SCIENCE EDUCATION IN NYC SCHOOLS
Hot Job: Jim Flak, Sous-Chef

By JAN AARON

Have you ever thought of a career in the burgeoning culinary field? Then, Jim Flak’s story will interest you. At 25, Mr. Flak was living in Lincoln, NE, unhappy in marketing. He had always liked to cook. So, encouraged by his wife, Jennifer, a dietician, they moved to Providence, RI where he enrolled in The College of Culinary Arts at Johnson & Wales University, renowned world wide for training excellent chefs, and earned a Associate in Science Degree, Culinary Arts in 2004. I caught up with Mr. Flak at Rue de L’Espoir, a popular Providence bistro, known for its innovative seasonal menu. It’s cheerful with peach walls and a French street scene in the bar. Mr. Flak worked part-time here while studying at Johnson & Wales in Providence, RI. He had always liked to cook. So, encouraged by his wife, a dietitian, they moved to Providence, RI while he studies at the College of Culinary Arts at Johnson & Wales University.

To work in a job like his, means being happy in tight quarters, long hours and perhaps accepting a modest starting salary. (Some sous-chefs start at $25,000) It’s also teamwork. Mr. Flak works with the chef, the kitchen manager and five others on the kitchen staff on things like selecting specials; he keeps track of inventory and personnel. His job requires rhythm and planning. “I make sure the food gets to the wait staff so everyone at a particular table is served simultaneously,” he said.

As a sous-chef, at Johnson and Wales (J&W), Mr. Flak literally began at the bottom. “I polished my boots,” he said. He learned to stock a store room and everything else to do with food preparation, from cutting meat and preparing stocks and sauces to using all kinds of cooking equipment—ovens, grills, broiler and a variety of pots and pans—and estimating food requirements. “Studying nutrition was a J&W requirement and I learned to make healthy food delicious,” he said.

Mr. Flak said that a good chef must also be aware of the world around him, the environment, past and present trends in foods (he has 160 cookbooks in a growing collection), and today’s hot button issues like obesity. He also looks ahead to career advancement, knowing his job will always be his passion.

A COOKING CAREER:
VISITING JOHNSON & WALES

By JAN AARON

“Typically for a high school graduate, 16-19, admissions looks at school curriculum, and, in culinary education, food curriculum, college prep and SAT scores, and work experience,” said Maureen Dumas, dean of admissions, continuing education, at Johnson & Wales in Providence, RI. (8 Abbot Park Place; 401-598-2300x2903; www.jwu.edu). Challenges new students face? “Knowing when to work and play and study,” she added.

I recently interviewed Ms. Dumas by telephone, after looking around J & W’s RI campus and wondering how it would be to go to school there. “We have students from the 50 states and 1,000 international students from countries like Sweden, Turkey and South Korea,” Ms. Dumas added. The university runs frequent tours for prospective students. J & W, founded in Providence as a business school in 1914, is now a world-class university, offering students an opportunity to pursue career education in business, hospitality, culinary arts, or technology. Scores of majors and degree programs are offered at the undergrad, grad and doctoral level at six campuses in Providence, Charleston, Norfolk, North Miami, Denver and Charlotte.

Ninety-eight percent of their students find jobs in their chosen fields, within 60 days after graduation. An unusual feature of Providence’s culinary education is its focus on nutrition, so much in the news these days. “Providence is the only culinary school in the nation offering a degree in culinary arts, accredited by the American dietetic association,” said Susan Vieira, MS, RN, LDN, nutrition department chairman, in a telephone interview. (Denver’s nutrition program commences in September). Indeed, in their first two years, all J & W culinary students take courses in nutrition and sensory analysis and personal nutrition. “We turn out chefs who know how to make gourmet meals healthy, and nutritionists who know how to make wholesome food taste delicious,” Ms. Vieira added. In response to the US obesity epidemic, J & W has trained chefs and managers in nutrition and healthy eating in various industry segments.

Unique features at J&W colleges include a 4-day school week, the opportunity to earn degrees (associate and baccalaureate) in four years, and hands on training at university-owned or partnership facilities or at world-wide co-op sites. Famous graduates include Food Channel’s Emeril Lagasse.

On campus, the amazing J&W Culinary Archives and Museum (401-598-2805; Tues.-Sun., 10-5, 315 Harborside Blvd., www.culinary.org) packs millennia of global history into the world’s largest culinary collection. See utensils from BC to present: china, lunch wagons, diners, and displays of culinary collections. See utensils from BC to present: china, lunch wagons, diners, and displays of culinary collection. See utensils from BC to present: china, lunch wagons, diners, and displays of culinary collection. See utensils from BC to present: china, lunch wagons, diners, and displays of culinary collection. See utensils from BC to present: china, lunch wagons, diners, and displays of culinary collection. See utensils from BC to present: china, lunch wagons, diners, and displays of culinary collection.

An interesting feature: a special chocolate sculpture is created each day. The students face? “Knowing when to work and play and study,” she added.

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Careers in Fine Arts, Architecture & Design: Rhode Island Has Designs On You

By JAN AARON

If you admire it, wear it, or laugh at it, chances are it may have started at the Rhode Island School of Design ([RISD]; 2 College Street, Providence, RI 02903; write here to Admissions for appointments to visit or phone 401-454-6100; www.risd.edu/). Some famous grads nurtured here include glass artist Dale Chihuly, fashion designer Nicole Miller, and animator, Seth McFarland, originator of Fox TV’s hit, “Family Guy.”

Having recently toured the sprawling campus with 41 buildings, 34 historic properties, a world-class museum, galleries, library, and a nature lab all displayed under towering trees on sculpture-studded grounds, I wanted to know what goes on inside. Enrolled are 1883 undergraduates and 399 graduates. Founded in 1877, RISD is the preeminent design school in the country, attracting students from the US and 47 other countries. I wondered how they are selected and what challenges they face.

“We look for applicants with interesting portfolios, technical and thinking skills, what art ideas make them stand out, sets them apart from others, and how the applicant looks at the world. They also need the traditional skills, those fun-damentals that are generally taught in secondary schools,” said Ed Newhall, director of admissions, in a phone interview.

As for challenges, he cited the intensity of the experience here. “They come from a varied program to spend an extraordinary amount of time on art in the studio or outside. That can mean 7 1/2 hours in a drawing class. For freshmen, This takes adjusting to. It’s also very enjoyable and so is being among people interested in what they’re interested in,” he said.

Undergraduates and graduates can seek degrees in fine arts, architecture, design disciplines and art education. Academic programs range from research and design initiatives to art criticism and international exchange programs. In addition to 482 full and part time faculty members, RISD hosts many guest critics and lecturers each year. The average undergraduate class size is 14, graduate 10.

Students are encouraged to think outside the box, by considering a wealth of issues, including environmental and global and to study other cultures and their beliefs to gain the necessary perspective to shape our world. RISD’s Continuing Education offers nearly 200 courses each year for adults and children at various levels. The RISD Museum, (401-454-6500; 224 Benefit St. www.risd.edu/museum/cfm; Tues-

Sun 10-5 until 9, the third Thursday each month) a teaching tool for students, is Rhode Island’s finest and one of the best for its size in the country. Displayed in its permanent collection are nearly 80,000 works of art from virtually every culture and period. Renowned for Etruscan, Greek and Roman art, British watercolors, 19th century French art, and textiles, I was drawn to elegant ancient jewelry, old silver and Japanese works, though there is fine modern art as well as special changing exhibits.

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Tuesday, Nov. 22 9:30 - 11 am
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THE INCREDIBLE MAXINE GREENE

By SCOTT NOPPE-BRANDON

Over 30 years ago, Lincoln Center Institute, through its founder Mark Schubert, began a critical re-examination of its performing arts program for young people. The main recommendation of the study, entitled “The Hunting of the Squiggle,” was for the creation of a new kind of arts organization, one established just for youth. Heralded by the then NY State Commissioner of Education, Ewald B. Nyquist, the organization would strive to bring together artists, teachers, community agency leaders, parents, and students to establish an interdisciplinary collaboration directed at bringing the arts into the everyday lives of students. The recommendation, based on the evaluation of over 200 education programs by arts organizations in the country, was considered vibrant and visionary, so much so that the report of it earned front page coverage in the New York Times. I have often joked that the only way to get that kind of coverage today would be to enact a ritual sacrifice of a teacher each summer.

Upon Mark’s retirement from Lincoln Center, he bestowed upon me a prized possession, a letter from a ninth grade student, commenting on a dance performance that had just occurred at his school. It reads, “Dear Performers, thank you for performing at my high school on Friday.” I liked it a little. Sincerely, John.”

From the “Squiggle” study, a new organization at Lincoln Center was developed. An institute was formed, a place of study and place of practice about the arts and about education. Mark knew that in order to develop this new type of art-and-education organization, he needed help. He imagined that the type of help needed was within the education theory, the educational philosophy part of the experience. Once again, he set about looking for something — or someone — new. As luck would have it, he was put in touch with Lawrence Cremin, then President of Teachers College, Columbia University. President Cremin knew the perfect person, a distinguished philosopher of education, Dr. Maxine Greene. A marriage of minds and temperaments followed and Dr. Greene became the Philosopher-in-Residence at the newly founded Lincoln Center Institute (LCI). Known to everyone as Maxine, she has for more than 30 years been the philosophical voice, the educational wellspring of LCI. Next summer, as part of the LCI 30th Anniversary celebration, we will honor our dear friend and colleague.

The best way to honor Maxine is to continue to actively pursue the depth and breadth of her educational vision. As part of this, with enthusiastic support of its wonderful teaching artists, program, artistic and administrative staff, LCI is once again undertaking a critical re-examination. One dramatic outcome of this effort is the creation of a new high school, named the High School for Arts, Imagination and Inquiry, which will open its doors this September. Housed in the Martin Luther King, Jr. campus across the street from Lincoln Center, this school will have a connection to Maxine like no other. Initially, LCI conceived of the school as a place to honor Maxine. Maxine drafted the original concept paper for the school. She was part of the interview process to hire the Interim Acting Principal, Stephen Noonan. She helped present the concept of the school for approval to the NYC Department of Education and New Visions for Public Schools. And she continues to meet with Madeleine Holzer, LCI’s Director of Education Development, Stephen, and the teachers as the development of the school takes shape. Finally, Maxine plans to be available to students and teachers throughout the school year. She will even have office hours. Amazing, yes; atypical, of course not: it’s Maxine.

Scott NOPPE-BRANDON is the Executive Director of the Lincoln Center Institute for the Arts in Education. www.lcionstitute.org

Bopping Around With the Best: Music for Kids & Teachers at Teachers College

By JOAN BAUM, Ph.D.

The unofficial Bert Konowitz fan club keeps growing, ranging from high school kids to teacher-musicians who hear about the mavin of improv at Teachers College, Columbia, tell their friends, and wind up taking classes with him. Of course, they also tell their students, from surrounding suburban areas which is how high school youngsters in the city and from surrounding suburban areas find out about this unique, five-day summer Music Camp for Improvisation (teachers start a week earlier). It’s not just that the coach, with his t-shirt and whistle, has been teaching music and improvisation for 45 years, but that he’s a beloved pro who knows how to hang loose but stay focused. The 30 or so youngsters in the program, many from homes in the projects or schools without adequate music programs, many on scholarship, are given booklets prepared for them, and lunch and a copy of a CD they make together, but what Dr. K. mainly gives participants is confidence to “play” — how it begins a lot of attention in the follow-up breakout sessions that are led by graduate students or teachers, some of whom perform in the Spirit All Stars, a group of pros formed by Dr. K who sit onstage, riffing, jamming, demonstrating, joining the youngsters. For all the apparent informality, the sessions turn on solid music theory, discussion of scales, time signatures, rhythm, sequencing, and articulation. Dr. K also manages adroitly to sneak in bits about the famous jazz artists — what was musically distinctive about, say, Miles Davis, Thelonious Monk, Dave Brubeck, Charlie Parker, John Coltrane. Some of the youngsters know, others don’t, no one is made to feel anything but welcome. Indeed, Bert Konowitz works the room with great sensitivity. He knows all the names. “You want to join in?” he asks a tenor sax, then a piano, and then a vocalist. “Nice job, Andrew, and here’s Eric on flute. C’mon horn, no? That’s all right, some days we just don’t feel like it.” And suddenly, there he is at the piano. Though he mainly played clarinet when he was a student at the H.S. of Music and Art, “49, it’s clear that fine musicians play many instruments, and compose—Friday’s concert includes “Zaragossa,” a complex Latin-beat piece, by one Bert Konowitz, and he encourages the younger artists in this direction as well.

It’s amazing what just one day can accomplish. Monday, the kids clustered in ethnic groups, now look at them, Dr. K. says. Indeed, the mix is genuine—they’re munching on sandwiches and watching (and critiquing) a video of a rehearsal. They’ll leave the program with a deeper sense of how improvisation has opened them up in more senses than one. The attending teachers couldn’t agree more. Sharon Presenti, a dramatic soprano and voice and music teacher for the New Hyde Park-Garden City schools, whose son is in the Improvisation Workshop Program, notes Dr. K’s ability to get shy, diffident young people to be more forceful and teachers to rethink what they do.

Karen Wallace, a Mt. Vernon music teacher and a member of the Spirit All Stars, beams. She has two students in the program and loves learning from Dr. K. Both women comment on his patience and his “positive” approach. Just a few minutes earlier, clearly hearing a clinker, he called out, with laughter in his voice, “hey, there are no wrong notes, only poor choices.” He is generous as he is talented, insisting that his younger Spirit All Stars colleagues all be noted: Larry Bellereau, Nick Ambrosino, Ike Sturm, Dru Pichowski, Dan Burwasser, Steven Reid, his assistant, and he is delighted at the support the Improv Camp has received from The American Society of Composers, Arrangers and Publishers Foundation (ASCAP), the Chase Your Dream Scholarship Fund of Rita and Herbert Z. Gold, the Leonard Bernstein Family Foundation and the administration of Teachers College. He doesn’t want this second great year to be the last, however funds are needed to continue and to expand this proven success. Interested music lovers and educators should check out: www.allaboutjazz.com/
Four Wheeled Family Fare on Broadway: Chitty Chitty Bang Bang

By JAN AARON

In Chitty Chitty Bang Bang, it’s the fantastic auto herself that’s star of the musical that bears her name at the Hilton Theater. She goes up and down, left and right, and hovers above, transporting the kids into a state of wonder and delight. The automobile, rescued from a junkyard, manages to carry her human passengers over the audience and away from the scary Vulgarians to roaring applause.

You’ve guessed it. This mainly is a show for kids under 12, but also it will charm adults who like perky tunes, clap along music and lyrics (by Richard and Robert Sherman of Mary Poppins), bright sets and costumes (by Anthony Ward) and adorable tots. (There are many ragamuffins in the audience.)

Based on James Bond creator Ian Fleming’s children’s book, the musical was adapted by British author, Diana Wynne Jones. The unending delightful procession of images and ideas makes this a treat for both adults and children. The film has been expertly dubbed in English for its release here. The voices—Christian Bale, Lauren Bacall, Billy Crystal among others—are familiar, but they emanate from a strange, magical environment where a flying castle made of odd bits and pieces can land on barren land, beside a lake or in a quaint village, depending on which knob you turn.

The film’s heroine, Sophie, (voiced by Emily Mortimer) starts out as a shy 18-year old hat-maker. But then a witch’s spell transforms her into a wise 90-year-old woman (voiced by Jeanne. Dilly). Jan Maxwell and Marc Kudisch are scene-steal- ers in their roles as Baroness and Baron Bomburst of Vulgaria, a pair that hates children. Chip Zien as Goran and Robert Sella as Boris impress as two men hired to fetch the auto for Vulgaria, but kidnapp Grandpa Potts instead. Kevin Cahoon as Childcatcher is suitably boose. Director Adrian Noble and choreographer Gillian Lynne keep everything conventional, which is in keeping with the show. The amusing sets and costumes mix storybook and realistic looks.

Note to the kids: The adult you bring with you will favor the second act when the show gains momentum. ($20-$100, 213 W.42nd St; 212-307-4100).

Charming Moving Castle; Endearing Marching Penguins

By JAN AARON

Japanese animation wizard Hayao Miyazaki’s delves deep into his amazing imagination with Howl’s Moving Castle, his adaptation of the popular children’s book by British author, Diana Wynne Jones. The unending delightful procession of images and ideas makes this a treat for both adults and children. The film has been expertly dubbed in English for its release here. The voices—Christian Bale, Lauren Bacall, Billy Crystal among others—are familiar, but they emanate from a strange, magical environment where a flying castle made of odd bits and pieces can land on barren land, beside a lake or in a quaint village, depending on which knob you turn.

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Using Technology Wisely: The Keys To Success

Reviewed By: MERRI ROSENBERG

Virtual Schools: Planning For Success

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Virtual Schools: Planning For Success

By Harold Wenglinsky


No...do computers really help students?

That compelling question is at the heart of this provocative book by Harold Wenglinsky, which explores, through careful analysis of national data, how computers are actually used in the classroom and what that means for student performance on the National Assessment of Educational Progress in the areas of mathematics, science and reading.

As a parent who recalls only too well my own two children’s experiences with our suburban school district’s flirtation with a kindergarten computer program that purportedly was going to make learning to read easier (and was jettisoned after four years, when educators realized that it had no impact on children’s acquisition of reading skills), I read this text with great interest.

It deals with a topic that has significant national implications as far as educational policy is concerned, especially since the passage of the No Child Left Behind Act. And it also is important for those who are concerned about the implications as far as educational policy is concerned, especially since the passage of the No Child Left Behind Act.

Ultimately, Dr. Wenglinsky contends that technology “is neither inherently good nor bad, but its value depends upon how it is used. If used in a didactic fashion, it is worthless.” If used in a constructivist fashion, it is a useful tool; and if used in a what is constructivist way; it’s not clear that there’s much benefit with it.

Based on the research, Dr. Wenglinsky shows, computers have a positive benefit on math and science results when they are used in a constructivist way; it’s not clear that there’s much benefit without a predetermined agenda.

Ultimately, Dr. Wenglinsky contends that technology is used in a constructivist fashion, it is a useful tool; and if used in a what is constructivist way, it is worthless.”

That’s certainly a provocative prescription—and one worth taking seriously.

Virtual Schools: Planning For Success

By Zane L. Berge and Tom Clark


A variety of factors, from legislation like No Child Left Behind, the increase in the demand for measurable outcomes and more testing throughout the educational process, the standards movement, the arrival of more hardware and software in the schools—even the rise in home schooling—has undoubtedly raised the profile of virtual schools.

As online learning has moved from its well-established berth in the high schools to middle and elementary schools, the virtual learning has increased accordingly.

At its best, suggest the editors (Zane L. Berge and Tom Clark is the president of TA Consulting, a firm that provides research and evaluation services for business, education and the student) for virtual schools can improve access to a quality education for minority and low-income students, going a long way towards ameliorating inequities in the present system.

Ultimately, as virtual schools move towards an e-learning model, in which distance learning and technology in education are aligned more closely, they can eliminate even more barriers and provide an enriched and enhanced educational experience for all students.

In a discussion of policy and practice, authors Robert L. Blomeyer and Matt Dawson write, “online learning should become a uniformly available curriculum choice throughout our national educational system. Uniform availability should include due consideration of technology infrastructure requirements and digital equity to assure that every child has equal opportunities to choose online learning, where such choices are locally appropriate and aligned tocontent standards and accepted curriculum practices.”

Still, the volume’s contributors do not shirk from acknowledging some of the difficulties e-learning has faced, like the high start-up costs, continuing inequities of access, higher dropout rates, and limited options in student preparation, and accreditation issues.

The book combines some intriguing case studies of how virtual schools can work, with a scholarly background on how the development of educational technology has driven the proliferation of virtual schools, as well as a detailed analysis on strategies that school leaders can use to launch, or improve, their own e-learning programs. Among the topics covered include issues of equity and access, funding, and learning for curriculum and teacher development.

Whether the model comes from the sphere of charter schools, private for-profit providers, or university and government partnerships, there is a sufficient abundance of information that can be adapted to a particular community or district’s needs.

Clearly, providing high school students in rural or economically depressed areas with AP online classes is a major benefit; the virtual school will not guarantee equity.

At a particularly successful model—Florida Virtual School, for example—the state-certified instructors are expected to respond within 24 hours to students or parents, and teachers are held accountable for their students’ performance. The virtual school offers e-mail, fax, but also phone conversations, Internet chats, and even threaded discussions for students.

The overall tone of the book is a positive one, viewing virtual schools as inevitable, with the major question being how to make a particular model work for a particular school community. It certainly should be read and consulted by any school leader contemplating a venture into e-learning opportunities.

Ideally, of course, “when collaboration exists between local schools and online education providers, online courses are an enhancement to, not a replacement for, face-to-face interactions.”

One of the major benefits of a virtual school is that change can happen quickly, making it easier for teachers and administrators to adjust curriculum, or policy, to respond to students’ needs.

And while no one is suggesting that virtual schools will ever replace traditional schools, “virtual schools can play a role in ensuring equitable access to high-quality learning opportunities for K-12 learners...The ability to provide an expanded curriculum is probably the most frequently cited benefit of virtual schools.”
The 60-Second Encyclopedia
by Michael Rosen
Milkweed Publishing, $11.95

Welcome to the wonderful world of the 60-Second Encyclopedia: delightfully obsessed with everything that goes on in just one minute. The book is packed with amazing-but-true facts and incredible achievements—think Ripley’s Believe It or Not meets the Guinness Book of World Records for Kids. Appealing to both boys and girls, it puts a whole new spin on math, science, nature, the human body, popular culture, and much more.

Go Figure! A Totally Cool Book About Numbers
by Johnny Ball
DK Publishing, $15.99

Go Figure! A Totally Cool Book About Numbers strives to dismiss the myths in the minds of students ages 8 and above that math and numbers are boring. Filled with fascinating facts, history, patterns, and examples from real life situations, this book engages students to start looking at how numbers are a part of the world around them.

Lucky Stars
by Lucy Frank
Simon & Schuster Children’s Publications, $16.95

A comedy in three acts, Lucky Stars follows the adventures (and misadventures) of three very different kids who join the chorus in their New York City public high school when the program bridges the distance and difference between them. Kids like Javier, who loves to hate the stage her father has forced her on—the platform of the New York City subway, performing for money. Jake, who longs to sing, listens from afar, but stutters so badly he can’t make a move. With the help of a pet duck, a wise-cracking friend, and a fiery choral conductor, the two find their own voices, themselves, and each other.

Elaine’s Circle
by Bob Katz
Marriage & Company, $14.95

In Eagle River, Alaska, Elaine Moore is a veteran teacher who believes that the classroom, first and foremost, must be a community and that learning is best when shared in a circle of peers. When her spirited fourth grade boy is diagnosed with terminal brain cancer, Elaine’s innovative methods are suddenly put to an extraordinary test. To keep their circle in tact, Elaine and her students realize that their stricken classmate must maintain his schoolwork—for it is learning, they so believe, that is the essence of life. Elaine’s Circle is a heart-wrenching look at the remarkable achievements of a dedicated teacher and a group of children who take her at her word when she tells them, “Learning is not just something we do in school. It is something we do until the day we die.”

What Can You Do with a Major in... Biology
by Bart Atten; English by Shelley O’Hara; Education by Jennifer A. Horvitz; and Bruce Walker; Business by Kato Shoup Welch; Psychology by Shelley O’Hara
Milkweed Editions, $12.95 each

Some students go into college knowing just what they want their major to be, but the majority struggle with what it should be. Fortunately, there are worlds of exciting and lucrative job opportunities for college graduates. Arthur Golden has the advice, care and an understanding of their options. What Can You Do with a Major in...? eases the anxiety of making a big decision and then applying to it making a living.

What Can You Do with a Major in... Business
by Rob Kall
Milkweed Editions, $14.95

Art lovers from around the world have long been captivated by Frida Kahlo’s vibrant dreamscapes, self-portraits and still lifes and Diego Rivera’s extraordinary murals and paintings. With Frida Kahlo and Diego Rivera, children will find artistic inspiration as they explore the world of these iconic artists. Sabbeth brings Kahlo and Rivera’s art, as well as Mexico in the early 20th century, to life with the 24 fun and educational activities. Young artists will learn about Kahlo and Rivera’s inspiration and influences, especially pre-Columbian and Mexican folk art. Children can also try some of Kahlo and Rivera’s techniques themselves, with activities such as making a mini-mural, creating a mural with a social message, and painting a Kahlo-style self-portrait.

Atchafalaya Autumn
by Greg Gairard
2005

After Sunset at Myrtle’s on the Atchafalaya River—Fall 1990. Photo from Atchafalaya Autumn by Greg Gairard.

Cheating Our Kids: How Politics and Greed Ruin Education
by Joe Williams
St. Martin’s Press, $24.95

Our once admired system of education in America has lost its way and become so consumed with meeting the demands of grown-ups that it has forgotten that it should exist to serve the needs of children, first and foremost. Not only an education writer but a parent, Williams firmly believes that the education system should exist to serve the needs of children. But he knows—and shows—how it has been captured by groups—their interests and egos that are protected and advanced through competent and powerful organizations. This book provides the public and parents a provocative analysis and necessary solutions on how to return the focus of schools to preparing our children to succeed.

Teaching Outside the Box: How to Grab Your Students By Their Brains
by Jane Cutler, pictures by Thomas F. Yezerski
Farrar, Straus and Giroux; $15.00

Rose and Riley Come and Go
by Jane Cutler
Farrar, Straus and Giroux; $15.00

Rose and Riley: Their Lives and Ideas, 24 Activities
by Carol Sabbeth
Chaoch Review Press; $17.95

Frida Kahlo and Diego Rivera: Their Lives and Ideas, 24 Activities by Carol Sabbeth

Our suggestions for the first week of school

To return the focus of schools to preparing our children to succeed, author LouAnne Johnson offers practical and friendly advice that will help both new teachers and veterans create a vibrant classroom environment where students enjoy learning and teachers enjoy teaching. The book is filled with no-nonsense advice, checklists and handouts, as well as a question and answer chapter based on real letters sent to LouAnne Johnson from students asking for advice about parents, siblings, school and friends.

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A MONUMENTAL TRIBUTE TO AMERICAN NOBELIST & STUDENT ESSAY WINNERS

By JOAN BAUM, Ph.D.

Theodore Roosevelt Park—a lovely oasis of green on the north side of the Museum of Natural History at 81st Street—named for the President who was also the first American to be awarded a Nobel Prize (Peace, 1906)—recently was the scene of a joyous and significant occurrence: a tribute to the seven 2004 American Nobel Laureates whose names had just been inscribed on the columnar Nobel Monument in the park, and an awards ceremony for the winners of the first Laureates of Tomorrow Nobel Essay Contest. The competition, open to all New York City High School juniors, was the creation of the Consulate General of Sweden in New York, in conjunction with the New York Academy of Sciences, the New York City Department of Education (DOE) and The City University of New York, and is supported by, among others, Macmillan/McGraw Hill, Glencoe/McGraw Hill and the New York Hall of Science. Though the day was hot and the topic even hotter—the need to advance scientific literacy and encourage scientific achievement in the city’s schools—presenters and student recipients could not have been more cool in their mix of modesty and confidence.

What a scene—in all senses of the word: the trees, which keynote speaker Nobelist Richard Axel (Physiology/Medicine) delighted in pointing out—lindens, elms, ginkos, horse chestnuts, oaks—were European and American, symbolic of the old and new worlds coming together on American soil. Indeed, since the inception of the monument, elegant in its soaring vertical simplicity, those seven Nobelists were: David J. Gross (Physics), Wilczek (Physics), Irwin A. Rose (Chemistry) (L-R) Dr. Charlotte Frank, Jedsatta Laucharoen (Winner Physics, Horace Mann School, The Bronx); Michael Vishnevetsky (Winner Medicine, Midwood High School at Brooklyn College), Brooklyn); Alina Fradlis (Winner Chemistry, Staten Island Technical High School, Staten Island); Dr. Julia Rankin

The setting was also significant, as a number of speakers and audience members noted, because New York City is the center of scientific enterprise, and the students who were honored that day could well be Nobelists of the future in physics, chemistry and medicine/physiology. After all, the monument, which was inaugurated in 2002, is “a tribute to the seven 2004 American Nobel Laureates whose names had just been inscribed on the columnar Nobel Monument in the park, and an awards ceremony for the winners of the first Laureates of Tomorrow Nobel Essay Contest. The competition, open to all New York City High School juniors, was the creation of the Consulate General of Sweden in New York, in conjunction with the New York Academy of Sciences, the New York City Department of Education (DOE) and The City University of New York, and is supported by, among others, Macmillan/McGraw Hill, Glencoe/McGraw Hill and the New York Hall of Science. Though the day was hot and the topic even hotter—the need to advance scientific literacy and encourage scientific achievement in the city’s schools—presenters and student recipients could not have been more cool in their mix of modesty and confidence.

Addressing the audience, Dr. Shirley Jackson, president of Rensselaer Polytechnic Institute, spoke of progress and opportunities as well as gaps and disparities. This year the National Academy of Science, an influential private group championed by Congress to give advice to policy makers, elected more women (19) than ever before, bringing the total to 187 female members (9 percent). There are “gains but not parity,” she advised. “Tenured tracks in science and engineering have not kept pace with the number of women earning doctorates.” But, she stressed, “High-level scientific research and innovation is done by people—by individuals—not by genders.” A problem is looming, she warned, as scientists and engineers in this country energized by the 1957 launch of Sputnik are retiring, and the flow of international students to US laboratories and number of American students in STEM are declining. “American innovative enterprise may slow as the flow of international students decreases; scientists and engineers to create the new innovations.” As an obvious solution, Jackson suggests, “We must draw upon the new majority—women and the underrepresented groups” and start nurturing them in middle school. “It takes several decades to create a scientist or engineer.”

Several blue ribbon panels have been established to address the issue. Building Engineering and Science Talent (BEST) was created under the Council on Competitiveness in 2001 to redress imbalances in the US technology workforce. BEST has been called upon by several communities to tackle the achievement gap in math and science education. The US army and navy have sought it out to improve diversity programs in their national laboratories. BEST focuses on institutional leadership, targeted recruitment, engaged faculty, peer mentoring, comprehensive financial assistance, enriched research opportunities, and continuous evaluations. Jackson urges, “Talent from every source and from all sources is imperative…to resolve the 21st century challenges which are unfolding.” # AWS has 3,000 members nationally and 60 chapters in the United States and 2 in Canada

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By SYBILL MAIMIN

The Association for Women in Science (AWISE), a thirty-year-old very active network, resource, and voice for women in science, technology, engineering, and mathematics (STEM), recently held its C ceremonies in December, courtesy of The Hon. Gunter Blobel—will each enjoy an all-expense paid trip to Stockholm to attend the Nobel Prize ceremonies in December, courtesy of The Hon.

Ambassador Lie Merch Finborud, Consul General of Norway & Ambassador Kjell Anneling, Consul General of Sweden

Recently, the city of Camarillo’s Chamber of Commerce presented Rockwell Scientific Company (RSC) with the Business Supporting Education Award. Derek Cheung, President and Chief Executive Officer of RSC, accepted the honor at the Sixth Annual Business and Legislators’ Forum held at Spanish Hills Country Club in Camarillo. RSC supports several educational programs for local schools and universities, but their most rewarding program for the past 27 years has been the Youth Motivation Program (YMP). Rockwell’s YMP is a truly innovative concept that takes high school seniors and provides them with hands-on experience working in a technol-
By JOAN BAUM, Ph.D.

Though on the job for only two and a half years, Ellis Rubinstein, the dynamic president of the 188-year old New York Academy of Sciences (NYAS), has been on the go constantly, enhancing, innovating, prompting, prodding, his energy and enthusiasm nowhere more apparent than in what he and his science and education partners have been instituting in the way of initiatives to generate excitement over physics, chemistry and biology in New York City high school students, including encouraging participation in The Laureates of Tomorrow Nobel Essay Contest, which the NYAS administers in conjunction with the Swedish Consulate in New York and The New York City Department of Education (DOE).

Calling the Academy’s 2005 Presidential Reception in honor of the winners of the First Annual Nobel Essay competition a new campaign to “Catalyze Science In Our Schools,” Ellis Rubinstein expressed delight at having more involvement with the DOE in its efforts to advance and extend science education, particularly in underserved communities. Although he had just returned from a related awards ceremony earlier in the day and was getting ready for more celebratory activities in the evening, he spoke at length and with great enthusiasm about programs centered at the Academy, new and continuing, designed to inspire science teachers and their students. Of course, the NYAS continues its mission to “advance the understanding of science, technology, and medicine, and to stimulate new ways to think about how their research is applied to our daily lives.”

In talking to members of the audience at the Academy and at the DOE, he continually exclaims is the talent of New York City which he feels for New York City which has been moving to implement these goals among professionals, prospective scientists and interested members of the general public, or the degree of passion he feels for New York City which he continually explains is the talent center of the world “of Eighteen Nobelists!”

A former editor of Science and English major at UCLA Berkeley, Ellis Rubinstein loves the term “turn-around,” his specialty he feels, and is looking to exercise his skills in New York, a city that can boast having an extraordinary number of elite scientific professionals but that also must acknowledge it does not adequately serve many communities, K-12, in science and technology. He just hired a head of Educational Initiatives to coordinate and publicize a wide variety of new NYAS-based programs for teachers and for undergraduates, particularly in conjunction with CUNY, who will meet at the Academy and determine events and calendars, and he has also brought on board someone to head up the Academy’s Minority Investigative Network (a Women’s Investigative Network already addresses scientific and pipeline issues.

Known for hosting “hot field” conferences for top scientists and post-docs, symposia on timely, scientific issues, including human rights for professionals abroad, and, increasingly for its popular “e briefings” for journalists, the Academy also continues to act as convener of special discipline sections, including career mentoring and interviewing -- a focus that has resulted in a surge of membership (23,000 members in 150 countries) and a growing success on the part of area universities to recruit graduate and post doc students.

The Academy also maintains its long-standing commitment to offer summer internships to top-level metropolitan area high school students in the sciences and engineering to work in the laboratories of leading scientists, and to host the well-regarded NYC Science and Engineering Fair. But what of those students in their junior year of high school who might be persuaded to think about a career in science or in science education? Ellis Rubinstein hopes that The Nobel Prize Essay Contest will prove inspirational.

Seeing out his visitors, the busy president cannot resist a turning into a reception area where he has set up The Nobel Prize Education Games, an interactive science literacy series NYAS administers on its website at Nobelprize.org. One senses that if this cool, smart master of many disciplines had a free moment, he’d sit down to play. His own unusual career path, he notes, was sparked by reaching for knowledge that he thought was out of his range but that challenged him to learn.

By POLA ROSEN, E.D.

Would you like to see an osprey’s nest that measures three to four feet across housing a patient osprey atop whose wingspan is six feet? That and the diamondback terrapin are just two of the wonders that await at the Wetlands Institute in Stone Harbor, New Jersey. The hands-on exhibits include a pilot whale’s skull, a terrapin nursery and exhibits with names that invite exploration like “Secrets of the Salt Marsh” and “Sex and Gluttony on the Delaware Bay.”

Phil Broder, the Director of Education, explained that many school groups as well as families access the guided nature trails (both self and with volunteers) throughout the year. Third and fourth graders can catch minnows, crabs and snails off the dock while others can opt for inner views via pontoon and kayak tours of the wetlands area.

As our guide, Angelica Krut explained, marsh grass is the most important part of the marsh—it’s the glue that holds the wetlands together—and is composed of dead fish, grass, detritus and decaying matter. In fact, the “pungent marsh smell is a sign that a healthy ecosystem is at work.” New vocabulary words learned as well as seen on this field trip were spartina (marsh grass); phragmites (common reed); fiddler crabs which eat detritus; and 40,000 black-head laughing gulls, the largest number in the country.

Horseshoe crab mating takes place in May and June when there is a high tide and full moon.
JTS Scholar Awarded Prestigious New York Public Library Fellowship

Dr. Raymond P. Scheindlin, Professor of Medieval Hebrew Literature and Director of the Shalom Spiegel Institute of Medieval Hebrew Poetry at The Jewish Theological Seminary, has been named a Fellow at The New York Public Library’s Dorothy and Lewis B. Cullman Center for Scholars and Writers. Dr. Scheindlin is one of only fifteen people selected from an international pool of candidates to be chosen for the elite Fellowship.

The Dorothy and Lewis B. Cullman Center for Scholars and Writers is open to people whose work will benefit directly from access to the collections at the Humanities and Social Sciences Library. The Center appoints fifteen Fellows a year for a nine-month term at the Library, during which time Fellows work on their own projects and engage in an ongoing exchange of ideas within the Center and in public forums throughout the Library.

The winner of the 2004 Cultural Achievement Award of the National Foundation for Jewish Culture, Dr. Scheindlin’s work combines academic scholarship and literary translation. At JTS, he teaches and conducts research on the encounter of Hebrew and Arabic cultures in Spain, especially as embodied in the poetry of the two traditions. Over the course of his Fellowship, Dr. Scheindlin plans to complete work on a book exploring the influence of Islamic culture and society on Judah Halevi, one of the greatest poets and philosophers in Jewish history.

YOUR HIGH SCHOOL COUNSELOR MAY HAVE MISJUDGED YOU

By CAROLE SARGENT, Ph.D.

In my work as an academic and literary consultant, I’m surprised to see how many successful adults were actually steered away from college years ago by their high school counselors. Although this was my experience as well, I thought my story was unusual. Not at all. Many students who struggle in high school find that their counselors are noncommittal or even discouraging about college. Instead of suggesting that bored, underachieving high school students take a year or two off to reassess their goals and work for a while, many counselors simply say, “Don’t bother.” Students believe them, and often spend the rest of their lives thinking that they’re not college material.

Dr. Scheindlin plans to continue his work on high school counselors, who try hard to serve their students well. But a caseload of hundreds of students can overwhelm even the most dedicated counselor! The top students often get the best part of the counselor’s time and attention, while the middle and bottom students languish. The top students often get the best part of the counselor’s time and attention, while the middle and bottom students languish.

Bev remembers her counselor as someone who was focused only on the academic stars, and who had little time for the rank-and-file pupils. “He only ’counseled’ the elite of my class—and those who were friends of his son—to go to college. It also seemed that he spent plenty of time addressing the armed-forces recruiters. I do believe that my school’s apathy played a small part in my not going to college right after high school.” But Bev also found that the culture that discouraged her from going to college didn’t have any better idea for her, either. She couldn’t earn the same living and be her male counterparts in the technical fields, either. She couldn’t earn the same living and be her male counterparts in the technical fields. She couldn’t earn the same living and be her male counterparts in the technical fields. She couldn’t earn the same living and be her male counterparts in the technical fields.

If this sounds like you, consider the possibility that your high school guidance counselor probably has no idea what you should do with your life! Nobody can decide that but you. Take some time to work and save money, and then consider enrolling in college as an adult student. Students over age 21 earn the best grades, they are more focused and attentive, and they know why they are there. Adulthood is the best time to finish life! Nobody can decide that but you. Take some time to work and save money, and then consider enrolling in college as an adult student. Students over age 21 earn the best grades, they are more focused and attentive, and they know why they are there. Adulthood is the best time to finish life.

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Great books for adult returning college students. Traditional Degrees for Nontraditional Students by Carole Fungaroli (Farrar, Straus & Giroux 2000). Fungaroli’s high school guidance counselor told her she was not college material. But she earned a bachelor’s degree at age 30 while working full-time, went to grad school, and went on to become an English professor at Georgetown University. She will answer all your back-to-college questions, campus@awordintime.com. 501 Ways for Adult Students to Pay for College: Going Back to School Without Going Broke by Gen and Kelly Tanabe (Supercollege L.L.C., 2004). While going to school at Harvard, the Tanabes won over $100,000 in scholarships, and they show you how.

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Increased enforcement of the age 21 drinking law, higher alcohol excise taxes, and restrictions to prevent minors from purchasing alcohol advertising are among several strategies top alcohol experts and prevention specialists from 36 states discussed recently at Statewide Initiatives Leadership Institute work sessions.

The event is the seventh in a series of national meetings involving leaders of statewide campus alcohol prevention initiatives, including policy advocates, state substance abuse and liquor control officials, and college and university staff. They meet to address the serious issue of college alcoholism—a problem that claims 1,700 lives annually.

Participants will celebrate the successes they have achieved and work together to find new solutions to this problem, and will hear from states with data to support their alcohol prevention initiatives. In particular, the Robert Wood Johnson Foundation-funded “A Matter of Degree” program will present evidence on the effectiveness of changing the environment that supports high-risk alcohol use. Their use of this approach produced reductions in drinking rates and adverse consequences like failing to attend school, getting hurt or injured, drinking and driving.

This “environmental prevention” approach is further supported by recent evidence from the Harvard School of Public Health showing environmental prevention strategies significantly reduce both heavy alcohol consumption and its associated consequences. This approach requires top campus administrators to work hand-in-hand with local and state government officials and community leaders to limit alcohol sales to underage youth and eliminate irresponsible marketing practices by local bars, restaurants, and liquor outlets.

“The research literature makes it quite clear that trying to educate students about theills of drinking won’t work,” said Jude Canut, an associate director for the Center for College Health and Safety and director of the Campus Alcohol Prevention and Intervention project. “This new research from the 10 “A Matter of Degree” campuses adds to our understanding of what does work. Statewide initiative leaders need to incorporate these approaches to try to better manage the resources, skills, and tools to mount comprehensive prevention programs that center on efforts to change the campus and community environment.”

“The biggest challenge for statewide college prevention initiative leaders is how to assist campuses in implementing proven strategies when their funding is being cut or eliminated,” Davidson said. “Research tells us that campuses that are involved in statewide efforts are more likely to use science-based approaches.” Since 1996, the Center for College Health and Safety (CCHS) has worked to promote and sustain evidence-based regional collaborations to reduce college alcohol and other drug prevention. CCHS currently assists 48 statewide initiatives.

The Center for College Health and Safety is a project of the Health and Human Development Programs of Education Development Center, Inc., an internationally known educational research and development organization located in Newton, Massachusetts.

US Soldiers Study in Classes in Iraq

For the first time soldiers can take college level classes at a U.S. base in Iraq due to academic faculty onsite. To date, in Iraq, the only other academic option available to soldiers is through online or distance learning with no classroom instruction.

The State University of New York’s (SUNY) Sullivan County Community College recently began a classroom program—Speicher U—at the 42nd Infantry Base in Tikrit. More than 120 soldiers have signed up for five different classes that are taught by accredited staff who are also soldiers in that same unit. The classes range from math and U.S. history to small business management. The program offers college credit that is recognized both in the SUNY system and at other schools. Classes are given on a rotational basis so that soldiers can easily attend even if they are deployed in the field. Students are expected to complete the same amount of academic work as those studying at SUNY SCCC in New York.

From what we are gathering anecdotally, the classroom-based program has been a terrific morale booster to the soldiers at the base; many students are so eager about this opportunity that they are taking more than one course. One of the benefits to the military that attracts so many young people is the ability to earn a college degree or take college level courses in classrooms where they can learn from their professors and each other. This program delivers that benefit to those soldiers fighting in a war zone.

Sullivan County Community College (SCCC) is a two-year campus of the State University of New York. It is located in the Catskill Mountain region of New York State, about two hours from New York City. One instructor in Tikrit is currently an associate professor at SUNY SCCC and developed this program with the SUNY SCCC chair of Liberal Arts, Vern Lindquist.

Adelphi Faculty Member Selected as 2005 Carnegie Scholar

Adelphi University School of Education faculty member Dr. Charlene J. Barnes has been selected among 300 applicants as one of the 2005 Carnegie Scholars from The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) in Stanford, California. She will join 20 outstanding faculty members from other higher education institutions to invent and share new models for teaching, learning, and research.

Dr. Barnes is an associate professor of literacy education in the School of Education. She has published articles about literacy and multicultural issues in Schools in the Middle, Balanced Reading Instruction, and The Journal of At-Risk Issues, and served as a consultant for Continental Press’ Performance Reading Series-Grades 4-8.

CASTL was created by The Carnegie Foundation for the Advancement of Teaching in 1998 to establish and refine standards for the critical review of teaching and learning by faculty members in college and university classrooms. Carnegie Scholars investigate and document work on issues in the teaching and learning of their academic field, and liberal education in general, for one year. While the scholars work primarily in their own institutional settings, they also spend two summer sessions to collaborate with other Carnegie Scholars from previous cohorts.

Jessie Lynn had 60 college credits when she started her family.

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 Jessie Lynn had 60 college credits when she started her family.
Cooper Union: Women in Engineering

By LIZA YOUNG

Since the Civil Rights movement women have made tremendous strides in the sciences. But while medical school enrollment for women today exceeds that of men, engineering remains a field predominated by men. To address this issue, and to draw capable and aspiring young women to the field, Cooper Union recently held a panel discussion including successful female engineers, in areas ranging from research in bioengineering to bridge design, as well as current female engineering students.

Dean Ellen Baum, the first dean of an engineering college, enthusiastically presented the criteria needed to focus on conditions including crumbling infrastructure, environmental conditions and energy conservation, necessary attributes include a curiosity about the world and a desire to improve its condition. The ability to be a team player and strong commitment about the world and a desire to improve its condition.

While aptitude in math is necessary to becoming an engineer, Dean Baum indicated that this does not stop women from entering the field. The recent Cooper Union graduate, Margaret Janzen, CEO of the Kanbar Center for Biomedical Engineering, “very much wanted to be an engineer,” and with respect to schooling, there is mobility.

For some of the panelists, parents and school staff were supportive, but for others, the reaction to the announcement of entering engineering involved some discouragement and skepticism. Panelist Liliana Gonzalez reminisced how when she told her guidance counselor in junior high school that she wanted to be an engineer, the counselor recommended she rather be a typist. She ignored this advice, a wise decision, as today she is Chief Design Engineer at Central Engineering of Con Edison.

Female engineers are in fact much sought after. Panelists pointed out that you can have a career you love and a family, too. “It’s the perfect balance of family life and career,” said Marie Wieck, GM, Industry Solutions & Business Integration at IBM.

Cooper Union Women in Engineering Panelists included: Liana Gonzalez, Chief Design Eng., ConEdison; Melissa Micou, Ph.D., Research Ass’t Prof, Cooper Union; Linda Chen CE’01, Structural Engineer, DMM Harris; Dean Eleanor Baum, Cooper Union; Margaret Janzen, CE’93, Manager, Keaspan Energy; Marie Wieck, GM, Industry Solutions & Business Integration, IBM. The ability to be a team player and strong commitment about the world and a desire to improve its condition.

The College of New Rochelle (CNR) School of Nursing recently announced that it will offer a Post-Master’s Certificate in Palliative Care beginning in January, 2006. In doing so, CNR will become the first college in Westchester—and only the 15th in the nation—to offer the Certificate in Palliative Care that provides nurses with in-depth skills that are required to properly care for terminally ill patients.

The new course of study, recently approved by the New York State Department of Education, is designed to meet the growing need for providing chronic health care services to patients in hospices, homes and hospital settings. “People are living longer, and as a result, there is a rapidly growing need for chronic health care services,” said Dr. Donna Demarest, Dean of CNR’s School of Nursing. “Hospitals and other healthcare providers are looking to hire nurses who specialize in palliative care, and the demand is expected to increase dramatically. We are offering this new educational track with the goal of helping to meet this need.”

Dr. Demarest explained that the courses will provide students with both traditional classroom learning and training in real-life settings. The introductory course, for example, will give students a holistic overview of patients and families—their problems, the symptoms, the body, mind, and spirit. As part of their training each student in the program will then work with patients in hospice programs to learn the dimensions of suffering, loss, grief and bereavement and to develop relationships with individual patients.

Students will examine “best practice” models of care and the kinds of decisions that must be made at the end of life. To be eligible for enrollment in the new Palliative Care certificate program, students must already hold a master’s degree in nursing. Palliative Care certification will require 18 course credit hours and 550 hours of practical work. As is the case with CNR’s master’s degree programs, the size of the Palliative Care Certificate classes will be small. Limiting class sizes to approximately 10 students enables quality instruction and close interaction with faculty members.

The Palliative Care Certificate fits very well with CNR’s existing holistic and caring/health philosophy, a tradition at the School of Nursing. The first in the nation to offer a master’s program in holistic nursing, the CNR School of Nursing recently announced that it will offer a new Nurse Educator master’s program starting with the fall semester 2005. In addition, CNR plans to construct a $25 million, 60,000-square-foot holistic Wellness Center. When it opens in 2007, the Wellness Center—unique in the New York metropolitan area—will bring together and integrate multiple disciplines to help students understand and practice the principles of healthy living and wellness throughout their lives.

College of New Rochelle Offers Certificate in Palliative Care

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EXPANDED JOB OPPORTUNITIES PREDICTED FOR THE CLASS OF 2005

The job market for the Class of 2005 is predicted to be the best since the Class of 2000. The majors most in demand are accounting, business administration, marketing, computer science and engineering.

According to Michigan State University’s annual Recruiting Trends survey, economic sectors showing strength this year include: retail, wholesale, transportation (not including airlines), health services, entertainment and real estate. The findings of the Recruiting Trends survey favorably coincide with the results of this year’s Top 100 Employers survey conducted annually by and published in The Black Collegian Magazine’s Second Semester Super Issue.

The Top 100 Employers listing ranks the survey respondents according to the projected number of hires from college recruiting for the Class of 2005. The top 20 employers are:

1. Enterprise Rent-A-Car—7,000
2. PricewaterhouseCoopers—3,170
3. Ernst & Young LLP—2,900
4. Lockheed Martin—2,863
5. KPMG—2,240
6. Sodexo, Inc.—2,050
7. Fairfax County Public Schools—1,600
8. Accenture—1,540
9. Northrop Grumman—1,266
10. United States Customs & Border Protection—1,200
11. United States States Customs & Border Protection—1,200
12. United States Air Force—1,095
13. Northrop Grumman—1,000
14. Microsoft—970
15. JPMorgan Chase—810
16. Procter & Gamble—569
17. Liberty Mutual—545
18. Grant Thornton—500
19. Bank of America—413
20. Accenture—410

In addition to the Top 100 Employer’s section, this issue features “Celebrate! Job Opportunities Bright for the Class of 2005,” job search strategies, comprehensive career reports on the military, engineering and actuarial science, and an industry report on banking. Also published is an African-American History section featuring “The Murder of Emmett Till,” and the story of the works of two Nobel Peace Prize winners: Dr. Martin Luther King Jr. and Ralph Bunche. This issue also features, “I Hate My Job” by Reverend Al Sharpton and “Jamie Foxx: Taking Hollywood by Storm.”

The Black Collegian Magazine is distributed free through Career Services Offices on more than 800 campuses across the nation. This issue can be accessed on the Internet at www.blackcollegian.com

$5 Million Awarded to Support African-American Students in Louisiana

JPMorgan Chase has awarded the ETS Scholarship & Recognition Program (SRP) a $5 million, multi-year contract to administer the Louisiana Smart Start Scholarship Project, which will distribute college scholarship grants to African-American students in Louisiana.

SRP will partner with JPMorgan Chase in establishing the Louisiana Smart Start Scholarship Program, which serves to acknowledge the historical wrongs committed against African-Americans while providing educational opportunities for postsecondary study.

“We’re excited by the size and historical significance of this new program, the Louisiana Smart Start Scholarship Project,” says Michael Nettles, Vice President of the ETS Policy Evaluation & Research Center, which oversees SRP. “Beyond that, this program allows ETS to more effectively fulfill our mission to help provide equity and opportunity in education for those who need and will benefit greatly from it.”

“I am thrilled that ETS has once again been awarded a JPMorgan Chase Smart Start contract,” says Ellen M. DiVerniero, Senior Vice President JPMorgan Chase.

SRP currently conducts scholarship recognition programs for more than 90 corporations, foundations and philanthropic and fraternal organizations. The program processes 30,000 new applications and renewable scholarships each year and, on behalf of their clients, distributes more than $18 million in awards annually.

More than 6.5 million students now attend US community colleges for credit. Recently, the Jack Kent Cooke Foundation chose 25 students to receive one of the largest and most competitive scholarships available to undergraduates. The recipients, who are attending or have recently graduated from two-year colleges in the US, will use the scholarship funds to transfer to four-year colleges and universities across the United States, including some of the most selective institutions in the country. While the amount and duration of awards will vary by student based on the cost of attendance or grants received, awards can total up to $30,000 per year for each student.

The Undergraduate Transfer Jack Kent Cooke Scholars come from community and two-year colleges in 18 states. They were selected from among 791 nominees nominated by 519 institutions across the country. Because institutions on average reviewed more than three candidates internally before submitting their nominees, the number of students considered for the award totaled in the thousands. There is no larger scholarship, or one involving such intense competition, available to community college students.

The Foundation created the program to “make sure financial obstacles do not prevent high-achieving community college students from advancing their education and pursuing their dreams,” said Matthew J. Quinn, the Foundation’s executive director. “These 25 students are among the finest students in the country, at any institution.”

This transfer scholarship program is the equivalent to these undergraduates of what programs such as the Rhodes and Marshall scholarships are to graduate students. The size and prestige of the awards emphasize the tremendous talent at our nation’s community colleges,” said Dr. William R. Brody, president, Johns Hopkins University.

The 25 men and women selected bring to 161 the number of students who have received the undergraduate scholarships since the Foundation first offered them in 2002. Through the undergraduate transfer scholarships, the Foundation offers support for tuition, room and board, books, and other required fees for the remainder of the Jack Kent Cooke Scholar’s bachelor’s degree, generally two or three years.

Community colleges are graduating at nearly three times the rate of four-year schools. They now enroll 45 percent of all undergraduate students in the country. At the same time, contrary to common perception, three out of every four community college students are of traditional college age (between 18 and 24). As this group of students grows and changes, a rising number of them seek opportunities to earn four-year degrees.

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25 Community College Students Earn Largest Scholarships in America

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Fighting Cancer in a University Lab:
Dan Jordy at SUNY Binghamton

By SYBIL MAIMIN

A college undergraduate getting an opportunity to work in a lab with scientists developing a device to detect and monitor cancer is exciting stuff. The stakes are even higher and the experience more meaningful when the student has himself been a victim of the disease. Dan Jordy, a senior at the State University of New York in Binghamton, was diagnosed with testicular cancer on Christmas Eve day in 2003. The cancer, one of the rarest overall, is the most common form of the disease in young men. An athlete, he consulted a physician when he recognized symptoms similar to those he had read about on the sports pages concerning Lance Armstrong, the well known cyclist. Surgery and four rounds of chemotherapy forced Jordy to drop out of school temporarily. teammates, and classmates has undoubtedly helped him through the treatment. It was nice to know if this worked out, I'd be helping someone.”

Jordy is a runner and is on the cross-country and track teams. Similar to academic adjustments necessitated by the drop out for treatment, he had to restart his athletic training and slowly rebuild strength. A well-spoken, focused young man, he is tenacious, courageous, modest, and mature. The strong support of professors, coaches, teammates, and classmates has undoubtedly helped him through his ordeal. He cites the relatable small size of the engineering school and the comradery that characterizes the teams and class as having been important contributors to his recovery.

A mechanical engineering major, Jordy explains that engineering is often used to solve biological problems. Machinery as well as pills is critical in the health field, examples being dialysis units and hearing aids. In fact, Binghamton recently began offering a degree in the subspecialty of bio-engineering.

In the lab, Jordy worked with mechanical engineering professors Harold Ackler and Timothy Singler of Binghamton’s Thomas J. Watson School of Engineering and Applied Science, who are attempting to create a small device that would separate out cancer cells in the blood for immediate analysis, making diagnosis and treatment quicker and easier. The mechanism would be portable, making blood work possible at a patient’s bedside rather than in a distant laboratory. Much of the technology is already known; the challenge is integrating many separate functions into one system. A finished product is still in drawing board stage and Jordy quickly learned that research is “interesting, lots of hard work and results do not come quickly.” Besides his intelligence (Jordy will be graduating with a 4.0 GPA), the young student believes his illness encouraged the professors to have faith in him, “Knowing I’d gone through it helped. They knew I’d be committed to the task.” To him, the project “felt more meaningful. I know how people feel going through the treatment. It was nice to know if this worked out, I’d be helping someone.”

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We may not look like we’re part of the same generation, but while we grew up at different times, we come from the same place. We attended a college whose campus was New York. And we got there via the IRT, not the UE, which was good, because it’s easier to do your homework hanging on to a subway strap than a steering wheel. We all worked hard, became the first members of our families to graduate from college, and pulled ourselves up by our own bootstraps to achieve success. And if that sounds like the American Dream at work, it is. It’s what brings us together and makes us one generation.

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Generation Baruch. The American Dream still works.
Great Pyramid’s Science Teacher

By MITCHELL LEVINE

In almost six years of reviewing science educational software, I’ve noted that a great deficit of programs made available for homeschooling families has existed. Scads of packages are offered for enterprise tutorial, which is great if you have 50 students and the need for batch reporting correlated to a precogging lesson plan, but not so helpful for those with one or two. However, I’ve been pleased to note that a new generation of products is now being released for the home education market in mind, one of which is Great Pyramid’s Science Teacher.

Based on a syllabus including not only all of high school biology but two semesters of a college-level curriculum, the program breaks down the subject into twenty content areas covered by a series of tutorials. Each of the tutorials is oriented around a specific question that reflects the particular material being studied, and if the student is able to answer it, they move forward to the next tutorial. If not, an explanation function offers necessary instruction. Following the completion of all (or any) study material, the student generates practice exams, potentially drawing on all content areas. Through this interactive process, a homeschool parent can expect their child to develop mastery at a rate far superior to traditional study methods.

I was not a biology major, and instead studied physics. However, on simple review, it seems as if the selection of topics was very thoroughly researched and based on personal experience. Starting with simple cellular biology – organelles, osmosis, physics application – and moving forward through human anatomy and animal behavior, the material builds on itself. On the high school bio level with seniors freshmen in college level depth. The virtual experiments might not be an actual replacement for hands-on dissection, but certainly complement the tutorials, stepping inside the hard facts for a deeper look.

While this survey is perhaps best suited to bright students, it has been an exciting experience for the home educating family in New York City who may probably make excellent use of it. However, parents may wish to make use a Regents or AP practice exam guide, or an objective solver book, because the included practice tests leading up to graded exams are far from extensive. Nonetheless, despite this limitation, I wouldn’t hesitate to give Science Teacher a strong recommendation.

Endless Loop

By ALFRED POSAMENTIER, Ph.D.

Now that the summer is upon us, it is time for some true recreation—in mathematics, of course. In that spirit, I often want to consider a rather unique situation that demonstrates an unusual phenomenon that arises out of the peculiarities of our decimal number system. There isn’t much you can do with it, other than to marvel at the outcome. This amazing relationship is not something we can prove true for all cases, yet no numbers have been found for which it won’t work. That, in itself, suffices to establish that it is apparently always true. You may wish to have your students use a calculator, unless you want them to practice subtraction. It is best to go through this short procedure by yourself, to really get an appreciation for it. Here is how this procedure goes:

Begin by having them select a four-digit number (except one that has all digits the same). Rearrange the digits of the number so that they form the largest number possible. Then rearrange the digits of the number so that they form the smallest number possible. Subtract these two numbers (obviously, the smaller from the larger). Take this difference and continue the process, over and over and over, until you notice something disturbing happening. (Don’t give up before something unusual happens.)

For example, if you randomly select the number 61,749, perhaps after one subtraction, or after several subtractions. When you do so, you will find yourself in an endless loop, as if the selection of topics was very thorough: 7641 gets 8352 if you add, 1476 if you subtract, 1476 gets 5870 if you subtract and add, 5870 gets 8352 if you subtract, 8352 gets 6174 if you add.

The difference is: 6174

Rearrange the digits of the number so that they form the largest number possible. Subtract these two numbers (obviously, the smaller from the larger). Take this difference and continue the process, over and over and over, until you notice something disturbing happening. (Don’t give up before something unusual happens.)

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- The Red Badge of Courage
- A Tale of Two Cities
- Crime and Punishment
- Lord of the Flies
- Tess of the d’Urbervilles
- The Scarlet Letter
- The Odyssey
- The Call of the Wild
- Moby Dick
- The Catcher in the Rye
- To Kill a Mockingbird
- Hamlet
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- Frankenstein
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—Ted Lutkus
Science Department Chair
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MUSEUMS AS EDUCATORS

The American Museum of Natural History: Focus on Education

By SYRIL MAIMIN

Natural history museums are stodgy places? Forget it! Despite housing some of the oldest artifacts from this 4 billion year old planet, world-class institutions devoted to research and education must constantly rethink, redefine, and reclassify their collections as cutting-edge science offers new theories and new tools for investigation and discovery. New York’s American Museum of Natural History (AMNH) illustrates this dynamism as it regularly creates new galleries and special exhibits to acquaint visitors with exciting up-to-date scholarship. To help science teachers stay current and best utilize the museum’s vast resources, a 3-day AMNH summer Integrated Science Institute focuses on integrating life, space, and earth sciences into the curriculum. Dr. Maritza Macdonald, the very engaging director of professional development, explains, “The program is designed to strengthen people’s content in science. We want educators to bring kids here and know how to use this place.” This year, approximately 120 teachers from elementary through college as well as education students from CUNY and Bank Street College of Education learned how to “bring recent events and discoveries into the classroom.” They heard three keynote lectures by leading scientists that were both fascinating and relevant. Dr. John Flynn, Frick Curator of Fossil Mammals, explains, “The program is designed to strengthen people’s content in science. We want educators to bring kids here and know how to use this place.”

RESOURCES FOR TEACHERS

As seen on the Federal Resources for Educational Excellence website (http://www.ed.gov/flexible)

Interactive Constitution lets you search the Constitution and find relevant passages and explanations. Discover how the Constitution relates to more than 300 topics, from civil rights to school prayer, including Supreme Court decisions, (National Constitution Center)

Imagine the Universe includes lesson plans on wavelengths and frequencies, sizes of stars, gamma-ray bursts, the binary number system, the probability of life elsewhere in the universe, constructing and analyzing images from digital satellite data, measuring periodic behavior, logarithmic plotting and classification of objects by their mathematical behavior, the origin of the elements and their identification in super nova remnants, and identifying elements using spectroscopy. (National Aeronautics and Space Administration)

NEW YORK MUSEUMS

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A highlight of the program was the opportunity to go behind the scenes and tour the vast facilities that hold museum collections. In its omnithology building, the museum has almost one million “bird skins” (perfectly preserved stuffed feathered creatures), as well as nests and eggs, and still sends expeditions to find more. They have many uses. Environmentalists study feathers to detect harmful chemicals. DDT found in egg shells led to the ban of the toxic substance. Artists work in the collection rooms, looking at skins as they prepare exact illustrations for birding field guides. In the entomology department, Karen Susntisky, a teacher at Bronx High School of Science, was amazed to see Alfred Kinsey’s complete collection of wasps. (The well-known sexologist was also an entomologist.)

The AMNH is very accessible to educators and their students. Class field trips are free and include education teaching volunteers and pre-video online and printed materials. To register, call (212) 769-5200. On-line materials can be found at www.sciencebulletin.amnh.org or www.amnh.org/resources.

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CUTTING TAXES AND INVESTING IN OUR PUBLIC SCHOOLS

By MAYOR MICHAEL R. BLOOMBERG

The City Council and I reached an agreement on a City budget for the new fiscal year, which will run from now through next July. This marks the fourth year in a row that we’ve reached a fair and balanced budget with a spending plan that will allow the City to continue to pay down our deficit and work toward reforming our public schools.

That’s a tribute to all of our city’s elected officials who are working together for the sake of every New Yorker.

This year’s approximately $50 billion spending plan reflects the priorities of our Administration, and will help us keep our streets safe and clean, continue to improve our schools, create jobs and improve our quality of life in all five boroughs. It includes $500 million in tax relief for hard-working New Yorkers and their families. Once again, homeowners will receive a $400 property tax rebate for reaching into their pockets and helping pull our city out of our fiscal crisis. We are also eliminating the City sales tax on clothing and foot wear priced under $110. This will help more New Yorkers make ends meet, and curb the loss of sales tax dollars cities across the nation.

In addition, the City Council will hold a hearing on a bill that would eliminate the City’s sales tax on clothing and foot wear priced under $110. This will help more New Yorkers make ends meet, and curb the loss of sales tax dollars cities across the nation.

The fact that the new budget increases funding for education and offers all New Yorkers tax relief—while protecting our city’s core services—underscores just how far New York has come over the past four years. We still need to continue to be fiscally responsible and restrain spending wherever possible, but the fiscal crisis that followed 9/11 is behind us and our economy is growing. In fact, New York City’s economic growth is outpacing the nation’s for the first time since before the recession began in 2003. Unemployment hasn’t been this low since before 9/11. Crime is down nearly 20 percent from four years ago. Our streets are cleaner than they’ve been in 30 years. And with new parks and open spaces being developed in all five boroughs, our quality of life has never been stronger.

IN OUR PUBLIC SCHOOLS

Cutting Taxes And Investing

By KEITH LOCKITCH

Eighty years after the famous Scopes “Monkey” Trial, the anti-evolution forces have regrouped. Today, the battle in school districts from Kansas to Pennsylvania is over the teaching of “intelligent design,” the view that life is so complex it must be the product of a “higher intelligence.”

Advocates of “intelligent design” try to portray themselves as a modern-day Scopes, victims of a dogmatic pro-evolution establishment that will not allow their scientific view into the schools. But the central issue is whether “intelligent design” is, in fact, a genuine scientific theory or merely a disguised form of religious advocacy, creationism in camouflage.

Proponents of “intelligent design” aggressively market their viewpoint as real science, insisting it is not religiously based. Writes one leading advocate, Michael Behe: “The conclusion of intelligent design flows naturally from the data itself—not from sacred books or sectarian beliefs.”

Proponents of “intelligent design” claim that Darwinian evolution is a fundamentally flawed theory—that there are certain complex features of living organisms evolution simply cannot explain, but which can be explained as the handiwork of an “intelligent designer.”

Their viewpoint is not religiously based, they insist, because it does not require that the “intelligent designer” be God. “Design,” writes one leading proponent, “Denis Healy,” requires neither magic nor miracles nor a creator.

Indeed, “design” apparently requires surprisingly little of the “designer’s” identity: Inferences to design, contends Behe, “do not require that we have a candidate for the role of designer.” According to its advocates, the “designer” responsible for “intelligent design” in biology could be any sort of “creative intelligence” capable of engineering the basic elements of life. Some have even seriously nominated advanced space aliens for the role.

Our case is a long time coming as long as they don’t explicitly name the “designer”—as long as they allow that the “designer” could be a naturally existing being, a being accessible to scientific study—that this somehow saves their viewpoint from the charge of being inherently religious in character.

But our case is a long time coming as long as they don’t explicitly name the “designer”—as long as they allow that the “designer” could be a naturally existing being, a being accessible to scientific study—that this somehow saves their viewpoint from the charge of being inherently religious in character.

Imagine we discovered an alien on Mars with a penchant for bio-engineering. Could such a LIS (see parent article) be a “designer.” If “design” is to be considered a natural being capable of “designing” the complex features of earthly life would, on their premises, require its own “designer.” If “design” can be inferred merely from observed complexity, then our purported Martian “designer” would be just another complex being in nature that supposedly cannot be explained without postulating another “designer.” One does not explain complexity by dreaming up a new complexity as its cause.

By the very nature of its approach, “intelli-
gent design” cannot be labeled a scientific theory, since it is not a testable hypothesis that can be evaluated by empirical observation. It is based on the belief that there is an identifiable “designer” who is part of the natural world. Such a “designer” would not answer the basic question its advocates raise: it would not explain biologi-
cal complexity as such. The only “designer” that would stop their quest for a “design” explanation of complexity is a “designer” about whom one cannot ask any questions, who cannot be subjected to any kind of scientific study—a “designer” that “transcends” nature and its laws—a “designer” not susceptible of rational explanation—in short: a supernatural “designer.”

Its advertising to the contrary notwithstanding, “intelligent design” is inherently a quest for the supernatural; only one “candidate for the role of designer” need apply. Denishi himself, who has repeatedly tried to deny this implication, concedes that “if there is design in biology and cosmology, then that design could not be the work of an evolved intelligence.” It must, he admits, be that of a “transcendent intelligence” to whom he euphemistically refers as “the big G.”

The supposedly nonreligious theory of “intelli-
gent design” is nothing more than a crusade to peddle religion by giving it the veneer of natural science. There is nothing more than a religiously motivated attack on science, and should be treated as such.

Keith Lockitch is a Ph.D. in physics and a junior fellow at the Ayn Rand Institute in Irvine, CA.

THE HEAVY HAND OF AUTOCRACY

By CSA PRESIDENT JILL LEVY

What does one call a governance structure or governing body that does not respect due process and the free flow of ideas and information?

Several months ago the media was bombarding the union with requests for access to Principals and Assistant Principals in their schools without DOE orchestration. They have responded to their own lies by inviting a radio reporter to join me at a scheduled meeting with CSA members from the Bronx. Rather than face the possibility of any confrontation with officials, CSA asks for permission for the reporter to accompany me and have access to the school. Permission was granted.

Upon my arrival, several CSA members greeted me and a number of my staff who had accompanied me. During a private conversation between myself and an AP the Learning Instructional Superintendent (LIS) appeared and made his presence unmistakably apparent.

Meanwhile, the reporter tried to interview “my” tried because the LIS did more than hover in the background; he placed himself uninvited into the conversation. It was abundantly clear that the LIS was not going to allow the reporter access to the school or the Principal alone. The LIS’s physical presence was intrusive and his verbal responses preempted those of the Principal. Yet, the reporter continued to be polite, calmly asking questions and recording the responses. The Principal and I were reduced to observing with官员, who are working together for the sake of everyone in New York.

What kind of leadership do we call that?

What does one call a governance structure or governing body that places a greater value on silient compliance than the freedom to speak?

I am not pointing a finger at those who have the self-esteem and leadership skills to support the Principals in their assigned schools, but at those who crush individuality, discourse and dissent through micro-management and punishment.

Indeed, there is, and has been now for three years, a disconnect between the public statements and pronouncements that the Chancellor makes and the reality experienced under the thumb of regional personnel. Fear is insidious and does not serve our citizens well, whether they are employees or stakeholders in a public school system.

Jill Levy is the President of the Council of School Supervisors and Administrators.
The researchers included Africa. Through further analyses they showed to high frequency many thousands of years ago, selection. Specifically, they found that particular receptor TAS2R16 in 60 human populations. In their study, the researchers examined the lower the risk of cancer and heart disease. For a savory sensitivity may have adverse consequences from poisons. Today, however, the same sen-sory signals to the brain's taste-processing centers for human health, by causing an aversion to sweet, sour, salty and umami—a savory or meaty taste. Taste receptors are protein switches that trig-ger signals to the brain's taste-processing centers in response to particular foods or other chemicals. In humans, 25 genes are responsible for encoding receptors that detect bitter flavors. The current study provides the second report in humans that different variants of those taste genes contribute to variation among people in their response to bitter foods. The researchers sequenced the bitter taste recep-tor gene TAS2R16 that responds to toxic compoun-ds which release cyanide when digested. Such toxins, called glycoside compounds, comprise a wide class of natural defense compounds. The receptor variant also showed greater sensitivity to two other compounds, salis cin and arbutin, with known beneficial effects. “Bitter compounds are a heterogeneous class, some of which are toxic and some of which lower the risk of cancer and heart disease,” Soranzo said. Owing to their bitter taste, these compounds are routinely removed by the food industry and represent a key limitation in increasing the nutrient content of plant foods. “While this gene variant may have been advanta-geous in our past through avoidance of natural toxins, one might speculate that it may now contribute to increasing disease risk through lowered intake of such beneficial compounds.” However the team reported, human populations in Africa have retained high frequencies of a lower-sensitivity bitter taste receptor variant, with a geographic distribution similar to malaria resistance genes. Earlier work has linked chronic ingestion of low levels of cyanide-releasing foods to protection against the disease, suggesting that more limited sensitivity to bitter flavors may have been advantageous in regions where malaria was most prevalent.

Dr. Herman Rosen is Clinical Professor of Medicine at Well Medical College of Cornell University.

Joint Commission Hails Enactment of 2005 Patient Safety & Quality Improvement Act

The Joint Commission on Accreditation of Healthcare Organizations hailed the enactment of federal patient safety legislation that will encourage the voluntary reporting of medical errors, serious adverse events, and their under-lyings causes. Preventing these occurrences represents one of the greatest challenges to health care.

The Patient Safety and Quality Improvement Act of 2005, signed by President George W. Bush, will promote cultures of safety across health care settings by establishing federal protections that encourage thorough, candid examinations of the causes of health care errors and the development of effective solutions to prevent them. What’s more, extensive manipulative information about the underlying causes of adverse events was not always considered confiden-tial. In 1997, the Congress of Medical Cavaliers decided that all compensation would be paid to family members of patients who had died. And in 2003, the Institute of Medicine blamed for driving errors, serious adverse events, and their underlyings causes.

Continuing analyses of the underlying causes of adverse events that have been reported to the Joint Commission’s Sentinel Event Database permits the Joint Commission to regularly alert the health care community to potential patient safety dangers and provide recommendations regarding preventive solutions. However, the number of adverse event reports submitted to the Joint Commission is small in proportion to the actual number of adverse events that experts estimate occur each year. “Medical errors and the unfortunate events that occur in hospitals are devastating for patients and their families, the caregivers involved and health care organizations,” says Dr. O’Leary. “But punish-ment cultures, which the Joint Commission is fighting to protect, are not the only source of behavioral and systems changes that are neces-sary to prevent similar errors from occurring in the future.”

In return for federal action on this issue, the Joint Commission believes that the American public should expect significant increases in the surfacing of errors and their causes and the sharing of patient safety solutions. The Joint Commission, which accredits more than 15,000 health care organizations, will be in a unique position to gauge the actual impacts of the new legislation by virtue of its continuing on-site reviews of these organizations. In particular, it will become readily apparent as to whether health care organizations have truly adopted cultures of safety that constructively encourage medical error and adverse event identification and reporting and the development of appropriate internal solutions. #
GreatSchools, an independent nonprofit organization, recently announced a major expansion effort to be funded by $5.2 million in new investment from ten leading national foundations. GreatSchools, Inc. is the leading provider of school information to America’s families, and currently reaches millions of U.S. households across the country through its Web site, www.greatschools.net.

"We believe the challenge from the grant funders is historic in nature," says Anuja Master Bose, director of the Pisces Investment Fund, which made a grant to GreatSchools as one of its first investments. "Just as the education sector is evolving to meet the new demands of 21st century learning, development, environmental, or emotional disabilities, RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see www.resoucesny.org. Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit organization dedicated to educating, training and support center in New York City for parents and professionals looking for peer supported services for children from birth to 21 with learning, developmental, emotional or physical disabilities. RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see www.resoucesny.org."
Central Park Zoo Presents the March of the Penguin Chicks!

Black and white must be the new pink, because penguin popularity is sky high. From children’s books to documentary movies, people can’t seem to get enough of these fascinating birds. First there was the animated movie “Madagascar,” then came the children’s book “And Tango Makes Three,” and in theaters now is a film called “March of the Penguins.” This moving documentary brings Antarctic penguins to the big screen—but New York City’s Central Park Zoo brings them to life. With 16 gentoo penguins and 41 chinstrap penguins, the Zoo is the perfect place to see these magnificent birds up close. And now is the perfect time to visit, as the Zoo proudly presents adorable penguins!

The Zoo’s penguins have already built their nests, sat on their eggs, and have welcomed a few chicks—but expect a few more. This year marks the 14th year that the Zoo has hatched penguin chicks since 1990—and some of those birds have become celebrities.

**Dr. Toy’s Vacation Playtime Pointers**

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

Here are some guidelines from Dr. Toy for a wholesome vacation playtime to help you to make the time even more interesting and fun for your children. The products included below give you a number of good suggestions available from many excellent companies that are examples of recent Dr. Toy’s Award winners. See Dr. Toy’s Guide (www.drtoy.com) for more details:

*Scramble Squares Puzzles. Age 3 and up. $7.95

These 9-piece puzzles offer challenge, learning and fun for all ages. Over 100 different themes including: Hot Air Balloons, Insects, Sea Shells, Space Shuttle, and Vintage Airplanes. B. dazzle www.b-dazzle.com 800-809-4242

*Blokus. Age 6 and up. $29.95

This popular strategy game, composed of a game board with 400 squares and 84 colorful game pieces, helps develop critical thinking skills.

*Travel Blokus. Age 5 and up. $19.99

The travel version of this popular strategy game has a more compact design. Only one color game piece per player. Challenging for both beginners and experts alike. Educational Insights www.educationalinsights.com 800-995-4436

*Smart Splash!®. Age 2-5. $14.95

Makes water play fun and educational! Perfect for pool and bathtub—three different water toys teach numbers, counting, shapes, size and colors.

* Pretend & Play Trace & Learn™ Cake. Age 3.

Learn while you celebrate with this fun cake that teaches letter recognition, beginning words and print awareness. *Block Buddies®. Musical Farm. Ages 1-5. $19.99

This musical Farm entertains and teaches with engaging, interactive musical fun.

*Block Buddies®. L. Frank Baum’s The Wonderful Wizard of Oz. Ages 1-5. $29.99

This set offers enhanced building experience where children learn by acting out their favorite stories from this classic and all-time favorite storyline.

*Mega Bloks® Lil’ Cotter™. Ages 1-5. $10.00

Preschool builders are sure to enjoy this brightly colored helicopter with real working propeller.

*Mega Bloks® Building Imaginations™. Ages 1-5. $7.99-14.99

Your child develops social interaction skills through group building play and stimulates senses through playing with a variety of colored and textured blocks. 24-, 80-, and 100-piece sets. www.megabloks.com 800-465-6342

*Bratz Sportz. 5 yrs and up. $9.99

Inspire physical activity and involvement in sports with this series of four Bratz Sportz dolls ready to play their favorites—soccer, cheerleading, bowling or golf. MGA Entertainment. www.mgacad.com 800-222-4685

*Original Colorforms® Play Set. Ages 3 and up.

This wonderful addition to your child’s classical toy collection is a reproduction of the original product includes 350 brightly colored pieces in an elegant spiral bound book.

*Colorforms® Fun Pockets™. Ages 3-8. $5.99

Now your child can carry Colorforms everywhere. Each toy-sized feature two play boards, a Fun Pockets reusable pouch, and lots of Colorforms pieces.

*Brain Quest® and Brain Quest® Geography Games. Ages 6 and up. $22.99

Brain Quest games ask different questions of different age groups to level the playing field when kids of varied grade levels play together. For two or more players.

*Toy Creator® Real Toy Maker™. Ages 6 and up. $12.99

Using new FlipFaze™ technology that allows creativity through counting, drawing and music activities. V-Tech Electronics www.vtechkids.com 800-521-2010

*Tangle Jr. Ages 3 and up. $1.99

For children (and adults) to play with on trips the car, on a plane or anytime. It slips through your fingers and snaps back up in your hand. Stimulates your brain as it helps increase finger dexterity. Tangle Toys www.tangletoys.com.

**From the Superintendent’s Seat**

**Giving the Gift of Self Determination**

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

What will my child be like? We wonder about the answer to this as soon as we learn a son or daughter is on the way. We search for answers even as our baby’s life revolves only around sleeping and eating. Does he reach for the football more than the basketball? He must be a future quarterback. Does she fall asleep only when Mozart is played? She must be destined to be a classical violinist. Parents have so many choices and so many opportunities to nurture a talent in their children that it is extremely difficult to know which way to go, and how many different things to “expose them to,” as the experts (or program director) may tell us.

The dilemma parents often have is that they feel to help their children our children try turns out to be a great experience. Worried that they will be sending the message that it’s okay to quit in the middle, parents often believe they must insist that the child continue in the program until the end.

That’s where our good intentions can go astray. There’s no shame in changing your mind, and that’s a good lesson for children to learn as well. There will be many times in life when we try something and take a risk. If we don’t give our children the alternative to discontinue the actors and a video game platform. Teaches essential day-to-day skills and language, math, vocabulary and problem solving.

*Write & Learn Smartboard™. Ages 4 and up. $29.99

This interactive writing and drawing board helps teach letters and numbers and inspires creativity through counting, drawing and music activities. V-Tech Electronics www.vtechkids.com 800-521-2010

*Tangle Jr. Ages 3 and up. $1.99

For children (and adults) to play with on trips the car, on a plane or anytime. It slips through your fingers and snaps back up in your hand. Stimulates your brain as it helps increase finger dexterity. Tangle Toys www.tangletoys.com.

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Stevanne Auerbach, Ph.D. author of Smart Play/Smart Toys How to Raise a Child with a High F. Q. (Play Quotient) and Dr. Toy’s Guide (www.drtoy.com) has been evaluating toys for 25 years.

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NEW ENGLAND

RESOURCES & REFERENCE GUIDE

RESOURCE AND REFERENCE GUIDE

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Logos Books 1575 York Ave. (212) 877-0569

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High Marks In Chemistry 1-877-600-7466

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ONLINE INFORMATION (SPECIAL EDUCATION)

www.resourcesnycdatabase.org

Resources for Children with Special Needs, Inc. (RCSN) announces the launch of a revolutionary new database of over 200 programs and services for children birth to age 21 with disabilities and other special needs. Providing New York City’s library patrons free access to its in-depth database is part of a larger information dissemination initiative to put needed information in the hands of parents and professionals who need it.

For more information on our titles in revolutionary new 3D Virtual Lab.

The content in the ScienceSchoolhouse database has been recognized by some of the largest and most prestigious states as achieving 100% of their required learning outcomes for specific science courses in grades 6-12. All of our games feature interactive multimedia tutorials, two fully narrated text levels, beautiful photographs and illustrations, scenario of interactive exercises, half-hour video documentaries (plus lots of short video clips), quizzes, test banks—and our revolutionary new 3D Virtual Lab. Approved for purchase by the New York City Department of Education. For more information on our titles in astronomy, geology, oceans, weather, life science and the environment, visit our website at scienceschoolhouse.com or call us at 1-888-666-6362 TODAY!

MED & HEALTH SERVICES

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

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

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For Educators, Parents, Students, Admin, & Others

Thinking of CHANGING CAREERS or JOB HUNTING? Seeking support, more through all the steps. Contact experienced board-certified Counselor. Rose Mary Colorado, MA: 646-732-3198

CAREER COUNSELING

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JASA: Jewish Association For Services For The Aged 122 West 21st Street, 15th Floor, NYC (212) 272-5304

Sundays at JASA. Continuing Education for Adults 60 and older at Council Senior Center. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

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

Municipal Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

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ORDINARY PEOPLE

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