

EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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Corporate Contributions to Education – Part I

This Is The First In A Series On Corporate Contributions To Education,
Interviewing Leaders Who Have Changed The Face Of Education In Our Nation

DANIEL ROSE, CEO, ROSE ASSOCIATES FOCUSES ON HARLEM EDUCATIONAL ACTIVITIES FUND

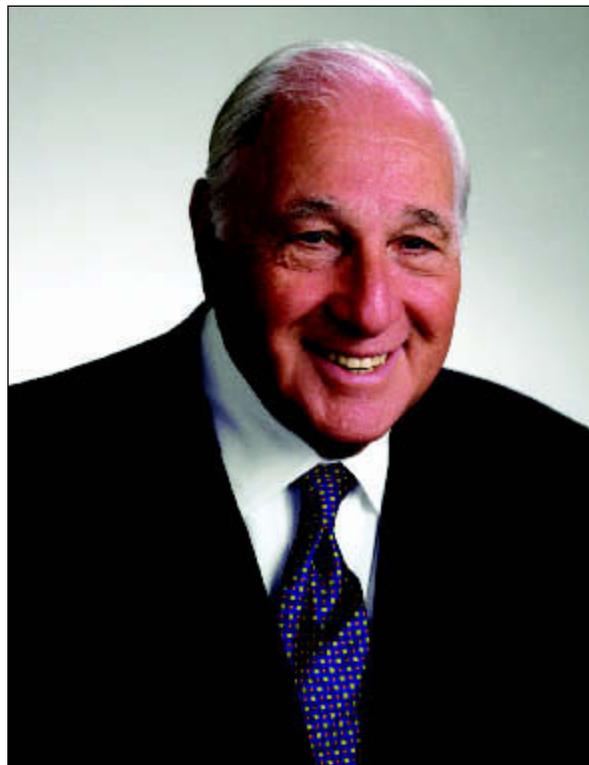
By JOAN BAUM, Ph.D.

So what does a super-dynamic, impassioned, articulate humanitarian from a well known philanthropic family do when he becomes Chairman Emeritus, after having founded and funded a significant venture for educational reform? If he's Daniel Rose, of Rose Associates, Inc., he's "bursting with pride" at having a distinguished new team to whom he has passed the torch—Chair Stephen L. Gessner and Vice Chair Fern J. Khan—but he continues to talk about the Harlem Educational Activities Fund, Inc (HEAF) with so much energy and fervor that it's clear that he'll be stoking the flame constantly to ensure that it's always burning bright.

Metaphors naturally describe the activities that intrigue Dan Rose, a visionary who instinctively invokes his own similes and metaphors to describe HEAF, an after-school, weekend and summer program. Noting that it's the smallest of the rocket models at Cape Kennedy that makes it to the moon, he analogizes that reach to the success of HEAF, a relatively small operation in the world of private and public funding of educational initiatives for disadvantaged minorities. Pause (only a slight one). Dan Rose is overflowing with enthusiasm. His family has always been involved in supporting culture and the arts and HEAF, he says, is his way of continuing this tradition and also of giving back. A Yale man, he expresses a great commitment to public education, noting that the 1937 graduating class of The City College went on to produce three Nobelists—and that at a time when students were largely from immigrant communities,

living in tough neighborhoods and finding themselves in overcrowded classrooms. Of course, Rose is a realist: He knows that the areas HEAF serves—Central Harlem, Washington Heights, the South Bronx—are rife with conditions that all too easily breed negative peer pressure, poor self-esteem, and low aspirations and expectations that inevitably produce low achievement. HEAF's mission is the direct opposite.

To the mother of a HEAF student in his office some years ago, for whom he had just purchased a bonsai, he spoke of the difference between the small tree whose limited growth was conditioned by its narrow root system, and the giant Sequoia, whose reach to the sky was due to its rich and supportive external conditions. He spoke of HEAF providing that kind of environment so that her child would grow to full potential. The son went on to the Bronx H.S. of Science and eventually to the Albert Einstein Medical School where he is completing his residency in pediatrics. Other students recount similar stories on video at HEAF's website—a Yale sophomore, whose Dominican mother didn't know about the university, a Columbia Journalism major whom HEAF coaxed out of shyness, and so on.



Daniel Rose

So what is it that sets HEAF apart? Research and development. Beginning 15 years ago with an experiment to see what truly worked, HEAF

wound up concentrating on "being effective at the margin." First HEAF took under its wing the lowest-ranking public school in the city and five years later moved it from having only 9 percent of its students at grade level to 2/3rds. Then HEAF turned its attention to a minority school with 100 percent at or above grade level but whose students were not successful in getting into the city's premier public high schools. HEAF tutoring and counseling turned that around, and the school went on to generate the number-one student chess players in the country. Still, with success at both ends, "the sad reality" was that students from the low-scoring school did not continue to achieve after graduation. The other finding was that students from the high-achieving school would have produced successes regardless of HEAF. Thus was born The Margin, the HEAF niche—"the best use of limited resources"—working with motivated children who might not make it without HEAF but who, with HEAF support, most likely would.

"Focus on what you can do" may be a kind of "triage," but HEAF has proved that raising expectations and therefore performance can be done. Rose is still joyously recovering from a visit he just made with 12 students to visit Federal Judge Robert Katzman in his chambers at the U.S. Federal District Thurgood Marshall Courthouse. The kids tried on the judge's robes and listened in rapt attention to career possibilities. No one could have been more thrilled, however, than Dan Rose.#

See www.heaf.org.

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Corporate Contributions to Education – Part I

This Is The First In A Series On Corporate Contributions To Education,
Interviewing Leaders Who Have Changed The Face Of Education In Our Nation

ELI BROAD: ACCELERATING THE IMPACT OF EDUCATION PHILANTHROPY

By JOAN BAUM, Ph.D.

With 85 urban districts nationwide under its purview so far, The Eli and Edythe Broad Foundation in only its fifth year of existence has already distinguished itself in the world of corporate support for public education, K-12 by not just initiatives but follow through. As Dan Katzir, Managing Director of the Foundation has written, the challenge to philanthropists is to “demonstrate replicability and success in multiple locations.” Acknowledging similar philanthropic activities by private and not-for-profit organizations, Katzir, himself a product of public school, eagerly notes the four main interests of giving that he believes differentiate the Broad Foundation: (1) selecting the district rather than an individual school as the “unit of change”; (2) ensuring that effective practices are widely disseminated, a move that will be augmented shortly with the hiring of a communications director; (3) sticking to a particular strategic focus or staying the course after the “sexy” start up period (Teach for America, where Katzir was COO, showed that constancy pays off; and (4) focusing on results through carefully monitored annual evaluations, 75 percent of which turn on performance indicators such as standard-



Eli Broad

ized assessments, GPAs, and graduation rates. Overall, the Foundation concluded that these four areas represented the most critical features in improving urban public education because they centered on better governance, including involvement of mayors and governors; management, meaning senior leadership positions on through; and labor relations, involving unions in a prominent way.

The reason for concentrating on urban schools is obvious: that’s where the need and numbers are. What isn’t immediately apparent is the choice of the “district” for main attention. Typically, Katzir points out, when a particular low-performing school is turned around its success is not duplicated in other needy schools in the system. “Models of [education] excellence rarely travel well,” and yet in industry and in many areas in private, nonprofit and government sectors, “cross fertilization” seems to work. With admirable frankness—a remarkable achievement in the jargon-ridden education field—the Broad Foundation clearly addresses the failures that have plagued education philanthropy in general. Its own initiatives proceeded only after a year of sustained interviews, research

and analysis. Central in these efforts has been the annual three-year old Broad Prize for Education, which awards \$500,000 to the winning district and \$125,000 to four runners-up in the form of scholarships for high-school seniors. Katzir is delighted to point to the “integrity” of the competition and the inclusion on its panel of judges of important names from outside education (Jack Welch, for example). The selection of finalists is followed by weeklong site visits and further data collection (including grades, honors classes, kinds of courses taken, etc.) in conjunction with “education partners” such as ETS and The National Hispanic Scholarship Fund.

An essential consideration of the Broad Prizes, Katzir emphasizes, is the criterion of awarding the grants to the districts that make the most gains. That means that judgment is based on multiple performances and that the change from start to finish line must be “dramatic.” A high-performing school that improves somewhat is less significant in this calculus than a low-performing school that evidences great gains from freshman to senior year. Eli and Edythe Broad, Katzir are

living donors who expect a return on their intellectual and capital investment. The Fund is their legacy and Katzir says, and they mean business in every sense of the word.#

For more information visit www.broadfoundation.org.

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DR. SAT BHATTACHARYA'S DREAM FOR HARLEM CHILDREN FULFILLED

By POLA ROSEN, Ed.D.

Few of us can say that we have achieved our dream; Dr. Sat Bhattacharya can. Researcher at the preeminent Sloan Kettering Cancer Center, Bhattacharya remembers being instilled with the mandate to give back to society after completing his education, leaving his country and continuing his research in New York. In 2000, he founded the Harlem Children Society to increase awareness in the sciences and provide students from the ghetto with the same opportunities that he was fortunate to have in his life. The program has grown to include 50 high school students from 20 schools (grades 9-12) in under-resourced and under-represented neighborhoods, who are paired with 43 prominent researchers in laboratories around the city including Memorial Sloan Kettering Cancer Center, Cornell University Medical Center, Columbia University, Rockefeller University, Albert Einstein School of Medicine, Beth Israel Hospital, Stevens Institute of Technology, Hunter College of CUNY, New York University, American Museum of Natural History, Fordham University, Bronx River Alliance, The Gaia Institute, and the Lehman College of Natural Sciences.

Dr. Bhattacharya personally went to schools to interview and based his final choice on students' motivation, enthusiasm and performance, and on recommendations from principals and science teachers. All the students are given a thorough background in the sciences related to the projects, accompanied by frequent lectures and tutorials given by scientists and researchers. All of the students are provided rigorous training relating to the techniques, safe and proper handling of devices, instruments, and chemicals relating to the ongoing projects. They are also given individual projects to complete by the end of the summer term. Proper guidance is given to enable them to build self-confidence and presen-



Dr. Sat Bhattacharya



Rina Shah, a medical student, was a researcher in Dr. Bhattacharya's lab



Pankaj Saha is currently doing lab research

tation skills. At the end of the summer, students will be required to summarize their work and present their results in the laboratory and will be encouraged to compete with other students at several regional and national science conferences and competitions. To encourage continuity of research begun in the summer, there is an after-school year-round research program. All students receive a stipend of \$1750 for their summer research. Recently, grants totaling \$100,000 were awarded to the program by the American

Chemical Society and the New York Community Trust.

Dr. Bhattacharya is proud that many of his former students have participated and won several science competitions including the New York Times scholarship. Many have presented their work at national symposia in Chicago, San Diego, and Colorado. Some students have been accepted into leading universities like Penn State, Rutgers, Strathmore, Dartmouth, and medical school at UMDNJ. And perhaps most meaning-

ful and indicative of the success of the program, all of the students have expressed an intense interest in the pursuit of research and education in the sciences and medicine. #

Dr. Sat Bhattacharya is President & CEO of Harlem Children Society, a research scientist at Memorial Sloan-Kettering Cancer Center, and President of Sigma X Honor Society, Rockefeller University Division. For more information about Harlem Children Society, visit www.HarlemChildrenSociety.org.



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EDITORIAL

City Cracks Down on Our First Amendment Rights

Have you ever thought about what it takes to publish a newspaper? What first comes to mind is reporting, writing, checking facts, editing, interviewing, assigning stories to reporters and editors, keeping up with the latest trends and the news, and dealing with important issues of the day. On a secondary level are layouts, graphics, dealing with office staff, outside printers, and truckers. The third level, and perhaps one of the most important, is disseminating the news. *Education Update*, an independent, non-partisan newspaper that I founded almost nine years ago after a career as a teacher and college professor, has become an integral source of positive education news that our city's other publications have historically underserved. Since our newspaper's launch, we have grown to inform 200,000 readers and over three million hits monthly on our website. We have interviewed some of the most illustrious people in our society, individuals who make a difference in education, medicine, law, indeed in the very fabric of our daily lives. We have provided valuable information for students, such as where they can find scholarships, or where they can attend special programs. We have advocated more attention to special education students and to those students who need additional academic help.

Free distribution has been the key to make our information as accessible as possible. Of what

use is it for a concert artist to play to an empty hall? Our words and hard work can only be effective if the paper is in your hands and you read it. We drop it off in your apartment building (2000 buildings receive it), you get it in your public and private schools (we deliver it locally and mail to all others), you find it in your local supermarket or bank (we place it there with permission), it's mailed to you at our expense, it's distributed to our city's public libraries (each library gets copies), and finally, you can find it in street corner boxes (just lift the door and it's yours).

But there's trouble in Gotham. The New York City Department of Transportation has passed new regulations that dictate where a box can be placed and how it has to look. If the box has graffiti, the publisher has to scrub it off. If the box has been vandalized, we have to replace it immediately. If there are sticky labels like the ones provided by the post office (a favorite because of their mighty glue) affixed to the sides, back or front, the publisher has to scrape them off. The publisher's identification has to appear in a readily visible place. The box cannot be on a grate or near a crosswalk or close to a bus stop. If any of these regulations are not obeyed, penalties of \$500 per box are levied. To fight the penalties, I had to appear in court. I waited for four hours to be heard. My company's identification was obvious as soon as you opened the door to remove a

newspaper. The administrative judge considered it not visible enough. I hired two people to scrub and clean the boxes. After several weeks, the light yellow and red exteriors were dirty again. Again, graffiti covered our boxes; it was a never-ending, expensive war that I could ill afford.

After paying about \$2000 in fines, I have another court date in September about my dirty boxes. My assistant editor and I just spray painted several of our boxes dark blue. The city's incentive is to collect millions of dollars in fines for its coffers, supported by some citizens who think the boxes deter the beauty of our city and want them removed.

But think of this: those multitudes of news boxes represent the freedom of the press, the freedom to share ideas with your fellowmen, the freedom to be inventive, original, challenging and daring. Walk the streets of Los Angeles and Chicago, Miami and San Francisco and you will see those brightly colored news boxes, symbols of our democracy.

Our current policy should focus on heavily fining those who do the graffiti, paste the glued papers and deface the private boxes belonging to each publisher (purchase price: \$150-\$200).

Small publishers are slowly being forced out of business. The dream of helping one's fellowman, my dream, will soon be a part of the boulevard of broken dreams.

LETTERS

RESPONSE TO

Growth: How Does Your Child Measure Up?

To the Editor

Thank you to Dr. Saenger for this brief but informative information on SGA. I woke up at 4:00 a.m. this morning feeling scared and not fully certain about whether to proceed with our choice of putting our 3½ yr old son on Genotropin. Although we feel confident with our endocrinologist (Dr. Anna Hadaal at UCLA

Mattels Children's Hospital), I felt I needed more information to go forward. Our insurance called with the approval yesterday and sent me into quite a state! After much research on the internet I feel more confident about our decision. Your informative article on www.educationupdate.com was reassuring and was just what I needed to hear. I waited until the age of 40 to have my only child... my mom died during my pregnancy and I also developed severe toxemia. Delivering a 2 pound baby at 32 weeks and leaving that hospital empty handed, well it was almost unbearable. I thought the rollercoaster ride was over and now this. I just wanted to say THANK YOU—you helped me more than you know. Your words were reassuring and exactly what I needed to hear. Here is a big hug from the family of Cole Greenberg!

Anette Greenberg
Palm Springs, CA

RESPONSE TO

Teachers of the Year Awards Ceremony

To the Editor:

The Teachers of the Year Ceremony at the Cornell Club was a wonderful event. Thank you.
Robert Zweig, Principal
Offsite Educational Services

RESPONSE TO

Carmen Farina—New Acting Deputy
Chancellor for Teaching & Learning

To the Editor:

I should like to offer kudos to Chancellor Klein for his wise selection of Ms. Carmen Farina, for-

mer Superintendent of District 15, Brooklyn. As her former supervisor, before and during, her rise to being a superintendent, I can acclaim from first hand knowledge that she is one first class educator. She knows education and as importantly she understands how children learn and develop.

As a former member of the faculty of Long Island University, Touro College and City University as well as a school-based supervisor with the New York City Department of Education, I truly believe that it is very important

continued on page 25

In Errata

The website in last issue's article entitled *Dr. Alice Begray, Chair, Children's Book Committee, Bank Street College of Education*, should have read www.bankstreet.edu/bookcom.

Manhattan Chamber of Commerce

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2001

Dr. Pola Rosen

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PACE HIGH SCHOOL TO BE LAUNCHED IN CHINATOWN

Pace High School, one of the 70 new small public schools opening in New York City this fall with funds from the Gates and other foundations, has an unusual dimension: it will introduce its 100 new freshmen to each other and their new school on Pace University's suburban campuses in Pleasantville and Briarcliff during the summer.

The weeklong program, "First Summer," is designed to immerse the new students in a University setting including library and computer services training, raising sights and setting a high level of expectations from the very beginning.

"The school had over 800 applications from all over New York City. The initial 100 were chosen at random by the Department of Education," says Arthur Maloney, Ed.D. who headed the team that created the proposal for the school and is Assistant Chair of the Pace University School of Education.

The university involvement will continue seamlessly after the Westchester week. Pace High students will experience a rigorous academic curriculum, personal relations with teachers, and high level of involvement with a major national university. They will have access to the University's computing system and e-mail. Pace's downtown Manhattan campus is only ten blocks away from the school's location in Chinatown, and Pace identification badges will admit Pace High students to the Pace library, student union, gym and cafeteria. Juniors and seniors will be able to attend lectures, activities and special events.

"The University and its students will add superb resources and stimulation and boost the opportunities of our students," said Yvette Sy, the Principal and the New York City public school system's Project Director for Pace High School.



The New Pace High School in Chinatown

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Committed to rebuilding downtown New York and providing quality education for its citizens, Pace President David A. Caputo said, "We want to show that universities can play a major role in creating the fine schools that help young people and their communities prosper."

Teachers, administrators and staff are getting their own weeklong series of training sessions and workshops. Pace High School students are getting the added value of involvement from a university school of education which trains teachers in both of Pace's major locations, Westchester and downtown New York. Working with the school's regular New York teachers, up to eight graduate teacher interns and as many

as three school administration interns will be on site for the entire school year, subsidized by Pace. An intensive teacher training cohort program will support undergraduate student teachers from Pace, who will stay in the school as a team for three or four years. At the same time, Pace professors will work with Pace High teachers on curriculum and evaluation methods in mathematics, science, humanities, modern languages and technology. "Helping to design and run a school where we can prove and improve our teaching methods will add to the value of the teachers we send out to schools everywhere," said Jan McDonald, dean of the Pace School of Education. #

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Highly Successful Amistad Academy Plans Charter Schools in NYC

Amistad Academy, a highly effective New Haven, Connecticut charter school whose low income and minority students have achieved significant academic success, is applying to open as many as five New York City K-12 charter schools based on its model over the next several years, schools Chancellor Joel I. Klein announced.

The not-for-profit organization created to replicate the Amistad model, Achievement First, has received private grants totaling \$1 million to support its expansion in New York City.

"The Amistad Academy has proven in a dramatic way that the achievement gap in America's urban public schools not only can be closed, it can be eliminated," Chancellor Klein said. "We are preparing to create 50 new charter schools throughout the city over the next five years. Superb results such as those at the Amistad Academy are a model for what public education

can become and what New York's charter school initiative is about."

The Chancellor noted that Amistad Academy has shown significant success in closing the achievement gap of minority, low-income students in New Haven, where its middle school opened in 1999, and where it plans to open two more schools in September.

Amistad students improve, on average, 2.5 grade levels in math and two grade levels in reading in one year. On the 2002 and 2003 Connecticut Mastery Test, considered one of the nation's more rigorous assessments, Amistad students, 97 percent of whom are African-American or Latino and 84 percent of whom are eligible for free or reduced price lunches, outperformed the state averages in reading, writing and math, and frequently outperformed suburban districts. Amistad's 2003 eighth grade graduates received

more than \$1.5 million in high school scholarships.

Doug McCurry, director of Achievement First, said, "We are honored and excited to be a part of Chancellor Klein's vision of providing a world-class education to every student in New York City. Amistad students have consistently recorded impressive achievement gains and the results outshine many wealthy suburban towns. There is tremendous need and tremendous opportunity in New York City and we look forward to offering our education program here and to becoming part of the community."

Chancellor Klein also acknowledged the generous grants awarded to Achievement First to support its expansion to New York City. Philanthropists Kevin Czinger and William R. Berkley and the New Schools Venture Fund, a San Francisco venture philanthropy fund that



Schools Chancellor Joel Klein

supports public education, have together contributed \$1 million. #



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WHAT ARE YOU DOING THIS SUMMER? HS & COLLEGE STUDENTS SPEAK OUT

By SARAH N. LYNCH

This summer, Barnard College junior Hannah Elmer was able to find a way to exercise her passion for both plants and medieval history—a subject area where it can be difficult to find work as an undergrad.

When Hannah's not busy doing landscaping for a woman in Connecticut, she spends her time once a week in a rare book room at Columbia University helping to catalogue secondary sources and create a computerized bibliography for the British Library in London.

All of the secondary source materials that Hannah catalogues pertain to medieval and renaissance manuscripts. By helping the British Library to create a searchable database, it will assist other medieval studies students with their research.

"I am a medieval studies major and I really enjoy manuscripts and books," Hannah said. "Having done little research papers here and there, I know that it's a total hassle to try and get information on a lot of these manuscripts. The job



Joann Corsetto

needs to be done and there are very few opportunities for any kind of medieval studies work out there as an undergrad...I'm not qualified to teach or curate at a museum, so my options are limited and this is one that fell into my lap," she said.

Hannah is the first person to volunteer to help the British Library. She said that by doing the project, it would also help her next semester when it's time to do research papers.

"I think that I'll at least know the places where I should go for secondary sources if I were doing a paper on a specific manuscript. I'll know how to use my tools better," she said.

Hannah said that working the other days doing landscaping provides a nice contrast to her volunteer work at Columbia.

"I've done some painting and right now, I'm working on a design for this woman's yard," she said. "It's a nice contrast to being inside and reading all the time and it's

fun."

"I'm using some of my creativity and love of plants to come up with a good design for her yard."

Hannah said that she and her boyfriend would also be taking a three-week vacation in her home state of Washington where the two will go backpacking in the Cascades.

But Hannah is not the only one doing her fair share of traveling this summer. Joann Corsetto, who just graduated Dover High School in Morris County and will be attending Rutgers University in the fall, recently went on her first trip abroad.

Because her sister is studying in Venice, Joann's mother decided it was a great excuse for the whole family to visit Italy. "The architecture of course was amazing," Joann said. "The buildings were so beautiful and we went to a lot of different churches." Joann said her favorite part of the trip was traveling everywhere by gondola. "It's public transportation," she said of the boats. "It was the best way to see the most stuff in the least amount of time and you can't go speeding down the water. It was a leisurely kind of ride, and I love being on the water."

Although Joann could make out some of the



Hannah Elmer

Italian thanks to studying other romance languages in high school, she said the language barrier at times proved to be difficult. She tried to give herself a crash course in Italian on the plane ride. "It was a long flight, so I had a lot of time to study and I picked up stuff as we went along," she said. "It was a constant adventure just trying to figure out what's going on around you."

In addition to traveling this summer, Joann is also working as a camp counselor at the Dover Recreation Department in New Jersey. "Basically I'm guiding the kids through activities and making sure everybody is participating," she said.

But most importantly, Joann is getting ready for her first year of college. "I'm leaning towards majoring in English, but I'm undecided now," she said.

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Reach the World: Connecting Classrooms with Travelers Worldwide

By HEATHER HALSTEAD

Imagine a geography assignment that lets kids roam the globe in search of interesting places and learn about the people who live there. That's exactly the case for many students who attend under-funded public schools in New York City. Reach the World (RTW), a New York City-based nonprofit, offers exciting, online journeys to low-income, elementary and middle school classrooms throughout the City. These journeys connect students to the world in a meaningful way, train educators how to teach with technology, and

greatly enhance traditional textbook geography and other subjects.

On May 22, 2004, Makulu, a 43-foot sailboat chartered to Reach the World, sailed in to North Cove Marina in New York Harbor after completing a 30,000-mile, three-year voyage around the world. On the docks, more than 200 students, teachers, friends and supporters gathered to welcome Makulu and her crew home. The John J. Harvey fireboat sprayed towering jets of water as Makulu rounded the jetty, and students threw handfuls of flowers and blew bubbles onto the

crew as they approached. Students from Brooklyn's PS 297, supervised by teachers Sarah and Duane Jonker-Burke, placed leis around the crewmembers' necks as they disembarked onto dry land.

Students and teachers from more than twenty New York City public schools began working with the Reach the World crew in 2001. Over 2.5 years, together they created hundreds of online, primary-source resources in Social Studies, Sciences and Literacy to complement the required curriculum, while also connecting students to a global community. Students and teachers sent the Makulu crew on expeditions to discover evolution in the Galapagos Islands; traditional village homes in Sulawesi, Indonesia; and the culture of the Cape Verde Islands, among other projects. All of these real-world, up-to-date resources appeared on Reach the World's web site, www.reachtheworld.org, as free materials for all to use.

The New York City public school classrooms in Reach the World's network received support from Teachers College/Columbia University interns and professional development opportunities for teachers, free of charge. It's critical that teachers in under-funded schools receive more support on-site. Placing graduate students into our class-

rooms as interns is a win-win for all involved.

Over the summer months, Reach the World will refit the schoolship Makulu and hire a new crew. The next Voyage of Makulu, the company's third, will depart from New York City in early winter 2004 for another 30,000-mile journey around the globe. To find out more about becoming a Reach the World partner classroom, or to volunteer with this exciting global studies project, please visit www.reachtheworld.org/#

Heather Halstead is the Executive Director, Reach the World.



Fireboat welcomes Makula with water jets

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PRINCIPALS TELL ALL TO SCHOLASTIC



Participants of the inaugural Principal Fellows Program hosted by Scholastic in New York City include, from left, Patricia Welch of Hillcrest High School of Country Club Hills, Illinois; Les Potter of Silver Sands Middle School, Port Orange, Florida; Merian Stewart of (Arthur Amos) Noyes Elementary School in Altadena, California with Ernie Fleishman, Sr. V.P., Education and Corporate Relations, Scholastic.

By SYBIL MAIMIN

In an on-going effort to connect with its base and find out how best to serve it, Scholastic, the world's largest producer of educational materials, has established a Principal Fellows Program. Modeled after the successful six-year old Teacher Fellows Program, the new initiative brought three highly experienced public school principals to Scholastic's New York headquarters in July for an intensive five-day series of meetings with company executives and division heads who wanted baseline input on the evolving education scene. Fellows were Merian Stewart of Noyes Elementary School in Altadena, California, Les Potter of Silver Sands Middle School in Port Orange, Florida, and Patricia Welch of Hillcrest High School in Country Club Hills, Illinois. Each was impressed with the program and particularly welcomed the unusual opportunity to interact with principals from schools whose grade levels were different from their own. Unlike a typical, large national conference, the small number of participants meant, "We were able to craft the discussion. We could spin off of each other's responses," reported Stewart. What they discovered is that on all levels and in all locations, "Test score improvement and standards are huge. You can't go anywhere without hearing about standards." The No Child Left Behind Act (NCLB) is presenting a big challenge. All echoed Potter, who explained, "We like standards and achievement. What we don't like is the way they look at statistics." In his school of 1400 students, the score in one of 32 categories rated (involving 10 underperforming youngsters) was deficient, resulting

in a failing grade for the school. "It's almost like the Federal government is playing, 'I gotcha.' I already know certain kids are not doing well and we are working hard to improve that. I don't need tests to show me what I already know." While at the program, Welch wrote an article about NCLB for Scholastic. "I agree with the philosophy," she says, but it's where we start that matters. We are expected to bring students from 5th grade level to 11th grade level in just 2 years. We can track and show improvement, but if not at the expected level, the school is placed on a list...it will make or break you." She suggests encouraging legislators to look at the law and enact alternate ways to measure student progress.

The Fellows shared best practices and experiences. In motivating staff, leadership must not come solely from the principal. Start with a small number of teachers who are empowered by being given chairs or other special responsibilities, and "they will infect others." The role of the principal hasn't changed much, reported Welch. "We're expected to be cheerleaders for our school...be positive and creative. When teachers are happy, students are happy—then parents are happy." Reading is now taught at all levels, including reinforcement in high school, using reading blocs geared to specific competencies. "We are in an accountability era," said Stewart. "Everything is based on test scores. We can have a clean, safe campus, but that's not what gets highlighted." Potter noted a trend of combining elementary and middle schools (K-8), challenging old notions of

continued on page 12

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Principals Tell All

continued from page 11

separation of age groups.

The Fellows visited PS 20, a highly regarded New York City public elementary school, and its principal, Dr. Leonard Golubchick. Impressions varied. Stewart was "amazed that there wasn't grass for the children to play on," and that "it was embedded in the heart of a business district." Potter noted that the building is 100 years old and shows much wear and tear. He prefers the campus-like setting and newness of his institu-

tion. What Welch saw was an "upscale, magnet elementary school" where "the students were focused on learning." From PS 20, she learned the technique of using pupil-led oral storytelling as a segue to good story writing.

With emphasis on standards and testing, the educational landscape has changed. In meeting with each other, the principals discovered, "we are all in the same boat." Scholastic also recognizes there are new needs to be met, and the principals expressed appreciation for being consulted in the planning—"a win, win situation," exclaimed Potter. #

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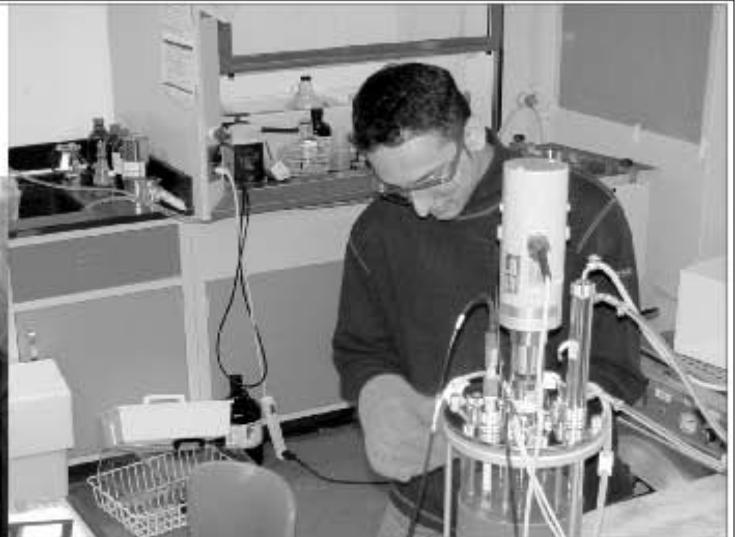
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COLLEGE OF STATEN ISLAND AWARDED \$2.3M TO EXPAND HIGH-TECH RESEARCH PROGRAM



**Marlene Springer, President,
College of Staten Island**

New York Governor George Pataki just announced a five-year, \$2.3 million grant to the College of Staten Island (CSI) to “bolster and expand high-tech research” as part of a new comprehensive initiative to spur technology-based applied research and economic development across the state.

The grant, funded through the College Applied Research and Technology (CART) program of the New York State Office of Science, Technology, and Academic Research (NYSTAR), is “yet another milestone that recognizes the scientific research accomplishments of our college’s faculty,” noted Marlene Springer, president of CSI.

“CSI scientists contribute to our mission of undergraduate and graduate education while they also successfully compete with scientists at other major research institutions in obtaining significant research grants,” she continued.

Over the past few years, CSI has attracted many prominent faculty members to its chemistry, and

engineering science and physics departments who have collectively built an interdisciplinary research program in the area of engineered polymeric materials, according to David Podell, CSI’s provost and vice president for academic affairs. The CART grant will support the establishment of the Center for Engineered Polymeric Materials, which will further advance the college’s research efforts in polymers and engineered nanomaterials, which are materials one thousand times smaller than the human hair, or one-billionth of a meter.

Dr. Nan-Loh Yang, a CSI chemistry professor and chair of the CUNY Polymer Ph.D. Program, is a senior investigator for the research initiatives of the Center. The projects include studying a variety of nanomaterials and developing processes to inexpensively produce nanomaterials for commercial use.

“Basically, we will be conducting applied research on polymers, which most people recognize as forms of plastic and fibers,” said Dr. Yang, adding that this research plays an integral role in the basics of nanotechnology.

“With this important funding, we will significantly enhance our equipment,” he continued, “and this will benefit students by engaging them in hands-on research and exposing them to industrial activity in our laboratories.” Students and researchers at the Center will be spurred on by the promise of creating new materials, according to Dr. Yang.

These materials may then go on and benefit society in a variety of ways, for example, by developing batteries with a high energy density that may power mobile phones and other consumer electronics, new fibers to enhance commercial optical communications, and “pollution

abatement” resins that absorb harmful pollutants from exhausts.

“By conducting this important research, the Center will not only explore the forefront of nano-tech research, but will also train the next generation of scientists by offering industry-oriented outreach programs for professionals regarding trends and current developments in the field,” commented President Springer.

The Center’s research activity will be overseen by an advisory board of industry leaders and researchers who will work with CSI scientists to identify areas of research, supporting the overarching goal to promote the economy of New York State through collaborative research and development.

Last year CSI was awarded a NYSTAR grant for \$2.5 million in support of its CUNY Institute for Macromolecular Assemblies on its Staten Island campus, which is focusing on research in biomedical fields.#



Professor Nan-Loh Yang

PRINCETON REVIEW NAMES MARGOT LEBENBERG EXEC. VP & GENERAL COUNSEL

Mark Chernis, President of The Princeton Review, Inc. announced that Margot Leberberg has joined the educational services company as Executive Vice President and General Counsel.

Ms. Leberberg most recently served as Executive Vice President and General Counsel for SoundView Technology Group, Inc., through the sale of the research-driven securities firm. Prior to joining SoundView, she served as Vice President and Assistant General Counsel of Cantor Fitzgerald and its subsidiary eSpeed, Inc.

Ms Leberberg added, “I am very excited about the opportunity to use my experience and legal skills to counsel an extraordinary company that helps educate children and America’s future leaders.”

The Princeton Review (NASDAQ: REVU) is a pioneer in the world of education. Founded in 1981 and headquartered in New York City, the Company offers classroom and online test preparation, as well as private tutoring, to help students improve their scores in college and graduate school admissions tests. The Company’s free website, www.PrincetonReview.com, helps over half of university-bound students research, apply to, prepare for, and learn how to pay for their higher education, and helps hundreds of colleges and universities streamline their admissions and recruiting activities. In addition, The Princeton Review works with school districts around the U.S. to measurably strengthen students’ academic skills by connecting ongoing assessment with professional development and instruction and by providing districts with college and career resources for both students and guidance counselors. The Company also authors more than 190 print and software titles on test preparation; college and graduate school selection and admissions; and related topics.#

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Columbus Citizens Foundation Commits \$1.1 Million to Higher Education

The Columbus Citizens Foundation, best known for organizing Manhattan's Columbus Day Parade, recently announced the 69 recipients of its 2004 College Scholarships, which total \$1.1 million over four years. The announcements were part of the Foundation's 2004 College Scholarship Awards Ceremony, which was held at the St. Ignatius School in Manhattan. Among the 69 recipients from across the country were 33 from New York City, 10 from Long Island, and 6 from New Jersey.

In remarks to the audience and scholarship

recipients, Lawrence E. Auriana, President of the Columbus Citizens Foundation, said, "Culturally, our goal is to preserve our traditions and values and foster a positive image of Italian-Americans." He continued, "We believe education is the single best way to advance our community. We are very proud of our scholarship recipients. They are invariably warm, hard working, optimistic and family oriented. They exhibit the finest facets of Italian character and culture."

Recipients were chosen based on financial need and commitment to education and their communi-

ties. The scholarship recipients will be attending 40 schools in the United States and Canada, including New York University (6), Fordham University (6), Binghamton University (4), Manhattan College (3), and Harvard University (2).

The Columbus Citizens Foundation is a non-profit organization that supports cultural initiatives and scholarship programs for students in elementary and high schools and in college.#

GETTING INTO COLLEGE: THE SAT EXAMS

Tests are a fact of life throughout our school careers, but one of the most important, and, to some, the scariest, of them all is the SAT—that three-hour exam that's supposed to measure a high school student's chance of academic success in the first year of college. Some colleges consider SAT scores major factors in their admission process while others view high school academic performance, along with recommendations and extracurricular activities, equally, or even more, important. No matter where you're headed, if you're a high school student, the SAT is important to you because most colleges require students to report either SAT or ACT Assessment (another test) scores.

Why is this test so important? When should you take it? What are the questions like? What do the scores mean?

Before you start your college career, you have to take the SAT.

SAT no longer stands for Scholastic Aptitude Test, the original name of the test when it was introduced in 1941. Although you may still see that name occasionally, the College Board, the not-for-profit educational association that sponsors the SATs, decided to let the acronym

stand on its own as a way of addressing controversy about the meaning of the word "aptitude." The College Board also rejected the alternative "Scholastic Assessment Test."

The SAT I measures verbal and math reasoning abilities that you've developed throughout your school years. The multiple-choice test, developed by the not-for-profit Educational Testing Service, is intended to let students demonstrate their verbal and math abilities without regard to the kind of schooling they've had. According to the College Board, the test looks for a student's ability to understand and analyze written material, to draw inferences, to differentiate shades of meaning, to draw conclusions and solve math problems—all skills that are necessary for success in college and the work world.

(The American College Testing (ACT) Assessment, which was introduced in 1959, is an alternative to the SAT that virtually all colleges and universities now accept. Developers of the test tout it for its curriculum-based questions, saying that their test is more directly related to what is actually taught in high school.)

Read Education Update next month for more information about SAT II.

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SUPERINTENDENTS AROUND THE NATION DISCUSS EDUCATION ISSUES AT TEACHERS COLLEGE

By DOROTHY DAVIS

If the school is failing, call in an ophthalmologist. This is what Professor Gary Orfield of the Harvard Graduate School of Education, and Co-Director of The Civil Rights Project (www.civilrightsproject.harvard.edu) did for a poverty-stricken school in the Boston area, which was threatened with closure because too many students were failing their reading tests. His wife, the ophthalmologist, examined the children, whose vision had never been tested, and found that "about half of them had vision problems, couldn't even see the blackboard or books. One of the children in Special Education turned out to be gifted. He had a vision problem so he couldn't see." How could these children pass their tests? Of course they couldn't and they weren't. They were given prescriptions for glasses, which in a middle class school would have done the trick. But the prescriptions were not filled—the children's families could not afford to do so, and they could not get help. The bureaucratic paperwork maze of Medicaid was too complicated for them to negotiate and, if they somehow managed it, they would only get clunky plastic glasses, which no child would wear. "We are the only advanced society," said Orfield, "that doesn't have decent healthcare for poor kids. Our system spends huge amounts on emergency care, but there is no diagnostic, preventive care."

This is a dramatic illustration of what research at The Civil Rights Project shows—that a school's

lack of achievement, as shown on test scores, correlates nearly exactly with poverty and racial segregation. In New York State in the late 1990s, for example, the percentage of students reading above grade level equaled the percentage not eligible for free lunch. Schools may spend a lot of money trying to upgrade, but the adverse effects of poverty will still outweigh these attempts at improvement.

Yet schools in poverty-stricken, segregated and immigrant areas are held accountable under No Child Left Behind in the same way as wealthy suburban schools. "Does it make any sense to compare these schools and hold them equally accountable?" asked Orfield. "In no place

do you have the same achievement level in immigrant and poor schools as in wealthier schools where everyone is a native. This is true around the world. If we don't have a place in the world where all schools can perform at the same level, what are we talking about with No Child Left Behind?" According to this law, schools that don't perform at these same high levels are subject to funding set-asides and sanctions.

Over emphasis on test scores is not helping. The achievement gap is widening. This was not always so. After the 1964 Civil Rights Act and the advances of the 1960s and 1970s including Head Start, for preschool education, the achievement gap significantly narrowed. Since the 1980s and the rollback of these measures and the substi-

tution of testing and sanctions the gap has grown substantially, beginning in the 1990s. "Dropout trends" said Orfield, "have followed a similar pattern. They went down and then up again in the 1990s. In 1988 we had the lowest level of segregation, then three decisions by the Supreme Court lead to resegregation, inequality and the kind of conditions that caused the gap to widen during this period, when reforms using testing based policies were supposed to close it. ... Something very troubling is going on. We had a positive trend and now it's negative." He compared our current testing and punitive policies to the field of corn that the University of Illinois has been measuring over the last 100 years to help agriculture in the state. "If you think a crop can grow by measuring it and hitting it you are mistaking measurement for treatment. Measurement and sanctions cannot grow a healthy crop. It doesn't work that way."

No educators were consulted in the drafting of No Child Left Behind. One of the positive outcomes of the discussion following Orfield's address may be the determination of some of these leading U. S. educators to make their voices heard after the November elections, when this law can hopefully be revised. As Orfield pointed out, "Any of us who are educators can make a difference. It is time to have a sensible discussion and not a simple minded one. Most of the problems encountered derive entirely from the fact that people went ahead with legislation without understanding exactly what they were doing."

The Superintendents Conference included talks and discussions on the Achievement Gap from many perspectives over a three day period. According to Dr. Tom Sobol, Chairman of the Conference and the Christian A. Johnson Professor for Outstanding Educational Practice at Teachers College, Columbia University, "Superintendents from every part of the country including Alaska, California and Florida attended. They are a national group and this is a wonderful opportunity for people to examine ideas with each other, to find out what's working and what's not working."

"One of the likely outcomes is an ongoing initiative to stay in touch electronically and personally," added

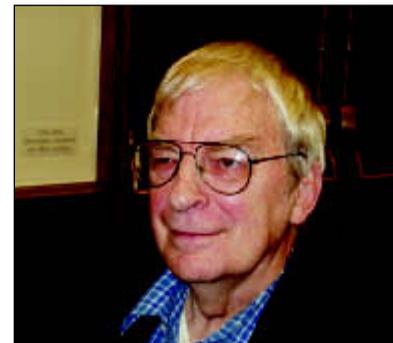
Dr. Gibran Majdalany, Deputy Chairman of the Conference. "One of the things we have discovered in exchanges this week is that there is much more to get accomplished than we can get done in the time allotted."

Superintendents were enthusiastic. Said Carol Franks-Randall of Elmsford, New York, "It's been a wonderful opportunity for learning and for networking with colleagues. We learned how to address the achievement gap—some practical suggestions as well as some theory behind it."#

For further information about the conference and its 63-year history visit <http://conference.tc.columbia.edu>.



Dr. Gibran Majdalany



Prof. Tom Sobol



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A GLIMPSE INTO COLLEGE LIFE IN 1925 AT BARNARD

Freshman Bessie Bergner Writes Home

The following letter was shared with me by my Barnard classmate Dr. Joan Sherman Freilich, CFO of Con Edison, whose mother attended Barnard College from 1925-1929 and subsequently became a French teacher. The monogrammed stationery contained a beautiful calligraphic script. Dr. Freilich recently came upon these letters for the first time upon her mother's death. Bessie left her home in Connecticut to live at Barnard College, her first time away from home. The concerns for safety and camaraderie for their daughter echo the same concerns of parents today almost 80 years later. Plus ça change, plus c'est la même chose. Ed.



Bessie Bergner

Wednesday

Dear Mother and Dad,

Everything is fine. I'm well and hope you all are feeling the same. Please don't worry about how I travel. It's not a bit hard and I'm perfectly accustomed to it already.

I met Josephine Bruell today. She has a darling room...This afternoon we went to the opening exercises—Acleu Bures, Josephine, two other freshmen and I went together. I'm never alone—always with a group of girls—which makes it very nice. After the exercises...I met another girl named Miriam Kanter—she's lovely.

Then we all went to the afternoon tea—you know, tea and cake are served. It was held in a beautiful room—blue velour drapes, soft blue rugs, blue velour chairs and couches and pillows. Gorgeous!

The upper classmen are lovely to us—they treat us as if we were babies.

My Junior sister is named Mildred Bernheim. I haven't seen her yet...I wonder what the Freshman Initiation will be like. We saw a few of the Columbia freshmen. They have to wear black caps with white buttons. They certainly look comical. Poor fellows!

Classes start tomorrow. I have English at 10 o'clock. At 2 o'clock I take my physical exam. By the way, I may not take Latin. I may take Spanish. I want to take the easiest because the rest of my course is hard enough.

Please take good care of yourselves, and I certainly shall promise to take care of myself. Above all—don't worry!

Love,

Bessie

Bessie Bergner (later Sherman)

Class of 1929

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August 2004



From Grocery Store To Medical School: Leonardo Santana's Voyage

Once Bronx Community College Graduate (1997–2000) Leonardo Santana used to sell fruits on Brooklyn streets from 6 a.m. to 9 p.m. and vegetables and fruits in a Bronx grocery store. Today, the Lehman College graduate (2002), is a researcher who is studying Parkinson's disease at Mt. Sinai Medical Center, is headed for Drexel Medical School in Philadelphia—with the help of a \$6,000 Jonas Salk Scholarship. Eight outstanding CUNY pre-med students have been awarded Dr. Jonas E. Salk Scholarships to study medicine. All will attend leading medical schools.

"I received the news four weeks ago. I was working in the lab when they called to let me know

I have been selected. I first could not believe it. I knew the importance of this award and what it meant. I felt honored to be a Salk scholar. I am aware of the responsibility I have as a Salk scholar. I should use my energy, knowledge, and love for others to serve society through science and medicine. I should follow those who have been before," said Mr. Santana.

Mr. Santana has worked as a researcher after graduating from Lehman to stay current with science. The scholarships are the legacy of Dr. Jonas E. Salk, who developed the polio vaccine nearly half a century ago. Dr. Salk, a 1934 graduate of CUNY's City College, turned down a ticker tape parade in honor of his discovery, and asked instead that the money be used for scholarships. The city provided initial funding for the Salk Scholarships in 1955. The endowment now provides a stipend of \$6,000 per scholar to help defray the cost of medical school.



Leonardo Santana

Nine years ago, Mr. Santana came to the U.S. from the Dominican Republic. His father, Victor, a cab driver, had been here for about eight years, building a nest egg to bring his family. Leonardo came with mother, Ana and two sisters Leonela and Lise who are now 22 and 20 respectively. He couldn't speak English. Ever since high school in Santa Domingo, he had wanted to be either a teacher or a doctor. In the neighborhood where he grew up there was no money and little opportunity to go on to higher education.

Once here, Leonardo knew that he would have to learn English and help out with supporting his family. The day his father helped him get a job in a Bronx grocery store, which meant he no longer would face the long commute to Brooklyn, Leonardo and his father, visited Bronx Community College to inquire about enrolling. "When you have the support from your family, everything is possible. Things are easier when the people who love you believe in you. This is about the support from my family," states Leonardo. "When I first started the science courses, I realized I could do well in science," explains Leonardo who said that he had been fascinated with scientific terms back when he was studying in high school in Santa Domingo.

"I decided to become a doctor in the 12th grade. I could see my country's health care system was in a precarious position. I lived in a poor neighborhood of Santa Domingo. In the last year of high school, I helped with the national census. I saw how many people did not know how to write or read, did not understand the importance of getting a vaccination, and were poorly educated. I

thought of putting together projects to help adults read and write. For me, I thought becoming a doctor or a teacher would be one of the two best ways to help people better themselves in life," said Leonardo.

Bronx's Community College's Research Enrichment Activities Project (REAP) in the Minority Biomedical Research Support (MBRS) program is what Leonardo says really helped him make up his mind that science was for him. He thanks Dr. John W. Davis, Bronx Community College's Chairman of the Department of Biology

and Medical Laboratory Technology and head of the MBRS program at the College and Professor Vincent Kissell for all their advice and help in guiding him towards a career in science.

"REAP put me together with scientists. At the Bronx Veterans Administration Hospital, I met Dr. Martin Gluck, who is also an Associate Professor at BCC, and began my neurological studies on Parkinson's disease, a brain disorder," said Leonardo. Leonardo leaves for Drexel Medical School in early August, with his wife, Raquel, and one-year-old daughter, Analia.#



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After School and More, 2nd ed., is based on RCSN's proprietary and comprehensive database of more than 4,700 organizations and 8,500 sites. Other directories available include: THE COMPREHENSIVE DIRECTORY; CAMPS 2004

(annual editions); TRANSITION MATTERS - FROM SCHOOL TO INDEPENDENCE, all including programs and services for children and youth with disabilities and their families in the New York area, and SCHOOLS AND SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS, a directory for children and youth in New York City and the lower Hudson Valley.

After School and More, 2nd ed., is much more than just a list of names and addresses. The directory also includes: contact information, ages, population served, program capacity, staff/child ratio, program hours/days, fees, transportation, medication administration and description of services.

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After School and More, 2nd ed., is available at local and online booksellers, or can be ordered by sending a check for \$25 (plus \$8 shipping and handling) to: Resources for Children with Special Needs Inc., Dept. PRAFO4, 116 East 16th Street, 5th Floor, New York, NY 10003. For more information, or details on multiple-copy discounts, contact Lisa Talley at Resources for Children with Special Needs Inc., (212) 677-4650/ext. 30.

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Distinguished alumni include **Chakaia Booker, David Hammons, Kerry James Marshall, Julie Mehretu, Alison Saar and Nari Ward**.

SEEDS AND ROOTS: SELECTIONS FROM THE PERMANENT COLLECTION

Installed in the main gallery, *Seeds and Roots: Selections from the Permanent Collection* will present over thirty works of art by 20th century black artists. This selection of gifts and acquisitions illustrates the depth and diversity of the Studio Museum's permanent collection, from its first holdings to its most recent acquisitions. Paintings by **Beauford Delaney and Norman Lewis**, for example, are presented alongside works by **David Hammons, Quentin Morris, Alison Saar and Lorna Simpson**. Spanning over fifty years, these historic works explore richness of ideas and imagery of the African diaspora throughout Africa, Europe and the Americas today. Work by black artists living and working in Africa and Europe, such as **Mark Brandenburg, Samuel Fosso, Chris Ofili, Tracey Rose and Malik Sidibe** are also included in this unprecedented exhibition dedicated to artistic cultivation and growth.

VOLUNTEER OPPORTUNITIES

SMH has grown and so has our need for volunteers. There are many volunteer opportunities at SMH that are important to continuing the Museum's overall operation and success. For answers to your immediate questions, please contact Carol Martin, Assistant to Education & Public Programs/ Volunteer Coordinator at 212.864.4500 x 258 or by email at cmartin@studiomuseum.org.

SARAH LAWRENCE PHOTO EXHIBIT HONORS SEPTEMBER 11

Yonkers, July 9-A photographic exhibit at Sarah Lawrence College by Jeannette Flamm, Prayers at the Gate, remembers and reflects on the tragic events of September 11, 2001. The exhibit will run from September 1- 30 in the Esther Raushenbush Library. An opening reception will be held on Friday, September 10 at 3:30 pm. Both the exhibit and reception are free and open to the public. For more information and library hours please call (914) 395-2470.

Prayers at the Gate is a visual exploration of America's cultural response to grief and spirituality. Flamm's images of three American sites, two of which are directly related to September 11, portray communal outpourings of faith and respect. The photographs show

personal offerings, including a multitude of baseball caps left on these sites, notes, handmade crosses and crucifixes.

"Since September 11, 2001, grief and prayer are being more openly expressed and made manifest in shrines of solace. Because of the violence erupting into our lives, prayer is no longer kept as a singularly private act or relegated to traditional spaces," Flamm says.

The sites Flamm has photographed in relation to September 11 are the gates of St. Paul's Chapel and the memorial site for Flight 93 in Shanksville, Pennsylvania. St. Paul's served as a place of rest and refuge for recovery workers at Ground Zero. These sites have become actual places of mourning for lives lost on September 11.

Also featured in the exhibit are photographs of the sanctuary at Chimayo, New Mexico, a 19th century chapel, considered to be "The Lourdes of the Southwest" for the alleged healing powers of the earth on which it is built.

Jeannette Flamm, a former Assistant Dean of the Graduate School of Fine Arts at the University of Pennsylvania, and instructor of photography for the "Say Yes to Education" program has participated in numerous group exhibitions and has had eight solo exhibitions since 1996. Her photographs have been on display at the Philadelphia Museum of Art, Haverford College, the University of Pennsylvania, the Pennsylvania State Museum in Harrisburg, Sarah Lawrence College, and at numerous galleries.

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REACH OUT & READ: A PEDIATRICIAN'S PERSPECTIVE

By **PERRI KLASS, MD**

As a practicing pediatrician, I know how busy the health supervision visit (also known as the check-up) can be. There's a long list of topics to cover, shots to give, measurements to take, sage advice to dispense, and questions to answer. But over the past fifteen years, more and more pediatricians have added early literacy and reading aloud to that long list, routinely talking with the parents of babies, toddlers, and preschoolers about how to help their children grow up enjoying books. Fifteen years ago, at what was the Boston City Hospital, a couple of pediatricians, Barry Zuckerman, MD, and Robert Needlman, MD, together with an early childhood educator, Kathleen Fitzgerald Rice, MEd, developed a simple strategy for literacy promotion in a pediatric clinic—the Reach Out and Read model. From that one site in that one clinic, which continues to serve a large urban population, including many children growing up in poverty and many new immigrants and refugees, Reach Out and Read has spread to include programs at more than 2000 clinics, health centers, hospitals, and private practices. I have been involved with the program for the past ten years, helping my fellow pediatricians—and family physicians and nurse practitioners—incorporate this model into their daily professional practice.

Reach Out and Read has 3 components. It starts in the waiting room (where our patients and their parents often sit for far too long) with volunteers reading aloud, with books for the children to look at, with displays about reading and literacy. Second, during the checkup, the doctor gives some age-appropriate advice about reading aloud, and third, the doctor gives the child a beautiful new book to take home—age-appropriate, culturally appropriate, and ready to be enjoyed. The program is aimed at children from six months through five years, and if we do it right—that is, if they keep all their well-child appointments and we manage to give a book at each visit—that's ten books in the home by kindergarten age, each coming with advice and guidance.

For example, when I see a six-month-old, I offer her a board book—small for small hands, hard and chewable, and generally illustrated with pictures of faces. As she grabs it and starts to chew on it, I assess her development—can she

sit along, fix and follow, reach and grab—and I talk to her parent about how normal it is for a baby this age to explore the world by chewing on things. I might model pointing and naming as I hand over the book—"This is the baby! This is the baby's nose!"—and I make sure to emphasize that reading to children is important, even before they can talk. I try to help parents see that when a young child, eager for a parent's undivided attention, eager for the sound of the parent's voice, comes to associate that desirable contact with books, a positive association with books is formed which can help that child grow up enjoying books, and arrive at school with the early literacy skills she needs in order to tackle the job of learning to read.

As the children grow, the advice changes—I might reassure the mother of a two-year-old that it's normal if he doesn't sit still for the whole story. I might discuss books in the context of bedtime rituals and sleep issues. But the overall message is always there: this is something good—and something important—that you can do to help your child.

Many teachers have told me that they can see on the first day—or sometimes, in the first hour—of kindergarten or first grade which children have grown up with books. By putting books into more homes, by encouraging parents to start reading aloud early, Reach Out and Read hopes to make books a part of every healthy childhood. Research studies have shown us that the program increases parent reading aloud, leads to more positive attitudes towards books and reading, and improves the language scores of children from about eighteen months of age.

On a personal level, I love practicing medicine with a book in my hand. I love the children's responses—from the six-month-old who chews on his new book right away to the preschooler who proudly describes what she sees happening on the pages. And I love watching the children go home, holding their books, taking words and pictures and the pleasures of reading aloud into their homes and into their lives.#

For more information visit www.reachoutandread.org.

Perri Klass, M.D. is a practicing pediatrician & assistant professor of pediatrics, Boston U. School of Medicine. She is the President and Medical Director of Reach Out and Read.



Dr. Perri Klass

READ TO YOUR CHILD

Trude Haecker, M.D., medical director of Primary Care and Community Health Services of The Children's Hospital of Philadelphia, instituted Reach Out and Read at Children's Hospital's three Primary Care Centers in West Philadelphia in 1996. Reach Out and Read was implemented at Children's Hospital's fourth Primary Care Center, located in South Philadelphia, in 1999. Since that time, pediatricians and nurse practitioners at the Primary Care Centers have advised thousands of caregivers about reading aloud to their young children and each year give 17,000 new, developmentally and culturally appropriate books to children ages 6 months to five years at well visits.

"Literature shows that reading aloud to young children promotes development and speech language skills, which are a marker for success in school," said

Dr. Haecker. "We also know that impoverished children don't often have access to books and this is an opportunity for clinicians to help improve children and families' overall quality of life."

Dr. Trude Haecker is also medical director of Reach Out and Read Greater Philadelphia, a Coalition established in 2002. Reach Out and Read Greater Philadelphia is establishing and sustaining Reach Out and Read sites in Southeastern Pennsylvania. The Coalition includes 26 Reach Out and Read locations affiliated with 10 healthcare organizations serving 70,000 children in need. Reach Out and Read Greater Philadelphia is committed to reaching a greater number of children in Bucks, Chester, Delaware, Montgomery and Philadelphia counties and training additional medical providers in the Reach Out and Read strategies of pediatric literacy intervention.#



Dr. Trude Haecker

'READING WORKS' - NEW PROGRAM DEVELOPED BY WEILL CORNELL MEDICAL COLLEGE

Two years ago, Dr. Bruce McCandliss, a psychologist at the Sackler Institute of Developmental Psychobiology of Weill Cornell Medical College, introduced a reading program he co-developed into some of New York City's public elementary schools. The program, known as "Reading Works," uses computer-based reading lessons, and as students have learned from the curriculum, scientists have used brain scans and other methods to monitor how their brains are changing.

Now, two years later, results from the program are coming in from children across many parts of New York City, and the preliminary data are impressive. Children involved in the program, which encompasses 20 forty-minute sessions over a period of several months, are now reading at an ability level, on average, 1.2 grades higher. And, scientists now have a better idea of how children learn to read and what keeps some from becoming proficient at it.

"Reading Works" is aimed at poor readers—those students who, when given an initial test by Dr. McCandliss, scored at or below the 40th percentile. Dr. McCandliss' study includes both non-dyslexic and dyslexic groups, and is also designed so comparisons can be made between the two.

Each eligible child (along with his/her parents) meets individually with scientists and participates in a mock MRI imaging session. At the beginning and end of a protocol, each child has a real "brain scan" while he/she does simple tasks with words, and scientists monitor brain activity. Brain scans are also given to a group of "average" readers who serve as a control group.

After the screening process, students accepted into the study are divided into two groups, and each group receives its own protocol. Students in the "Reading Works" group have computer-based lessons that focus on breaking down words and building on sounds they have used previously. Here, if a student successfully completes a lesson, he/she attempts a higher level in the next session. Should he or she experience difficulty, the level will be repeated. An adult tutor (typically, an undergraduate student) watches over each student's lesson, and offers guidance and encouragement.

The second group is called "Guided Reading," which could be thought of as a comparison group, or a way for scientists to compare the effectiveness of "Reading Works." With "Guided Reading," each child is still assigned a tutor at random, but the focus is simply on reading and understanding books. Each time a student and tutor meet, they review what the child read last, and then choose a new book that is previewed, read, and discussed.

"Both programs will have a significant impact on the students involved," says Dr. McCandliss, "even though the methods of getting them there are very different." To find what is most effective, the components of each program can be measured and compared.#

The Sackler Institute of Developmental Psychobiology, a research group within the Department of Psychiatry of Weill Cornell Medical College, is dedicated to advancing understanding of brain mechanisms involved in the development of cognitive and emotional skills.

FAMILY LITERACY PROJECTS AT LIBRARY OF CONGRESS

Twelve projects received support in 2004–2005 as part of the Center for the Book's new "Reading Powers the Mind" family literacy program, said John Y. Cole, Director of the Center for the Book in the Library of Congress. Each project is in a different state and involves partnerships developed between the participating library and state and community organizations; partnership organizations come from both the government

and the private sector.

The "Reading Powers the Mind" program will test several types of potential library-community partnerships that could be replicated in different communities, depending on local circumstances. Whenever feasible, a state center for the book will be involved in the program.

Funding for "Reading Powers the Mind" has been provided by a recent \$409,000 contribution

to the Center for the Book from the Viburnum Foundation. From 1998 to 2003, the foundation awarded \$3,000 grants to 222 rural libraries in 10 states as part of the Center for the Book/Viburnum Foundation Family Literacy Project. During this six-year period, the national center, often with help from its affiliated state centers, organized and staffed 12 two-day training workshops throughout the country.#



John Y. Cole

AN INTERVIEW WITH FIRST LADY LAURA BUSH ON LITERACY

Education Update (EU): What method did your parents or teachers use to teach you to read when you were a child? How did you teach your children to read?

Mrs. Laura Bush (LB): My parents' method seems simple, but the results were profound—they read to me from the time I was very young. Some of my fondest memories as a child are of curling up in my mother's lap and listening to her read to me. Before I could even reach the top drawers of the card catalog, my mother would take me to the local public library where we would pick out books to take home and read together. She intuitively knew that the best way to prepare me for school was to read to me early and often. I've loved books and reading ever since. In fact, I chose a career where I could be surrounded by books all day long.

President Bush and I are lucky to have had parents who read to us and taught us to love books from an early age. We wanted the same for our girls. They loved story time too. Maybe that's because their father encouraged the girls to take Dr. Seuss's *Hop on Pop* literally! The President would lie on the floor and the girls would act out the story, jumping up and down on him. This was not a research-proven method for teaching reading but our girls learned to love books. And this love has grown throughout their lives.

EU: Tell us about your experiences as a public school teacher. What were the names and locations of the schools in which you taught?

LB: After earning a bachelor of science degree in education from Southern Methodist University in 1968, I taught at Longfellow Elementary School in Dallas and then at John F. Kennedy Elementary in Houston. In 1973 I earned a master of library science degree from the University of Texas at Austin, and I then worked as a librarian at a branch of the Houston Public Library and as a school librarian for Dawson Elementary in Austin.

EU: Why are some children missing the basics? How can we change this and ensure children are ready to learn to read when they enter school?

LB: In some cases, parents may not know how to read themselves, or they don't make time to read to and with their children. Some families can't afford to buy books to read at home. And many parents and caregivers simply don't know the importance of reading to children and engaging them in word play. As a result, their children are less exposed to language.

Before they start school, America's children receive care in a variety of settings. While 38 percent receive care solely from their parents, the remaining 61 percent have arrangements for care with relatives, non-relatives, and center-based care, including Head Start. Regardless of who spends the most time with children during these vital formative years, one thing is certain: the development of early language and pre-reading

skills is critical to their reading ability and academic success in school, and critical to their success in life. Without this development, children can lose confidence and the motivation to learn.

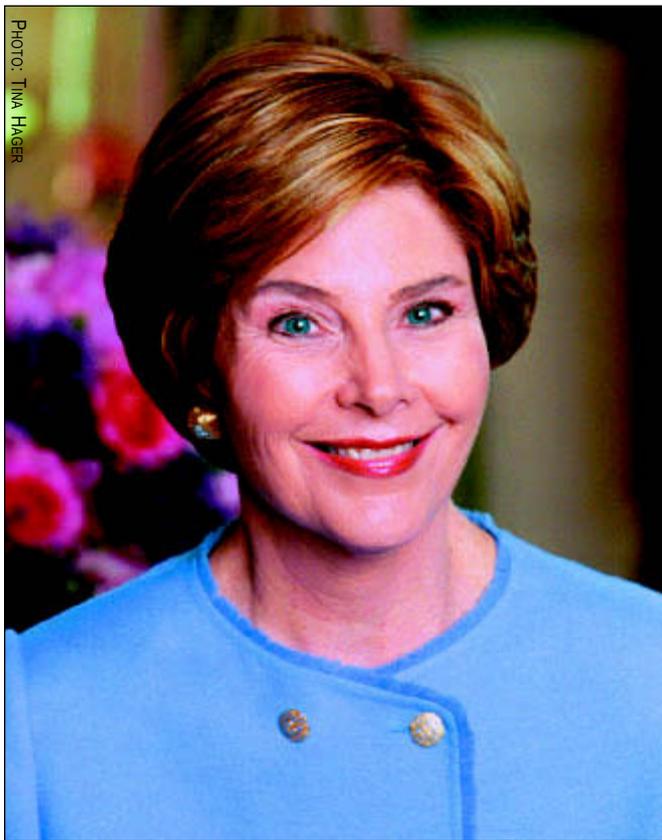
A number of successful programs share this critical information with parents and caregivers. Through a program called *Reach Out and Read*, doctors, during well-child exams, prescribe that parents read aloud to their babies. And doctors also give a new book to the children to take home and read with their parents. Through *Reach Out and Read*, fostering a love of books and reading has become a standard part of pediatric care. Last year alone pediatricians distributed 3 million books to more than 1.5 million children.

I first became aware of the *Reach Out and Read* program when my husband was Governor of Texas. In 1997, I helped launch the first program site in the state. I worked to establish a state *Reach Out and Read* office. Today, I continue to support *Reach Out and Read*.

In addition, over 15 million copies of *Healthy Start, Grow Smart*, a 13-pamphlet series on infant health care and child development, have been delivered to new Medicaid moms in 35 states and through WIC clinics. This magazine series outlines activities designed to stimulate infant brain development and build skills that children will need once they start school. Ideas are included for fun, age-appropriate activities that center on reading, language, and learning. The series also includes important health and safety information and resources for parents and families.

We must close the gap between the best research and current practices in our Head Start child-care and other early childhood programs. Early knowledge of vocabulary, letter recognition, and phonemic awareness have a significant impact on children's success in school. For example, reading scores in the 10th grade can be predicted with surprising accuracy based on a child's knowledge of the alphabet in kindergarten. America faces a challenge: we must make sure that children are equipped with the basic skills that lead to success in school. And, once in the classroom, these children deserve the quality education that comes from excellent teachers.

EU: What could an individual do to help



First Lady Laura Bush

improve literacy in America?

LB: Opportunities to make a difference for children are available in every community—large and small. *Reach Out and Read* depends on local supporters to purchase books and on volunteers to read to children in waiting rooms at the doctor's office. Most local libraries have children's programs and many schools have mentoring programs to help children who need extra help and attention in learning to read. Another successful volunteer program is championed by the Alpha Kappa Alpha Sorority. I recently visited with AKA members during their annual convention in Nashville, Tennessee. AKA sponsors the Ivy Reading AKAdemy, which is a one-on-one reading mentoring program. Through hands-on activities and personal tutoring in reading, they are helping to boost children's skills and their self-esteem.

EU: Who are some of the people who have inspired you?

LB: I'm blessed to be surrounded by people who are passionate about education. My parents nurtured my love of reading before I started school; my in-laws promote strong schools and literacy programs; and, of course, my husband who shares my passion for education and ensuring every child in America has access to a quality education. Every one of us knows the difference

a teacher can make in a child's life. When I was eight years old, I made the very mature decision to become a teacher. My mother said she knew I'd become a teacher when she heard me scolding my dolls for not paying attention. But the real influence on my decision to teach was my second grade teacher, Miss Gnagy. She was my favorite teacher, and I wanted to be just like her.

Today, as I visit classrooms across the country, I continue to be inspired by teachers. Teaching is one of the most difficult jobs, but it's also one of the most rewarding.

Every day teachers help children acquire the skills they need to achieve their dreams.

EU: Ten years from now, what are realistic goals for literacy in America?

LB: Learning in school and throughout life begins with reading. And with the No Child Left Behind Act, the expectation of literacy is the law of the land. The goal of this landmark law is to close the achievement gap and to ensure that all children have access to a quality education. President Bush and the United States Congress are investing more money in elementary and secondary education than ever before in our nation's history. Through the No Child Left Behind Act, historic levels of funding have been combined with unprecedented commitment to using proven methods of instruction, achieving high standards and requiring accountability to ensure that America's schools are producing real results for every single child.

And children in large and small schools are making gains because teachers now have better resources to measure students' progress. For the first time in history, every state has an approved accountability plan. Schools are measuring student achievement so that children who need help are not hidden in the averages. And achievement gaps are being identified and closed. As I travel to schools across the country, I see the promise of reform in America's schools. I see children excited and ready to learn. I see teachers and principals who refuse to accept failure and are embracing reform to make our schools the best in the world.

We still have more work to do. But we know that we can and we must accomplish our goals. The effects of failing to teach children are well documented. The National Assessment of Educational Progress shows that only one in six African-American and one in five Hispanic high school seniors are proficient in reading. We know that if children are not reading by the end of the third grade, their chances of learning to read will decrease every year. By the time they get to high school, they often drop out.

Our challenge is to reach all children early so that every child starts school with the skills needed to learn. Once in the classroom, our children deserve excellent teachers and a high-quality education. I'm proud to join President Bush in his goal to make America's schools the best they can be. #

READING IS FUNDAMENTAL & COOL CAT JAZZ

Reading Is Fundamental, the oldest and largest nonprofit children's and family literacy program in the nation recently hosted an event with Nicky the Jazz Cat and author Carol Friedman for one-hundred first and second grade students from PS 212 Midtown West. Jazz, used as a learning tool, was presented by trumpeter Jon Faddis along with a mini music clinic with jazz greats Clark Terry, Jimmy Heath, Don Friedman, Marcus McLaraine and Kenny Washington, joined by twelve year-old jazz piano prodigy Matt Savage, who also read *Nicky The Jazz Cat*.

An accompanying exhibit displayed more than one hundred pieces of student art.

Winner of the 2004 Benjamin Franklin Book Award, *Nicky The Jazz Cat* is a story about a jazz-

loving kitten that learns to play jazz and befriends the jazz musicians whom he admires. Nicky teaches young people about the joy of jazz, the importance of friends and mentors and the power of imagination and originality. Friedman's photographs of Nicky with jazz greats Roy Eldridge, Lionel Hampton, Lena Horne, Quincy Jones, Abbey Lincoln, and Gerry Mulligan accompany the story. The brightly colored graphics and rhyming and call-and-response text reflect the humor, rhythm and spirit of jazz itself. *Nicky's Jazz for Kids*, the companion CD and winner of the 2004 Parent's Choice Silver Honor Award, features original vocal recordings by legends Louis Armstrong, Cab Calloway, Nat King Cole, Ella Fitzgerald, Dizzy Gillespie, Peggy Lee, Louis

Prima and Fats Waller.

Founded in 1966, RIF is the oldest and largest nonprofit children's and family literacy organization in the nation. RIF develops and delivers children's and family literacy programs that help prepare young children for reading and motivate school-age children to read regularly. In 2003, RIF programs provided 16.5 million new books and other essential literary resources to more than 5.1 million families at no cost to them or their families. RIF programs are supported through public/private partnerships with the Department of Education, more than 150 national foundations, corporations, and local organizations; and countless individuals.#



Jazz greats Clark Terry, Jimmy Heath & Jon Faddis with PS 212 student Sim Messer at Birdland

MEDICAL UPDATE



New York City • AUGUST 2004
FOR PARENTS, EDUCATORS & STUDENTS

• 20

Easy Ways for Kids to Have a Fun, Safe and Healthy Summer

The summer travel and vacation season is here. As families head out to their vacation destinations, the Environmental Protection Agency (EPA) suggests a few steps to help keep children safe while at home and away.

Parents can help prevent many of the hazards associated with summer by following some of the easy steps suggested by EPA: Be Sun Smart—Wear hats and sunglasses, cover up as much as possible, and always wear SPF 15+ sunscreen on exposed skin. Also limit time in sunlight during the hottest period of the day, between 10 am and 4 pm; Help Kids Breathe Easier—Don't smoke or let others smoke in your home or car; Keep your home as clean as possible. Dust, mold, certain household pests, secondhand smoke, and pet dander can trigger asthma attacks and allergies.

Watch Out for Carbon Monoxide Poisoning—Don't let cars or lawnmowers idle in the garage. Install carbon monoxide monitors that meet UL, IAS, or Canadian standards in sleeping areas; Wash It First!—Your mother's old adage was right. Wash children's hands before they eat; wash bottles, pacifiers and toys often. Aside from eliminating germs, this also may reduce the risk of lead poisoning. Always wash fresh fruits and veg-

etables and, if possible, peel before eating to minimize the risk of pesticide and toxin ingestion.

Gone Fishin'?—Fish is an excellent source of protein and part of a healthy diet. However, eating fish with high levels of mercury can be dangerous to your health. These include: shark, swordfish, king mackerel and tilefish. Summer is also a great time for home improvement. With kids out of school, the need to maintain a healthy home environment becomes more pressing. Use this time to test your home for lead paint—especially if it was built before 1978. Test old pipes for lead and run tap water until it is as cold as it will get before using it to drink, cook or make baby formula.

Before heading out for a day of fun at home or on vacation, be sure to check your local ozone/air pollution, water and beach advisories. EPA makes forecasts readily available for ozone and particle pollution through the Air Quality Index (AQI).

Still looking for more information? EPA's Sunwise Program offers guidelines on protection from overexposure to the sun and has a daily UV index indicator.#

More information on children's environmental health is available by calling 1-877-590-KIDS.

Save Your Life! Choose Best Hospital for Quality Care

The Joint Commission on Accreditation of Healthcare Organizations launched a new generation of reporting health care information about the quality and safety of care provided in its accredited health care organizations across the country.

The Joint Commission's Quality Check® will provide clear, objective data to individuals that will permit them to compare local hospitals, home care agencies, nursing homes, laboratories, and ambulatory care organizations with others on state and national bases. Further, the Joint Commission will, for the first time, provide hospital-specific information about clinical performance in the care of patients with four major conditions. These include heart attack, heart failure, pneumonia, and pregnancy and related conditions.

Individuals will also be able to determine how health care organizations compare with others in meeting national requirements that help them prevent devastating medical accidents. The requirements specifically seek to avoid misidentification of patients, surgery on the wrong body part, miscommunication among caregivers, unsafe use of infusion pumps, medication mix-ups, problems with equipment alarm systems, and infections acquired in the health care setting.

Consumers can access Quality Check at www.qualitycheck.org and search for health care organizations by name, type, and/or location. Interactive links to information are designed to help individuals better understand how to use and interpret the information presented. Individuals

are encouraged to talk with their doctors about the information presented on Quality Check. "More than ever before, Americans are seeking information to help them make sound decisions about their health care," says Dennis S. O'Leary, M.D., president, Joint Commission.

"Quality Check is an important new source of quality-related information that will substantially enrich the consumer's knowledge base."

"We are very pleased that comparative data on hospital performance regarding four major conditions will be available on Quality Check, and we look forward to the inclusion of additional conditions as soon as possible," said Joyce Dubow, associate director, AARP Public Policy Institute. "The Joint Commission's decision to provide the public with the opportunity to see how well hospitals compare to one another should stimulate these institutions to improve care and also permit patients to make more informed choices about hospital care."

"The Joint Commission's Quality Check is an important step forward in ensuring the availability of national health care quality and safety information," said Sheryl Niebuhr, Ph.D., L.P., manager, Total Compensation Resource Center, 3M. "Quality Check helps consumers make informed choices while helping payers and providers better manage the quality, safety and cost of health care."#

The Joint Commission offers a free series of *Helping You Choose* brochures at www.jcaho.org, or 630.792.5800.

EDUCATION UPDATE & MEDICAL UPDATE
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The Ultimate Computer for Brain Research at Weill Cornell Medical College

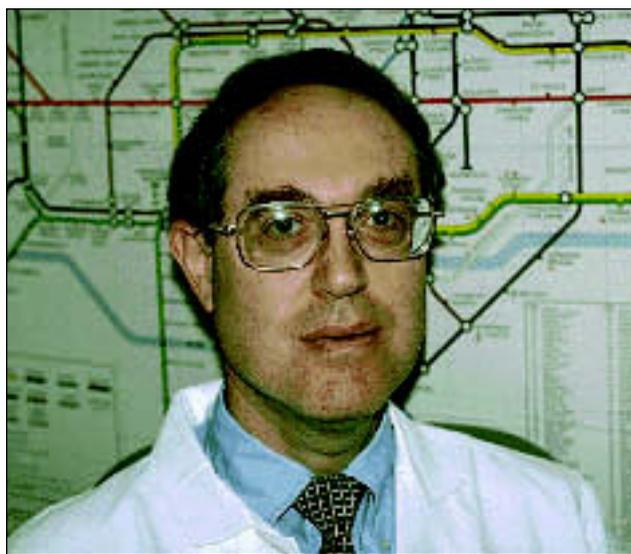
Imagine a puzzle made up of one hundred billion pieces, each reacting to the other, and you have a glimpse of the enormity of the challenge facing researchers bent on understanding how brain cells work together to create human perception, thought, and action. Every day, over 50,000 neuroscientists around the globe collect data on just these types of neural interactions, publishing their collected facts and figures in over 300 journals and scientific assemblies worldwide. But the sheer quantity and scope of neuroscientific data means that individual researchers cannot hope to utilize but a small fraction of what is available.

Many experts—including Dr. Daniel Gardner, a Weill Cornell Medical College Professor of Physiology and Biophysics, and Director of the College's Laboratory of Neuroinformatics—now believe the time has come to give this community of scientists a better means of accessing—and re-analyzing—this vital data.

"We wanted to develop methods that could allow people to take the data behind these figures and put them in a database, and then to allow other people to download those data from it, and analyze it in other ways," explained Dr. Gardner, who is also Professor of Physiology and Biophysics in Neuroscience at Weill Cornell.

The result, he said, is neurodatabase.org, an online resource for researchers looking for the kind of detailed data that fuzzy reproductions of tables and graphs found in print journals simply cannot provide.

Writing this month in a special issue of *Nature Neuroscience*, dedicated to the 10th anniversary of the Human Brain Project (HBP), Dr. Gardner outlined those components that make neurodatabase.org such an important tool. "We have just



Dr. Daniel Gardner

finished, within the last couple of months, a very sophisticated data upload tool that permits people at their home computers to automatically put the data into neurodatabase.org, and to annotate the data as well," he explained.

Annotation is key: Because much of what's stored on neurodatabase.org consists of raw data on signaling activity between brain cells, Dr. Gardner said researchers who upload their results will be asked to provide specific "metadata"—where in the brain it is, what type of neuron it is, what type of activity an animal was doing or was not doing when the readings were recorded.

It is this type of information that website users will use as keywords whenever they perform searches for specific data, Dr. Gardner said.

Once the right data is located, a tool built into the website called a "virtual oscilloscope" can help website users view extended datasets—providing them with the full range of data produced by a particular study, not just the summary versions published in journals. These datasets are fully downloadable and ready for re-use in ways the original researchers might not ever have imagined.

"Our thought was that people need to be able to take brain data and subject it to additional sorts of analysis that could not be done by the home lab—either because they weren't interested

in a particular question or because they didn't have the mathematical systems or sophistication to do so," Dr. Gardner said.

Ideally, researchers will be able to approach a research problem from various angles—looking at data first from the molecular level, then from a "big picture" view of brain activity as recorded by fMRI. "So perhaps the question you have can be partially answered by data from one database type, and partially answered by data from another," Dr. Gardner explained.

[Neurodatabase.org](http://neurodatabase.org) operates on tools written in Java, he noted, "So they can be used by anyone

with any contemporary computer—Mac, PC, or Unix." And for Dr. Gardner, there's no question as to who owns the rights to uploaded data. "When you upload data to our website, there's an acknowledgment that you retain those rights," he said. "We firmly believe that intellectual property rights belong to the people who create the data."

The neurodatabase.org project is funded by a grant from the National Institutes of Health as part of the Human Brain Project (HBP), which celebrated its 10th anniversary this week. Like the Human Genome Project—which has already completed its main task of mapping the human genome—the HBP seeks to crack another "code" crucial to our understanding of what it is to be human. "Every single signal that's ever come into your body, everything you know or experience, comes in to the brain as what's called an 'action potential,' a change in the electrical potential of a nerve cell," Dr. Gardner explained. Varying frequencies of these action potentials make up what's known as the "neural code."

"We don't understand the code," Dr. Gardner said. "We do not know the correlation between the signal itself and the experience." Cracking the neural code is proving much, much more difficult than understanding and mapping DNA, he added, since there are billions of brain cells involved in trillions of complicated relationships every second. Still, online tools like neurodatabase.org may give the global community of neuroscientists a new weapon in that struggle. "It's tremendously exciting," Dr. Gardner said. "What we're doing is using computers to help understand some of the techniques for brain study—but what we're doing, as well, is understanding how the brain works as a computer."#



New Jersey Students Work to Fly High with NASA This Summer



(L-R) Denise Salinas and Jennifer Rodriguez in Workshop

Recently, four students from Williams L. Dickinson Technology Magnet School, a technology-focused high school in Jersey City, traveled to the Johnson Space Center in Houston, Texas to both work and observe as an experiment they designed is carried out in a near-weightless environment.

The students, Carlo Fajardo, 15, Humberto Guzman, 15, Jennifer Rodriguez, 16, and Denise Salinas, 17, who were selected based on merit and success on previous science-related projects, have been working with their teacher Howard Zlotkin, NASA scientist Greg Vogt and Liberty Science Center educator Rosa Catala to develop the unique experiments. The experiments will be performed aboard a NASA KC-135, a plane that performs a series of sweeping arcs at about 38,000 feet in the air to create short periods of near-weightlessness.

After a rigorous selection process the group selected two projects to test onboard the KC-135. The first, "Effects of Micro-gravity on Bioluminescence," will show if there is any

change in the chemical reaction that produces bioluminescence in a near-weightless environment. Bioluminescence is the light produced by the chemical reaction inside the body of a living organism. Viewing the reactions that take place during a number of test flights will complete the experiment. The research will be done in an experiment chamber consisting of two boxes. The primary box is where the actual experiment will take place; the second is the storage where the replacement vials will be.

The second, "Whoa Roaches," will test the effects of micro gravity on the sensory area of Madagascar hissing cockroaches.

During these sessions, students will learn about the scientific process, Micro G and space, with activities conducted to promote cohesiveness and teamwork. Additionally, Liberty Science Center staff scientist Dr. Betty Faber visits the students twice a month to discuss aspects of biological processes and how scientists plan and conduct research.

Since March the students have been visiting



(L-R) Jennifer Rodriguez, Carlo Fajardo, & Humberto Guzman working with chemicals

Liberty Science Center on a biweekly basis to utilize the center's unique resources and to learn more about their project parameters through special activities designed to enrich and support their classroom curriculum.

This program is the first component of a unique collaboration between Liberty Science Center

and NASA, designed to bring the excitement and challenge of science to students, teachers and families through a wide variety of community activities that can be held at Liberty Science Center, then replicated at science centers and museums across the country.#

CHOOSING A COLLEGE: CAMPUS VISITS ARE IMPORTANT

By TOM EHRLICH

Louisiana State University's football team is ranked number one this year by the USA TODAY/ESPN Coaches Poll. Ranked number one? It's the middle of summer. How is it possible to rank teams when they haven't even played a game? The answer, of course, is potential. Those who do the rankings try to predict how well a team will do based on the performance of the team last year—even though many players graduated—and expectations about the new players, plus the quality of those who coach them.

U.S. News & World Report will soon announce its annual college academic rankings. Campus presidents, admissions directors, and others whose campuses may be helped or harmed by the latest listings will no longer need to hold their breath. But are these magazine scales any more reliable than those football rankings?

In many ways, their strengths and weaknesses are similar. Like summer football rankings, the rankings in U.S. News & World Report tell something about the potential impact that a college or university may have on a student. They do this because the rankings are based on the resources of campuses on the one hand and their reputations on the other. Just like football rankings, what leaders in higher education say about a campus should also be important. Even though it's largely gossip, it's usually informed gossip.

Rankings do little, however, to tell students how they will react to the learning environment of a campus, how much they will be stimulated both in and out of class, or how much they will be stretched to excel. By all odds the best indicator of whether a campus will feel right for a student is a campus visit. When possible, prospective students should spend time on any campus they are considering. They should listen and learn from current undergraduates, for their experiences are good guides to what life will be like. It's important to check out not just the curriculum, but also the extra-curriculum and the campus climate. Students should trust a combination of their heads and their hearts in determining how and how well they will engage at a college or university. In fact, there is lots of evidence that campus visits are the most important determinant of student choices.

A campus visit should be supplemented, of course, by as much information as possible about teaching and learning on a campus. Now there is another means to help students and parents

make informed decisions: the National Survey of Student Engagement (NSSE). Each year NSSE collects information directly from undergraduates at hundreds of campuses, based on research about how and under what circumstances students learn. Prospective students can check to see whether a college in which they are interested participates in NSSE. If so, they may be able to obtain valuable insights about the extent to which students find the academic work challenging, the degree to which they are active learners, the extent of student-faculty interactions, the richness of the out-of-class experiences, the overall campus environment, the exposure to diverse cultural experiences, and the scope of technology uses. Research has shown that the questions NSSE uses give us a good picture of how much students are really learning. That's something that rankings such as those of U.S. News & World Report can't tell.

Fortunately, many campuses would be a right fit for any particular student, so there should be many institutions from which to choose. The quality of campus resources and of incoming students—factors that dominate most rankings—are some of what should be considered. But no one would choose a hospital based on the health of patients coming into the hospital, and no one should choose a college based primarily on the grades and test scores of incoming students. Since learning is the primary goal of going to college, students should determine what environment will best support them in becoming successful learners, and which institutions will meet their needs and interests. Making the effort and taking the time to investigate an institution fully before choosing where to apply is a short-term investment that will bring dividends for life.#

Tom Ehrlich was president of Indiana University from 1987 to 1994. He has been president of the Harvard Alumni Association, chair of Campus Compact, and a board member of Bennett College and the University of Pennsylvania.

He is currently a senior scholar with the Carnegie Foundation for the Advancement of Teaching.

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PROFILES IN EDUCATION

DR. REBECCA H. CORT, DEPUTY COMMISSIONER, NYS VESID

By JOAN BAUM, Ph.D.

Rebecca H. Cort, since February, Deputy Commissioner of the New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID), is a confident woman, which means a lot in a state whose legislature has just been identified by an NYU Law School study as the worst in the country. For Dr. Cort, who holds a doctorate in Learning Disabilities from Teachers College, Columbia, the legislature's designation as "dysfunctional" means that funds for her office are still "on the line"—which means, for one thing, that a great number of public schools and approved private schools with disability programs don't yet know what they'll be able to do in an academic year that's just one month away from starting. It also means that Dr. Cort will have to keep her dynamic marketing initiatives on hold for a while, but it's clear from her upbeat manner and focused energy that persons with disabilities have in Dr. Cort an informed and eager activist. As for the legislature, well, she replies, with a humorous sense of been-there-done-that, she can wait, because she knows exactly what she wants: providing similar instruction for all students means "all."

Dr. Cort's responsibilities, which include administering policy development and program oversight in response to government mandates to meet the needs of people with disabilities from early childhood through adulthood and into the workplace, extend from special education to vocational rehabilitation and independent living programs in the state. Before assuming her position at VESID, Dr. Cort coordinated the state's Office of Special Education Quality Assurance and Support Services, and was a general education teacher and a special education consultant. A co-author of a book and of numerous articles



Dr. Rebecca H. Cort

on children with special needs, Dr. Cort is an expert on disentangling confusing data which both advocates and critics love to cite at times of budget crunch. For example, New York City's disability classifieds rate, as well as the 12 per-

cent overall rate for the state, is actually below the national average, which sounds good, except that in the city, many kids attend private academies and keep the statistics down. The facts speak volumes about the number of children who

attend public schools in urban, high-need districts. But more than money is involved, Dr. Cort notes: the "system" has aggravated problems by not concentrating on the best "critical points" to make a difference for the disabled.

In the past, the disabled were kept separate from the nondisabled (not a cost-effective way of dealing with issues) and thus special education teachers concentrated on methodologies. Now, with state-mandated content-oriented certification requirements for teachers and curricular access for all, the distance between general and special education teachers has been dramatically lessened. Teaching physics to a disabled youngster, for example, means that that teacher has really got to know physics. Recent research, moreover, shows that in some wealthy districts disabled youngsters perform better than nondisabled, a finding that argues for the importance of closing the gap in the early years, for mentoring to prevent drop out, and for promulgating model programs. Changing attitudes is crucial, both at higher education teacher training institutions and in the workplace. If H.S. teachers are not up to teaching subject matter to the disabled, then "we don't want them."

Her goals, Dr. Cort says, make economic as well as educational sense because it is less expensive to ensure that the disabled get and keep jobs than it is to support their institutionalization (which includes prison, in many cases). Myths still abide, but the truth is that adult constituents, a category that includes those with mental health as well as physical disabilities, tend to be loyal, responsible, and steadfast employees. Much needs to be done to educate employers to deal with relapses and to use referral services, especially those in resident communities. And of course the need remains to educate the public at large and to persuade those dilatory lawmakers.#



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IN THE FACE OF ADVERSITY...



(L-R) Andrew Heiskell Library Head Robert McBrien, NY State Assembly Member Deborah J. Glick, Director of the Branch Libraries Mary K. Conwell, library patron Courtney Gross, seeing eye dog Xavier, & NY State Assembly Member Richard N. Gottfried.

By MICHELLE ACCORSO

Courtney Gross was born with cataracts. By the time she was eight years old, although she had endured numerous operations, her vision began to deteriorate significantly. Glasses did not help and although she loved reading, she wasn't able to access the books she needed for school. By the age of ten, Courtney was completely blind. Undaunted, her mother, a teacher, enrolled her at the Heiskell Library. Founded in 1895, the New York Public Library (NYPL) has spent over a century expanding its resources to children, teens and adults. With the generous support of the late Andrew Heiskell, trustee of the NYPL, the Heiskell branch located at West 20th Street now also serves as an oasis to the blind and visually impaired. With a passion for knowledge, Gross refused to let her handicap stand in the way of her goals, her thirst for knowledge and her indomitable independence. The Heiskell Library began sending her books on tape and books in Braille, both for her classes and recreational purposes.

"My hope is that people come to appreciate this library and the people who work here as much as I've come to enjoy them," Gross stated.

Mary K. Conwell, Senior VP and Director of the Branch Libraries, commented, "People who read less participate in civic affairs less. That's an interesting situation where I think libraries—a place that engenders civic participation—can really help. The library is a place where people can come together and talk about issues in a neutral place."

A graduate from John Jay College with a masters degree in forensic science, Gross is certainly one of the individuals taking advantage of the many opportunities that the library offers. Her parents never let her use her blindness as an excuse, so at a very young age Gross learned to live independently. With the help of Xavier, her seeing-eye dog that she acquired when she was 18, she made her way to school via public transportation.

As someone who often came across the challenge of organizations refusing to make resources available to her, Gross was still able to take the SATs in Braille. "There's no excuse for not making material available in whatever format someone needs," she commented. Not wanting the SAT's or other exams read to her, Gross has spent her entire life working towards achieving and maintaining independence. "I was always in regular classes. Some kids were understanding and some were cruel. In all honesty, however, in all the cruel people I've encountered in life—and there have been quite a few—they have helped to make me stronger. People sometimes say that if they could do their lives over again they would change so many things...for me, I wouldn't change anything because if anything was different, who knows where I would be right now?"#

More information on the Heiskell library and the many advances of technology for the blind and visually impaired will be continued in the September issue of Education Update.

Lessons from the League School

By JASON GORBEL

I enjoy teaching social studies with a particular preference for aviation history. In my classroom social studies themes found their way into other subject areas. One multiplication lesson incorporated the first leaps of the Wright Flyer and a biography of Amelia Earhart launched a month of language arts activities. My propensity for historical analogy was in the mind of the League School administration when I was asked to develop and teach a social studies program for the entire student body. League is a school for children with a classification of serious emotional disturbances who are too impaired to have succeeded in Board of Education schools.

After a few sweaty days clearing out a neglected storage room in the school's basement, I decorated the walls with presidents, civil rights leaders, explorers, maps and, of course, airplanes. The social studies department had a classroom now. Our individualized curriculum was theme oriented and the administration gave me the freedom to choose such a theme, but how was I to make the students care about their history? Where was I to start?

From the countless heroes of American history, the victories of our nation's first African-American fighter pilots, the Tuskegee Airmen, are of paramount inspiration to me. My heart would almost race when I imagined myself soaring along with them at the controls of one of their famous red-tailed Mustangs. If I could feel it, then so could my students. I decided to include Airmen's story among the first themes I taught.

As an experienced teacher, I knew making the information relevant to the students' lives would ensure their involvement. The Tuskegee pilots' plight was a dual war against prejudice on the ground and the German Air Force in the sky. Discrimination was an obstacle many of my students faced daily and courage under fire was called for in combat much as it is growing up in

an often hostile urban environment. The idea of being stifled by low societal expectations was also something they understood well and here were people who, generations before had transcended the limits others had imposed upon them. These pilots' exploits did more than protect American bombers en route to axis targets; they provided our country with evidence that given opportunities, African-Americans could excel at far more than the menial pursuits generally afforded them.

One morning my students were greeted with something other than a textbook or a chalkboard full of rote facts. A poster of Tuskegee Airman C. D. Lester's red-tailed P-51 Mustang in pursuit of a burning Nazi warplane hung over the chalkboard. Upon entering the classroom, the students' attention was caught by the colorful illustration. When they read aloud I had written below, "What would a blonde German fighter pilot who believed that he was a Superman have thought if he knew it was an African-American who had bested him in the air?" A lively discussion ensued.

Replies included, "What made him think he was better?" They remained silent—a rare pleasure—as I explained Hitler's Germany.

My question, "How did it feel to return to America, the country you had fought for, and find many doors of opportunity still closed to you because of the color of your skin?" spawned debate about issues of segregation and civil rights.

History provides an endless and ever expanding supply of heroes, villains and struggles to grab any student's imagination. I look forward to many years of baiting my students with such elements and reeling them in before they even realize they are learning history from the basement.#

Jason Gorbel, MSED is a social studies teacher in Brooklyn's League School.

[Education Update welcomes articles by teachers. Please email to ednews1@aol.com. In the subject line: Attn: Dr. Rosen]



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Good Night, Harry

by Kim Lewis

(Candlewick, 32 pp.)
\$15.99

America the Beautiful

by Katherine Lee Bates

(Little, Brown and Co., 32 pp.)
\$16.95

Nonfiction:
Ages 8 thru 12:
Handsome wood-

cuts in the boldest of colors reminiscent of 1930's WPA murals. A history of the song and a simplified lovely version of the music is included.

Sea horses

by Twig George

(Millbrook, 32 pp.)
\$24.90

Riddle Me This! Riddles and Stories to Challenge Your Mind

by Hugh Lupton

Illustrated by Sophie Fatus

(Barefoot)
\$19.99

"If you were a sea horse, you would enchant all who saw you. One glimpse and you would remind people that there was magic on Earth." The under-sea world of these

amazing animals is revealed with poetic language.

Fiction: Ages 8 thru 12: Unusual folktales and riddles from around the world as well as familiar selections to keep kids guessing from *Alice In Wonderland*, *The Hobbit*, etc. Childlike ink-and-

watercolor illustrations just as challenging.#

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.

STORYTELLING AT STATUE OF HANS CHRISTIAN ANDERSEN, CENTRAL PARK, SATURDAYS 11:00-12:00 NOON

August

7	Ellen Shapiro	The Tin Soldier	H.C. Andersen
	Jeslyn Wheelless	The Princess and the Pea	H.C. Andersen
14	Ron Sopyla	White Cat	China
21	Antonio Sacre	My Father and Me	Cuba
28	Raouf Mama	Fortune's Favorite Child	Benin

September

4	Bob Barton	The Sultan's Daughter	Turkey
	Kaye Lindauer	The Goblin and the Grocer	H.C. Andersen
11	Ralph Stang	The Ugly Duckling	H.C. Andersen

Bring your skip ropes for:

18	Diane Wolkstein	Elsie Piddock Skips in her Sleep	E. Farjeon
	Shirley Keller	Guitarist	
25	Helen Porter	The Steadfast Tin Soldier	H.C. Andersen.#

Artistic Director: Diane Wolkstein (dianewolkstein@hotmail.com). Monitor: Ruth Lesh (609-896-1792) Storytelling is held rain or shine at 72nd Street & Fifth Avenue in Central Park. The stories are appropriate for children five years and up. Children are asked to sit with parents or guardians. Sponsored by the Hans Christian Andersen Storytelling Committee and the N.Y.C. Department of Parks and Recreation.

In Errata

The website in last issue's article entitled *Dr. Alice Begray, Chair, Children's Book Committee, Bank Street College of Education*, should have read www.bankstreet.edu/bookcom.

PRODUCT REVIEW

RECORDED BOOKS' "SOUND READING SOLUTIONS"

By MITCHELL LEVINE

Like Classic Illustrated comics and grainy videos of literary adaptations, we all know students love "books on tape." For a generation—or maybe the third or fourth one—uncomfortable with the verbal medium and raised on film and television, the common wisdom is that audio books are simply a palliative: a shortcut cheat designed to take the pain out of parsing classic lit for slackers phobic of verbal decoding. They couldn't possibly have serious education value for the practicing teacher or reading specialist, right?

Wrong: thanks to Recorded Books' Sound Reading Solutions curricula and Balanced Literacy Toolkit, both mainstream educators and special ed instructors can provide solid benefits to their classroom through audio books. If you don't believe me, let statistics be your guide. In a recent research study, thirty teachers in fifteen middle and high schools in Boston, San Diego, and several schools systems in Florida, students using the Recorded Books program gained a 34 percent edge in reading comprehension against a control group, read 77 percent more pages, and had improved fluency gains of 65 percent. Nor are those positive outcomes limited strictly to mainstream education: according to research exhibited at the 2002 IDA conference, secondary special needs students showed an almost 20 percent gain in comprehension from pre-test to post-test. Although the company makes available a vast

selection of fiction and nonfiction titles and class guides for grades K–12, of particular interest is their Balanced Literacy Toolkit. The package includes 45 titles for young adult readers and teacher mini-guides, a combination cassette/CD player and eight Walkmans for individual listening, class sets of print guides, vocabulary building exercises, and even a steel cabinet to store the materials. With selections like *Go Ask Alice*, *The Chocolate War*, *Island of the Blue Dolphins*, and *Rumble Fish*, the discriminating teacher can be sure of garnering maximum student interest as well as research-based skills improvement. A diverse set of varying "core collections" are offered as well, including selections of Newberry Award-winning titles and titles chosen by distinguished reading teacher, Janet Allen.

Even better Recorded Books suggests a number of tested teaching strategies for classroom use, including plans for independent "sustained silent reading," small group reading, whole class listening, and even encouraging family participation. For struggling and special education use, the SmartReader product is emphasized, designed to be played at varying speeds to support appropriate rates for LD and remedial students.

Really, the best thing I could do is simply direct you to the company's catalogue, so you can appreciate the broad range of materials and programs that can be found there.#

For more information, log on at www.record-edbooks.com.

"PHONICS THEY USE: WORDS FOR READING & WRITING" BY PATRICIA M. CUNNINGHAM

REVIEW By MERRI ROSENBERG

It's hard to imagine this slender volume as a radical text. But on many levels, it is.

For someone whose children attended elementary school during the 1990s, when whole language was the watchword of reading programs and phonics was banished (except among reading resource teachers whose job it was to help struggling readers), I admit to a certain guilty pleasure at finding this in my mailbox.

What's refreshing about Patricia M. Cunningham's approach is that her phonics method embraces strategies and techniques that more strict constructionists might not include, like allowing pre-readers to use inventive spelling. She recommends a slew of rhyming books that would be fun additions to any classroom (removing phonics from the dreaded basal reader association that it has for we baby boomers), and offers a host of creative and diverse activities that any teacher could use successfully in his/her classroom.

I particularly liked her recommendations that teachers use rhymes and riddles, even rap, to access the sounds of words, adopt a multi-sensory approach by having students clap out the beats of words, and play a variety of games to enhance their acquisition of literacy skills.

The book also offers specific activities that teachers could bring into their curriculum, from spelling activities, working through roots, prefixes and suffixes, and setting up take-home word walls to learning common rhyme patterns and even assessments to measure a child's reading fluency.

This is certainly a text that belongs in any elementary school teacher's classroom; too bad its message wouldn't have been as welcome a decade ago.#

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In this time of political conventions, the Democratic Convention having taken place in Boston in July and the Republican one upcoming at the end of August in New York City, the 9/11 Commission Report just released and much of world and domestic affairs on people's minds, a topical, light, but biting fun book to read is *Obliviously On He Sails: The Bush Administration In Rhyme* by Calvin Trillin. This book is a collection of poems he has written as the deadline poet for *The Nation* on the topic of the George W. Bush administration. Each week for that magazine he contributes a piece of verse on the news. Some samples of his verse follow:

"He thinks that hostile's hostage.
He cannot say subliminal.
The way Bush treats the language
Is bordering on criminal.
Yes W. once took the view
That CO₂ is bad for you.
He says he's had a turnabout:
We make the stuff when breathing out,
So dangerous is what it's not.
From lobbyists you learn a lot."

Trillin has topical headings for all his verses and divides the book up into twelve chapters with such chapter headings as: 'George W. Bush and Nanny Dick', 'Just Invade Something', 'Assorted Irrelevant Countries' and 'The Charge Of The Sissy Hawk Brigade'. The author also enjoys taking potshots at Vice President Dick Cheney, Rush Limbaugh, Newt Gingrich, Bill Bennett and Al Gore.

At Logos Bookstore in August there will be plenty to do. Every Thursday evening at 7 P.M. in the Logos patio, Chris Meyer, Alumnus of Fox's 'Lucky Us', 'Guiding Light' and performances at La Mama Theater and Comic Strip Live, and friends will perform skits. See the store window and sandwich board for what is scheduled or call the store.

Wednesday, August 4, 2004, kicks off celebrations for the 6th anniversary of KYTV Reading Group with a party at 6:30 P.M. followed by a discussion at 7 P.M. of *All The King's Men* by Robert Penn Warren. Further celebrations will occur in October. Richard Curtis, of the Richard Curtis Literary Agency, will continue his discussion of the book of Exodus as part of the continuing series, 'Love, Vows, A Connection: The Marriage Of A People to their God' on Monday, August 9, 2004 at 7 P.M. Children's story time continues every Monday at 3 P.M. Come join the fun!

Obviously On He Sails: The Bush Administration In Rhyme

by Calvin Trillin
(Random House)
\$12.95

Upcoming Events At Logos:

Wednesday, August 4, 2004 at 6:30 P.M., KYTV Reading Group will celebrate its 6th year anniversary with a party followed at 7 P.M. by a discussion of *All The King's Men* by Robert Penn Warren.

Monday, August 9, 2004 and Monday September 20, 2004 at 7 P.M. Richard Curtis of the Richard Curtis Literary Agency will continue his discussion of the book of Exodus.

In the continuing series, "Love, Vows, A Connection: The Marriage Of A People to their God" Wednesday, September 1, 2004, at 7 P.M. KYTV Reading Group will discuss *One Hundred Years Of Solitude* by Gabriel Garcia Marquez; Wednesday, October 6, 2004 at 7 P.M. KYTV Reading Group will discuss *Moby Dick* by Herman Melville.#

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

Letters

continued from page 6

that school leaders should have had the experience as effective educators. Ms. Farina surely qualifies as both an outstanding educator as well as an effective school leader.

I wish her the best of luck in her new position. The principals, assistant principal, teachers and supportive staff are the beneficiaries of Ms. Farina's expertise and supportive leadership style; the system's school children of our great city will be the winners as the result of her selection.

Dr. Dan Miller
Fresh Meadows, NY
Executive Director
The Learning Zone

RESPONSE TO

St. John's Marcus Hatten Sets Sights on NBA

To the Editor:

I'm from Poland and I would like to know more about Marcus Hatten playing on our team: Gipsar Stal Ostrow Wielkopolski. I'm looking forward to see him in action! Let's go Stal.

Michal
Ostrow Wlkp, Poland

Dear Ostrow,

After getting his cup of tea with the NBA L.A. last season, Clippers Marcus Hatten played in Poland, got released—then played in another European country and got released.

If you're interested in other players, the best information can be found on Eurobasket.com.

Tom Kertes
Sports Writer, Education Update

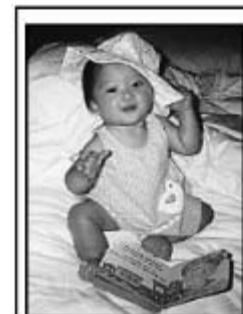
RESPONSE TO

A Hearing Impaired Teacher Helps
Children Discover the World

To the Editor:

Your story truly gave me hope. My niece has an 80 percent hearing loss in her left ear and her school is reluctant to help. I want to know what rights we have. Best of luck to you always and thanks for the enlightenment!

Sherri M.
New York, NY



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Bridging the Literacy Achievement Gap

Edited by Dorothy S. Strickland and Donna E. Alvermann and with a foreword by Ronald F. Ferguson, *Bridging the Literacy Achievement Gap* addresses critical issues related to pre-adolescent literacy learners with a focus on closing the achievement gap. Despite efforts by educators and policymakers during the past several decades, certain groups of students—primarily African-American students, English language learners, and students from low-income homes—continue to under perform on commonly used measures of academic achievement. Too often, teachers and administrators lack both proper preparation and good ideas to confront these issues.

Part I of this volume contains essential background information about specific populations of learners who are not achieving as well as expected. Part II provides descriptions of prom-

ising programs that are authored and co-authored by practitioners and researchers working collaboratively. The result is a valuable resource for those involved in teaching and setting policy for literacy education in grades 4–12.#

Dorothy S. Strickland is the Samuel DeWitt Proctor Professor of Education at Rutgers, the State University of New Jersey. Donna E. Alvermann is Distinguished Research Professor of Reading Education at the University of Georgia.

Bridging the Literacy Achievement Gap

Edited by Dorothy S. Strickland & Donna E. Alvermann
Forward by Ronald F. Ferguson

(Teachers College Press)
304 pp., paperback:
\$24.95

Feng Shui, Craps & Superstitions: The Martial Arts Approach to Winning at Craps

REVIEW By MERRI ROSENBERG

As someone who has zero interest in the gaming and gambling world (gazed at the Monte Carlo casino from the outside, shunned any similar destinations on trips to Las Vegas and the Caribbean), this isn't exactly a volume that I would normally choose to read.

Admittedly, though something somewhat in the concept of taking currently fashionable ideas in Feng Shui and applying them to the realm of betting and gambling, a universe where invoking Lady Luck is a matter of parcel of acceptance.

So understanding that there are ways to "read the table" or shoot the dice to maximize good Feng Shui and minimize the bad has its fascination, as does the idea that there are "good" casinos, like Mohegan Sun in Connecticut, and "bad" like the MGM Grand in

determined by the Feng Shui of their respective designs.

The author also delves into common superstitions

Feng Shui, Craps and Superstitions: The Martial Arts Approach to Winning at Craps

by Wilfrido M. Sy, MD

(Universe Inc., New York, Lincoln, Shanghai, 2004)
\$18.95



have about dice and gaming strategies; the mathematics of such pursuits, and how a cunning couple can (not surprisingly) disrupt the positive Feng Shui that may surround a popular game. One amusing feature features a gaming table where players had such good luck on a lengthy stretch that the table was not to open it the following morning.

The volume is probably too technical for those who have little interest in gaming, but could be a diverting read for those who are into players.#

Five Sheets of Plywood

How to get started in business and the importance of spending money on only critical items

THE BARE ESSENTIALS OF SUBSISTENCE

Spiros G. Raftis (the author) is a graduate of the University of Pittsburgh in Metallurgical Engineering. Mr. Raftis' first employment upon graduation was selling valves; he was very successful. Unexpectedly, three years later he was fired. He was devastated because of his dedication and loyalty to his boss. He felt the only choice left was to start his own business. He decided to manufacture valves since he was knowledgeable in this field. As this was not planned, he had no money set aside. His book, *Five Sheets of Plywood* (his first office), details how he got started and the importance of spending money on only the BARE ESSENTIALS. His book also covers problems and confrontations that all new businesses encounter, such as dealing with lawyers, bankers, partners, employee relations, etc. This book is a guideline for these problems.

In 2003, Mr. Raftis' company, Red Valve Company, celebrated its 50th anniversary.

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From the NY Botanical Garden: Explore A World of Plants

Why is August an exciting month for young science sleuths, birdwatchers, and artists? Because there are so many fun things to do at The New York Botanical Garden. Designed especially for children, the Everett Children's Adventure Garden and Ruth Rea Howell Family Garden form a unique living laboratory. Check out the Adventure Garden where children participate in more than 40 hands-on activities. Then visit the Family Garden where families grow and harvest edible plants, and the fun includes storytelling, crafts, and advice from expert gardeners. Here's a list of summer programs; teachers also have a bounty of school programs to choose from.



Waterlilies at the New York Botanical Garden

At the Everett Children's Adventure Garden **WONDERS OF WATERLILIES** The Adventure Garden becomes an aquatic learning lab this month. Children can catch a cool break and do experiments to understand how waterlilies float. Explore how these exotic-looking plants are perfectly suited to their watery home. Hands-on activities include making a watercolor painting.

Tuesdays-Fridays, 1:30-5:30 p.m., Saturdays and Sundays, 10 a.m.-5:30 p.m.

BUDDING BOTANISTS Drop-in program emphasizes early literacy through the study of nature. Ages 2 through 5. Nature's ABC's features a different letter every two weeks. *August 3-13: P is for Ponds and Puppets, August 17-27: Q is for Quilts and Queen Anne's Lace, August 31-September 10: R is for Roses, Rainbows and Rattles, Tuesdays-Fridays, 1:30-3:00 p.m.*

At the Ruth Rea Howell Family Garden **GLOBAL FAMILY GARDENING** Summer takes on a global flavor in the Family Garden at *Gardens 'Round the World*. Children discover bitter melon in the Chinese Garden, bok choy in the Korean Garden, plantains in the Caribbean Garden, and corn in the Native American Garden. Activities include cooking demonstrations and cultural crafts. Gardeners will be on hand to help children learn how to grow plants from around the world.

Tuesdays-Sundays, 1-5:30 p.m.

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At the Ruth Rea Howell Family Garden

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At the Enid A. Haupt Conservatory

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To register your summer school class or camp group call (718) 817-8181. For more information call (718) 817-8700 or visit us on the web at www.nybg.org/family.

The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett. Family programs sponsored by Target.

FROM THE SUPERINTENDENT'S SEAT



All Set for Summer?

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

Summer days are flying fast, and very soon you and your family will be making plans for a new school year. Every school child and parent knows that the first day of school is the real "New Year's Day," and most face it with several resolutions designed to make it the most successful year ever.

This year, along with all the good intentions to set times for homework, to complete assignments before they are due, and to strive for better grades, I propose you and your children consider trying one new thing this year. Instead of automatically rejoining the same sports, clubs, lessons, teams, etcetera...talk about whether any of your child's interests are being pushed aside—possibly to be in step with what "all the other kids" do. It is also a good time for you and your child to evaluate each of their current activities and decide if the time has come to discontinue any of them. Parents often will insist that children finish an activity through its entire course or season once it is started, but having given it a fair chance it should not be considered a failure or quitting to move on to something else.

In fact, finding something new to try and promoting your child's sense of self and independence is a very good combination. Whether college application time is two years or ten years away, students who have pursued an independent interest will have an easier time distinguishing

themselves among the thousands of other students competing for admission to the college of their choice.

Choosing a new venture can come with many other benefits as well.

Your children may meet someone who will make a positive difference in their lives, or may find a whole new group of friends with similar interests. Skills developed in outside activities are very likely to strengthen many of the skills important to academic success—even if it looks as if the outside activity is taking time away from regular schoolwork.

It is almost working against type to convince an adolescent to take an independent path. Children in middle school, and even younger, place a great deal of importance on fitting in and being one of the group, but parents can show their children that they do not have to sacrifice their standing in the group to follow their individual interests. At this age, where self-esteem is often very fragile, success at something different from their friends can be a tremendous ego-booster.

So there you have a number of reasons to consider a new activity for your child. Take the time now, well before school starts, to talk to your children and explore together what kinds of things they would like to get involved with. You have time now, but summer will be over sooner than you can imagine.#

Dr. Hankin is superintendent of Syosset Central School District. Randi Sachs is Public Information Officer of Syosset Schools.

"Swifter, Higher, Stronger": Sharing Olympics' Motto with Children

Watching the upcoming Games of the XXVIII Olympiad, August 13-29, is a wonderful opportunity to springboard your own family to the joys of being physically active! Here are a few suggestions from the National Association for Sport and Physical Education (NASPE), an association for physical educators.

"The celebratory spirit of the Olympics can be inspiring for introducing your children to a wide variety of new physical activities such as crew, kayaking, team handball, diving, discus and javelin," said NASPE Executive Director Charlene R. Burgeson. "Help each child identify a sport or activity that he or she would like to try or might enjoy doing as much as watching television or playing computer games."

NASPE President Dolly Lambdin, Ed.D. of the University of Texas at Austin, said "Children 5 to 12 years of age need at least 60 minutes, and up to several hours, of physical activity per day. Just as children and youth can learn the habit of regular physical activity, they can learn to be inactive if they are not taught the skills and given opportunities to be active throughout their developing years.

"Quality physical education, the cornerstone to developing an active lifestyle, can help students to be more active, more fit, and achieve better academically," added Dr. Lambdin. "Physical education teachers and coaches play a vital role in educating youth about the importance of practice, effort and activity. While watching and talking about the Olympics, reinforce with your children the importance of their school physical education classes for guiding their physical

development and in introducing them to physical activities that they can become passionate about and enjoy for a lifetime."

Whether it be swimming or running, encourage your children to keep improving their personal bests. Mark off the distance and use a stopwatch to time how fast they swim and run. Compare the times.

How far can your child throw an object or jump? Measure it. Note improvements.

Have your son or daughter try to do some of the balance beam skills on a line on the floor.

This fall visit a physical education class. You may see in-line skating, martial arts, wall climbing, golf or tennis. Ask your children to show you some of the movement skills such as hopping, dancing, rolling or jumping that they learned in their physical education class.

Encourage your child, with parental support, to look for opportunities to engage in new sports/activities for the value of the experience and possibly to expose your child to new recreational or competitive opportunities.

Have a family discussion about a different Olympic event each day—getting a broad picture of the event, the goals, and the names of American and international contenders. The U.S. Olympic team alone will have more than 600 athletes.

Share the motto: "Swifter, higher, stronger." This great motivational slogan encourages all who participate to excel in their quest to reach the upper limits of their potential.#

For more information on National Association for Sport and Physical Education (NASPE) visit www.naspeinfo.org.



Dolly Lambdin, Ed.D.

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CHILDREN'S CORNER

THE "JOY" DAYS OF SUMMER

By POLA ROSEN, Ed.D.

I love New York City! As a child, I remember with great affection and nostalgia, the wonderful, relaxing days of unstructured summer days: swinging in a hammock, planting in a garden, finding salamanders in a stream, picking berries, picnicking, skipping rope, climbing rocks,

playing musical duets with my father, exploring the back paths of the Bronx Botanical Gardens and the Bronx Zoo and above all, reading voraciously.

In my meanderings around the city this summer, these are some of the activities families are enjoying together.#



Evoking Eloise at the Plaza Hotel: Ali & Jessie with their parents Miriam & Adam enjoying tea at the Palm Court



A horse & buggy ride in Central Park with Emily & her Grandpa



Lunch on historic Stone Street, originally laid out by Dutch colonists, now surrounded by financial district skyscrapers. After lunch walk to Fraunces Tavern Museum for insight into colonial history.

SPORTS

OLYMPIC GAMES RETURN TO ORIGINS—ATHENS



Three time gold medalist winner, Marion Jones, is one of many Olympic stars to appear in Greece

By TOM KERTES

It's safe to say that the upcoming Athens Olympic Games is going to be unlike any other.

Viva la difference: in a wonderfully appropriate celebration, the Games return to their original birthplace, with some of the events actually held in the exact locations where they were first conducted 2700 years ago. (The original Games were part of a religious festival and began in 776 B.C.) Naturally, the Olympics should have returned to Greece in 1996—the 100th birthday of the Modern Games—but “Athens was simply not ready financially or otherwise to hold an Olympic Games at that time,” according to Olympic historian, and Rice University Professor Clark Haptonstall.

Not so viva la difference: to an unprecedented extent, the Athens Games are going to be shadowed, if not overshadowed, by the double whammy of terrorism and drugs. “The Greek Olympic Committee has spent an enormous amount of money—three to five times what they’ve originally budgeted—to ensure the athletes’ safety,” says Haptonstall. Yet, it’s impossible to be one hundred per cent safe.

Ironically, during ancient times, people would travel long distances—untouched, out of respect for the Games, through warring areas—to get to Olympia. Now, due to the ongoing war in Iraq, U.S. athletes are particularly “on the spot”. “As far as the world is concerned, we are not the most popular right now,” says Haptonstall. As a reaction to that uncomfortable fact, “Our athletes are receiving a lot of instruction these days as to how to act on and off of the playing field in order to best represent the United States. It’s actually an opportunity to improve international relations—this is one way that the Olympics can do a lot of good.”

The poor timing of the illegal drug usage situation—in this country, it has exploded only over the past few months—lays equally heavily on the U.S. Fact is, we used to be mainly the accusers—now we are seen in many athletic circles around the world as both culprits and hypocrites. More than any other event, drug testing will affect track and field—the crown jewel of the Games and America’s strongest suit—as well as swimming, wrestling, weightlifting, and cycling.

In spite of the greater-than-ever challenges fac-

ing its athletes, the U.S. is expected to have its best Olympic results ever in Athens. The track squad is particularly strong and deep with a new generation of young up and comers, led by 19 year-old Allyson Felix in the women’s 100-meter dash, teaming up with heavily favored veterans Maurice Greene (100 meter dash), Allan Johnson (110-meter hurdles), Stacy Dragila (women’s pole vault), and Marion Jones (women’s long jump, relays). Our women’s gymnasts are defending their world championship team title in Athens. And 19 year-old swimming sensation Michael Phelps actually has a shot of breaking the legendary Mark Spitz’s “unbreakable” record of winning seven gold medals in one Game.

Athens is guaranteed to be the most spectacular festival of sports ever seen, yet the rejoicing is far from unanimous; many in the sporting press continue to decry the Games’ gradually losing its original amateur essence. “It’s unfortunate—but this is something that couldn’t be helped,” says Haptonstall. “When you are charging money—big money—to watch the Games, people want to see the best.” Which, in many cases in most sports, means professionals.

How will the U.S. athletes deal with the unprecedented pressure? “There is a lot of focus upon us right now,” says Rice, university Professor of Sports Management John Eliot. “A lot of negative press means a lot of added stress on the athlete. It adds an element that might get in the way of optimal performance. Basically, it’s something extra to think about.”

“But we’ll be better prepared than we ever have been throughout the entire history of the Olympics as well.” In order to overcome the stress, and perform at his or her very best, during competition, the number one key for the athlete is “to be in the present moment, absorbed completely in the task rather than the process,” according to Eliot who has a book entitled *Overachievement* (Penguin Portfolio) coming out this October. The athlete at this point must just “do his thing and have fun with no concern whatsoever of the outcome or the consequences. The other key is to achieve a trusting mentality,” adds Eliot. “This is kind of a Zen mentality, the ability to really trust your training. Thus, it is the complete opposite of the training mentality where the athlete must be absorbed in the smallest details of the process.”#



THE BEAT GOES ON WITH NYC TEACHERS & TAIKO DRUMMING AT LINCOLN CENTER



Members of Taiko Masala

By MICHELLE ACCORSO

Lincoln Center offered a different kind of summer workshop recently when it invited teachers from New York City public schools to engage in the art of Taiko drumming. Originating in 1943, the Japanese Taiko drumming borrows heavily from martial arts. The drummers yell out commands, much like what one would hear in a karate class, to signify the placement of the next beat.

"Each summer we conduct a summer session, meant to engage the teachers in our educational process so we can create a partnership with that individual teacher and that school to work together during the school year," stated Scott Noppe-Brandon, Executive Director of Lincoln Center Institute, "First and foremost, we hope that teachers take back with them a love for the arts to their classrooms. A major goal is to keep bringing people back to that spirit and motivation of why they became teachers in the first place. Through the world of imaginative possibilities, we really can make a change...with good teaching, good structure, good content; we really can impact the lives of individual students. We think that through this study, we can not only achieve this, but we can achieve it in many, many places."

"I love it. It's electrifying," commented a teacher from Lincoln High School in Yonkers who was chosen to play with Taiko drummers at the work-

shop, "We have instrumental music in our school and coincidentally a lot of our students happen to favor drums so this is perfect. I'm looking forward to incorporating this into my classes."

Judy Hill, a full-time teaching artist at Lincoln Center Institute, led the workshop by arranging the teachers in a circle and having them imagine two large drumsticks in their hands. "Releasing the sound and releasing the spirit is more important than hitting the drum," Hill explained. She went around the room asking the teachers what they felt after the experiment. "Power," one teacher exclaimed, "It sounds like a conversation going on," said another. "What would you call the piece?" asked Hill. "Voices!" "Talking Drums!" "Rainforest!" "Sandwich!" The answers were as original as the beats being created.

Making sure that arts are not sacrificed in the schools, Taiko drumming is just one of the many summer sessions Lincoln Center offers for teachers to incorporate in their classes for the upcoming school year. Furthermore, New York City teachers are not the only ones benefiting from this opportunity. "We are reaching out to teachers all over the metropolitan area," commented Noppe-Brandon, "And this summer we are fortunate enough to include teachers from literally all over the world."

For more info about Lincoln Center Institute's Arts in Education visit www.lincolncenter.org.

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 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 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate

everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

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

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

HEIFETZ, SHAW, & A BLUEPRINT FOR TEACHING THE ARTS



By SCOTT NOPPE-BRANDON

George Bernard Shaw, after attending a concert by the violinist Jascha Heifetz, wrote him a letter.

*My Dear Mr. Heifetz:
My wife and I were overwhelmed by your concert. If you continue to play with such beauty, you will certainly die young. No one can play with such perfection without provoking the jealousy of the gods. I earnestly implore you to play something badly every night before going to bed.*

Art has such power in our lives. Through the ages it has been among the most powerful, influential, motivating aspects of human experience. It exerts a tremendous impact upon the lives of us all, even those who do not regularly participate as viewers or makers of art. Ironically, it also affects those who pay little attention to it because they think of it as a strange entity separate from our "other" lives. But art is not only in the museums, concert halls, or galleries, it also in the buildings that surround us, sometimes—if we're lucky—in the buildings in which we live; it is in the clothes we wear, the furniture we buy, the cars we drive, the movies we watch, and on and on. Certain cultures do not have a word for art within their vocabulary because it is such an integral part of their everyday lives. There is a distinct sense of pleasure shared by cultures around the world, in making art, discussing art, viewing art; in adding a dimension of beauty to our environment with art. Historians have written that the most important "books" of any culture are the books of art. At various times in human history, rulers—even recently—have forbidden people from listening to music, or have destroyed important and priceless artifacts: once again, art is powerful!

Repression of art arises from fear of its power, fear of expression, of diversity of thought, of losing control.

As the Department of Education releases its new Blueprint for Teaching and Learning in the Arts, let this message be as loud and clear as can be: art must be within the schools. We do not, cannot, will not have schools that fully educate our nation's youth until we have art as an integral part of the daily, weekly, monthly, and yearly education of every pre-K through 12th-grade student. It is imperative that high quality works of art be part of every student's educational experience. Students need to see, be part of, and create based on their encounters with art created by the most imaginative minds humankind has produced—and continues to produce. How will students understand what is meant by high standards unless they see examples of such standards in the classroom? Since the 1960s, thousands of artists have had the privilege and responsibility to take art into the classrooms and theaters of schools around the United States. More often than not, in my opinion, the finest, most affecting art has been the result of the artist's need to share an idea, through creative expression, with humanity at large, not just with a particular age group. Such artwork repays itself over and over again, as each new generation finds something in it that it can own.

To become an aesthetic object, artworks need to be grasped by persons who have learned to engage in them, to co-exist with created things for a time in aesthetic space. Virginia Wolfe wrote that each of us is part of the work of art. We are the words, we are the music, we are the thing itself, such as we are: human at our best, not perfect. Mr. Heifetz understood that: he allowed himself a false note once in a while and consequently lived to a ripe old age of 87. #

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

PRODUCT REVIEW

Audio Memory's Learning Songs

By MITCHELL LEVINE

The first thing you see when you log on to Audio Memory's site is their slogan: "you never forget what you sing!" That's not just a catchy branding line: solid research into neurological mechanisms used in learning all confirm that comprehension, retention, and decoding fluency are all beneficially impacted not only by auditory stimulation, but music as well. Of course, anyone like myself that needs to sing a familiar tune to recall what letter comes after "v" in the alphabet is already aware of this phenomenon, but it's nice to know that there's a foundation of undeniable scientific fact behind it.

With a potential age group conceivably up to young adult, but particularly for young learners, Audio Memory produces a line of tapes, CDs, and sing-along workbooks to help both classroom teachers and homeschooling parents take advantage of these effects. The products range in content area from grammar and history, to state capitals and the Bible, and consist of a series of songs, exercises, and written work, intended to, in the publisher's words, "use all avenues of the brain" to create mastery. For example, the company's flagship product, Grammar Songs, teaches students all parts of speech in English grammar, punctuation, and a large number of Greek and Latin root with sixteen songs and a 72-page workbook.

The music is professionally recorded and, while the songs may never chart on Billboard, they're completely appropriate for both young learners and classroom instruction. While listening to the Geography Songs and State Capitals collections, I was reminded several times of the Schoolhouse Rock songs of 70's Saturday morning television

fame like "Conjunction Junction" and "I'm Only a Bill." As a testament to the effectiveness of the medium, the reader should note that it may well be the case that many people in their 30s only know the difference between adjectives and adverbs because of the latter.

All in all, I can say that Audio Memory's products are well-made, educational, and fun—a rare combination of factors that can only mean increased understanding for students, and an excellent change of pace for teachers and parents. Interested educators can find more information, as well as online audio samples, at the company's site, www.audiomemory.com, or by dialing their toll-free number 1-877-365-SING.#

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Let Freedom Rise

By MAYOR MICHAEL R. BLOOMBERG

Recently, just blocks from Bowling Green where New Yorkers first read the Declaration of Independence

in 1776, I joined governors George Pataki and James McGreevey in laying the cornerstone for the new Freedom Tower that will be built on the site of the World Trade Center.

Once again, the world's largest building will stand in Lower Manhattan. It will be called the Freedom Tower not simply because it will rise 1776 feet into the sky...but because its soaring design is an affirmation of our free enterprise and creativity that will send a message to people around the world: The cause of liberty can never be defeated.

It is a good time to take stock of the remarkable progress we've made in bringing the Trade Center site, and all of Lower Manhattan, back from the devastation of 9/11. In the days just after that attack, many people predicted that it would be decades before Downtown recovered—if ever. But thanks to the teamwork—and hard work—of people in the private sector and at every level of government, Lower Manhattan is being reborn.

We've still got a long way to go, but just consider what has happened in recent weeks. Four outstanding cultural organizations have been chosen to make their homes at the World Trade Center

site; they'll bring more art, dance, theater, and history to downtown than ever before. Efforts to make the Wall Street area more attractive, accessible and secure are underway. More than a dozen new parks and open spaces are in progress or nearing completion throughout Lower Manhattan. And in June, we broke ground on a new children's carousel and gardens at the neighborhood's oldest and largest open space, Battery Park.

Federal funds will also be used to make other improvements in Battery Park—including a bike-way linking the East and Hudson Rivers—as part of a recently announced \$400 million plan to renovate the South Ferry subway station. That project, which will start later this year, will redesign the station so that its platforms will finally be able to accommodate two 10-car trains. Entrances to and from the platforms will also be improved. That's great news for the six million passengers who use the station every year—especially the daily commuters from Staten Island. Governor Pataki and our Administration are also urging Washington to use billions of dollars in unspent September 11th aid to build a rail link from the World Trade Center site to Kennedy Airport—a key element of our vision for revitalizing Lower Manhattan.

Every day, we're moving ahead downtown. On our nation's 228th birthday, we took a big step forward—and that's something to celebrate. #



Literacy: The First Step on the Ladder of Achievement

By MATILDA RAFFA CUOMO & MATTEO DAVID CAVAZOS

The United States is the richest, most powerful and most technologically proficient nation in world history. Around the globe, there are millions of people who would give almost anything to be here because of the unique opportunities we afford. At the same time, it is obvious that for all of our resources and power, we fail appallingly in many fundamental ways, most significantly with respect to the education of our youth.

Only one in four or five US Americans are considered "high-skilled" in a world that everyday demands higher levels of education and training from our workers. A frighteningly high number of our young people—and adults—lack even the most fundamental literacy, being able to read and write in English.

This year, over 10,000 New York City third-graders failed the standardized testing in math and English and are required to repeat the grade as well as attend summer school. In part, this reflects the continuing stream of immigrants; who, from our beginning, have built and strengthened this great nation. In 2000, it was estimated that at least 1 in 7 students enrolled in NYC public schools were foreign-born representing over 140 distinct languages and did not speak English as their first language. This is not because they lack the ability to learn: for the most part, these students come to this country quite literate and well versed in their primary languages. Often, even if they are superior students, they are held back several grades or placed in special track programs due to the fact that while their knowledge of math, science and world history may be up to par or even advanced, in many cases, they do not speak or know English well enough.

For the last three years, Mentoring USA (MUSA), the largest one-to-one school and site-based mentoring organization in New York City, has matched dozens of newly immigrated students (aged 8–21, grades 3–12) with volunteer men-

tors in its ESL (English as a Second Language) Program. In a direct response to the high dropout rate of the English Language Learners (ELLs) in NYC public schools, Holly Darling of Columbia University's Teachers College, a former MUSA Program Manager, spearheaded in September 2001 the new MUSA ESL Program. Since its inception, 200 ELLs/ESL Mentees have been provided with Mentors who skillfully lead them to a better awareness, use and mastery of the English language.

The mentoring relationship in many cases continues for many years with the Mentor helping the Mentee rise up the ladder of literacy achievement. ESL-trained Mentors meet with their Mentee who are selected by their teachers, counselors, etc., one-to-two hours a week, tailoring their instruction to the particular needs of the students: writing, enunciation, reading, and grammar. Site Coordinators and Program Managers at MUSA sites are available to monitor the Mentor's efforts and the Mentees's progress. Most older ESL Mentees (ages 15+) have passed all Regents' Exams and many have entered CUNY and SUNY institutions. Mentors provide language assistance to the parents and family of their ESL Mentees as a natural progression of their relationship with their Mentees.

Altogether, the ESL Program is a good example of Mentoring USA's emphasis on cross-cultural exchanges, which is helping to produce acculturated and productive members of American society. As we assist our youth to be English-proficient and culturally literate, we hope you will ask yourself how you can help the literacy effort. A Mentor's one hour a week may not sound like much, but when you consider that, on the average, parents only spend 12 minutes a week in one-to-one conversation with their children, a Mentor's 1 or 2 hours suddenly becomes much more significant!

If you or someone you know is interested in making a difference in improving literacy among students, contact us at 212.400.8278 or via email at musa@mentoringusa.org. Together, we CAN make



The Challenge Ahead

By ASSEMBLYMAN STEVEN SANDERS

While stonewalling by Governor Pataki and his delaying tactics and ploys have caused the State of New York

to miss the Court of Appeals' July 30th deadline in the CFE (*Campaign for Fiscal Equity*) case, within the near future the judicial branch will order a remedy for unconstitutionally inadequate school aid for New York City. Even as we still struggle to find the right solution, the long legal battle has diverted many people's attention from where or how substantial new dollars for city schools when they do come forth should be spent, to produce the educational "outputs"—academic results—intended.

It is without question that there are literally dozens of educational issues that are important on some scale. Because of this, there is a tendency to become overwhelmed, if not paralyzed. Where to start? This does not simply involve choosing between "on the one hand and on the other," because, well, there are just too many important needs to hold in even two hands.

Here then is an effort to simplify the matter to a manageable number of five; what follows are what I define to be the five key areas where an investment of new funding under an eventual CFE remedy must be targeted.

1. **Early grade education.** Pre-kindergarten should be available to every 4-year-old whose parents want it for their child. And age 3 is not too early either, but we're hardly ready for that. At a minimum, however, the head start that pre-K programs give children from all economic or cultural backgrounds is indeed unquestioned and profound. It must be made truly and universally available.

2. **Quality teachers and educational profes-**

sionals. The time has come to practice what we preach. If we are really serious about attracting and retaining top quality, well-trained teachers at every level and in every discipline, then the profession of teaching needs to be respected, with teachers being accorded the respect and salaries that professionals deserve. They also need a working environment that reflects how much we value education itself.

3. **Ample, adequate, modern, and environmentally sound schools.** We need enough new schools in the pipeline, modernization of existing facilities, science labs that have more than a Bunsen burner, and interactive libraries, furnished with books published later than Up the Down Staircase. Schools must be free of toxic materials and cleansers. Every classroom and library must be hooked up to the Internet, and not be a vestige of the age of Sputnik.

4. **Reduced class sizes.** Modern school facilities, and enough of them, will also help us keep all classes smaller, in elementary school at or about 20 students per class and in junior or high school, under 30. Simply put: small classes allow teachers to teach and pupils to learn.

5. **A successful school involves partnerships and dedication.** The school system needs to walk the walk rather than merely talk the talk: parents as well as local communities and businesses must be welcomed—and heard—about matters affecting their local schools.

It's not just about money. It's about responsible prioritizing and making every dollar work for the betterment of every young mind. Standards should be high, but creativity should soar.

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



Taking the Bully By The Horns

By JILL LEVY, PRESIDENT, CSA

One of the great joys of summer is to have the occasional opportunity to dive into the piles of books set aside for vacation reading.

This summer, however, my delight has been tempered by the events of late June. As a result, I have been forced to delve into a topic of research that I find distasteful—workplace bullying.

I refer, of course to June 28, when Chancellor Joel Klein saw fit to publicly humiliate 45 Principals. All of you are by now undoubtedly familiar with what took place. The Department of Education announced the removal of 45 Principals, whose names were published during the following days in the city's major newspapers. But the tables soon turned on the Chancellor. Many of those on the hit list included those who had retired earlier in the year, were Interim Acting or were still on probation. One Principal retired because she has cancer. It soon became clear to many reporters that they had been used to promote Joel Klein's agenda.

Mr. Klein tried to present himself as an effective leader who will not put up with poor performance and who swiftly separates the wheat from the chaff. But his publicity stunt backfired. By pumping up the numbers and misrepresenting the truth, he ended up with mud on his shoes.

He still had a chance to show a human side. I sent him a letter asking for an apology. Now a real leader would have had the guts to stand up and admit he made a mistake. Need I say more?

a difference...we know we can, because we have!#
Matilda Raffa Cuomo is Founder and Chairperson, Mentoring USA. Matteo David Cavazos is Programs Manager, Mentoring USA.

I have been in the school system since 1959. I have seen about 15 Chancellors come and go. I have seen decentralization hailed as a cure as to what ailed the school system and I watched it go out with hardly a whimper of resistance. I have seen layoffs, budget crunches, and desperate times for the city's schools. I don't remember a more despicable display of power by any leader of the school system.

As irresponsible as Mr. Klein's actions were on the face of it, his remarks sent a message throughout the system, which brings me to the topic for the remainder of this column: workplace bullying. By publicly embracing such a policy, Mr. Klein promotes the use of such tactics throughout the system. We cannot stand for that kind of gross behavior. According to my research, workplace bullying is persistent, intrusive behavior exhibited by one or more individuals. It includes humiliating, unwarranted offensive behavior toward an individual or groups of employees. Such malicious attacks on personal or professional performance are typically unpredictable, unfair, irrational and often unseen. Workplace bullying is an abuse of power or position that can cause such anxiety that people gradually lose all belief in themselves, and may suffer physical or mental illness as a result. Bullying has been identified as a more crippling and devastating problem than all the other work-related stresses put together.

The literature is clear about how to handle bullying. And I have said this again and again to my members. Do not be afraid. A bully works through lies and deception. You are not the problem, I tell my members; the bully is #

Jill Levy is the President of the Council of Supervisors and Administrators which represents the principals, assistant principals, supervisors, and administrators in NYC public schools and day care directors.

MOVIE & THEATER REVIEWS

TENSE TEEN TREK:
MARIA FULL OF GRACE

Catalina Sandino Moreno

By JAN AARON

Spotlighting a 17-year-old girl from rural Colombia, who drifts into the drug trade, this must-see summer film marks striking debuts for both its writer-director Joshua Marston and lead, the incandescent, Catalina Sandino Moreno, as Maria. A bright, spirited young woman, Maria stays in a brain-numbing job in a rose plantation because her greedy family depends on her minuscule paycheck. But when her boss hounds her to be more productive, she impulsively quits. At the same time, she finds she is pregnant by her dead-beat boyfriend, Juan (Wilson Guerrero), who will marry her because he has to. An offer she refuses.

En route Bogota to look for work as a maid, she runs into Franklin (Jhon Alex Toro), a cool guy she met at a club, who lures her into the drug trade as a highly paid mule, smuggling heroin into the US. His boss, Javier (Jaime Osorio Gomez), a deceptively paternal supplier, gives her a cash advance and explains the rules, downplaying any danger. She also meets Lucy (Guilied Lopez), a slightly older mule, who offers additional pointers. Maria understands the great risks, but

views the job, which pays \$5,000 per trip, as her only opportunity to survive. The average annual income in Columbia is \$1,830.

In the next 24 hours, Maria learns how to swallow 64 heroin filled grape-size rubber pellets. If even one bursts, death is certain. On the tense plane trip with fellow mules, including her best friend Blanca, (Yenny Paola Vega), Lucy feels ill, suggesting a burst pellet. More suspense follows at US Customs: Maria watches as an unidentified mule is apprehended, and she narrowly escapes being x-rayed because agents find she is pregnant.

Their situation worsens when Maria, Blanca and Lucy are held captive in a sleazy motel room until they eliminate their drugs. But Lucy's condition causes brutal consequences and the other girls flee.

The film's final stretch is an intimate portrait of the Colombian community in Queens. Here, Don Fernando (Orlando Tobon) befriends Maria. In real life, a Queens-based travel agent, Tobon has worked on behalf of drug mules and their families since the 1980's. In the end, Maria emerges full of grace and ready for a new life. (Spanish subtitled in English, 101 minutes, R-rated.)#

MUSEUMS

Cool Summer Fun at
Children's Museum of Manhattan

Beat the summer heat at the Children's Museum of Manhattan (CMOM), either in the outdoor water area or the cool, air-conditioned galleries. The Summer Seuss Festival continues in August with exhibits, events and programs that are sure to educate, invigorate and excite kids of all ages.

Designed to open a world of reading and imagination to children, the exhibit "Oh, Seuss! Off to Great Places" creates a wildly welcoming environment of unique and memorable experiences. Special events in the Seuss Summer Festival include: Sounds of Seuss: held throughout the week of August 3rd. Make an instrument with found objects and jam to the rhythms, noises and sounds of Seuss prose. The Silly Sounds of Seuss: held every Friday throughout the summer. Celebrate rhymes, noises and made-up words in CMOM's original sing-along, laugh-along tribute to the magic of Dr. Seuss. Seussian City: held throughout the week of August 10th. Build a topsy-turvy Seussian City using unconventional materials.

Cool summer fun continues with these exciting performances: Hot Peas & Butter: Saturday, August 7th at 2 and 3 PM. This musical ensemble combines Latin jazz, R&B and folk and rock into a unique blend of interactive, multi-cultural music. Lea Marie Golde: Thursday, August 26th at 2 & 3 PM. This award winning 12-year-old singer and actress returns to CMOM with a dynamic performance of Broadway favorites and pop songs.

Mad Scientist Mike: Every Sunday at 3:30 PM. Investigate, test and discover at Mad Scientist Mike's wacky and informative demonstrations.

CMOM Summer Exhibitions include: "Oh! Seuss, Off to Great Places" The fantastic exhibit sparking all the Seuss excitement, here kids can celebrate the magic of Dr. Seuss and free their imagination! Based on themes from Oh, the Places You'll Go! and other Seuss classics, this major interactive exhibition sends children and families off on a journey to accomplish feats only possible in a Seussian world.

Block Party: In this interactive exhibit, children and adults alike become architects, physicists, mathematicians and logicians in a gallery filled with Kapla blocks. Using imagination to conceive an idea, participants can build skyscrapers, houses, furniture and more.

Miffy and Friends: Closing September 7th, this interactive exhibit turns the drawings of Dutch illustrator Dick Bruna into a full-scale child's playhouse.

Pre-schoolers will delight in seeing the lovable Miffy and her friends come alive, with opportunities for role play, reading and expression.

City Splash: Located in the outdoor Sussman Environmental Center, this exhibit allows kids to exert their energy in CMOM's water play area. Children can float boats down a 16-foot zigzag waterway, paint with water, use kid-powered pumps to turn water wheels, participate in miniature boat races, and enjoy other fun activities.#

GRANTS

Start the School Year Right with a
Grant from the NEA Foundation

There's still plenty of time to submit a grant application by the September 15 review date to The NEA Foundation. Applications are accepted on an ongoing, year-round basis for both Innovation Grants and Learning & Leadership Grants, so it's never too late to apply. If you apply by September 15, you will know if your grant is approved by February 15. Grants fund activities for 12 months from the award date.

The NEA Foundation has funded over 1,500 grants throughout the years. Innovation Grants fund break-the-mold innovations that significantly improve achievement for underserved learners. Learning & Leadership Grants provide opportunities to engage in high-quality profes-

sional development and lead colleagues in professional growth. These grants are available for all subjects, including the arts, literacy, science, and technology. Read about recent projects at www.neafoundation.org, and then submit your own idea.

All U.S. practicing K-12 public school teachers, education support professionals, or higher education faculty and staff at public colleges and universities are encouraged to apply. Grants are awarded of up to \$5,000 per project to fund your BIG ideas. Visit www.neafoundation.org, today for more information, including guidelines and an application. Or call 202.822.7840.#

AUGUST GRANTS

Student Support Services (SSS) Program: The purpose of the SSS Program is to increase the number of disadvantaged low-income college students, first generation college students, & college students with disabilities in the United States who successfully complete a program of study at the postsecondary level of education. The support services provided should increase their retention & graduation rates, facilitate their transfer from two-year to four-year colleges, & foster an institutional climate supportive of their success. Deadline for Transmittal of Applications: August 31, 2004. Eligible Applicants: Institutions of

higher education or combinations of institutions of higher education. Estimated Available Funds: The Administration has requested \$266,557,000 for this program for FY 2005. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program. Estimated Range of Awards: \$220,000-\$350,000. Estimated Average Size of Awards: \$280,000.#

Additional information is available online at www.ed.gov/legislation/FedRegister/announcements/2004-3/071304d.html

LITERACY AWARD

Deadline: January 17, 2005

In the summer of 2003, Hofstra University announced the development of an annual research award to be presented each year in a different discipline related to the mission of the Saltzman Community Services Center. The Joan and Arnold Saltzman Community Services Center, which houses four clinics and a fully licensed early childhood program, is dedicated to the education of students and the health and well-being of the community. The clinics focus on psychological evaluation, marriage and family therapy, reading and writing skills (for both children and adults) and speech, language and hearing.

The second annual Hofstra Research Award will be made in the discipline of Literacy Studies. An Award Jury, chaired by Dr. Jeanne Henry and consisting of nationally recognized experts who are selected by Hofstra University Research Award Governing Board, will review applications and nominations. The Award Jury will forward three recommendations to the Governing Board for final selection. The Hofstra Research Award will provide formal recognition of the contributions made by the winner and will be accompanied by a prize of \$7,500. The deadline for entries is January 17, 2005.

The 2005 award will be given for career-distinguishing and defining contributions to the study and understanding of student writing, and/or ped-

agogical approaches to the teaching of writing, acquired through teacher research. Nominations will be accepted from both: 1) teacher researchers dedicated to researching the writing lives of K-12 students and/or pedagogical practices that support student writers in their own classrooms, or 2) teacher educators who, in collaboration with K-12 teachers, have encouraged the use of teacher research as a means of developing reflective pedagogical writing practices based on close observations of student writers.

Applicants are to submit five copies of representative samples of their published works, along with a current CV. There are no entry fees or application forms. Recipients need not be U.S. citizens but all entries must be in English (or, translations are to be supplied).

The winner will be notified in late March and there will be a public ceremony in April 2005 to honor the recipient.

Send applications and nominations to: Andrea García Obregón, Ph. D., Director, Reading/Writing Learning Clinic Joan and Arnold Saltzman Community Services Center, Room 100 Hofstra University, Hempstead, NY 11549

The first recipient of the Hofstra Research Award was Jerry Deffenbacher, Ph.D., a professor of psychology at Colorado State University and a pioneer in the study and treatment of anger management.#

August In History

COMPILED BY CHRIS ROWAN

The Roman calendar year originally was 10 months and the sixth month was named *Sextilis* (which meant sixth). When Julius Caesar (100B.C. - 44B.C.) came to power he reformed the calendar and divided the year into 12 months. Eventually the Romans changed the name of *Sextilis* to Augustus, in honor of Augustus Caesar (63B.C. - 14 A.D.), the nephew and adopted

son of Julius. "Augustus," means venerable and comes from a Latin verb *augere*, meaning, "to make greater."

World History

In 1492, (on August 3), Christopher Columbus set sail from Palos, Spain on his first Voyage to the New World.

In 1806 (on August 6), the Holy Roman Empire came to an end.

In 1914 (on August 1), Germany declared war on Russia during the opening days of World War I.#

PRODUCT REVIEW

Shuttle inc.'s SB81P

By MITCHELL LEVINE

Because of the persistent attention that's been paid to the mobile computing paradigm in education technology over the last several years, a great deal of our editorial focus has been centered on portable systems for some time. It's true that those models have many valuable benefits, but it's also clear that there's no "one size fits all solution" for schools looking to reach their tech mandates. Laptops have their advantages, but desktop component models do as well: the latter are far more robust, upgradeable, generally stable, cheaper, power efficient, and sometimes even more feature-rich. Mobiles are also infamous for their heat generation and cooling problems. In fact, if portability and space aren't primary concerns, you're probably better off with a desktop, especially in an education environment.

That said, most schools have good reason to desire the advantages of mobile products. One of the largest of all concerns in institutional procurement is space: districts with the most need for technology access have the least room to deploy them in. Is it possible to get the bonuses of the portable form factor without the costs and liabilities?

Thanks to Shuttle's latest entry in the market, the SB81P, that's now within the realm of possibility. A highly compact unit, the model's style is referred to with the designator SFF, for "small



form factor," approximately half the size of a typically equipped system. This is a bare-bones package, so a monitor and CD-ROM drive are extra, but the additional specs are impressive: A P4 CPU or a Celeron ranging from 400-800 Mhz; 400 MB DDR memory; support for hyper-threading; an 8x AGP graphics system with 64MB of dedicated visual memory; and 240W SilentX power supply. Beyond the raw numbers, however, are a number of technologies and features

that promise great returns for the education user. The Integrated Cooling Engine heat pipe technology keeps heat flows at a functional level, while avoiding the exceedingly noisy standards of most fan-based cooling solutions—very important in an atmosphere where instructive communication is paramount. Also

superior is the design for airflow mechanics within the product itself, something usually overlooked in traditional manufacturing processes. Heat is the greatest enemy of high technology, and for a community where maximum lifespan is a supreme interest; this feature set should be a paramount benefit.

Because of the extensive customizability options, the curious reader should get further information from the manufacturer's site, www.shuttle.com, directly. For any institutional planner looking to derive desktop performance from a system with a minimized footprint, especially for multimedia use, when time spent configuring isn't a first priority, the Shuttle SB81P should be a serious consideration.#

PRODUCT REVIEW

Tuff Cases Portable Workstation

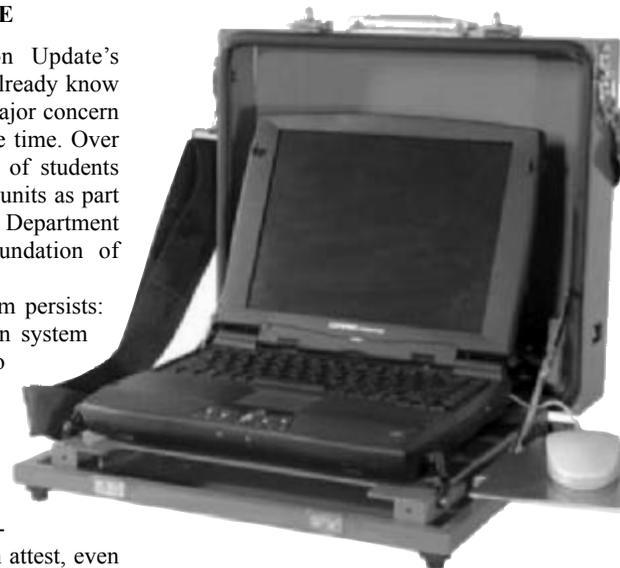
By MITCHELL LEVINE

Long-time readers of Education Update's Technology and Education section already know that mobile computing has been a major concern for New York City schools for some time. Over the last couple of years, thousands of students and teachers have received portable units as part of an initiative carried through by the Department of Education and the Laptop Foundation of America.

Unfortunately, one built-in problem persists: The districts in the public education system that most critically need access to the technology also have the least space to deploy it. And that still leaves unanswered the question as to how the systems can be safely packaged for daily transport by students to and from school. As anyone that's ever dropped a laptop can attest, even minor spills can create total catastrophe when a digital device is involved; a shock as small as 5 foot/pounds can cause anything from a hard drive crash to complete destruction of the CPU.

The portable workstations manufactured by Tuff Cases, inc. can provide a dependable, practical solution to all of the above. Our evaluation model, the company's TFC 101, looks like a sturdy, stylish piece of luggage with a 17" by 19" frame and a well-d extendable porter's handle and wheels. Unfolded, it seems to almost magically metamorphosis a compact, precisely engineered station, which when completed with a, provides pretty much anything necessary to work with a laptop: a 33" high work area with a cloth file holder, a two position outlet strip, external mouse platform, and a cloth pouch to house the mouse.

No special tools were required, nor any convo-



luted gerry-rigging to create an efficient computing environment usable almost anywhere. As an environment to use a laptop in, it's a bit more cramped than a standard workstation, but with a little practice can easily be accommodated to. Actually, once the printer's installed, it's really a very efficient little workspace. For the very tall, there might be a little lack of room for one's legs, but I'm 6'1" and cleared it pronto.

Although our evaluation model was not equipped with one, the manufacturer even makes an option for a printer tray available. For anyone whom would like to be able to both carry and empower their laptop computer in just about any setting imaginable, Education Update recommends the Tuff Cases line of products. For more information, call 513-779-5420 or log on the companies' site at www.tuffcases.com#

HARMAN SHOWS THE IMPORTANCE OF MUSIC EDUCATION

Grammy Award-winning musician and actor Chris Thomas King took part in the seventh season of *harman: how to listen*. Harman International's celebrated program promotes the importance of music education by bringing renowned musicians of all disciplines face-to-face with elementary school students. This year's program featured Chris Thomas King, the innovative musical artist who has defined "hip-hop blues" for a new generation. This year's program reached 30 schools in six cities: New York City, Indianapolis, Richmond, Denver, San Jose and Minneapolis.

Designed for elementary school children in grades 3-6, *harman: how to listen* takes an interactive, participatory approach designed to explore, with young minds and young ears, new ways of "how and what" to listen for in music. Using the curriculum, music teachers can bring to life musical concepts as simple as identifying instruments to the more complex elements of melody, rhythm, harmony, form and meter through performance and dialogue. *The Los Angeles Times* credits the program with "enhancing musical awareness in young people."

harman: how to listen is the brainchild of Dr. Sidney Harman, founder and chairman of Harman International Industries, Incorporated (NYSE: HAR), manufacturer of the legendary brands JBL, Infinity, Harman Kardon, Mark Levinson, Revel, Audioaccess and Lexicon, and multi-Grammy Award and Pulitzer Prize winner Wynton Marsalis. Since its start in 1996, the program has toured schools across the nation with some of the recording industry's brightest stars, including Betty Carter, Bobby McFerrin, Grover Washington, Jr., Alison Krauss, Poncho Sanchez, Nestor Torres, Regina Carter, Terence Blanchard, Jimmy Heath, David Sanchez, Dan Zanes, Chuck Mangione, Skitch Henderson, Dr. Billy Taylor, and the cast of STOMP.

harman: how to listen was created to address the country's waning commitment to and interest in music education. Dr. Harman comments, "Harman International is pleased to continue our music education initiative, *harman: how to listen*. We are excited to have expanded the program to highlight various idioms of traditional American music, including blues, jazz, Latin jazz, and bluegrass. At Harman International, we believe it is the responsibility of private enterprise to give back to the community, and we urge other private entities to join in this effort to make a difference. We believe in using our commitment to music to enrich and enlarge the lives of our young people—they are our future." Since its inception *harman: how to listen* has directly reached more than seventy-five thousand students in more than two hundred and seventy schools around the country.

Along with sponsoring the master classes, Harman International will donate to each school a state-of-the-art EON Power sound system designed by JBL Professional for school-size auditoriums, which includes two 15-inch powered speakers, an EON MusicMix 10-channel stereo mixer and two microphones. In addition, Harman International will donate a complete state-of-the-art multi-channel home entertainment system, the CP 10, which includes a Harman Kardon AVR 230 (6.1-channel A/V receiver), Harman Kardon DVD 101 (progressive-scan DVD player) and JBL SCS136SI (complete home cinema loudspeaker system). Dr. Harman comments, "It does not make a great deal of sense to come to schools that have been so harshly denied funding for the arts, to inspire some enthusiasm for music and then leave them empty-handed. We leave the equipment behind so they can pursue the interest we hope to spark in them." Each school will also receive the *harman: how to listen* curriculum guide for future use.#

LapGenie

The LapGenie has completely alleviated the stress and strain associated with trying to use my laptop when time permits, even when I am on the move!

- H. Sullivan, Northern Arizona University

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PRODUCT REVIEWS

SAVE TIME WITH GROUPLOGIC'S
MASS TRANSIT 4.5

By MITCHELL LEVINE

Managing the largest computer network in secondary education is a vast undertaking, but New York's Department of Education is doing it. With the new year beginning, the goal of implementing the "one-to-one computing standard" in our city's public schools, or the ideal of one computer for every student, teacher, and administrator in the system, is quickly becoming a top priority—and formidable stressor—in technology procurement here.

With 1254 K-12 schools in the five boroughs, tech managers in New York education have a logistical challenge every bit as vast as their counterparts in the corporate sector, but nowhere near the amount of resources available to deal with it. In the corporate world, IT directors can simply buy all of the latest and greatest products the high-technology industry markets with their annual budget each year, and just throw out all the old stuff. Plus they usually have full staffs of techies to configure it all.

Needless to say, that's not the way it works in education, where administrators consider themselves fortunate if they actually have one full-time manager handling their computers. With a major initiative like the one now facing the Department of Ed. happening, it's a very good thing indeed that an application like GroupLogic's Mass Transit 4.5 is now available. Mass Transit 4.5 is a systems control interface that can be run from any remote Windows NT/2000/XP and Windows Server 2003 computer, enabling a Systems Administrator to control most aspects

of a remote environment, including starting or stopping services or devices, adding new services or devices, managing the system parameters and resources, and adjusting security levels. An integrated Event Viewer lets the Administrator monitor all events as though they were being run on the host computer, and the software even supports remote installs without ever having to be physically present on that station.

I didn't have a large network of Windows machines available to set up my trial on, but I was able to install the software on a small (four units) one, and perform remote configurations with relatively large amount of ease, even as a non-expert. For a school system which is soon going to be configuring literally thousands of new computers, it's easy to see how this would be a must-have app. Unfortunately, the product will be of no use to the many students and teachers that work with Mac OS only, but considering the fact that most of the mobile units currently being deployed run some variant of Windows, it still should have broadly applicable functionality for a large number of end-users in the districts.

While Mass Transit does have a learning curve—although most IT managers probably have much more network savvy than I can boast of—its ability to maximize time efficiency in a school system with little to spare makes it effort well spent. #

For more information, as well as a trial download, visit the manufacturer's site at www.grouplogic.com.

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SCHOOL
WORK

In recent years, kids' and teens' backpacks have gotten heavier due to their ever increasing active lifestyles. According to the American Academy of Pediatrics, children should carry no more than 10% of their body weight. With all of the books, electronics and sports equipment kids carry, today's kids are routinely carrying double and triple the recommended weight.

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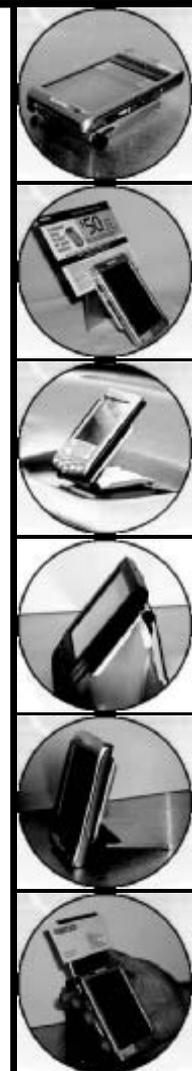
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(March 2002)

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Christa McAuliffe Academy Offers A Personal Touch for Distance Learning

On the surface, it looked like any high school prom. Students entered through an ivy archway, the music roared, and the lights danced around the tiny mirror-walled ballroom. Rather than dancing however, many of the more than 20 teens attending Christa McAuliffe Academy's senior prom, opted to spend their time chasing each other through the halls, grazing from the food tables, or sitting in corners chatting.

Several prom goers explained; most of them are scattered around the world and only get to meet each other in person once a year for special school events. This is because Christa McAuliffe is not a traditional school. Christa McAuliffe Academy is one of the first and most premiere on-line learning institutions for grades

K-12. Headquartered in Yahima, Washington, the school has been in existence for over 20 years. Christa McAuliffe Academy, named in honor of the teacher who died tragically in the space shuttle Challenger explosion in 1986, prides itself on offer personal quality education.

CMA assigns a certified online "mentor" to each student. The mentor offers personalized and individual guidance to each student while he/she is attending the school. This mentor, not only by e-mail but also by utilizing our highly advanced virtual classroom environment that incorporates the best text and voice features the Internet has to offer.

CMA has the distinction of being the only

accredited distance learning school to have vClass for group discussion and interaction with peers. vClass is an advanced technology system used to conduct scheduled weekly online classes for all full-time students. The vClass system provides ample opportunity for the students to learn and exchange ideas, to practice communication skills, and to get to know each other and their mentor in real time. It also provides opportunities for each student to prepare and present lessons or projects.

CMA Model also adheres to the concept of parent involvement in the learning process. They expect a commitment from students and parents to accept responsibility for learning outcomes. Students are empowered to learn at their

own pace, so they must take responsibility for setting and maintaining appropriate study habits and schedules. Parents take an active part, monitoring daily progress and giving encouragement and support when needed.

The total model seems to work! Jennifer Scott, a recent graduate testifies, "CMA has given me a sense of accomplishment in my school work, the drive and focus to reach my goals. Caring teachers, administration, and staff really made the difference for me...I had a chance to meet students online from all over the US and the World." A great testimonial for any school!#

For information on Christa McAuliffe Academy call 1-866-575-4989, or visit our website at www.emacademy.org.

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ALABAMA & TROY UNIVERSITY OPEN JOINT HEADQUARTERS IN GERMANY

The grand opening of the joint Troy University and Alabama Development Office (ADO) Europe Headquarters in Heidelberg, Germany, was held recently. Alabama Gov. Bob Riley, Troy University Chancellor Jack Hawkins, Jr., Heidelberg Mayor Beate Weber and ADO Director Neal Wade were among the participants in the ceremony.

"This office will help us build stronger relationships with European business leaders, which is a key first step in winning major industrial projects, and it will help existing Alabama companies that

want to open new markets for their products in Europe," Gov. Riley said. "It will improve Alabama's ability to aggressively pursue opportunities that translate into more jobs." Chancellor Hawkins said Troy University is looking forward to a productive partnership with ADO and an opportunity to expand the University's operations into Europe.

"Troy University has enjoyed a rich tradition of international service for more than 30 years," Dr. Hawkins said. "Moreover, we have taken seriously our role in aiding economic development efforts in our home state. Building on previous successful business and academic partnerships between Germany and Alabama, we look forward to a future of opportunities for German students and companies alike."

Troy-Heidelberg Site, one of Troy University's 58 campuses or teaching sites located worldwide, in conjunction with Alabama's economic development agency, will offer advanced learning and progressive business opportunities as part of a Germany-Alabama alliance. The Troy-Heidelberg Site will feature an accredited Executive Master's of Business Administration degree program for corporate executives where Troy professors will travel to Heidelberg to teach the courses in an intensive format.



Chancellor Dr. Jack Hawkins, Jr. & Adolf Wimmer, Troy's first student at new Heidelberg site

The site will also offer a traditional MBA program, a bachelor's degree in Resources Management and Administrative Support for the U.S. eArmyU Program, which allows enlisted men and women to earn a baccalaureate degree online. All Troy University sites located outside Alabama are operated without state appropriations.

Students in the Executive Master of Business Administration program, many of whom will be middle- and upper-level management executives with German companies, will have the opportunity to meet with ADO representatives to learn about the business climate in Alabama.

Chancellor Hawkins said he believes the joint Troy-ADO effort in Germany can be expanded to other nations.

"Troy University already has a presence in 10 other nations and by 2008 we expect we will be in 20 countries," Dr. Hawkins said. "This model could be used in Korea, Thailand, Taiwan, Vietnam and anywhere else we have a campus or teaching site." Chancellor Hawkins added that the partnership allows the ADO to maintain a day-to-day presence in Europe without creating budgetary problems.

Mayor Weber said she welcomes the opportunities that the Alabama partnership will bring to her city. "It is a great day for the City of Heidelberg, the oldest German university city since 1386, to be part of the grand opening of the Heidelberg branch of this leading University Mayor Weber said.

Troy, with nearly 120 years of experience in over 58 sites, located in 17 states and eleven foreign countries, offers associate, bachelor's, master's and education specialist degrees to traditional age students, military personnel and established working professionals. Recently rated in *Money Magazine* as one of the 25 best college buys in the United States, Troy combines higher education values with cutting-edge technology to offer a unique blend of options and flexibility through its traditional and nontraditional campus environments, off-campus on-site classes and distance learning courses via the Internet.#

For additional information on Troy, visit www.troyst.edu.

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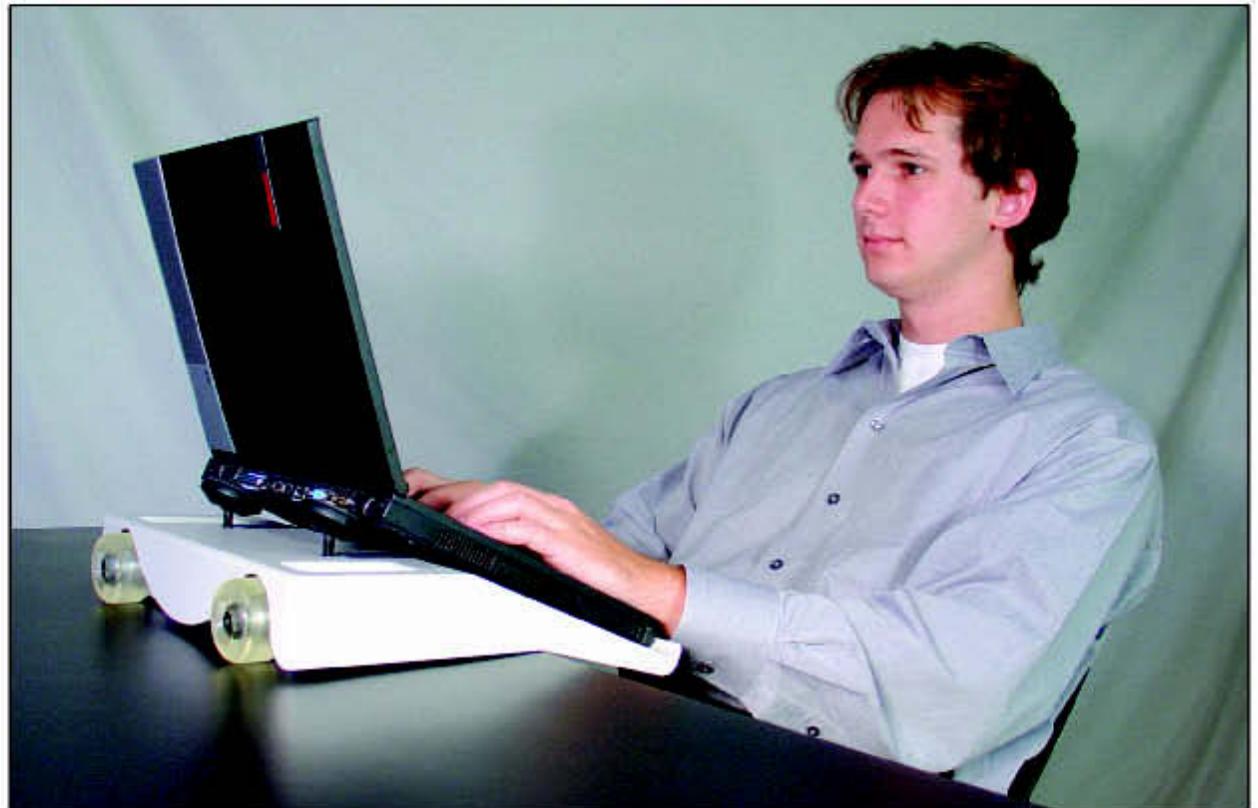


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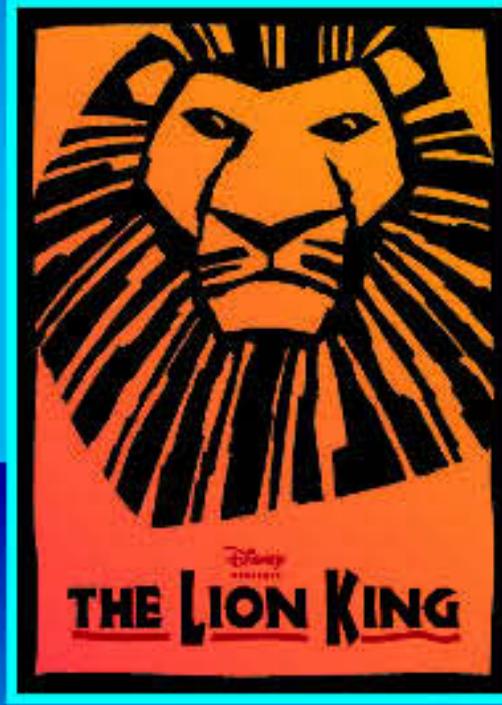
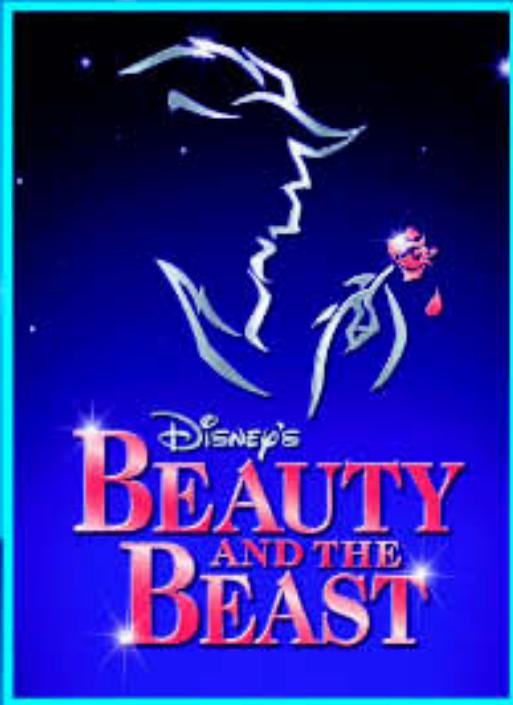
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