(L-R) CUNY Chancellor Matthew Goldstein, Con Edison's Phyllis White-Thorne, Honoree Steven Bloom, Hunter College President Jennifer Raab, NYC Schools Chancellor Joel Klein

OUTSTANDING TEACHERS OF THE YEAR 2004
AN IMMIGRANT FINDS SUCCESS AT SEWARD PARK HIGH SCHOOL

By DIGNA SANCHEZ

Believe me when I say, that it seems both like yesterday and a lifetime in the past. I'm sure the graduates will think it was almost pre-historic times, but it was actually a very exciting time—the Sixties. Forty years ago, in June of 1964 I became the first in my family to graduate from high school and four years later in 1968, the first to graduate from college. My parents were very proud; as I am sure your parents and families are today.

My family had come to New York City in 1950. In 1949 my father left Puerto Rico seeking a better future for our family and came to work as a migrant farm worker in Southern New Jersey. He saved his money and in 1950 sent for my mother, my brother and me. We settled in the Lower East Side where millions of immigrants had settled before and to this day continue to do so. I know that many of you can identify with my experience. It isn't easy to arrive in a new place, especially if you speak another language. There was no welcome party and unfortunately we encountered prejudice. In spite of all these challenges I remember my years at Seward as being critical to shaping the person I am today. The Sixties were a time of major social upheaval. For the first time the war was televised and the sight of the body bags spurred the anti-war movement to mobilize millions including a current Presidential candidate; and in November 1963, President John Fitzgerald Kennedy was assassinated. That day is clearly imprinted on my mind, as I am sure 9/11 is on yours. I remember how frightened I was because people said this meant another World War and that probably the Russians were behind it. At sixteen years of age the idea of another World War, after the atomic bomb had been dropped on Japan, was very frightening. I imagine that is how all of you felt after 9/11. You are coming of age in an extremely complex time.

They say New York is a world city. The cultural, ethnic and racial diversity that is New York City is very much at the heart of its unique spirit and rhythm. That was what I cherished most about my growing up on the Lower East Side and attending Seward Park High School.

Now you go off in different directions: college, technical training, jobs. You must make the most of what you have learned while at Seward and you must strive to be the best.

Your generation has been confronted by the temptations of drugs and gangs as was mine. Think before you do anything that you have heard could be damaging. Do your part to bring about a better world. That is the only way that it will happen. As Mahatma Ghandi said—You must be the change you wish to see in the world.

Digna Sanchez is President, Learning Leaders.

Make a lasting impression. Teach.

Announcing the one-year Master of Science in Education (Childhood 1-6).

MS Education Information Sessions:

- Tuesday, June 22, 8am - 7:30pm
- Saturday, June 30, 12pm - 1pm
- Metro North, 72 York St (MFAC)
- 199/A/2/2/24/24/2

- Earn your Master's Degree in one year
- "Learn by doing" is a uniquely interactive environment dedicated to improving childhood education
- Classes begin September 2010
- Scholarships and Financial Aid are available
- 1-800-33-MTHNK ext. 5001
- metropolitancollege.edu/go/update

ADMINISTRATIVE OFFICE OF HUMAN SERVICES AND EDUCATION

AUDREY COHEN SCHOOL OF HUMAN SERVICES AND EDUCATION
HIGHER EDUCATION: TIME FOR REFLECTION & ACTION

By DR. GERALDINE CHAPEY

Education is the engine that drives the economy of New York State. Two higher education issues currently on the horizon are of great interest to all New Yorkers. They are the Statewide Master Plan for Higher Education, 2004-2012, and the Reauthorization of the federal Higher Education Act 2004.

Statewide Master Plan for Higher Education

In collaboration with the Higher Education Community and the Commissioner’s Advisory Council on Higher Education, the Board of Regents—every eight years—adopts a Statewide Plan for Higher Education, setting in place a vision with the goals, objectives, priorities and limitations for higher education. It is designed to meet the rising demands for highly skilled workers, informed citizens, problem solvers and decision makers in an increasingly competitive and changing global technological society. The Master Plan document will serve as a unifying force to bring together all aspects of higher education in New York State. The Board of Regents is committed to retaining New York’s historic place as a world class leader for excellence in education, attracting and developing renowned international scholars in the sciences, medicine, law and the arts as well as preparing their own residents for success in the 21st century. During the past two years, each of the four segments of Higher Education—The State University of New York, The City University of New York, Independent Colleges of New York and Proprietary Colleges of New York—have been energized by the challenge of developing a new Master Plan and have been vigorously engaged in a study of their current offerings and of emerging issues related to our State.

Discussions have centered around four questions as to “What services should higher institutions provide for the State’s residents, workplace, workforce and communities?” “How should these services be delivered?” “How should the education of professionals—doctors, engineers, dentists, attorneys, accountants, journalists and business executives—he be changed?” “How does technology impact on student achievement in elementary, secondary, post secondary and professional education?”

Key issues currently under review are Distance Learning, off campus instruction, liberal arts, sciences, intellectual contributions to society, access for the disabled shortage areas (nurses, pharmacists, teachers, educational administrators), social and ethical values, research, life long learning facilities, faculty, library capacity, and institutional effectiveness. One area of concern for teachers and administrators, Pre-K-12, is that of narrowing the gap between teacher preparation in higher education institutions and actual practice in school districts.

During the summer each of the four segments of higher education will have registered their Master Plan. By the fall 2004 the Regents will issue a comprehensive tentative Statewide Plan for Higher Education, 2004-2012. Hearings on the Plan will be conducted at that time.

You are invited now to get involved in shaping the future of the education of all New Yorkers. You are encouraged, as groups or as individuals, to make your thoughts and concerns known to their Congressman and United States Senators their support for changes—prior to the vote on the Reauthorization. Now is the time to act. All of us want every New Yorker to become all that he/she is capable of being as citizens of this great country—or we must provide reasonable access to higher education—now.

Supporters of reform in financial aid for higher education are urged—in groups or individually—to make known to their Congressman and United States Senators their support for changes—prior to the vote on the Reauthorization. Now is the time to act. All of us want every New Yorker to become all that he/she is capable of being as citizens of this great country—or we must provide reasonable access to higher education—now.

The Reauthorization of Higher Education Act is scheduled to be reviewed in the fall of 2004. Initiated in 1965 this act was designed to permit every academically qualified American to have financial access to college. In the 1970’s, for example, the Pell grants took care of a good part of the tuition at higher education institutions but that percentage has diminished. The value of the grants have declined significantly.

The 2004 Reauthorization would provide for the State’s residents, workplace, workforce and communities; for the State of New York the next twelve years.

In Errata

Two names quoted in the June issue in this article should have read, “Rory Jones” and “look what I see.”
INTERVIEW WITH PETER SINGER: PHILOSOPHER AS EDUCATOR

By JACOB M. APPEL, J.D.

Princeton University philosophy professor Peter Singer is no stranger to controversy. The fifty-seven-year-old Australian-born scholar—whom the Archbishop of Melbourne once brand-ed "Herod's propaganda minister" and the New Yorker hailed as the most influential thinker of our time—has courted controversy through a long career of engaging moral disputes.

In recent years, Singer has tackled such issues as animal rights, euthanasia, poverty and climate change. More recently, he has focused on bioethics, including the use of human embryos in research.

Singer has a reputation for blunt and shocking commentary. "Bioethics" in the fall and "Practical Ethics" in spring sections with preceptors whose ideas often differ greatly from his own. Singer's own mentors—two of the last century's leading philosophers—were moral philosophers whom he often disdained. The first, H. D. McCloskey of the University of Melbourne, was a prominent opponent of utilitarianism—the theory of "judging whether acts are right or wrong by their consequences" that Singer himself espouses. "McCloskey would criticize utilitarianism fiercely," Singer recalls. "He was fair-minded. You could criticize him and your response would be," recalls Singer. "He had a fearsome reputation for not taking kindly to criticism."

"But Singer's personal fame has forced him to curtail his own availability. "I'll talk to any Princeton student," he says. "That's what I'm here for." But students at other schools—who email him by the hundreds—are out of luck. "I regret I do not have time to discuss my views with all of the people who email me," he explains. "I wish there were more of them. The internet could be a wonderful tool for education if only you had time to take advantage of it." But Singer's spare time is devoted to running a visiting speaker series, advising senior theses and graduate student dissertations, and addressing such campus organizations as Oxfam and Unicef—the latter chapter formed by his former students. He teaches two courses, "Bioethics" in the fall and "Practical Ethics" in the spring that are both highly popular. A few students enter his class unaware of his reputation, but many come for the opportunity to watch a celebrity faculty member in action. "I guess a lot of people say you should take a course with Singer while you're at Princeton," he muses. "It's an interesting experience whether you agree with him or not."

One of the factors that helps keep his class interesting, and those of his colleagues as well, is the relatively light instruction load at Princeton. Singer champions such a light load—not because he disdains teaching, but because he cares about it. "If you're teaching three courses a semester," he argues, "you can get very stale. Such a hand load becomes something you have to get through, rather than something that you look forward to or are enthusiastic about." At an institution such as Princeton, in contrast, faculties have enough time to make themselves freely available to students. "There's always someone students can go and talk to: they can talk to me, they can talk to their preceptors. It takes a good faculty-student ratio to make that possible." According to Singer, every educational institution should have access to the same resources at Princeton. He adds: "But, obviously, that's not going to happen. Teaching in the United States offers a striking difference to his earlier experiences teaching in Australia, both for better and worse. "Australia doesn't have elite universities in the same sense," he says. "They're all funded on basically the same formula and there's not a huge difference between them, so the range of students you get is necessarily broader and the resources available are fewer."

Singer's most recent project, published in March as The President of Good and Evil, is likely to generate additional controversy. "It's different from what I've done before," says Singer. "It's more political." The book is a philosopher's assessment of President Bush's ethics. Singer continued on page 18

HELP! CHEMISTRY TESTS, REGENTS
OVER 65,000 THE BOOKS SOLD
HIGH MARKS: REGENTS CHEMISTRY
MADE EASY BY SHARON WELCHER
(College Teacher, Chairperson, and Teacher
of High School Review Courses)
This book is your private tutor-
Easy Review Book for NEW Regents
(second edition) with hundreds of
questions and solutions, Get HIGH
MARKS $10.95
Available at leading book stores
or call 718-271-7466
www.HighMarksInSchool.com

McRuffy Press
Discover fun-filled, innovative, easy-to-use educational programs in reading, phonics, handwriting, language arts, math, and more.

Our programs have been successfully used by public schools, private schools, and homeschooling parents for over thirteen years and follow Reading First research findings.

Available from McRuffy Press and other educational retailers.

Free Catalog:
Phone: (888) 967-1200
Email: sales@mcruffy.com
Write: P.O. Box 212
Raymore, MO 64083
Download samples at:
www.McRuffy.com

EXPERT LOCKSMITH
High Security &
Magnetic Locks,
Alarms, CCTV,
Intercom Systems
Fire Gates, Doors,
Safes, Auto Locks
Licensed Bonded Insured
24 HOUR SERVICE
Commercial & Residential
Complete Security Service
215 First Ave. NYC
212-433-0547 • 917-815-3416

Set Apart for Excellence
College Prep Since 1889
Co-ed ~ Boarding & Day
Grades 7-12
JROTC
Service Academy Nominations
Enroll Today
New York Military Academy
1-888-ASK-NYMA
www.nyma.org
School Opens September 7th
UNA-USA's Adopt-A-Mission Introduces NYC Public Grade School Children to the UN

By DOROTHY DAVIS

Thanks to Ted Turner and his famous billion dollar gift to the United Nations Foundation a buddy group of NYC public school 3rd graders was able to impress Mrs. Nane Annan, wife of the UN Secretary-General, during a recent visit.

"Who is this?" she asked, as she showed a slide of a handsome grey-haired gentleman to her young audience. "Kofi Annan!" they enthusiastically yelled out. "From what country does he come from?" she asked. "Africa!" they exclaimed. "Yes, from Ghana in West Africa," she added with a smile. "He went to school in West Africa, in Ghana, and managed to become Secretary-General of the UN!"

Another slide revealed a light blue and white flag. "Do you know what this is?" she asked. "The United Nations flag!" the eager chorus replied. "You've really been working hard," Nane Annan exclaimed with enthusiasm, "That's great!"

This delightful exchange took place at the UN Conference Room during the inaugural session of the pilot project of Adopt-A-Mission, a program of Global Classrooms, of the United Nations Association of the United States of America. Global Classrooms' program is funded by The Better World Fund (BWF), which was created with part of Ted Turner's gift to the United Nations Foundation. BWF supports projects that educate the general public, the media, opinion leaders and elected officials about the UN. Because educate the general public, the media, opinion leaders and elected officials about the UN. Because

Nane Annan's life, such as how many languages she spoke (Swedish, English, French and a bit of German); whether she had children (yes, children and grandchildren); how long had she and her husband been together (they will celebrate their 20th wedding anniversary this year); even how old she was (60 this year). "You are incredibly curious," she told them. "Use that curiosity. It is incredibly important. It is even what keeps a 60-year-old going!"

Tours of the UN followed the program, and then classes visited many Permanent Missions. Education Update attended two of these meetings. Representatives at the Veneretian Mission showed slides and told the children of PS 16Q about the Millennium Development Goals. "By 2015 all UN Member States have pledged to eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop a global partnership for development."

Recently Venezuela has proposed an International Humanitarian Fund to the UN to help accomplish these goals.

At the Egyptian Mission a diplomat-economist, who had a wonderful rapport with the children, who came from PS 125 Ralph Bunche, used questions and answers to learn what they knew about Egypt and to gently expand their knowledge. The amount they already knew was impressive. One boy, for example, when asked what he knew, exclaimed, "Geza is on the west side of the Nile, Cairo on the east side, the largest sphinx in the world is there."

"The only sphinx in the world," said the diplomat. "Egypt is in Africa," continued the boy. "Where in Africa?" asked the diplomat. "In the northeast," replied the boy. "You are a geographer!" exclaimed the diplomat. He presented a good deal of information, in a very easy going manner, including the fact that Egyptians no longer wrote in hieroglyphics, but in Arabic, and that there is a seven hour time difference between New York City and Cairo. He passed around an Egyptian pound, worth 100 piastres.

"What did you like best about the presentation?" we asked the students afterwards. "One thing I liked was when he talked about the money and we got to see it!" said one. "I liked everything about his talk!" said another excitedly. All responded with enthusiasm. The Adopt-A-Mission program is off to a wonderful start.

JUNE, JULY, AUGUST, SUMMER HEAT, HIGH HUMIDITY.

New Yorkers use a lot more energy in the summer — partly to cool relief from the heat. Typically, we run our energy bills are higher in the summer. Other conditions can also cause bills to fluctuate throughout the year. Con Edison now offers your electricity and gas on the open market from energy supply companies. The cost is determined by several factors, including seasonal weather patterns, the price of fuel used to produce electricity and the simple rules of supply and demand. Still, good energy management at home can help cut your cooling costs this summer. Visit www.conedison.com/summercental for details. If you have central AC in your home, check out www.nyserda.org for tips on how to operate. Strong, efficient lighting and appliances save money because they use less electricity. Find out more at www.energy.gov.

THE POWER BEHIND EVERYTHING YOU DO.
National Middle-Grades Forum Calls for Creation of Small Learning Communities

By ALISON COHEN

Federal, state, and local policymakers need to provide resources and support to create small schools at the middle-grades level, according to a policy statement issued by the National Forum to Accelerate Middle-Grades Reform, an alliance of educators, researchers, national associations, and officers of professional organizations and foundations that are dedicated to improving education in the middle grades.

The policy statement says that in those cases where small schools are not feasible, district and school leaders should break down large middle-grades schools into smaller schools or small learning communities where teams of teachers share small groups of students (sometimes called “clusters” or “houses”). Though not sufficient in itself, “smallness” creates a personalized learning environment that enhances teaching and learning at the middle level.

“Too many young adolescents attend large, impersonal schools where a substantial number of students are not engaged in learning, lack meaningful relationships with adults, and are increasingly alienated from school,” said Deborah Kasak, National Forum executive director. “We know that smaller learning communities have higher student achievement and lower dropout rates. As more and more school leaders are faced with declining revenues and tough choices, we are asking for more, not less, support and resources to establish and implement small learning communities at the middle level,” Kasak said.

“As students move through the middle grades, they do better in a more personalized learning environment where their teachers know them well,” said Nancy Ames, vice president of Education Development Center, and a member of the National Forum’s policy committee which helped draft the statement. “It’s a concept that makes common sense. If all of your teachers know your full name and something about you, chances are you won’t slip through the cracks. In fact, small schools foster more active learning among students and teachers alike,” Ames said.

The policy statement on small schools and small learning communities is an integral piece of the National Forum’s comprehensive policy agenda for middle-grades improvement. The Forum has outlined its priorities for lasting positive change—increasing more personalized learning communities where teams of teachers share small groups of students (sometimes called “clusters” or “houses”). Though not sufficient in itself, “smallness” creates a personalized learning environment that enhances teaching and learning at the middle level.

The policy statement on small schools and small learning communities is the fourth in a series of state and city policy statements outlining its priorities for lasting positive change. The Forum has outlined its priorities for lasting positive change—increasing more personalized learning communities where teams of teachers share small groups of students (sometimes called “clusters” or “houses”). Though not sufficient in itself, “smallness” creates a personalized learning environment that enhances teaching and learning at the middle level.

The Retention of 11,000 Third Graders

By ROSALIE FRIEND, Ph.D.

The announcement from the Department of Education that 11,000 third graders will not be able to progress to fourth grade is troubling. The very low scores these youngsters earned on standardized tests seem to indicate that they have not mastered third grade skills. Still, a recent comprehensive study by the Consortium on Chicago School Reform in which very highly trained teachers taught in schools that were not successful in teaching their students to the standards that they had set, revealed that repeating a grade does not enable struggling students to catch up with their peers. Not surprisingly, social promotion does not help struggling learners either. The idea of contrasting these two ineffective approaches may be an example of naïve reasoning i.e., a false dichotomy, or it may be intended to befuddle the public while the city improves fourth grade test scores by removing weak students rather than helping them learn.

If social promotion doesn’t work and grade retention doesn’t work, what can we do? Ask any well-to-do parent whose children are struggling in school. Get individual tutoring. Get counseling if the academic problems are due to emotional problems. Provide a school with smaller classes, more individual attention, and special remediation for the type of problems the child has. We know how to help children learn, but so far our society has been reluctant to provide this help to children of modest means.

Studies comparing high needs schools to low needs schools find striking contrasts. Many children enter schools in low-income areas with significantly lower vocabularies, limited background knowledge, and little familiarity with books. These schools typically have older textbooks, smaller class libraries, teachers with lower credentials and less experience, fewer opportunities for art, music and other enrichment, fewer class trips, etc. The Campaign for Fiscal Equity just proved in court that New York State was under-funding schools in prosperous communities, which achieve higher test scores than most inner city schools.

Two specific programs have been found to be very successful in boosting the achievement of young children. One is Head Start, a comprehensive preschool program for children of limited economic means set up by the federal government. The other is Reading Recovery, an intensive tutoring program in which very highly trained teachers give individual instruction to struggling first graders. Why aren’t these proven programs provided for all children?

Teaching is very complex work. Children come to school with different background knowledge, goals, temperaments, and values. False dichotomies oversimplify many aspects of education. Phonics or reading comprehension—children need both. Math calculations or understanding—children need both. Transmitting knowledge and values of our society or developing each child’s individual abilities—children need both. Direct instruction led by the teacher or discovery and student collaboration—children need both. In addition, society now demands that the schools teach critical thinking and problem solving. This is much harder than what we experienced as children; memorization and obedience were good enough for us.

Other changes in society make things harder for schools and students too. The change from extended or nuclear families to unmarried parents, divorced parents, single parent families, and remarried families can make growing up harder for children. Working parents have less time to supervise children and help with homework, or even provide emotional support. Parents who cannot find work are often anxious and may not be able to give their children the help they need. Children in foster care or living in homeless shelters frequently have personal problems that interfere with their schoolwork. These social problems must be addressed if children are going to be able to do their best in school.

False dichotomies can distract us from learning from the research on education and distract us from finding out how to meet the needs of all children. Removing children from the group being tested will raise the test scores of that group, but it will not improve education. We should reexamine the data and provide real assistance to students who have difficulty. Holding back struggling children does not work.

Rosalie Friend, Ph.D is an adjunct associate professor in the Department of Educational Foundations, Hunter College School of Education.

German for Children

German for Children

Adult Program Available

N.Y. STATE REGENTS ACCREDITED

Low Tuition

Minimum age: six years
Children’s class meets once a week from 4:30-6:15
No previous German required. Classes start in September

Four Convenient Locations:
Manhattan, Franklin Square, Queens (Ridgewood)
(212) 787-7543

German American School: Teaching German for 111 Years
RUSSELL SIMMONS ATTENDS GRADUATION AT YOUNG WOMEN’S LEADERSHIP SCHOOL

By POLA ROSEN, Ed.D.

“This school is impressive, and so are you!” Russell Simmons emphatically stated as he awarded twenty college scholarships to a graduating group of thirty-seven cheering women at the fourth graduation ceremony at the Young Women’s Leadership School in Harlem. “Impressive” is an understatement for the Class of ’04 that scored 100 percent entrance success at elite colleges and that a large majority of students are expected to receive full college scholarships. Simmons, who is president and CEO of Simmons Interactive Media, called the students a “rousing group of thirty-seven” in his keynote address to the Class of 2004.

Simmons reminisced about his generation: “I remember the civil rights movement; girls wore dashikis and platform shoes. There was a lot of perseverance and resilience and that “giving is the basis of all success and happiness.” The graduates culminated the program with a rousing rendition of their school song, “You’re my sister and I love you; Nothing can come between you and I.”

Lynese Page was jubilant about getting into Wheaton College. Kamilah Hamilton will be a computer science major at Clark and Chloe Nelsen plans to delve into economics at Dickinson College in Pennsylvania. When asked how the school special for you, they responded, “We have a sense of community and unity” and “This school prepares you for the future and for college.” Another response was, “I come from a big family and wouldn’t have gotten into a four year college.” According to the principal, Kathleen Ponze, big challenges for students are health problems as well as battling issues of single and foster parents; completing high school is a supreme accomplishment. “We’re so proud of them, of their struggles and determination. When we place them in college, we try to send them in small groups so they can continue their network. They are the nicest group of students,” Ponze said wistfully, echoing the mixed feelings of a parent saying goodbye to the child leaving home for the wider world.

THE STERLING SCHOOL

Interviews with anthropologists and neuroscientists both concluding that unlike spoken language, reading/writing skills are a national problem not confined to those with learning disabilities. The Sterling School serves children in grades 2-6 with language based learning disorders (dyslexia). Ruth Aschenbruck, the Director, explained the importance of not only remediating academic deficits, but pushing and expanding a child’s knowledge base and strengths. Because English is so idiomatically, and in many ways, it is especially important to teach the structure of the language and provide strategies to deal with its irregularities. For example: the Greeks invented math and science and those words came into English from Latin, so the students should think Phs for the F sound if the subject matter is math/science (i.e. physics, photograph etc.). One of the goals of this small intimate school is to help the students see themselves as individuals who can learn, thereby undoing the “shame” that David Bolton speaks of. The Bay Ridge Preparatory School is also a small school (K-12) whose scholastic program applies the most recent advances in educational research. This school has a bridge program (grades 6-8) which concentrates on strengthening fluency, writing skills and math by utilizing small class instruction for students who continue to need reinforcement and direct teaching in the middle school years. The supportive staff keys into the needs of adolescent learners stressing academic and social/emotional growth, the areas that suffer the most when a child does not do well in school. The children interviewed in the Code project remarked that they avoided reading, didn’t feel competent in school and saw him/herself as “stupid”. It is just this type of negativity that the staff, curriculum, and methodology at both Sterling and Bay Ridge Prep are designed to reverse. David Bolton hopes his children of the Code project will only begin to negate these issues on a national level.

For more information or to become involved visit www.childrenofthecode.org For information about Bay Ridge Preparatory School visit www.bayridgeprep.com

Do your math books address the needs of your English learners? Do your math books help your English learners meet the standards?

Are your students overwhelmed when reading language intensive math materials?

If your mathematics materials aren’t reaching your English Language Learners, you should consider supplementing your program:

Palmiche Press is a company that specializes in products and services for English Language Learners.

Your students can’t afford to fall behind! Help your class and your school excel and meet the standards.

Please visit us at www.PalmichePress.com or e-mail info@PalmichePress.com.

Coming Soon: ESL Math Coach™!
Parents Gain New Online Access to Important School Performance Data

Parents in Arizona, Arkansas and North Carolina can now easily review online detailed school performance data for every school in their state to determine how their child’s school compares to other schools and whether they need to take action to improve their school. The School Information Partnership (SIP) announced that student achievement data from all public schools in Arkansas, Arizona and North Carolina are now available online at www.SchoolResults.org.

SIP is an unprecedented public-private initiative between The Broad Foundation and the U.S. Department of Education. SIP’s goal is to improve dramatically the general public’s access to easy-to-understand information about public schools, districts and state academic achievement. SIP is focused on: Giving parents powerful and comparable information about the performance and demographic makeup of their children’s schools, as well as other schools and districts across their state; Providing educators useful tools to diagnose areas that need improvement and identify other schools from which to learn effective practices; Empowering state and local policymakers with comparative tools and benchmarks to monitor the relative progress of their state’s schools and districts in order to make better informed policy decisions; and Reporting to members of the media critical data to help inform their readers about their local schools and the progress they are making under No Child Left Behind.

“It is exciting to provide this country a truly powerful resource for everyone who wants to know how their school is doing and whether education is improving,” said Mr. Eli Broad, founder of The Broad Foundation. “Now, thanks to the SIP, parents can be more informed about their child’s educational progress.”

The DOE’s special summer program designed specifically for second and third graders who have not met performance criteria to advance to the next grade.

New York City Schools Chancellor Joel I. Klein announced that the Department of Education (DOE), in conjunction with the New York City Department of Health and Mental Hygiene (DOHMH), would begin to screen third graders for vision and hearing problems during the 2004 Summer Success Academy. The Summer Success Academy, which launches this month, is the DOE’s special summer program designed specifically for second and third graders who have not met performance criteria to advance to the next grade.

“We are undertaking this important program in an effort to ensure that all of our students have the opportunity to succeed. It is clear that poor vision or hearing problems could impact negatively on a student’s ability to perform and to learn,” Chancellor Joel I. Klein said. “By providing these screenings to more than 20,000 children this summer, we are taking a big step in guaranteeing that they will be in the best and strongest position to succeed ultimately.”

Staff of the New York City Department of Health and Mental Hygiene (DOHMH) will conduct vision and hearing screenings. Following the screenings, DOE staff will be responsible for the follow-up and outreach efforts to parents and guardians. Parents will be notified of any abnormal findings and given a form for the child’s physician to return to the screening program. School team members, nurses and parent coordinators will also contact parents to be sure that children needing further evaluation receive it.

The vision screening will include tests of near and distance acuity and binocular vision. Hearing screening will include a sweep test and, if needed, a threshold test.

For more information contact Ritz Tours, 1-800-900-2446; china@ritztours.com.
Chasing the High—A Look at Teens & Heroin

By MICHIELLE ACCORSO

How’s this for good news? There’s been an eleven percent decline in use of drugs, an eighteen percent decline in tobacco use and a six percent decline in alcohol use over the past few years. With statistics like these, you’d think we were on our way to making that “drug free America” they so earnestly strive for in ad campaigns. Why then, are we still seeing teens fall by the wayside abusing drugs, particularly heroin and painkillers? Unfortunately, though the statistics look promising in writing, there is still far too much substance abuse going on among young people.

At a recent conference held at cable television network, Home Box Office (HBO), Inc., a group of panelists, including two recovering drug addicted teens, spoke to a room of invited observers, hungry for answers.

Herbert D. Kleber, M.D., a panelist and Professor of Psychiatry and Director of the Division on Substance Abuse, College of Physicians and Surgeons at Columbia University, explained, “Heroin is the second most addictive drug known to man, tobacco being the most addictive. One out of three people who try tobacco will become addicted. One out of four people who try heroin will become addicted.” There is a feeling associated with heroin that Kleber described as “overwhelming the body so the body says, ‘Do it again.’”

One hundred years old, heroin was invented by the Bayer Pharmaceutical Company initially to be used as a cough medicine/pain killer. It was soon realized just how addictive this new drug was. “The body decreases its own endorphins,” Kleber noted in explaining about the physical addiction of heroin. “If you continue to use heroin, you will constantly need external amounts of endorphins to keep you from becoming depressed. Therefore, through continuously increasing the dose, once intake of the drug has stopped, severe withdrawal begins.” Withdrawal includes a wide range of physical ailments from stomach cramping and vomiting to cold sweats, and chronic depression.

The teens, who wished to remain anonymous, had similar stories as to how they found themselves hopelessly addicted to heroin. “I started snorting, then progressed to shooting,” commented Kathleen who began drinking and smoking marijuana when she was eleven, “I was just trying to get as high as I could.” David, who started drinking and smoking marijuana at the age of thirteen, added, “From about thirteen to fifteen I was snorting heroin. Then at fifteen I started shooting it. Where I live there’s not much to do. The kids I hung out with just got high. We’d sit in a house and get high. We’d be drinking and smoking weed and it just got boring so we started doing heroin.”

Not everyone is as lucky as Kathleen and David, who lived to tell about their drug experience. “Every bag of heroin is Russian roulette,” commented Kleber. A bag, which goes for around ten dollars, can be cut with a variety of different dangerous chemicals. “The sale of heroin evolved from a marketing scheme,” explained panelist Derek Maltz, Associate Special Agent in Charge, New York Division of Drug Enforcement Administration. “It’s a business.”

Ginger and Larry Kate, who lost their son Ian to heroin, added a few words from the audience urging parents to open their eyes to their children’s drug abuse. “Parents don’t want to believe that their kids are using drugs because they think it’s a reflection on their parenting. Ian only used drugs for five months. He didn’t have a second chance.”

There are 750,000 to 1 million heroin addicts in the United States. Twice as many try heroin each year. “We want to do everything to prevent heroin use but there is treatment that works,” urged Kleber. “It’s not all doom and gloom—not a death sentence.”

For more information or questions you may have about your child’s drug use, visit www.theantidrug.com. Teachers visit www.teachers-guide.org. To find treatment near you visit www.findtreatment.samhsa.gov.

Olympic Games Come to Classroom Via the Web

EdGate is bringing the Olympic Games directly to the classroom with the launch of its new ‘Gateway to the Summer Games’ website that provides educators a host of resources, lesson plans and tools designed to teach students about the Olympics. Available at www.EdGate.com/summergames, the site includes sample lesson plans and worksheets for teachers, activities and games for students, and a tremendous amount of facts and historical information on the Olympic Games. In addition, students and teachers can research and study facts about the Paralympic Games, physical fitness techniques of Olympic athletes, the geography and history of Athens itself, and a number of other grade and subject-specific curricula designed to empower and enrich young minds.

The site offers the only official Olympic-themed lesson plans available to educators and students. Additionally, the Paralympics Games section has garnered official recognition by the International, Canadian and U.S. Paralympic committees.

EdGate combines Web resources, state educational standards, and statistical prioritization of state testing criteria to empower the K-12 educational community to make data-driven decisions that improve student achievement.

EdGate products include its signature offering, the Curriculum Matrix, an up-to-date database of state education standards that are mapped to a school district’s curriculum and prioritized based on historical and anticipated testing criteria. A Web-based application desktop for teachers enables them to build classroom Web pages, publish class calendars and homework, communicate with parents, and research more than 50,000 educational resources.

Correlation Services offer educational publishers and content providers the opportunity to republish their content, correlating their products directly to specific state standards and testing criteria. EdGate, which offers the tools and resources to assist educators meet the expectations of “No Child Left Behind” legislation, is headquartered in Gig Harbor, Wash. More information is available at www.EdGate.com.
Posamentier, CCNY Dean, Awarded Coveted Austrian Cross of Honor

Recently City College School of Education Dean Alfred S. Posamentier was awarded the Austrian Cross of Honor for Science and Art—First Class by the President of the Federal Republic of Austria Thomas Klestil. The ceremony took place at a reception and dinner held at the Art History Museum in Vienna, Austria. The nomination for the award came from Prof. Hans Matzenauer, former head of the Vienna school system and member of Parliament, and was sponsored by the Austrian Federal Minister for Education, Science and Culture, Elisabeth Gehrer. This award is one of the highest presented by the Austrian government and must be approved by an act of Parliament.

Succeeding At Your Interview: A Practical Guide for Teachers

Reviewed By POLA ROSEN, Ed.D.

In 2004, many college graduates are embarking on new teaching careers, seeking personal fulfillment as well as a way to contribute to society. Indeed, a wonderful advertisement recruiting new teachers in New York City asks who will remember your name in years to come: your 4th grade students. Be a teacher.

The object of this new book by three experienced college professors leads entrants to teaching careers through the interview process in order to maximize success.

The book provides interesting as well as informative discussions organized into five parts, each of which contains several chapters, a scenario and an overview identifying major issues. In one chapter, for example, a school principal, Mr. Erickson, interviews a hypothetical candidate named Steve Border. Topics covered are how Steve got the interview, how he prepared for it, the interview itself including actual questions and answers and finally, what Steve did when he left the interview. Sidebars on each page are helpful in shaping and sharpening the reader’s analytical observations about the interview.

Another chapter in Succeeding At Your Interview: A Practical Guide for Teachers deals with an interview with a school-based team while another has you think about your classroom management techniques and your philosophy of education. Applicants are helped to address such important interview questions as “Why should our school hire you?” and “What special characteristics do you bring to a classroom?”

This book is invaluable in helping newcomers to the teaching profession find a job, prepare for an interview, and learn and reflect on what teaching means and how to be successful in obtaining a position. The advice is practical; the case study format hits home. Indeed, the three authors have hit a home run.

Order from LEA Lawrence Erlbaum Associates
email: orders@erlbaum.com

Alice Thomas Waters—Outstanding Educator Leaves Legacy of Teaching

Alice Thomas Waters’ life was devoted to education with a special interest in teaching children how to read. After spending more than forty years teaching students in Tennessee, she passed away of a heart attack at the age of eighty-eight. Mrs. Thomas received her undergraduate degree at Tennessee State University. She went on to receive her master’s from Fisk University and at Tennessee State University. She went on to receive her master’s from Fisk University and

Alice Thomas Waters, PhD, was a member of several educational organizations, Mrs. Thomas served as chairwoman of the National Council of Negro Women. She and her husband were members of Phi Delta Kappa for many years. Phi Delta Kappa, Teachers College extends condolences to Mrs. Waters’ daughter, Alice Mayhew, and to the National Council of Negro Women. She and her husband were members of Phi Delta Kappa for many years. Phi Delta Kappa, Teachers College extends condolences to Mrs. Waters’ daughter, Alice Mayhew, and an officer of Phi Delta Kappa, Teachers College.

Explore your talents.
University of West Florida
(800) 263-1074 • online: uwf.edu

Please mail to:
College Directory - Education Update
17 Lexington Ave., Box A1207
New York, NY 10010

MAIL THIS COUPON

Name: ____________________________________________
Address: ____________________________________________
City: ____________________________________________State: ___Zip: __________
Phone (incl. area code): ____________________________

I Am Interested In Applying
☐ Freshman ☐ Transfer
☐ Day ☐ Evening
☐ Weekend ☐ Graduate Student

As My Status
☐ H.S. Student ☐ Working Adult
☐ Teacher ☐ College Student

Please circle catalogs you wish to receive:
☐ 1 ☐ 2 ☐ 3 ☐ 4

PLEASE INCLUDE YOUR PHONE NUMBER

July 2004
This summer, a national summit will team up professional educators and students, all Low-Reserve teachers with the goal of translating research on improving student achievement into practice in the classroom. The U.S. Department of Education's Research-to-Practice Summer Institute will be held in Washington, D.C., on July 20, Secretary of Education Rod Paige announced. According to Paige, "They can't help but discover the country," Secretary Paige said. "We will also continue to work with school districts and community leaders to get information about after-school programs posted online, so parents and students can learn more about what the programs offer and how they can benefit students."

"An opportunity is like the proverbial tree falling in the forest—if no one hears about it, it's nothing but a missed opportunity."

In the 2002-03 school year, at least 160,000 students took advantage of either supplemental educational services or summer school transfer provisions as allowed under No Child Left Behind, the secretary announced. "Given that this was the first year of the law, I am proud to report that 160,000 children who needed help got it," said Paige. "We know that these numbers will increase and hope that districts across America will look at the promising programs and publications to help get the word out to parents."

The Secretary launched the publication in Toledo, one of five districts profiled in the guide that were selected because their implementation experiences yield some common themes and lessons that might be helpful to other districts. The other districts highlighted in the publication are Forsyth County Schools, Ga.; San Diego City Schools, Calif.; Rochester City School District, N.Y.; and Los Angeles Unified School District, Calif.

In the progressive education movement, will speak on issues in the classroom at the Empowering Teachers Summer Institute, hosted by The Child Development Institute at Sarah Lawrence College, on Monday, July 26, from 1:00-4:00 p.m. at the Child Development Institute. Horant. Amidst key address and "Reinforces on Teaching, Relationships, Possibilities, and Power" and is free and open to the public. For more information and reservations, please call (914) 395-2412.

Jane Andris has been a leader in the progressive education movement in New York City for more than 10 years. She began teaching in New York in the 1960s and in 1971, created one of the first open classroom programs in a public elementary school in Washington Heights. She also founded and directed the art program at Central Park East Elementary School and eventually served as the school's Director. The Empowering Educators Empowering Teachers Summer Institute is a weeklong professional development workshop for professionals working with children in early childhood and public elementary school settings. The Summer Institute features workshops and courses that focus on child development and education. The workshop series is sponsored by the Child Development Institute (CDI) and its programs, please call (914) 395-2412.

The Child Development Institute (CDI) was established in 1987 to develop programs that provide children with better learning opportunities. The Child Development Institute works with local school districts, administrators, child development professionals, and community leaders in the community to design and implement effective programs. The Child Development Institute (CDI) is a non-profit organization and a leader in the field of early childhood education. The Child Development Institute (CDI) is committed to providing high-quality educational programs that are designed to meet the needs of all children, regardless of their socio-economic background.
The New York School of Career and Applied Studies (NYSCAS) held its third commencement ceremony, which was recently established through the merger of the School of Career and Applied Studies and the School of General Studies, recently held its graduation exercises where its students celebrated this momentous day. Additionally, the first class of thirty students attended the thirtieth commencement exercises.

On June 18th, two thousand and fifty-one students received certificates from the NYSCAS Digital Media Arts program which offers real-world, hands-on skills, as well as in-depth techniques to the charming world of arts and audio engineering.

Instructor of Sociology, Philip Parker, opened the ceremony by signaling the start of the Academic Procession. The Academic Procession included: Executive Administrative Dean, Eva Spinelli, Associate Dean of Faculties, Leon Perlak, Associate Dean of Students, Timothy Taylor, and Chair of Psychology Department, Carole Beckford, as Marshal; Deputy Chair of Speech and Communication, Hal White, and friends watched their loved ones receive their degrees. Furthermore, the first class of thirty students attended the thirtieth commencement exercises.

The ceremony reached an emotional climax as the Academic Procession included: Executive Administrator Dean, Eva Spinelli, as Grand Associate Dean of Faculties, Leon Perlak, and Associate Dean of Students, Timothy Taylor, and Chair of Psychology Department, Carole Beckford, as Marshal; Deputy Chair of Speech and Communication, Hal White, and friends watched their loved ones receive their degrees.

Mr. Victor Kaplan, a single father of two doctors, Professor and Chair of theVallely Address and was awarded the Special Award for Excellence in the United States. In 2000, Victoria returned to college studies after a career in business working for Merrill Lynch and Chase Manhattan Bank. Through her studies at Touro College, she is now pursuing a career in education. Ms. Kaplan seeks to be a “shining star” in the lives of many children.

In addition, Washington Mutual Bank awarded the Belsky Special Recognition award for Personal Service. In addition, Washington Mutual Bank awarded the Belsky Special Recognition award for Personal Service.

The ceremony reached an emotional climax as the Academic Procession included: Executive Administrator Dean, Eva Spinelli, as Grand Associate Dean of Faculties, Leon Perlak, and Associate Dean of Students, Timothy Taylor, and Chair of Psychology Department, Carole Beckford, as Marshal; Deputy Chair of Speech and Communication, Hal White, and friends watched their loved ones receive their degrees.

Mr. Victor Kaplan, a single father of two doctors, Professor and Chair of the Vallely Address and was awarded the Special Award for Excellence in the United States. In 2000, Victoria returned to college studies after a career in business working for Merrill Lynch and Chase Manhattan Bank. Through her studies at Touro College, she is now pursuing a career in education. Ms. Kaplan seeks to be a “shining star” in the lives of many children.

In addition, Washington Mutual Bank awarded the Belsky Special Recognition award for Personal Service. In addition, Washington Mutual Bank awarded the Belsky Special Recognition award for Personal Service.

The ceremony reached an emotional climax as the Academic Procession included: Executive Administrator Dean, Eva Spinelli, as Grand Associate Dean of Faculties, Leon Perlak, and Associate Dean of Students, Timothy Taylor, and Chair of Psychology Department, Carole Beckford, as Marshal; Deputy Chair of Speech and Communication, Hal White, and friends watched their loved ones receive their degrees.

Mr. Victor Kaplan, a single father of two doctors, Professor and Chair of the Vallely Address and was awarded the Special Award for Excellence in the United States. In 2000, Victoria returned to college studies after a career in business working for Merrill Lynch and Chase Manhattan Bank. Through her studies at Touro College, she is now pursuing a career in education. Ms. Kaplan seeks to be a “shining star” in the lives of many children.

In addition, Washington Mutual Bank awarded the Belsky Special Recognition award for Personal Service. In addition, Washington Mutual Bank awarded the Belsky Special Recognition award for Personal Service.
School of Education, City College of NY: From Rags to Riches

By ADAM W. SUGERMAN

The educational evaluation of “From Rags to Riches” is the best way to describe the last five years of the School of Education of the City College of New York (CCNY). Founded in 1921, as the first public school of education in New York City, the College hit a nadir in 1997: its graduates posted the second lowest passing rate in the state on the New York State teacher certification test, the Liberal Arts and Science Test (LAST)—an embarrassing 39 percent passing. The State Education Department began an investigation while faculty morale plummeted.

But a reversal of fortune was not far behind. During the 2003-2004 academic year, CCNY has experienced a turnaround. The steps in achieving this momentous goal were first, establishing a Dean’s Advisory Council, consisting of leaders in education, business, and the community. (Experienced editors determine writing quality of the literary agent. The purpose of the day, explains Lewis Burke Frumkes, director of the college’s writing center and proud founder and guiding spirit of the conference, is to “provide writers a chance to meet top people in an intimate and relaxed atmosphere…Here, the little person is as valuable as the famous or famous literary agent. Participants came with varying goals. Michael Scotti, a decorated marine first lieutenant shaken by what he witnessed during recent tours in Afghanistan and Iraq, wants to produce “an inspiring and, at the age of twenty, began to ‘doggedly, without inspiration, advice, and inspiration from 65 panelists at twelve sessions on topics ranging from fiction, suspense, food, children’s books to the role of the literary agent. The purpose of the day, explains Lewis Burke Frumkes, director of the college’s writing center and proud founder and guiding spirit of the conference, is to “provide writers a chance to meet top people in an intimate and relaxed atmosphere…Here, the little person is as valuable as the famous or famous literary agent. Participants came with varying goals. Michael Scotti, a decorated marine first lieutenant shaken by what he witnessed during recent tours in Afghanistan and Iraq, wants to produce “an inspiring and war stories (Suspense Panel), remarked, “It is late night,” all the while filled with “doubt, grandiosity, and hope.” This, he explained, is “the writer’s life,” an existence “being lived everyday, everywhere, in unexpected places, and by people who may not even know it.” Alan Furst, the well-known author of thrillers and war stories (Suspense Panel), remarked, “It is important to have conferences like this…I like the idea of encouraging writers and people who are trying to be writers. They are very important in this day and age.” For attendees, after the conference it was back to the kitchen table and the world of words.

Marymount Writer’s Conference Features Prominent Authors

By SYBILL MAIMIN

Connections were made all around at the 12th Annual Writers’ Conference at Marymount Manhattan College as over 200 published and aspiring writers gathered to write, get information, advice, and inspiration from 65 panelists at twelve sessions on topics ranging from fiction, suspense, food, children’s books to the role of the literary agent. The purpose of the day, explains Lewis Burke Frumkes, director of the college’s writing center and proud founder and guiding spirit of the conference, is to “provide writers a chance to meet top people in an intimate and relaxed atmosphere…Here, the little person is as valuable as the famous or famous literary agent. Participants came with varying goals. Michael Scotti, a decorated marine first lieutenant shaken by what he witnessed during recent tours in Afghanistan and Iraq, wants to produce “an inspiring and, at the age of twenty, began to ‘doggedly, without inspiration, advice, and inspiration from 65 panelists at twelve sessions on topics ranging from fiction, suspense, food, children’s books to the role of the literary agent. The purpose of the day, explains Lewis Burke Frumkes, director of the college’s writing center and proud founder and guiding spirit of the conference, is to “provide writers a chance to meet top people in an intimate and relaxed atmosphere…Here, the little person is as valuable as the famous or famous literary agent. Participants came with varying goals. Michael Scotti, a decorated marine first lieutenant shaken by what he witnessed during recent tours in Afghanistan and Iraq, wants to produce “an inspiring and...
By JOAN BAUM, Ph.D.

Bringing lively informality to a no-nonsense discussion about the plight of “quirky kids” at a recent talk and book signing at Teachers College, sponsored by the TC Alumni Council, the TC chapter of Phi Delta Kappa and Education Update, Drs. Perri Klass and Eileen Costello, distinguished Boston primary care pediatricians, held a full-house in thrall as they moved through a review of the challenges facing parents, doctors, teachers—and the kids themselves—about what it means to be “quirky.”

The word takes its definition from the subtitle of their book, *Quirky Kids: Understanding and Helping Your Child Who Doesn’t Fit In—When to Worry and when Not to Worry*. The talk was truly the “Up Close and Personal” conversation promised by the TC program committee, and after it was over, the line at the book signing table was longer than that for the hors d’oeuvres.

As the authors note, the topic is hot and filled with potentially frightening (mis)information, and thus it was refreshing to hear two extraordinarily dedicated doctors who are also parents often say they didn’t know, when questions turned especially to causes and to queries about therapies and drugs that work.

If one theme emerged, it was the necessity for teams of specialists to become involved in diagnosing and treating children out there “in a slightly different zone” whose range of behaviors cannot easily be understood or dealt with by anxious, confused parents and by compassionate, overworked teachers, especially when those “quirky” kids are from poor urban environments and if they have gone untreated by the time they enter middle or high school.

After a laudatory introduction by TC’s Vice President of Academic Affairs and Dean of the College, Darlyne Bailey, the Klass and Costello show, so to speak, took off, with the co-authors, who are also obviously good friends and have known each other for years, taking turns introducing and commenting on various topics. Their humor and humanity were infectious. They both noted that their interest in “odd duck children” who do not seem to be developing according to normal guidelines—an increasing number, by the way—started as a result of listening to parents who had nowhere else to turn. The doctors soon discovered they were not the only ones to be in the dark. Because the subject itself was not part of medical school curricula 20 years ago, they made it their business to educate themselves, interviewing kids, parents, teachers, and trying to come up with practical advice, provide referrals, and collect new data. Parents say they feel that many pediatricians are either not as observant as they might be or too busy to notice this “extremely interesting population of children.” Therefore, number one on Drs. Klass and Costello’s agenda became educating their colleagues. Time is of the essence. The kids may be difficult, but they are in pain, they are aware they don’t fit in. As for labeling—it’s hard but often the only way for parents and schools to be assured of services.

The devotion of Drs. Klass and Costello was as apparent as their wise, common sense counsel. Don’t overload kids with specialists, “they deserve a childhood.” Encourage quirky children to participate in “pragmatic language groups” as the best way to get social as well as therapeutic benefits. And of course, read their book, which has been hailed nationwide as “superb, original, and hugely needed.”

In closing Dr. Pola Rosen, the publisher of Education Update, who is also the president of Phi Delta Kappa of TC and a TC Alumni Council member, called the jointly sponsored event a “unique collaboration” and noted that it was inaugurated by two splendid women whose address was both timely and significant.

For more information visit www.quirkykids.com.
“I Touch the Future; I Teach”
—Christa McAuliffe

Education Update has launched what has become an annual event in New York City: honoring outstanding teachers who inspire, motivate, energize and bring a love of learning and thirst for knowledge to their students. The outstanding teachers are on the cutting edge of transmitting ideas, concepts, philosophy and ethics. They are lifelong learners trained to facilitate the flow of information between teacher and student. They possess a unique ability of seeing the world through the lens of childhood and adolescence thereby entering and participating in the realm of the student.

ABOUT THE PUBLISHER: Dr. Pola Rosen earned a BA in English at Barnard College and a doctorate in special education at Teachers College, Columbia University. She has been a classroom teacher, special education supervisor, and college professor and for the past eight years, the publisher and editor-in-chief of the award-winning newspaper Education Update, which she founded. A New York City public school student herself, her vision has always been to enrich and ennoble people’s lives through education.

ILLUSTRIUS GUESTS ATTENDING THE EVENT INCLUDED MANY COLLEGE PRESIDENTS, CHANCELLORS, VICE-CHANCELLORS AND DEANS. ATTENDEES INCLUDED: Matthew Goldstein, Chancellor, City University of New York; Jay Hershenson, Board Secretary & Vice Chancellor, CUNY; Augusta Kappner, President, Bank Street College of Education; Fern Khan, Dean, Bank Street College of Education; Regina Perrugi, President, Kingsborough Community College, CUNY; Alfred S. Posamentier, Dean, CCNY; Jennifer Raab, President, Hunter College, CUNY; Ned Regan, President, Baruch College, CUNY; Eva Spinelli, Dean, Touro College; Marlene Springer, President, College of Staten Island, CUNY

S P O N S O R S

Our gratitude to the sponsors who have made this ceremony possible

Austrian Airlines
Con Edison
Phyllis White-Thorne, Manager, Strategic Partnerships
Council for Supervisors & Administrators
Jill Levy, President
The Everett Foundation
Edith Everett, President & Carolyn Everett, Treasurer
Lindamood-Bell
Ali Prigg, Regional Director of Clinics
McGraw-Hill
Dr. Charlotte K. Frank, Sr. VP
Mercedes-Benz
The Frederick P. & Sandra P. Rose Foundation
Sandra Priest Rose
Scholastic
Francie Alexander, VP and Chief Academic Officer
Ernie Fleisman, Senior VP
Laurie Tisch Sussman
Founder, Center for the Arts
Time Warner Cable
Karen La Cava, Manager of Educational Initiatives
Regent Merryl Tisch
New York State Board of Regents

Ernestine Belton
Community School 152
Karen Underwood, Principal
Laura Rodrigues, Superintendent

Steven Bloom
PS 24
Mark Levine, Principal
Irma Zardoya, Superintendent

Margaret Breen
Seward Park High School
Jayne Godlewski, Principal
Peter Heaney, Superintendent

Ronald Burger
IS 125Q
Judy L. Miller, Principal
Reyes Irazary, Superintendent

Maria Crowe
IS 811Q
Joan Washington, Principal
Dr. Susan Eber, Superintendent

Danielle DeMartini
PS 1642
Audrey Murphy, Principal
Reyes Irazary, Superintendent

Olga Economos
Ollisfe Educational Services
Robert Zweig, Principal
Dr. Lester Young, Superintendent

Angela Florio-Lippe
PS 97
Lucille A. Cardinale, Principal
Dr. Kathleen Cashin, Superintendent

Teresa Foley
PS/IS 126
Jose Montanet, Principal
Peter Heaney, Superintendent

Mirta Gallego
PS 211
Berry Gonzalez-Soto, Principal
Laura Rodriguez, Superintendent

Steve Goldring
PS 95
Dr. Aura Gangenti, Principal
Ms. Judith Chin, Superintendent

Pearl Halegua
PS 196
Sylvia Hammer, Principal
Judith Chin, Superintendent

Jennifer Hunter
Queens Vocational & Technical HS
Denise Vittone, Principal
Reyes Irazary, Superintendent

Sari Jacobs
PS 96
Victor Lopez, Principal
Peter Heaney, Superintendent

Lisa LaFontant
PS 329
Mrs. Anita Garcia, Principal
Michelle Fratti, Superintendent

Louise Masiello
Trum
Ivy Sterling, Principal
Dr. Susan Eber, Superintendent

Dolores Molepsine
Public School 8
Lisa Esposito, Principal
Michelle Fratti, Superintendent

Barbara Morochnick
IS 33
Elba Lopez, Principal
Irma Zardoya, Superintendent

Maria Perdios
IS 174
Anthony Orzo, Principal
Laura Rodriguez, Superintendent

Gina Refano
New Dorp HS
Dieudre DeAngel, Principal
Michelle Fratti, Superintendent

Dennis Robinson
Man. Comp. Night
Howard Friedman, Principal
Peter Heaney, Superintendent

Beth Rodger
PS/IS 208
Mr. James Phelmy, Principal
Judith Chin, Superintendent

Tania Sanchez
Eugene T. Maleska
Anthony Orzo, Principal
Laura Rodriguez, Superintendent

Patricia Sibley
PS 140
Elaine Rottenmeum, Principal
Judith Chin, Superintendent

Christine Soraghan
Queens Vocational & Technical HS
Denise Vittone, Principal
Reyes Irazary, Superintendent

Giovanni Sosa
Aviation High School
Eileen B. Taylor, Principal
Reyes Irazary, Superintendent

Victoria Sotillo
Leon M. Goldstein HS
Joseph Zaza, Principal
Gloria Buckery, Superintendent

Dr. Gary Spindler
New Dorp HS
Dieudre DeAngel, Principal
Michelle Fratti, Superintendent

Elyse Stefanishin
PS 151
Mrs. Jeanette Sosa, Principal
Reyes Irazary, Superintendent

Pat Sturm
PS 97
Lucille A. Cardinale, Principal
Dr. Kathleen Cashin, Superintendent

Lynette Vazquez
PS 33
Elba Lopez-Spangenberg, Principal

Joanne Vitiello
PS 19
Mary Petrone, Principal
Michelle Fratti, Superintendent

Shirley Wang
PS 811
Joan Washington, Principal
Dr. Susan Eber, Superintendent

Sharon Weissbart
Seton-Falls Elementary
PS 111
Julia Rivers-Jones, Principal
Laura Rodriguez, Superintendent

15
In only its second year the annual Outstanding Teachers of the Year Awards breakfast ceremony, conceived and inaugurated by Education Update (EU) with the generous assistance of well known corporate and education foundation sponsors, seemed like a long-time, well-established event. The program moved smoothly—and joyously—from welcoming speeches by EU publisher Dr. Pola Rosen and Dr. Augusta Kappner, President of Bank Street College of Education; to a keynote address by Dr. Matthew Goldstein, Chancellor of CUNY; to words from special guest Schools Chancellor Joel Klein; to a music recital by children from Opus 118, the Harlem Center for Strings, conducted by Roberta Guaspari; and finally to the presentation of certificates and medals to the 38 winners, chosen by EU’s Advisory Board from a wealth of nominees. The feeling in the air was anything but pro-forma, as speaker after speaker not only declared, as President Kappner said, that “teachers matter” more than anyone else, but that a particular teacher—a Mrs. Goldberg for Chancellor Goldstein, a Mr. Harris for Joel Klein—made the critical difference in their lives. Close to 300 people spontaneously applauded in recognition of this truth.

Prompted by the upbeat spirit of the occasion, speakers informally and often humorously reaffirmed the “unique” partnership between the NYC Department of Education and CUNY. Chancellor Goldstein, who has been at the CUNY helm since 1999, noted the difficulties faced by NYC teachers, both K-12 and CUNY, which at last count noted 167 different languages spoken by its student body numbering more than 240,000. Over 60% of CUNY graduates come from NYC high schools, he pointed out, many of them bearing witness to the success of Department of Education—CUNY partnership programs, such as College Now, high schools on CUNY college campuses (18 sites going to 28), and the CUNY Honors program. Acknowledging that CUNY had “lost its way” in the late 70s and 80s, the...
NYC Schools Chancellor Joel Klein

Congratulations to Jeanette Sosa (l) & Margaret Breen (r) on winning free tickets to Vienna, Austria courtesy of Austrian Airlines and Education Update!

Chancellor proudly listed accomplishments of the last several years, including recent initiatives such as a New School of Professional Studies, under the aegis of the Economic Development Corporation, where students can pursue custom-made programs, and the new Graduate School of Journalism, to open in 2005, which will be the only public J-school in the metropolitan area and will have as its mission an urban focus, low cost tuition, and a commitment to diversity. Challenges remain, of course, and none more pressing, the Chancellor added, than the need to involve more African American males in completing their educations, a project already under way as a model program at Medgar Evers.

Chancellor Klein also emphasized the “intertwined” nature of K-12 and CUNY, pointing out that their mutual goal is to have a “seamless” set of programs that will reinforce strengths. Then, recognizing the teacher awardees as those “at the top in New York City,” he added that that meant they were “at the top nationally.” But he, too, like Chancellor Goldstein, acknowledged challenges, particularly the continuing drain of highly qualified young teachers who leave the system within 3-4 years.


A final note. Spurred by the rousing reception given to Opus 118 students, who delighted the audience with Shoshtakovich, a Spanish tango, some blues, a Telemann, and “The Star Spangled Banner,” offered in tribute to the victims of 9/11, Dr. Rosen asked that anyone who had suggestions for a new headquarters for the group contact EU.

OLA ROSEN’S SPEECH

Honoring outstanding teachers in NYC.

Is and prep periods to work with and encourage learning fun and engaging; yet others have been of you decorated your classroom as an Egyptian hieroglyphics. Many of your students who were at You your students work diligently and with fervor; they research, edit and publish their work on learners overcoming challenging personal condi-

You are the outstanding teachers of NYC whose students. Your unique and successful ways of trans-

You the outstanding teachers of NYC whose parents. Your unique and successful ways of trans-

Congratulations to Jeanette Sosa (l) & Margaret Breen (r) on winning free tickets to Vienna, Austria courtesy of Austrian Airlines and Education Update!
Autistic Spectrum Disorder: Part II

By CECELIA M. MCCARTON, M.D.

The Diagnosis and Intervention Plan
A diagnosis is meaningless unless it is accompanied by an intervention plan. Referrals should be made immediately to the New York State Early Intervention Program (for children under the age of 3 years) or to The Board of Education district (for children 3 years of age or older).

Once all the assessments are done, they form the scaffolding for the actual intervention program. The intervention program must be comprehensive, multi-disciplinary, intense and consistent. It should begin immediately and be given for 6 to 7 days each week. Intervention programs for ASD usually consist of an educational component (ABA therapy, applied behavioral analysis), speech/language therapy, occupational therapy and physical therapy.

The Family
For a child with ASD, the entire family is in need of assistance. Caring for a child with ASD is a daunting task. The personal challenges of the child along with mounting and managing a broad intervention program takes more hours than there are in a day. All intervention programs for the child should also have an intervention program (psychological help, respite, and parent training) for the family itself. If we fail to support the family, we lose the child.

The most important thing to remember is that ASD is not a hopeless disorder. More and more children are achieving skills and gains that were thought to be impossible 15 years ago. The work is intense, but each year the wall of what we thought we could achieve gets pushed back a little further.

Dr. Cecelia M. McCarton is the founder of The McCarton Center and School for autistic children on East 82nd street in New York City.

Parents Gain Access continued from page 8
School Information Partnership, people in more than 20 percent of the country can easily access the data that will help them make informed decisions to improve student achievement. “U.S. Secretary of Education Rod Paige said, “Parents, educators and taxpayers will benefit. The web site helps policymakers understand and monitor the progress of the state’s education systems. It enables educators to identify schools with high numbers of students with autism and focus on the reasons for their difficulty achieving. It also helps them focus resources for the schools that need them. Parents can use the tools on the web site to compare their children’s performance with neighboring schools or others across the state. Taxpayers can see what their hard-earned money purchases. This is democracy in action, working best with the free flow of public data.”

The McCarton Center for Developmental Pediatrics

Teaching Skills to Reach Beyond
Services include diagnosis, speech/language therapy, occupational therapy, ABA therapy and Social Skills Groups.

350 East 82nd Street
New York, New York 10028
(212) 996-9019

Peter Singer continued from page 4
explains the work as follows: “I felt given the situation the United States is in, we should talk about war...George W. Bush speaks a lot about right and wrong, about morality, about what’s good and evil. A lot of people think it’s all a fraud and all lies, and other people, of course, think it’s wonderful, but there hasn’t been so much that looks at what he says and holds it up to scrutiny in the way that philosophers hold moral arguments up to scrutiny. That’s what I’ve attempted to do in the book.” Singer concludes that, for the most part, Bush “does not have a consistent ethic.” Instead, “he pulls from various different approaches on different issues. For example, he’ll be very concerned about the sanctity of human life when he is talking about funding or not funding research on embryos, or on stem cells derived from embryos, but he’ll be less concerned about it when he goes to war in Afghanistan or Iraq, where American bombs are killing civilians.” Of course, Singer urges his students and readers to feel free—as he always does—to disagree. “After all,” he concludes, “I’m still learning all the time.”

Vision and Hearing continued from page 8
Separate from this summer screening, the Department of Education recently issued a Request for Proposal (RFP) intended to attract vendors for participation in another vision program. This program is intended to screen secondary school students in high-risk schools for vision abnormalities and to provide them with glasses immediately. Both the special screening program in the Summer Success Academy and this Vision RFP are designed to assist students in their ability to learn by diagnosing their condition. Separate from this summer screening, the Department of Education recently issued a Request for Proposal (RFP) intended to attract vendors for participation in another vision program. This program is intended to screen secondary school students in high-risk schools for vision abnormalities and to provide them with glasses immediately. Both the special screening program in the Summer Success Academy and this Vision RFP are designed to assist students in their ability to learn by diagnosing their condition.

WHERE TO FIND EDUCATION UPDATE: 2000 apartment buildings, street corner boxes, all libraries & public schools. If you want EDUCATION UPDATE in your area, please email us with the address at ednews7@aol.com
Unique National Collaboration Enhances Patient Care, Research & Medical Ed.

Weill Cornell Medical College and New York-Presbyterian Hospital in New York City and The Methodist Hospital in Houston jointly announced that they have entered into an historic medical affiliation that will benefit residents of New York and Texas. Under the terms of the 30-year agreement, The Methodist Hospital’s primary affiliation will be with Weill Cornell Medical College and NewYork-Presbyterian Hospital. Physicians at The Methodist Hospital can choose to have faculty appointments at Weill Cornell Medical College.

The affiliation will enable the three internationally renowned institutions to collaborate in providing high-quality patient care, cutting-edge clinical and biomedical research, and the most innovative medical education and training of future physicians and biomedical scientists.

“This marks an important, historic milestone for The Methodist Hospital, with the announcement of this new primary affiliation,” said John Bookout, chairman of the Methodist Board of Directors. “This new affiliation establishes new heights of collaboration and recognizes the strengths of all three partners.”

With 1,269 beds, The Methodist Hospital is one of the largest general hospitals in the southwest, and one of the country’s largest private not-for-profit hospitals. The NewYork-Presbyterian Hospital, with 2,397 beds, is the largest hospital in the northeast and is also the anchor of the NewYork-Presbyterian Healthcare System, the largest, not-for-profit, non-sectarian health-care system in the country. Weill Cornell Medical College, it among the top universities for medical education, clinical, and research centers in the country with over $245 million in NIH-funded research grants, and has long been committed to promoting scientific collaboration across geographic lines.

“In undertaking this unprecedented collaboration with Weill Cornell Medical College, NewYork-Presbyterian Hospital, and The Methodist Hospital in Houston a unique, truly transnational academic medical center, said Jeffrey S. Lehman, president of Cornell University. “We look forward to the opportunity to begin new collaborations with our new Weill Cornell faculty in Houston to the benefit not only of patients in our local communities but ultimately throughout the world.”

“Weill Cornell Medical College is forging a leadership role in the future of medicine for the 21st century not only in the globalization of medical excellence through the new Weill Cornell Medical College in Qatar, but now through this historic partnership with the preeminent Methodist Hospital in Houston,” said Sanford I. Weill, chairman of the Board of Overseers of Weill Cornell.

INSTITUTE TO BRING ECONOMIC BENEFITS TO NEW JERSEY, MEDICAL MIRACLES TO WORLD

Governor James E. McGreevey recently took an historic step for national medical research by creating the first state-supported stem cell research institute. The Stem Cell Institute of New Jersey will be a joint research institute between the University of Medicine and Dentistry of New Jersey (UMDNJ-RWJ Medical School and New Jersey Medical School) and New York-Presbyterian Hospital. The institute will be funded through a public-private partnership. “This marks an important, historic milestone for New Jersey and the University of Medicine and Dentistry of New Jersey,” said Dr. John Petillo, the president of the New Jersey Medical School. “Rarely does an opportunity like this arise; the opportunity to glimpse the future and affect the present in such a meaningful way that we set a course to achieve unimaginable good,” said McGreevey. “We have the opportunity to change lives throughout the world, as well as in our own communities and the New Jersey economy. Today, we are establishing the Stem Cell Institute of New Jersey, the first State to make a public investment in stem cell research, enabling us to harness the vast resources of our academic community and our private industries.”

The Governor highlighted how New Jersey’s unique research and development potential of the institute, increasing the likelihood of scientific breakthroughs and economic benefits to the state. He cited that New Jersey has more scientists, engineers and technicians per capita than any other state, and that our biotech cluster is one of the top five in the nation, generating $1 billion in 2002, with more than 120 businesses and 8,000 employees. He also noted that New Jersey’s pharmaceutical companies developed more than one-third of the new medicines the FDA approved in 2002; and that our state alone already accounts for nearly one-quarter of all research and development dollars spent in the nation by pharmaceutical companies.

The Stem Cell Institute, to be constructed in New Brunswick, New Jersey, adjacent to the New Wood Johnson University Hospital, will be operated jointly by UMDNJ-RWJ Medical School and New York-Presbyterian Hospital, and will be led by Dr. Ica Black (UMDNJ) and Dr. Wise Young (Rutgers). Governor McGreevey provided initial funding to create The Stem Cell Institute of New Jersey, allocating $6.5 million to help recruit top researchers from around the country and train the next generation of stem cell professionals.

At the Stem Cell Forum the Governor was joined by Tricia Riccio, mother of 18-year-old Watchung Hills Regional High School wrestler Carl Riccio, who suffered a severe spinal cord injury in 2003 during a match, and other health professionals.

Hope is really what brings us all here today. Hope that scientists can unlock the miracles of stem cells and turn the knowledge they gain into cures for the incurable,” said Governor McGreevey. “Today, we do something truly remarkable. We reach into the future to grasp the full extent of our professional responsibilities. With this Stem Cell Institute, we embrace the mission to improve the lives of others. We have no higher calling.”

50-STATE STUDY ON WOMEN’S HEALTH FINDS SMALL GAINS, KEY SETBACKS

While states are making some progress in improving health care for women, they are taking a two-steps-forward-one-step-back approach that fails to meet the health care needs of women. That is the conclusion of the 2004 edition of Making the Grade on Women’s Health: A National and State-by-State Report Card, a comprehensive study on the status of women’s health and health policies released by the National Women’s Law Center (NWLC) and the Oregon Health & Science University (OHSU).

The report ranks each state based on 27 health status benchmarks and gives the nation a grade of “Unsatisfactory” for meeting only two benchmarks— the percentage of women receiving regular mammograms and the number of dental visits. No state receives a “Satisfactory” grade for women’s health status. Minnesota ranks first overall followed by Massachusetts, Vermont, Connecticut, New Hampshire, Hawaii, Colorado, Utah, Maine and Washington. Six states receive failing grades. The states ranking the lowest were: Mississippi, Louisiana, Arkansas, West Virginia, Oklahoma, and Texas.

In addition to grading and ranking each state, Making the Grade evaluates whether states have adopted key women’s health policies. Only Medicaid coverage for breast and cervical cancer was met by all the states—up from 40 in 2001. Three states, New York, California and Rhode Island, met a majority of the policy goals (over 35), Idaho, South Dakota and Mississippi met the fewest policy goals. Preventing tobacco sales to minors was the most consistently improved policy with 18 states now meeting the policy goal as compared to only 5 in the 2001 Report Card.

“State policy makers’ piecemeal approach to our health care crisis has resulted in a complex and ineffective system that fails to meet the health care needs of women,” said Judy Waxman, NWLC Vice President for Health.

“The outlook for women’s health is grim and nowhere near approaching the nation’s goals for 2010 set by the U.S. Department of Health and Human Services Health People initiative,” said Dr. Michelle Berlin, Associate Professor at the Oregon Health & Science University. “Failing to meet these goals undermines not only the health and well-being of women, but the well-being of our country as well.”

The National Women’s Law Center is a non-profit organization that has been working since 1972 to advance and protect women’s legal rights. NWLC focuses on major policy areas of importance to women and their families including health, education, employment, and economic security, with special attention given to the concerns of low-income women.

Reprinted by permission of the National Women’s Law Center and OHSU.

ESSEX EYE PHYSICIANS, LLC

AUX BEVACQ, M.D. • ROBERT WERRTHAM, M.D.

BOARD CERTIFIED EYE PHYSICIANS & SURGEONS

Take $50 off your purchase of eyeglasses with this advertisement.

West Caldwell Office Park
173 Parkfield Avenue, Suite 3A
West Caldwell, NJ 07006
Tel: 973-228-4990 Fax: 973-228-4444

213 Park Street, Montclair, NJ 07042
Tel: 973-744-7477 Fax: 973-744-1233

www.essexeyePhysicians.medem.com
Twin tigers get top billing in Jean-Jacques Annaud’s family friendly Two Brothers, a Southeast Asian based story in which the humans play secondary (often dopey) roles. With amazing animal antics (thanks to trainer Thierry Le Portier) and exotic Indochina settings, the film is best when focusing on the animals. Still it’s fascinating enough to charge kids and adults as well. Annaud’s The Bear was a crowd pleaser some years ago. Like that film, Two Brothers never makes the animals cute as in cartoons.

The main story, taking place in the early 20th century, spotlights two cubs born amid exotic jungle ruins. Their separation is the heart of this story. It happens this way: While romping in the jungle in charming ways under their mother’s watchful gaze, adventurer-hunter Aidan McRory (Guy Pearce) namely raiding states for profitable sales abroad, discovers the tigers. McRory shoots the cubs’ father, and catches Kumal, while Sanhya and mom tiger escape. Later, it becomes easy to distinguish the two brothers by the inventive use of a jeweled necklace on one of them.

After beguiling scenes of Kumal and McRory bonding, circumstances force him to sell the little tiger to the circus run by evil Zerbito (Vincent Scarito) Sanhya meanwhile gets adopted by the local French administrator’s son, Raoul (Freddie Highmore). Muddled subplots include developing the jungle into a resort.

Later, the two cubs, now grown, find themselves in an arena before His Excellency (Oanh Nguyen) for a fight that never comes off. The picture focuses on the tigers’ destiny to come to a moving resolution. (PG, 109 minutes)

Another must-see is The Story of the Weeping Camel; a documentary set in the Gobi Desert. It’s the touching tale of a family whose camel gives birth to a white colt and rejects it. The theme of family love is all-pervasive as the mom camel slowly accepts her newborn, and it carries over to the human side as well. (PG, 93 minutes)

Back to cats, to amuse tiny tots, try the screen adaptation of Garfield: The Movie, Jim Davis’s longtime-running comic strip. The best scene is a dance off between pets. (PG, 86 minutes)

Family Fun: “Fiddler on the Roof”

By JAN AARON

Taking in a Broadway show can be a summer family tradition. Turning a tradition upside down, David Leveaux’s Fiddler on the Roof creates a softer, milder Tevye to replace the usual rambunctious characterization, and a new experience. Still it is delicious family entertainment.

Alfred Molina’s Tevye is a modest guy, trying to fend off the Czar and care for his family in a changing world. His low-keyed performance has caused controversy. The role was originally created for Zero Mostel, an exuberant actor, hand-picked by Jerome Robbins, the original director and choreographer. Robbins’ fabulous choreography has been retained. It’s almost worth the price of admission to see the show’s spectacular bottle dance.

Here intact is Sholom Aleichem’s timeless story of the struggle to maintain tradition amid swirling change. Tom Pye’s severe set design emphasizes the spare existence of the shtetl and choreographer. Robbins’ fabulous choreography creates a softer, milder Tevye to on the Roof.

With the exception of Randy Graff, who is a tad bland as Hodel, Tevye’s wife, the rest of the cast is just fine. It’s John Cariani’s timid tailor who garners all the laughs and gets much deserved applause. All the daughters are good, but especially fine are Chava (Tricia Paoluccio) and Fyedka (David Ayers), as young people in love across religious abyss. Also tops is Robert Petkoff’s feisty revolutionary. The ending depicting the departure from the shetl is extremely moving.

Molina is fine, singing the familiar “If I Were A Rich Man,” more wistfully than other stars before him. His performance could be a little tougher, so it would contrast his forcefulness in standing up to the Czar’s world, with his softness in caving to his daughters’ wishes. Still it works, as does this classic musical. (Minnoff Theater, 212-307-4100)

Drum on deck

Fascinating Animals: Two Brothers, Weeping Camel & Garfield

By JAN AARON

Most of us are familiar with the recent documentary Super Size Me, in which Morgan Spurlock, the film’s director, producer and self-proclaimed guinea pig underwent thirty days of eating only McDonald’s. Similarly, many of us flocked to the theatre to see Michael Moore’s Bowling for Columbine and are even more excited about Fahrenheit 9/11. However, there are other documentary makers out there that the majority of us don’t even know about—they are the youth of New York City and part of the Educational Video Center (EVC).

On a recent evening in the Walter Reade theatre at Lincoln Center, three documentaries were showcased displaying just a taste of what these students explore on a daily basis.

The EVC is run by a board of directors, including Bruni Burres, Director Human Rights Watch International Film Festival (HRWIFF) and Guil Gant, VP and Treasurer, who were present to provide opening remarks and gratitude toward sponsors that have made the program possible, specifically Time Warner, for consistently supporting the aspirations of EVC’s youth producers.

“This is our third year doing this,” commented Gant, “And it just keeps getting better and better.” “We’ve been able to see these pieces as well as the youth producers grow,” added Burres.

The first two documentaries, Patriarchy is Malarkey! And All That I Can Be, are for Tomorrow: Youth Organizing to Transform Education are the Basic and Advanced Documentary Workshops, respectively, displayed solid themes that managed to be successfully portrayed in fifteen minutes each.

Patriarchy is Malarkey! opened with voiceovers stating “There’s a war going on and it’s not the one you see on TV. It’s the war on women” and ended with the March on Washington to protect women’s reproductive rights.

Actions of Today, Blueprints for Tomorrow followed the lives and dedication of a group of Bronx students eager to create their own school, based on what they feel other schools are lacking, including overcrowding and a lack of respect.

The third documentary, All That I Can Be, produced by Youth Organizers Television (YO-TV). followed the decision of an EVC alum, as he joined the US Army in search of a way out of poverty. Although the audience only received a thirty-minute clip, it was enough to create a powerful message and a reiteration of the seriousness of war.

With along producing documentaries, EVC has created a curriculum DVD to be distributed throughout schools in the U.S. and other countries. “In a time when we’re being told more than ever not to question, these students are acting on what they find instinctual, and they’re asking, ‘why,’” commented Tim Dorsey, the program’s Managing Director.

EVC has created an outlet for students’ questions and a possible way to acquire answers. As one student put it, “Even though it takes up a lot of my time, from 1:30 to 4:30 pm every day after school, I think it has helped my performance in other classes, along with making me a better person.”

Gant said it perfectly when she opened the night’s event with the words, “You’ll see tonight…you’ll want to get involved with EVC.” With such a solid cause and powerful implementation, it’s hard to disagree.

For more information or to get involved visit www.evc.org.

Teen Filmmakers In the Spotlight

By MICHELLE ACCORSO

Performing Arts in China

By JAN AARON

Opulent amounts of entertainment and China seem to go hand-in-hand. As we 12 journalists from the US, Canada and Kuala Lumpur tour, these activities form a memorable montage. Beijingers starting their day with tai chi in city parks and gathering for an impromptu group sing under the trees at the Temple of Heaven. Several hundred people dancing in Chongqing’s People’s Square draw us in, too. “They’re here every night,” says our local guide. And even when we’re aboard the swank Victoria Katarina, a new cruiser on the Yangtze River, there’s a fine mix of sophisticated evening entertainment, from a fabulous retrospective yesteryear Chinese fashions and traditional folk dances, to engaging martial arts, opera, and acrobatics. The scenery outside our picture windows also is quite a show.

More indelible are famous performances. The Beijing Opera, a unique blend of music, song, acrobatics, and acting, is something no traveler should miss. Once a princely mansion, the Liyuan Theater looks like an intimate cafe, where, in fact, it’s customary to sip tea and nibble sweets while enjoying the show. Chinese opera’s falsetto singing and stylized movement is different from what we are used to, but even more unusual is its striking mask-like makeup: In Chinese opera, faces are painted to denote personality. For instance, red faces signal heroes, white, evildoers, and the faces of gods are gold. Superstitious in English beside the stage translate the arias. One lively story we enjoy is, “Have in Heaven” a fairy tale starring the Monkey King, (face painted like a monkey). Angered because he’s not invited to the Heavenly Peach Banquet, he not only eats all the peaches and immortality pills meant for the party, but wrecks heaven, too.

Nor should anyone miss the Shanghai Acrobat Troupe at the Shanghai Center Theater, a jaw-dropping mix of tumbling, plate spinning and juggling. There are different shows each night, so there is no printed program and always changing feats. Acrobatics were practiced in China over 2,000 years ago and today features young kids performing alongside seasoned performers, all rigorously trained to achieve accomplish amazing results. (For more info, contact: Ritz Tours, 1-800-900-2446).#
What does it mean to value language diversity and how can we foster true inclusion in our increasingly linguistically diverse public schools? Which educational response is in the best interest of the nation? Fostering the strongest sense of self, and we can look for the answers to these critical questions so that assessments accurately portray their linguistic and cultural characteristics being conducted in ways that correspond to children's linguistic and cultural characteristics so that we can use this knowledge to construct responsive educational environments. We must prepare “highly sensitive” teachers who fully appreciate the role of native language in child development to children's linguistic and cultural characteristics so that assessments accurately portray their educational needs. [For a review of the positions of the professional associations named, see Cloud (in press)]. Clearly there is a strong convergence of professional opinion that children's native languages and cultural backgrounds matter when it comes to education. What this means is that we must fully know our students in terms of their linguistic and cultural characteristics so that we can use this knowledge to construct responsive educational environments. We must prepare “highly qualified” teachers who fully appreciate the role of native language in child development and cultural characteristics so that assessments accurately portray their educational needs.

A LOVE AFFAIR WITH THE PIANO: INTERVIEW WITH CAROL MONTPARKER

By JOAN BAUM, Ph.D.

When performers who also teach and write about music comment on music education, administrators and teachers ought to listen. And when Steinway pianist Carol Montparker talks about what schools might do to achieve better results, the words come from the heart as much as the head, though “soul” might best describe her lifelong commitment to music as a solo concert artist and studio teacher, as readers of her latest book The Blue Piano and Other Stories (Amadeus Press) know. There, in a series of autobiographical sketches that describe with deep feeling, humor and remarkable frankness the “human side of what it feels like to be a musician,” Montparker recreates stories from her own life, including trials and fantasies, and concludes the book with sensitive observations about one of her pupils, an incredibly talented 10-year-old who is driven to reach for the moon. It was the young man, however, who pushed himself, not she, and this distinction is extremely important, Montparker makes clear. Too many educators and parents wrongly assume “coaching” music lessons is often to their own children’s unfulfilled dreams. The world already has too many musicians—what it needs more are “educated audiences.” It is “just as valuable and satisfying to listen to great music as it is to play it.” And this is where the schools come in, or should come in.

Speaking recently at the Donnell Library Center, where she gave a personal reading, reading excerpts from The Blue Piano and then beautifully playing related pieces by Beethoven, Brahms, Chopin, and Gershwin, Montparker not only demonstrated her abiding love for the diverse classical canon (though she reserves a special place for Chopin and the Romantics) but reinforced what readers of her long career in music journalism have been aware of for years: an impassioned and outspoken point of view. Of course, performers want to see more attention given over to art and artists, but some policies don’t need money to be implemented. “In my opinion the school music programs have the wrong focus. As it stands, kids study a band or orchestral instrument in order to have a social experience in the group, playing mostly music that is highly forgettable and not in any way great; they never achieve more than a cursory skill on their instruments (unless they study privately, as well).” In other words, the schools don’t attempt to “educate” well. “In other words, the schools don’t attempt to ”

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.

The first of its kind, ZUCA carries your child’s load and it even has a built-in seat. Tote bag, laptop case, an organizer... and yes, a chair, all in one!

ZUCA Features:

• An integrated seat and telescoping handle
• Unique dual wheel design for climbing curbs and stairs with ease
• Heavy-duty water resistant bag
• Super durable aerospace class construction

Student Art Exhibition: Through August 31, 2004 at Yeshiva Univ. Museum

Yeshiva University Museum presents the annual exhibition of drawings and paintings by students in its Visual Arts Immersion program from PS 173, Community School District 6, Region 10, through August 31, 2004.

“Seeing in Living Color” is a Visual Arts Immersion program run at Yeshiva University Museum, in partnership with the NYC Department of Education, at the Museum’s fully equipped Community Art Studio in Yeshiva University’s Genesis Library. Serving kindergarten through fifth graders in the dual-language program at PS 173, the program seeks to integrate visual arts into the literacy and language arts curriculum. “Seeing in Living Color” was chosen to represent Community School District 6 in Curriculum Quest 2000, a fair in which school districts presented examples of best practices in implementing the New Learning Standards. Dina Burszyn, the artist/educator in charge of the program, was recently described by the “New York Times” as “an artist of remarkable range, talent and ability.”

Since its founding in 1973, Yeshiva University Museum’s changing contemporary art and historical exhibits have celebrated the culturally diverse intellectual and educational achievements of over 3,000 years of Jewish experience. In 2000, Yeshiva University Museum moved to the Center for Jewish History at 15 West 16th Street, New York City, where it occupies four spacious galleries, a children’s workshop center, a docent room, and an outdoor sculpture garden. Other features of the building include a 250-seat auditorium, a shop, and the kosher Cafe Palm Tree. Visit www.yumu.org for more information about Yeshiva University Museum.
**SUMMER FUN AT NEW YORK BOTANICAL GARDEN**

**For Families**

**Herbal Delights, Naturally!** in the Ruth Rea Howell Family Garden—going on now through September 6th, Tuesdays-Fridays 1:30-5:30 p.m.; weekends 10 a.m.-5:30 p.m. As children travel along the floral trail, they encounter the world of flowers through the eyes of a pollinator. This month Flower Power focuses on Bee-utiful Blossoms where children discover why bees are so important. Special Bee-utiful Blossoms hands-on activities include investigating bee communication, dancing like a bee, and creating bee magnets. Ongoing Flower Power activities include making pollen paint, dissecting flowers, and designing flowers out of tissue paper. During Flower Power children experience the dizzying diversity of color, fragrance, shape, and size found among our beautiful blossoms.

**Budding Botanists in the Everett Children’s Adventure Garden**—Tuesdays, Fridays, 1:30-3:00 p.m. Budding Botanists is a drop-in program for early literacy through the study of nature for children ages 2 through 5. Children get creative this summer with Nature’s ABC’s featuring a different letter every two weeks. July 6-16: N is for Nests and Nasturtiums & July 20-30: O is for Oriental Poppy and Oats.

**Camp Groups**

Bring your camp or summer school class to the Garden for a day of jam-packed fun and adventure! Each week has a different theme and ever-changing challenges. Everett Children’s Adventure Garden, designed just for kids, with 12-acres of hands-on indoor and outdoor interactive exhibits, giant topiaries, and flower-packed mazes. Visit the Ruth Rea Howell Family Garden where kids dig, plant, and grow vegetables, flowers and herbs. Features include helpful theme gardens and topiaries, exciting gardens from around the world, ponds and a meadow, and garden plots. This garden is created and maintained by children. Sign up your groups for the following programs:


For more information call (718) 817-8700 or visit us on the web at www.nybg.org

**CHILDREN’S CORNER**

**Budding Botanists in the Everett Children’s Adventure Garden**—going on now through September 6th, Tuesdays-Fridays 1:30-5:30 p.m.; weekends 10 a.m.-5:30 p.m. As children travel along the floral trail, they encounter the world of flowers through the eyes of a pollinator. This month Flower Power focuses on Bee-utiful Blossoms where children discover why bees are so important. Special Bee-utiful Blossoms hands-on activities include investigating bee communication, dancing like a bee, and creating bee magnets. Ongoing Flower Power activities include making pollen paint, dissecting flowers, and designing flowers out of tissue paper. During Flower Power children experience the dizzying diversity of color, fragrance, shape, and size found among our beautiful blossoms.

**Budding Botanists in the Everett Children’s Adventure Garden**—Tuesdays, Fridays, 1:30-3:00 p.m. Budding Botanists is a drop-in program for early literacy through the study of nature for children ages 2 through 5. Children get creative this summer with Nature’s ABC’s featuring a different letter every two weeks. July 6-16: N is for Nests and Nasturtiums & July 20-30: O is for Oriental Poppy and Oats.

**Camp Groups**

Bring your camp or summer school class to the Garden for a day of jam-packed fun and adventure! Each week has a different theme and ever-changing challenges. Everett Children’s Adventure Garden, designed just for kids, with 12-acres of hands-on indoor and outdoor interactive exhibits, giant topiaries, and flower-packed mazes. Visit the Ruth Rea Howell Family Garden where kids dig, plant, and grow vegetables, flowers and herbs. Features include helpful theme gardens and topiaries, exciting gardens from around the world, ponds and a meadow, and garden plots. This garden is created and maintained by children. Sign up your groups for the following programs:


For more information call (718) 817-8700 or visit us on the web at www.nybg.org

**CLASSIC TOYS NEVER GO OUT OF STYLE—PART 2**

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

You can count on classic toys. These are the long lasting toys that “keep on playing” long after the batteries are dead or the theme of the game. Where do you turn for a selection that provides a timeless, fun experience that will hold your child’s interest? It’s time to turn back the clock! Look for toys that have remained valued playthings since they were first introduced ten or more years ago. These are the last favorites of all children who have played with them. The selections of our Best Classic Toys Pre-Certified Products are:

**Gamewright Slamwich**—10th Anniversary Edition. $11.99 6-12 yrs. 800-638-7568 www.gamewright.com

You flip and stack a loaf of cards to build Slamwiches and double-deckers. There are different “fillings” for the sandwiches. You have to catch anyone taking their sandwich and stop “munchers” from taking the stack of cards. When you catch a player, they sit down and leave the game. The first player to collect all of the cards wins. Instructions come in Spanish and French. The idea of flannel boards has been in the classroom for many years. These ladybug flannel boards have been used in the classroom. It is discovery oriented, but parents can also structure lessons and activities using the parent/child activity guide. It can be easily played to suit each child’s interest and ability.

**Learning Fastations Touch, Grip & Read 1** by Dr. Toy. $18.88 yrs. 500 letters and words. The idea of flannel boards has been in the classroom for many years. These ladybug flannel boards have been used in the classroom. It is discovery oriented, but parents can also structure lessons and activities using the parent/child activity guide. It can be easily played to suit each child’s interest and ability. Touch, Grip and Match are multi-sensory Velcro letters in grip shapes. Layer the letters and word chunks on each other. It can be used over and over again. Your child’s name can be added to the frame. The entire set includes the Activity Guide, an assortment of 200 letters, flip books, posters, flash cards, cards, animals and containers and is a perfect product for homeschooling and for classrooms. Miriam was a special ed teacher and has developed a set of products that are very valuable to all children.

The inventor of the new product, Miriam Langsam has been developing a variety of excellent products for classrooms for many years. These include learning experiences in math, reading, language and puppets and telling time. These also require no batteries and are designed to keep children and adults engaged and involved in learning. These are the lasting favorites and are great for children and adults. They are an affordable learning tool.

**Stevanne Auerbach, Ph.D., Director of the Institute of Childhood Development, writes in Dr. Toy’s Guide (www.dtoy.com) and is author of new book Smart Play/Smart Toys: How to Raise a Child who’s not Relish in Supervision Educational Insights.**

**Family Fun All Summer Long at the Children’s Museum of Manhattan**

Children are eagerly awaiting the end of school and the start of summer and there is no better way to indulge in family fun than at the Children’s Museum of Manhattan! Aside from the ongoing exhibits such as Monkey King: A Journey to China, Miffy and Friends and City Splash, families can enjoy fun educational programming to kick start summer.

Work with representatives from Children for Children to make mobiles for the elderly while developing a sense of community and a lifelong interest in volunteering.

Enjoy stories inspired by the exquisite patterns, colors and markings of wild animals from Africa!

Be transported to Pluto, Venus, Saturn and Mars inside the giant planet models. Inexpensive ballet presented by young dancers from Kentucky!

Learn about Ukkyo, a Japanese technique of woodblock printing. Make a print inspired by shapes and textures found in nature.

Learn about urban birds, where they live and what they eat. Make a birdhouse of your own design.

Decorate horse paintings and create your own designs based on Native Plains culture.

While at CMOM, don’t miss the following on-going exhibitions: Splash down in the Sussman Environmental Center, CMOM’s outdoor water play area, and experience the physical properties of water through splash-pour, float and play. Celebrate the magic of Dr. Seuss and free your imagination to take you to new places! Join Horton and the Cat in the Hat in a world where you can fly while standing still, catch falling words in your hands, teeter on a circus tightrope, unslam a might Borfin, navigate a hot air balloon and play with rhyme in the Green Eggs and Ham —sponsored by JetBlue Airlines.

Get into trouble with the mischievous yet brave Monkey King: A Journey to China is part of the Asian Exhibit Initiative, funded by the Freeman Foundation and administered by the Association of Children’s Museums. Additional Sponsor: Charles B. Wang Foundation.

Come and play with Miffy! 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 to life at CMOM, with opportunities for role-play, reading and expression.

Children enter a tiny word-drenched town and explore Street-friendly Pals which are 14 rhythmic stories with an animated read-along video and other products that are included in her catalog.

Stevanne Auerbach, Ph.D., Director of the Institute of Childhood Development, writes in Dr. Toy’s Guide (www.dtoy.com) and is author of new book Smart Play/Smart Toys: How to Raise a Child who’s not Relish in Supervision Educational Insights.

If you are looking for a list of all the museums and cultural institutions in NYC that are free or offer free admission, please see the following link:

[NYC Museums List](https://www.brooklynmuseum.org/visit/freetime)
**Summer is Reading Time! Celebrate These Sunny Days with Books**

By SYBIL MAIMIN

Seeing a need for “short, sweet, concise books” that help prepare young people for the “real world,” Steve Scholtz, a successful Atlanta-based entrepreneur founded Real U Guides in 2003 and, together with Random House Distribution, has launched a how-to series that is both informative and reader-friendly. A hybrid between a book and a magazine, the guides are designed to be entertaining as well as useful and feature four colors, loads of visuals, and easy-to-follow advice. “Every topic we have covers a step in life,” explains Schultz. “With today’s fast-paced world, there is no nurturing time… I’ve got six kids, but rarely see all of them around the dinner table at the same time.” Saying he had learned the basics of living from his father in a slower age but today sees “a void in family education in practical life skills,” he is determined to fill the gap.

The first eight titles, recently released, are the Real U Guide to Your First Apartment, to Buying Your First Car, to Living On Your Own, to Planning for College, to Your First Job, to Bank Accounts and Credit Cards, to Saving and Investing, and to Identity Theft. Scheduled for publication this summer are the Real U Guide to Traveling on Your Own, to Car Care and Road Safety, and a revised book on Identity Theft. Although the series was conceived for young adults, it quickly became apparent that parents were also reading the books and needed Guides for their own lives in topics ranging from buying a home to planning for retirement to caring for aged parents. Books for a broader market are planned.

Megan Stine, editor-in-chief of U Guide, wrote the prototype for the initial book, Your First Apartment, and has hired writers as the list has grown. Some writers are experts in their fields such as Peter Greenberg, nationally known as a travel editor on TV (U Guide to Traveling on Your Own), Mike Kavanaugh, Certified Financial Planner and financial talk show host (U Guide to Saving and Investing), Illye Glink, money expert on national radio and television shows (U Guide to Bank Accounts and Credit Cards), and Frank W. Abagnale, author of Catch Me If You Can and authority on forgery and embezzlement (U Guide to Identity Theft). Other writers are young journalists whose “real expertise is they know the readers because they are close in age.” They acquire subject information through research. The Real U voice is “hip, edgy, humorous, and to the point,” explains Stine. Guides “contain no more or less information than you need.” They are designed to be fun and eye-catching. All books are 64 pages long and sell for $6.95.

Watch for the publisher’s mobile campus this summer and fall as an RV draped with the Real U logo visits college campuses, book stores, sporting events, and shopping malls offering seminars, author appearances, and related activities.

**Storytelling at Statue of Hans Christian Anderson, Saturdays 11:00-12:00 Noon**

July

3 David Gonzalez
Creation Myths

12 Peninnah Schram
Stories Within Stories

24 Julia Delia Torre
The Nightingale

31 Regina Jess
The Wicked Prince

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.

**Important New Education Titles**

Compiled By MICHELLE ACCORSO

Teachers Are Ready to Teach! Are Principals Ready to Lead? by Terry Franklin, E.D.D.

This is the question posed by Dr. Terry Franklin in this examination of the dynamics of the relationships that exist between educators. Our schools are the greatest of all crap that train our children, our most important asset.

When problems exist in the classroom, is the natural instinct of most parents, teachers and administrators to look toward the teacher to place blame. Dr. Franklin, however, posts the theory that teachers can be either bound by, or encouraged to grow through, the leadership style of their particular principal. Meticulously researched and full of enlightening statistical information and guidelines for how to effectively lead, this book is a must-read for teachers and administrators alike.

Dr. Terry Franklin holds an Ed.D. in Educational Leadership from Fayetteville State University, and lives and works in North Carolina.

The Right Word! How to Say What you Really Mean by Jan Venolia

The Right Word! presents important tips for clear communication in main sections: our linguistic legacy, tricky words and phrases, and additional resources. As the latest book in Jan Venolia’s best-selling Right! Trilogy, The Right Word! is an amusing and educational book about getting the most out of words. With humorous illustrations, clever wordplay and clear, concise explanations, this compact reference is an essential tool for students, business professionals, writers and anyone who is searching for The Right Word!

Jan Venolia is a veteran writer and editor. She is also the author of the first two volumes in the Right! Series.

9/11 Looking Back, Moving Forward

A new publication from the non-profit research organization Families and Work Institute (FWI), with funding from the Ford Foundation, provides tools for educators to help children to deal with traumatic events with resiliency and hope. Created as an extension of the 9/11 As History initiative, the book provides an overview of the 16 downloadable lesson plans available for free at www.911AsHistory.org, and features examples of the student writings and artwork inspired by the curricula.

Kids Talking: Learning Relationships & Culture with Children by John Meyer

Kids Talking: Learning Relationships & Culture with Children

by John Meyer

Rosen, Littledale & Parachute

Publishers, 2004

168 Pages

$18.95 paperback

$23.00 cloth

Many explore communication among children, showing how games and event tentative interactions can turn into rich relationships and a vibrant learning culture where friendships, power and control are managed in creative ways. Filled with lively anecdotes and examples, this engaging book looks at ways children’s passionate and mixed signals, communication uncertainty, conflict and games can be transformed into effective messages. Readers who work with young children, including parents, care child workers and teachers, will find useful insights and ideas for how to enhance young children’s communication skills.

John Meyer is associate professor of speech at the University of Southern Mississippi.

10 Things Employers Want You to Learn in College: The Know-How You Need to Succeed by Bill Coplin

Most students say their primary reason for going to college is to enhance their career options, but few have an effective strategy to take advantage of what college can offer. 10 Things Employers Want You to Learn in College provides the guidance they need to impress potential employers, land a higher-paying job and start on the road to career security and satisfaction right after graduation.

Bill Coplin is the director and professor of public affairs at Syracuse University and author of many books on politics and public policy.


Romm’s whole-child approach integrates nutrition, herbal remedies, hygiene and alternative health techniques with supportive, informed parenting. From carsickness to chicken pox, stress to sunburn, each entry includes herbal, dietary and general recommendations, including tips on when to pursue professional medical care. Naturally Healthy Babies and Children also includes an herbal primer, a stand-alone chapter on conditions affecting newborns such as cradle cap and jaundice and an explanation of many books on politics and public policy.

Teachers Are Ready to Teach! Are Principals Ready to Lead? by Terry Franklin, E.D.D.

Teachers Are Ready to Teach! Are Principals Ready to Lead? by Terry Franklin, E.D.D.

This is the question posed by Dr. Terry Franklin in this examination of the dynamics of the relationships that exist between educators. Our schools are the greatest of all crap that train our children, our most important asset.

When problems exist in the classroom, is the natural instinct of most parents, teachers and administrators to look toward the teacher to place blame. Dr. Franklin, however, posts the theory that teachers can be either bound by, or encouraged to grow through, the leadership style of their particular principal. Meticulously researched and full of enlightening statistical information and guidelines for how to effectively lead, this book is a must-read for teachers and administrators alike.

Dr. Terry Franklin holds an Ed.D. in Educational Leadership from Fayetteville State University, and lives and works in North Carolina.

The Right Word! How to Say What you Really Mean by Jan Venolia

The Right Word! presents important tips for clear communication in main sections: our linguistic legacy, tricky words and phrases, and additional resources. As the latest book in Jan Venolia’s best-selling Right! Trilogy, The Right Word! is an amusing and educational book about getting the most out of words. With humorous illustrations, clever wordplay and clear, concise explanations, this compact reference is an essential tool for students, business professionals, writers and anyone who is searching for The Right Word!

Jan Venolia is a veteran writer and editor. She is also the author of the first two volumes in the Right! Series.

9/11 Looking Back, Moving Forward

A new publication from the non-profit research organization Families and Work Institute (FWI), with funding from the Ford Foundation, provides tools for educators to help children to deal with traumatic events with resiliency and hope. Created as an extension of the 9/11 As History initiative, the book provides an overview of the 16 downloadable lesson plans available for free at www.911AsHistory.org, and features examples of the student writings and artwork inspired by the curricula.

Kids Talking: Learning Relationships & Culture with Children by John Meyer

Kids Talking: Learning Relationships & Culture with Children

by John Meyer

Rosen, Littledale & Parachute

Publishers, 2004

168 Pages

$18.95 paperback

$23.00 cloth

Many explore communication among children, showing how games and event tentative interactions can turn into rich relationships and a vibrant learning culture where friendships, power and control are managed in creative ways. Filled with lively anecdotes and examples, this engaging book looks at ways children’s passionate and mixed signals, communication uncertainty, conflict and games can be transformed into effective messages. Readers who work with young children, including parents, care child workers and teachers, will find useful insights and ideas for how to enhance young children’s communication skills.

John Meyer is associate professor of speech at the University of Southern Mississippi.

10 Things Employers Want You to Learn in College: The Know-How You Need to Succeed by Bill Coplin

Most students say their primary reason for going to college is to enhance their career options, but few have an effective strategy to take advantage of what college can offer. 10 Things Employers Want You to Learn in College provides the guidance they need to impress potential employers, land a higher-paying job and start on the road to career security and satisfaction right after graduation.

Bill Coplin is the director and professor of public affairs at Syracuse University and author of many books on politics and public policy.


Romm’s whole-child approach integrates nutrition, herbal remedies, hygiene and alternative health techniques with supportive, informed parenting. From carsickness to chicken pox, stress to sunburn, each entry includes herbal, dietary and general recommendations, including tips on when to pursue professional medical care. Naturally Healthy Babies and Children also includes an herbal primer, a stand-alone chapter on conditions affecting newborns such as cradle cap and jaundice and an explanation of many books on politics and public policy.
"The Teaching Career", edited by John I. Goodlad & Timothy J. McManion

Review By MERRI ROSENBERG

Here’s something that should be on the required summer reading lists for principals, school board members, education professors, and anyone else who has professional responsibility for training, recruiting and retaining teachers.

This book, which is part of the Teachers College series on school reform, addresses the compelling topic of what happens (or, more usually, what doesn’t happen) with new teachers. With 55 per cent of teachers leaving the profession within the first five years, clearly there’s room for improvement.

As the text states, “Attracting young people to teaching is not enough to ensure that all classrooms in our nation’s schools are staffed by caring, qualified and capable teachers.”

Far from it. Unless these new teachers are properly supported once they are launched into their classroom doors and teach students according to their own carefully developed pedagogical philosophy, Between state standards, federal mandates, high stakes testing, budget constraints and other factors that influence what goes on in schools, teachers inevitably have to work with colleagues, principals, superintendents, school board members, and even parents.

As the authors argue, in a discussion of partner (or laboratory) schools, “Students who historically have been poorly served by our nation’s schools will not be better served by educators doing the same, but more so and better. Students will be better served when we uncover the beliefs and assumptions that are getting in our way of teaching there. There is little evidence that school-university partnerships in general are promoting second-order change regarding teaching and learning.”

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
Spino 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 effort), 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.

"Walking the Road: Race, Diversity and Social Justice in Teacher Education"

Review By MERRI ROSENBERG

Few topics could be more compelling, or timely, than how our schools deal with diversity. Consider these statistics: in 2000, according to the United States Census Bureau, people of color comprised 28 percent of the nation’s population. By 2025, that number will be 38 percent and by 2050, so-called minorities are projected to be 47 percent of the total population. In a state like California, 63.1 percent of the students are students of color, with minority groups comprising more than 50 percent of the public school population in cities like New York, Los Angeles, Washington, D.C., Seattle and San Francisco.

This is not an issue that’s going to go away. This book, part of the Teachers College series on Multicultural Education, explores what it really means to successfully navigate the diverse classroom—and diversity not just according to an ethnic definition, but also in terms of language, religion and culture.

What’s happened in education, writes Marilyn Cochran-Smith, is that “educational equity is increasingly being conceptualized as opportunities for all students to be held equally accountable to the same high-stakes tests, despite unequal resources and opportunities to learn.”

Some of the questions that are posed, and answered, in these chapters include what is it that teachers need to know about a child’s culture that the student brings into the classroom; how to move knowledge beyond the traditional Western canon, and even how to understand the racial underpinnings of standard curriculum. She believes that teachers, especially white teachers in predominantly minority communities, should be sensitive to and reach out to parents and community members to make the school experience more successful for the children. And the author argues that multiculturalism shouldn’t be a peripheral course in teacher education, but instead part of a basic core.

She warns that “it is also not advisable for teachers or children to mistake color blindness for educational equity or to learn the characteristics of people of various races and cultures.”

Sure, there are times when the author states out some extreme political positions, like her call to arms that all teachers see themselves as reformers and activists in the educational system to effect change. One suspects that teachers in urban schools, with large classes, have enough to simply work through the curriculum and prepare their students for tests without attempting to pursue a social justice agenda as well, however worthy the motivation.

Ultimately, Cochran-Smith argues, “Students [are] still being prepared to teach in idealized schools that serve white, monolingual middle-class children from homes with two parents.” She states that “a better way to get good teachers... is in fact to open the doors and welcome lots more people into American public schools through lots more pathways.”

It’s a challenge, and a challenging book—but one well worth educators’ attention.

Best Bookstore for Kids!

New York Magazine

Come see why!

Bank Street Bookstore
CORNER 112TH ST. & BROADWAY • 678-1654
knowledgable staff • gift certificates • wrapping • online access with easy worldwide shipping
Remember when...? Remember when you had all the time in the world during those long summer vacations to sit all day play with your friends, read comics and adventure stories. If you were a boy, that might mean reading several Hardy Boys adventure stories, if you were a girl, reading stories about Nancy Drew. Well, Applewood Books has reissued the original Hardy Boys and Nancy Drew books with their original covers and introductions for the Hardy Boys books by Leslie McFarlane, the ghostwriter of at least the first three books of the series: The Tower Treasure, The House On The Cliff and The Secret Of The Old Mill. The introductions for the Nancy Drew books are by leading woman mystery writers who acknowledge their pleasure in the adventures and the influences Nancy Drew had on their fiction.

Franklin W. Dixon and Caroline Keene, the authors of record for The Hardy Boys and The Nancy Drew Mysteries were pseudonyms for the creator of both series, Edward Stratemeyer and his stable of ghostwriters. Stratemeyer was head of the Stratemeyer Syndicate, which also published his stable of ghostwriters. Stratemeyer was head of the series: The House On The Cliff, The Secret Of The Old Mill, and The Tower Treasure. The House On The Cliff is both filled with action on every page and breathless with their daring action.

Today, The Tower Treasure and The House On The Cliff have been published in their original form. The Secret Of The Old Mill has had an education edition and a vintage reissue. The Secret Of The Old Mill is both filled with action on every page and breathless with their daring action.

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 the 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 by your group at all three shows. Flexible policies allow teachers to pay in full 2.5 months before the performance.

For more information or to book call 212-282-2907. #Available at all three show locations. #Disney on Broadway season ticket packages, as each member of your group will receive a merchandise coupon for special Q & A sessions with students. Students can also enjoy discounts on Disney on Broadway souvenirs merchandise, as members of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald’s Timely Rewards 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 212-703-1080 or 1-800-439-9990, fax 212-703-1085 or email info@BVGtravel.com or visit www.disneyonbroadway.com.
Making Progress on Our Future

By MAYOR MICHAEL R. BLOOMBERG

After long years of failure and stagnation, we’re reforming our City’s public schools. That’s what I said in my 2003 annual report to you, and I meant it. Our schools have done well, but not enough. That’s why we are working so hard to improve them. And I saw their efforts succeed.

I watched a group of dedicated educators band together and give life to labor’s credo, “in the numbers, there is strength; individually we are strong.”

And we’ve also introduced math coaches in the classrooms, starting with a mini-

These latest test scores show that more and more students meeting or exceeding standards was the highest since the tests were introduced, five years ago. In the 6th grade, there was a 25% year-to-year improvement. Why? Well, since last September, when we instituted our citywide curriculum, there has simply been more math taught in the classrooms, starting with a minimum of one hour every day in the lower grades. And we’ve also introduced math coaches in the schools—coaches who can provide these children with the keys to success.

This time of year was memorably described in the lyrics from the classic Showboat—“Summertime and the living is easy…” That’s a lovely notion but, as was noted in another classic, “It ain’t necessarily so”.

By MATILDA RAFFA CUOMO & STEVE LAROCHE

Corporate Champions

This year’s time of year will be a busy one, especially for parents and others concerned about the education and raising of our children. A significant number of our youth, who are not yet in school, are in summer school struggling to catch up, while parents, teachers, administrators and various organizations are working hard preparing for what they hope to make a more effective education process in the fall.

Mentoring USA is a good example; we spend the summer recruiting large business corporations to partner with us to serve more children at risk by providing adults willing to volunteer to serve as one to one mentors to school children at risk.

Continued on page 29

Take Care of the People Who Educate Our Youngest

By JILL LEVY

During the past weeks, I witnessed a small miracle. I watched a group of individuals, many who did not know each other, give up their Saturday morning to help other teachers do their best classroom work. They walked off their jobs. They have no choice. They are certified teachers, and directors and assistant directors. They walked miles. They wrote letters. They gave interviews in the newspapers and on television.

I am so proud to know these day care workers. They are dedicated to educating and caring for the youngest members of our city, providing the support many of our city’s residents need. They are so proud of what they do, and so pleased with the results of the efforts of our city’s residents, these parents would be unable to work to attend school, to pay taxes, to be effective members of our city.

Our day care centers have been phased out, the thirty-two local community school councils, each primarily comprised of parents of children who attend local public schools. It is important by lagging education, are in summer school struggling to catch up, while parents, teachers, administrators and various organizations are working hard preparing for what they hope to make a more effective education process in the fall.

Mentoring USA is a good example; we spend the summer recruiting large business corporations to partner with us to serve more children at risk by providing adults willing to volunteer to serve as one to one mentors to school children at risk.

Started in 1987 Mentoring USA, now the largest site based program in New York City, has one to one mentors to school children at risk. Mentoring USA is a good example; we spend the summer recruiting large business corporations to partner with us to serve more children at risk by providing adults willing to volunteer to serve as one to one mentors to school children at risk.

Their biggest one-year gains, and the highest scores. Our 3rd and 8th grade students recorded second time in reducing crime—someone could always find reasons to be discouraged. What’s far more important is the broad, permanent trend these test scores reveal—a very encouraging sign that our classroom reforms are working. Consider this: among 3rd grade students affected by our new promotion policy, the number who tested at Level One—which means that they’re working far below grade level—was about 11,700. That’s far fewer than had been predicted, which shows that the extra effort and attention to instruction we gave those youngsters earlier this year really paid off.

All our 1.1 million public school students are coming to the end of the current school year. These latest test scores show that more and more of them are learning the skills they’ll need to succeed in the higher grades and in adult life. They will be much more prepared as they graduate, and their parents deserve congratulations on the progress they’ve made. There’s still much more to be done before all our youngsters are achieving to their full potential. But these test scores show that our students, and our schools, are at last moving in the right direction.

New Community Councils Hold Great Promise for City Schools...

By ASSEMBLYMAN STEVEN SANDERS

July 1 began a new era in New York City school governance and parental involvement in decision-making about their local schools.

The demise of the local Community School Boards has been phased out, the thirty-two local community school districts remain intact and are working hard preparing for what they hope to make a more effective education process in the fall.

Mentoring USA is a good example; we spend the summer recruiting large business corporations to partner with us to serve more children at risk by providing adults willing to volunteer to serve as one to one mentors to school children at risk.

Started in 1987 Mentoring USA, now the largest site based program in New York City, has one to one mentors to school children at risk. Mentoring USA is a good example; we spend the summer recruiting large business corporations to partner with us to serve more children at risk by providing adults willing to volunteer to serve as one to one mentors to school children at risk.

History, of course, will be the final judge as to how well this new form of parental and community representation will work, how successful the Councils will be. In the end, any system of community participation is only as good as the participants make it. I believe, however, that if the Chancellor provides the necessary support for these Councils and ensures that policy-making is the result of real dialogue with them, then the parents and Councils will do a great job in improving education in the City.

Steven Sanders is chairman of the NYS Assembly Education Committee. You can contact him at 201 East 16th Street, New York, NY 10003 (e-mail: sanders@assembly.state.ny.us; tel.: (212) 976-9696)
PRODUCT REVIEW:
Adobe Creative Suite

By MITCHELL LEVINE

At first glance, Adobe’s latest release begs the question, “How do you improve upon perfection?” Answer: you make it faster, more feature-rich, and easier to use. And that’s exactly what’s happened to the Creative Suite Premium Edition. It offers a single, inexpensive software suite that can’t only cover basic (and advanced) word processing and do layout. Many of the core applications are familiar, and the new integration between them makes it easier to switch between applications. The tight integration of the applications impacts on this as well, because the software now shares palettes and commands, and generally makes switching between applications much smoother—really a must for any kind of sophisticated print or web design work. Also worth mentioning are the many tutorials and the very helpful Design Guide as well. Trying to describe all of the new features within the space of a short article is probably impossible. Just to touch on a few, I personally found the key-board shortcut remapping, support for native files in InDesign CS, and improved support for 3D in Illustrator to be the most impressive, but this will, continued on page 28
The Swiss Army Knife of PDA Accessories

MULTI PIVOT™
& Indispensable!™
-Computer Shopper UK
(March 2002)

PDA’s, GPS systems, and cell phones are all great tools ... but using them in the car or on your desk is usually clumsy and precarious. You can buy an extra cradle, a belt clip and a car mount with the MultiPivot™ you get all of that functionality and more! With over 15 different uses the MULTIPIVOT™ replaces over $100 worth of accessories!

• See your screen at best working angle
• Keep documents in view while using PDA
• Secure Grip™ adjustment system allows most relaxed hand position
• Holds PDA or PocketPC in car for use while traveling
• Unique Surface StandOff™ capability allows you to use handhelds on all surfaces

Educational Discounts Available
www.MULTIPIVOT.com
Henry Williamson, Education Specialist | Email: hewdo@starband.net | (907) 755-2594

2004 Teen Booklist from NYPL

Teens searching for a good book can connect with the best books published with The New York Public Library’s “Books for the Teen Age, 2004.” The Office of Young Adult Services is proud to present its yearly mega-booklist of approximately 1000 titles. With over 500 new titles in 61 subject sections and old favorites, teenagers 12-18 years old can connect with worlds of mystery and suspense, romance, adventure, poetry, the arts and more. With “Books for the Teen Age, 2004” teens will discover a whole new realm of exciting reading.

Teens readers vary tremendously in interest, maturity and reading ability. To meet these varying needs, the chosen books differ greatly in difficulty and depth. Books are organized in five general sections: Creative Arts; Science; Here/Now; One World; and Action and Adventure. In turn, these are further broken down into subcategories such as Humor, Mind and Body, Working; USA: Black America; and Do-It-Yourself.

Teen interest is piqued with a variety of intriguing subject areas: Adventures in Ideas, The Power of Words; The Changing Scene; Getting it Together; Looking Good; Make Up Your Mind; Overcoming Odds; and Young Love. More straightforward categories are also available; Teen Novels and Short Stories; The Americas; The Universe and Beyond; Athletics; Brain Food; The Movies and TV; Women, and Planet Earth. In addition, the List does not shy away from the serious subjects teens seek information about, and includes categories on War and Peace; AIDS; LGBTQ: Being Gay; Drugs; Love and Sex; The Middle East; and Crime and Justice.

Designed with original cover art, each double-paged spread incorporates one or two sidebars containing jacket blurbs or direct quotes of texts to heighten interest in top-notch books. With so many titles to choose from, teens have the opportunity to find a story they can identify with. In Birdland (Scholastic, 2003) Tracy Mack writes, “Velly cleared his throat and told us that for the assignment, we could write, paint, sing, or create anything else we could think of. He said this would give us a chance to portray our neighboring hoods as we saw them...He also said that, symbolically, creating something was one way to rebuild the pieces of our damaged city and repair our broken hearts. ‘True healing,’ he said, ‘begins with imagination.’” And in Mámá, (Rayo, 2003) Maria Perez-Brown writes “My mother’s story is a classic tale of survival...It is a story of a woman who had a dream to make sure that her children’s lives would never repeat her own. My mother was relentless in her mission.” A sampling of the authors that made this year’s list include: Sting, author of Broken Music (Dial, 2003); Michael L. Printz and Coretta Scott King, Award winner Angela Johnson, author of Inkheart (Chicken House, 2003).

New titles are indicated with asterisks, and durable favorites from earlier lists carry through, as well. All the books on the list are displayed year-round at Teen Central Nathan Straus Young Adult Center at the Donnell Library Center, 20 West 53rd Street. Every New York Public Library Branch includes books from the list in their collections. A list of Branch Libraries and addresses is included on the back page.

“Books for the Teen Age, 2004” is available from the Office of Branch Libraries, The New York Public Library, 455 Fifth Avenue, New York, N.Y. 10016. Copies cost $10.00 each. On mail orders there is a charge for mailing and handling.

Adobe CS

continued from page 27

if of course, depend on exactly what you’d like to use the product for. I’d imagine that whether the user is a teacher of web or image design, an in-school IT supervisor developing a class or extracurricular site, or just a 3rd or 4th year student, the CS package will offer a significant improve ment in efficiency, power, and convenience in comparison to the various stand-alone products used separately.

A few words about the various special pro grams Adobe offers the education user: first off, the company makes a very generous discount available to students, teachers, and qualified institutions, as well as volume licensing and discounted technical support. Much more infor mation about this can be found on the website. In addition, the Adobe Web Tech curriculum has been updated to accommodate the CS user as well, providing a full year-long online learning opportunity aligned to national standards. Plus, curricula guides for InDesign CS, Pagemaker CS, and Acrobat 6 Professional can be had, and a full platform for curricula exchange for Adobe education users.

Unfortunately, I have space only for a few of the highlights of this vast software product. Probably the best thing I can do is just say “highly recommended,” and direct you to www.adobe.com, where you can find not only much more detail, but download multimedia features guides and tutorials as well.

Cuomo

continued from page 26

gram can be an important employee recruitment and retention tool.

Companies choose to work with us in a wide variety of ways. One of our oldest corporate partners, Bloomingdales, has seventy employees mentoring with kids in P.S. 59 during their lunch break once a week. One of our partners sponsor P.S. 154 in Harlem, where Verizon’s employees mentor every Tuesday from 3–4:30pm. Another organization chose to work exclusively with our foster care initiative. In the future, we plan to implement a workplace program that enables middle and high school young people from one of our many sites to go to a company and have the mentoring take place there.

Companies are enabling us to recruit actively at their corporation whether it’s setting up a table in their lobby, sending out emails to the organization or posting our volunteer opportunities on their company intranet. They are truly supporting this partnership and want their employees to get involved.

All of us at MUSA wish to express, in a special way, our gratitude to the wonderful employees at the following companies and organizations: Bloomingdale’s, Goldman Sachs, Con Edison, UBS, Morgan Stanley, NYPII, Verizon, ABC, Viacom, NYU and Cooper Union. Mentors in these corporations are in positive reflection of the quality of their dedication to the community.

The connection forged between a mentor and a mentee is one of the most beneficial bonds in a child’s life. It is a win/win situation for all involved and that’s why we will spend so much of this summer developing and enhancing our Corporate Champions partnership. If you, your company or organization is interested in knowing more about our programs, or if you have any comments and suggestions please contact us at (212) 400-8286.

Matilda Ruffa Cuomo is Founder and Chairperson, Mentoring USA. Steve Larosiliere is the Recruitment Manager, Mentoring USA.
Nimble Numeracy: Fluency in Counting & Basic Arithmetic—Oxton House Publishers

Some children have difficulty with basic arithmetic simply (but not obviously) because they don’t understand our number language. They don’t automatically see how the word patterns reflect what the numerals mean. Many children who have difficulty reading fluently also have great difficulty memorizing the basic arithmetic facts. Many of them also have trouble becoming fluent with our counting system. This often results in slow-learning of arithmetic concepts, slow processing of arithmetic problems, and inaccurate computations, even when they know the algorithms.

The Teaching Career

By MITCHELL LEVINE

A scary statistic: 80 percent of all businesses fail within their first year in operation, and, of the survivors, 25 percent will fail within the next five—and, adds Spiros G. Raftis, author of Five Sheets of Plywood, the rest will suffer their next big failure 25 years later, when the founder runs out of steam. And he’d know: following humble beginnings, his parts foundry, the Red Valve Company of Carnegie, Pennsylvania sold its first million units after 11 years, and now, just past its 50th anniversary, employs his three children as well.

While very much a practical how-to-guide to small business, Five Sheets of Plywood tells a compelling narrative as well. After a childhood spent working in the church at which his father served as a sexton, Raftis found himself an unemployed family man at the age of 26, when his boss decided to cut his commissions, despite his exceptional sales performance. Following the building of his first office space from the materials for which the book is named, his idea for a better machine valve made him millions and earned customers around the globe.

Along the way, he learned about all the things the small business owner needs to know but probably doesn’t, and to save the prospective entrepreneur wear and tear from learning at the School of Hard Knocks, he decided to write it all up in a book. In 150 pages, the reader will learn about location, insurance, wages, taxes, unions, lawyers, patents, banks, and, above all, the essentials of management. But more than just the pragmatics, the new owner will find homespun wisdom which can only come from a life spent taking a commercial concept from sweat equity to success. A few nuggets: “In your first three years, commit yourself to the bare essentials of subsistence”; “Businesses need two kinds of people: thinkers and doers: first the doers”; and my personal favorite: “A business partner is like a marriage without the love.”

A special item of interest is the book’s focus on the creation of family businesses: an appendix written by two experts on "succession planning" is worth the cover price alone for anyone interested in creating a legacy enterprise. Subsequent chapters on dealing with sibling rivalries, youthful preparation, finding appropriate roles, and knowing when to relinquish the reins are probably unique in the literature, and written by a true expert.

For anyone that ever got downsized for being too competent in their field, thus threatening their boss's job, or lost a week's wages when their union negotiator conceded a mandatory "give-back," Spiros Raftis's story will come as a revelation, and an unparalleled guide to small business achievement.

For further information contact Spiros G. Raftis via email: sraftis@aol.com.
**DANCE PROGRAMS**

New Dance Group Arts Center 254 West 47th St., NYC 10036;
(212) 719-2733; www.ndg.org

American Health and Fitness Alliance (212) 808-0765/www.health-fitness.org

Get 400 free passes for the best fitness, yoga, dance, martial arts, sports, swimming, and more. Just sign up for the New York Fitness Passbook, all for the one-time sign-up fee of just $85, to go anywhere, anytime, all throughout the year, to enjoy and discover the best for free. Just go to www.health-fitness.org for details, or call the American Health and Fitness Alliance at 212-808-0765. Hurry they're going fast.

**PASSES TO HEALTH CLUBS & YOGA STUDIOS**


Ahal Process, Inc. - Eye-Opening Learning

Visit www.ahaprocess.com for Hidden Rules of Class at Work, and all of Dr. Ruby Payne’s books, workshops, and videos surrounding the issues of poverty, raising students achievement and building intellectual capital. (800)4244-9484.

**MED & HEALTH SERVICES**

NYU Child Study Center 550 First Avenue, NYC;
(212) 263-6622.

The NYU Child Study Center, a comprehensive treatment and research center for children’s psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

Advanced Degrees in Medicine, Science, and the Health Professions at New York Medical College Valhalla, New York;
(914) 594-4000; www.nymc.edu

The center for excellence in psychiatric and addiction treatment. We provide adult and adolescent care, alcohol and drug treatment, eating disorder programs, inpatient and outpatient services, transitional living, and family programs. Serving the community for over 70 years.

**SCHOOLS**

The Harlem School of the Arts, 645 St. Nicholas Ave., NYC;
(212) 926-4100 ext. 304

Learning continues after school at The Harlem School of the Arts, an after school conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much, much more!

The Smith School, (212) 879-6354

The Smith School is a fully accredited Regents registered independent day school for special needs students (grades 7 through 13) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at 879-6354 because better grades begin here.

**TECHNOLOGY**

SmartDraw.com; 800-501-0314; Fax: 858-549-2830, E-mail: mail@smartdraw.com, www.smartdraw.com

SmartDraw.com - Manufacturers of the SmartDraw 6 chart and diagram graphicsutility software. Can be used to produce and diverse and endless array of charts, graphs, outlines, flow charts, time lines, networks, floor plans and much more, with a user-friendly “zero learning curve.” Includes tutorials, templates, extensive clip art, free SmartDraw web space, and seamless integration with MS Office.

**CAREER COUNSELING**

For Educators, Parents, Students, Admin, Others

Thinking of CHANGING CAREERS or JOB HUNTING? Seek clarity, support, more through all the steps. Contact experienced board-certified Counselor. Rose Mary Coleraff, MA 646-792-3198

**CONTINUING EDUCATION**

JASA: Jewish Association For Services For The Aged, 132 West 31st Street, 15th Floor, NYC; (212) 273-5304

Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.
Why is fluency development so important to the students in your school? A study funded by the National Institute for Literacy (NIFL) on research-based reading instruction says “Fluency is important because it provides a bridge between word recognition and comprehension.”

In fact, the NIFL report cites results that clearly link fluency with comprehension and concludes that “fluency is a neglected reading skill in many American classrooms, affecting many students’ reading comprehension.”

How can Recorded Books help? We provide you with the most extensive library available of fluent reading models with our collection of professionally narrated, unabridged recordings of the books your students want to read.

Listening while reading improves fluency and has a high impact on student achievement, as the research shows. It is easy to implement—you can get your program started with a single two-hour in-service training session (provided by Recorded Books), and it is very cost-effective, compared to the hours of training and installation expenses that come with other programs.

“Our entire literacy staff is a strong believer in Recorded Books,” says Don Mitchell, principal at Gompers Secondary School in San Diego, which partnered with Recorded Books to demonstrate the effectiveness of listening while reading methodology on the fluency scores of its below-level eighth-grade students.

Research Proves Recorded Books™ Accelerates Fluency Gains by 65%!

Average improvement of 31.9 CWPM for eighth-graders supported by Recorded Books during independent reading for 45 minutes each day, compared to 20.35 CWPM for the print-only group (San Diego Public Schools, summer 2003)

10% Discount Coupon
We’ll make it easy for you to get the Recorded Books you need, we’ll show you how to use them, and we’ll prove to you that they work! One phone call will bring you the following:

• A certificate for 10% off your next order
• “How to Use Recorded Books in Your Classroom,” the highly praised introduction to this exciting approach
• An executive summary of the research
• The new Recorded Books School Catalog

Call 1-800-638-1304 today and ask for Coupon Packet 30028 to receive all of the above!

Recorded Books
www.recordedbooks.com
1-800-638-1304

Modeled Readings for Your Literacy Program

---

Rumble Fish
S.E. Hinton
$27.00

Double Dutch
Sharon M. Draper
$38.00

---

Fluency Gains (CWPM) Grade 8

Average improvement of 31.9 CWPM for eighth-graders supported by Recorded Books during independent reading for 45 minutes each day, compared to 20.35 CWPM for the print-only group (San Diego Public Schools, summer 2003)
Broadway Magic
Is Just a Phone Call Away!

Let Disney Customer Service make your Broadway Group experience magical.

- Special Group Rates for 15 or more
- Priority access to ticket inventory
- FREE Group Leader ticket available
- No single-ticket service fees
- No deposit & flexible payment policies
- Planning in advance for great seats at the lowest prices

Call DIRECT!
Disney
BROADWAY
GROUP SALES
1.800.439.9000

Call: 1.800.439.9000, 212.703.1040, or Visit: www.disneyonbroadway.com

Certain restrictions apply. Offers not available for all performances. Discount tickets subject to availability. Not all seats are discounted. Blackout dates may apply. Ask your group sales representative for complete details.