

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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Exclusive Interview with Teresa Heinz Kerry





GUEST EDITORIAL



Building a Brighter Future for Our Children

by MAYOR MICHAEL R. BLOOMBERG

Just a few weeks ago, the new school year began for New York City's 1.1 million public school students. And this school year, we're going to make sure that the youngsters who are preparing to enter the middle grades get the skills they need to do the work that's expected of them. We're going to build on the demonstrated success of our 3rd grade promotion policy, and ask the city's Educational Policy Panel to end social promotion in the 5th grade.

Here's why. Most students graduating from 5th grade go on from elementary to middle schools. That's a crucial time of transition. In middle school, students spend their days going from class to class, which means they often receive less individual attention from their teachers. They're expected to do more of their work independently. The complexity of coursework increases, and the pace accelerates. All of these changes present difficult challenges for even high-performing stu-

dents; students who are academically unprepared can be overwhelmed. And if students lose their way in middle school, the chances of rescuing them in high school are slim.

Ending social promotion is a common sense policy designed to improve the odds for all our students. We're going to identify the 5th graders who need extra help, and provide it to them. Starting next month, we'll commit \$20 million to an array of interventions similar to those that have been, and will continue to be, used to help 3rd graders. That includes classroom tutoring and computer-based learning, not only during the regular school day, but also before and after school, on weekends, and during school holidays. It also includes involving parents more closely in their children's education.

Just take a look at what happened during the Summer Success Academy, which was attended by 3rd graders who were at risk of not being promoted based on their test scores in reading, math, or both. Parents across the city seized on this as a golden opportunity to get their sons and daugh-

ters the extra help they needed. And the results? Better than 50 percent of 3rd graders who attended at least ten days of the Summer Success Academy improved their reading and math performance enough to be promoted. Tomorrow, they're going into 4th grade, ready to do 4th grade work.

That's what we need to do with our 5th graders as well. Every year for the last five years, an average of 12,500 5th graders who have scored at "Level 1" on reading and math tests—which means they are utterly unprepared for 6th grade work—have been promoted anyway. And there are middle schools in our city where fewer than 10 percent of students meet the basic standards of competency at their grade levels.

This has to stop. Every year that we wait represents another year of lost opportunity, and thousands more lost students. Schools Chancellor Joel Klein puts it this way: Let's educate our students before we promote them—not promote them before we educate them. I couldn't say it any better myself. #

QUOTE OF THE MONTH

“What we need is imagination. We need to find a new view of the world.”

—Richard P. Feynman

LETTERS

RESPONSE TO Higher Education:

Time for Reflection and Action

To the Editor:

After reading the article by Regent Geraldine Chapey recently, I was moved to write to you, I'm in total agreement with Dr. Chapey on the state-wide plan and Reauthorization of Federal Higher Education Act 2004. I was a college student majoring in Education at Boricua College and had to drop out because of a lack of funds. I'm in debt and could not continue. One of the things the government is overlooking is the resource that is here in our midst. Instead of building jails, let's build our base. Those who would be paying tax instead of a tax burden. I am very active in my community and feel we could change New York City's school system for the better.

Brenda Frazer, Founder & CEO

The Nana's Place for the Bright & Articulate
Long Island City, NY

RESPONSE TO Thoughts on Middle Level Education

To the Editor:

As a junior high school teacher for 17 years, I couldn't agree more with the article on middle level education. But I must add, where would the funding come from to provide programs in the summer and weekends for the programs mentioned? Middle/junior high school teachers are being inundated with ways to improve standardized test scores and do almost everything else that grades 9-12 curricula need to attain and then some. I have taught both levels. We are continu-

ally being asked to find ways to improve student interest and achievement, involve parents more, help students transition to adolescence along with everything else that may effect their learning. I believe that teachers in "the middle" need to be applauded for all their efforts. I agree that 5th grade is too soon for the transition.

The important thing is to align the entire school district's goals and needs for students K-12 to produce expected outcomes, avoiding fragmented curriculum alignment. Solutions to middle education are many faceted and dependent on the goals of the school district.

E. Dennis
New York, NY

RESPONSE TO Sending Your Daughter Back to School

To the Editor:

I've had a chance to listen to this wonderful audio book and as a first time father of a 6 month old daughter, it made me laugh, cringe, and look forward as Mr. Salter shared tremendous wit and wisdom. What a great listen!

Dave Lakhani
Boise, ID

In Errata

The article in the September issue of *Education Update* about the graduation of the first class of Aspiring Principals from the NYC Leadership Academy incorrectly stated that their Summer 2003 training took place in Queens. It took place in Manhattan at City Hall Academy. The Summer 2004 training for the second class of Aspiring Principals took place in Queens.

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EDUCATION UPDATE

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An Interview with Arnette Crocker, Principal, Young Women's Leadership School

The newly opened Young Women's Leadership School, modeled on its successful predecessor in Harlem and founded by Ann Tisch, is a public, single gender school in the Bronx. Ed.

By POLA ROSEN, Ed.D.

Education Update: Describe the philosophy underlying the Young Women's Leadership School?

Arnette Crocker: The mission of The Young Women's Leadership School, Bronx Campus (TYWLS, Bronx) is to create a community of lifelong learners. TYWLS, Bronx is committed to nurturing the intellectual curiosity and

creativity of young women, and to address their developmental needs. The school community will cultivate dynamic, participatory learning, enabling students to experience great success at many levels, especially in the fields of math, science, and technology. These future scholars will be exposed to a rigorous, college preparatory curriculum that will encourage them to achieve their personal best. TYWLS, Bronx will work

collaboratively with families to instill in students a sense of community and ethical principles of behavior. TYWLS, Bronx students are expected to attend college and become the leaders of tomorrow.

TYWLS, Bronx is a part of a nationwide network of single-gender schools started by The Young Women's Leadership Foundation (YWL Foundation).

EU: What are the criteria for admission?

Ms. Crocker: Girls apply to the school via the Middle School Admissions process. Interested girls are invited to one of a series of open houses to determine whether the school is right for them. A percentage of the girls are recommended for acceptance, by TYWLS Recruitment Committee. The remaining percentage is determined via a lottery system implemented by the Regional Learning Center (RLC).

EU: How was the geographical area in the Bronx chosen?

Ms. Crocker: The former superintendent of Bronx High Schools, Dr. Norman Wechsler, approached Ann Tisch to negotiate the opening of an all boys and an all girls' school within the Bronx high school district. When the districts were converted into regions the new regional superintendent, Laura Rodriguez, embraced and supported this effort.

EU: What were some of the challenges in setting up the school?

Ms. Crocker: The greatest challenge in setting up the school was preparing the space for the



Arnette Crocker surrounded by her students

first day of school.

EU: How is funding provided?

Ms. Crocker: The school is funded by the Department of Education, The Young Women's Leadership Foundation, and the Gates Foundation.

EU: What grades are included? How many students in the school? Student to teacher ratio? Average number of students per class?

Ms. Crocker: The school is a uniform dress school designed for grades 7 through 12. The school opened its doors with grade 7 and four teachers. The student-teacher ratio is 25 to 1. The average number of students per class is 25.

EU: What are the plans for incorporating technology into the curriculum?

Ms. Crocker: The theme of the school is leadership through math, science and technology. The school has a computer lab and each girl is scheduled for a technology class. Teachers use the computer lab to enhance class projects through

continued on page 26



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2. PRIZES: There will be two grade level prize tiers: 5th-8th grade and 9th-12th grade. One Grand Prize winner and one First Prize winner will be selected for the 5th-8th grade level and one Grand Prize winner and one First Prize winner will be selected for the 9th-12th grade level. Each student winner receives a prize, along with his/her teacher and school.

5th-8th Grade level
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Teacher: \$500 grant to use for Classroom Activities (awarded in the form of a check)
School: A&E Television VHS Video Library (At least 8 hours in length; Est. Retail Value: \$200)

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Entries will be judged based on the following criteria: Persuasiveness (1/3); Creativity (1/3); Suitability (1/3). Essays that contain more than 300 words and/or are not legible are not eligible. Winners will be selected by a panel of educators selected by Sponsor whose decisions are final on all matters relating to this contest. In the event of a tie, tied entries will be re-judged based solely on creativity. All Prizes will be awarded. Winners will be notified by overnight mail by 12/13/04. All Prizes are not transferable; no substitutions are allowed, except by the sponsor who reserves the right to award a prize of equal or greater value if advertised prize is unavailable. Student prizes will be awarded in the name of a parent or legal guardian. All parent/legal guardians of student winners will be required to execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner determined. Corresponding winning teachers will be required to complete a prize acceptance form prior to prize award after winning students

are notified. Taxes, if any, related to the prize are the responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize.

3. All entries must be the sole, original work of the entrant. Judges may disqualify previously published essays, those that have won previous awards or competitions or those that are deemed lewd or offensive. Entries become the property of A&E Television Networks and will not be acknowledged or returned. Entrants/winners acknowledge and agree that their entries become the property of A&E Television Networks, which thereby has the right to edit, adapt, modify, reproduce, publish, promote and otherwise use entries in any way it sees fit. Acceptance of prize by winners and prize recipients constitutes permission to use the winners' and prize recipients' names and likenesses without further compensation, except where prohibited by law. No responsibility is assumed for lost, misdirected, illegible, damaged, postage due or late entries or mail. No information regarding entries or judging will be disclosed.

4. ELIGIBILITY: The contest is open to students grades 5-12, as of 9/1/04, who are legal residents of the U.S. (not including Puerto Rico), except employees and their families of A&E Television Networks, their parent companies, affiliates, subsidiaries, advertising and promotion agencies, public relations agencies and Don Jagoda Associates, Inc. This offer is void in Puerto Rico and wherever prohibited and subject to all federal, state and local laws.

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INTERGENERATIONAL: AN OCCASIONAL SERIES ON RELATIONSHIPS BETWEEN CHILDREN AND GRANDPARENTS

By POLA ROSEN, Ed.D.

Leah Gittleman is a freshman at Bucknell. During her first week of classes she sent her grandmother, artist Marilyn Weiss in New York City, an essay she wrote on "something I respond to aesthetically." "Hey Nana," she wrote, "hope you enjoy it. I love you."

Nana's Flair

It is the intricate layers of paper that draw me to my grandmother's painting. Each hand-made piece of paper placed ever so carefully in each location make the painting what it is. She puts a countless variety of papers into her work. Ranging from simple solid paper to acrylic painted, from numerous fabrics to ones with photo transfers, each paper has a "Nana flair." No material is placed on the painting without intense thought about the best spot for it.

I can see scattered around the painting my face as well as my brother's. From infancy to now you can see us growing up right in front of you. The painting is not just a photo album. The pictures are in no specific sequence and hold no more value than the next. They each are unique and special in their own way. What makes my Nana's painting so difficult to describe, when made to explain at great detail, is that one cannot "nit-pick" or disassemble the painting. One must simply admire it for the big picture and then first begin to see its smaller entities.

Each painting can stand alone, strong and magnificent. Capturing the viewer's eye, forcing it to notice layer upon layer of colors, fabrics, and



Leah Gittleman & Nana Marilyn Weiss

paper. Soon you see the pictures hidden in the array of various mediums.

The pictures allow the person to learn a little about the artist. For me seeing the pictures, each strong in their individuality, gives me a feeling of closeness to my grandmother. However, any person who takes even a second to look at her paintings can instantly feel a connection to her.

Grandma's Response

As soon as I stop crying I will show this to the world. You make me so proud of you and so proud of what you think of me. I love you so much and I'm so thrilled that you love me like that too. You make me feel young, and that we can relate so completely. That's quite a gift you give me everyday. I love you always.#

If you would like to contribute to this column, please email Dr. Pola Rosen at ednews1@aol.com.

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CAREERS

Paleontologist Mark A. Norell: Remains Make His Day

By JAN AARON

Even as a kid, Mark A. Norell was a collector. "I went for bugs, rocks, even old bottles," he said, during an interview in his spacious office at the American Museum of Natural History (AMNH). Now, as chairman and curator of AMNH's Division of Paleontology, Dr. Norell specializes in researching the evolutionary relationship between small meat-eating dinosaurs and present-day birds. He's a collector still of remains from remote places. Dr. Norell also will curate the AMNH's landmark exhibition "Dinosaurs Alive: Ancient Fossils, New Ideas." Opening May 14, 2005, the show will shed new light on dinosaur traits and behavior.

Dr. Norell, 47, recalls a California childhood with supportive parents (his father was an architect who loved science). "When I was 12 or 13, I accompanied scientists from the Los Angeles County Museum to the Mojave desert on research expeditions," he added. He earned a Masters in biology in San Diego, and came to AMNH in 1989 from Yale where he was a lecturer in biology. Dr. Norell earned his Ph.D. in biology at Yale in 1988, where, since 1991, he has been an adjunct assistant professor of biology. He has this advice to students considering careers like his: get really great grades, attend a great grad school, and get a well-balanced education. "Study math, physics, computer science, photography, languages," he said. "The more you know the more it can help you," he added.

"You're in for nine or more years of school," he said. "You'll be in your thirties before you get a job. And you'll never get rich being a

paleontologist," he added. (Salaries start around \$30,000-\$35,000.) Happily, the field welcomes both women and men. It's hard work, too. Dr. Norell speaks of his experiences as one of the team leaders of the joint AMNH/Mongolian Academy of Sciences expedition in the Gobi Desert, now in its 14th year. You will dig under the sun, sleep in on the ground and cook on primitive stoves. "Mexican sometimes," he said, grinning. Dangers include close encounters with scorpions and serpents.

Still expeditions can yield spectacular discoveries. Through well-preserved fossils in Mongolia, Dr. Norell and his team have generated new ideas about bird origins and the groups of dinosaurs to which modern birds are most closely related. Dr. Norell was on a 1993 Gobi team that discovered Ukhaa Tolgod, the world's richest vertebrate fossil site, dating from the Cretaceous. Some of his other discoveries are: the primitive avialian *Mononykus*, the first embryo of a meat-eating dinosaur ever uncovered, and an *Oviraptor* found nesting on a brood of eggs. The *Oviraptor* find is the first fossil to show definitive evidence of parental care among dinosaurs. In addition, it reveals behavioral similarities between extinct dinosaurs and modern birds to reinforce their evolutionary link. Dr. Norell was on the team in northeastern China that discovered two 120-million year-old dinosaur species, both of which show unequivocal evidence of true feathers. Want to learn more? The museum offers a wealth of scientific research programs for people of all ages, from preschoolers to seniors. #



A Dig in the Gobi Desert

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(R-L) Dr. Charlotte Frank, Teachers Network Board Member; Chancellor Joel Klein; Mark Zvonkovic, Chairman, Teachers Network Board; Sallie Krawcheck, Chairman & CEO of Smith Barney; Ellen Dempsey, President & CEO, Teachers Network

By JOANNA LEEFER

Many new teachers report the first year of teaching is often an overwhelming and lonely experience. They find themselves caught in a labyrinth of paperwork during the day, and lesson preparations late into the night. Many complain that they feel isolated and have no one to help them through those rough spots.

This fall, Teachers Network in partnership with the Citigroup Foundation and the New York City Department of Education, has developed a "New Teacher Support Program" to insure a smooth transition into the school system. Teachers Network, a 25-year grass roots organization of teachers and educators working to help new teachers overcome the hurdles of being a new teacher, has developed a new support service through the "New Teachers Support Program." This new initiative was unveiled to hundreds of new teachers at St. Francis College in Brooklyn Heights recently. Members of Teachers Network, representatives of the Citigroup Foundation, and the members of the Department of Education greeted the new teachers. Schools Chancellor Joel Klein, Deputy Chancellor Carmen Fariña,

and CEO & President of Teachers Network, Emily Dempsey, all welcomed the new recruits and offered their best wishes.

Each new teacher was presented with a "New Teachers Support Program" packet that includes the "New Teachers Handbook," a set of CD-ROMs, and a one pager on New York Teacher Survival Tips. The program also invites new teachers to log onto www.teachersnetwork.org, where they can participate in professional chat rooms and question and answer sessions, and view sample lesson plans.

"I like to think of the Teachers Network as an organization by teachers for teachers," stated former New York State Regent and Senior Vice-President of McGraw-Hill, Dr. Charlotte Frank. "What better way to ease the transition into the school system than to allow experienced teachers to offer practical techniques to new teachers?"

There is good reason for these new programs. Statistics indicate that almost 30 percent of new teachers leave the school system after 3 years. Even more startling, almost 50 percent leave after 5 years! Teachers Network is a first step in reversing this trend.#



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Sir Edmund Hillary Brings Schools to His Beloved Himalayas

By JOAN BAUM, Ph.D.

Living quietly and making his way in the family beekeeping business in Auckland, New Zealand, but his brain always abuzz with thoughts about adventure, young Edmund Hillary could only dream of heroic conquests, but that was just fine for him, he recalled years later. A relatively solitary life given over to reading, walking and reflection was actually the spark that ignited his involvement in mountain climbing—not a bad model for today's youngsters so many of whom feel noisy peer pressure to make a life defined only by money. Young Hillary saw achievement through books, while an older Sir Edmund saw the fruits of fame as service to humanity.

In terms so modest as to seem unreal, Sir Edmund Hillary celebrates a childhood of reading and learning to be alone with himself. Admittedly, he had then few friends. He went to a big city high school far from his home, which

necessitated traveling four hours a day by train. "I used to get a book out of the library every day, so I was reading a book a day for quite a number of years." Where others cite influences of teachers or family, Hillary cites books. Most of them, he says, had an "adventurous slant," stimulating romantic fantasies of taking on heroic tasks, saving women in distress. A school party to a national park 250 miles outside Auckland, however, was a turning point. "It was the middle of winter and there was snow everywhere" and huge volcanic mountains. An inveterate walker, he went mad for skiing and for hiking hills in ice and snow. And, perhaps because of his love for reading, Hillary also developed a certain flair for telling, at times embellishing, tales about these mountaineering adventures. His parents, he believes, certainly saw in his narratives a growing enthusiasm that could not be met by beekeeping, and became supportive of his love of the outdoors

and adventure. But—significant for so many youngsters today who feel pressured early on to say what they want to be or to declare majors, young Edmund "was never one of those people who, at an early age, had picked an objective and worked steadily towards it." "I was just an average bloke." He makes it sound as if his mountaineering was incidental, the result of hard work, imagination, and determination to do what he loved.

The rest, as they say, is history: the phenomenal achievement that had defeated so many, was his on May 29, 1953: the conquest of Mount Everest, the highest point on earth, at the age of 33, with his Nepalese Sherpa, Tenzing Norgay. What is just as extraordinary, however, is what Sir Edmund has done over the years with his achievement. Now 85, and the inspiration for any number of explorers and writers (including Jon Krakauer, of *Into Thin Air*, about the Everest tragedy of 1996 who said "Quite simply, Edmund Hillary shaped the course of my life"), Sir Edmund Hillary has gone on to be one of the most influential—and modest—heroes of humanitarian endeavors, establishing in 1960 the Himalayan Trust that devotes itself to improving the lives of the people of Nepal by way of providing essential services and world recognition for the Sherpa culture, including restoration of central sacred sites and building of schools. These efforts have not only endeared him to the Sherpa people but to Americans who, in honor of his work have followed his lead, naming him Honorary President of the American Himalayan Foundation. The work of these joint nonprofits "to improve the



Education Comes to the Himalayas

ecology and living conditions in the Himalayas" has meant more essential services in the area's poorest regions—not just over 30 new schools, but teacher training programs, adult literacy classes, scholarships, two hospitals (Kunde and Paphlu) and 11 village clinics. In addition, over one 1 million trees have been planted, bridges built and microhydro plants installed.

"As long as you don't believe all that rubbish about yourself, Sir Edmund has said, "you won't come to much harm." Along the way, he has acquired a hero—the great Antarctic explorer Ernest Shackleton—for reasons that have significant resonance for everyone. For Hillary, Shackleton was a great leader because he was "prepared to make a decision and change his mind quickly," a man who never mistook ideas for ideology, a man of alternatives, a man who listened to the suggestions of others. Indeed, this attitude seems like an Everest of its own.#

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Philanthropist Eli Broad Awards California School District \$500,000

By LUCY FRIEDLAND

Shouts of jubilation erupted as billionaire philanthropist Eli Broad announced the winner of his annual scholarship competition in Los Angeles. The \$500,000 award, presented to Garden Grove Unified, a school district just south of Los Angeles, is the top prize in a nationwide competition geared toward public schools that have exhibited significant improvement in student performance despite economic hardship, limited resources and urban blight.

Garden Grove Superintendent of Schools, Laura Schwalm, manifestly shaken from the adrenaline rush of the award, told an audience of educators, including President Bush's Secretary of Education Rod Paige, "We've asked our teachers to make some tough changes over the past

few years, to get everyone aligned and focused on the same goals. This really validates what we're doing." Schwalm went on to thank Eli Broad and The Broad Foundation, and to assure the Los Angeles-based philanthropist that the prize money will provide scholarships for Garden Grove seniors who would otherwise be unable to attend college.

The other districts in final competition for the prize were Boston, Massachusetts, Charlotte, North Carolina, Norfolk, Virginia and Houston, Texas. Each runner-up district will receive \$125,000 in scholarship funds. In order to be eligible for the prize, The Broad Foundation mandates the school district serve at least 3500 students between kindergarten and twelfth grade, forty percent of whom must be poor



Eli Broad and Laura Schwalm, Superintendent, Garden Grove Unified School District

enough to qualify for free or discounted meals at school. In addition, the school districts must be multi-ethnic; all of the five 2004 finalist districts are more than fifty percent "non-white."

At a luncheon following the award presentation, Broad addressed the current problems facing American schools. "Public education is a crisis we can no longer ignore," proclaimed Broad, who said there is an ever-widening gap between student achievement and socio-economic level. "The world has changed," Broad said. "There are two types of workers in the twenty-first century—service workers and highly-skilled 'knowledge workers.' We must make sure our children receive enough education to become 'knowledge workers.'"

The luncheon also featured a speech from U.S. Secretary of Education Rod Paige, who thanked Eli Broad personally for "giving inspiration to urban leaders," and urged the audience of educa-

tors and school superintendents to "kick [their] efforts up a notch" when returning home. Paige said "the narrowing of the education gap is the civil rights issue of our generation" and that the philosophy of Broad's foundation is consonant with the president's educational mission of "No Child Left Behind."

In addition to Eli Broad and Secretary Paige, the audience was introduced to an actual recipient of Broad's scholarship funds—a first-generation American girl slated to begin UCLA this fall. The student, whose father, a Vietnamese immigrant, is a janitor with little formal education, told the audience she would not be able to attend college were it not for the largesse of the Broad Foundation. At UCLA, she plans to pursue a pre-medical course of study, eventually becoming an OB/GYN physician.#



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The Lycée Français de New York Announces Final Construction of Cultural Center



(L-R) *Consul General in New York François Delattre, Elsa Berry Bankier, Chair, LFNy Board of Trustees, Ambassador of France to the United States Jean David Levitte, Yves Thézé, Head of School*

The Lycée Français de New York's first anniversary in its award winning building did feature a birthday cake, but it also came with a special announcement for the French-American community: the final construction of the LFNy Cultural Center. After the Ambassador of France to the United States, Jean-David Levitte, and Consul General of France in New York, François Delattre blew out the candle on a red, white and blue birthday cake, Elsa Berry Bankier, Chair of the Board of Trustees, announced that the Cultural Center will be inaugurated in early 2005. The 369 seat state-of-the-art auditorium will be a versatile meeting place and center for arts events for both the school and French-American community in New York City. The Lycée plans to offer a full program of film screenings and discussions, guest lectures, concerts and dance and theater performances for the interna-

tional community.

Since its completion in Sept. 2003, the Lycée Français de New York's new building has been recognized by the Friends of the Upper East Side with an award for Excellence in New Design for a modern building within a Historic District. In August

2004, the American Institute of Architects (AIA) of New York State gave Polshek Partnership LLP, the architectural firm that designed the Lycée, the Honor Award for Architecture, the highest honor awarded by architects within the architecture and design community.#

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Time To Raise Teaching As A Profession and Re-Energize Schools of Education

By ASSEMBLYMAN STEVEN SANDERS

In just eight weeks a court-appointed panel will make a determination as to what constitutes the cost of an adequate education in New York City. This will come as a result of the landmark decision by the New York State Court of Appeals in the *Campaign for Fiscal Equity* case, in which the Court ruled that New York City schools were unconstitutionally underfunded. The ruling by this panel will undoubtedly send shockwaves throughout the educational community and finally will cause the Governor to get serious with respect to providing necessary funding to high-need and low-wealth school districts around the State.

The gigantic question that looms is how to best use and deploy new resources that will undoubtedly total in the billions of dollars to best assure that academic results follow the money. To that end, a compelling report has recently been issued by the Teaching Commission, which was Chaired by Louis Gerstner, the former Chairman of IBM, and which included a number of educational luminaries from around the country. The conclusions contained in their report, "Teaching at Risk," must be taken very seriously if we are to effectively address the gaps in our education systems.

The report essentially argues that with two-thirds of our teaching force reaching retirement age within ten years, and with the expectations and demands that a rigorous standards-based education system places on both teaching and learning, it is imperative that we attract—and retain—quality teaching professionals so that our students can learn from the best and be prepared to compete in the global 21st century job market.

To do this, the report asserts we must compensate educators to attract the highest qualified individuals and that we must ensure that the hardest-to-staff schools and subject areas are given special attention. There must be a system to provide ongoing professional development to keep teachers current and their skills sharp.

If our city and nation expect to compete in the world of new technologies and fresh ideas, our schools of education must truly rise to excellence, training the next generation of teachers to inspire, to remain current in their subject areas, to use new ways to challenge their students and to reach those among their classes who will need extra help. Professionalizing the profession of teaching is fundamental if we are to be giving the next generations of students a world-class education.

Of course, once a quality teacher arrives at the front doors of the schoolhouse, they must be greeted with reasonably small class sizes and schools suitably equipped—and wired—to connect our classrooms to the ever expanding base of knowledge and global communication.

Meeting the goals set forth in Gerstner's Teaching Commission report will depend on our seriousness and commitment, especially with respect to bringing the best and the brightest into the teaching profession. Hopefully, this report will gain attention and not be consigned to the dusty shelves where so many other worthy reports reside, grown yellow over time, their profound recommendations long forgotten and unfulfilled.

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



EDUCATION THROUGH THE LIBERTARIAN LENS

By RICHARD CAMPAGNA

I appreciate the opportunity to reflect and comment upon the status of education in America and particularly the effect of the federal government's involvement in education. Certainly, with the current election pending, it is valuable for voters to understand how politics and governments have impacted their children's educational choices.

In addition to currently teaching at three colleges, I was privileged to visit over 200 colleges and universities throughout America with my son, in order for us to evaluate their unique approaches and consequent quality of education.

It was and is interesting to explore what has worked, and what does not work when it comes to delivering a high degree of excellence in education. In my view, the same 'existential' and 'libertarian' principles result in successful outcomes across all levels of the educational process.

As an educator and as a libertarian, I have come to see the effect of the federal government's involvement in education. The current No Child Left Behind program is the latest example of an attempt to control the quality of education from the 'top-down', as opposed to a 'bottom-up' approach. Many writers have correctly opined that this legislation adds another layer of bureaucracy to the already overburdened local school administrators and students, while doing very little to elevate the quality of education in America, and in many ways detracting from its

stated goals.

Many are aware that the United States once had the highest quality of education of anywhere in the world, before the federal government became involved. I believe the founders of this nation were very wise to specifically exclude education of the citizens from the enumerated powers granted to the federal government under our constitution. I believe they understand the intelligence of leaving the education of our children to the States or to 'the people', as the 10th amendment details.

In addition to taking up to 75% of the \$60 billion dollars per year given to the U.S. Department of Education (to be kept within the bureaucracy) the federal government issues regulations and mandates that interfere with the administration of education at the local levels. The shortage of dollars for education that many complain of may best be addressed by allowing U.S. taxpayers to use their tax dollars directly to benefit education at the local level, rather than give it to an ineffective, inefficient and interfering federal bureaucracy.

The founders understood that every human was unique, and "endowed by our creator with certain unalienable rights," with their own right "to pursue happiness" as they individually desire. Anyone who has attempted to teach children knows the unique nature of every child, who each has distinct personalities, talents and creativity that is specific to them. From this perspective, it is easy to see that a top-down, uniform approach



Homeless Prevention Programs for At-Risk Families

By MATILDA RAFFA CUOMO AND TOM HAMELINE, Ph.D.

New York City spends millions of dollars every year to provide transitional housing and supportive services to thousands of homeless families and individual adults. Each month, the city shelters almost 9,000 families (including 15,000 children) and over 8,000 single adults. In response to this high demand for shelter services, the City's Department of Homeless Services is implementing a pilot program that will seek to *prevent* homelessness by providing supportive services and short-term financial assistance to families and adults at-risk of losing their housing and entering a homeless shelter.

HomeBase, the City's new homeless prevention program was announced by Mayor Bloomberg at a news conference at HELP USA's Bronx-Crotona service facility. The Mayor described *HomeBase* as an innovative program that will establish Homeless Prevention Community Resource Centers in six Community Districts throughout NYC.

Residents of these six Community Districts will be eligible for *HomeBase* services if their household income does not exceed 200 percent of the Federal Poverty Income Standard (\$36,800 for a family of four), and they are experiencing a significant threat to their housing stability. Examples of potential clients include a family facing eviction through legal action, a young adult struggling to make it on his own after aging out of foster care, an ex-offender trying to stabilize themselves in the community, and a young mother living doubled-up with her relatives in an overcrowded apartment.

Clients who come to a *HomeBase* will receive a housing stability assessment, case management services, benefits counseling, family mediation, legal assistance, and other services that will help them remain stably housed. HELP's program is co-located with the agency's Bronx Employment Center, and through this program HELP's clients will receive assistance with employment counseling, vocational training, and job placement.

The Department of Homeless Services will also utilize *HomeBase* as a research project on homelessness. Each of the six programs will collect data on family composition, work history, education level, housing history, and other factors that are associated with housing loss. This information will form a citywide database that will be

utilized by researchers to better understand the causes of homelessness and the interventions that are effective in preventing its occurrence.

The staff at my program, Mentoring USA, which is affiliated with HELP USA, has worked with homeless children for many years, and knows that preventing homelessness is important for these young children and their families. In addition to providing mentors to the general at-risk children and foster care children in New York City's public schools, currently, Mentoring USA serves the homeless children with a mentor one to one at HELP's Genesis homes in Brooklyn and HELP's Genesis Apartments in Manhattan. Research shows that homelessness can have a very negative impact on child development, educational outcomes, and overall family functioning. Compared with housed poor children, homeless children have more health problems, developmental delays, and emotional behavioral problems.

School-age homeless children also suffer from significant educational impairments. Studies show that they have poorer school attendance, repeat grades more often, and score lower on achievement tests. They frequently have difficulty maintaining continuity in their education, and may lose access to specialized educational services as they move from school to school.

Adults that lose their housing and have to enter the homeless system may also lose confidence in their competence as caregivers, and the increased stress they experience often weakens their resilience and decreases their ability to help their children cope with the challenges of homelessness. In addition, research conducted by the Urban Institute shows that having been homeless as a child predicts being homeless as an adult, so programs that prevent homelessness in one generation can improve the life outcomes for the next generation. Education and after-school programs that serve at-risk children can help keep them out of the homeless system by identifying those families that are facing imminent housing loss. These families can be referred to *HomeBase* centers in their neighborhoods or other programs that serve poor families. Information about these programs can be accessed by calling DHS' Advocacy Department at 212-361-8000 and Mentoring USA at 212-400-8294.#

Matilda Raffa Cuomo is the Founder and Chair of Mentoring USA. Tom Hameline, Ph.D. is the Vice-President of Program Development at HELP USA.

to education will almost always stifle creativity and interfere with the development of the individual. The resultant lack of individual development has led to deep dissatisfaction among our young people, which in turn leads to drug abuse, crime, depression, and societal breakdown.

Libertarian principles would include respecting and fostering the uniqueness and individuality of students and teachers, rather than governmental attempts to bring about uniformity (that are requested generally to serve the government's administrative purposes). These principles also support the maximum degree of local freedom to choose forms of curriculum, courses of study, and individualized programs.

Direct parental, extended family, and neighborhood involvement in the education of every child is axiomatic to a libertarian society, and would also respect the principle of responsibility that is the co-equal partner to desired liberty.

It is obvious that there is no shortage of human creativity, love and commitment to serve our students and to deliver to them the very finest

education possible. Allowing local communities to choose from among the proven, high-level educational models that exist throughout the world, without governmental interference, will dramatically improve the quality of education. The "information age" we have entered makes possible unprecedented access to knowledge from anywhere in the world, including the opportunity for educators to communicate with each other as to what works and does not work in their chosen fields. Unbridled freedom to choose has never been more necessary and advantageous than in today's modern information age.

By embracing libertarian principles we can remove the institutional and governmental layers, which interfere with our ability to deliver this desired excellence to our children. We can once again honor the original vision of our Nation as a diverse, independent and sovereign people and return to an education system that is without equal anywhere in the world.#

Richard Campagna is the Libertarian Party candidate for Vice-President of the U.S..



HIGH SCHOOL STUDENTS BECOME HISTORY WRITERS IN CONCORD, MA

By WILL FITZHUGH

In 1987, I had a sabbatical from teaching history at the high school in Concord, Massachusetts. This gave me an opportunity to read some books, such as *What Do Our 17-Year-Olds Know*, *Horace's Compromise*, *Cultural Literacy*. As I thought about those calling for attention to the outcomes of education it occurred to me that there were students at high schools who were writing decent history research papers. It seemed reasonable that if I could persuade them to send me their essays, I could publish them in a quarterly journal (*The Concord Review*), and the example of good academic work in history might serve to inspire other students to read a history book and attempt a serious history research paper.

We have now published 59 quarterly issues, with 649 papers (average 5,500 words, with endnotes and bibliography) on a wide variety of historical topics, by high school students from 43

states and 33 countries. It has been difficult to get grants, and we had to suspend publication in 1991 and 1995, but the opportunity to be considered for publication is still there for diligent high school students of history.

We began giving the Ralph Waldo Emerson Prizes in 1995, and they have now gone to 35 students from the US, Russia, New Zealand, Czechoslovakia, Canada, and Japan (all the Prize essays are on our website, www.tcr.org). The prizes are now \$3,000, and there are about five laureates each year.

In 1998, I launched the National Writing Board, to provide a unique independent assessment service for the history research papers of high school students. We have now evaluated papers from 29 states and sent our three-page reports to Deans of Admission at 69 colleges.

The National History Club, started in 2002, already has chapters in 30 states, with more than 2,400 mem-

bers. These are all ways in which we work to promote the value we place on Varsity Academics.

Here is one student-author's response to our efforts: Sophia Parker Snyder, from Glendale, WI, is now a Sophomore at Harvard College: "It is wonderful to know that someone appreciates the academic achievements of high school students. As a scholar-athlete, I am often shocked at the greater rewards I reap for my athletic achievements, regardless of the fact that these accomplishments are far less important than my intellectual ones. This approach to scholarship and athleticism seems to me completely backwards, and I am glad that you and your publication are doing something to right this wrong."#

Will Fitzhugh is founder, National History Club.

Klein Expands Translation & Interpretation Services

Schools Chancellor Joel I. Klein recently announced the creation of the Department of Education's (DOE) new Translation and Interpretation Unit. The new unit will increase and improve the information available to parents, coordinate distribution of information, and provide standardized high quality translation and face-to-face interpretation services at large DOE events. Kleber Palma, who most recently served as Translation Unit Director for the Los Angeles Unified School District, will serve as Director of the new unit.

"Parental involvement is one of the prime tenets of our Children First reforms," Chancellor Klein said. "New Yorkers and their children speak hundreds of languages and dialects. We are committed

continued on page 15

A Decade of Helping Parents Find Schools

Schools & You, educational consulting services for parents of preK-8th grade parents seeking public and independent school advice, was founded 10 years ago to empower parents making school choices. Sorting out and finding a good school match for a child in Manhattan and Brooklyn can be confusing, says Sarah Meredith, founder of Schools & You. There are so many different schools, and each family has their own goals. First-time parents, newly transplanted families, and families with school-based problems to solve have all found my first-hand database, access to a wide range of approaches and sound practical advice to help them find workable solutions. Meetings take place at the client's convenience, often in their homes or offices, or long-distance via the Internet. These days resource materials can be in hand within minutes via email, along with a summary of schools discussed. Seminars are also offered for groups of parents considering similar grade-levels and geographical choices. Several Brooklyn and Manhattan preschools call upon Schools & You to provide annual briefing sessions for parents as they face kindergarten choices. Available through the website: www.schoolsandyou.com, or by phone 718-230-8971.#

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A YEAR OF CHANGE: LEADERSHIP IN THE PRINCIPAL'S OFFICE



(L-R) Rafaela Espinal-Pacheco, Larry Wilson & Alexandra Anormaliza



Christine DeVita



Bill Baker



Joel Klein



Carmen Fariña

By GILLIAN GRANOFF

A New PBS Series airing on October 10th was unveiled at channel 13's headquarters shortly before this paper went to press. With Bill Baker, President of Channel 13 presiding and Schools Chancellor Joel Klein as well as Deputy Chancellor Carmen Fariña in attendance, three graduates of the unique initiative to train New York City's principals were followed from summer training, to shadowing working principals, to finally assuming leadership of their own schools. The three aspiring principals never expected to become the subjects of their own PBS reality series.

A Year of Change, Leadership in the Principal's Office chronicles the trials and tribulations faced by Rafaela Espinal-Pacheco, Larry Wilson and Alexandra Anormaliza. The Leadership Academy, a 15-month long "boot camp" for aspiring principals was the brainchild of Chancellor Klein and Mayor Bloomberg and funded by Christine DeVita of the Wallace Foundation. Ms. DeVita stated, "Support and sharing effective ideas in practice is the ultimate reality show. Our priority is to educate leaders for the 21st century. Chancellor Klein added that the "core of education is giving each school a great leader." Launched in July 2003, 77 aspiring principals passed through the rigors and rewards in the life of an actual school principal.

The program participants completed three phases of an intensive training program designed to teach them effective leadership skills.

During Phase one, the aspiring principals were exposed to problem-based learning scenarios that simulated the actual situations they would confront as future school leaders. The goal was give them the skills and strategies to confront the challenges they would face as leaders.

In phase two, the principals experienced the realities of everyday life in schools under the supervision of an assigned mentor.

Larry Wilson started the school year by taking his students on an overnight trip to the Poconos, a bonding experience in which students performed activities and came to trust each other. Alexandra, founder of a school for immigrant children, spoke about developing language through interdisciplinary projects. "We must challenge and modify the curriculum to fit what we want to do."

The evening concluded with actual roundtable discussion moderated by Bob Morris, the program's senior producer, who questioned the participants on the challenges of navigating their new roles under the watchful lens of the camera. They were candid about the difficulties but seemed grateful for the opportunity to reflect on their progress and the work still needed to be done as leaders.

When the discussion turned to the question of whether talent and intelligence is innate or can be nurtured through experience, the three star principals' articulate responses revealed that leadership demands a combination of dedication, intelligence and hard work. As Larry emphatically stated, "Effort is valued over aptitude; that is what the academy has instilled in us."

The documentary provides insight and inspira-

tion into the lives of new principals, and is proof positive of the dramatic improvement taking place in New York City public schools. The successful graduates will have the opportunity to share the rewards of their efforts with PBS's five million viewers when the series premieres. One can only hope that they continue to demonstrate the same strength, poise, dedication, and determination throughout the challenging times ahead.#

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MEDICAL UPDATE



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

• 14

Kids & Sports: Playing it Safe

Neurosurgeons Offer Tips on how to Prevent and Recognize Traumatic Brain Injury

With the school year fast approaching, kids are getting back to the books and enjoying all of their favorite extracurricular activities, including team sports. With sports injuries being one of the leading causes of traumatic brain injuries (TBIs), knowing what precautions to take can help prevent serious brain injuries. As reported by the Brain Injury Association of America, there are approximately 5.3 million Americans living with a disability caused by TBIs. In fact, the Centers for Disease Control and Prevention states that in the United States alone, sports related concussions have reached epidemic proportions. How does this relate to children? TBIs are the number one cause of death and disability in children and adolescents in the United States. According to www.kidssource.com, more than one million children incur head injuries each year, but many who experience mild injuries never even consult with a medical professional after the incident.

"TBIs are one of the most common conditions I see as a neurosurgeon," notes Dr. Brian Beyerl. "Parents and coaches need to work together with children to ensure the safest playing conditions are being made available to today's youth," he adds. "Taking very simple precautions, such as wearing the proper protective gear, can help increase a child's safety." Dr. Beyerl suggests some preventative measures and how to identify symptoms of TBIs:

Preventative Tips: Check playing equipment routinely for wear or tear. In contact sports, wear a protective mouth guard (must cover all teeth). The mouth guard can act as a shock absorber, if hit in an upward motion. In sports conditioning, pay close attention to the neck muscles. When these muscles are strengthened, it can increase the amount of force required to cause injury, i.e. concussion. Appropriate protective gear must be worn to protect the head and neck; almost every sport has something that can be worn.

Recognizing the Symptoms: Any clear fluid or blood coming from the ears or nose, swelling of the scalp, severe headaches, vomiting three or more times, blurred vision, dilated, unequal size of pupils, dizziness or inability to balance properly, incapable of responding, semi-comatose state, paralysis or difficulty in moving, numbness or tingling sensation, ringing in the ears, changes in hearing quality.

Getting Back to the Game: "When dealing with a TBI, it is very important that the injury is fully healed before returning to play," states neurosurgeon, Johnathan Baskin, MD. "There should be communication among the physician, athletic trainer, parent and injured person, so the athlete does not risk further injury," says Dr. Baskin. "Even if the patient is feeling 100 percent recovered, it is recommended he pass the appropriate physical before jumping back into the game." By understanding the severity of a TBI, sports related injuries could decrease dramatically.#

Weill Cornell Medical Advances

Edited By HERMAN ROSEN, M.D.

Clues to How Messages Are Passed Between Brain Cells Could Speed Neurological Research

As you read this, billions of synapses lying between the cells of your brain are using complex chemical signals to pass information from one neuron to the next. It's a process crucial to healthy brain function as well as neurological disease. Researchers at Yale University School of Medicine and Weill Cornell Medical College believe they now have a better understanding of how synaptic transmission works.

Their findings, recently published in *Nature*, focus on the role of a lipid found on the plasma membrane of brain cells, called PI(4,5)P2. In the absence of a sufficient supply of that lipid, synaptic transmission slows, and with it, neurological function. "The role of PI(4,5)P2 in synaptic transmission had been inferred by previous studies, but this is the first study to provide conclusive genetic demonstration that lowered PI(4,5)P2 production at synapses impairs the efficiency of neurotransmission," said Dr. Pietro De Camilli, Professor of Cell Biology at Yale University School of Medicine. "Since the synapse is so important for everything we do, and every neurological medicine or drug of abuse works on the synapse, it's quite likely that defects in this process will rear their head as neurological disease of some kind," explained researcher Dr. Timothy A. Ryan, Associate Professor of Biochemistry at Weill Cornell Medical College in New York City and a co-author of the study.

Here's how it works: Within brain cells, information is stored as electrical signals. However, before that information can be passed cell-to-cell, it must first be converted at the cell's surface into chemical signals that flow via the synapse. Each synaptic transmission involves the carriage of a packet, or "vesicle," of neurotransmitter chemicals. Each synapse has only about 100 of these packets. "In the meantime, however, each synapse is firing away about 20 times per second," Dr. Ryan said. At that rate, vesicles would be depleted too early, ending transmission.

Luckily for our brains, a constant recycling of these packets occurs. As neurotransmitter vesicles are dropped off and used up on the cell surface, like milk being delivered on a doorstep, "the synapse has to come up with a way to know when to collect the empties," Dr. Ryan explained. That's where the PI(4,5)P2 lipid, a key component in the cell's plasma membrane, comes in. Based on previous work by Dr. De Camilli, the investigators suspected that chemical changes in PI(4,5)P2 were a "signal" that empty vesicles were ready for pick-up, recycling, and re-use.

To test that theory, Dr. De Camilli's team engineered special "knockout" mice bred without a gene encoding a kinase (a kind of protein) called PIPK1. "You need this kinase to synthesize the PI(4,5)P2 lipid," Dr. Ryan explained. Mouse pups without this gene were born apparently normal, but could not feed, and soon died. The Yale researchers then sent the mice to Dr. Ryan's lab at Weill Cornell for closer examination of nerve tissue under the microscope. "My lab specializes in studying this vesicle cycle," he said. "We compared synapses from the brain tissue of genetically altered mice with those of normal mice."

The result? Synapses without PIPK1 kinase recycled vesicles "about 2 times slower than normal," Dr. Ryan said. "That means they run out of gas, and it takes them longer to recover. That's a major defect." "At the molecular level, it's telling us that you need this kinase-lipid connection whenever neurotransmitter vesicles are delivered to the cell surface. This chemical relationship seems to mark the cell surface, sending out a 'come-get-me' signal. It's a chemical flag that's crucial to the process."

The fact that mice lacking this kinase-lipid activity had poorly developed nervous systems and died soon after birth highlights the importance of PI(4,5)P2 lipid signaling in proper neurological function, he said. "It really brings us to a deeper understanding of the daily life of the synapse," he added. "While it's too early to point to PI(4,5)P2 dysfunction as key to any particular condition or disease, these findings have brought us a much closer understanding of how this important process works."#



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Klein

continued from page 12

to bridging the language gap and giving parents the tools they need to do the best possible job of monitoring and guiding their children in our schools and communities. The Translation and Interpretation Unit will enable more parents to be substantively involved in their children's education."

Advocates for Children developed the unit in collaboration with The New York Immigration Coalition Jill Chaifetz, Executive Director of Advocates for Children, said, "We are very happy that the Department recognizes the needs of the hundreds of thousands of parents who are not native English speakers and who have children in the NYC public schools. Creating this unit is a vital step forward to serving these parents, and helping to ensure the academic success for these children."

"We applaud the creation of the new Translation and Interpretation Unit as a significant step forward in overcoming the language barriers that immigrant parents have faced for far too long," said Margie McHugh, Executive Director of the New York Immigration Coalition. "Immigrant parents want to be fully involved in their children's education and we are hopeful that DOE's new efforts will assist them in accessing the infor-

mation they need to help their children succeed."

Chancellor Klein noted that the most recent Home Language Survey of City public school parents found that in 43 percent of student homes, the primary language spoken is not English. The languages spoken most widely include, in descending order, Spanish, Chinese, Russian, Bengali, Haitian Creole, Korean, Urdu, and Arabic. The Chancellor noted that the Department would translate documents into those languages, which, along with English, cover 95 percent of the City's school parent population, and expand the list of translated documents.

Historically, the department has relied upon individual vendors to translate materials. In an effort to standardize the translation process system-wide while maximizing the amount and quality of information offered to parents, the Translation and Interpretation Unit will provide in-house translation of all critical documents from the Department's central offices. In addition, simultaneous interpretation, through the use of headsets and infrared equipment, will be provided at important Department functions throughout the school year.

Kleber Palma, the new unit's Director, has extensive experience in the combined fields of

translation and education. As Director of the Los Angeles Unified School District's Translations Unit for the past five years, Mr. Palma served a school system with 746,000 students in over 1,000 schools. Prior to that, he was a language

specialist for the Federal Bureau of Investigation and a Translation Services Manager with a private firm in California." The importance of parent participation in our children's education cannot be emphasized enough," Mr. Palma said. #

Number of NYC Public Schools in Need of Improvement Declines

The NYC Department of Education (DOE) stated that 10 percent fewer of the City's public schools are now listed as "Schools in Need of Improvement" under the federal No Child Left Behind Act (NCLB). According to the NY State Education Department (SED) list, 74 NYC public schools have been removed from the list, and 36 have been added based on student performance on standardized tests in math, English language arts, and science from last year. Of the 74 removed, 65 showed "adequate yearly progress" in student performance, and 9 were either closed or no longer have Title 1 status. The improved school performance brings the total listed as "in need of improvement" this year to 328 of the City's more than 1200 public schools, down from 374 last September. Last year, 129 schools were

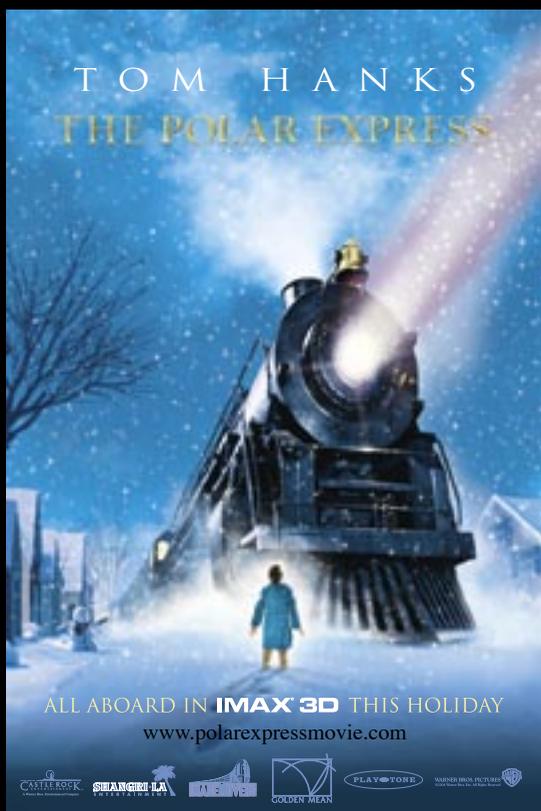
added to the list and 67 were removed.

The nearly two-to-one margin of schools that improved enough to leave the list reflects the hard work of principals, teachers, and parents but it especially reflects student achievement gains that are both genuine and significant," Chancellor Klein said. "All of our reforms are aimed at giving every NYC public school child a quality education and a better chance in life.

The DOE will notify parents of the status of their children's schools and their options under NCLB. Any child enrolled in a school designated as a "school in need of improvement" (SINI), may request a transfer to another school. Income-eligible students in certain SINI schools—those that have been listed for two or more years—are also eligible for Supplemental Education Services (SES) such as tutoring at no cost after school or on weekends. In each SINI school, principals and parent coordinators will hold parent meetings to explain the law's provisions. The DOE will also hold a "provider fair" to allow parents to gain information from different SES providers. Parent coordinators will conduct outreach to ensure that parents have received notice of their transfer and SES options and understand the process.

Students with approved transfers will begin at their new school at the end of October. Parents whose children are eligible for SES should enroll by October 8th and services will begin on October 25th. #

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By POLA ROSEN, Ed.D.

Education Update: You've been widely recognized as a leader in the philanthropic, political, and conservationist communities, having received numerous awards for your environmental advocacy and having been recently named a fellow of the American Academy of Arts and Sciences. Do you feel that your own education was a motivating factor in your success, and in what ways did it inspire you? Include mentors, if applicable.

Mrs. Teresa Heinz Kerry: Probably the most important advantage I had as a child was having parents who believed in me and in the power of education. As a doctor my father was always learning, always studying, and he helped set me on a path of lifelong learning. Growing up in Mozambique also gave me a unique perspective on the world. I remember studying the political theory of government, in a class of only 4 girls and 76 men, because I wanted to know something about how other countries governed themselves. America suddenly went from being a place of geography—I went to an English school and we studied geography very strenuously—to an idea. What fascinated me was that in America, people of different parties actually talked to one another. They could be friends with one another, and could sponsor ideas called legislation together and look for practical solutions to common problems. Coming from a dictatorship I found that compelling. That idea of bridging differences is what drives me to work so hard, with all kinds of people, to address the issues facing Americans today.

Education Update: According to your press biography, you speak no less than five languages. Do you believe it played a role in your success in politics and advocacy, and, as a result of that, do you think language instruction has key benefits to offer education and American society as well? What might Americans learn or emulate from models of education in other countries?

Mrs. Kerry: I speak English, French, Portuguese, Spanish and Italian—some better than others. I think learning other languages forces us to recognize that the world isn't all like us. We don't all speak one language, or observe one religion, or behave as one culture. But learning languages also helps us become more adept at bridging those differences. They teach us that just because we're different, that doesn't mean we can't communicate and learn from each other and respect each other. That's especially important in a global community where we see cultures colliding every day. Languages also offer a tangible benefit in early childhood brain development. At a young age, children are fully capable of learn-

ing different languages, as they do in many countries. I learned English and Portuguese growing up, and I think we really should make quality language instruction, including bilingual education programs for those who need them, part of our curriculum from a young age.

Education Update: What is your stand on the No Child Left Behind Act. What would you suggest your husband do? Do you believe the legislation has reached the goals it set, or has it fallen short? If not, do you believe it could be improved, and how would you do so?

Mrs. Kerry: When the No Child Left Behind Act was signed, the Bush Administration said the right things—asking more from our schools and pledging to give them the resources to get the job done. But by now, they have underfunded No Child Left Behind by almost \$27 billion, making it impossible for schools to meet the demands of the new law and literally leaving millions of children behind. My husband will create a new National Education Trust Fund to fully fund No Child Left Behind—to provide our children with smaller classes, more textbooks, and more after school opportunities.

Education Update: Today, many states are measuring student achievement with fill-in-the-bubble tests that limit both teaching and learning. What are your views on testing?

Mrs. Kerry: A Kerry administration will offer the support needed for states to use sophisticated tests that capture the full range of skills that we want students to develop. We will also ensure accurate assessments of schools' success. Having correctly revised key regulations measuring school achievement under No Child Left Behind, the current administration is refusing to apply those new regulations retroactively. In such a great country as ours we need to do everything we can to help our children achieve their God-given potential and that means providing quality education for all.

Education Update: As First Lady, what will your special project be? (eg Lady Bird Johnson: beautification, Hillary Clinton: medical reforms, Laura Bush: education). Will you advocate for education, and will you make that a priority?

Mrs. Kerry: I hope we can move past that idea of First Ladies having "pet projects." Through my philanthropy work I have had the great fortune to

be able to give back to my community and continue trying to find solutions to many different challenges. If I become First Lady I hope to bring greater prominence to many important issues I've worked on such as health care, the environment, education, civil and women's rights, both here in the United States and abroad. I think that without question education would be a top priority so we can prepare America's children properly to become our next generation of leaders.

Education Update: Among American First Ladies to date, do you have a heroine and why?

Mrs. Kerry: If I had to choose just one out of the many first ladies who could be heroines, I would choose Abigail Adams. For her time, as well as for today, she was a profoundly honest, hopeful, and intelligent human being who used her power and capabilities in the most graceful manner. Without her I don't think John Adams could have blossomed to become what he became. Abigail Adams had tremendous fortitude inspired by things larger than herself. In many ways she seemed larger than life with a big heart, great inquisitiveness and an enduring spirit. Her qualities are timeless and endear her to me as a heroine in American history.

Education Update: Have you taken an active role in the education of your own children, and those of Senator Kerry, and has that influenced your perception of the importance of education as a whole?

Mrs. Kerry: Certainly I did with my own children—John's children were already nearly grown when I met them. As a mother my absolute top priority was raising my children to be thinking, informed adults. My interest in early childhood education in particular grew out of that experience. We start educating our children from the moment they're born—it doesn't just start when they enter school. For me, that means one of the most important priorities we have to embrace is doing a better job of involving parents in the education of their children. Even the best teacher can only do so much; students need support at home too.

Education Update: How important are the arts, in your opinion, in the national education plan?

Mrs. Kerry: The arts are critical to education. They teach children to think in different ways, to be creative, imaginative and thoughtful. The arts are a way to teach expression, allow an outlet, and provide an opportunity for many children to shine and succeed which is different than the way one excels in a standard curriculum. We need to work to find a way to provide funding for the arts and music and physical education and for all these things that enrich the educational experience for our children. #





THE ROAD TO SCHOOLS' RENAISSANCE

By JILL LEVY, PRESIDENT, COUNCIL OF SCHOOL SUPERVISORS & ADMINISTRATORS

Reflecting on the current national dialogue concerning mayoral control versus decentralized control of a school system, I think we, as a nation, may be focusing on the wrong topic if we really want to see a renaissance in our public schools.

I believe the structure of the school system is less critical to our long-term success than many other factors. Those factors include the development of common-sense, research-supported standards and testing mechanisms, as well as appropriate funding for recruitment, training and retention of our best people. I also strongly believe an attractive, well-equipped building tells children they are important and provides a professional environment for adults. Adequately staffed buildings allow a child to feel both safe and taken care of, educationally and physically. It allows adults to focus on their assigned tasks not other people's jobs.

The above items will cost money. Money our nation has if we simply reorder our priorities. The Bush administration, as well as Governor Pataki, talk about the importance of education but refuse to back their rhetoric with tax dollars. There is no logical reason why educators should make so much less than corporate lawyers other than that structure is entrenched in our society. If you start with the fresh assumption that making money is not more important than educating our youngsters, you'd be surprised at the progress we'd make.

Another critical factor towards building successful schools... bureaucrats must respect the professional knowledge and skills of the employees. Treating professionals as if they are on an assembly line is insulting. The lawyers, corporate types and recent college graduates in the Tweed Building would do well to back off their heavy-handed ways and allow for a true dialogue, without recriminations. A successful school, after all, is often the result of many factors, some of which are difficult to quantify. I was recently reminded of this after reading an article by Lisa Belkin in the Sept. 12 New York Times magazine.

"Is There a Place in Class for Thomas?" was an uplifting account of a kindergartner with cerebral palsy. The story focused on his parents' search for an appropriate public school and the response of a principal and her staff.

Principal Susan Rappaport of the Manhattan School for Children was up to the task of handling the education of Thomas Ellenson. Fortunately for the little boy, he also had parents who knew how to work the system, research their topic and push their agenda for their son.

Ms. Belkin also emphasized that a staff of teachers, paraprofessionals, specialists, therapists as well as the school community understood that meeting this one child's needs would take a school-wide effort. It is the story of a village raising a child.

Another reminder of the intangibles came during a recent airing of NOW with Bill Moyers. Moyers focused on several students at the Manhattan Comprehensive Day and Evening High School. The school educates students, ages 17 to 20, who have adult responsibilities and need a school that provides flexibility.

Their poignant stories of hardship have felled many older and more experienced people. But, through the vision and leadership of Principal Howard Friedman and his staff, (including more than 100 volunteers who provide social services and tutoring,) each student receives individualized help.

A school system cannot reasonably expect a student who arrives here at age 16 without English skills and without a formal education to succeed. And success did not happen overnight. Recruiting, training and retaining staff, providing work guidelines that keep everyone on target, and, sometimes, not exactly following all of the rules have provided hundreds of older students with opportunities they never dreamed possible.

The organizational structure didn't create these success stories. The commitment, vision and resourcefulness of our school leaders, in hand with the financial support from the centralized structures, are the true foundation for success in our schools.#

WORKING TOGETHER FOR KIDS

By RANDI WEINGARTEN, PRESIDENT, UFT



Imagine NASA excluding its rocket scientists when planning a mission to Mars, or a hospital not consulting doctors when drawing up plans to build a new intensive care facility. It's a good bet that problems will arise down the road. The same holds true for education. The most successful administrators are those wise enough to listen and respond to the concerns and suggestions of educators who work with kids daily and know their needs.

Judging by recent events, this is a lesson that the Department of Education sometimes takes to heart, but on other occasions manages to ignore.

A positive example: last year when the mayor announced plans to target third-graders in his attempt to end social promotion—the policy of advancing students to the next grade even if they have not mastered key academic knowledge and skills—he did so without first consulting front-line educators. That resulted in a firestorm of criticism as concerned parents and education experts questioned the fairness and effectiveness of the policy. Over time, the plan was changed, including adding resources for struggling students, the creation of an appeals process, and the establishment of protocols to guide educators making these critical decisions about kids' lives.

One might have expected a similar negative reaction when, at the beginning of this school year, the mayor announced that he would expand the no social promotion policy to fifth-graders. But this time the public reaction was muted—and generally supportive—because the administration had learned a lesson. It listened to educators and made sure that the plan, which was announced at the start of the school year, included immediate additional supports and resources to improve stu-

dents' prospects for success, and was not based solely on one standardized test.

Now for the negative example: Starting this summer, parent groups and teachers began hearing from principals that—despite additional money from the state this year—many of our schools were receiving large cuts in their budgets. The Department of Education at first professed that there were no cuts, then said it was a question of a fairer allocation among schools, then said it was waiting for more state funds. Now after adding more than \$100 million at various intervals, the Department has said that schools will be getting at least as much money as they got last year. But with the new budgeting process, few of us can figure out where the money is going.

Some of our largest high schools are even more overcrowded than last year, with thousands of classes that exceed our contract's class-size limits including high school science classes with 45 students and physical education classes with 60 students or more. Tutoring, SAT prep and remediation classes have been cut, high school electives have been put on hold, and advanced placement and after-school programs have been canceled. Tweed may be spending the money on good programs, but at what cost to these important needs?

Tweed's lack of candor has fostered an atmosphere of mistrust and a sense in both teachers and parents that their issues and their kids are a lower priority than meeting some budget goal, or policy objective such as small schools or new coaches/parent coordinators, even when the city rolled over a budget surplus of nearly \$2 billion. Enlightened employers everywhere have learned—the hard way, in some cases—that even in industries using unskilled workers, involving employees in decision-making boosts morale and productivity. If the Department of Education wants to succeed, this is a lesson Tweed needs to keep relearning.#

NEW JERSEY NEWS



NOBELIST SHIMON PERES AT SETON HALL UNIVERSITY

Recently, Shimon Peres, former Prime Minister of Israel and Nobel Peace Prize Laureate, received an honorary degree conferral and addressed the Seton Hall community as part of the Whitehead School of Diplomacy and International Relations World Leaders Forum.

Shimon Peres was awarded the Nobel Peace Prize in 1994 for his efforts to create peace in the Middle East, having initiated the Oslo Peace Accords. More recently, Peres founded the Peres Center for Peace, with the aim of realizing his vision of a "New Middle East" in which Israelis and Palestinians work together to build peace through socio-economic cooperation and people-to-people relations.

Seton Hall University's Whitehead School of Diplomacy and International Relations has been preparing an international student body to become the next generation of global leaders. The School provides students with the knowledge and critical skills essential for today's international careers in public service, business, law and the nonprofit sector. Students participate in an innovative curriculum led by a distinguished faculty of scholars and diplomats that bring theory and practice to the classroom. Through a unique link with the United Nations students are exposed to today's

leaders and policymakers while experiencing diplomacy at work.

In 2001, the Whitehead School of Diplomacy served as the Coordinating Secretariat for the United Nations Year of Dialogue among Civilizations. Faculty and students prepared research for an international group of eminent persons, who produced a report, *Crossing the Divide: Dialogue among Civilizations*, which was presented to the UN General Assembly. The report discusses how the perception of diversity as a threat can be overcome through a new paradigm of international relations focused on participation, discourse, reconciliation and individual responsibility.

The Whitehead School continues to promote dialogue on today's critical global issues through its World Leaders Forum. The School has brought distinguished visitors to campus including U.N. Secretary-General Kofi Annan, European Union Court of Justice President Gil Carlos Rodriguez Iglesias, President of the Islamic Republic of Iran Mohammed Khatami, President Glafcos Clerides of Cyprus, His Eminence Angelo Cardinal Sodano and Nobel Peace Prize Laureate John Hume of Northern Ireland. Through the Forum, students have the opportunity to connect with today's leaders and experience diplomacy hands-on.#

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The Pros and Cons of 5th Grade Promotions

Advocates and Opponents are equally passionate about the testing and retention of 5th graders. We think our readers should be aware of both viewpoints. —Ed.

AGAINST TESTING AND RETENTION

Advocates for Children and other experts have asked for a withdrawal of the proposal to retain 5th grade students on the basis of a single test score. In an open letter to Mayor Bloomberg and Chancellor Klein, they argue the following:

Though we don't doubt your strong commitment to improving NYC schools, the policy you seek to implement will do more harm and use a tremendous amount of precious education funds which could be used for programs that are effective. Research clearly demonstrates that retention on the basis of a single test does not increase student achievement. Rather, the data from over two decades of research indicates that such retention policies decrease academic performance and increase the likelihood of dropping out, especially among low income and minority youth.

In examining national reports, the New York City Promotional Gates program under Chancellor Macchiarola, and the current Chicago Public Schools promotional policy, it can be concluded that no large urban school system has been able to increase student performance through such a retention policy. New York City's Gates program in the 1980s added a huge financial burden to

The Panel for Education Policy Approves End to 5th Grade Social Promotion

By MAYOR MICHAEL BLOOMBERG

I would like to thank the Panel for Education Policy for approving our plan to eliminate social promotion in the 5th grade. Starting in October, we will allocate \$20 million to fund an array of interventions that will replicate strategies we used last year to help 3rd graders during the Summer Success Academy, which resulted in more than twice as many students graduating prepared to do 4th grade work as the year before. The extra attention and dedication from teachers,

the City but had no long-term improvement to show for it. Instead of increasing performance, the Gates retention program actually increased the likelihood that retained students dropped out of school. In Chicago, retained sixth graders have seen a deterioration in their academic abilities, which prompts us to have a great concern for what may happen to retained fifth graders if you do not reconsider your proposal.

We believe that a more sound approach to improving academic performance is to implement one of the many proven practices including smaller class sizes, expanded pre-kindergarten, early intervention, and intensive help for students at-risk of failing.#

parents and students worked in the 3rd grade, and we will now apply the same standards to help 5th graders as well.

For years, the school system failed thousands of students by giving up on them and promot-

ing them regardless of their ability, condemning them to failure later on in life. We owe it to our students to provide them with the education they need to succeed, and approving the 5th grade plan is an important step toward achieving that goal.#

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Drew Barrymore Draws Crowd at Barnard for Her Film on Voting



President Judith Shapiro of Barnard College welcomes Drew Barrymore

By DOROTHY DAVIS

Youth voting has been a hot issue this campaign season. Since only 37 percent of 18-24 year olds voted in 2000, groups to register them have sprung up around the nation. But most of those we spoke to in the capacity crowd at Barnard College one recent Sunday evening to preview Drew Barrymore's film on the importance of voting said they came to see Drew Barrymore.

Lucy Danziger, the energetic Editor-in-Chief of Self Magazine, celebrating its 25th Anniversary issue and sponsoring the event with MTV and Barnard, told the crowd, "When I was in college and someone invited me to go somewhere on Sunday night it never involved a movie star!" She introduced Drew, who had been chosen by readers as one of "25 Most Inspiring Women" and as "box office royalty."

The star breezed in to enthusiastic applause and responded to it with a brilliant smile. She wore a clingy beige dress and was beautiful, poised, charismatic, and articulate. Everything you'd expect in a movie star, or in a political candidate.

Despite her connection to Self Magazine, Barrymore was sometimes refreshingly self-

effacing. "I didn't go to college," she admitted, "so it is very exciting to be presented at a college!" (In her film she revealed she'd never graduated from high school.) "I was the person at the dinner table," she continued, "who went introverted when politics was discussed."

"I got invited to a rally to speak about encouraging young people to vote. I fell on my face. I felt so irresponsible going out in front of people to speak about something I didn't know about."

Her gutsy response to that humiliation was to spend a year traveling around the country with a video camera and a film crew, all of them working for free, trying to learn about politics firsthand.

The result, "The Best Place to Start: on the Importance of Voting," a 45-minute film culled from 80 hours of footage, is funny, intelligent, moving and ultimately profound.

In it, Barrymore talks to high school kids cutting classes; to Wesley Clark, who gives her a kiss-off interview on his campaign bus during the Democratic primaries. She gets candid and often hilarious comments from such political personalities as Hillary Clinton, Henry Waxman, James Carville, Bill Maher, Jon Stewart, Ralph Reed,

Michael Moore and others. She visits the site of the bloody Selma Alabama Freedom March.

The film, which will be shown on MTV, doesn't take sides and steers clear of divisive issues. The election it focuses on is for student body president. As a result it will be relevant for a long time. Barrymore is working on making it available to schools. Let's hope she succeeds, because this entertaining, educational film is a must-see for all young people. (Older ones will enjoy it too.) The Barnard audience gave it a rousing response and peppered Drew with questions. She answered them with intelligence, humor and passion.

Judith Shapiro, Barnard's President, said in her welcoming remarks that the college "has an interest in seeing that women participate as vot-

ers, as candidates, and one day as President of the United States. We have already had a movie called 'The American President' starring Michael Douglas. Isn't it time to have a movie called 'The American President' starring Drew Barrymore?"

Drew Barrymore gave a solid performance at Barnard. In time, instead of being the star of such a movie, she may be the real life candidate.#

For further information about Self Magazine and to access its online voter registration go to www.self.com; for MTV's Choose or Lose Campaign and its online registration go to www.mtv.com; for Barnard College and further information about the Barrymore event, Barnard's Civic Engagement Program, and to register to vote go to www.barnard.edu.

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

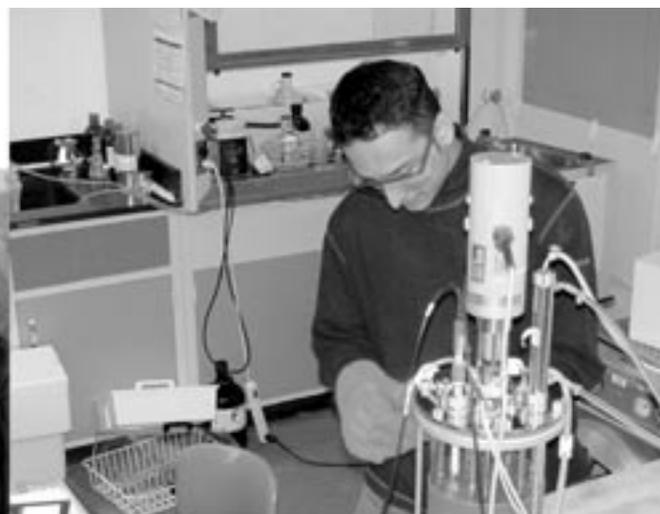
modate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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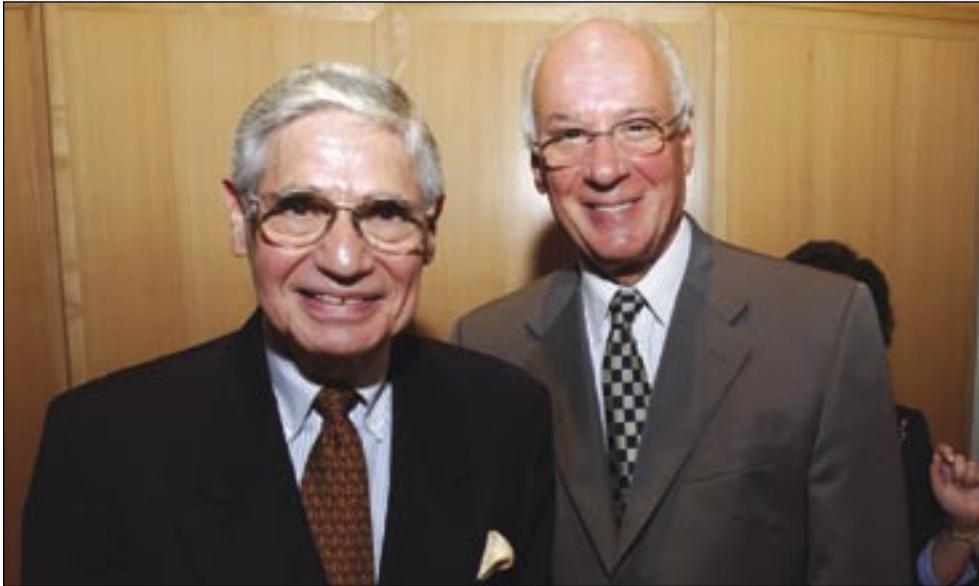
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CUNY PRESENTS A MOVING TRIBUTE TO GROUND ZERO



(L-R) Bill Perlmutter and CUNY Chancellor Matthew Goldstein

By GILLIAN GRANOFF

Recently, *Return to Ground Zero: Images of Pain and Hope* was on exhibit at the City University of New York Graduate Center. The exhibition is a recollection of thoughts, emotions, and reactions of survivors of September 11. It was a moving reminder of the worst terrorist incident in America's history and the perpetual process of healing.

Bill Perlmutter, the photographer and creator of this moving depiction of human reaction, captured in photographs, a series of moments which underscored visitors' responses to Ground Zero.

The photographs portray a range of images of visitors to ground zero as snapshots of moments of human reaction. A photograph of visitors standing in the rain, with the solitary portrait of their backs beneath the shelter of oversized umbrellas, stands as a testament to the profound sense of absence, gloom and desolation they experienced. Perlmutter, a graduate of CUNY, and a renown photographer whose collections have appeared at The Museum of Modern Art, The Whitney, and the Museum of The City of New York, felt moved by his own visit to Ground Zero, to translate these emotions through the lens of his camera.

"The number of people coming to express themselves to look at ground zero overwhelmed me. I felt their need to look at Ground Zero, to come back to recover. I attempted to capture the feelings and emotions of visitors. This process

helped me to come to terms with my own pain."

The opening of the exhibition elicited a range of emotions from the viewers. One CUNY grad commented "it's a very eloquent and impressive expression of the feelings of New Yorkers post 9/11. You see the poignancy represented without words."

Professor Sandie Cooper, a historian, and former chair of the faculty center, who met Perlmutter as a college student at CUNY, was impressed by how the pictures powerfully communicated the sensibility and sensitivity of its viewers. "They demonstrated a warmth and humanity. They capture what people were feeling and doing."

Others visitors were surprised by the absence of trauma and the authentic expression of human emotions presented. Nilda Soto Ruiz, a trustee of the board of CUNY and an old personal friend of the artist was instrumental in organizing the photographic exhibit. "We are very proud to commemorate, through Perlmutter's eyes, such a significant and sad event."

Dr. Matthew Goldstein, the Chancellor of CUNY echoed these sentiments: "Words fail us at such times; the eyes of the photographer can document the nuances of feelings and behavior. Bill's patient eye and expansive vision capture those who made this pilgrimage to Ground Zero."

The photography exhibit, which includes a video feed of the images movingly portrayed in sequence, will be on display at CUNY and open to the public.#



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BANK STREET PROVIDES LEADERSHIP FOR INNER CITY TEENS

SERIES REFLECT ON BEING BLACK IN AMERICA

By SYBIL MAIMIN

Best-selling author and award-winning journalist Ellis Cose launched a new speaker series for participants in I-LEAD, the rigorous academic and leadership enrichment program for inner city teens at Bank Street College of Education, with a talk on his latest book, *The Envy of the World: On Being Black in America*. The book's title, he explains, is meant to be ironic and captures the sentiment in Toni Morrison's *Sula* that many whites admire black style, music, and athletic ability and want to be like us but do not want to "be us." The role of black men, he says, is "cradled in American ambivalence" and is "as complicated and intriguing" as the nation's history. In the book he describes the reality of black existence but urges the young to believe in themselves, demand a place in society, and not allow white man's perceptions to destroy them. In chapters such as "Too Cool for School," "If We Don't Belong in Prison, Why We Can't Stay Out," "Of Relationships, Fatherhood and Black Man," "Keeping It Real," and "Twelve Things You Must Know to Survive and Thrive in America," he paints a broad picture highlighting black achievements as well as failures. But again and again he emphasizes the only limits black youth should accept are the limits of their own talents and imagination. He cites Jesse Jackson (Operation Push) who repeated, I might be "poor," "distressed," "down," but, "I'm somebody." He also chides blacks that do not "carry out their part of the deal," who value sneakers over good grades and are confused about what is "manly." "At the

end of the day, we are functioning individuals who make choices. Society can lead you to the cliff, but you don't have to jump when you get there."

Citing statistics, he showed his audience of black and Latino teens a grim picture. Of over 2 million people in prison, 48 percent are black and 15 percent Latino. Combined with the number of people of color on probation or parole (4.2 million), the group would constitute the second largest city in the nation. The suicide rate for black and Latino teens, historically lower than that of whites, has been moving up, but even more troubling is that homicide is the most likely cause of death. "Obviously, something has gone terribly wrong," he declared.

Many questions from the teens focused on breaking down negative racial stereotypes and the possibility of a society without discrimination. They were advised that reality has become more complex. The racial makeup in the country is more complicated with different attitudes from many countries thrown into the mix. In some areas, schools have become more segregated. Standardized tests pose a problem and can result in labeling. Affluent communities continue to devote more resources to education than poor ones. Richard Rivera, director of I-LEAD, explained that the Speaker Series will "look at challenges and issues that face our society that the students will have to face in the future. And, this one is close to home." Speaker and author Ellis Cose hopes to convey a "better sense of the issues relevant to them as people of color coming up in the world."#



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FROM THE SUPERINTENDENT'S SEAT



Cracking the Communications Code

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

It's just one of the many challenges of parenting that a young child who can recite exactly what he or she wants to do for an upcoming birthday—who is to be invited, and exactly what presents are desired—may not be able to tell you the reason that school is suddenly causing stomach aches to occur first thing in the morning. So many things happen in the course of a school day that may affect your children, how can you ever hope to know about them if they don't tell you directly?

Each new school year brings with it the possibility that your children may face a new situation that makes them uncomfortable. It could be anything, from a relationship with a teacher, student, or staff member to having to master a new computer program or learning a new game in gym class. In the early school years, something as seemingly innocuous as the whistle ending recess can provoke a reaction from a sensitive child.

This is the time for "active listening." If your children enjoy talking about their day, try to give them your full attention when they talk. The sign that an occurrence was significant might not be in the telling, but in the expression on your child's face when the story is told.

There can also be a lot of information in what your children choose to talk about, if you take

the time to think about it. If your child mentions something that seems very trivial to you, it could be a clue that there is something more being left unsaid. For example, if your child says "I stood next to Jimmy on line," and then goes on to another subject, you might try returning to the subject when he finishes and ask, "Did you like being with Jimmy on line?" or "What did you and Jimmy talk about on line?" If there was a problem with Jimmy, this could be enough to coax your child to share with you what happened.

By now, the routine of going to school each day should be a comfortable one for your family. If there are still morning struggles, this could also tell you that your child may be apprehensive about what is planned in school that day, or with whom he or she is going to have to interact. If you walk or drive your children to school, you may be able to discover what is bothering them while you are on the way, otherwise it is probably best not to try to get to the bottom of the problem while you are all rushing to get ready for the bus. Make a note to yourself, however, to talk to your children that afternoon, when you have the time for an unhurried, face to face discussion.

As your children get older, they will probably improve their ability to communicate when they have a problem, at least until they get into the teen years, where communication can again become an unsolved mystery.#

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

ADVENTURES IN THE NY BOTANICAL GARDENS

Garden Adventure SEEDS: Science Exploration and Education Discovery Series, is a unique classroom curriculum developed by The New York Botanical Garden to teach children science, math, and literacy skills. The program consists of three units designed for specific grades. SEEDS I, which was launched in 2003, focuses on plant parts for kindergarten and first grade. The Garden's Dr. Christina Colón says the success of the first unit has generated a strong interest in SEEDS II.

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Does teaching SEEDS require any special training?

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The Misunderstanding of Dyslexia

By SALLY SHAYWITZ, M.D.

Recently I heard that a friend's brother—a graduate of a competitive college with an MBA working for a business firm—was demoted once he told his superiors he was dyslexic. As unbelievable as this may seem in the 21st Century, such lack of understanding of dyslexia and the unfounded stigma associated with it remain. Such misunderstanding of dyslexia is particularly painful and unnecessary in an era when science has taught us so much about dyslexia, including how to recognize it early and accurately, how to treat it effectively, and perhaps most importantly, we now understand how it is that so many people can be both smart and dyslexic.

Concerned that there was such a gap between the growing knowledge about dyslexia and the everyday school and societal practices affecting children and adults who are dyslexic, I spent five years writing a book, *Overcoming Dyslexia* published by Alfred A. Knopf in 2003. Based on the premise that "knowledge is power," I wanted to empower parents and teachers and those who are dyslexic to understand the nature of dyslexia and the implications of this knowledge for the improving the well being of those who are dyslexic.

The new scientific discoveries have profound and positive implications for identifying children (and adults), for providing evidence-based, effective reading instruction and reading interventions, and for understanding the neurobiological basis for the absolute need for the accommodation of

extra time for those who are dyslexic.

Why do the lines and squiggles on a page have any meaning at all? There is now a strong consensus among investigators in the field that reading reflects language and that the central problem in struggling readers reflects a deficit within the language system. This evidence begins with the recognition that spoken language is instinctive, built into our genes and hard-wired in our brains. In order to read, the abstract lines and circles on the page that we call letters, must link to something that already has inherent meaning—the sounds of spoken language. In contrast to spoken language, which is natural, written language is acquired and must be taught.

As a physician, I practice evidence-based medicine that is; in choosing a treatment for a patient I am guided by the scientific evidence of which treatment is proven to be most effective. Today, for the first time, we have the knowledge to be in an era of evidence-based education where, for example, reading programs are selected on the basis of scientific evidence of their efficacy and not on the basis of opinion or philosophy. Converging scientific evidence, including the rigorous analysis by the National Reading Panel, indicates that effective reading instruction is comprised of five essential elements: phonemic awareness, phonics, fluency, vocabulary and comprehension. Furthermore, how reading is

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Dyslexia

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taught matters; effective programs teach reading systematically and explicitly. For example, phonics is taught in a preplanned way where vowels and all the letter-sound combinations are systematically taught; this is in contrast to more casual, "by the way" approaches. Effective programs are aligned so that reading practice reflects the letter-sound linkages taught. We know that the brain learns by practice and such practice is especially important as a foundation for the development of fluency.

Within the last decade or so, the dream of scientists, educators and struggling readers has come true. It is now possible to "see" the brain at work. Functional brain imaging, primarily functional magnetic resonance imaging (fMRI), uses the same scanner employed in MRI studies commonly obtained for assessing headaches or knee ligament injuries, but with the addition of more sophisticated software and hardware that make it possible to "see" which brain systems are activated as a child performs reading or reading-related tasks.

Using functional brain imaging, scientists have discovered the brain basis of reading and a glitch in the neural circuitry for reading in children and adults who struggle to read. Such evidence of a disruption in the reading pathways provides a neurobiological target for reading interventions. A study we published in 2004 demonstrated that provision of an evidence-based, phonologically mediated reading intervention, both improved reading accuracy and fluency and was associated with the development of the fast-paced word form systems serving skilled reading.

Our data indicate that teaching matters and that use of an evidence-based reading intervention can facilitate the development of the fast-paced neural systems that underlie skilled reading. Thus, there is now a new level of evidence, based on

functional imaging studies of the brain at work, that supports the findings of a systematic review of the scientific literature on reading conducted by the National Reading Panel.

Finally many dyslexic adolescents and young adults have not enjoyed the benefit of evidence-based reading instruction. They remain slow readers and require extra time in order to demonstrate their knowledge on tests. Their requests for extra time are supported by new brain imaging data that provide incontrovertible evidence of the need for extra time. As I write in *Overcoming Dyslexia*, "dyslexia robs a person of time, accommodations return it"; a dyslexic has as much of a physiologic need for extra time as a diabetic has for insulin." In dyslexia, there is an observable disruption in the fast-paced neural systems for rapid, automatic reading; over time other systems compensate, permitting more accurate, but not fluent reading. There should no longer be any doubt about the dyslexics' absolute need for extra time.

Never has there been a more hopeful or optimistic time for those who are dyslexic. We have the knowledge; I hope we have the will to use it.#

Sally E. Shaywitz, M.D. is Professor of Pediatrics and Co-Director, Yale Center for the Study of Learning and Attention, New Haven, CT.



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EDUCATING THE IMAGINATION: A RESPONSE TO THE 9/11 COMMISSION REPORT

By SCOTT-NOPPE BRANDON

During my vacation this past summer I read the final report of The National Commission on Terrorist Attacks Upon The United States, or as it is generally known, the 9/11 Commission Report. I felt compelled to read it for several reasons besides the obvious reasons of a concerned citizen. As a parent of two young children who attend public school in NYC, I need to believe that I am doing all I can to help keep them safe. In that same spirit, as an educator in this day and age, I need to better understand how the world has changed since that tragic date, so that I might better perform my duties in my daily partnership with teachers, students, and their families. Another reason I read the report was because I had heard Commission Chair, Governor Thomas H. Kean, mention in an interview how imagination relates to the report. The 9/11 Report speaks of a failure of imagination in U.S. national security. It states that, "Imagination is not a gift usually associated

with bureaucracies," and that, "It is therefore crucial to find a way of routinizing, even bureaucratizing, the exercise of imagination."

Momentous words that I will not forget. By recognizing the importance of, and the need for, imagination in the sphere of national security, the 9/11 Commission has hopefully started an important new discussion about the role of imagination within pre-K through grade twelve education. It may have started the discussion unintentionally, but it is now on the table. For how else can imagination become "routinized" than by being first encouraged at the source? I am from the school of thought that teaches that the curriculum and pedagogy of schools, far from being purely academic matters, should relate to the living questions and issues of the everyday world we inhabit—past, present, and future—the world of children and the world of adults. The questions we ask, the problems we pose within education, should be the kind of questions asked by profes-

sionals in their particular fields, adapted to the age level of the students.

Maxine Greene, Lincoln Center Institute's Philosopher-in-Residence, speaks of an imagination that discloses possibilities—personal and social as well as of aesthetic imagining—through which we are enabled to look at things, to think about things as if they could be otherwise. Is this not what the Commission's statement implies? That we, as a nation and, by extension, as the human race, for our wellbeing and prosperity, must be able to think, question, and understand in ways different and new.

The question is, how do we educate students about the imagination so that it can become part of our everyday existence, become "routinized," even "bureaucratized" in our various forms of government, in industry, in everyday life? In order to do so, we need to better understand the relationship and the dynamic tension between what we think of as factual information and

knowledge and those elements of life which ask us to engage in imaginative thinking and understanding. All too often, one is considered useful, the other playful at best. To make sense of this, we must teach students not to be confused by the "space" that exists between these different ways of knowing and perceiving; in fact, we must acknowledge this tension and embrace it. I do not pose this as a radical thought. I intend only to underline the obvious. For me, and I imagine for most of us, bridging that gap is part and parcel of the development of all of us as thinking and feeling, informed and intuitive beings. Schools have an important role to play toward making this discussion a vital and necessary part of the curriculum. Whether we think of imagination as a noun or a verb, it should be part of our aesthetic, moral, and political discussions and part of the everyday lives of all students. #

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

Arnette Crocker

continued from page 3

internet research. Students use the computer lab to enhance writing skills. Students will use technology to develop their end of the year portfolio presentations.

EU: Are you accountable to the Dept of Education as well as the board of the school?

Ms. Crocker: Yes

EU: Is there a plan for independent study? Plans for extracurricular and arts education?

Ms. Crocker: There are plans for independent study through the class projects and portfolio

presentations. There are also plans for extracurricular and arts education through our after school and Saturday Enrichment programs.

EU: What is your vision for the future?

The vision of TYWLS, Bronx is to replicate TYWLS of East Harlem, which has been proven effective. For the past three years, 100 percent of the graduates of TYWLS of East Harlem have been accepted into four-year colleges. TYWLS of East Harlem was rated the best school in NYC for admitting middle school students who were below grade level and enabling them to graduate on time. Our vision is to bring a similar type of educational opportunity to young women in the Bronx. #

STRINGS OF GLORY: PABLO CASALS TO BE HONORED AT THE 92ND STREET Y



Prof. Jonathan Kramer



Cellist Selma Gokcen

By JOAN BAUM, Ph.D.

Thirty one years to the month since he died in 1973 at the age of 97, the incomparable musician Pablo Casals will be back on the radar screen (he's never been off for the professionals), when the 92nd Street Y presents *Pablo Casals, Artist of Conscience: A Homage to the Great Cellist and Humanitarian*. Not just a superb performer, interpreter, conductor, and composer, Casals (born Pau Carlos Salvador Defilló, in Spain) became, according to Jonathan Kramer, Associate Professor of Music at North Carolina State, the quintessential symbol of the artist whose life and work are dedicated to freedom, a "moral compass" for the last century and this one. Not even Picasso, whose *Guernica* has inspired millions, but whose private life was less than ideal, can come close to Casals, whose self-imposed exile from Franco's Spain was underscored by defying fascism, even at the point of a gun, and whose personal life was at one with his humanitarianism. He was an outstanding musician, an innovative interpreter, composer, conductor, whose performances of Bach are, as Kramer says, "akin to Scripture." How unfortunate that the legacy of "the father of modern cello" is somewhat forgotten today by the general public, though musicians, of course, have never lost their love for the Master. It was Casals who taught them how to bow, how to use their fingers—not like hammers in a piano—and how to use their arms—not keeping elbows near their sides, but moving freely. His pedagogy turned on the idea, the passionate belief, that music was not just notes on a page but an integration of body and soul, an "organism, not a mechanism," as Kramer eloquently puts it. Casals' reputation soared during a time when the authenticity movement bound many musicians in an iron clad way to the score. Enter Casals, who gave phrasing, rhythm, gesture, purpose a new meaning above and beyond cool perfectionism.

On Saturday, October 9th everyone will have a chance to hear what Casals was all about in a unique program put together by Prof. Kramer, a specialist in ethnic musicology, and his colleague, Julliard-trained Selma Gokcen, a professor of cello at the Guild Hall School in London, whose idea it was to put together a series of programs that would explore "through words, texts, and music" the "intellectual, artistic, cultural, and spiritual roots of Casals' musical thought; and his contributions to the expressive potential of his instrument and the art of interpretation." Though neither Professor Kramer nor Professor Gokcen knew Casals, teachers with whom they both studied most certainly did know him and they conveyed to their students how much the cello was the instrument "closest" to him, the "voice" by which he would express his love of humanity, which he felt was "the purpose of art."

Though the myth that great artists are also great human beings was put to rest a long time ago (Wagner particularly comes to mind), exceptions do prove the rule. Pablo Casals, whose long life extended over two world wars (he played at the White House for Theodore Roosevelt in 1904!), the Great Depression, and the most totalitarian regimes the earth has ever seen, never once faltered in his words and deeds. "By telling his story again," Prof. Kramer says—how timely the occasion—"we are calling on cellists, musicians, and artists to claim him as a kind of secular patron saint to serve as a model of the courage and decency with which we might infuse our own lives and careers." When Casals died on October 22, just two days before United Nations Day, Franco was still in power, but a late composition, the 1971 *Himno a las Naciones Unidas* had already had its first performance, and three years after Casals' death, King Juan Carlos I issued a commemorative postage stamp in his honor. #

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As the summer ends and autumn begins and it is now October, it is a good time to remind people of the regular activities that go on at Logos Bookstore. Every Monday at 3:00 P.M. there is Children's "Story Time", a magical time of storytelling and activities now led by Dvorah. Participants who shop the store at that time receive a 20% off discount on all purchases. On the second Monday of every month, at 7 P.M., the Sacred Texts Group meets in its ongoing discussion of the first five books of the Bible (the Torah), led by Richard Curtis of the Richard Curtis Literary Agency. The current book being discussed is the book of Exodus. The next meeting is Monday, October 11, 2004.

Kill Your TV Reading Group (KYTV) continues on the first Wednesday of every month. The next two meetings are Wednesday, October 6, 2004, when *Moby Dick* by Herman Melville will be discussed, and Wednesday, November 3, 2004, when *Vile Bodies* by Evelyn Waugh is discussed. All meetings begin at 7 P.M. The current movie 'Bright Young Things' is based on *Vile Bodies*. Participants in both reading groups receive 20 percent off all purchases at the time of the meetings. A new event that has been well-received at the store is 'Pizza and Poetry' held every Friday evening at 7 P.M., weather permitting in the garden, or indoors if bad weather or if it is cold. While eating pizza and drinking soda compliments of Logos, people read poetry, theirs or others, and sometimes sing or dance. People who participate in 'Pizza and Poetry' and shop the store at the same time receive a 20 percent discount on anything they buy.

In the spirit of Halloween and poetry, a wonderful selection to read is *Phantasmagoria* by Lewis Carroll, author of *Alice In Wonderland*. Marvelously illustrated by the American illustra-

Phantasmagoria
by Lewis Carroll
(Prometheus Books)
\$9.00

tor, Arthur B. Frost, known for his illustrations for *Uncle Remus and His Friends* and other Uncle Remus books by Joel Chandler Harris, *Phantasmagoria* is a tale in verse about an inexperienced ghost haunting a house of a forty-two year old man. The verses relate the meeting of the two and their conversation:

But presently the Thing began
"I've caught a cold," the Thing replies,
To shiver and to sneeze:
"Out there upon the landing."

On which I said, "Come, come my man!
I turned to look in some surprise,
That's a most inconsiderate plan,
And there before my very eyes,
Less noise there if you please!"

A little Ghost was standing!

From there the dialogue between the ghost and man continues at a rapid pace as the ghost relates his maxims of behavior, advises the man on proper protocol when dealing with important ghosts and asks for a meal. Both ghost and man find out that the ghost has come to haunt the wrong house and thus comes a parting of ways all rendered smoothly in verse. *Phantasmagoria* is fun to read to oneself, to read out loud, and to read together in a group as part of a Halloween celebration. So come to Logos for your copy of *Phantasmagoria* as well as Halloween cards and other gift items. There are books and gift items for All Saints Day as well.

Upcoming Events At Logos

Wednesday, October 6, 2004, at 7 P.M., KYTV Reading Group will discuss *Moby Dick* by Herman Melville.

Monday, October 11, 2004 at 7 P.M., Richard Curtis of the Richard Curtis Literary Agency will lead the Sacred Texts Group in a discussion of the book of *Exodus*.

Wednesday, November 3, 2004 at 7 P.M., KYTV Reading Group will discuss *Vile Bodies* by Evelyn Waugh

REVIEW OF *PI-A BIOGRAPHY OF THE WORLD'S MOST MYSTERIOUS NUMBER* BY ALFRED S. POSAMENTIER & INGMAR LEHMANN



Alfred S. Posamentier, Ph.D.

By MERRI ROSENBERG

"Can I read that when you've finished?" my husband asked, after circling around me in my recliner as I read this book this past weekend. Normally, my book reviewing assignments don't interest him in the slightest.

This was obviously different. Perhaps it was only to be expected, as my husband had been on the Stuyvesant High School math team, and read math teaser and games volumes with the same enjoyment that most of us reserve for summer beach books.

If there is anything that adults remember from their earliest studies of mathematics in school, it is the Greek letter Pi (π) used in connection with the famous formula for the area of a circle- πr^2 . However, what most people don't know is that this ubiquitous number has an extraordinary significance in mathematics and a very interesting history about how it was discovered as well as its value more accurately known through the ages. Would you believe that we now know Pi

A Biography of the World's Most Mysterious Number
by Alfred S. Posamentier & Ingmar Lehmann
(Prometheus Books: Amherst)
324 pp.

to 1.24 trillion decimal places?

This book, specifically geared toward the general readership and "clearly appropriate for teachers involved in mathematics instruction in all grade levels," is written in a very informal

and comfortable style with this readership in mind. For example, for the uninitiated, many mathematical terms are defined as they come up through an extensive footnote system.

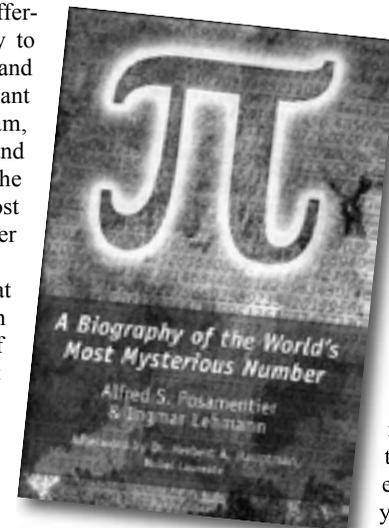
It's certainly an impressive piece of scholarship. The authors cover everything from the history of Pi in the ancient world to the most recent efforts by Tokyo University's professor Yasumasa Kanada's December 2002 effort to calculate Pi (familiar to most of us as the value of 3.14) to 1.24 trillion decimal places. There are discussions about Pi's value in the Bible, how the Chinese studied it, even an entertaining section about the various mnemonics, poems, dramas, and jokes that various cultures have developed to remember Pi.

As a non-mathematician, I found the chapters dealing with the applications of Pi—in the starting positions at a track meet, for example, how to allocate fair shares of a pizza, or even how the Chinese symbol for yin/yang owes much to the calculation of Pi—particularly fascinating.

There is something for everyone in this book and everyone should read this book because it will be, for some, a revelation that mathematics can be fun and beautiful—something they may not have realized during earlier encounters. Math teachers will find a host of ideas to enrich their instruction since Pi, as you know, comes up everywhere. The book is highly recommended and should provide a major step towards

increasing the popularity of mathematics. #

Alfred S. Posamentier is Dean, School of Education, City College, N.Y. and holds a Ph.D. in Mathematics.



Fall Into Great Reading This Autumn!

By SELENE VASQUEZ

PICTURE BOOKS: AGES 6 THRU 10
Miss Spider's Sunny Patch Kids by David Kirk. (Scholastic, 32 pp., \$14.95).

Charming *Miss Spider* is back as an expectant mother: "I'm not prepared, my babies are about to hatch, but I don't know a thing!" As the good parent that she really is, her bundles of joy are always rescued thru all their perilous journeys. Highly stylized digital art with 3-D characters.

Henry and the Kite Dragon by Bruce Hall, illustrated by William Lou. (Philomel, 32 pp., \$15.99).

In New York City's Chinatown of the 1920's, Henry Chin flies his spectacular butterfly and dragon kites with his assistant grandfather. When kids from neighboring Little Italy seemingly wreck his precious creations, Henry confronts them with surprising results.

Brilliantly colored illustrations grace the pages of this sensitive story of newfound friendships.

POETRY: AGES 5 THRU 8

Skeleton Bones and Goblin Groans: Poems

for Halloween by Amy Sklansky. Illustrated by Karen Dismukes. (Holt, 32 pp., \$16.95).

Playful and engaging poems in brightly colored collages of beads and fabrics for the very young. Halloween-related alliteration language sure to bring on the giggles, such as "Flip/flap/floom" and "Dip/dap/doom" for spooky bats flying thru the air.

POETRY: AGES 8 THRU 12

H for Home Run: A Baseball Alphabet by Brad Herzog. Illustrated by Melanie Rose. (Scholastic, 32 pp., \$16.95).

Each letter of the alphabet provides baseball drama in challenging alliterative verses: "Q is when a base runner/moves at a quick pace./ Quietly, he has a quest-/ stealing second base."

Painted illustrations are equally action packed.#

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

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PRODUCT REVIEW

Layton Technology's Audit Wizard

By MITCHELL LEVINE

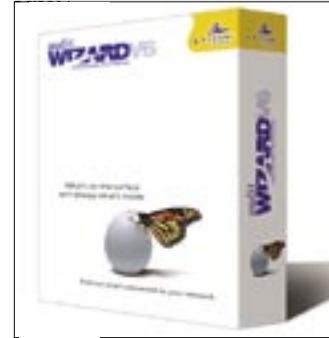
Longtime readers of *Education Update's* Technology and Education section are undoubtedly aware of the almost \$1.1 billion the New York City school system has spent on technology and technology education. Despite that wise investment, one thing that's unfortunately remained a limited resource is IT support. Due to funding constraints, many schools have been forced to supplement their paid IT management with student volunteers. While remaining a viable solution to the tech support problem, it does create some critical issues, one of which is system integrity. With numerous users and unpaid student volunteers managing systems, an administrator needs to be able to ensure that inappropriate and bootleg software isn't installed on institutional networks, and monitor peripheral usage as well as internet activity.

Worried about your library or AV club student techs installing illicit software downloaded from a P2P file sharing site? Run a system check to determine the software currently on the system, and, once its existence has been confirmed, a database purge will wipe it right out of your network. At the same time, compile a complete internet history and list of cookies logged, and

you'll know exactly how your computers have been used with accurate time and date stamps available. Plus, the software will provide a thorough register of hardware as well, including data like network and IP addresses, installation dates, hard drive capacities, BIOS and peripheral data, memory configuration, and much more.

Audit Wizard can help protect network and local computers against spyware, keyloggers, and other malicious programs often injected from removable disks, by simply running a regular system audit, followed by a purge. It even supports remote scans, enabling a system administrator to perform a scan on remote machines using BIOS or TCP/IP protocols over the Net.

Although the package is not as well known, or publicized, as some of the more boutique, pervasively marketed software and hardware solutions on the shelves these days, based on both the uniqueness of its features, and the cost factor, it deserves to be. Any school technology buyer with a need to produce results in the system security area—which, actually, should include just about any school tech buyer in New York—should give this product at least a Missouri look. For information, or to purchase and download, log on to the manufacturers site, [#](http://www.laytontechnology.com)



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PRODUCT REVIEW

THE MACCASE MACKPACK COMBO

By MITCHELL LEVINE

The largest deployment of education technology resources in the history of our school system will occur when the New York City Department of Education completes its stated goal of finally reaching the "one-to-one computing standard" in the hopefully near future. That lofty ambition will involve outfitting each student, teacher, and administrator in the five boroughs with access to some type of mobile technology. One major one is the issue of transport. The students who most need access to technology, because they're least likely to have available in the home, are the ones that live in areas most likely to create a security risk for a child taking even an inexpensive laptop home with them, both to the child and the laptop.



But for the standard-bearers of education technology, the Apple Powerbook and iBook, no case has been specifically designed to accommodate these units, popular with teachers and students everywhere. That is, until MacCase's MacPack Combo Backpack. Less obtrusive than a hardshell case, yet more protective than a simple nylon tote, the MacPack provides convenient travel aid for 12", 15", and 17" Powerbooks and 12" and 14" iBooks, many of

which are currently used in the New York schools. Made from tough ripstop fabrics, the MacPack shell is practical, convenient, and affordable, and with its 809 square inches of space, it can easily swallow a 17" Apple notebook.

But fitting into the interior is MacCase's state of the art MacCase Sleeve, filled with tough, dense foam surrounded by the company's Pure Silver nylon, more than strong enough to protect a portable from a shoulder height drop and more. The shoulder straps are anchored into solid foam fitting over the rear panel, ensuring that the entire structure carries the weight of the bag, and not just the seams of the straps. Plus the bottom of the bag is foamed as well, providing shock absorption for accessories and books as well.

The backpacks also feature auxiliary compartments good for carrying CDs, floppies, and ZIP disks, as well as room for folders, texts, and notebooks. For under \$90 dollars retail – without applying potential discounts for institutional volume purchases – it's difficult to see how a technology buyer planning for fall laptop usage could go wrong. For more information, or online purchases, log on to the manufacturer's site at www.Mac-Case.com

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Laws are getting tougher, fines are being imposed, and auditing PC's on your network has become an essential task in making sure your organization is legal with sufficient software licenses. But what about protecting your critical data and intellectual property from security breaches? With AuditWizard Version 6, you can audit additional devices that pose a security risk attached to your network.

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COLLEGES

October Events at
Sarah Lawrence College

Reading - Alumnae/I Prose with Heidi Hart, Clay Chapman and Cynthia Yoder
Wednesday, October 20 Esther Raushenbush

Library 6:30 p.m. Free

Heidi Hart MFA '00 is the author of Grace Notes: The Waking of a Woman's Voice. Her poetry has appeared in literary journals such as Pleiades, Cimarron Review, Quarterly West, Ellipsis, Monkscript and Lumina. A singer and writer, Hart performs spoken poetry and song. Clay McLeod Chapman '00 is the creator of the Pumpkin Pie Show, a rigorous story telling session backed by its own live soundtrack. He is the author of rest area, a collection of short stories, and miss corpus, a novel. Cynthia Yoder MFA '00 is the author of the first contemporary Mennonite memoir published in the U.S., Crazy Quilt: Pieces of a Mennonite Life, which tracks her quest to understand her Pennsylvania Dutch roots. For more information, please call (914) 395-2411.

Reading - Campbell Corner Winners Reading Tuesday, October 26 Poets House 72 Spring Street New York City 7:30 p.m. Free

The Sarah Lawrence Language Exchange presents an evening of readings and reception by poets and essayists awarded the 6th annual Campbell Corner prizes. The prize is named for the late mythologist and Sarah Lawrence College faculty member Joseph Campbell. For more information, please visit www.sarahlawrence.edu/ccorner.

Concert - Nordic Voices

Thursday, October 28 Reisinger Concert Hall 8 p.m. \$10 for regular admission/\$8 for Senior Citizens (55+) and students with a current ID
Nordic Voices an acappella ensemble, sings programs of repertoire from the medieval to the modern eras. The group has toured extensively throughout the U.S. and abroad. Winner of the ensemble vocal competition in Tolosa, Spain, Nordic Voices has performed on stage, radio, and television in Europe. The group's latest recording is Sense and Nonsense. Performers are: Ingrid Hanken, soprano; Tone Elisabeth Braaten, soprano; Ebba Rydh, mezzo-soprano; Per Kristian Amundrod, tenor; Frank Harvroy, baritone; Trond Olav Reinholdtsen, bass. For more information, please call (914) 395-2411.

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Calendar of Events October 2004

Conferences

32ND ANNUAL CONFERENCE ON DYSLEXIA AND RELATED LEARNING DISABILITIES on Monday, March 14 & Tuesday, March 15, 2005 at the Marriott Marquis in midtown, New York City. 1,200 educators, healthcare providers, administrators and parents of children with dyslexia choose from over 95 sessions on dyslexia. For more information, call 212-691-1930 ext. 13 or visit us online at www.nybida.com

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333 West 57th St., Suite 11, NYC 10019
Email: info@readingreformny.org or www.readingreformny.org

CONFERENCE ON READING
Sunday, November 7, 2004
New York Hilton Towers, 6th Avenue between 53rd & 54th Streets, NYC 7:45 am - 4:30 pm

KEYNOTE SPEAKER: DR. DIANE RAVITCH, AUTHOR AND RESEARCH PROFESSOR OF EDUCATION, NEW YORK UNIVERSITY

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Fundraisers

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Thursday, September 30, 6:30pm - 10:30pm Cocktails & Cuisine \$75
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Lectures

THE CHURCHILL SCHOOL AND CENTER
301 East 29th Street, NYC 10016

LEARNING OUTSIDE THE LINES
Wednesday, October 13, 2004, 7:00 - 9:00 p.m. Speaker: Jonathan Mooney
Dyslexic Writer and Activist; Executive Director, Project Eye-To-Eye Mentoring Program How to think differently about LD/ADHD individuals and the concept of learning itself. Fee: \$40.00 Contact: Susan Spero, The Churchill Center 212-722-0610

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Monday, October 18
Tuesday, October 26
Tuesday, November 9
Monday, November 22

UPPER SCHOOL
For students entering grades 9 - 11 in September 2005 9:00 - 11:00 am
Friday, October 8
Tuesday, October 19
Monday, October 25
Thursday, November 11

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Saturday, November 20
Open House Hours
9:00 am - 2:00 pm
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Tuesday, October 26
Tuesday, November 9
Tuesday, November 16

PARENT OPEN HOUSES:
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Tuesday, November 30
Tuesday, December 7
Tuesday, December 14
You must RSVP to attend. Space is limited. Please call 212-867-9594

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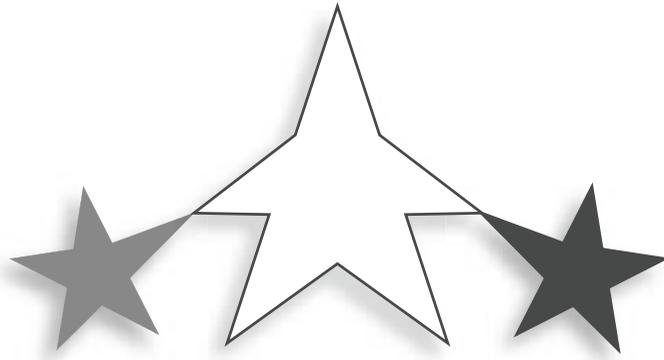
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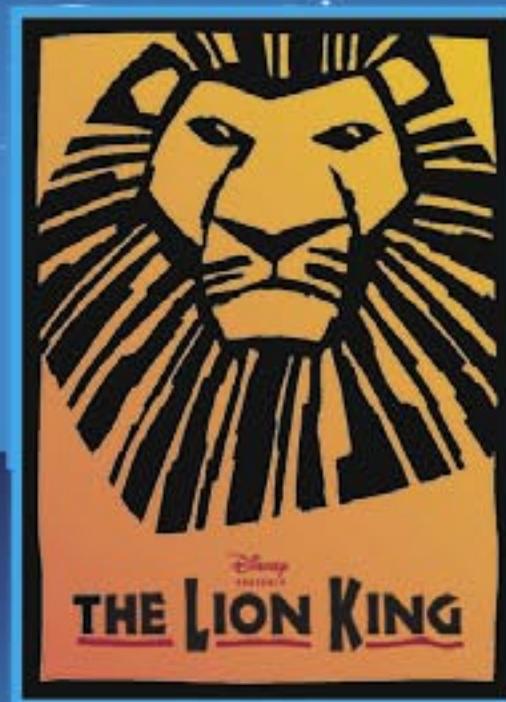
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