HOMESCHOOLING IN NEW YORK

TEACHERS OF THE YEAR
pages 12-15
I Touch the Future; I Teach

By POLA ROSEN, Ed.D.

The words in the title are those of Christa McAuliffe, the imaginative and daring teacher who went up in a space shuttle that plunged to earth in a ball of flame. Those words inspired me to think of a way to honor outstanding teachers in New York City who are influencing the next generation of students.

When we talk about standards, about producing readers and leaders, we must talk about the teachers providing the motivation, the academic excellence and mentoring that is so vital to education. Three years ago, I requested that principals and assistant principals nominate outstanding teachers in their schools and fill out a form online with certain criteria. I then assembled an Advisory Board with Laurie Tisch, Dr. Charlotte Frank, Dr. Alfred Posamentier, Dr. Augusta Souza Kappner and Adam Sugerman to judge the entries each month. In June of 2002, we had our first awards breakfast honoring teachers from all parts of the city who had appeared in Education Update each month.

Many corporations, foundations and philanthropists renewed their support for the third year.

Our keynote speakers this year were Schools Chancellor Joel Klein and CUNY Vice-Chancellor Jay Hershenson. Among our honored guests were Dr. Selma Botman, CUNY Executive Vice-Chancellor of Academic Affairs, Alice Belgray, Chairperson, Children’s Book Committee at Bank Street College, Dr. Martiza Macdonald, Director of Education at the American Museum of Natural History, Dr. Meryl Catka, Curator at Education, New York Aquarium and Natalie Anersen, VP for Education, the New York Botanical Garden.

We were also honored to have President Carolyn Williams, Bronx Community College and President Delores Fernandez, Hostos Community College as well as Superintendent Susan Erber, District 75, Special Education.

Amidst a group of 150 attendees, each teacher was called to have a gold medal bestowed upon him/her by Hershenson and Botman as well as the sponsors. Many principals came with their teachers.

Recently, I was honored to be a judge at the New York Academy of Science for the Nobel Laureate Essay Contest. The three winning high school students will be sent by the Swedish Consulate to the Nobel ceremonies in Stockholm next year. In speaking to the students, I noted a common thread: the inspiration, guidance and support they were receiving from their teachers. In each case, their teachers arranged for them to do advanced research in a hospital or university lab, while providing continuous mentoring along the way.

This year, 2005, marks the 100th anniversary of Albert Einstein’s publication of ‘The Theory of Relativity. Imagination, Einstein felt, was more important than knowledge. The Outstanding Teachers of New York City excel in stimulating students’ imaginations, in helping them see the poetry of life, in inviting them into the realms of the unknown to discover their own ultimate truths.

It is about time we recognized these unheralded teachers in New York City.

LETTERS

Wallace Foundation Funds New Report on After-School Programs

To the Editor:
Reading your article brought me much hope that I will be able to finally start my own after school program for children. I have taught young lower income children and have performed physical therapy for 13 years. I feel moved to make a difference in the lives of all children.

Susan D. Snodgrass
Reidville, NC

Interview with Nobel Laureate Dr. Paul Nurse, President, Rockefeller University

To the Editor:
I met Sir Paul Nurse yesterday at University of Pennsylvania. He affirmed that he was still interested in science and society issues. I got the sense that he wanted to understand the American culture a little better before diving into this ‘potential political bag of worms.’

I am starting a radio talk show and will be featuring him and his discoveries in my initial programs.

Jane Steranko
Decatur, GA

An Interview with Jake Khel

To the Editor:
Sounds as though the Khels have a truly good thing going here. Can you give your readers follow-up, listing other local needs met? NNYN’s local focus in Punta Cana alleviates worries about low-up, listing other local needs met?

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AN INTERVIEW WITH ADAM BRONFMAN

By SYBIL MAIMIN

He is a new kind of philanthropist. Born into wealth (the Seagram liquor empire), he is casual, unpretentious, youthful in demeanor and outlook, devoted to his wife and four children, and an avid skier. These qualities have helped Adam Bronfman, managing director of The Samuel Bronfman Foundation and vice chair of the Hillel Board of Directors, understand and connect with the young people his organizations seek to reach. Inspired by his father, the legendary businessman and philanthropist, Edgar Bronfman—“He is my hero in terms of making a difference, making the world a better place”—the son, nevertheless, is doing it his own way. Through its four major programs—the Bronfman Youth Fellowships in Israel (BYFI), Hillel: the Foundation for Jewish Campus Life, My Jewish Learning.com, and The Curriculum Initiative (TCI), the Bronfman Foundation focuses on strengthening Jewish identity among young Jews from a wide range of religious and cultural perspectives. Adam Bronfman did not have a strong connection to his faith until the birth of his first child “inspired him to think about raising his family Jewishly.” Married to a non-Jewish woman, he determinedly supports pluralism within the faith and an atmosphere that is comfortable and welcoming for all. Citing its history and moral and ethical dimensions, he explains, “Judaism is something that contains religion but also a lot more.”

Bronfman is particularly proud of the Youth Fellowship program, started in 1987, which sends 26 outstanding Jewish high school juniors from widely different backgrounds to Israel each summer to study Judaism and the Jewish world. They interact with government, military, and cultural figures, Arabs, Israeli teen-agers, and a distinguished faculty. The goal is creation of future community leaders who are open-minded and able to speak a common language despite differences. They commit to remaining close to the program as alumni and Bronfman reports, with the help of follow-up seminars, reunions, a listserv and e-mail network, the Fellows have maintained strong bonds and serve the Jewish community in myriad and creative ways.

Bronfman is excited by new challenges, whether reaching out to Russian-Jewish immigrant students in Brooklyn or creating a Hillel for Spanish-speaking Jewish students in Miami. He is a doer who thinks outside the box as evidenced by his efforts in his hometown of Park City, Utah. There, he helped expand the Reform synagogue, Temple Har Shalom, by introducing artistic and cultural events such as a Schmoozefest Film Festival (to echo the nearby Sundance Film Festival) and a “Ski Shul,” a cabin on a mountain that has a ski-in, ski-out Shabbat service. There will be more challenges ahead and this young man with a vision of making Judaism exciting and comfortable for all seems ready to take them on.

At Hillel, the largest Jewish college campus organization in the world, Bronfman is focused on international expansion. There are currently 110 Hillel Foundations in the United States, Canada, Israel, Latin America, Australia, and states of the former Soviet Union. They are linked in a system of “interdependent self-sufficiency” with each having “its own flavor and board.” Hillel “opens a door” and allows students to discover and experience Jewish values and practices on their own terms, a mission very much in keeping with Bronfman’s own philosophy. The young philanthropist explains that another Bronfman Foundation initiative, MyJewishLearning.com (MJL), started in 2002, is another pluralistic venue, offering a comprehensive collection of information, commentaries, history, and more—all from diverse points of view. It even offers recipes for traditional Jewish dishes and is used by non-Jews as well as Jews. Another program, the Curriculum Initiative (TCI), is a many-faceted opportunity for secular secondary schools to incorporate Jewish ideas and learning into their curricula. Designed to ensure that no one religious group dominates a school culture, the program offers high-quality seminars on Jewish topics to teachers and provides support to Jewish students wishing to express their faith.

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THE POWER BEHIND EVERYTHING YOU DO
By JOAN BAUM, Ph.D.

The Citadel, Charleston’s prestigious 163-year-old military college, might seem like an unlikely place to house the South Carolina Lowcountry Writing Project (LWP), one of 187 professional development programs affiliated with the Berkeley-based National Writing Project (NWP), and Associate Professor of English Tom Thompson, a cool jeans-and-sandals kind of guy, an unusual choice for director. So what’s the fit between The Citadel and LWP? “There is none,” laughs Dr. Thompson, who spent 13 years in the high schools (my “credibility” factor) and now teaches graduate writing courses at The Citadel. Indeed, LWP’s invitational Summer Institute (100 hours, 45 hours in winter) is the main piece of a broad national initiative that for over 30 years has been at the forefront of “improving the ways teachers teach writing and use writing as a tool for learning.” Guiding principles turn the way teachers teach writing and use writing to engage, and to explore the new and creative teaching techniques and to engage in writing that will be critiqued. LWP’s four-week for credit Summer Institute (100 hours, 45 hours in winter) is the main piece of a broad national initiative that for over 30 years has been at the forefront of “improving the ways teachers teach writing and use writing as a tool for learning.”

Ideally, LWP never ends. Participants become teachers-leaders and writing coaches in their schools, inspiring others to apply while keeping alive their own enthusiasm by way of LWP reunions. Some graduates do guest lectures, some get published (Tom stresses the importance of writing in all genres), but all sign on as advocates of a school culture that respects writing across the disciplines and writing that can be fun. Tom himself has been influenced in the nine years he has directed The Citadel program: much of what he does with LWP he now applies in his formal classes in Composition & Rhetoric.

For further information email LWP@citadel.edu.
President & CEO Dr. Allan E. Goodman, The Institute of International Education

By JOAN BAUM, Ph.D.

He can hardly believe it, but myths persist: many young people abroad still think that the United States has only three universities: Harvard, Yale, and Stanford. Other myths also need dispelling. Many Americans imagine that most international students come to the U.S. to study mainly physics, chemistry, biology, business and engineering, here too, he says, Indian students want to go back to participate in a new climate that renews them with American-level salaries, which go even further in India than in the U.S.

Another myth that comes up in discussion is that the program requires them to return. In fact, Dr. Goodman emphasizes, Chinese students in particular are eager to return to their home provinces thanks to new opportunities created by globalization. As for India, which sends the largest number of IS students to the U.S. to study mainly physics, chemistry, biology, business and engineering, here too, he says, Indian students want to go back to participate in a new climate that renews them with American-level salaries, which go even further in India than in the U.S.

The 86-year-old IIE dates to an era of progressive social and intellectual foreign policy in the years following WWI, a period that also saw the creation of International House (122nd St. & Riverside Dr.). The Council on Foreign Relations and other institutions devoted to public diplomacy. All shared the hope that international educational and professional exchange would lead to greater understanding and help keep the peace. Brought to a virtual halt in 1925, because of isolationist policies [during the era of Calvin Coolidge], IS initiatives are enjoying renewed interest today, despite occasional and cyclical drops in some IIE categories. The quality of applicants, Dr. Goodman emphasizes, is at an all-time high, and if there is one overarching issue it is “money,” needed to help defray expenses for all the worthy applicants who want to come to the U.S. to study. Unlike other countries that compete for IS students—particularly the U.K., Australian and New Zealand—the U.S. relies on foundations, not government, to support such efforts and to expand participation. As of now, Dr. Goodman has written, “50 percent of all international student enrollments in the U.S. are in just 80...colleges and universities.”

Prospective IS students are advised to study the IIE website and perhaps take a look at some of Dr. Goodman’s essays posted there, especially “Franklin in Paris,” a witty account that pays tribute to our first ambassador in France and articulate promoter of international exchange, and “What I Wish I Had Taught” in which Dr. Goodman surveys his career, including getting a Ph. D. in Government from Harvard (on scholarship) and working with and for Samuel P. Huntington, Henry Kissinger, Madeleine Albright, Bush I and Bill Clinton, to name just a few—a life rich in public service and administration that began, he smiles, when he was a student needing a part time job and luckily fell into the right office. One suspects there was more to it than happy accident, but, regardless, the president of the leading not-for-profit in the field of international exchange and development training that administers the Fulbright and hundreds of other corporate, government and privately sponsored programs, himself a master diplomat, seems the right person at the right time to enhance the work of this stellar organization.

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Gateway School: Gateway to Success

By NAZNEEN MALIK

The Gateway School stands apart from the other buildings that line Second Avenue. Its white façade glistens in the afternoon rain as I pause for a moment before being buzzed in to meet Robert Cunningham, its newest Executive Director. The building, warm and inviting, guides visitors, as Cunningham guides me on a tour of the school and we stop frequently for mini conversations with students who are walking from one room to another or up and down stairs, engaged in their work. Although Cunningham has only been at Gateway for a year, he already knows all their names and they speak with one another like friends. School projects line the window-sills outside classrooms, and drawings hang on the walls like expensive murals. I am intrigued by an open column of space that connects each floor to the one above it, preserving a sense of community among students and staff.

Founded in 1965 by Claire Faun and Elizabeth Freidus as a pilot school addressing the needs of children with learning disabilities, Gateway has since expanded in both size and scope. It provides academic instruction as well as occupational, speech and language therapies. In addition to its Lower School for ages of five to nine, Gateway recently introduced a Transition Program for children ages nine and a half to 12 which prepares them for the fast paced environment of mainstream classrooms.

Currently, 62 students attend Gateway with 42 in the Lower School and 20 in the Transition Program. The admissions process, however, remains very involved as there are only a limited number of available spots. Last year, of the 400 applicants, only seven were accepted. Through a series of evaluations and interviews, a child is accepted into the program if his or her needs can be adequately met and if the child fits in with the existing group of children. Unfortunately, many students who could benefit from the program are turned away due to insufficient resources; however, Gateway works with those families and suggests alternative programs.

Since the school accepts state funding, it remains very involved as there are only a limited number of available spots. Last year, of the 400 applicants, only seven were accepted. Through a series of evaluations and interviews, a child is accepted into the program if his or her needs can be adequately met and if the child fits in with the existing group of children. Unfortunately, many students who could benefit from the program are turned away due to insufficient resources; however, Gateway works with those families and suggests alternative programs.

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offers ten classes with at least two teachers per
them the flexibility and freedom of movement in
indoor and outdoor play areas give
Preschool for ages three to five and Early
Manhattan, with ongoing plans to open a third
prides itself on providing quality edu
education teachers and programs, adds Gorham,
realistic goals so children can meet them in
things in perspective, explains Perry, and set
reaching them at a much younger age where
children can make full use of the community. We’re also
by training, has been involved in the field of
mental health for the past 35 years. Prior to
KCSC works extensively with parents as well
Continuity gives children with special needs a
emotional support system that goes on occurs in an intimate setting. The
walls are papered with pictures of smiling faces.
The Gillen-Brewer School, which operates on a twelve-month schedule, places a high priority on inclusive
ness and cultivating independence in its stu
dents. There are two staff members and 45 kids.
This small student-teacher ratio ensures that
each child gets the attention he or she needs.
Although class sizes differ according to need, they are by no means segregated.
Sensory learning is a major compo
learning that occurs. Each child is identi
20 years that have more expertise and experi
as Gillen-Brewer School Director four years ago, after completing a Masters in Administration and
Educational Leadership Management from
Bank Street College. Although she is candid that her transition from
teacher to director has been challenging, she has
clearly met the challenge head on.
"I love to be with kids and to be in this field you have to understand child development." In
the two years since assuming the position she has earned credibility as well as the trust of the
school board, teachers, parents, and community, thereby enabling her to raise the funds necessary
to move the school into a larger space.
"It’s been rewarding to see the growth of the student and the parents. The success in building
the school and witnessing the incredible dedication of the board members to the new structure
has given rise to a strong sense of satisfac
tion. To see the community come together and the
staff come behind the school is testament to the success of the school."
“No Child Left Behind is a change paradigm initiative,” explains Landgraf, “it is a step in the right direction, to shine an accountability light on our public school system so people who are disenfranchised have someone else look over their shoulder to ensure they get some sense of equal opportunity.”

In fact, the right to an appropriate education strikes at the very heart of the CFE, a movement spearheaded by Michael Rebell. In a lawsuit filed against the State of New York, the courts ruled in favor of the CFE, and Justice DeGrasse ordered the state to pay $5.6 billion to New York City or $8.4 billion for the entire state; but how could they raise that amount?

According to Fortuna, the state should cover the entire amount since it to afford entry level standards for teachers and we have find a way to have consistent certification and funding policies.

In a report published by the CED entitled Investing in Learning: School Funding Policies to Foster High Performance, researchers found that in order to close the gap in financial, resources need to be more effectively allocated within districts and schools, teacher compensation needs to be aligned with labor market realities, greater incentives must be given for improved performance, and funding needs to be tied to the cost of meeting educational standards.

However, according to Landgraf, the current financing and delivery system for education is broken. Its ineptitude is reflected in the decreasing level of academic competence as exhibited by declining high school completion rates. From 1990 to 2000, the completion rate in high school declined in all but seven states and in 10 states it fell by 8 percentage points or more. The United States of America has now ranked among developed nations in the percentage of youth graduating from high school, cites Landgraf and he goes on to relate an even more disturbing statistic, that out of every 500 ninth graders, only 90 will ever go to college and graduate. In addition, the rate at which students are dropping out have now shifted from 11th and 12th grade a year ago to 9th and 10th grade.

“If you do not have an appropriate funding level, you will never get great schools,” states Landgraf. “I think the greatest injustice that we have done to our children is financing our public schools with local real estate taxes, and until we step up as a society and stop funding local schools with local real estate taxes, we will continue to have a bimodal educational system,” he adds.

It is a well known fact that race and socio-economic conditions are important indicators for why students do poorly. Schools in districts with low real estate tax bases simply do not have adequate funding and therefore cannot compete with schools in wealthier districts.

“We have got to find a way to govern education differently,” says Landgraf. “We have to find a way to have consistent certification and entry level standards for teachers and we have to reward teachers who will teach in inner cities. We have to pay teachers more to attract and keep them in the inner city because frankly that is where we need them the most.”

It is perhaps for this reason that Landgraf is an ardent supporter of the No Child Left Behind Act, mainly because it focuses accountability on education. And although it initially focused on grades K through 8, that focus has now broadened to include high schools as well.
Looking for some stimulating summer reading? Read the following two books, both by the same author, Lauren F. Winner. *Girl Meets God: A Memoir*, her first published book, is a must for women on a spiritual journey from mixed cultural backgrounds. Winner relates dealing with growing up Jewish initially in a secular way, but then becoming a fervent Orthodox Jew, before leaving her father’s faith, Judaism, for her mother’s, Christianity, and becoming an evangelical Christian while shuttling back and forth between England and New York City. Winner as diarist of her life experience conveys the humor and pathos of her daily existence as she copes with the spiritual changes in her life. What Candace Bushnell did for single women on the move in New York City, *Sex And The City* does for contemporary women on a spiritual journey.

**Real Sex: The Naked Truth About Chastity**, also by Lauren F. Winner, although on the surface a helpful aid for Christians dealing with sexual issues, really is a thoughtful book about what the role of sex should be in relationships and society. Is sex merely appetizer, or is it main course and/or dessert? Winner’s perspectives as outlined in this book are a valuable addition to present society’s discourse on sexuality.

Disclaimer: Additional reading material can be found at Logos Bookstore for its intimate feel. “I became familiar with the children of ten years, shops at the Bank Street Bookstore because of their children’s books that haven’t been so fortunate as Eustey’s, Cousin Arthur’s, and Tootsie’s,” all of which have folded since the early nineties. Given stiff competition and recent bookbuying trends, this comes as no surprise. According to Oren Teicher, chief operating officer of the American Bookseller’s Association, a 10-year-old baseline, not getting independent and small-chain bookstores nationwide, membership has fallen more than half in the last ten years to about 2,000. Some 300 of those are children’s publishers.

Recent trends show that mass merchandisers, department stores, and price clubs are also taking home a piece of the pie in the retail bookelling business, not to mention online competitors. According to Teicher, more than half of the books sold at retail in the United States are not sold in either independent or chain bookstores. “We represent about 18 percent [of the market share] and the chains, about 29 percent,” he says. “Think of kids’ books sold at Toys-R-Us, computer books being sold at Comp USA, and cookbooks being sold at Williams Sonoma.”

With the odds clearly stacked against the Bank Street Bookstore, what puts the magic in its wand? According to Beth Puffer, the store manager, the bookstore has built up a reputation that keeps customers returning. “In addition to children’s books, we have a lot of uncommon books, we look for the unusual,” she says. “Many people say to us, ‘If you don’t have it, I’m not going to find it anywhere.’”

Beth Puffer

“Best Bookstore for Kids!”

An award-winning nine-year-old newspaper that reaches 200,000 readers including teachers, principals, superintendents, members of the Board of Regents, college presidents, deans of education, medical school deans, foundation heads, parents and students in elementary, intermediate and high schools as well as colleges.

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–New York Magazine

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“Upcoming Events At Logos Bookstore Wednesday, July 6, 2005 at 7 p.m., KYTV Reading Group will discuss Middlesex by Jeffrey Eugenides. Monday, July 11, 2005 at 7 p.m., The Sacred Texts Group led by Richard Curtis of the Prince Academy of Literature will discuss Saul and David with reference to the book of Samuel. Friday, July 15—Saturday, July 16, 2005, late night party for Harry Potter And The Half-Blood Prince, 11:00 p.m.—1 a.m. Wednesday, August 3, 2005 at 7 p.m., KYTV Reading Group will discuss Housekeeping by Marilynne Robinson.

Transit: 4, 5, 6 Subway trains to 86th Street, M68 Bus (86th Street), M79 Bus (79th St.), M13 Bus (York Ave.), M15 Bus (1st & 2nd Aves.).

Logos Bookstore is located at 1575 York Avenue (Between 83rd and 84th Sts.).”

**The Little Bookstore That Could**

by TANYA HENDERSON

Beyond cafes, cappuccinos and deep discounts, lives a little bookstore that could, did, and continues to thrive despite the modern-day Goliaths, better known as megachains, that have successfully muscled their way across corporate America.

This is the Bank Street Bookstore, a specialty children’s store on the corner of 112th Street and Broadway. It is basking in the accomplishment of its fourteen-year existence this July.

Owned by the Bank Street College of Education, the store was first housed in the College’s lobby, starting in 1970 when the school moved from 112th Street to its current location on the corner of 112th St. The shop has been at its current location for 15 years.

Located at 112th Street store is one of two specialty children’s stores, in New York City—the other is Books of Wonder in Chelsea— that are still standing after all these years.

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**Disney Gives Schools First-Class Treatment**

When you let your students discover the wonder and joy of Disney on Broadway, we’ll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney’s educational program, which provides schools with special rates for groups of 15 or more for Beauty and the Beast and The Lion King. In addition to these great savings, Disney wants to provide the necessary advice and inspiration that educators need to realize their dream. To receive a discount for every ticket for every 15 purchased at both shows, flexible policies allow teachers to pay in full 2-5 months before the show.

To download the Disney Schools Kit, a collection of information that provides educators with ideas and tips for making your child’s experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway’s theaters. After a two-year restoration process that

**More info or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email BVTGgroup@disney.com**

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SEEDS 2 Program Gets Teachers and Kids Excited About Plants

By RICHARD KAGAN

Plants are cool. That is the assessment from Jean Staudt's third grade class at P.S. 178 in the Bronx, after going through a 12 lesson pilot course on Plant Adaptation developed by the New York Botanical Garden (Science Exploration and Education Discovery Series) program has developed two supplements for children in kindergarten and first grade. SEEDS 1 now supplements school curriculum in 75 schools and 275 classrooms in New York City and the surrounding metropolitan area. SEEDS 2 was pilot-tested last fall in P.S. 178. "The plants are easy to grow and positive for students and teachers. SEEDS 2 will be available this fall. The program consists of hands-on lessons with activities designed to engage the students in the plants the students can adapt to their surroundings. Classes get field-trips to the Everett Children's Adventure Garden, a 12.5 acre plot at the Botanical Garden, created especially for teaching children about the nature of plants in a safe environment. "Plants are usually not the focus of most lessons although grandparents' gardens become significant. Science is perceived as boring," reports Dr. Christina Colon, Curator of Curriculum Development and Educational Initiatives at the New York Botanical Garden and creator of the SEEDS curricula. "Kids are learning about adaptation—but kids are learning about it in animals," said Dr. Colon. "It's almost like there is this major missing piece."

The SEEDS program was created to teach children about nature, about plants, and to become environmental stewards. The SEEDS program was designed to get children to "see plants as dynamic, adaptive, responsive, organisms in their own right, not as a backdrop, from which one can remove and use for aesthetic beauty," reports Dr. Colon. SEEDS 2 consists of 12 hands-on lessons with fun activities, including growing kidney beans,

Child Health Postage Stamp To Be Issued

The U.S. Postal Service will issue the 37-cent "Child Health" Commemorative Stamp nationwide on September 7, 2005. One "kick-off" first-day-of-issue ceremony will be held at Philadelphia Children's Hospital, the oldest U.S. hospital dedicated exclusively to pediatric care. TIEDES 1 was developed for 4th and 5th graders and is scheduled to be ready next year. The USPS's 150th anniversary as a national leader in the delivery of postal services falls in 2007, and the USPS will hold its 150th anniversary as a national leader in the delivery of postal services falls in 2007, and the USPS will hold a stamp program to mark the occasion.

To find out more about the SEEDS 2 program call 718-877-8175.

Doodle Contest For Kids Has $5000 Prize

Here is your chance to turn those daily doodles into a Doodle Dream Day! Pilsbury® Toaster Pastrami® Pastrami is hosting a nationwide contest to inspire children to be creative and express themselves, while they have fun drawing and doodling online. Kids ages 8 through 12 can visit www.doodle5000.com to submit their own unique doodles for the chance to win the “Doodle Dream Day” grand prize. This dream day in New York City includes the opportunity to visit the incredible Illustra- tor of A Series of Unfortunate Events by Lemony Snicket. Helquist will share doodling and drawing tips and tools with the winner. In addition to the trip to New York for the child and a parent, the grand-prize winner will also win $5,000.
**Test Scores Going Up:**

*Something We Can All Be Proud Of*

**The Lesson I Learned from Dr. Kenneth Clark**

By CSA President JILL LEVY

Dr. Kenneth Clark, noted psychologist, educator and member of the NYS Board of Regents in the 1970s passed away last month. When I saw the notice about his passing, I was reminded of my encounter with him.

During one of those rare and enjoyable afternoons with friends, this time with Bernice and Nancy Zemsky formerly of UFT fame, the conversation turned to the politics of education. In spite of the unspoken intention not to EVER talk about NYC’s educational plight, we took us from gazpacho to dessert to gingerly broach the topic.

*Gazpacho to dessert to gingerly broach the topic.* About NYC’s educational plight, it took us from reading comprehension and writing. Last week, we got the results. Our students achieved the high-est scores ever. They posted the biggest one-year gains in both math and ELA since the City started administering these tests in 1999. We can grade for the first time, at least half of the students met or exceeded their grade-level standards on both tests.

There were big gains in every grade. The results from the 5th grade were especially impressive. Remember that at the beginning of this school year, we said that we would end the “social promoted” 5th graders, just as we had abolished social promotion for 3rd graders last year. We also took aggressive steps to identify and help 5th grade students who were at risk of being held back. The result: There was a jump of nearly 20 percent age points in 5th graders meeting or exceeding standards on the ELA test, and a better than 15 percentage point increase in the math test.

For too many years, there have also been persistently wide gulfs in test scores among students of different racial and ethnic groups. This has been one of the most shameful features of public education in our city—and our Administration has determined to close this “achievement gap.” So I am very pleased to say that this year, Black and Hispanic students also recorded their greatest year-to-year gains ever on both the ELA and math tests. This is a remarkable breakthrough and being heard of what they’ve accomplished—and so should their parents. Our teachers also deserve a lot of praise. They have put in the long hours—in their classrooms during the day, and often enough, in their homes, grading homework and preparing lesson plans at night and on the weekends. They have given the extra effort to help our students realize their full potential and their hard work is paying off.

These test scores show that our Administration’s investments in classroom education, and our policy of holding students, teachers, and parents accountable for results, are making a difference. We’ve still got a long way to go, but we’re on the right track. We’ve made more headway in improving student learning performances than at any time in the city’s recent history. If we stay the course, then we can look forward to a future bright with promise for our students, and for our city.

After the applause, we were asked to leave the chamber and it was then that Dr. Clark taught me the best and most breathtaking lesson about education and politics. While I was glowing in the aftermath of an adulation-heavy meeting, the educator and storyteller knew intimately, I began speaking to the future bright with promise for our students, and for our city.

In the late 70s when NYS was on a tear to return students from out-of-state schools serving children with special needs. One school in Pennsylvania became a target of the NYS Regents and its Deputy Commissioner Louis Grumet. NYS parents whose children were thrust in the school were invited to attend a special meeting of the Regents and to present their case.

One parent, an attorney, was the designated spokesperson and presented a cogent and intelligent argument for the services, culture and credibility of the school. Dr. Clark looked up and said, “Now that we have the Commissioner, Louis Grumet, the parent wanted to know what Dr. Clark said to me. ‘He told me we will lose the fight,’ I said. I did not explain except to tell them that we were heard, our arguments were presented, and Dr. Clark thanked us for our efforts. The lesson: In the end, it wasn’t the merit of the argument, but the politics that will always rule. #

Jill Levy is the President of the Council of School Superintendents and Administrators.

**Regents Smartly Extend Waivers For HS Using Portfolio Assessments**

**Getting Testy Over Test Results**

By ANNE BUCKLEY

Students in NYC public elementary and middle schools showed marked improvement on 2005 English and math tests, compared to last year’s students, says the Department of Education’s Division of Assessment and Accountability. Results from the City’s English Language Arts (ELA) and Mathematics tests for grades 5, 6, 7 and 8 were presented, at the meeting of the Panel on educational Policy making.

Ms. Lori Mei, Senior Instructional Manager, Division of Assessment and Accountability, stated that the number of students meeting or exceeding standards on the English Language Arts test for Grade 8 was 53.4 percent, compared to 50 percent in Grade 5, and 74.5 percent in Grade 6. The year-over-year gain for Grade 8 was 10.1 percentage points in math from last year’s scores. “For the first time, at least 50 percent of all the City’s students in these grades tested at or above standards in ELA (54.8 percent) and math (50 percent),” she said.

Ms. Mei commented on State tests as well. “As with the increases among the city’s schoolchildren, the State 4th-Grade ELA test scores improved by Black and Hispanic students was notable.” Hispanic students recorded a gain of 15.1 percentage points in ELA. The performance of Black students increased by 14.4 percentage points (to 45.9 percent).

On the State math test, the percentage of Black and Hispanic students meeting or exceeding standards increased by more than 7 percentage points (7.3 and 7.4 percentage points respectively) to 38.9 percent for Black students and 42.3 percent for Hispanic students,” she said.

According to Ms. Martine Guerrier, Brooklyn Representative to the Panel for Educational Policy, “The increase in student achievement by Black and Hispanic students is quite remarkable, though there is still quite a bit of work to be done.”

Chancellor Joel Klein attributed this year’s test results to the new promotion policy, early intervention and the Saturn Preparatory Academy, all now in place.

Ms. Mei remarked on the effectiveness of the Saturn Preparatory Academy, designed to improve the self-congratulatory tones of the panelists and earning promotion. “More than 90 percent of students who attended between 11 and 20 sessions showed from the sitting tests, the number of students meeting or exceeding standards in ELA increased 13.7 percentage points in Grade 5, and nearly 73 percent met the criteria in math. Of those who attended 21 or more sessions, almost 94 percent met the ELA criteria, and close to 79 percent met the math criteria,” she said.

After Ms. Mei’s presentation, Chancellor Klein said, “the parents, teachers, principals, and students are to be commended for their hard work this year—a year in which students posted the largest one-year gains and highest overall scores since testing began in 1999,” adding “although the increases were significant, we have a long way to go.”

Some parents attending did not concur. One parent spoke against what she felt was the “deplorable” improvement. She urged greater participation in educational policy making.
THE DEPARTMENT OF EDUCATION, AS THE BOARD of Education is now known, is over 100 years old. During that time, the pendulum has swung from centralization to decentralization and back, from teaching reading via phonics to the whole language approach and now back to phonics again, from bilingual education to immersion and back. Reform movements have abounded, thrived and died. Underlying all the rhetoric, the steadfast image of the teacher has remained undiminished.

And the preparation of fine, solid educators has been the cornerstone of our children’s success. Yet, no one has ever celebrated the teachers as they were called up to receive their certificates by the sponsors of the event. Education Update is grateful to the following sponsors of Education Update and the teachers upon being recognized by principals, superintendents and colleagues, 46 teachers appeared throughout the year in the pages of the award-winning monthly culminating in a ceremony at the Cornell Club on June 28th, the last day of school. Teachers were proudly accompanied by their supervisors and family members. All five boroughs were represented across all grade levels. Dr. Pola Rosen, founder and publisher of Education Update, and a teacher, supervisor and college professor for many years, shared the fulfillment of her dream to honor these “wonderful teachers who serve as inspirations and guides to knowledge, remembered forever by the young people whose lives they’ve touched.” Vice Chancellor of The City University of New York, Jay Hershenson, placed a ribboned gold medal over the heads of the teachers as they were called up to receive their certificates by the sponsors of the event.

Education Update is grateful to the following sponsors who made the event possible: Barnes & Noble; Con Edison, Marie Cutrone Smith, Director of Strategic Giving; Council of Supervisors and Administrators, Jill Levy, President; The Everett Foundation, Edith Everett, President, Carolyn Everett, VP; Lindamood-Bell, New York Learning Center, Liz Craynon, Clinic Director; McGraw-Hill, Dr. Charlotte K. Frank, Sr. VP; Scholastic, Education, Francie Alexander, Sr. VP & Chief Academic Officer; Laurie Tisch Sussman, Founder, Center for the Arts & Children’s Museum of Manhattan; Regent, Dr. Meryl Tisch, NYS Board of Regents; Stephen Wertheimer, M.D.

In addition, honorees received gifts and passes from the American Museum of Natural History, Learning Matters, New York Aquarium, New York Botanical Garden, and gift certificates for school libraries from Barnes & Noble. Vice-Chancellor Hershenson gave welcoming remarks. “More than 60 percent of CUNY’s first-time freshmen come from New York City’s public schools. So CUNY’s successes are really an indication of success in the K-12 sector. And for that, we have Chancellor Joel Klein and the dedicated teachers of our City to thank.

A key to that partnership is our work to prepare students for college. Through a program run through CUNY and the Department of Education, called College Now, students can take college-credit courses and develop their academic skills while still in high school. College Now has grown dramatically in the last few years, and today more than 37,000 students are enrolled in more than 200 high schools around the city.” The keynote address was delivered by Schools Chancellor Joel I. Klein.

Dear Friends:

It is a great pleasure to welcome everyone to the third annual awards breakfast of Education Update.

On behalf of the residents of New York City, I congratulate these exemplary teachers upon being recognized by Education Update and I am proud to acknowledge your roles as the future of our City’s students. In addition, I recorded here today. This school year, you demonstrate your capabilities, and as the future of our City, I hope you continue to be successful.

In addition, I commend Dr. Pola Rosen and the entire staff at Education Update for paying tribute to these outstanding teachers and for your unwavering support for our City’s schools. Your dedication to assist teachers, principals, administrators and parents in providing young New Yorkers with a high-quality education is commendable and greatly appreciated. It is an honor to work with teachers who share my commitment to improving the quality of education.

Please accept my best wishes for an enjoyable event, and I wish this morning’s honorees continued success in their endeavors.
June 27, 2005

To everyone at the third annual awards breakfast
honoring outstanding educators in New York City, I congratulate these exemplary
members of our profession.

Education Update. This is a wonderful achievement
in recognition of your commitment to making a difference in the
lives of our City's students. In addition, I recognize the outstanding students being hon-
ored this year and the dedicated teachers of our City to thank.

I am proud to acknowledge your commitment to making a difference in the
future of our City, and as the future of our City, I hope you continue to give it everything you have.

Sincerely,

Michael R. Bloomberg
Mayor

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**TEACHERS OF THE YEAR 2005**

Durojaye Akindutire, Marcia Arcentales, Maria Barry, Laura Bertolotti, Myrtha Borges, Deborah Brandt-Blanc, Judith Caputo, Yolanda Cartegena, Cynthia Cashman, Shantay Danzy, Marlene DaSilva-Hinds, Sharon Davis, Linda Dominguez, Mark Finkle, Evelyn Fortis, Della Furiano, Beverly Gammon Hill, Elizabeth Geli, Serena Goldberg, Dawn Haskin, Teresa Kutza, Cheryl Lee, Christine Linton, Malcolm McDowell, Robert McDuffie, Melissa Meehan, Evangeline Mercado, Frances E. Meyers, Maureen Murphy, Iris Nazario, Frances Nosal, Robinson Ortiz, Richard Parker, Thomas Porton, Marisol Rivera, Olga Rosa, Rebecca Rufo, Rebecca Saladis, Ben Sherman, Michele Smyth, Claudia Teti, Gloria Torres, Ken Tudor, Angelita Unalan, Pat Wallace, Michael Wotypka

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**In Memoriam**

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high school. College Now has grown dramatically in the last few
years, and today more than 37,000 students are enrolled in more
than 200 high schools around the city." The keynote address was
delivered by Schools Chancellor Joel I. Klein.

One of the high points of the program was a series of
cultural performances from three students of PS 33, Dairon
Moya, Alba Cuevas, and Zaynmarie Colazzo, under the
direction of honoree Mark Finkle. The young, talented
students were met with standing ovations as they sang heartfelt
renditions of popular songs and musicals including Mariah
Cary's "Hero and The Lion King.

Vice-Chancellor Hershenson recalled the words of teacher Christa McAslan who
donned the doomed space shuttle Challenger, "I touch the future; I teach."
for Clinical Affairs and Research at the Eating
among other titles, that of Associate Director
extend from several weeks to three months or
care. Most psychiatric hospitals, he points out,
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CEO and President of St. Luke’s-Roosevelt
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patients suffering from
subjective and psychiatric
problems, and an
adolescent division where
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 psychiatrists, eating disorders
and substance abuse. Silver
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Ackerman, an articulate and highly experienced administrator, researcher and psychiatrist, whose last position before joining Silver Hill was as CEO and President of St. Luke’s-Roosevelt Hospital Center in Manhattan, is excited by the challenges and opportunities at Silver Hill, not to mention the beauty of the place.
In a relatively brief period of time, Dr.
Ackerman has managed to put his mark on this venerable institution, hiring six new doctors, including himself (of 11) and top-level admin-
istrative personnel, instituting new programs, and reviewing strategic objectives, including
stributed with regard to the moral permissibility and ethical considerations relating to embryonic stem cell research can be attributed to how one defines a human being. According to this view, the problem arises because we lack a concurrent definition of a human being. In 1948, the UN unanimously declared that human beings are born free and equal in dignity and rights, but those rights need not be granted to an embryo if one does not consider it a human being. Silver’s main assertion is that the potential of individual human cells to produce a whole being is along a continuum, since embryonic stem cells have the capacity to become any tissue in the body. Humanity is something that we give to oth-
er's right to use, not that we impose any specific genes as opposed to the limited lines available through in vitro fertilization and unburden embry-
onic stem cell research from ethical issues.
It is widely believed amongst the scientific community that cloning for biomedical research, therapeutic cloning or nuclear transfer, is the pre-
ferrared way to get embryonic stem cells because “in vitro fertilization, or left over embryos, repre-
sent a limited set of genetic types and the cloning procedure of nuclear transfer would allow a lot more flexibility.”

By JOAN BAUM, PH.D.

Tucked away, hidden actually, on 45 glorious acres in the New Canaan
Connecticut countryside, though well known in the medical community, 74-year-old St. Luke’s-Roosevelt Hospital, a comprehensive diagnostic and treatment facility, is psychiatric and addictive disorders, has been undergoing slow but focused change under the thoughtful direction of Sigurd H. Ackerman, MD, who joined Silver Hill two years ago as President and Medical Director. Already
boasting transitional-living
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By NAZNEEN MALIK

Princeton University’s Woodrow Wilson School of Public and International Affairs recently held a panel to discuss the moral issue of embryonic stem cell research.
Moderated by Harold T. Shapiro, President Emeritus, Professor of Economics and Public Affairs, the panel included William B. Hurlbut, MD, Creator of the “fetal gene chip,” in Human Biology, Stanford University, and Lee Silver, Professor of Molecular Biology and Public Affairs.

The fundamental discord with regard to the moral permissibility and ethical considerations relating to embryonic stem cell research can be attributed to how one defines a human being. According to this view, the problem arises because we lack a concurrent definition of a human being. In 1948, the UN unanimously declared that human beings are born free and equal in dignity and rights, but those rights need not be granted to an embryo if one does not consider it a human being. Silver’s main assertion is that the potential of individual human cells to produce a whole being is along a continuum, since embryonic stem cells have the capacity to become any tissue in the body. Humanity is something that we give to others’ right to use, not that we impose any specific genes as opposed to the limited lines available through in vitro fertilization and unburden embryonic stem cell research from ethical issues.

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GEDTIME STEM CELL PANEL

EDITED BY HERMAN ROSEN, M.D.

Duke University Medical Center researchers have discovered a gene responsible for one form of chronic kidney disease. The disease, called familial focal segmental glomerulosclero-
sis (FSGS), can lead to complete kidney failure and affects 20 percent of patients on dialysis. The finding could lead to more effective treatments, according to the researchers.

Duke researchers used a form of animal research known as nuclear transfer, or cloning, to create a mouse model of human kidney disease. The team reported. Further study of the gene variant could support the cell membrane. In 1999, the Duke team

Drugs that target the ion channel might offer an effective treatment to slow or prevent scarring of the kidney, the primary manifestation of the disease seen in patients. The researchers tested two such channels are pore-like proteins in the membranes of cells thought to control the flow of calcium.

This gene represents the first ion channel to be associated with FSGS," Winn said. "It’s a new mechanism for kidney disease, which may allow us to advance on new treatments as ion channels are known to be amenable to drug therapy.”

In the United States, the prevalence of FSGS is increasing yearly, with a particularly high incidence among African-Americans, Winn said. The disease attacks tiny filtering units within the kidney called glomeruli—leading to scarring, or hardening, of the filter. Symptoms of the disease include high blood pressure, an excess of protein in the urine, and insufficient elimination of wastes by the kidneys.

Drug therapies for FSGS are limited and non-specific, Winn added. Therefore, the kidney damage forces many patients to rely on hemodi-

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continued on page 19

Gene Implicated In Chronic Kidney Disease

continued on page 19
**The Berlin Philharmonic Back in Salzburg for Annual Festival**

**Masterful Music Making**

By IRVING SPITZ

The Berlin Philharmonic made its annual appearance in Salzburg with an exciting program comprising three concerts and one opera.

The emphasis this year was on the British composer, Benjamin Britten. His opera, Peter Grimes, is a gloomy saga about the proud, self-willed fisherman. It is his uncompromising independence and unwillingness to accept any help, that brings Peter Grimes to disaster and suicide. Director Sir Trevor Nunn and designer John Gunter filled the stage of the Grosses Festspielhaus with Bruckellian bleak true-to-life sets depicting most realistically the fishing village and its simple yet hostile and aggressive inhabitants. The Grosses Festspielhaus is ideal for concerts but is a nightmare for an operatic production team. In this powerful production, Nunn succeeded in bringing out the tragedy and pathos of the figure of Peter Grimes and made the bloodthirsty villagers who failed to understand Peter Grimes the true villains of this great epic.

At an early age, Britten expressed the desire to study with Alban Berg but in fact never did so. For the most part, Britten rejected the 12-tone mode and instead used melodic harmonies. First performed in 1945, Peter Grimes is arguably the greatest opera by a British composer since Henry Purcell’s Dido and Aeneas. Sir Simon Rattle with the magnificent Berlin Philharmonic Orchestra brilliantly portrayed the subtle nuances of this overpowering and complex score contrasting the agitation and pathos of Peter Grimes and the frenzy of the mob. Particularly effective was the brilliant juxtaposition between the offstage sacred Church music in Act 2 Scene 1 and the profane, represented by the argument between Peter Grimes and Ellen Orford. Interwoven in this wonderful kaleidoscope of sound, were the sea interludes, among the most sensual music composed in the last century. It was the Berlin Philharmonic Orchestra under Rattle that made the biggest impact.

American tenor Robert Gambill took on the challenging role of Peter Grimes. The notes were there but he lacked the stage presence of Jon Vickers or Peter Pears, Britten’s long-standing life companion who originally created the role. Gambill’s voice portrayed the required pathos, anger, sorrow and misunderstanding. He was best in his monologues when reminiscing about the death of his first apprentice and musing about his life companion who originally created the role. His commanding presence, he used his sonorous reassuring baritone with authority. Soprano Amanda Roocroft (Melisande) was the old retired sea captain Balstrode. With his commanding presence, he used his sonorous harrowing baritone with authority. Soprano Amanda Roocroft took on the sympathetic role of Ellen Orford. She was particularly effective in the soft passages. Ellen in particular, but also Amanda Roocroft, was a camelion that could take his boat out to sea and not to return. The rest of the large cast was also exemplary, in particular Jane Henschel as Auntie, the landlady of the inn and Kathryn Harries as Mrs. Sedley who lead comic relief to this grim tale. The excellent chorus was formed from the London-based European Voices and students from the Guildhall School of Music & Drama. With justification, this performance was enthusiastically acclaimed by the full house and did Salzburg proud. The Berlin Philharmonic has been marking this annual pilgrimage to Salzburg since 1967. Next year features Debussy’s Pelléas and Mélisande.

**City Hosts International Art Fair for Video, Digital, & New Media**

By JOAN BAUM, Ph.D.

Although some of the spectators on the scene at DiVA looked as though they themselves were works of modern art, attention at this three-day international avant garde art fair dedicated exclusively to the showing of art and technology was clearly on the artists selected to participate in this prestigious, high-end event. For the first time DiVA was holding its fair in The United States, and the choice of the futuristic-looking, 14-story glass, atrium-centered Embassy Suites Hotel in Lower Manhattan as venue would appear to have been inspired. Sponsored by the French not-for-profit Frère Indépendant, DiVA invites galleries and dealers to exhibit artwork by new media artists who in their opinion represent significant multidisciplinary trends. The importance of the fair can be gauged by its attraction for museum directors, curators, academic film and video department heads, and writers—many of whom were on hand—not to mention dealers, educators, and collectors who have been following DiVA fairs on the continent. Approximately 35 galleries participated in DiVA 2005, eleven from New York. Certainly, anyone interested in new directions in art and technology, including influences on printmaking, sculpture, painting, architecture and performance art, should know about this organization (www.divafair.com).

This year DiVA dedicated the fair to Bruce Nauman, whose legacy of innovative film, video, dance, theatre, music, and self-reference is everywhere apparent. Nauman’s work is characterized among the exhibitors, an important part of DiVA’s mission, since many of the exhibited artists have not yet made themselves widely visible in the established art market. For sure DiVA seems strategically positioned to make a difference with its striking celebration of art as irony, ambiguity, and paradox. Although some galleries exhibited installations that struck a viewer more as gimmicky and in-your-face than art to live with and learn from, others stood out for featuring particularly creative work by artists whose imaginations were impressively served by technical expertise—among them Gary Beecroft at Damien Montalieu Fine Art, Ellen Harvey at Galeria Sican, Michael Rees at Biftorm, and Hans Op de Beeck at Ronmandos.

In “Blue,” part of Damien Montalieu’s three-person show “Passage in Colors,” Gary Beecroft, a photographic artist who presciently went digital in 1987, and is known for impressionistic, textured, up-close geometric planes, surfaces and shadows, shows once again his fine eye for composition emphasized even more now in this subtle blue hue series. A loop of filmed shots taken at what looks like an industrial site (in Las Vegas) becomes fluid-motion views of architectural sections (walls, bridges, water towers) seen in the distance, then close up, each flowing into another, evolving moments passed for a second, each then displaying distinct, perfectly composed linear and spatial arrangements in blue, various in tone, different in mood. In “Seeing is Believing,” a 30-minute video projected into a frame to look like a painting on a wall, Ellen Harvey cleverly plays with ideas of old and new, illusion and reality that constantly call for viewer re-assessment. New media sculptor Michael Rees, whose work can be seen at the Whitney, surprises in the way he freeze frames choreographed animated forms, headless and sexless, in a two-minute video that can generate prints out and, by way of special 3-D modeling programs, turn these into supple sculptures! Belgian born Hans Op de Beeck whose vacuous and bloody drawings aspire to make a classically trained pro, shows in “Gardening 2” the elegance not just expertise of multimedia, as video, photography, and drawing come together, with dramatic sound, to create a lyrical sense of loss. Recently the artist photographed children at a Brooklyn public school, asking them to close their eyes and imagine a lovely garden. The effects, like the gardening series, give deep pleasure as well as generate great admiration.
**RESOURCES AND REFERENCE GUIDE**

**BOOKS**

<table>
<thead>
<tr>
<th>Bank Street Bookstore</th>
<th>112th St. &amp; Broadway</th>
<th>(212) 678-1654</th>
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<tbody>
<tr>
<td>Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri &amp; Sat 10-6 PM, Sun 12-5 PM.</td>
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**ONLINE INFORMATION (SPECIAL EDUCATION)**

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<tr>
<th><a href="http://www.resourcesnydatabase.org">www.resourcesnydatabase.org</a></th>
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<tr>
<td>Free one-of-a-kind “Database on the Web” launched for New York City families with children with special needs. In-depth database is available free in all public libraries.</td>
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**MED & HEALTH SERVICES**

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<tr>
<th>NYU Child Study Center</th>
<th>550 First Avenue, NYC</th>
<th>(212) 263-6622</th>
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<tr>
<td>The NYU Child Study Center, a comprehensive treatment and research center for children’s psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.</td>
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**SCHOOL PROFESSIONALS**

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<tr>
<th>For All Your Substitute Needs</th>
<th><a href="http://www.SchoolProfessionals.com">www.SchoolProfessionals.com</a></th>
<th><a href="mailto:info@schoolprofessionals.com">info@schoolprofessionals.com</a></th>
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<tr>
<td>Brooklyn’s private elementary school for Dyslexic children offers a rigorous curriculum, Otten - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Arberman at 718-625-3502.</td>
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**SPECIAL EDUCATION**

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<tr>
<th>The Sterling School</th>
<th>(718) 625-3502</th>
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<tr>
<td>Brooklyn’s private elementary school for Dyslexic children offers a rigorous curriculum, Otten - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Arberman at 718-625-3502.</td>
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**SCHOOLS**

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<tr>
<th>The Harlem School of the Arts</th>
<th>645 St. Nicholas Ave., NYC</th>
<th>(212) 926-4100 ext. 304</th>
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<tbody>
<tr>
<td>Learning continues after school at The Harlem School of the Arts, an after school conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much more!!</td>
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**DANCE PROGRAMS**

<table>
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<tr>
<th>New Dance Group Arts Center</th>
<th>254 West 47th St.</th>
<th>NYC, NY 10036</th>
<th>(212) 719-2733</th>
<th><a href="http://www.ndg.org">www.ndg.org</a></th>
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<tr>
<td>Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.</td>
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MARYMOUNT WRITERS CONFERENCE HOSTS LITERARY LUMINARIES

By SYRIL MAIMIN

Published and aspiring writers were treated to a feast of information, inspiration, insider tips, networking opportunities, and a chance to hear and meet icons of the profession at the Annual Writer’s Conference at Marymount Manhattan College. Panels covered fiction and nonfiction writing, the process of getting published, and the realities of publicity and distribution. Two keynote speakers, Sir Harold Evans, author and former head of Random House, and Ron Chernow, best-selling biographer and winner of the National Book Award, charmed and informed participants with wisdom gained during very successful careers. Lewis Burke Frumkes, director of Marymount’s Writing Center and proud host of the event, encouraged attendees to speak with industry notables, noting that the conference was “small and intimate.”

In his keynote, Evans advised writers to “approach editors with a certain degree of respect and humility” and to welcome “even wounding criticism,” observing, “The more mediocre the writer, the more resistant to change.” He decried “the tyranny of numbers,” where quantity of books sold “overwhelms discussion of moral content and values.” He suggested, “Set out to write a good book. Don’t try to write a best seller,” adding, “This is the vessel that brings our imagination and society together. Don’t try to write a best seller,” adding, “This is the vessel that brings our imagination and society together.”

In his keynote, Chernow promised to “come clean about writing.” He described his career as “a series of accidents,” confessing that, although known for business-related biographies, he took no history courses and only one economics class. He revealed, “the adrenaline got running.” Although he lacked in expertise, he made up in “freshness and enthusiasm” as he “discovered a writing talent.”

Chernow added, “I was supported by Marjorie Kogan and the Brand Foundation.”

Twelve panels ranged from children’s books, short stories, mysteries, nonfiction, and biographies, to how to work with literary agents and book doctors. The Journalism Panel included education update editor and publisher Dr. Pola Rosen who explained that, nine years ago, as a teacher and college professor with no experience in journalism or business, she had “an epiphany” and determined to create a means “to tap into the opportunities and good things that are happening in the field of education.” The paper started small, grew, received awards, took on regular columnists such as the mayor and the head of the State Assembly and received a needed push from Patricia Volk. Wayne Pollard, who writes for the Asbury Park Press but wants to move to fiction, liked the suggestion from the Short Story panel that he look to his own columns for ideas. Brittany Murfitt, who came to the conference from Ohio, started writing fiction at age 12 and now at 17 is sending out a finished manuscript. She “learned that the industry is much bigger than she thought. Seeing so many people going through what you are going through is eye-opening but also makes you realize you have lots of competition.” Conference organizer Lewis Burke Frumkes said, “Each conference has its own personality, but it gets better every year.”

Conference attendees reported the day was useful in many ways. They had a chance to learn from such literary luminaries as Malachy McCourt, Tama Janowitz, Rona Jaffe, Bel Kaufman, Carol Higgins Clark, Daphne Merkin, and Tony Hendra. Amy Reiss, a practicing matrimonial lawyer who wants to write a book about the personal side of prenuptial agreements picked up tips about the publishing process. Lisa Ben-Haim, wants to turn from the “fluff” she writes in her public relations career to “more serious creative” work and received a needed push from Patricia Volk. Wayne Pollard, who writes for the Asbury Park Press but wants to move to fiction, liked the suggestion from the Short Story panel that he look to his own columns for ideas. Brittany Murfitt, who came to the conference from Ohio, started writing fiction at age 12 and now at 17 is sending out a finished manuscript. She “learned that the industry is much bigger than she thought. Seeing so many people going through what you are going through is eye-opening but also makes you realize you have lots of competition.” Conference organizer Lewis Burke Frumkes said, “Each conference has its own personality, but it gets better every year.” The day was supported by Marjorie Kogan and the Brand Foundation.
Bank Street College of Education has announced the appointment of John Borden as Vice President for Institutional Advancement. As head of the College’s Division of Institutional Advancement, he is responsible for furthering Bank Street’s mission through fundraising and internal and external communications, including public relations. Also reporting to Mr. Borden is the Publications and Media Group (P&MG), which partners with publishers, new media companies, and television producers to create educational materials for children, teachers, and parents.

An experienced advancement professional, John Borden has directed development, alumni relations, and communications programs during a career spanning nearly three decades. He has planned and managed major development campaigns at Columbia and Yale Universities; established development and external relations departments at Columbia Teachers College and Hebrew Union College-Jewish Institute of Religion; and reshaped advanced programs at St. Luke’s-Roosevelt Hospital Center, and, most recently, at Adelphi University. “John is an exceptional professional who brings a wealth of experience and talent to Bank Street. I look forward to working with him to build and strengthen support for the important work of this unique institution,” says Augusta Kappner, President of Bank Street College.

His background includes responsibility for all aspects of university and healthcare development, including individual annual and major gifts, corporate and foundation relations, planned giving, capital campaigns, and advancement operations. He has worked extensively with volunteer leaders, and has helped to strengthen the fundraising capabilities of boards. He has also managed alumni programs, and public affairs and government relations efforts.

The mission of Bank Street College is to improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. #

THEATER REVIEW

Buzzing on Broadway: The 25th Annual Putnam County Spelling Bee

By JAN AARON

Nerds are in the spotlight in “The 25th Annual Putnam County Spelling Bee,” William Finn’s charming musical about brainiacs in public school. It also graduated with honors from off Broadway’s Second Stage to Broadway’s Circle in the Square, which has been transformed into an American small town middle school. Beowulf Boritt’s set seems a gymnasium, identified with the show’s audience participants. To sum up: the entire cast held over from the Second Stage plays well together, and the bee’s adult supervisors, Lisa Howard and Jay Reiss manage the show’s audience like parents; relatives or friends of the contestants on stage, anxiously watching them face off in the bee’s regional final. Often the show’s action spills into the aisles as in the spirited “Pandemonium,” when the pent up contestants run amok.

The show’s misfits, played by talented adults, bring out the best in their nerdish characters through funny, poignant stories. Finn’s music and lyrics, James Lapine’s direction and Rachel Sheinkin’s book make them touching as well as comic creations. Logianne (Sarah Saltzburg) wants to please her two demanding gay fathers; Leaf (Jesse Tyler Ferguson) desires to stand up to her smarter siblings; Marcy (Deborah S. Craig) yearns to be less than superhuman; Chip (Jose Llana) wants to understand his overactive libido; Olive (Celia Keenan-Bolger) seeks release from solitude and her preoccupied parents, and William (Dan Fogler), pompous and pudgy wants to be well liked. William claims he has a magic foot he employs for correct spellings, which here is turned into a goofy soft-shoe dance number.

The entire cast held over from the Second Stage plays well together, and the bee’s adult supervisors, Lisa Howard and Jay Reiss manage to stay involved with the contestants and as well as the show’s audience participants. To sum up: This spelling bee casts a powerful spell. # (50th St. between Broadway and Eighth Ave. $95, 212 239-6200; Groups, 212-302-7000). #

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JULY 2005
Thirty-five years ago Touro College had one building and 35 students. In 2005, Touro College has graduated over 5,200 students with a college-wide 21,000 student enrollment and campuses in New York City, Long Island, California, Nevada and abroad. Touro College has come a long way.

On June 5th and 7th about 1,900 students graduated from the College’s School of Career and Applied Studies (NYSCAS). The first one was held at the Manhattan Center in New York City and the second one in Brooklyn, at the Millennium Theatre where over 790 graduates received their Associates and Bachelors degrees in a variety of majors: Business Management and Administration, Human Services, Computer Science, Education, Health Science, and Desktop Publishing.

Over 50 students received their certificates in Medical Coding and Billing and the newest Digital Media Arts Program which offers real-world, hands-on skills, and in-depth technical knowledge in audio arts and audio engineering.

Proud parents, friends and relatives gathered to see their loved ones pick up their diplomas, the symbol of years of hard work and sacrifice. During the ceremony, students with broad smiles looked for their parents and friends who applauded their achievements.

Dean Eva Spinelli, Vice-President and Executive Administrative Dean was the Grand Marshall of the event and presided over the Commencement Exercises, while Dr. Boylan, who has been associated with Touro College for over 30 years, commended the graduates on their initiative of having jobs and raising families while pursuing their education. He told the graduates that they had a lot to be proud of. “Each and every one of you are winners,” he said. He also stressed that the road when life may offer some bumps and bruises, “don’t forget tonight.”

Adding that students needed to be flexible and adapt to the needs of the workplace, Thompson underscored Graduation Day as a kind of benchmark “when a person can take stock of where they are today.” New York City needs you, he emphasized as he urged graduates to live and work in the city. Thompson also encouraged the graduates to make a difference in society. “You don’t have to be elected to be effective,” he said.

Valedictorian Bracha Markowitz graduated from the School of Career and Applied Sciences with a bachelor’s degree in Psychology with a 3.87 Grade Point Average. She completed her degree program in only two years while holding down a job. Markowitz spoke of the campus life of Touro where students of all walks of life come together in the common bond of learning. She saluted her academic advisor Anna Veretilnaya, who gave her advice, support and encouragement, and Saranto Pikoulas, site administrator, whose friendly attitude helped ease the stress of being a full-time student. Markowitz quoted Thomas Edison: “The only difference between the difficult and the impossible is that the impossible takes a little longer.” She also acknowledged her parents for their love and support.

Marrion Fluid, the Salutatorian, earned her Associates Degree, while at the same time raising her two young children. Fluid plans to go into teaching and eventually work as a child psychologist.

Dr. Jacob Lieberman presided over the Academic Awards for Excellence. Dean Robert Goldschmidt passed out the Student Leadership and Service Awards.

Galina Zaslavskaya earned the Mira Wolf Service Award for her work in the community. She is a board member of the Jewish community at Starrett City and has kept a journal of former and current students at the Starrett City site as well as members of the Jewish community. Zaslavskaya assists senior citizens and visits the sick in home and hospitals and also works with NYANA, an agency which helps new Americans acclimate to this country.

Two Touro College Professors were voted by students as Teacher of the Year: Edna Davis, an English Instructor and Dr. Martin V. Gallatin, Professor of Sociology in the Human Services Department and is the author of AlwaysWin, a self-help book.

Numerous students received awards for their academic excellence. Of note, Yevgeniya Yagoshima received the Robert Bielsky Special Recognition Award for Personal Achievement. She was the primary caregiver to her mother who died from cancer and six months later lost her grandmother. But Illina persevered and continued her studies.

Although there are 6,000 students in the School of Career and Applied Studies, each one is treated as an individual. “All our offices are very accessible for the student,” said Germina Khurshidnaya, Director of Student Development. “We are as proud of their accomplishments as they are to be students here.”

Touro College Grad Grads Get Degrees and Words of Wisdom

BY RICHARD KAGAN

Student-Run Record Label Founded At Stevens Institute Of Technology

A group of six students at the Stevens Institute of Technology have created an innovative, student-run record label called Castle Point(t) Records. Intended as a way for students to get directly and intimately involved in the music industry, the staff of Castle Point Records has assembled for its first release a compilation album featuring popular local cutting-edge rock bands.

For its first project, the label is recording and producing original music at HarariVille Studios. Carlos Alomar, long-time David Bowie guitarist (who also worked with Duran Duran, Iggy Pop, Luther Vandross and John Lennon) who is the president of the New York chapter of the National Association of Recording Arts & Sciences, (NARAS), (http://nara.org/newyork.aspx), has produced two songs for the release and assisted on a third.

Unlike most academic record labels, Castle Point Records will reach out beyond the limits of its school’s own musical groups. Distributing exceptional quality music that is relevant to today’s college student is of the utmost importance to the organization. Located in the center of the popular Hoboken music scene and minutes from Manhattan, Castle Point Records is poised to take advantage of its access to two music communities in a way that most other college labels can’t.

The label will be releasing its first album in the fall of 2005. Plans for future releases are already in the works.

Stevens Institute of Technology was established in 1870. Stevens offers baccalaureate, masters and doctorate degrees. The university has a current enrollment of 2,250 online-learning students worldwide.

Kidney Disease

continued from page 14

to angiotensin II, a protein known to promote high blood pressure and kidney injury. While TRPC6 mutations have yet to be reported in other families with hereditary FGKS, the findings raise a number of questions about the role of the channels in kidney function. The channels may also offer a new target for kidney disease treatment, according to the researchers. “Because channels tend to be amenable to pharmaco logically manipulation, our study raises the possibility that TRPC6 may be a useful therapeutic target in chronic kidney disease,” Wynn said.

Dr. Herman Rosen is Clinical Professor of Medicine at Weill Medical College of Cornell University.
No generation better reflects the American Dream than ours.

Generation Baruch.

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.

Now we need your help so that future generations can join Generation Baruch and help keep the dream going.

Above, from left: Max Berger, Class of ’68, Senior Partner, Bernstein, Litowitz, Berger and Grossmann • JoAnn Ryan, Class of ’79, MS ’83, President and CEO, Con Edison Solutions • Alan Liang, Class of ’05, Baruch BBA in Finance, CUNY Honors College • Evelyn Taveras, Class of ’96, Baruch BBA in Marketing Management, Senior Media Planner, Della Femina Rothschild Jeary & Partners

For more information on how you can support future generations, please call 212.802.2900. Or visit www.baruch.cuny.edu/bcf/.

Campaign for Educational Equity: Teachers College Names Michael Rebell Executive Director

By NAZNEEN MALIK

Teachers College, Columbia University, one of the nation’s foremost graduate schools of education recently announced executive director and lead counsel in the campaign for fiscal equity (CFE), Michael A. Rebell, as the leader of its newest educational initiative—the Campaign for Educational Equity (CEE).

Current federal policy stipulates that all students must have access to a sound basic education. Therefore, there is no better time to launch such an ambitious, national campaign that seeks to bridge the educational gap between varying socioeconomic communities.

All children are being asked to meet the same standards and they need the resources to meet those expectations, says Arthur Levine, President of Teachers College. Our goal is to improve the conditions of our most disadvantaged populations.

Citing the economic, social, and political dangers of educational inequity, Levine set forth the CEE’s plan to address the problem. By providing research and disseminating relevant findings to the media, government, school boards, and other “actors” in the educational arena. An annual symposium will bring together national experts to discuss issues, and a Report Card will measure progress towards equity on both the national and state levels. In this manner, the CEE can work to implement change.

Our target is to raise $12 million in the first year and put together a board of policy makers, business leaders, and educators, says Laurie Tisch, Chair of CEE.

The new Campaign for Educational Equity will answer the question of how to distribute the money and resources entitled to New York State schools from the CFE lawsuit, says Rebell.

Since 1989 the US has been engaged in the “most profound, far-reaching, radical education reform process in the nation’s entire history,” states Rebell. The movement began when a number of reports and statistics in the mid 1980s indicated that the US was in trouble in terms of economic competitiveness, he explains. The root cause was the educational system.

By the year 2050, over 50 percent of graduating students will be minorities, cites Rebell. From a national interest point of view, if these students are not well educated, the US is never going to make it, states Rebell.

The growing recognition of this problem is reflected in judicial rulings across the nation where courts have sided with the plaintiffs, movements similar to the CFE, 77 percent of the time.

Nevertheless, there are some obstacles that remain difficult to overcome. Polls shows that tax payers would be willing to financially support educational programs if they believed that the money would actually bring about improvements and provide real opportunities. Rebell calls this phenomenon the credibility gap.

“People have to believe this is possible, and this crusade at TC can really make a dent in the credibility gap. TC is really so well geared to do this. I’m so excited to become so much more a part of this institution,” says Rebell.

“The model here is very much an interactive one,” says Darlyne Bailey, Vice President of Teachers College and Dean of Academic Affairs. We intend to forge partnerships with other educational institutions and colleges as part of CEE, connect our areas of knowledge and skills with those of our partners, and help to develop model programs for schools around the country.”
Compiled BY NAZNEEN MALIK

Louisa May Alcott (1832-1888), best known for her novel, *Little Women*, was privately educated at home by her father.

Agatha Christie (1890-1976), noted author of mystery novels including *Murder on the Orient Express* and *And Then There Were None,* was privately educated at home. Her work is translated into more languages than Shakespeare and her success as a best-selling author has been further enhanced by many film and television adaptations.

Erik Demaine, Assistant Professor of Computer Science at the Massachusetts Institute of Technology is the leading theoretician in the emerging field of origami mathematics.

Settling somewhere new every six to twelve months, he was home-schooled by his father and began college courses at age 12, and received his doctorate at age 20 to become the youngest professor in the history of MIT.

Thomas Edison (1847-1931), famous inventor, attended school sporadically due to hearing difficulties and was taught at home by his mother. At age 10 he set up a laboratory in his basement and began printing a weekly newspaper at age 12.

Yehudi Menuhin (1916-1999), talented violinist, went to school for precisely one day at age six.

Frank Lloyd Wright (1867-1959) famous architect, was educated at Second Ward School, Madison from 1879 to 1885. He entered the University of Wisconsin at 15 as a special student, studying engineering because the school had no course in architecture.

**Minnesotta Homeschooler Wins 2005 National Geographic Bee**

Homeschooler Nathan Cornelius is more than a geography whiz—he’s the top one in the nation. On May 25, 2005, the 13-year-old beat nine other National Geographic Bee finalists by correctly answering the question, “What lake that constitutes part of the Panama Canal system, was created by damming which river?”

Cornelius’ answer, “the Chagres River,” earned him first place in the bee and a $25,000 college scholarship.

Cornelius hails from Cottonwood, Minnesota, where he pursues a variety of interests, including photography, piano, and classical guitar. However, he said, “I think geography is my favorite subject.” Cornelius has been participating in the National Geographic Bee for several years; he represented Minnesota in both the 2003 and 2004 national competitions.

Homeschooled primarily by his mother, Michele, Cornelius said that preparing for the bee was a group effort: “Both my parents helped quiz me for the bee.” Cornelius also spent several hours a day studying atlases and other geography books, such as the National Geographic Desk Reference and a book by last year’s geography bee champion, Andrew Wojtanik.

Each year’s National Geographic Bee finalists are culled from five million 4th-8th graders, who participate in preliminary rounds across the United States. Qualifying students go on to compete at the state level, whose winners represent their states in the two-day national competition in Washington, D.C.

On June 2, 2005, another young homeschooler, 11-year-old Samir Patel of Colleyville, Texas, tied for second place in the 7th annual Scripps National Spelling Bee. Thirty-four homeschoolers participated in the Washington, D.C., competition.

**HOME Schooled Notables**

**Product Review:**

**Discover! Astronomy**

By MITCHELL LEVINE

As any home education family in New York is probably aware, there is a critical lack of great science enrichment available for homeschoolers. While much curricula and supplementary material can be easily purchased for subjects like history, writing, math, and language arts, the complexity of the scientific field and the need for hands-on learning seems to have thinned out the need in that marketplace.

EOA Scientific’s Discover! Astronomy thus fills a critical void. As teachers realized long ago, the science of the cosmos is a unique branch of the sciences for students. By its very nature, it fascinates children and adults alike, and can be used as a basis for the study of a bewildering number of subjects. By creating an interactive environment for the investigation of astronomy and space science, this software presents an opportunity to explore those built-in advantages in a fun and convenient manner for homeschooling parents and children.

Using the model of a 3D virtual laboratory, each of the CDs in the volume offers a different chapter in the basics of astronomy: Kepler and Newton’s laws; the Big Bang; stars, planets, and galaxies; the fundamentals of the scientific method, and much more. Each one begins with a 30 minute digital video, and a large number of supplementary multimedia tutorials (200 in all) as an exposition of the core knowledge. The science of the cosmos is a unique branch of the sciences for students. By its very nature, it fascinates children and adults alike, and can be used as a basis for the study of a bewildering number of subjects. By creating an interactive environment for the investigation of astronomy and space science, this software presents an opportunity to explore those built-in advantages in a fun and convenient manner for homeschooling parents and children.

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“ChemTutor®, BioTutor®, and PhysicsTutor® are the best interactive science tutorial software packages I have seen to help chemistry, biology, and physics students of all ability levels get better grades with less total studying time.”

—Ted Lutkus

Science Department Chair

Westtown School

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Homeschooling Kids Participate in School Activities

While some states already require schools to allow home-schooled children to participate in school activities, others leave the decision to local school boards. This year, bills requiring school districts to extend extracurricular activities and some classes to these children were introduced in at least 14 state legislatures. Increasing number of parents, nation-wide, are pushing more public schools to make their clubs, music groups and other extracurricular activities available to the one million children who are educated at home. This new push for access marks a new stage in the home-schooling movement, which for many years has held an unfavorable view of public education. But many districts strongly resist the idea citing inadequate resources as well as liability and administrative issues. There is concern that if home-schooled children are allowed to participate, they may feel displaced and disconnected from their peers. In addition, it remains unclear whether those students should be held to the same academic and attendance standards. Nevertheless, as the movement for integrating home-schooled children into the mainstream environment of school is gaining both size and diversity, with parents advocating for inclusion into activities as varied as chess, Advanced Placement courses, clubs, music groups and other sports.

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National Dance Institute Gala

(L-R) Former Governor Mario Cuomo, Former First Lady Matilda Cuomo, Dr. Margaret Cuomo Maier and Howard Maier congratulate Marianna Maier on the completion of her dance recital with world renowned dancer Jacques d’Amboste, Director of the National Dance Institute.

PRODUCT REVIEW:

Interactive Learning’s PhysicsTutor Excalibur Edition

By MITCHELL LEVINE

Open up any general feature news publication these days, and you’re likely to find an article discussing the erosion of standards in American education. More specifically, you’ll probably be told that the prototypical deficit today’s students suffer from is a lack of understanding of critical science skills and concepts.

If you teach in a public school, of course, many resources are available to you: standardized software, field-tested texts, extensive lab equipment, and much more. Not only will you have access to those assets now, you’ll have a (comparatively) large budget to acquire even more of them whether needed or not.

Homeschooling families, however, have to rely on far less to get to the same place. Fortunately, a new generation of tutorial software has developed, an excellent example of which would be the subject of this review, Interactive Learning’s PhysicsTutor interactive tutorial package.

Based on a syllabus including not only all of high school physics 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 are orient ed around a specific question which reflects the particular material to be studied. For instance, one tutorial is centered on Faraday’s law. Another looks at the behavior of a charged particle in a magnetic field. Each tutorial begins with an interactive problem, and as the student works on this problem, an equation is generated which is related to the problem. The tutorial then moves on to a series of tutorial questions designed to test the student’s understanding of the equation. If the student is unable to answer the question, an explanation is given that explains how to solve the problem.

The software also includes a study tool which can be used to help students review the material covered in the tutorials. The study tool includes a glossary of terms, a list of key concepts, and a series of review questions. The review questions are designed to test the student’s understanding of the material covered in the tutorials.

Overall, PhysicsTutor is an excellent tool for helping students understand the material covered in high school physics. The software is easy to use and the explanations are clear and concise. The software also includes a number of additional features, such as a calculator and a graphing tool, which can be used to help students solve problems.

Interactive Learning’s PhysicsTutor is an excellent tool for helping students understand the material covered in high school physics. The software is easy to use and the explanations are clear and concise. The software also includes a number of additional features, such as a calculator and a graphing tool, which can be used to help students solve problems. physicsTutor physiological problem}{diverse}
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