HONORING POETS & WRITERS

ERICA JONG

NANE ANNAN

CAROL HIGGINS CLARK

LEILA HADLEY LUCE

MALACHY MCCOURT
EDITORIAL

National Poetry Month

By POLA ROSEN, Ed.D.

April is National Poetry Month and a time to read, recite, write and appreciate poetry as well as literature. Since literature and poetry are intertwined, we decided to interview several state poet laureates (see the centerfold) from Oregon, Maryland, Wyoming, South Carolina and Kansas as well as five “local” New York City well-known authors that we were privileged to interview personally. Their words and works are far from local for they resonate in different languages throughout the world.

The ultimate passion of writing, a lonely craft that satisfies so fully when completed, was revealed with wit, honesty, humor and intelligence by Erica Jong, Leila Hadley Luce, Malachy McCourt, Nane Annan and Carol Higgins Clark. Several, independently of each other, quoted a magnificent poem by Yeats expressing that it should be essential reading for young people today. The poem they shared with me and I in turn am passing on to you follows:

He Wishes for the Cloths of Heaven

W.B. Yeats

Had I the heavens’ embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half light,
I would spread the cloths under your feet:

But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.

By POLA ROSEN, Ed.D.

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**Letters to the Editor**

**RE: Mr. Dodson’s Editorial**

To the Editor:

On behalf of the SME Education Foundation—www.sme.org/foundation—I wanted you to be aware of the work we are doing through our Manufacturing Education Plan (MEP) that has funded more than $19 million to more than 30 colleges and universities across the country for the express purpose of developing programs with the collaboration of business, industry and academia, to address competency gaps in graduating manufacturing engineers and technologists.

We will be bringing STEPS (Science, Technology & Engineering Preview Summer) camp to Brockport, NY this summer. This program is a collaboration with Project Lead The Way and is designed to prepare and motivate young people (K-12) to further their education.

Barbara J. Gaston,
SME Education Foundation
Plymouth, MI

**RE: Ted Kooser, Poet Laureate**

To the Editor:

I didn’t know where else to say this. I gave my copy of Shadows & Delights to a man named Bobby diagnosed with Lou Gehrig’s Disease. He worked 47 years selling tractor parts behind the counter here at the local John Deere tractor supply. He read it 10 times. We had him for supper and he brought it back. But I knew he wanted to read it at least 10 times again so I gave it back to him. I wanted to let Ted know.

Darrell Cruse
Georgetown, KY

**RE: Drew Barrymore Draws Crowd at Barnard for Her Film on Voting**

To the Editor:

This article is great. I love the information!!! Thanks for the info it really helped on my project!!!

Amber Evans, GA

**Education Update**

**IS AN INDEPENDENT NEWSPAPER**
Diane Ravitch Receives Bialkin/Citigroup Public Service Award

By EMILY SHERWOOD, Ph.D.

Preeminent education historian and N.Y.U. professor Diane Ravitch added yet another award to her distinguished collection of accolades last month, the coveted Kenneth J. Bialkin/Citigroup Public Service Award for her contribution to education, presented to her by none other than her close friend and colleague, Kenneth Bialkin, Chairman of the American Jewish Historical Society (AJHS). At the award ceremony, co-sponsored by Citigroup and AJHS and overflown with “the crème de la crème of New York City educa-
tion,” Bialkin praised Ravitch as “a woman of ideas, judgment and intellect [who has] come to the highest level of recognition in her field.” Bialkin, a leading civic, business and community figure who is currently a partner in the prestigious law firm of Skadden, Arps, Slate, Meagher & Flom, underscored the importance of deep thinkers like Ravitch in the field of education, noting that “our success as a nation cannot be separated from our ability to educate our children.”

In accepting her award, Ravitch—who served as Assistant Secretary of Education under President George W. Bush and is currently a senior fellow at both the Brookings and Hoover Institutions—thanked her inspirational high school teacher, Jean Ratcliffe, who once gave her a verse of poetry from English poet Lord Byron that read: “I stood Among them, but not of them; in a shroud Of thoughts which were not their thoughts.” “I think she recognized that I had gifts,” explained Ravitch simply. Following college at Wellesley, Ravitch went on to author and edit over twenty books and to write more than 400 articles and reviews for scholarly and popular publications in addition to her teaching and administrative responsibilities.

Ravitch and colleagues Randi Weingarten, President of the NYC United Federation of Teachers, and Harold Levy, former NYC School Chancellor and currently Executive Vice President of Kaplan, Inc, a leading education-
tational testing and career services business, proceeded to engage in a lively debate on “The State of Education Today.” Weingarten called for lower class sizes and uni-
versal pre-kindergarten “so we can help kids while their minds are most supple….We should be having discussions about how to make this happen for kids,” she exhorted the crowd. Levy urged a careful study of the educational systems in other countries, many of which have surpassed our nation in educating their youth for the rigors of the twenty-first century. Levy also deplored the political tradeoff between the needs of the young and the old that’s taking place in the state and federal legislatures. “In the tension between education and health care, education is not winning…We need to adapt that,” cautioned Levy.

In her remarks, Ravitch chose to focus on prob-
lems with state and national tests. “Whenever you have a single bar, it will be a low bar,” she said of the one-size-fits-all New York State Regents exams, urging a return to “a system of levels” to avoid what she views as a “dumbing down” of these tests so that more students can pass. “Students need to aspire to something worth reaching...Don’t destroy the honor of passing the Regents exams,” she admonished. Similarly, Ravitch criticized federal No Child Left Behind (NCLB) testing requirements for creating “too much emphasis on test preparation….And the curriculum has been narrowed to reading and math only.” Decrying the new corpo-
rate model of accountability, where test scores are driving a pedagogical classroom instruction that is turning into test preparation at the expense of a deep, rich curriculum including social studies, science, literature, music and art, Ravitch prod-
duced decision-makers to “maintain civility of dis-
cussions and a commitment to keep talking…We need the broadest possible discussion, we need to learn from the past,” she concluded.

Ravitch further blasted what she called a lack of accountability in New York City’s educational system. With abolishment of the city’s central Board of Education by the State Legislature four years ago, “current boards have no decision-mak-
ing authority…There is no place for parents to go to question policies,” Ravitch explained, deplor-
ing the “politicization” of what she called a top-
down management structure controlled by Mayor Bloomberg and advocating public hearings in 2009 when the current law sunsets.

As the session drew to a close, Harold Levy summed up what many adoring fans in the audi-
ence had already figured out: “Diane Ravitch is the Jean Ratcliffe for us all.” And to the roaring applause of New York City’s educational movers and shakers, Ravitch left the dais to resume what she does best, advancing the dialogue of how best to educate children in a climate of civility and respect.

In recognition of the urgency to give New York students better preparation in math, science and technology, Polytechnic University would like to remind you that we offer a 50% GRADUATE TUITION SCHOLARSHIP for all teachers and other education professionals.

New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in Math and Science. In this spirit, Polytechnic University is pleased to remind you of our Scholarship for Education Professionals.

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Profiles in Education: Nane Annan

By EMILY SHERWOOD, Ph.D.

Nane Annan, wife of United Nations Secretary General Kofi Annan, recalls sitting down on the damp Pakistani earth with a little girl after last year’s horrific earthquake. “We had no language in common…and yet there was a spark of sharing between us. These were precious moments,” recalls Mrs. Annan, who for over nine years has forged thousands of such bonds by accompanying her husband as a global human rights advocate.

Raising in Sweden, the daughter of an international judge, Mrs. Annan studied law and served as an associate judge in her country. But over tea in the elegant living room of her diplomatic residence in Manhattan, she prefers to steer the conversation away from herself and focus on the more pressing issues afflicting our poorest countries—education, equality between men and women, AIDS, and sanitation, to name but a handful. She has just returned from a trip to South Africa, having come full circle (it was her first official trip when her husband began his tour of duty as Secretary General in 1997.) The challenges facing young girls in Africa are legendary: “parents keep them out of school because it is unsafe, or they need them at home to care for younger siblings, or they cannot financially send all their children, so they send only their boys,” she enumerates. Mrs. Annan is equally passionate about the need for safe water and hygiene, adding that it is important for girls to have separate latrine facilities from boys in poor countries. “That may be one more reason for girls to drop out of school in their teen years,” she adds.

To reinforce the U.N.’s message to our most vulnerable global citizens, Mrs. Annan has written and illustrated a children’s book called Zip & Top: The Adventures of Two Water Drops, a fairy tale that underscores the key role that water plays throughout the world. And she’s also written a more generic children’s book entitled The United Nations, Come Along with Me, explaining the purpose of the UN in an easily understandable terms.

Mrs. Annan is as active in her own back yard as she is in the remote corners of the world, often meeting with students in New York City classrooms. American children are invariably astounded at the living conditions of their counterparts in third world countries, reacting in shock to photographs of “girls who walk with heavy buckets of water on their heads…or children drinking brown water from a dirty river…It is very special for me to go out to schools…and understand the important role teachers have in the classroom in creating a positive learning environment for the children,” she concludes. (Slide shows with Mrs. Annan’s voiceover can also be accessed on-line by going to the UN website, www.un.org and clicking on the CyberSchoolBus [icon].) Mrs. Annan is particularly grateful to see the success of the Global Classrooms curriculum, whereby middle and high school students explore current world issues through simulations and curriculum materials.

Yet for all the hours Mrs. Annan has devoted to enriching the lives of children and families around the world, she is rewarded in equal measure by the outpouring of gratitude and thanks she receives in the form of handmade gifts, cards, poems, and artwork from those she visits. She lovingly unwraps a small sampling of mementoes: a mobile with hundreds of handmade white origami birds from Africa; a child’s drawing of the Annans from China; a handmade book from Sweden; a globe from Johannesburg; an original poem from a classroom in the Bronx bearing the lyrics, “The Secretary General as the UN’s boss/Is trying to make sure that not a soul is lost.”

Summary up why she does what she does, Mrs. Annan states ever so simply, “So often I want to be a doctor.” She says it with answer: “I want to be a doctor.” She says it with glittering eyes. I hope those eyes will not lose that glimmer.”

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For nearly 50 years, Concordia Language Villages has been boldly and optimistically pursuing a vision of peace and understanding by educating young people in the languages and cultures of our world. Now for 2006, Al-Wathe (“The Class”) provides young people ages 8-18 with a unique opportunity to learn the language and experience the diversity of the Arab culture at the Arabic Language Village near Vergas, Minn. USA. Scholarships and transportation are available for the two-week immersion sessions. Arabic is the 14th language offered by the organization.

“Arabic is one of the top five languages spoken in the world today, yet few American schools teach it at the pre-collegiate level,” explains Christine Schulze, Concordia Language Villages’ Executive Director. “We believe the time is right to help young people learn Arabic and better appreciate this rich cultural and linguistic tradition. The understanding they gain will help them enrich international dialog in years to come.”

During two-week immersion sessions, Al-Wathe participants, known as “villagers,” will be surrounded by a supportive staff of native and non-native speakers. Villagers need no previous knowledge of Arabic to participate. Instruction will be given in small language-learning groups according to proficiency levels.

Middle Eastern Arabic, the language of formal settings and writing, will serve as the foundation for curriculum planning. Since the Arabic language is rich and varied, the Language Village will also offer exposure to colloquial Arabic in various dialects (i.e., Egyptian, Levantine, Gulf and North African). Villagers will also take part in a variety of educational and cultural activities to familiarize them with the music, dance, sports, crafts, games and foods typical of Arabic cultures.

Concordia Language Villages is a non-profit organization sponsored by Concordia College, Moorhead, Minn., a private, four-year, liberal arts institution, with an award-winning commitment to international education. Concordia Language Villages is accredited by the North Central Association Commission on Accreditation and School Improvement and the American Camp Association.

For more information on registration, employment or support for Concordia Language Villages, visit www.ConcordiaLanguageVillage.org or call 1-800-222-9750 to request additional materials.
Channel 13 Celebrates Teaching & Learning: A Great Teacher, Rafe Esquith

By LIZA YOUNG

Rafe Esquith literally lives to teach. Working at least 12 hours a day and foregoing Saturdays and vacations, Esquith devotes all his passion and energy towards improving the minds of his students at Hobart Boulevard Elementary School in Los Angeles as well as their lives in general. At the recent WNET/WLIW inaugural “Celebration of Teaching and Learning” Esquith and his students traveled 3,000 miles to be at pier 94 in NYC. Esquith provided inspirational words for educators as well as evidence of the wonderful work he’s doing through performances by students.

In spite of all the accolades Esquith has received, including being knighted by the British Empire and receiving the Disney Teacher of the Year award, the real reward for him is seeing students succeed and be happy. Although he could easily teach in a different school, or serve in the capacity of a school administrator, Esquith chooses to stay at the overcrowded Hobart Elementary where 92 percent of students speak English as a second language and are from families below the poverty line. His goal as a teacher is for “students to learn skills that will help them not just now, but five, ten years down the road.” One of many innovative systems Esquith has developed is teaching students life skills through a real estate model. All students have to pay rent for their seats with front row seats being top dollar. Students earn money by exhibiting diligence, and “being a good kid.” If a student is really entrepreneurial, he can become the landlord of a few seats and have others pay him the rent. Esquith expects and receives excellence from his students in terms of character and academic performance. Through his powerful teaching approach students have become what Esquith calls “Hobart Shakespeareans,” performing not only Shakespeare’s works, but professional-level musical performances to accompany them.

Recounting to the audience his early experience and the development of the “Hobart Shakespeareans,” Esquith described how he was initially irked by students being pulled out of his class for orchestra, thinking they were losing valuable class time. He soon made the discovery that students who came from orchestra were much more alert and attentive; that it wasn’t just music that they were learning, but they were developing discipline and stamina to work hard. The idea came to him to combine his love of Shakespeare and music. The proposal was rejected by the school administration, with the ironic response of: “We don’t want you to teach Shakespeare; we’d rather have you teach something more academic.” And so Thornton Wilder’s Our Town was performed instead. The superintendent exclaimed “it was the best performance of Shakespeare she’d ever seen.”

Overcoming these initial debacles, the “Hobart Shakespeareans” has become a symbol for teachers to be role models for their students and “I want them to remain humble.” He encourages teachers to be role models for their students and stated: “these students work hard because I do.”

With his personality, support and endurance, it’s not hard to envision students becoming stars, not necessarily in the theatre, but in life.

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Channel 13: Schools of the Future

By JOANNE KONTOPRAKIS

A red carpet united hundreds of booths and live exhibits with enthusiasm at the cavernous Pier 94 in Manhattan recently as visitors and exhibitors experienced the symposium presented by Thirteen WLIW, A Celebration of Teaching and Learning, brilliantly conceived by President Bill Baker and Director of Education, Ronald Thorpe.

Among the notable speakers were Frank McCourt, Richard Dreyfuss, Randi Weingarten, Jill Levy and Tom Brokaw.

The relaxed and friendly atmosphere fostered interconnectedness and networking for attendees, who were offered giveaways and also the opportunity to sample the several panel discussions and lectures which ran throughout Saturday.

“Microsoft Schools of The Future,” a lecture led by Microsoft project manager Mary Cullinan, publicly introduced the results of a project undertaken by the partnership of the School District of Philadelphia and the software giant Microsoft. Dubbed “The School of the Future,” the prototype 800-student, five-level public high school, occupying seven acres was created. It stayed within a traditional budget while embodying the qualities of aesthetics, innovation, technological advance, and environmental friendliness. Serving as a model which can be replicated throughout the world, the school is scheduled to open in West Philadelphia in September 2006.

Microsoft had contributed its organizational philosophy with advice on how to make the most of the $46M budget, ranging from construction materials to the hiring of staff. The project inspired enough innovative ideas to fill a textbook (www.microsoft.com/education/sotf).

In outlining a vision of The School of the Future, where learning is relevant and adaptive, Mary Cullinan challenged the imagination of audience members by asking, How do we want the kids to be?

She spoke of “contextualized learning,” the idea that a school is connected to a larger environment. “The concept of how you define learning environments is critical to your success,” she stated. “The concept of an involving, connected, learning community includes parents, nonprofit agencies, media. To get there, what is our environment like? I’m going to build things to minimize my threats, to maximize greater horizons, for example: zoos,” said Mary.

Mary then asked audience members, “What do you believe is stopping you, in your organizations, to create 21st Century environments?”

Audience members—educators and representatives of companies, responded. “Lack of vision,” a man remarked. Ella Dempsey, president of a teacher’s union, said, “Generally, the rigidity of management and the perspectives we’ve limited ourselves to, are our greatest challenges.”

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In his bestselling book, The World Is Flat, Tom Friedman writes “By any measure, our students are falling behind the rest of the world, especially in math and science.” This quote underlines the fact that we need to redouble our efforts in engaging students in these subjects, but also showing them the multitude of career opportunities available with advanced training in math, science, engineering, and technology. It is in this spirit that Polytechnic University reminds the educational community that they can take advantage of a special graduate scholarship designed with this urgency (and their needs) in mind.

In recognition of the fact that New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in Math and Science, Polytechnic University is pleased to announce the Scholarship for Education Professionals.

This scholarship entitles anyone teaching or working in a grammar school, middle school, junior high school, high school or college a 50% tuition scholarship on graduate education at Polytechnic University. This is a tremendous opportunity for teachers who are fulfilling their master’s degree requirements or any other employee who is seeking an advanced degree.

The NYS Dept. of Education is now requiring all science teachers with a BS in science and an MA in education to take 12 additional graduate course credits in the science that they are teaching. For example, all High School Chemistry teachers who do not have a MS in Chemistry will be required take 12 graduate credits.

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Preparing Students To Make A Job Not Just Take A Job

By STEVE MARIOITI

A surprising number of young, aspiring entrepreneurs walk in our midst—but because they don’t receive entrepreneurship training in school, most may never act on their entrepreneurial vision. Then we all lose.

While the nation’s economy will increasingly rely on entrepreneurs to stimulate economic growth—and while a growing number of the nation’s students would like to start and own a business—they are mostly ill prepared to do so.

Youth entrepreneurship education programs have been the subject of much debate within the academic community as to their role in enhancing academic performance, with some critics dismissing them as auxiliary after-school activities.

But, according to research conducted by Harvard University on students participating in the National Foundation for Teaching Entrepreneurship’s (NFTE) programs, young people who learn about entrepreneurship develop a “success” orientation and are more likely to be focused on becoming professionals and entering the workforce.

Not only are youth entrepreneurship education programs beneficial as complements to traditional academic curricula, they can also serve to inspire confidence and leadership in students where such character traits may go unrecognized or undeveloped. This shift in attitude toward success is critical in helping students stay on track and motivated in the midst of mixed messages about their future opportunities.

The study was conducted by Dr. Michael Nakkula, Director of Project IF (Inventing the Future) at the Harvard University Graduate School of Education, with the support from The Goldman Sachs Foundation and other donors.

The Harvard findings reveal that compared to a group of their peers, students enrolled in entrepreneurship education programs: Increased their engagement in reading on their own, independently from school assignments; Increased their interest in college by 32 percent (while the comparison group’s aspirations increased only 10 percent); Expressed a 17 percent increase in their interest in work and professional achievement.

The gain in building students’ commitment to success is especially promising. By raising aspirations, entrepreneurship education can positively orient more young people toward college and career.

Recognizing this, the New York City Council, in partnership with the New York City Department of Education, recently voted to expand NFTE’s youth entrepreneurship education curriculum into high schools in every city council district. This is the first City Council initiative of this kind in the United States.

That’s good news because polls show that students crave this type of learning. The Gallup organization has found that nearly seven out of ten youths aged 14-19 are interested in becoming entrepreneurs or learning more about entrepreneurship.

The benefits of entrepreneurship education can reach beyond an individual student’s interest in business. The hands-on, interactive nature of high-quality entrepreneurship curricula holds the capacity to engage students by making learning relevant to their real-world experiences and ambitions. Students learn the basic business skills needed to open and operate a business, but they also learn how to plan and strategize successfully, think critically, and work effectively in teams.

Good entrepreneurship programs bring students together to work with each other on real issues, and build potential for a successful career and financial independence.

These findings should be of interest not just to political leaders such as the New York City Council and to educators, but to business professionals and entrepreneurs as well. Companies large and small have an important stake in the development of higher ambitions and marketable skills by youth. As voracious consumers of well-prepared workers, businesses share the responsibility to improve the quality of their education. In fact, a unique contribution may be made when companies unleash their people’s entrepreneurial talents to promote youth development.

By investing in entrepreneurship education programs, funders can open to youth an exciting world of possibilities, and help them to develop new confidence, skills, and ambitions along the way.

Steve Mariotti is the President of the National Foundation for Teaching Entrepreneurship (NFTE).
An anonymous donor has made a gift of $1,000,000 to Sarah Lawrence College in establishment of an endowed fund for two scholarships in the Art and Teaching Program. The fund is to be used for the following purposes:

1. To establish two scholarships in the field of art and teaching. The scholarships will be awarded annually to undergraduate students pursuing a degree in art and teaching. The scholarships will be merit-based, and the amount of the scholarship will be determined by the selection committee.

2. To support the College's Art and Teaching Program. The funds will be used to provide ongoing support for the program's teaching and learning initiatives. This may include the purchase of art supplies and materials, the development of curricula, and the support of faculty and staff.

This gift will have a significant impact on the College's Art and Teaching Program, providing financial support to outstanding students and enabling the College to continue to offer a high-quality education in the arts.

In recognition of this gift, the College has established the "Sarah Lawrence College Art and Teaching Scholarship Fund." The fund will be used to support the College's Art and Teaching Program and to provide ongoing support for its teaching and learning initiatives.

Sarah Lawrence College is grateful to the anonymous donor for this generous gift and for their commitment to the College's Art and Teaching Program.

Sarah Lawrence College
2860 Johnson Avenue
Bronxville, NY 10708

Sarah Lawrence College

President, Sarah Lawrence College

April 25, 2006
Marymount Manhattan Writing Center Honors Liz Smith At Posh Gala

By POLA ROSEN, Ed.D.

There may be no more exclusive event in all of New York City than the Marymount Manhattan College Writing Center 11th anniversary gala that Lewis Burke Frumkes threw at “Doubles” recently for the crème de la crème of Manhattan’s literary and social elite. The event honored Liz Smith and Frumkes presented the nationally syndicated columnist with an award for distinguished achievement in letters, calling her “America’s highest paid and most beloved print journalist,” after which author and cabaret singer Christopher Mason played a musical tribute to Smith on the piano that he had composed just for the occasion. Two college presidents were in attendance, Judson Shaver the current president of Marymount Manhattan College, and Regina Peruggi the former president of Marymount and now president of Kingsborough Community College.

Among the writers and cultural icons attending the dinner were Gay and Nan Talese, Kitty Carlisle Hart, Helen Gurley Brown and David Brown, Francine Du Plessis Gray, Bruce Jay Friedman, Roy Blount Jr., Avery Corman, Mary Higgins Clark and Carol Higgins Clark, Christopher Lehmann-Haupt, Judith Kelman, Lewis Lapham, Susan Isaacs, Lawrence Block, Tama Janowitz, Malachy McCourt, Sir Harold Evans, Elizabeth Nunez, Ben Cheever, Elly Tatun, Pola Rosen, Hilma Wolitzer and Meg Wolitzer, Harlan Cohen, as well as others too numerous to mention. Joining the logophiles and wordsmiths were a cadre of philanthropists and supporters of The Writing Center such as Wilbur Ross and Hillary Geary, Ethel LeFrak with and on it went... all for a truly deserving cause. (See in depth interviews of authors Leila Hadley Luce, Malachy McCourt and Carol Higgins Clark on page 14).

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**Lawson Fusao Inada**
**Poet Laureate, Oregon**

*On Writing:* Of course I had to write in school, but I didn’t start writing poems and stories until I took a Creative Writing class in college. I would encourage students to start now—writing in journals when ideas happen, and using their imaginations in creative ways. There’s no “wrong” or “right” in creativity.

*Inspirations:* Inspiration comes from everywhere—in dreams, memories, current experiences. It’s all worth writing about, and expressing the “inner self” in writing can then be shared with others. For further inspiration, I like to write poems for friends on certain occasions, like gifts. In that way, creativity is practical.

*Challenges:* We all have challenges, but as a writer, I like to challenge myself to learn more, and to develop in different ways. I enjoy going to the public library, and I also try to keep expanding culturally, by listening to different music, seeing different films and different art, and eating different foods beyond what I’m used to. I tell myself: “Why not check it out?”

*Turning Points:* As a writer, it was great to get published, or to receive praise from others, but at the same time, I realized that the recognition was based on opinions; so a “turning point” was when I knew I had to believe in myself, and in being the best that I am in my own individual way. Also, although I may be called a “writer,” I know that people are people, and I try my best to be a good person.

*Mentors:* My parents, grandparents, and friends were always there for me, and in my teens the great American jazz artists became my creative role models. Among my early mentors in poetry was the great American poet, Philip Levine.

*Favorite books/poems:* In college, even though I was a math major, I began studying writers from all over the world, whose works were translated into English. I learned a lot from Franz Kafka, Rainer Maria Rilke, Federico Garcia Lorca, Pablo Neruda, Middle Eastern and African writers, the great male and female poets of the ancient Chinese and Japanese traditions, and so on. As a student of Buddhism, I’ve found the poetry of Chogyam Trungpa and Thich Nhat Hanh to be very meaningful. All the great religious texts are very “poetic.” And some of my favorite American poems are also song lyrics.

*Advice to young writers:* Since I earn my living as a teacher, and since poetry is not “commercial,” I have not needed a literary agent to take care of business matters. Once a writer has a manuscript to show an agent, then things can happen. My advice to young writers: “Just do it!” Whatever it is, do it. All people have good ideas, but writers are the ones who put it down on paper. Also, go to a bookstore and “check out the market” to see what fits with your interests. It’s all good—writing for children, young adults, and these days there are many fields, from history to humor, to graphic novels to science fiction, fantasy, and in the corner, there’s my field, poetry.

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**Michael Glaser,**
**Poet Laureate, Maryland**

*On Writing:* I remember writing stories in 7th grade, I didn’t start writing poems seriously until I was in graduate school.

*Inspirations:* I was inspired by connecting powerfully to Eliot’s “The Love Song of J. Alfred Prufrock” suddenly understanding that poetry was about what it means to be human. I was inspired by Wordsworth writing about wanting to write poems that used the common language of the ordinary man. I have been inspired to my best poems, I think, by being father to my children.

*Challenges:* As a writer, being patient, trusting the process of a poem becomes what it wants to become. Letting go of ego as I write.

*Turning Points:* I don’t see writing as a career. It is not something I ever aspired to, but rather something I do—it is a major part of how I seek to make sense of my life and the world I live in; to give voice to those aspects of my experience that matter most to me.

*Mentors:* Judith Hall; Lucille Clifton; William Meredith; William Stafford; Galway Kinnell, Hafiz, Mary Oliver (the first two as literal men and the last two as practical love). Other mentors were W. B. Yeats, T.S. Eliot, Four Quarters and many of Stanley Kunitz’s poems.

*Advice to young writers:* Would a literary agent help to launch their career? How do you go about finding one?

Write about what matters most to you—write about what you are given to write about. Write about it until you discover something you didn’t know you knew. It is writing that is important—not being a poet, but rather making poems. Xerox your favorite and best poems and give them to your friends, and neighbors and people passing you on the street! Create your own poetry group—get together and share your work—read favorite poems to each other.Celebrate life. Stay aware!! Keep on keeping on!
DAVID ROMTVEDT
POET LAUREATE, WYOMING

On Writing: I was always interested in reading and read before starting school but I didn't have any particular interest in writing. I loved art and studied music—I still work as a musician. I loved painting and took classes in drawing and painting and wondered if maybe I could be a painter. In college I began to try to write with some seriousness of purpose and I have now slowly backed into discovering how powerful literature is and how deep is my commitment to writing.

Inspirations: My writing arises from trying to understand the collisions between our personal lives—domestic activities, family, friends—and larger social and spiritual issues. Politics often enters my work. And nature—I live at the base of the Bighorn Mountains in northern Wyoming in a small town. I spend a lot of time running, bicycling, skiing. It is when I'm in the woods or at a lake or prairie that I feel most alive and most happy. It's impossible to feel connected to nature and not end up examining the way our political system is serving to accelerate the human destructive impact on the plants and animals, the air and water that give us birth and nurture us.

Challenges: The biggest challenge I've faced is rejection. To work as an artist means to live in the world of criticism. I hope that I make art from a belief that I serve more as a vehicle for something much bigger than my individual being. I want to make art that has some social value, that can lead another human being to a deeper understanding of life, and that can also provide some happiness to that person. At the same time, I recognize that I also make art out of a need to be approved of, to be liked.

Turning Points: When my father died was the first time I could say aloud that I was a writer. My father felt that writing was useless if it didn't make money. I've been mostly a poet and even in the best of times I've made little or no money from the selling of poems. I've thought deeply about the relationship between art and money and about the risks that come from either making art a handmaiden of money or denying art's connection to money entirely.

Mentors: The first poet who inspired me was Kenneth O. Hanson who taught at Reed College where I was an undergraduate. Hanson wrote mostly short, etched portraits of ancient China, of Greece, of travel. Later at Reed, Kathleen Fraser took me under her wing and was the first person to suggest that I give my life to writing. I studied at the Iowa Writers' workshop and there the poet Sandra McPherson helped me more than I could say. In an environment in which I felt dismissed she treated me as both a student and as a fellow writer.

Favorite books/poems: The first poem I found on my own and loved was Wallace Stevens' "Thirteen Ways of Looking at a Blackbird." I love the work of Adonis, C. Louis, Phil Levine, William Stafford, Pablo Neruda, and many others.

Advice to youth: Would a literary agent help to launch their career?

My advice is to allow writing to be a path toward full realization, to awakening. A poet probably needs no agent and a writer who writes only poetry would be hard pressed to find an agent. The current literary business scene is governed by global corporations with little or no institutional commitment to art. A fiction writer, songwriter, playwright can be helped immensely with institutional commitment to art. A fiction writer, playwright can be helped immensely by having an agent to advance that writer's work in the marketplace.

How do you go about finding one?

It's now rather rare for writers to get agents by writing to them with query letters. Writers will sometimes tell their agents about a fellow writer whose work is worthy of being represented. A writer may publish a great deal but if it's in the "wrong" magazines, agents and editors will never know about that writer. So if one's goal is getting representation, one must find out what the agents and editors want to represent and write that.

JONATHAN HOLDEN
POET LAUREATE, KANSAS

On Writing: I was always writing, making up stories.

Inspirations: I was looking for adventure.

Challenges: It's never ending, the challenge to glimpse something freshly and communicate that freshness.

Turning Points: Winning my first award, The Devins Award in 1972, and realizing that I might make a career as a writer.

Mentors: The poet Reg Saner, in Colorado; the poet William Wordsworth and his "spots of time," in The Prelude.

Favorite books/poems: Traveling through the Dark by William Stafford, the book and the poem.

Advice to youth: Read as widely as possible and when you find a poem you love, memorize it. There are books which suggest literary agents. Look through one. Think of a book you love and find out who that writer's agent is. Contact that agent. We're all, in the end, in the same club!!!
Carol Higgins Clark: Master of Mysteries

By JOAN BAUM, Ph.D.

The publication of Hitched couldn’t be better timed. April is when June brides start making their final moves about their wedding dresses, as do Carol Higgins Clark’s latest Regan Reilly mystery. “Everyone said it was time she got married,” says the lively, upbeat author about her private investigator protagonist. Regan, now 31, is soon to be the wife of Jack “no relation” Reilly, a NYC detective, but not before both of them solve a seemingly unimportant pair of cases. The trend of Regan’s wedding dress, along with four other gowns, from a downtown shop, and a number of bank robberies—Jack’s turf—continued by a counterfeit, medium-built, suited figure in a raincoat. Hitched is the 8th in the Regan Reilly series.

The main premise, Carol Higgins Clark explains, is “to write books that entertain.” She quotes a reporter who once remarked that her mother, the well-known mystery writer Mary Higgins Clark, goes “for the jaunty, the light,” and finds the funny bone. Indeed, Hitched has an array of “quirky” characters and pursues a plot line somewhere between zany and serious. She notes that the subject matter, also a recent media coverage of stolen wedding gowns and maybe to a saying she once heard that “hell hath no fury like a woman without a wedding dress.” Anyway, not everyone in Hitched gets married, but the dynamic duo do due diligence to a satisfying conclusion.

Carol Higgins Clark was always attracted to writing but finally took the plunge when a friend who saw her in a play in Los Angeles suggested that she try acting career (she had been doing commercial modeling since six) might provide a chance for her not only to star in scenes but to create them as well. The suggestion fell on fertile soil: she would go on to act in three Broadway productions (red, white and blue) and on U.S. television. Incredibly prolific, Carol Higgins Clark turns out a book a year, not to mention the best-selling Christmas mysteries she does with her mother. They tour together. Mary Higgins Clark’s newest mystery, Two Little Girls in Blue, is also an April publication: Look for both of them when you appear on Thursday, April 6th at 7:30 PM, Papercraft Plus (joint appearance with Mary Higgins Clark), at Mount Saint Vincent’s College, Riverdale, NY.

Leila Hadley Luce: Intrepid Traveler

By JOAN BAUM, Ph.D.

It says a lot about Leila Burton Hadley Luce that in one minute she can mention Milton, Eliot, Gibbon, S.J. Peelman, the study of Latin and Greek, and the Dalai Lama—and that’s just for starters. At 81, this dynamic life force, still evidencingpatrickian good looks—writer, traveler, explorer, editor, philanthropist, journalist, is supportive of writing programs that require assignments, a great prompt to be disciplined, and that encourage constructive criticism. Of course, when she talks to school kids about her books, as she recently did with 7th and 8th graders at St. Ignatius Loyola, she is often asked first about the money she makes from her various novels, “but they’re also interested in research,” she adds, and she hopes that after reading her work they will be moved to do more reading on their own. She points out that because her books are free of four-letter words and violence, younger readers might also find them appropriate as well as “fun.”

Although her writing life was strongly influenced by her mother, she also cites the influence of such classics as Harper Lee’s To Kill A Mockingbird and John Steinbeck’s Travels With Charley, the latter an on-the-road book, which got her to thinking about doing a series, keeping Regan on the road. An American Studies major at Mt. Holyoke, Carol Higgins Clark cites mentors there as well as an acting teacher in Beverly Hills. She smiles as she recounts interviews where she is urged to disclose family “tensions.” There are none: none to disclose, none, period. Mother and daughter are close. Carol has recorded several of Mary’s books and was the lead in a film based on her mother’s A Cry in the Dark. She has been a staff writer for the Montreal and on U.S. television. Incredibly prolific, Carol Higgins Clark turns out a book a year, not to mention the best-selling Christmas mysteries she does with her mother. They tour together. Mary Higgins Clark’s newest mystery, Two Little Girls in Blue, is also an April publication: Look for both of them when you appear on Thursday, April 6th at 7:30 PM, Papercraft Plus (joint appearance with Mary Higgins Clark), at Mount Saint Vincent’s College, Riverdale, NY.

Erica Jong: Fearless at 64

By EMILY SHERWOOD, Ph.D.

In the final pages of Erica Jong’s new book, a dishy, wickedly irreverent, poignant memoir entitled Seducing the Demon: Writing for My Life, Jong tells us, “I cannot bear very much reality. I often wonder how people who don’t write endure their lives…Sometimes my funniest stories have come out of the blackest despair.” And so the reader alternately chuckles and weeps through Jong’s disjointed but piercingly honest recollections of her career highs and lows (from becoming a best-selling author of the widely acclaimed Fear of Flying in 1973 to instigating a failed lawsuit against Columbia Pictures on the grounds of fraud, leading to deep depression), her husbands (four of them), sexual escapades (a one night stand with Martha Stewart’s then-husband), and then problems (she accompanied her daughter, Molly, a teen cocaine addict, to rehab, pondering, “How can your children get so far away from where they are so close?”). She did with alcohol abuse (“I have given up alcohol for years at a time and then drifted back to it”), and her elation at her daughter’s departure to a delightfully curious toddler named Max.

At 64, Erica Jong seems to be at the top of her game, as we sip tea in the dining room of the home she shares with Max in Connecticut, a one hour drive between here and New York City.

The streets of Limerick, Ireland, where the Brooklyn-born MacCourt spent his childhood years from age three to 21 in a poor household rid with ill health (his father was an alcoholic, and three of his six siblings died). School for Malachy McCourt was “a miserable experience,” with lots of “hitting, screaming, and shouting…We approached school with fear…It was a holding pen for future convicts.” Thankfully, McCourt became a voracious reader, first stealing books,

Malachy McCourt: From School Dropout to Bestselling Author

By EMILY SHERWOOD, Ph.D.

In Malachy McCourt’s Upper West Side living room is a framed photograph of a Schlitz beer advertisement from bygone days, with a young McCourt smiling into the camera, a look of sheer gusto and a hint of mischief lighting his face. Although the red hair has evolved to a snowy white, the joie de vivre is still abundant as McCourt talks about his various careers as a writer, actor, TV personality, stage and screen star, and on U.S. television. Incredibly prolific, Carol Higgins Clark cites mentors there as well as an acting teacher in Beverly Hills. She smiles as she recounts interviews where she is urged to disclose family “tensions.” There are none: none to disclose, none, period. Mother and daughter are close. Carol has recorded several of Mary’s books and was the lead in a film based on her mother’s A Cry in the Dark. She has been a staff writer for the Montreal and on U.S. television. Incredibly prolific, Carol Higgins Clark turns out a book a year, not to mention the best-selling Christmas mysteries she does with her mother. They tour together. Mary Higgins Clark’s newest mystery, Two Little Girls in Blue, is also an April publication: Look for both of them when you appear on Thursday, April 6th at 7:30 PM, Papercraft Plus (joint appearance with Mary Higgins Clark), at Mount Saint Vincent’s College, Riverdale, NY.

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Popularity of Advanced Placement (AP) Courses Grows

According to the College Board, 200,000 more students took at least one Advanced Placement (AP) exam in 2005 than did so in 2000. Popularity of AP courses continues to grow since many colleges accept high AP test results to satisfy college-level course requirement thus potentially saving thousands of dollars in college tuition.**

Another Tool to Help Get Your Kids into College

It is not that there is a shortage of colleges; there are over 3,000 in the United States alone. The problem is that every day the world shifts ever so slowly to make getting your child’s first choice school harder. High School Seniors apply to more schools today than ever before. Twenty years ago, most kids would apply to three or four colleges and some would apply to as many as seven. Today, seven is the low number, and some apply to twice that many. The reason is simple: the more colleges the higher the chance of acceptance.

Many students and parents make the mistake of not starting to think about college. It is true that middle school report cards are basically meaningless in the college application process, but in order for kids to be ready for the challenges of high school and college they need to start learning how to learn early. Learning itself is a skill. Some kids can read a book and tell you what it was about, while others can’t even tell you what it means. If children learn to file information mentally in such a way that it can be retrieved, school becomes easier and more enjoyable. If they do this before high school then what they learn in high school they will remember when they take the SAT’s. One way to prepare students for high school and college is to use an in-home tutoring service like maxpreps.com.

The reason why tutoring makes sense for children who are both ahead or behind their grade level is that one-on-one instruction is accountable. The student has to give their best answer when they are not sure if they are right. When they are, their confidence is increased because they now believe they are capable of right answers. They will then work harder and pay closer attention so that they will be right more often and, over time the ability to learn is achieved.

For further information please contact Jim Baten at maxpreps.com, 212-734-5913.

The Children’s Book Committee at Bank Street College of Education issues its annual THE BEST CHILDREN’S BOOKS OF THE YEAR

Recently, The Children’s Book Committee at Bank Street College of Education released its annual The Best Children’s Books of the Year (featuring titles published in 2005) at its annual Award Ceremony for the three best books of 2005 in children’s Fiction, Non-Fiction, and Poetry. The Best Children’s Books of the Year has been published annually for more than eighty years. The volume contains upwards of 600 annotated titles, and is designed to guide parents, teachers, and librarians in choosing just the right books for children. It is divided into over thirty age and subject categories for children aged infant to fourteen. All the listed books have been reviewed by the non-profit Children’s Book Committee at Bank Street College. Members of the Committee include educators, librarians, authors, illustrators, and parents. Many of the books are also read and evaluated by a cadre of young reviewers, who range in age from two to fourteen.

Winning books this year were: Each Little Bird That Sings by Deborah Wiles (The 2005 Jossef Frank Award); Gorilla Doctors Saving Endangered Apes by Pamela S. Turner (The 2005 Flora Stieglitz Straus Award); A Kick in the Head: An Everyday Guide to Poetic Forms by Paul B. Janeczko (The 2005 Claudia Lewis Award).

Special Price: Although The Best Children’s Books of the Year usually retails for $8.00 plus $2.50 for shipping and handling, this year the Committee is offering the book at a special price of $5.00, plus $2.50 for shipping and handling. Make your check payable to the Children’s Book Committee and mail it to Children’s Book Committee, Bank Street College of Education, 610 West 112th Street, New York, NY 10025-1898. For more information, you may reach the Committee at (212) 875-4540 or by email at bookcom@bankstreet.edu. To view a sample of the list, or order online, go to www.bankstreet.edu/bookcom/.

The Committee is also offering an annotated Teen List of 25 titles, available free on its website at www.BankStreet.edu/bookcom/teen/.

Connecting Science and Literacy: Are We Ready for the Challenge?

By GARY STANDAFER, DELTA EDUCATION

Reading for information is a key literacy skill. Research and classroom experiences have shown that systematic instruction in reading informational text is very important for success in school and in life. But gaining meaning becomes more challenging when students are required to read text that contains a high level of information, such as the text in a typical science program. To address this challenge, Delta Education has developed a set of stand-alone readers that connect science and literacy for the early reader. This 10-book series, winner of the Teachers’ Choice Award, features science fiction, non-fiction, and poetry.

Presenting Delta Science First Readers

Delta Science First Readers give students their first look at important nonfiction text elements such as tables of contents, glossaries and headings. The standards-based science content provides opportunities for literacy skills and strategies development accompanied by the spectacular four-color photos. Page-by-page teaching support for science and literacy.

While the vast majority of elementary teachers consider themselves to be very well qualified to teach reading and language arts, only 28 percent consider themselves well qualified to teach life sciences, and 18 percent would consider themselves qualified to teach physical sciences. Therefore Delta has developed a comprehensive Program Teacher’s Guide, which includes strategies for meeting individual needs and assessment tools.

For more information about Delta Science First Readers, call 800-442-5444 or visit www.deltaeducation.com. Delta Education has also developed a science and literacy reading program for grades K-8, titled Delta Science Readers.

For more information on how you can support future generations, please call 212.802.2900. Or visit www.baruch.cuny.edu/bcf.
ADHD Medication & the FDA
By Glenn S. Hirsch, M.D.

Recently the FDA Drug Safety & Risk Management Advisory Committee met to evaluate whether Attention-Deficit/Hyperactivity Disorder (ADHD) stimulant medication could increase the risk of heart related problems. As a result of that meeting, the 16-member panel made two recommendations: that a medication guide be made available to families and patients and that a “black box” warning be added to the labeling of ADHD stimulant medications.

Many commonly prescribed medications carry “black box” labels, and these warnings are meant to be viewed as a cautionary note for the consumer—a yellow light, not a red one. What information did the committee have in order to make these recommendations? The committee reviewed data from 5 years and found that there were 12 deaths of children and adolescents and 18 non-fatal cardiac related problems in children and adolescents taking amphetamine. For children and adolescents taking methylphenidate medications there were 5 sudden deaths and 8 who had non-fatal cardiac abnormalities. In terms of percentages there were 0.36 deaths per one million amphetamine prescriptions and 0.21 deaths per one million methylphenidate prescriptions written.

How can we understand the data and what questions still need to be answered by the FDA? These medications have been in use for a long time. Methylphenidate has been used since the mid-1950s and amphetamine before that and these problems have not been noted before.

There has been a dramatic increase in the number of prescriptions of stimulants to treat ADHD in the last decade. This has resulted in controversy over whether these medications have been over-prescribed. Most studies looking at this issue have not found a general pattern of over-prescribing. But, has the increase brought to light a rare problem?

It has been long known that the stimulants can cause slight increases in blood pressure and pulse. Are there susceptible individuals in whom these increases over the long term can result in worsening of an underlying abnormality? The data are slightly suggestive that the rate of unexplained deaths is higher in patients taking amphetamines than in those prescribed methylphenidate. Is this a true difference? What we do know is that unfortunately and unfairly children die every day of a sudden unexplained death.

As a next step the FDA needs to compare these death rates with the rate of sudden death of children and adolescents in general. This is called the “base rate.” What should patients, family members and practitioners do at this time? If you or your child is currently taking amphetamine or methylphenidate do not stop or change without talking to the doctor who is prescribing it.

As part of the assessment of a child who is about to start medication and as part of any follow-up, information should be obtained regarding any family history of unexplained death and fainting, heart murmur or any history of cardiac related problems in the patient. The practitioner should take great care in getting baseline and follow-up blood pressures and pulse.

It is important to emphasize that we are talking about a very rare event and this needs to be weighed against the very real problems of untreated ADHD. These include not only social and academic problems but greater risks of substance abuse and severe accidents.

Glenn S. Hirsch, M.D., is Assistant Professor of Psychiatry at the NYU School of Medicine and Medical Director of the NYU Child Study Center.

Camp Lee Mar
Camp Lee Mar is a 7-week summer program located in the heart of the beautiful Pocono Mountains of Pennsylvania. Lee Mar is a private residential special needs camp for children and young adults (5-21) with mild to moderate learning and developmental challenges. It is considered by parents and educators as one of the finest camps for children with special needs. A structured environment, individual attention and guidance are emphasized at all times. Campers enjoy all the fun and activities of a traditional summer camp, such as basketball, swimming, volleyball, soccer, arts & crafts, drawing & painting and music & dance, to name a few. Campers are encouraged to continue to learn and grow with special programs and teaching methods that emphasize academics, speech and language therapy, vocational preparation, and daily living skills. Each week there is a special activity to look forward to like our Western Night, Hawaiian Night, Founder’s Day Celebration, Senior Fling (Prom), end of season banquet and much more. We also have therapeutic horseback riding and overnight trips. The facilities at Lee Mar are outstanding, including an outdoor heated pool and air-conditioned buildings (including banks). Please feel free to contact us for a camper packet describing our unique program.
Rutgers University's President Richard L. McCormack and Vice President for Academic Affairs Philip Furmanски recently announced the highly prestigious 2005-2006 Academic Excellence award of $125,000 to the University’s Graduate School of Applied and Professional Psychology (GSAPP). This recognition comes as a result of the groundbreaking five-year relationship between GSAPP’s Tourette Syndrome Program and the Tourette Syndrome Association of New Jersey (TSANJ) and the university’s desire to support this ongoing work.

The unique partnership is the first and only university level program of its kind in the nation, providing much needed services for New Jersey families dealing with Tourette Syndrome and offering world-class training to professionals. Rutgers Academic Excellence Award recognizes the significance of the Clinic’s outstanding work, its vital impact on the Tourette Syndrome community, and the need for the continuation of the program. In the past, the program had been funded by TSANJ.

“This award is essential to our mutual mission of expanding awareness and offering hope and options,” says Faith Rice, director of TSANJ. “The Rutgers Tourette Syndrome Program helps families obtain the assistance they need while training doctoral students and professionals to better diagnose and treat people with Tourette Syndrome.”

Dr. Lew Gantwerk, primary recipient of the Academic Excellence Award and Executive Director of the Center for Applied Psychology that houses the program, expressed his gratitude for the recognition of this work by the University. “This award allows us to increase the services available, train higher level psychologists in the diagnosis and treatment of TS and add a significant research component to the project,” said Gantwerk.

Families and individuals throughout New Jersey who deal with Tourette Syndrome and any of its related challenges are invited to use the Rutgers program’s services. The evaluation is free, and a sliding fee scale assures no one will be turned away for help with Tourette Syndrome and its related conditions including obsessive compulsive disorder, anxiety disorders, depression and phobias.

As many as 1 in 200 people exhibit symptoms of Tourette Syndrome—equating to 40,000 people in New Jersey alone. Tourette Syndrome is an inherited neurological disorder often characterized by uncontrollable movements and vocalizations called tics. Tourette Syndrome often presents itself with other disorders such as attention deficit/hyperactivity, obsessive-compulsive disorder, learning disabilities, and mood and sleep disorders. According to Dr. Cathy Budman, Senior Consultant to TSANJ and a nationally recognized Tourette Syndrome expert, “Unfortunately, the average time from onset of symptoms to diagnosis is seven years. For a child, these years are often filled with academic and social struggles along with countless medical tests, ineffective medication and frustrated parents.”

Earlier this year TSANJ, with the help of grant money from the New Jersey Department of Health and Senior Services, created a national model program offering medical diagnosis, treatment, research and other services called the NJ Center for Tourette Syndrome (NJCTS). The Rutgers Tourette Syndrome Program will become part of that expanded effort. The NJCTS provides the New Jersey Tourette Syndrome community with:

- coordination of care and service for persons with Tourette Syndrome,
- development and delivery of training programs for medical and mental health referrals to practitioners throughout the state,
- a centralized point for comprehensive research in Tourette Syndrome,
- professionals to qualify them to diagnose and treat Tourette Syndrome, and
- a central repository for best practices regarding diagnosis and treatment of Tourette Syndrome.

Adds Rice, “Our partnership with Rutgers is a true model for helping Tourette Syndrome patients and ideally should be replicated nationwide.”

For more information about TSANJ, visit their web site at www.tsanj.org or call Faith Rice, Director at (908) 575-7350. For more information call Rutgers Tourette Syndrome Program at 732-445-8111 x27 or x430.
Smarter E-mail Skills Help Avoid Reputition & Legal Risk

By ERIC M. ROSENBERG

Educators often lead by example, but when it comes to the use of electronic communications such as e-mail, they may be setting out unwittingly in the wrong direction. All too often people make the mistake of believing there can be no ramifications from virtual conversations because e-mail is informal and temporary. But as many an organization and its employees found out in bad publicity or legal troubles can tell you, there is no such thing.

Case in point is an example that occurred in Maine several years ago. In this very public and very embarrassing instance, a school superintendent mentioned in an e-mail to a colleague regarding a meeting that he would like to “punch the lights out of” a specific union representative.

When the e-mail was ultimately made public, the humiliation, but the writer of the thoughtless e-mail may be setting out unwittingly bad publicity or legal troubles can tell you, there is no such thing.

The following are some major mistakes that employees tend to make when it comes to e-mail communications. For starters, some people assume that pressing “delete” effectively erases the e-mail trail, which it most certainly does not. Employees also tend to use employer e-mail systems for personal use—which is not only potentially improper, but also pre-conditions the e-mail’s professional look, and ignoring incoming e-mail that requires corrective action are other major traps.

Understanding these problems and trying to fix them will go a long way toward protecting your organization. For example, it’s essential an organization providing e-mail access have a written e-

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- Grades and analyzes tests and assessments.
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- No special forms to purchase
- Export data to many file formats including: Access, Excel, dBase, HTML, Gradebooks and many more

“With Remark Office OMR, I’ve been able to help more individuals conduct surveys and needs assessments. This software provides an inexpensive way to effectively assess needs and evaluate programs.” Tech Specialist, TX School District

“The Remark software has been vital in the collection, analysis, and reporting of student testing data. The software is an exceptional value.” Assistant Principal, FL High School.

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THERAPY REVIEW

No Doubt About This Hit

By JAN AARON

Playwright John Patrick Shanley’s long-running play Doubt is, at heart, an engrossing suspenseful thriller about sexual abuse in a Bronx parochial school in 1964. But also the play digs below the surface bringing up weighty issues like truth, faith, convictions, and consequences that stay in mind for discussion after the curtain comes down, as the playwright intended. Recommended for teens and up, this penetrating Pulitzer Prize and 2005 Tony Award winning drama enters its second smash year on Broadway with a new cast.

Eleven English actress Dame Eileen Atkins now stars as Sister Aloysius. Rewarding the audience with her steely gaze and sharp observations, she embarks on a single-handed mission to bring down a popular young priest Father Flynn (Ron Eldard) she suspects or, indeed, believes, has made advances to a 12-year-old male student. It’s Father Flynn’s sermon on doubt that triggers Sister Aloysius’ suspicions. Mr. Eldard, also new to the cast, brings a solid working class sensibility to his part, but almost makes you believe he could be guilty.

“Liars should be frightened to lie to you. They should be uncomfortable in your presence,” says Sister Aloysius, enlisting the aid of a neophyte young nun, Sister James, (Jena Malone). It is completely believable that a stern principal like this, with her penetrating look, could extract the truth out of anyone in a single brief interview. In each of her three interrogations Sister Aloysius does not succeed with Father Flynn. These encounters are high points of the play and here her doggedness sometimes results in touches of humor.

Somewhat overshadowed by Atkins’ estimable ease, Ms. Malone, a screen actress, as the nun caught in the middle, is hesitant at first, but improves when she finds the courage for her showdown with Sister Aloysius. As the sole member of the original cast, Adriane Lenox is excellent as the mother of the boy whose well being is in question.

Under the expert direction of Doug Hughes, everything comes seamlessly together—no doubt about it. (Walter Kerr Theater, $25-$590, 212-720-7200. Student rush tickets available one hour before curtain.)
Ariadne Auf Naxos at the Vienna Staatsoper: The Triumph of Edita Gruberova

By IRVING SPITZ

The performance of Richard Strauss’s opera, Ariadne auf Naxos, must stand out as one of the highlights of the current season at the Vienna Staatsoper. Hugo von Hofmannsthal’s libretto consists of a prologue set in the palatial home of a rich Viennese. To entertain his guests, he has commissioned a composer to present his new opera based on the Greek mythological story of the Cretan princess, Ariadne, who was abandoned by her husband on the island of Naxos. The rich Viennese has also engaged a troupe of comedians for a Commedia dell’arte (Comedy of Art) as entertainment. Since the firework display for the guests must begin promptly at nine o’clock, the rich man’s major domo gives instructions that both the commedia dell’arte and the opera must be given simultaneously. Bedlam ensues and the soprano and tenor of the opera are scandalized. Nevertheless, the composer agrees to cut the opera after discussions with Zerbinetta, leader of the Commedia dell’arte who puts order in the chaos. In the actual opera, the disbanded Ariadne is inconsolable despite all efforts of the commedia dell’arte. All ends well when the god Bacchus makes an appearance and Ariadne joins him in an ascent to the heavens. The contrast of the faithful Ariadne with the frivolous streetwise Zerbinetta makes for a fascinating psychological interplay.

The production, directed and produced by Filippo Sanjust, premiered almost 30 years ago. It is somewhat dated but nevertheless remains practical and still serviceable. What really stood out was the splendid opera orchestra. Scored for a rather small ensemble, conductor Friedrich Haider brought out all its subtle nuances. The orchestra was magnificent in both the baroque-like comic atmosphere with the commedia dell’arte, which was juxtaposed with the drama of a classical Wagnerian opera. The latter culminated in Ariadne’s solo passages and her duet with Bacchus.

Canadian soprano, Adrianne Pieczonka was impressive both as the tempestuous prima donna in the prologue and subsequently as Ariadne. Her powerful soprano was clearly heard even in the fortissimo passages. German tenor Wolfgang Schmidt succeeded in the punishing but short role of Bacchus. Also very accomplished as the composer was German mezzo-soprano Cornelia Schmidt, who succeeded in the punishing but short role of Bacchus. Also very accomplished as the composer was German mezzo-soprano Cornelia Schmidt.

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Hands-On Science Camp Runs the Gamut of Fun Courses

What do “Dissect a Comic,” “Skateboard Science,” and “Mythology Solves!” have in common? They’re all unique and featured classes at this summer’s Hands-On Science Camp, held at the California Science Center from June 26 through August 25, 2006. With over 25 classes to choose from, campers can investigate the powers of their favorite super heroes, explore the creepy-crawly world of bugs, or solve mysteries using forensic clues, during week-long programs for pre-K to 12th grade that are sure to spark the imagination.

“Our classes are unique because we can integrate exciting activities with current exhibitions at the Science Center,” says Ron Rohovit, Deputy Director for Education at the Science Center’s Amgen Center for Science Learning, which is responsible for creating and organizing the camp. This year’s curriculum includes programs that are inspired by the new special exhibit, Marvel® Super Heroes™ Science Exhibition. Students can learn about the super powers of their own bodies in “Small and Mighty,” use science and imagination to create their own incredible character in “Super Power Factory,” adapt materials such as semiconductors or polymers to defeat a super villain in “Power Factory,” or involve airflow, buoyancy, gravity, ecology and more in “Hero’s Lab.”

At Hands-On Science Camp there is a class for every age and stage. Little Learner programs are parent-child classes for the pre-K age group that focus on a scientific theme with exciting hands-on activities and crafts. Class titles include “Bug’s World,” “Robots!,” and “Science Matters.” These programs provide an introduction to the variety of skills necessary for presenting science concepts to general audiences.

Classes vary in price with half and full day session rates, and some include material costs or special activity fees. Science Center members are inspired by the new special exhibit, Marvel® Super Heroes™ Science Exhibition. Students can learn about the super powers of their own bodies in “Small and Mighty,” use science and imagination to create their own incredible character in “Super Power Factory,” adapt materials such as semiconductors or polymers to defeat a super villain in “Power Factory,” or involve airflow, buoyancy, gravity, ecology and more in “Hero’s Lab.”

In the spirit of the traditional camp experience, Incarnation Camp offers a well-rounded program including boating and swimming instruction, ropes course, archery, hiking, drama, land sports, arts and crafts, horseback riding, farm and more. Off-site camping and canoe trips are also offered during the summer. Sessions for children ages 7-13 include 2, 4, 6 and 8 week options. Provision Village offers two 4-week programs for boys and girls ages 14 and 15. Leadership and personal responsibility are at the core of this program. Teens take part in Adventure Tracks, which include hiking the Appalachian Trail, biking throughout New England and canoeing the Connecticut River. Campers learn to cook on open fires and work in teams as they plan and prepare for these trips.

Many parents claim that the strongest element of Incarnation Camp’s program is its team of counselors and staff. Members of the staff are carefully chosen on basis of maturity, responsibility, and experience. Training is provided to further develop leadership skills, personal sensitivity and a special understanding of children’s needs. The ratio of campers to staff is less that 5 to 1.

Hands-On Science Camp will take place in the Wallis Annenberg Building for Science Learning and Innovation. The facility offers state-of-the-art themed classrooms and the 32,000 square-foot Big Lab, with its large-scale experiment platforms. Many courses take advantage of the Big Lab’s unique features with hands-on investigations involving airflow, buoyancy, gravity, ecology and more.

Create a schedule to suit the family’s summer hours. Courses vary in price with half and full day session rates, and some include material costs or special activity fees. Science Center members are inspired by the new special exhibit, Marvel® Super Heroes™ Science Exhibition. Students can learn about the super powers of their own bodies in “Small and Mighty,” use science and imagination to create their own incredible character in “Super Power Factory,” adapt materials such as semiconductors or polymers to defeat a super villain in “Power Factory,” or involve airflow, buoyancy, gravity, ecology and more in “Hero’s Lab.”

Attention.
It is all any kid with Attention-Deficit/ Hyperactivity Disorder wants.

At the NYU Summer Program for Kids, they’ll get plenty of it. If you have a child, 7-11 years old with this disorder, this is the only day camp of its kind in New York. It’s staffed by clinical psychologists and licensed teachers, assisted by psychology graduate students (one staff member to every one to two children). They’ll give your child sustained, nurturing attention, while teaching an understanding of rules, academic discipline and teamwork. So she, or he, will start school next year better adjusted and socially more skilled. And all this in an atmosphere of fun, with swimming and sports every day. For parents, there’s specialized training to aid you in helping your child. The program runs for eight weeks from June 26th, at Riverside Country School.

INCARNATION CAMP
Founded in 1886, Incarnation Camp offers both overnight and day camping to boys and girls ages 7-15. Incarnation Camp is located in Ivoryton, Connecticut on 700 wooded acres, which surround a mile-long private lake. Camp is located in New York, and will be vetted and featured in this year's edition.

Please call Nancy Nygard Pilon (Director) at 860-767-0848 to inquire. www.incarnationcenter.org
Unsolved Problems

By ALFRED POSAMENETIER, Ph.D.

This may come as a shock to some of your stu-
dents, but why do some mathematicians get
unsolved problems? What do they do with un-
solved problems? Some of these important
problems have been solved, but not yet.

Three famous problems include the
Eisenstein’s Conjecture, the Riemann Hypothesis,
and the Goldbach Conjecture.

The Eisenstein’s Conjecture

Eisenstein’s Conjecture states that any
even number greater than 2 can be
expressed as a sum of four
perfect squares. This means
that any number of the form
\( n = 4^a (8b + 1) \), where
\( a \) and \( b \) are non-negative
integers, can be written as
a sum of four squares.

The Riemann Hypothesis

The Riemann Hypothesis is one of the
most important unsolved problems in
mathematics. It concerns the
distribution of prime numbers
and states that the non-trivial
zeros of the Riemann zeta-
function have real part 1/2.

The Goldbach Conjecture

The Goldbach Conjecture states
that every even number greater
than 2 can be expressed as the
sum of two prime numbers.

Do you believe academic achievement is higher for girls in all-girls academic setting?

There is no doubt that for most of our girls, achievement both inside and outside of the class-
room is higher because they attend an all-girls
school. It is difficult to separate academic and
non-academic achievement because for adoles-
cent girls, the two are interrelated.

Academically: Years of research have shown
that single-sex schools promote an environment
where gender differences are valued and
not ignored.

At TYWLS, we teach Math and Science in a
way that makes these subjects relevant to our
students and help our students experience
success. Our teachers do not allow our
students to fail, and we push our good students
to reach their full potential. Both in middle
school and in high school, we provide
a rigorous and challenging curriculum.

In English courses, traditional works like
Shakespeare, Poe, and Ibsen are taught along
side Zora Neal Hurston, Octavia Butler, and
Lorraine Hansberry. Classical texts as well as
more modern classics are taught with an
eye towards understanding the experience and per-
ception of women of color. Furthermore, girls
identify with the characters creating an
environment where class discussions are
student-centered, rich and energetic.

English students at TYWLS also
incorporate the unique learning styles of our
students and encourages dialogue about the
role of women in establishing all societies. At
TYWLS, project based learning allows students to work
in groups where they research social justice issues
and women’s roles in history. It is not uncom-
mon to see a 7th grade history class putting
Christopher Columbus on trial for war crimes, or
a senior geometry class viewing voter aware-
ness brochures to inform citizens of candidates.

Clear differences can be seen in Health and
Physical Education classes, where issues such
as safety education and personal
and academic and the environment of a single-
sex school enables our students to feel
safe and encourages an open environment.

There is no doubt that for most of our girls, achievement both inside and outside of the classroom
is higher because they attend an all-girls school. All students sit at tables with four or five chairs
circled around them; there is no front or back of the class.

Students work cooperatively in small groups on
project-based and discussion-based assignments.

When students work in small groups, all voices are
heard, and students cannot be wallflowers.

When you go to an all-girls school, the President
of the student council is a girl. The head of
the Math Club is a girl and the top science student is a
girl. Leadership is a critical component of
our model and students are responsible for lead-
ning their own lives as well as becoming leaders in
the community. All of our students have the
opportunity to lead both inside and outside of
the classroom. In this all-girl environment, a
culture of success has been established where the expect-
ation is that students succeed.

Girls are expected to work hard, and be responsible. We have found that stu-
dents’ confidence soars as students begin to see
success in the classroom and in their social life.

Is your facility predominantly women?

The faculty at TYWLS includes 23 women and
20 men. Our faculty represent a diverse ethnic
and cultural mix, and are equipped with the
tools to help our students succeed.

The Value of an All Women’s Education

By KATHLEEN PONZE, MAUREN COLBURN and CHRIS FARMER

Education Update asked the Young Women’s Leadership School, a public school in NYC
founded by Anne Tisch, to describe the value of an all-girls’ school to students and
parents.

Do you believe academic achievement is higher for girls in all-girls academic setting?

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cent girls, the two are interrelated.

Academically: Years of research have shown
that single-sex schools promote an environment
where gender differences are valued and
not ignored. At TYWLS the fact that we are an all girl school
working together in groups together they are collectively solving a calculus problem
or working on a lab. This personal interaction and
discussion enables our students to support each other
in order to solve problems or to provide
a number of hands on experiences and field
trips for our students to make class work relevant
and practical.

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Shakespeare, Poe, and Ibsen are taught along
side Zora Neal Hurston, Octavia Butler, and
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The faculty at TYWLS includes 23 women and
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Books Are Treasures Waiting To Be Discovered. Read And Explore!

By SELENE VASQUEZ
PICTURE BOOK: AGES 5 THRU 8

Alligator Alphabet
by Sheila Blackstone; Illustrated by Stefanie Bauer
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“AA is for alligator. BB is for bear. CC is for camel. Chase us if you dare!” Parent and baby

Fantastical dinosaurs created out of fabrics, felt, sequins and ribbons. The inventiveness
of the visuals, alongside the sweet and simple text will keep the preschool-primary audience
enthralled. The final “Meet the Dinosaurs” page offers pronunciation guides and brief facts on
the story’s reptiles.

Nonfiction: Ages 7 Thru 10

Ask Albert Einstein
by Lynne Barash
(Prompt, $16.95)

A marvelous story based on an article in the
New York Times in 1952 whereby Einstein actu-
ally reviewed equations with children who asked
for assistance. Nostalgic cartoon illustrations
interlaced with thoughtful quotes.

Insectigations: 40 Hands-On Activities to
Explore the Insect World
by Cindy Blobaum; Illustrated by Gail Rattray
(CIP, 32 pp., $16.99)

A unique and inventive introduction to ento-
my. Activities for budding young scientists
include raising mealworms, testing the visual
acuity of bees and setting up a waterhole for
butterflies. Charts, diagrams, photography and a
glossary included.

Selene Vasquez is a media specialist at Orange
Broom Elementary School in Hollywood, FL. She
is formerly a children’s librarian for the NYP.

New Book on the Dominican Republic is Rare Resource For Educators

“...You will discover what it means to be a Dominican immigrant, bringing to the United States of America
a rich and complex story, a set of assumptions, dreams and fears. You will see what it means to... carry another world inside you until it feels so heavy you have to get back on one of those cheap
flights or call home because otherwise your heart will split from tristeza y desesperación.” — Forward, by Julia
Alvarez

Teaching From Change published its latest book, Caribbean Connections: The Dominican Republic: to shed light on the
rich history, politics, and culture of one of the newest and fastest growing Latino groups in the country. This text fills
void, as there are scarce resources for the educational setting that affirm the identity of Dominicans and inspire
students to be more equitable, multicultural society. This new resource is ideal for Language Arts, Social Studies,
ESOL, and Spanish classes.

How does the growing presence of Dominicans in the U.S. and in New York City communities and classrooms
affect school curriculum? As educators, how can we best teach the history of the Dominican Republic and help
students understand their relationship with the United States? How can we accurately present the perspective of Dominican Americans, the challenges they face and contributions they have made to their adopted country?

Caribbean Connections: The Dominican Republic, completed in partnership with the Council on Latin American and
Iberian Studies at Yale University, answers these questions through oral histories, poetry, fiction, 26 lessons,
sections on New York, and beautifully illustrated timelines and maps. Noted authors include Julio Alvarez, Josefina Baez, Edwidge Danticat, Junot Diaz, Rhina P. Espaillat, Pedro Mir, and Sherezada (Chiquet)
Vicioso. Caribbean Connections: The Dominican Republic is ideal for grades 6 and up, a Spanish language compar-
tion is available. For more information visit www.teachingforchange.org

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As a teacher, you help children achieve their dreams every day. So Bank of America would like to help you achieve yours. With our Teacher Flex mortgage program, it’s easier to afford a mortgage of your own. There’s little or no down payment required. No income verification. Flexible credit guidelines. And a mortgage specialist guide you—every step of the way. So call us today. Bank of America. Reaching Out, Joining In. (Teaching Social Skills to Young Children with Autism), by Mary Jane Weiss and Sandra Harris

Alfred Poesantier, Ph.D. PJ: A Biography of the World’s Most
Mysterious Number (Prometheus Books, 2004), A. Posamentier
Math Charmers: Tantalizing Tidbits for the Mind (Prometheus Books, 2003), A. Posamentier

Pola Rosen, Ed.D.
To Kill a Mockingbird, Harper Lee
La Casa de Bernada Alba, Garcia Lorca
A Farewell to Arms, Ernest Hemingway
**Malachy McCourt**

continued from page 14

then borrowing them legally from the local
library, then employing this pedagogy is well worth the criticism! 

**Erica Jong**

continued from page 14

who said to me, “Don’t worry, you’re going to be a poet.” Jong credits the single sex, intimate atmosphere of the girls’ college for awakening her latent tendencies to procrastinate. “If it’s a memoir, maybe people will forgive me for those years of not publishing anything,” she writes Jong. “Much of my work is on hold.”

Call All You! Dare to Be Involved!

Manhattan Chamber of Commerce and ELLegirl Magazine Lead NYC’s Youth Volunteer Expo Second Annual Event to be Held at Gotham Hall April 28-29

WHO: Manhattan Chamber of Commerce and ELLegirl Magazine

WHAT: Free event

WHERE: Gotham Hall, 1356 Broadway, NYC 10018 (west of Sixth Ave. between 36th and 37th Sts.)

WHEN: Friday, April 28 10-7pm AND Saturday, April 29 10am to 3pm

WHY: to open up volunteer opportunities for the youth of New York’s five boroughs

HOW TO GET INVOLVED: Visit www.nycvolunteerexpo.org

If ever there was a time for the next generation
to take a stand and lend a helping hand, that time is now. The Manhattan Chamber of Commerce and ELLegirl Magazine are joining forces to aid in the call to youthful arms at the “DARE TO BE INVOLVED” NYC Youth Volunteer Expo on Friday, April 28 and Saturday, April 29. The two-day event is being held at the spectacular Gotham Hall and will provide youth a unique opportunity to explore volunteer needs in their communities.

Nancy Ploeger, President of the MCC, states, “The Expo is this year is ready to host 1,500 passionate, invigorating, andunting to develop the prospect of being hanged as a traitor, and hope to inspire them into service.”

**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 student a day to remember by taking advantage of Disney on Broadway’s special programs with special rates for groups of 15 or more for Beauty and the Beast, the Lion King, and Tarzan.

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one ticket free for every 15 purchased at shows. Flexible schedules allow you to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group’s experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway’s theaters. After a two-year restoration process that led to the theater’s re-opening in June this year, the theater now hosts Disney. 

The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic restaurants, the Ziegfeld Restaurant and the Gotham Lounge, are free to use for groups, schools, or companies. You can also arrange special lunch savings at McDonald’s Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Print your group-sponsorship of the Disney/New York Times Charter School on a red carpet, and special Disney promotional rates are available.

Students can also enjoy discounts on Disney on Broadway souvenirs merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange for a special pre-show talk with current Disney artists for no additional fee. Call 914-220-2850 for more information.

For more info or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email BTGroup@broadway.com. Or visit www.disneyonbroadway.com.
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Spring 2006 Open House: Friday, April 28th
Saturday, May 20th
Open House Hours: 9am - 2pm