”

As a historian of the English language, Sheidlower places the much-hyped “explosion” of new technical terms into a broader perspec-tive. “English has always expanded and it will continue to expand,” he says.

“Yes, the language keeps changing, but the way in which it changes is often surprisingly constant.” While the Internet has sped up the rate at which new terms enter into common usage, the influx of new words in itself is hard-ly anything new.

“If you look at the history of the language and you look at any particular time period, you’ll usually find that the number of technical terms coming into the language has been stable for a very long time,” explains Sheidlower, citing studies that have found that proportion of tech-nical terms was almost identical in the 1750’s as in the 1950’s. The lexicographer takes the oft-mentioned loss of linguistic aptitude, characterized by dismissal standardized test scores and the booming test business, as an equally generous pinch of salt.

“We should read more, certainly,” he says. “I would very much like people to use more words.” Yet he sees no crisis in the average American vocabulary.

“You can express extremely complex and dif-ficult thoughts with a very small number of words and you can use big, complicated words for no purpose other than showing off. So the words in itself that you use is not [what’s important].”

A former Classics major, Sheidlower even questions the belief that learning Latin gives students any verbal advantage.

“There’s something in English known as the etymological fallacy, which is the belief that a word’s history has some deep bearing on how it’s used today,” he says.

“Words mean what they do because of how they are currently used, not how they were used 500 years ago, and not how they were used in Latin 2000 years ago.”

One doesn’t need to know, for instance, that Homer Simpson’s D’oh! preceded him by at least 50 years. As in the original script the sound was referred to as “annoyed grunt” and it was in fact the actor who came up with the expression. But if you were curious, today or a hundred years from now when the word has fallen out of vogue, then the OED would be the place to look.

City Schools
Continued from page 6
might not be finished on time. Within the last two weeks, additional testing performed by a PA environmental consultant showed that the auditorium is heavily contaminated by asbestos. “There have been some outright lies,” said Edwards, citing the BOE’s October 2001 reassessment to parents that the building had been subject to a thorough cleaning and asbestos abatement, when it had not. “The contin-ued finding of contamination at Stuyvesant should be of concern to any school in the area.”

But little action has been taken on the part of those schools. Edwards said some have dis-missed the CSPAs as alarmist. Incoming fresh-man Immanotay Phtyrander said, “The only thing that worried me is that [we’ve] haven’t been reassured to parents that the building had been tested.”

The auditorium is the latest in a series of events that have continued finding of contamination at Stuyvesant throughout its entire history. “On the other hand,” Sheidlower explains. “There’s no such thing as an official word. They’re not ham sandwich-es; they’re not tables; they’re words.”

As a historian of the English language, Sheidlower places the much-hyped “explosion” of new technical terms into a broader perspec-tive. “English has always expanded and it will continue to expand,” he says.

“Yes, the language keeps changing, but the way in which it changes is often surprisingly constant.” While the Internet has sped up the rate at which new terms enter into common usage, the influx of new words in itself is hard-ly anything new.

“If you look at the history of the language and you look at any particular time period, you’ll usually find that the number of technical terms coming into the language has been stable for a very long time,” explains Sheidlower, citing studies that have found that proportion of tech-nical terms was almost identical in the 1750’s as in the 1950’s. The lexicographer takes the oft-mentioned loss of linguistic aptitude, characterized by dismissal standardized test scores and the booming test business, as an equally generous pinch of salt.

“We should read more, certainly,” he says. “I would very much like people to use more words.” Yet he sees no crisis in the average American vocabulary.

“You can express extremely complex and dif-ficult thoughts with a very small number of words and you can use big, complicated words for no purpose other than showing off. So the words in itself that you use is not [what’s important].”

A former Classics major, Sheidlower even questions the belief that learning Latin gives students any verbal advantage.

“There’s something in English known as the etymological fallacy, which is the belief that a word’s history has some deep bearing on how it’s used today,” he says.

“Words mean what they do because of how they are currently used, not how they were used 500 years ago, and not how they were used in Latin 2000 years ago.”

One doesn’t need to know, for instance, that Homer Simpson’s D’oh! preceded him by at least 50 years. As in the original script the sound was referred to as “annoyed grunt” and it was in fact the actor who came up with the expression. But if you were curious, today or a hundred years from now when the word has fallen out of vogue, then the OED would be the place to look.9
NYU Child Study Center & Museum of the City of New York Sponsor Joint Art Exhibit

The Day Our World Changed: Children’s Art of 9/11

An exhibition marking the one-year anniversary of the terrorist attacks on the World Trade Center presents the art of New York area children made in the days and months immediately following the tragedy.

The exhibition pays homage to the role of children as witnesses to this cataclysmic moment in the history of New York City. By examining how young people express in pictures what the attack meant to them, the exhibition can help adults understand how deeply children were affected. Their drawings do more than document the wound suffered by New York and New Yorkers; they can help us all move forward.

The exhibition includes 83 paintings, drawings, and works of collage-ranging in scale from 12 foot murals to six by eight inch sketches—that tell the story of 9/11 through the eyes of children. Divided into five sections, the story begins with drawings of the brutal attack itself, answers–that tell the story of 9/11 through the eyes of children as witnesses to this cataclysmic moment in the history of New York City. By examining how young people express in pictures what the attack meant to them, the exhibition can help adults understand how deeply children were affected. Their drawings do more than document the wound suffered by New York and New Yorkers; they can help us all move forward.

The exhibition includes 83 paintings, drawings, and works of collage-ranging in scale from 12 foot murals to six by eight inch sketches—that tell the story of 9/11 through the eyes of children. Divided into five sections, the story begins with drawings of the brutal attack itself, scenes full of crashing airplanes and towers engulfed in flames. The feelings of sadness, fear and anger brought on by the attacks are chronicled next, followed by a sensitive portrayal of gratitude for all the heroes and helpers, from the police and firefighters to the brave rescue dogs. Painted memories of the way the city looked before 9/11 and tributes to what was lost lead up to the final section. The exhibition concludes with optimistic images of renewal and rebuilding, reflecting our youngest citizens’ hopes for the future.

The exhibition and accompanying publication are the result of a collaboration between the Museum of the City of New York and the New York University Child Study Center. The Center solicited children’s artwork in response to September 11 by reaching out to parents and to public, private and parochial schools in the greater New York area. Out of more than 800 submissions, 83 works were chosen by a jury of artists, curators, art teachers mental health professionals and students. The participating artists range in age from 5 to 18.

The publication, The Day Our World Changed: Children’s Art of 9/11, (Harry N. Abrams, Inc., September 2002, $19.95 hardcover), reproduces in color all 83 works in the exhibition. Accompanying the images are essays by prominent historians, artists, writers, mental health professionals, and religious and political leaders from across the New York metropolitan region. A movingly personal commentary by former Mayor Rudolph W. Giuliani serves as the book’s introduction.

Public Programs will be held at the Museum in conjunction with the exhibition, including: MCNY KIDS Rebuild New York on Saturdays.

Children and their caregivers will design and build a new city, using wooden blocks and a variety of art materials. Families may wish to combine block building with a guided tour of the exhibition. Art Studios: Hands-on activities for families designed to encourage children to express themselves through art. Using the art on display in the exhibition as an inspiration, art therapists and mental health professionals will guide children and their caregivers through the creation of such projects as coping collages, diversity quilts, personal time capsules, framed memories, “picking up the pieces” kaleidoscopes, and “My Hero” magazine covers.

Lecture for Educators: “School Response to September 11: Mental Health Diversity in the Classroom,” Wednesday, September 25, 6 p.m., Mary Courtney, Ph.D., Director of School-based Interventions, NYU Child Study Center, Child and Family Recovery Program, discusses the unique challenges educators face when children in the same classroom have different reactions to trauma. Discussion will focus on how educators can address children’s varied needs and handle their own responses to emotional upset.

Parent/Teacher Workshop: “Posttraumatic Stress Disorder in Children,” Thursday, September 26, 4 p.m. Elissa J. Brown, Ph.D., Director of Trauma Services and Research, NYU Child Study Center Child and Family Recovery Program, will share the most up-to-date information about the causes, warning signs, and treatment of posttraumatic stress disorder in children. Her talk will be followed by a question-and-answer period.

Lecture: “Coping With Tragedy: Obstacles and Opportunities,” Sunday, October 6, 2:30 p.m., Robin F. Goodman, Ph.D., Director of Bereavement Services and Outreach of the NYU Child Study Center Child and Family Recovery Program, will share the most up-to-date information about the causes, warning signs, and treatment of posttraumatic stress disorder in children. Her talk will be followed by a question-and-answer period.

Lecture and guided tour: “Children and the 9/11 Art Exhibition,” Friday, October 25, 2:30 p.m., Robert Forloney, MCNY Learning Programs Coordinator, will help teachers analyze children’s artistic expression at home and in school. Admission to all events is free.

THE DAY OUR WORLD CHANGED: CHILDREN’S ART OF 9/11
THE NEW YORK UNIVERSITY Child Study Center
The Recanati Family Assistant Professor in Psychiatry, NYU Child Study Center, discusses current information about the causes, warning signs, and treatment of depression and anxiety disorders in children and adolescents. A question-and-answer period will follow.

Parent/Teacher Workshop: “Artistic Development in Children,” Thursday, October 17, 4 p.m., Robert Forloney, MCNY Learning Programs Coordinator, will help teachers analyze children’s artistic, personal, and cultural expression in children’s art. A tour of the exhibition will be followed by discussion on interpreting and encouraging children’s artistic expression at home and in school.

Admission to all events is free.

The NYU Child Study Center is dedicated to the understanding, prevention, and treatment of child and adolescent mental health problems. The Center offers expert psychiatric services for children and families with emphasis on early diagnosis and intervention. The Center’s mission is to bridge the gap between science and practice, integrating the finest research with patient care and state-of-the-training, utilizing an extraordinary new facility and the resources of the world class New York University School of Medicine. For more information on the NYU Child Study Center, or how you can help, contact the NYU Child Study Center at (212) 262-6622 or visit www.AboutOurKids.org.

Extraordinary Resources for Special Children
NEW: AFTER SCHOOL AND MORE: After School, Weekend and Holiday Programs for Children and Youth with Disabilities and Special Needs in the Metro- New York Area

Education doesn’t end at the classroom door. Includes more than 400 programs for enrichment, fun, and socialization for children with learning, developmental, emotional or physical disabilities and special needs throughout the five boroughs. Information on ages, disabilities served, area served, program hours, staff/child ratio; medication, transportation and more.

The perfect resources for parents and professionals.
240 pages, 8½ x 11, softbound and binding, ISBN 0-967365-5-7
Available at local and on-line bookstores, or direct from:

Resources for Children with Special Needs, Inc.
116 East 16th Street/5th Floor
New York, NY 10003
Call 212.677.4650 Fax 212.254.4070
Or visit www.resourcenyc.org

Children & Adults Assessment & Treatment

ADD / ADHD
Learning Disabilities
Depression, Anxiety

Call for information on upcoming parent education seminars

Gabriela Höhn, Ph.D.
Clinical Neuropsychologist
153 Waverly Place
NYC 10014
212.691.0291 geh6@columbia.edu
http://G.E.Hohn.PHD.art.home.net
A Hearing Impaired Teacher Helps Children Discover the World

By TOM KERTES

Linda Bodner has been teaching hearing-impaired children at Saticyo Elementary School in North Hollywood, California for 17 years. Since she’s completely deaf in one ear, and has severe hearing loss in the other, Bodner brings an amazing depth of love, knowledge, and life experience to the job. “I’m just so happy and fulfilled that I can help these children,” she said. “And I am really excited about all the wonderful technological developments that have occurred in recent years. They make it so much easier for hearing impaired people these days to cope—and even succeed.”

Bodner’s childhood was anything but easy. She contracted chicken pox from her sister when she was just three months old; the high fever led to nerve loss. It was not until she was two, and not speaking, that her parents sought medical advice. Several doctors could not diagnose the problem and after three years of searching, one at UCLA “decided I was mentally retarded. They even wanted to institutionalize me. Thank God, my parents refused.”

Finally, when Bodner was in the second grade, the famous John Tracy Clinic opened in Los Angeles. “They gave me a hearing test and finally found a severe hearing loss. My parents were so happy! At last, we knew what was wrong!” She was enrolled in a regular elementary school with a deaf and hard of hearing department in Los Angeles. All the children had hearing aids; Bodner wanted them too. For the next three years, she survived without hearing aids. She bit, kicked and was unmanageable because she couldn’t communicate.

“Her life dramatically changed on her eighth birthday when “I got a hearing aid as a present. My family said I became a different child, became more calm as a result of being able to hear.”

Academically, Bodner was doing fine. Social life, however, was another matter. “I grew up speaking orally but within this community we communicated by both lip-reading and using sign language. The warmth, camaraderie and respect within the hearing impaired community was wonderful,” added Bodner. She went on to earn a master’s degree in deaf education from Cal State. At this point, in the mid-1960’s, hearing aids life, however, was not a different matter. “All captioning decoders as well. What a contrast to the boxed hearing aid Bodner wore on her chest as a child!”

Today Bodner teaches in a school that uses a strictly oral program but, she’s a great proponent of “total communication” (oral and signing). “It all depends on the child’s needs, the parents’ wishes and the extent of the hearing loss,” she says. “But, overall, I find total communication a wonderfully liberating thing.” Sign language is beautiful, especially in conjunction with music. Bodner is quick to point out that there are no secrets when people are signing. And it’s very helpful in a dark room or restaurant where you can’t read people’s lips.”

Of particular importance in Bodner’s life was “seeing how deaf people functioned and assumed leadership roles, of being among other hearing impaired people who do so well.”

Bodner attended the University of Florida, then Oglethorpe College in Georgia and, finally, Cal State Northridge where she majored in psychology. In reflecting on the obstacles she had to overcome, Bodner felt that regular classes with few support services made her lack social skills and become lonely. She “main-streamed” herself by being extremely active athletically, being in parades, being a good dancer. At Cal State, she became more social, “discovering a large deaf community,” she says. “I grew up speaking orally but within this community we communicated by both lip-reading and using sign language. The warmth, camaraderie and respect within the hearing impaired community was wonderful,” added Bodner. She went on to earn a master’s degree in deaf education from Cal State.

Linda Bodner (L) and family
DVD: The Technology of the Future: Has DVD Made the Opera House Obsolete?

By IRVING SPITZ

The advent of DVD (digital video discs), a medium that combines an outstanding digital video image with superb surround sound, has revolutionized the presentation of music in general and opera in particular. The leaders in this new technology are Universal Classics, representing the Decca, Philips and Deutsche Grammophon labels, and Naxos, who distribute the Arthaus Musik, BBC/Opus Arte and TDK series. When I first came across DVD recordings, I was somewhat skeptical. How could the drama and excitement of the opera house possibly be transferred to the living room? But it didn’t take too long before I was completely won over.

Decca has recently released two Puccini favorites, Tosca and Madame Butterfly, which were recycled from laser discs, that short-lived technology, which, like the ill-fated batman, never really caught on. Both of these performances are true cinematic versions. Tosca, whose story encompasses the intrigues of love, jealousy, politics and murder, is particularly well suited to the film medium. Directed by Gianfranco de Bosio, it was filmed in its precise settings in Rome; Act 1 in the Church of San’Andrea della Valmora, Act 2 in Piazza Castel Sant’Angelo. The triumvirate of murder–Tosca’s stabbing of the evil Scarpia with a knife, Cavaradossi’s execution by the firing squad and Tosca’s subsequent suicide–are vividly portrayed. In firing squad and Tosca’s subsequent suicide, the visual format adds immensely to the overall enjoyment. Indeed, Universal will probably stop producing operas in the CD version, concentrating exclusively in presenting opera in the DVD format, which, in view of the quality of the product, is a wise and prudent decision. With this new technology, the multi-language subtitles of the boxed CDs are no longer required. Instead, there is the possibility of selecting subtitles in multiple languages. The DVD package also comes with informative discussions of the opera as well as the artists, and an easy guide enabling the listener to identify and replay specific arias.

Arthaus Musik (distributed by Naxos) has released two of the Mozart-Da Ponte trilogy, Cosi fan Tutte and Don Giovanni, from the legendary Zurich Opera house productions directed by Jurgen Flimm and conducted by Nikolaus Harnoncourt. Filmed staged performances can never be as visually compelling as the cinematic equivalent, but nevertheless, director Brian Large does certainly succeed in making the drama come alive. In Cosi particularly, the intrigue and duplicity are ever present. Both of Arthaus’ DVDs have vocally and dramatically brilliant performances by Cecilia Bartoli as Donna Anna in Don Giovanni and Fiorenza Cedara in Cosi. This consummate artist, with her impeccable stage presence and vocal mastery, certainly succeeds in captivating the audience, and will long be considered gold standards by the privileged few, though, can afford the hefty prices of the best seats and fully enjoy facial expressions in the live performance. These are images which are easily seen in a DVD. In addition, this new format has the capability to portray legendary singers in their prime and is available to the music lover as a permanent record.

Yes, music for the masses at affordable prices with perfect visibility and sound has arrived. With the advent of DVD, the opera house has completely won over. In the CD version, concentrating exclusively in presenting opera in the DVD format, which, in view of the quality of the product, is a wise and prudent decision. With this new technology, the multi-language subtitles of the boxed CDs are no longer required. Instead, there is the possibility of selecting subtitles in multiple languages. The DVD package also comes with informative discussions of the opera as well as the artists, and an easy guide enabling the listener to identify and replay specific arias.
More Les Paul

By ANDREW SCHIFF

Throughout history, education has usually placed emphasis on the teacher-student relationship. Socrates taught Plato, Anne Sullivan taught Helen Keller and other examples flood the history books. Modern education, with its emphasis on classroom learning, has brought a new dynamic to the student-teacher relationship. With such strong emphasis on the teacher-student system, less attention has been centered on self-education. Probably one of the greatest examples of success in self-education is that of the inventor Les Paul.

In the world of rock music, Les Paul, who was born Lester Polfus in Waukesha, Wisconsin on June 9, 1915, is seen as an icon. He not only invented the electric guitar—arguably the most important invention in music history, at least in the twentieth century—he also invented the guitar amplifier and sound effects such as reverb, delay, chorus and flange. He also was the inventor of sound-on-sound recording, a precursor to the multi-track recording used today.

Interestingly, Paul’s education, however, was not in a university setting under the guidance of professors with doctoral degrees. In fact, Paul never finished high school.

Paul’s formal education ended when he accepted an offer to join virtuoso guitarist Joe Wolverson in Saint Louis to be part of a musical group (Paul, who also was a fabulous self-taught guitarist in his own right, played harmonica in the duo). Prior to teaming with Wolverson, Paul had actually replaced Wolverson in the very jazz band he had been performing with. There he earned $12 a night, outstripping the weekly $8 he would have earned doing neighborhood chores. Because of his music talent, his guitar and the harmonica playing virtually led him from the classroom to the ballroom.

“I look back now and I say what I learned from actual experience, I would have never learned in high school. That doesn’t sound right, but in high school they didn’t teach music and I wouldn’t have learned electronics; [besides] there is nothing like being taught where it’s hands-on.”

Paul’s curiosity led him from being merely a musician to being someone interested in recording. Paul eventually took his stereo and phonograph and turned it into a recording studio. Later, Paul decided that he needed to learn more about electronics to improve the sound of his recording. He journeyed to the local radio station that was transmitting the songs he had heard on the radio. Paul asked the engineer to teach him what he knew. So every Sunday Paul would study with the engineer and would augment his learning by going to the library and taking out books on electronics until he became well versed in the field. Later, when he ran his own recording studio during the 1940s, Paul would offer free recording sessions in exchange for the opportunity to experiment with different recording techniques. Some of his clients included Bing Crosby, Billy Holiday, the Andrews Sisters and Dina Shore. He developed a reputation as a great producer because of his willingness to learn and experiment. By the early 1950s, Paul also released his own material with his wife singer Mary Ford.

One thing that fans of Les Paul have been doing for the past fifty years is loving the job that Paul has done.

There are cheaper cables. Just none that are better.

High-purity copper. Unbreakable, gold-plated brass plugs. And kevlar. Just a few of the things that make our Guardian series the best cables you can use. Engineered from one end to the other for superior performance and durability, every Guardian cable is backed with our Unlimited Lifetime Warranty—any excuse, even abuse.

www.procosound.com
800.263.7360
Cables • Rats • Stakes • Direct Boxes • Pro Gear

JETSLIDE

• Now with a heavier 5/16” dia. slide bar for improved tone!
• Alternate between slide guitar and normal fingering quickly and easily!
• Available in ring sizes up to 15 for right or left hand guitars.

For ordering info visit our web site at:
www.jetslide.com
TOLL FREE: 1-888-244-0252

Les Paul

photo courtesy of Chris Lentz

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, Aida and The Lion King.

In addition, because we know that you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at all three 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 1800 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, discussion 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, with seating of over 2000, specializes in school group catering.

For more information or to book, call 212-703-1040 or 1-800-439-9000, fax 212-703-1085, email BV70group@disney.com or visitwww.disneyonbroadway.com.

ACTING • VOICE/SPEECH • MOVEMENT • MUSICAL THEATRE • ON-CAMERA WORKSHOPS

Saturday Courses
For Children, Teens, Adults begin in October

• Accredited Two-Year Program (Financial Aid)
• Two-Year Part-Time Evening Program

Some AADA alumni...

Redford Cattrall Bellows Stickney Sciorra

Apply now: www.aada.org
120 Madison Avenue, New York, NY 10016
1.800.463.8990 1.212.686.9244

The American Academy of Dramatic Arts
New York • Hollywood

SEPTEMBER 2002 • EDUCATION UPDATE • MUSIC, ART & DANCE 37
Commemorating an Unforgettable Day

By Dr. Carole G. Hankin with Randi T. Sachs

In each of our schools, students, parents, faculty, and administration worked together in the days, weeks, and months following September 11, 2001, to help in some way with rescue efforts and with contributions to help those who had suffered losses in the attack on the World Trade Center. Eventually, as the school year progressed, we settled back into a sense of normalcy, although we were forever changed.

As the anniversary of September 11 approaches, we plan on the best way to commemorate the day and to give our students the feeling of security they deserve to have at school. We will hold assemblies. It is important for us all to be together at school, as together we feel safe and strong. We will sing songs and read poetry and essays in praise of the many brave men and women who helped those affected by the attack. We will display artwork inspired by both tragedy and heroism. We will memorialize those individuals who lost their lives so suddenly.

We will give our students the opportunity to express their feelings—both on that day and now, one year later. We will again make our counseling staff available to our students and encourage anyone who wants to seek comfort and counseling staff available to our students and encourage anyone who wants to seek comfort and support to do so.

We were in school on September 11, 2001, and it is most appropriate that we are again in school on September 11, 2002, proving for all to be together at school, as together we feel a sense that continued through childhood and early adulthood. My father’s death was a defining event in my life. Only as a mature person was I able to let my father and my loss go, experiencing some pain in the process, followed by a new lightening of feeling. I wonder if the grief of the others around me, and their inability to provide a gradual knowledge of loss along with a sense of safety as I grew up, kept me on the treadmill of orphaned sadness. Perhaps there are ways of helping children with grief.

Some come to mind. … The early loss of a parent is a lifelong condition. In addition to the sadness of their loss, a parent also leaves a legacy of love and guidance. As children grow and change, their sense of loss will naturally be re-experienced and perhaps deepened. Adults can help by empathizing with their loss as the children show their renewed feelings. They can also help the child to know the parent they have lost. Photos, family stories of the parent at their age, even meeting people that were close to their parent can help. In early and later childhood and as an adult these experiences helped work the impossible magic of bringing my lost father close to me. Knowing my father’s strong qualities, some of his foibles, and the thoughts he expressed about me have given me the father I never knew when he was living.

Sometimes a child can feel a need to carry on the life and goals of their lost parent. This can be an impossible burden that interferes with the child developing new attachments. If a widowed parent remarries, a child needs to know that it is OK to care for the new person in their parent’s life.

It is challenging to help children with these life issues, especially for a living parent who is also confused and grieving. Knowing the parent who died would wish the best for the loved ones remaining can sometimes give courage.

If You Ask Dr. McCune

About Children and Grief—in the Long Term

BY LORRAINE MCCUNE, PH.D.

Some believe that if a loss occurs when a child is too young to know their parent personally, or to remember a parent who has died, that the impact is less than on an older child or adult who has had the opportunity for personal caring with that parent. From my own experience I can say that the impact of the death of a parent in infancy differs from later loss, but the effect of even the earliest loss is life-long. My father died in WWII when I was 6 months old. My earliest awareness included a sense of loss, a sense that continued through childhood and early adulthood. My father’s death was a defining event in my life. Only as a mature person was I able to let my father and my loss go, experiencing some pain in the process, followed by a new lightening of feeling. I wonder if the grief of the others around me, and their inability to provide a gradual knowledge of loss along with a sense of safety as I grew up, kept me on the treadmill of orphaned sadness. Perhaps there are ways of helping children with grief.

Some come to mind. … The early loss of a parent is a lifelong condition. In addition to the sadness of their loss, a parent also leaves a legacy of love and guidance. As children grow and change, their sense of loss will naturally be re-experienced and perhaps deepened. Adults can help by empathizing with their loss as the children show their renewed feelings. They can also help the child to know the parent they have lost. Photos, family stories of the parent at their age, even meeting people that were close to their parent can help. In early and later childhood and as an adult these experiences helped work the impossible magic of bringing my lost father close to me. Knowing my father’s strong qualities, some of his foibles, and the thoughts he expressed about me have given me the father I never knew when he was living.

Sometimes a child can feel a need to carry on the life and goals of their lost parent. This can be an impossible burden that interferes with the child developing new attachments. If a widowed parent remarries, a child needs to know that it is OK to care for the new person in their parent’s life.

It is challenging to help children with these life issues, especially for a living parent who is also confused and grieving. Knowing the parent who died would wish the best for the loved ones remaining can sometimes give courage.
Starting in October, look for 2 new columns:
Grants for Superintendents and Districts
-and-
Scholarships for Colleges and Grad Schools

September in History
Compiled by Chris Rowan

Labor Day
On September 5, 1882, the Central Labor Union, an association of 36 unions, held the first Labor Day Parade in New York City. In 1894, Labor Day was observed as a federal holiday for the first time – on the first Monday in September. The day honors America’s workers.

Other Firsts
On September 8, 1565 the first European settlement in what became the United States was established in what was later named St. Augustine, Florida.
On September 2, 1910, Blanche Stuart Scott became the first female airplane pilot to make a solo flight. On September 2, 1948, Scott became the first woman jet passenger.

World History
In 1939 (on Sept.1) Germany invaded Poland, beginning World War II.
In 1945 (on Sept. 2) the Japanese signed a surrender agreement aboard the USS Missouri, formally ending World War II.
In 1983 (on Sept.1) the Soviet Union shot down a Korean passenger airline, Flight 007, killing all 269 persons aboard, including 69 Americans.

American History
In 1774 (on Sept. 5) the first Continental Congress met in Philadelphia.
In 1776 (on Sept.22) Revolutionary War hero Nathan Hale was hanged by the British in New York City.
In 1877 (on Sept. 17) the U.S. Constitution was signed.
In 1974 (on Sept.8) President Ford pardoned former President Nixon for all crimes he “committed or may have committed” as President.

What student software should be

Studica
www.studica.com

professional software
educational prices

HUGE EDUCATIONAL DISCOUNTS ON... ADOBE, AUTODESK, CAKESWALK, COREL, DIGITATION, DISCREET, EXECUTIVE SOFTWARE, FINAL DRAFT, INTUIT, MACROMEDIA, MATHSOFT, MGI, MICROSOFT, NETEX, SONIC FOUNDRY, WACOM, WOLFRAM AND MANY MORE.

TORCOMP
Studica is a division of Torcomp Inc
866.561.7581 v 716.754.2807 f
The U.S. Dept. of Ed.: “What Works Clearinghouse”

The U.S. Department of Education has awarded a five-year, $18.5 million contract to a special joint venture to develop a national What Works Clearinghouse, which will summarize evidence on the effectiveness of different programs, products, and practices intended to enhance academic achievement and other important educational outcomes.

The clearinghouse will help provide education decision-makers with the information they need to make choices guided by the best available scientific research evidence. The use of research-proven strategies based on sound scientific evidence is one of the key principles of No Child Left Behind. “By providing educators with ready access to the best available scientific research evidence, the clearinghouse will be an important resource for enhancing the quality of local decision-making and improving program effectiveness,” said U.S. Secretary of Education Rod Paige. “And it will help transform education into an evidence-based field.”

The What Works Clearinghouse will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to these effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- Approaches and policies registry that contains evidence-based research reviews of broader educational approaches and polices.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
- An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

BookEndz Docking Stations convert PowerBooks to desktops in seconds....

BookEndz is a popular line of docking stations for Apple PowerBook and iBook computers that enables the user to convert from a portable system to a complete desktop system (or back) in seconds. All of the peripheral devices normally connected to the PowerBook or Book-keyboard, external monitor, Ethernet, FireWire, USB, etc.—can be plugged into the back of the BookEndz Docking Station, and remain plugged in, independent of the computer. Taking the computer from the office or the home, or moving it from one room to another, doesn’t require reconnecting and reconnecting several devices. With the BookEndz docking station the PowerBook or Book is simply placed into, or removed from, the docking station, connecting and disconnecting all peripheral devices at once.

Currently, BookEndz Docking Stations are available for the Apple Book, the 1997 and 2002 Powerbook G3 and Titanium with DVI PowerBooks, and the 1997 and 2002 G3 PowerBooks. The BookEndz Docking Station for the iBook is a compact-only 1.35” x 5.75” x 1.5” and takes up very little space on the side of the iBook Computer. The G3 and G4 models add only 1” to the rear of the computer when docked and allow for increased airflow.

The BookEndz line has recently been expanded to include accessories for the Apple iPod. There are the iPodCradle, to hold your iPod on a desktop; and the iPodWrap, which provides complete wrap-around protection for the iPod and keeps it looking new. The iPodCradle, to hold your iPod on a desktop; and the iPodBook, which has audio and FireWire connection ports—holders your iPod while using your home stereo system when transferring music or data from your Mac.

BookEndz products are manufactured in Minneapolis, Minnesota, by Photo Control Corporation. Photo Control has been in business for 45 years, designing, manufacturing, and selling equipment for the professional school picture and high volume portrait photographic market. BookEndz Docking Stations were added in 1998.

Further information is available at www.bookendz-docking.com or from the Photo Control Corporation, 4800 Quebec Ave., N., Minneapolis, MN 55428, telephone: 763-537-3601.
SPORTS

For over five generations, the 92nd Street Y with teaching, nurturing and inspiring children. Come experience Y.

More than 100 programs including tumbling & gymnastics; private and group aquatics lessons; basketball lessons, leagues and camps; fitness classes and tennis instruction

Programs begin September 9

To register call 212.415.5500

In our eyes, he is the next Mark Spitz.
New School System: Unfinished Business

By ASSEMBLYMAN STEVEN SANDERS

On July 1, a new system of governance for the New York City public schools was begun. This marks a truly historic new beginning for public education.

The legislation, which I negotiated and which was passed into law by the State Legislature, gives to the Mayor the power to appoint a majority of the members to a recast central board of education—now to be known as the Panel for Educational Policy. It also allows the Mayor to unilaterally select and hire a Chancellor.

Each Borough President retains an appointment to the Panel, but each of those five appointments must be a parent of a student currently attending a public school in the city.

Moreover, the new Panel or central board, as many will call it—retains important decision-making authority as it relates to adopting a school budget each year, a capital budget and any budget modifications. It must vote on any important policy issue, including key contracts, matters dealing with privatization and systemswide curriculum issues.

Gone are the days of a central board of education’s micro-management of the system and interference with the Chancellor’s responsibilities to run the day-to-day operations of our vast school system of 1,100 schools and 1.1 million students.

Very significantly, the new law will prevent the Mayor from making cuts in education so as to balance the city budget, as was the all-too-often-used practice by previous mayors of both parties. And state school aid increases to the school system of 1,100 schools and 1.1 million students.

Two matters of great importance still remain to be resolved. Currently, the U.S. Justice Department is reviewing the power given to the Chancellor to unilaterally appoint community district superintendents. This review is necessary because any change in the powers of the elected school boards (which previously nominated candidates for superintendent subject to the Chancellor’s final say) are governed by provisions of the Federal Voting Rights Act.

In addition, later in the year, I will chair public hearings in every borough of the city to consider how the current school boards should be replaced when they are phased out on June 30, 2003. What system should be instituted, community—or boroughwide—to provide essential parental and community input into educational policy? It is very important that the entities that are developed to replace these school boards be representative of the people who live in the various neighborhoods across the city, and that they enjoy a much greater degree of credibility than most of the elected community school boards, now on their last legs.

I am determined to insure that the parents, students, teachers and all concerned citizens are given an opportunity to not only shape the future of local education decision-making, but also to actually participate, meaningfully, in the reforms we will eventually adopt.

A schedule of these hearings will be posted on page 46 in future editions.

Steven Sanders is chairman of the NYS Assembly Education Committee. You can contact him at 201 East 16th Street, New York, NY 10003 (e-mail: sanders@assembly.state.ny.us; contact him at 201 East 16th Street, New York, NY 10003 (e-mail: sanders@assembly.state.ny.us; tel: (212) 979-9096).

Report Helps Finest and Bravest Build on 9/11 Heroism

By MAYOR MICHAEL R. BLOOMBERG

Five months ago, Police Commissioner Kelly and Fire Commissioner Scoppetta asked the highly respected consulting firm of McKinsey & Company to study the responses of the NYFD and FDNY to the September 11th attack on the World Trade Center. Their goal was to learn from the experiences of our uniformed services on September 11th and make certain that we are prepared for possible future terrorist attacks and other major incidents. The McKinsey report findings illustrate the strengths and weaknesses of the NYFD and FDNY in handling large-scale emergencies. The reports also highlight significant opportunities where these vital agencies can improve their capacity to respond to potential crisis situations in the future.

In reviewing the NYFD’s response to the attack on the World Trade Center, the McKinsey report suggested that the Department improve mobilization procedures and the distribution of equipment to personnel. In addition, the report stressed that the NYFD should develop a response blueprint that clearly defines the roles and responsibilities of key NYFD officials during large-scale emergencies.

The NYFD has already begun to address many of the issues raised by the McKinsey report. For example, since January 1st, 2002, the Police Department has created a counter-terrorism unit, expanded their intelligence division, revised their command and operational succession plan, and upgraded equipment for police officers.

Historically, reviewing the FDNY’s performance on 9/11, McKinsey also identified several areas for potential improvement in that Department’s emergency response capabilities. McKinsey stated that the FDNY should create specialized incident teams, institute effective staging and recall procedures, establish mutual aid agreements with other agencies, and improve its internal and external operational capabilities in emergency situations by utilizing its Operations Center to coordinate incident command and control throughout New York City.

The FDNY has also taken proactive measures independent of the McKinsey report, such as expanding and reorganizing the Fire Department’s top uniformed ranks through the appointment of five Staff Chiefs as Borough Commanders.

Some of the McKinsey report’s recommen- dations mirror initiatives launched by the FDNY and NYFD over the last few months to promote inter-departmental cooperation, communication and coordination. The FDNY and NYFD have assigned Departmental liaisons for placement at the agencies’ respective headquarters. They have established an interagency senior executive coordinating committee to review and resolve operational issues. They have begun placing FDNY Chiefs on NYFD heli-copters in certain emergency situations.

We are also examining ways in which the NYFD’s radio infrastructure might enhance the FDNY’s communication system. Interagency competition may be unavoidable, and even healthy to some extent, but it can never impair our ability to respond to emergencies. The stakes are just too high. New Yorkers will never forget the incredible bravery, professionalism and sacrifice of the FDNY and NYFD on September 11th. Putting aside any risk to their own safety, they carried out what the McKinsey report describes as the most successful urban emergency evacuation in modern history. We owe it to those we lost and to those left behind to learn from this tragedy and help the FDNY and NYFD build on their proud traditions of being the world’s Bravest and Finest.
Wendy Hilliard Brings Gymnastics to Harlem

By TOM KERTES

The first African-American to make the U.S. Rhythmic Gymnastics National Team—she later became its captain and coach—Wendy Hilliard also heads her own foundation, a successful non-profit group devoted to bringing gymnastics to children in disadvantaged communities. She’s been an active and important athlete-representative on the United States Olympic Committee. Hilliard is also a network sports broadcaster—she’s done two Olympics in the booth—and a prominent member of the Board of Directors of NYC 2012, the organization responsible for attempting the near-impossible feat of bringing the 2012 Summer Olympics to New York. In the midst of all this, she somehow still had the patience to personally direct 380 chattering 6-12 year-old Summer Gymnastics Program participants in a featured dance number—set to music from the first “Austin Powers” film—at the 7th Annual Gymnastics Gala at the Harlem PAL.

“I think bringing gymnastics to kids who otherwise would never be anywhere near it is extremely important,” says Hilliard. “The impact of this sport goes way beyond athletics: this is a highly structured activity that creates commitment and teaches discipline. It’ll help you in all walks of life.” Hilliard’s’ classes are not “merely” gymnastics as we know it from otherwise would never be anywhere near it is extremely important,” says Hilliard. “The impact of this sport goes way beyond athletics: this is a highly structured activity that creates commitment and teaches discipline. It’ll help you in all walks of life.” Hilliard’s’ classes are not “merely” gymnastics as we know it from "merely" gymnastics as we know it from the Olympics; they include rhythmic gymnastics—a sport where athletes use equipment such as a hoop or a ball in their difficult routines—trampoline art, and dance as well. “They all start with the same basics,” says Hilliard. “And, ultimately, they all teach the same things.”

The kids certainly had a ball. Their fun was only exceeded by the pride of the parents who attend-
ed the gala in record numbers, helped in innumerable ways, and cheered at deaf-
ening levels. “I’m from Los Angeles,” parent-helper Debra Brown said, pointing to her 12-year old daughter, LeAna.

“We heard about this program from the Dance Theater of Harlem in L.A.—they partner with Ms. Hilliard. Yes, it is a sacrifice to spend six weeks in New York. But this is what LeAna wants to do—so it’s worth it.”

The goal of the partnership between the Wendy Hilliard Foundation and the Dance Theater of Harlem is to have a diverse team of young women who were trained in Harlem compete in the 2012 Olympics. Which, if Ms. Hilliard has anything to do with it, will be held in the Big Apple.

“We are doing our best to convince the world,” she says. “We’re bringing major athletic events—the National Triathlon Championships, the U.S. Weightlifting Championships, the Wrestling Worlds—to New York City to prove to the different federations that we have the facilities, the transportation, the infrastructure, and the interest. We have tough competition, both from inside the U.S. [Washington, San Francisco, and Houston want the Games] and from around the world [Moscow, London, etc.] But I feel we have a great chance at succeeding. For one thing, those foreign cities already held Olympic Games. And, among the American cities, I feel that New York has an edge both because of its innate uniqueness, and due to the horrible events of 9/11,” says Hilliard.

“It would be historic to hold an Olympic Games here. And the Olympics has a great sense of history.”

In our eyes, he is the next Jacques Pepin.

For over five generations, you have trusted the 92nd Street Y with teaching, nurturing and inspiring your children. Come experience Y.

Afterschool programs include Connect Jewish Afterschool, Nesher for children with developmental disabilities and Noar with cooking, mime, arts, sports, swim and more.

Programs begin September 9

To register call 212.241.5500
Revolutionary Afterschool Series on PBS

By JAN AARON

Continue to inspire post September 11 patriots with the “revolutionary” new kids’ show, Liberty’s Kids, a clever animated PBS series which features a galaxy of movie stars reenacting leaders from American history. Premiering September 2 (Labor Day), the 40-part series then settles into its regular 30-minute after-school slot, Monday through Friday (check local listings for time). Additionally, six new episodes will run in November, with the remaining nine scheduled for early 2003. Through innovative story telling and first-rate animation, Liberty’s Kids covers American history from 1773 to 1789, starting with The Boston Tea Party and ending with the inauguration of America’s first President, George Washington. Aimed at seven to 12-year-olds, the series focuses on key historical incidents through the eyes of James Hiller (Chris Lundquist) and Sarah Phillips (Rea Iones), two young apprentices working in Benjamin Franklin’s (Walter Cronkite) Print Shop. Together, they prove they can get the scoop for Franklin’s paper, as they meet revolutionary superstars such as Patrick Henry (Michael Douglas), Paul Revere (Sylvester Stallone), Thomas Jefferson (Ben Stiller), and Abigail Adams (Annette Bening). Eight-year-old Henri (Kathleen Barr), a French orphan befriended by Franklin, is the duo’s sidekick and Moses (D. Kevin Williams), a slave who bought his freedom, keeps an eye on all three.

Two pilots available to the press did a fine job of dramatizing the whys, wherefores and reprisals of “The Boston Tea Party” and the British Parliament’s “Intolerance Acts” in response to it. Here, at Franklin’s request, Moses, James and Henri travel to Boston to meet Sarah who has arrived from England on a tea-laden ship under raid by the colonists. Fleeing, they hide in the house of the African–American poet, Phillis Wheatley (Tina Dixon), where Sarah first learns the horrors of slavery. Lesser-knowns of history like Wheatley add value to the series. Each segment also features three minute flash games and news segments, which further reinforce the learning elements of the show and lead to its website (www.pbskids.org/libertyskids). Produced by DIC Entertainment in association with Public Broadcasting Systems, Liberty’s Kids’ research team included Stanford’s Professor Jack Rakove and UCLA’s Dr. Gordon Barry.

In the Mix: The New Normal

By LOEWS•MAX’S THEATRE

A movie like this needs an out-of-this-world theatre.

MOVIES AND THEATER • EDUCATION UPDATE • SEPTEMBER 2002

In the Mix: The New Normal

Airing on Channel 13

September 13, 22, and 29; 11:30 am and 6:00 pm

A collection of documentaries in which teens relay personal stories about the day of the attacks.

An Evening of Reflection and Hope

Sponsored by the Jewish Community Center

September 13, 6:30 pm – 8:00 pm

A commemoration of the one-year anniversary of September 11th with written testimony and music. Free admission.

New York City’s September 11th Commemoration

September 11, 8:00 am–10:29 am

A procession of pipe and drum corps led by the FDNY, Port Authority of New York and New Jersey, the NYPD and the City Corrections and Sanitation Departments, marching from each borough and arriving at the World Trade Center site at 8 a.m. At the site there will be two moments of silence; former Mayor Giuliani will lead a reading of the names of those lost. The President will visit the site later in the afternoon. At sunset, there will be an observance at The Sphere in Battery Park. Candlelight vigils will be held in Central Park, Van Cortland Park, Prospect Park, Flushing Meadows Park and Snug Harbor.

Music of Remembrance and Voices of Inspiration

September 12

Metropolitan Museum of Art, 92nd Street and Fifth Avenue, 10:00 a.m. – 5:00 p.m.

A daylong series of free special programs: “Music of Remembrance,” as listed below, in the Medieval Sculpture Hall; and “Voices of Inspiration,” selected readings appropriate to the date, at 10:00 a.m. and 4:00 p.m. in The Charles Engelhard Court.

11:00 a.m.—Judith Serkin, cello, and friends: works for four cellos.

12:00 p.m.—Partchiana, A Consort of Viols

1:00 p.m.—Stephanie Chase, viola; Bach violin sonatas

2:00 p.m.—Paula Robison, flute

3:00 p.m.—Edward Aros, cello, and friends: Schubert Quintet in C major.

Free with Museum admission.

Spring Will Come Again

Lincoln Center–Staple H. Kaplan Penthouse

September 12, 11:00 am–6:00 pm

An evening of song and poetry

Admission is free; tickets available at the Juilliard Box Office.

September 11 Observations

Yahrtzeit Museum of Jewish Heritage

September 10, 11 a.m.–5:00 p.m.

An exhibition of artwork created by SVA faculty and students. Faculty art is displayed in the Visual Arts Museum at the above address and student work is at Westside Gallery on 141 West 21st Street.

September 11 Commemoration

Barnard College

September 11, 8:40 a.m.—9:00 p.m.

Barnard College has planned a daylong commemoration, including tree planting (4:30 p.m.), an art mural which three city elementary school children will paint in memory of the tragedy (12:45 p.m.–4:50 p.m.), a candlelight vigil (9:00 p.m.), and other memorials to mark the first anniversary of the terrorist attacks.

ARTjackets: Kids Respond to a World Crisis

http://dlp.tc.columbia.edu/teaching

A website launched by Teachers College with resources for teachers interested in a more global approach. It will include lesson plans, video presentations and other materials from leaders in curriculum development and diversity issues.

COMMEMORATIVE EVENTS
THREE HOT SHOWS.

“DISNEY’S DONE IT AGAIN! A WINNER!”
–THE NEW YORKER

“THERE IS SIMPLY NOTHING ELSE LIKE IT!”
–THE NEW YORK TIMES

“THE LION KING”

BEST MUSICAL 1998 TONY AWARD® WINNER

“THEastonishments rarely cease!”
–The New York Times

ELTON JOHN & TIM RICE’S

THREE EASY WAYS TO BOOK.

CALL
212.703.1040
or 800.439.9000

FAX
212.703.1085

E-MAIL
disneyonbroadwaygroups@disneyonline.com
www.disneyonbroadway.com/groups

Ask about special group benefits!
Cuomo
Continued from page 1

Levy
Continued from page 4

Sirus
Continued from page 19

dropped participation in education; instead, one will include a literary component. Each
mentor and mentee will receive an age-appropriate list of books on B.R.A.V.E. Juliana themes
(ethnic heroes, non-traditional families, world religions, geography, immigrants and immigra-
tion, history) from which they may choose those books which interest them most. Mentoring
USA will order the books which will eventually be kept with the understanding that they are to be read and discussed with their mentors. In addition, Mentoring
USA will also maintain a list of books that build upon the book list, such as “Everyday Acts of Kindness and Courage,” “Don’t Tell Me What I Can’t Do” or “You Can Be a Super-
Sterotyped Attitudes.” “What to do with the Empty Lot: An Exercise in Problem-Solving,” and
Barbara Turner. It is made of a derivative of the protein that causes meningitis-causing bacteria. The vaccine becomes effective after 14 days and protects for three to five years. The cost of the vaccine is around $75–$85, but many colleges provide the vaccine at a lower cost.

Although the risk for off-campus students is less than those who dorm, it is recommended that they receive vaccine as well. “I don’t push as hard, but I still think they should get vacci-
1. Math Adds Up
Continued from page 8

In a third room, staff member Dawn Selens is using colored tiles to help teachers see what happens to the area of a shape as the perimeter is changed. In her own classroom Dr. Fosnot is trans- formed from a scholarly professor to an ener-
getic teacher with bare feet and a baseball cap. In her own classroom Dr. Fosnot is trans-
formed from a scholarly professor to an ener-
getic teacher with bare feet and a baseball cap. In her own classroom Dr. Fosnot is trans-
formed from a scholarly professor to an ener-
getic teacher with bare feet and a baseball cap. In her own classroom Dr. Fosnot is trans-
formed from a scholarly professor to an ener-
genic teacher with bare feet and a baseball cap.

BOOKS
Bank Street Bookstore, 236 E. 68th St. (212) 749-1974
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Mon-Thurs 9 AM-6 PM, Fri 9 AM-6 PM, Sat 10 AM-5 PM.

Legos Books, 127 E 40th Ave. (212) 227-2722

HIGH BROW IN CLASSICS
147-177-1740
Over 40,000 books sold. HIGH BROW IN CLASSICS. MODERN EASY EDITIONS WILSON (College Teacher: chairperson and teacher of high school review courses). This book is your private little Easy book to buy for my own enjoyment, while believing in a combination of values and qualities. See HIGH BROW IN CLASSICS (515.01). A list of books at www.highbrowinc.com or call 212-253-8855.

Childcare
Sal Godfrey 1896-FH1.2 of the Educational Alliance, 344 E. 149th Street, New York, N.Y. 10033
The New Teen Day Camp, for children ages 2-4.5 years, is located at the Sal Godfrey Y of The Educational Alliance, 344 E. 149th Street. The camp provides outdoor activities including multiple sports, including swimming, and fine fun with music, arts & crafts and stories. Field trips to The NY Aquarium, CP Zoo, and other interesting places as an integrated feature of the curriculum. Call 212-723-6627 Ext. 245. The New Country Day Camp, for children ages 5-11 years, is located by the Henry Kauffman Campgrounds in Staten Island. The campgrounds feature two swimming pools, basketball court, badminton, soccer and hiking and bicycling for children who are interested. Both the Sal Godfrey and the Teen Day Camps are located at the Educational Alliance, 157 E. 149th Street. For information please visit our website at www.baalcenter.org or call 212-246-5437, Ext. 360.

Colleges
September Events at Sarah Lawrence College
EXHIBIT 1. A Multimedia Presentation—A Talk by Dr. Kimberly Springer.
Sarah Lawrence college alumni Joy Moser’s landscape grew out of the work as an artist and writer and memories of her childhood in the mountains of Pennsylvania. A former Professor of Art Education at New York University, Moser is now a full-time painter. She uses a camera as a sketchbook, looking through multiples points of view that become her paintings. The process of painting a landscape is a medita-

The New York Times article “The Art of the Landscape” (2002) is also available online. For more information, please call 212-308-8500.


Pillow Rooms, Eleanor Roosevelt Library, 8 P.M. Free. On Springer will give a multimedia presentation on her work and paintings, as well as a discussion of her new book, “The Power of the Landscape.” Springer is a former professor of art education at NYU and a part-time artist. The event is co-sponsored by the Art History Program, the History Department and the African American Studies Program. For more information, please call 800-388-8888.

EDUCATIONAL TOYS AND ADS
191 95th East Street, Brooklyn, 212-722-2717
Careers in Cartooning, and Photo Imaging and Graphic Design. Classes are all year-round. 212-722-2717

P/T Teachers needed (K-12)
Fax resumes 212-534-0482

Thesis problem? Help in all phases, academic research, consult-

CAREER OPPORTUNITIES
CEP 197-59/09

Parents who are interested in helping their children with their reading are encouraged to contact the ADD Resource Center, (212) 724-9699, Ext. 59 or (914) 763-5648.

Kumon Math & Reading Centers
1-800-436-4477
Kumon offers students of all ages—kindergarten through college—a personalized learning program using individualized study materials. Over 100 Kumon instructors offer instruction at our centers. For more information, call 1-800-436-4477. Visit our website at www.kumon.com.

TUTORING AND ENVIRONMENT
SCHOOL CHILD DAY BLOSSOM
(212) 248-5930

Sylvan Learning—1-800-EDUCATE
Sylvan Learning Centers are the nation’s leading provider of sup-
plemental education. Individualized instruction to reading, mathe-
matics, writing, study skills, and learning disabilities, in a variety of convenient locations throughout the United States. Brains. Scores. Results. In a format you can trust. Call 1-800-1-800-EDUCATE or visit www.sylvan.com.

VOLUNTEER OPPORTUNITIES
Leadership (p.e.)
212-237-2370
Join Leadership (p.e.) and learn more about what a leadership organization is all about. Helping the public school children. Leadership (p.e.) is a non-profit organization with a membership of 16,000 professionals and parents. Our goal is to provide a leadership instructional support to over 165,000 children. No experience necessary. Training and curriculum provided. Call (212) 237-2370 to set up an interview. For more information visit www.leadershippe.org.

WEBSITES
Possibly scientific-informed child mental health and parenting information through a coalition of infant, preschool, and school-age services and accessible articles based on the latest research in child psychology and psychiatry. It is a valuable resource for both common challenges, such as toddler and school behaviors, as well as more serious challenges, such as autism.

WRITING CLASSES WORKSHOPS
Dikran Waters, 777 Madison Avenue, New York, NY 10021
(212) 751-5371

dikiranwaters.com

Call Ms. Caroll (212) 348-9366, Licensed Teacher, NYC

TUTORS
TEACHERS-LS
Science & Math, 5 days/35 wrk hrs
Columbia, N.Y.
Science & Math
Send resume: St. Jean Baptiste H.S.
New York, NY 10021

ESL: Writing Tutor
Evanston, IL
Professor tutors: Academic/Professional; Writing, Tests Preparation and Pronunciation
Diana Bloom, Ph. D.
wijntal@aol.com • (212) 599-0720
A&E Network and The History Channel provide “The Idea Book for Educators,” a free educational magazine containing teacher guides, programming calendars, useful classroom tips, and information on how teachers can win $500 for their creative ideas.

In this issue learn how you can get information on Save Our Sounds, a project dedicated to preserving historical audio recordings.

To order your free copy, email us at Classroom@aetn.com and mention Education Update.