The State of Special Education
Small Schools Offer Real Hope For Communities of Color

By Dr. Augusta Souza Kappner

Not long ago, I traveled to Seattle to join a group of multicultural scholars and practitioners and the nation’s leading small schools (K-12) scholars. We were meeting to discuss the potential benefits of small schools reform for minority communities. On at least one point we were unanimous: for minority communities, have been searching desperately for answers. But surprisingly—from my perspective—few have embraced a strategy that holds the potential for real hope. Small schools work. And they appear to do so particularly well with disadvantaged communities of color.

Public Agenda confirms that the majority of America’s parents and teachers do not place school size high on their lists of educational concerns. Small school reformers are now recognizing the need to reach out to leaders in communities of color and welcome them into small schools efforts. I recognize that the greatest concerns some have about small schools. Many fear small schools may be prohibitively expensive. Some other critics worry that small schools are not an answer for the most underserved communities—worry that overly sympathetic teachers in highly personalized learning environments will not hold students to sufficiently high standards of achievement.

The evidence gives us confidence that these concerns can be surmounted by a thoughtful, coherent and diligent approach to the creation of small schools. We have seen that small schools can be affordable for even the poorest communities. (Research by Frachter, Siefert et al. shows that the cost per graduate is actually lower in small schools than in large.) We have found that most small schools hold high expectations for their students. Small school populations, like large school populations, generally reflect the ethnic makeup of the communities they serve; where integration is the goal, small schools are often more likely to be able to achieve diverse populations. In systems that establish clear, consistent guidelines, small schools are actually less likely to be segregated than are larger schools.

Furthermore, minority leaders have recently spoken out in favor of charter schools and voucher plans. Their explanation has been that there is not so much an embrace of these strategies as a realization that educational systems are not based on the belief in the value of small schools. The evidence gives us confidence that these strategies can be successfully integrated into the larger educational systems.

Leaders of color should endorse the small schools movement within public school systems, because small schools offer the potential for quality education, provide educational opportunities, and foster academic and social success. Small schools may well provide an answer to much of what ails today’s most difficult-to-reform educational systems. Consequently, now is the time for leaders of color to propel this movement forward.

Dr. Augusta Souza Kappner has been president of Bank Street College in New York City since 1995, and was the assistant secretary for Vocational and Adult Education for the U.S. Department of Education from 1991 to 1995.

Prayer for September 11

By Lucy Friedland

Will the sun ever shine there again? Will the sky ever be blue there again? Will the grass ever grow green there again? Where there people worked with purpose—Will laughter be heard there again? The giant towers were the redwoods in the forests of steel and glass In the great city called New York. They were the pride of those who built them, Of those who worked there, And of those who visited them. Men built them, Other men destroyed them. Now there’s talk of debris. Hey! my brothers and sisters lie in that debris. Aborted lives are to be discovered there, This is the Pompeii of the 21st century. We will never forget these heroes, these patriots, Oh say can you see, It’s still the land of the free. Lucy Friedland is a retired NYC high school teacher who is now living in Los Angeles.

Tune in to Education Update every Sunday evening from 8-8:30 pm on the Lewises Frumkes Show: WPAT 930AM

To Education Update

Mailing Address: 276 5th Avenue, Suite 10005 New York, NY 10001
email: mail@educationupdate.com
www.educationupdate.com
Tel: 212-481-5519 Fax: 212-481-3919

PUBLISHER AND EDITOR: Pola Rosen, Ed.D.
ASSOCIATE EDITORS: Heather Rosen, Adam Sugarman, Rob Wertheimer
ASSISTANT EDITOR: Marylena Manta
PRODUCTION MANAGER: Rosalyn Bacani
GUEST COLUMNISTS: Stevanee Auerbach, Ph.D., Matilda Raffa Cuomo, Mayor Rudy Giuliani, Dr. Carole G. Haskin, Dr. Augusta Souza Kappner, Martha McCarthy, Ph.D., Assemblyman Steven Sanders, Jennifer Ward
STAFF WRITERS: Jacob Appel, Joan Baum, Ph.D., Sarah Elazar, Tom Kertes, Katarzyna Kozarecka, Sybil Maimin, Chris Rowan
EDITORIAL INTERNS: Marie Holmes, Jessica Shi
BOOK REVIEWERS: Harris Healy, Ill, Meri Rosenberg, Lillian Shapiro, Selene Vasquez
COMICS: Bruce D’Etria
MEDICAL EDITOR: Herman Rosen, MD
MODERN LANGUAGE EDITOR: Adam Sugarman
MOVIE & THEATER REVIEWS: Jan Aaron
MUSIC EDITOR: Irving M. Spitz
PHOTOGRAPHY EDITOR: Christine Wert McCaffrey
POLITICAL COMMENTARY: Stuart Dunn
SPORTS EDITOR: M.C. Cohen
WEB DESIGN: Neil Schuldiner, Rick Sulz
ADVERTISING DEPARTMENT: Martin Lieberman, Manager, Rosalyn Bacani, Steve Bailey (212) 721-044, Michelle Levin, Chris Rowan, Dawn Clayton, Diane Palmer, Mark Ross
GRAPHIC DESIGNERS: Neil Schuldiner, Rick Sulz
Education Update is published monthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.

POSTMASTER: Send address changes to: Education Update P.O. Box 20002, NY, NY 10001
Subscription: Annual S30. Copyright © 2001 Education Update
Special Approaches to Education: The Importance of Creative Arts

By MATILDA RAFFA CUOMO and JENNIFER WARD

Mentoring USA recognizes that the value of dance, drama and the visual arts are particularly crucial. The arts are the most powerful means of understanding how to create and express ideas about related curriculum development and current status of Muslims in a wide array of educational environments. Special approaches to education, particularly those that rely on creative and often physical activity, are important to utilize and respect.

The arts in education should be encouraged and supported in all our public and private schools. Here is one teacher-mentor’s story of how yoga and dance led two young women to find pathways to success.

Alicia: She had ponytails in her hair, and a smile that was as bright as the sun. She had seven sisters and was raised solely by her mother. When we met, she was in third grade. I was her yoga teacher. Alicia struggled with her first language, and others thought of Alicia as shy and withdrawn, a loner. Yet, I could see that she wanted to communicate. Over time, I saw a shy little girl start to embrace her own individuality. She started to label her poses. As her love of dance blossomed, her grades started to improve and she felt more confident asking for extra help when she needed it. In her junior year, Vanessa started to talk about her love of dance and now underlie a broad and firm personal and academic base.

Sister Ona Bessette has written about "Dance as Healing Prayer," — "an invitation for a greater integration of the body and spirit in a moment of communication in the source of life and love…a medium of reflection that opens the soul to insight and strength." Particularly for troubled youth, we should remember the lessons that Alicia and Vanessa teach of the power of art and movement to lead a child back to the classroom as a reinvigorated learner.

Mentoring USA is reaching out to children early to prevent school dropout with an effective intervention strategy and one-on-one relationships. Resources such as books and art activities are valuable; however, what really matters to a child is the human touch of caring. This is irreplaceable and invaluable to any child.

Matilda Cuomo is the Founder and Chairperson of Mentoring USA. Jennifer Ward is a Program Manager at Mentoring USA. Previously, she was Dean of Dance at a public high school.

Teachers College Talks About Islam

By SYBIL MAIMIN

Following the attacks on the World Trade Center, it became clear that knowledge in our society about the world of Islam is skimping, at best. To address this problem, Columbia’s Teachers College drew upon several relevant departments in the university to present a one-day workshop for educators about the histories, cultures, and current status of Muslims in a wide range of countries. Discussion and an exchange of ideas about related curriculum development followed the presentations.

Muslims are as diverse as the countries they come from. States such as Nigeria, Pakistan, Indonesia, Sudan, and Iran have Muslim majorities. India, the United States, and France are nations with significant Muslim minorities. Several themes emerge as the end of the Cold War and globalization, which is seen as passing them by, affect the mood and outlook of many in the Muslim world. Feelings of hopelessness and defeat have often led, in both majority and minority communities, to a reactive mentality that is phobic about modernity and focuses on roots and strict interpretation of doctrine.

The Muslim communities in a New York City Project in Columbia’s School of International and Public Affairs report that 600,000 Muslims reside in New York City. Of these, 42 percent are African-American, 24 percent South Asian, and 12 percent Arab. Thirty-seven nationalities are represented, including 12 from Arab-speaking countries. New immigrants often compare New York City to their home, like the pilgrimage to Mecca, many different groups of Muslims come together here.

It is no longer sufficient to just teach about the Five Pillars of Islam, agreed educators at the workshop. The curriculum must delve into history, culture, diversity, and living Islam. Concepts of imperialism, colonialism, nationalism and authoritarianism must be explored. Students must be helped to think critically about the all-important events taking place around them. They must consider whether one man’s freedom fighter is another man’s terrorist. The relativist approach, or whether there is such a thing as absolute evil.

Various organizations are developing materials to help teachers cope with the attack and its aftermath. Columbia University’s Eastern Europe, Russian, and Eurasian Resource Center is dedicated to teacher training and outreach. Op-ed pieces in newspapers such as The New York Times present differing views. And, for educators and Social Responsibility offers a range of aids and activities.

Teachers College Talks About Islam

By SYBIL MAIMIN

Following the attacks on the World Trade Center, it became clear that knowledge in our society about the world of Islam is skimping, at best. To address this problem, Columbia’s Teachers College drew upon several relevant departments in the university to present a one-day workshop for educators about the histories, cultures, and current status of Muslims in a wide range of countries. Discussion and an exchange of ideas about related curriculum development followed the presentations.

Muslims are as diverse as the countries they come from. States such as Nigeria, Pakistan, Indonesia, Sudan, and Iran have Muslim majorities. India, the United States, and France are nations with significant Muslim minorities. Several themes emerge as the end of the Cold War and globalization, which is seen as passing them by, affect the mood and outlook of many in the Muslim world. Feelings of hopelessness and defeat have often led, in both majority and minority communities, to a reactive mentality that is phobic about modernity and focuses on roots and strict interpretation of doctrine.

The Muslim communities in a New York City Project in Columbia’s School of International and Public Affairs report that 600,000 Muslims reside in New York City. Of these, 42 percent are African-American, 24 percent South Asian, and 12 percent Arab. Thirty-seven nationalities are represented, including 12 from Arab-speaking countries. New immigrants often compare New York City to their home, like the pilgrimage to Mecca, many different groups of Muslims come together here.

It is no longer sufficient to just teach about the Five Pillars of Islam, agreed educators at the workshop. The curriculum must delve into history, culture, diversity, and living Islam. Concepts of imperialism, colonialism, nationalism and authoritarianism must be explored. Students must be helped to think critically about the all-important events taking place around them. They must consider whether one man’s freedom fighter is another man’s terrorist. The relativist approach, or whether there is such a thing as absolute evil.

Various organizations are developing materials to help teachers cope with the attack and its aftermath. Columbia University’s Eastern Europe, Russian, and Eurasian Resource Center is dedicated to teacher training and outreach. Op-ed pieces in newspapers such as The New York Times present differing views. And, for educators and Social Responsibility offers a range of aids and activities.

Teachers College Talks About Islam

By SYBIL MAIMIN

Following the attacks on the World Trade Center, it became clear that knowledge in our society about the world of Islam is skimping, at best. To address this problem, Columbia’s Teachers College drew upon several relevant departments in the university to present a one-day workshop for educators about the histories, cultures, and current status of Muslims in a wide range of countries. Discussion and an exchange of ideas about related curriculum development followed the presentations.

Muslims are as diverse as the countries they come from. States such as Nigeria, Pakistan, Indonesia, Sudan, and Iran have Muslim majorities. India, the United States, and France are nations with significant Muslim minorities. Several themes emerge as the end of the Cold War and globalization, which is seen as passing them by, affect the mood and outlook of many in the Muslim world. Feelings of hopelessness and defeat have often led, in both majority and minority communities, to a reactive mentality that is phobic about modernity and focuses on roots and strict interpretation of doctrine.

The Muslim communities in a New York City Project in Columbia’s School of International and Public Affairs report that 600,000 Muslims reside in New York City. Of these, 42 percent are African-American, 24 percent South Asian, and 12 percent Arab. Thirty-seven nationalities are represented, including 12 from Arab-speaking countries. New immigrants often compare New York City to their home, like the pilgrimage to Mecca, many different groups of Muslims come together here.

It is no longer sufficient to just teach about the Five Pillars of Islam, agreed educators at the workshop. The curriculum must delve into history, culture, diversity, and living Islam. Concepts of imperialism, colonialism, nationalism and author-
SPOTLIGHT ON SCHOOLS

By SARAH ELZAS

Is a classroom education essential to the educational and social development of a child? With teachers and legislators debating "accountability," parents taking a closer look at school safety, and media influencing more and more parents and students are asking this question. Since John Holt started a school reform movement in the 1960s advocating homeschooling, increasing numbers of parents are looked to this option as a viable alternative to classroom settings, challenging traditional notions of how children learn.

Susan Madley and Jesse Phillips of Santa Monica, California, who homeschooled their schoolers are required to register with the school district; however, many choose not to do so. It is not uncommon for unstructured, differs from other, correspondence courses, writes the Trustee, which is a laissez-faire approach that, while it does not necessarily have to be unstructured, differs from other, curriculums-driven homeschooling methods.

"We don't have time to do all the things they want to do," explains Joris in mock exasperation. Julian is currently written fiction, science novel, a project that can take up to six hours a day. The challenge for the parent in homeschooling, says Joris, is that she needs to be one step ahead of her children, anticipating what they might be interested in next, so that she can frame a history, math or reading lesson around it.

Parents have always homeschooled their children, whether because there was not a school available, or because they wanted to ensure a certain kind of religious or moral education, or even if they felt they could do a better job. But since the 1970s, homeschoolers in New York and the rest of the country have increased rapidly.

The Jorises family is part of the New York Home Education Alliance, the secular homeschooling network for New York City. Françoise estimates that the Alliance encompasses over 200 families with about 200 students each. New York homeschooled are required to register with the school district, however, many choose not to do so. It is therefore difficult to know exactly how many there are. Another organization, NYS Loving Education At Home (LEAH), the Christian network in New York State, has over 1,500 chapters serving over 3,700 families. Researchers have estimated that there are from 700,000 to 1.5 million homeschooled nationwide.

The Jorises were drawn to homeschooling because they were worried about the increasing emphasis on testing in New York City public schools. Susan Madley and Jesse Phillips of Santa Monica, California, who homeschooled each of their three children in their junior high school years, did so for a different reason. They moved from urban Santa Monica to a rural, northern California woods when their oldest son, Ben, was 11. Phillips says they "really didn't have any choice," but so homeschooled him. Madley describes the experience as "everyone's Laura Ingalls Wilder dream," referring to the Little House on the Prairie books where the author recalls growing up on the Midwestern frontier in the 1870s and 1880s.

But even after they left the woods and moved back to Santa Monica, her daughter, Cory, and other siblings, both decided to homeschool their junior high school years, despite available schools. "One of the most powerful times a parent can homeschool their kids is in the junior high years," explains Madley who, along with Phillips, holds an education degree from University of California at Berkeley. The subject matter in junior high school will be all repeated later, she explains. "All you have to make sure is that they are reading, writing and doing math," which can be accomplished at home.

"I am not against school," says her mother, Francine Joris, who was exposed to John Holt's ideas by her parents when she was in high school.

"We think it's a wonderful," she says. Unschooling is a term that has been coined for homeschooling in which the student's discipline. For students who use the ATS service and complete a course satisfactorily, Calvert Handwriting is a term that has been coined for the traditional classroom education. Culpepper, who was unschooled, but he took it a step farther. He spent most of his time on his own reading, relying on his interests to guide his geography, and eventually, film. He describes his schooling as "pretty much hands off," although his parents were very interested in what he was reading and how he was doing.

Culpepper attributes the success of this method to his personality. His two younger siblings tried homeschooled as well, but found they could not stay focused. He admits that there were gaps in his education—science and Shakespeare, in particular—and that he did not have enough free time to do the reading and writing papers he gets to Columbia University. But he also emphasizes that "I never got bored."

The library was Culpepper's biggest resource, as it has been for Viki Kuimihage who has been homeschooled her two sons, Sotarou, 12, and Hanjiro, 9, since Sotarou was in kindergarten. Continued on page 10

CALVERT SCHOOL OFFERS HOMESCHOOL FAMILIES TOOLS FOR SUCCESS

By Ben Graham, Manager of Publications, Calvert School

Choosing to homeschool your child carries with it numerous challenges. At Calvert School, we work tirelessly to make the most of your teaching time and to minimize your challenges.

Once you place an order, you'll find all of the books, lesson manuals and supplies necessary to teach the course. That's why Calvert School is often referred to as the "school in the box." The lesson manuals offer detailed daily plans, featuring step-by-step instructions designed to eliminate your guesswork. Based on the teaching theories of Virgil M. Hillyer, a Harvard-trained educator who founded Calvert School in Baltimore, MD., in 1906, the in-depth lesson manuals offer subject by subject objectives, assignments, enrichment activities, examples, and questions that probe your child's knowledge.

Beyond the course materials, we help in other ways. Our free placement testing service ensures that your child is placed in the right course from Day One. Our Education Counselors are specially trained teachers available to all Calvert families by phone and e-mail.

Choosing to homeschool your child carries with it numerous challenges. At Calvert School, we work tirelessly to make the most of your teaching time and to minimize your challenges.

Once you place an order, you'll find all of the books, lesson manuals and supplies necessary to teach the course. That's why Calvert School is often referred to as the "school in the box." The lesson manuals offer detailed daily plans, featuring step-by-step instructions designed to eliminate your guesswork. Based on the teaching theories of Virgil M. Hillyer, a Harvard-trained educator who founded Calvert School in Baltimore, MD., in 1906, the in-depth lesson manuals offer subject by subject objectives, assignments, enrichment activities, examples, and questions that probe your child's knowledge.

Beyond the course materials, we help in other ways. Our free placement testing service ensures that your child is placed in the right course from Day One. Our Education Counselors are specially trained teachers available to all Calvert families by phone and e-mail. Based on the teaching theories of Virgil M. Hillyer, a Harvard-trained educator who founded Calvert School in Baltimore, MD., in 1906, the in-depth lesson manuals offer subject by subject objectives, assignments, enrichment activities, examples, and questions that probe your child's knowledge.

Beyond the course materials, we help in other ways. Our free placement testing service ensures that your child is placed in the right course from Day One. Our Education Counselors are specially trained teachers available to all Calvert families by phone and e-mail. Based on the teaching theories of Virgil M. Hillyer, a Harvard-trained educator who founded Calvert School in Baltimore, MD., in 1906, the in-depth lesson manuals offer subject by subject objectives, assignments, enrichment activities, examples, and questions that probe your child's knowledge.

Beyond the course materials, we help in other ways. Our free placement testing service ensures that your child is placed in the right course from Day One. Our Education Counselors are specially trained teachers available to all Calvert families by phone and e-mail. Based on the teaching theories of Virgil M. Hillyer, a Harvard-trained educator who founded Calvert School in Baltimore, MD., in 1906, the in-depth lesson manuals offer subject by subject objectives, assignments, enrichment activities, examples, and questions that probe your child's knowledge.

Beyond the course materials, we help in other ways. Our free placement testing service ensures that your child is placed in the right course from Day One. Our Education Counselors are specially trained teachers available to all Calvert families by phone and e-mail. Based on the teaching theories of Virgil M. Hillyer, a Harvard-trained educator who founded Calvert School in Baltimore, MD., in 1906, the in-depth lesson manuals offer subject by subject objectives, assignments, enrichment activities, examples, and questions that probe your child's knowledge.

Beyond the course materials, we help in other ways. Our free placement testing service ensures that your child is placed in the right course from Day One. Our Education Counselors are specially trained teachers available to all Calvert families by phone and e-mail.
By MARTHA McCARTHY, Ph.D.

The number of parents deciding to educate their children at home has steadily increased since the 1980s. Recent estimates indicate that between 850,000 and 1.8 million children are being educated at home. Estimates vary because even though parents may be asked to register their homeschooled children with a state agency, this is difficult to monitor and enforce.

The most common reason for parents to educate their children at home is that they do not want their children exposed to content that conflicts with their religious beliefs, but some parents are dissatisfied with public school academic standards, fearful for their children’s safety, or simply want to be more involved in their children’s learning experiences. A few teach their children at home because of geographic isolation. The current availability of commercial materials over the Internet, especially extracurricular activities, and statewide competition. The legality of these practices varies across states, and the Supreme Court has not yet recognized that homeschoolers have a federal constitutional right to such dual enrollment or extracurricular participation.

State policy makers face difficult decisions in striking the appropriate balance between state interests in ensuring an educated citizenry and parental interests in directing the upbringing of their children. If homeschooling continues to become more popular, the state’s regulatory role may come under increasing scrutiny. Some school voucher proposals being considered would allow public funds to flow to parents who educate their children at home. Although such initiatives have been rejected by voters in several states, if such a provision is enacted, the number of children being educated at home might increase dramatically.

Martha McCarthy, Ph.D., is the Chancellor Professor, School of Education, Indiana Univ.

By TOM KERTES

More than 600 students from 20 New York inner-city elementary classrooms are going to be fortunate enough this year to have the Reach the World Company reach the world. The Makulu II crew and NYC students before the ship departed from the 79th St. Boat Basin.

The Makulu II crew and NYC students before the ship departed from the 79th St. Boat Basin.

The Legality of Home Education

The most common reason for parents to educate their children at home is that they do not want their children exposed to content that conflicts with their religious beliefs, but some parents are dissatisfied with public school academic standards, fearful for their children’s safety, or simply want to be more involved in their children’s learning experiences. A few teach their children at home because of geographic isolation. The current availability of commercial materials over the Internet, especially extracurricular activities, and statewide competition. The legality of these practices varies across states, and the Supreme Court has not yet recognized that homeschoolers have a federal constitutional right to such dual enrollment or extracurricular participation.

State policy makers face difficult decisions in striking the appropriate balance between state interests in ensuring an educated citizenry and parental interests in directing the upbringing of their children. If homeschooling continues to become more popular, the state’s regulatory role may come under increasing scrutiny. Some school voucher proposals being considered would allow public funds to flow to parents who educate their children at home. Although such initiatives have been rejected by voters in several states, if such a provision is enacted, the number of children being educated at home might increase dramatically.

Martha McCarthy, Ph.D., is the Chancellor Professor, School of Education, Indiana Univ.

The Makulu II crew and NYC students before the ship departed from the 79th St. Boat Basin.

The Makulu II: The Field Trip to End All Field Trips

By TOM KERTES

More than 600 students from 20 New York inner-city elementary classrooms are going to be fortunate enough this year to have the Reach the World Company reach the world. The Makulu II, a rugged Nautor Swan ketch that just sailed from Manhattan’s 79th Street Boat Basin for a 26-month voyage around the globe. Though the 43-foot boat appeared shockingly small in the vastness of the surrounding waters—and, for the launch, we’re only talking about the Hudson River—it aims to accomplish a truly enormous task. “I love history and always wanted to learn about it by sailing around the world,” said RTW President Heather Halstead. “And since I graduated from Dartmouth—perhaps the most technologically advanced college in the country—I figured that by the use of technology and telecommunication tools aboard the boat, we could bring the entire world to children who otherwise would not have the opportunity to experience much of it outside of their immediate neighborhood.”

Halstead feels that, given the current world situation, the mission of the Makulu II may be more essential than ever. “In light of what we now face, there may be no more important long-term goals than to educate children about the cultures, environments, and traditions that populate our world. It’s only through the teaching of tolerance and global understanding that we will prepare them for the heavy responsibilities they must bear in the future,” she said. “Students are confused and scared,” said 23-year-old Captain Erin Myers. “It’s important for them to understand that we’re all part of a global community.”

Myers, Halstead’s fellow Dartmouth graduate, is one of the five brand new crewmembers embarking on the boat’s second global trip. It will cover 27,000 miles over three oceans and six seas, while making stops in 36 countries. “This trip is much better organized,” Halstead pointed out, “because we’ve learned from the experience of the first voyage.” The crewmembers come from varied educational and academic backgrounds and are ready to put themselves and their skills to the test as field educators for hundreds of deserving children.

The ultra-committed crew, serving an adventure-educators who will create a “virtual classroom” on the boat, is taking two years-plus to experience this “once in a lifetime” voyage. The youthful quintet—not one is over 28—will gather information en route and transmit it to students and teachers via the Internet and the project’s website (www.reachtoworld.com). Students can transmit and receive messages within a weekly framework, as well as track the boat’s progress on the RTW website. Reach the World will also provide special educational materials and create new projects as the voyage unfolds. Teachers can build lessons around the boat’s voyages.

Famed broadcaster and RTW Advisory Board member, Walter Cronkite, was the Master of Ceremonies at the Makulu II’s wonderful bon voyage party. “The current world situation only proves that we need to know far more about people around the world than we do now,” he said. “This wonderful educational adventure will accomplish this for thousands of schoolchildren.”

“Fair winds and good going, Makulu II.”

Creative Writing Classes for Teens

Courses offered in New York City and Online.

Gotham Writers’ Workshop
Call 212-WRITES (9748)
www.WritingClasses.com
After School Chess Games in Harlem

BY JOAN BAUM, Ph.D.

That’s chess absorbing them after school at the Harlem Educational Activities Fund (HEAF) center on Adam Clayton Powell Boulevard, but behind the plotting of moves on an eight by eight is a rehearsal of general strategies for success for youngsters, primarily African-American and Dominican, from Harlem and Washington Heights. Through the HEAF chess programs these young people are taught that every act has consequences; that minor errors might be overcome, some actions cannot be taken back; that learning involves pattern recognition, evaluating alternatives, considering short- and long-range goals. Beyond that, they are exhorted to exercise a will to succeed; that the capacity to learn, the ability to improve, equals responsibility of opponents. “Chess is not the end but the means” is the mantra at HEAF, though no doubt when the kids hear it, more than Maurice Ashley, the first Black International Chess Grandmaster who directs HEAF’s chess initiative, is a unique education experience

A unique education experience

EXQUISITE COLLEGE RESIDENCES

STUDY WITH THE BEST OF EUROPE AND NORTH AMERICA IN A CULTURALLY RICH ENVIRONMENT

PRIVATE, INDIVIDUAL & GROUP LESSONS:

KIDS CHESS NETWORK, INC.

SINCE 1993, KIDS’ CHESS NETWORK, INC. HAS ORGANIZED AND DIRECTED MANY IN-SCHOOL AND AFTERNOON CHESS PROGRAMS IN ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOLS IN NEW YORK CITY.

PRIVATE, INDIVIDUAL & GROUP LESSONS:

children in Harlem...
STARTS TODAY

You're Invited to an

ESSAY CONTEST

You have something to say about the idea of using a Reading Series program in your teaching. Here's your chance to share your ideas. Write an essay sharing your views on the use of Reading Series programs and submit it to us by October 31. The winning essays will be published in the January 2002 issue of Language Arts. First prize: $250. Five honorable mentions: $50 each.

Visit our Web site for more information: www.readingseries.org

THERE'S NO PLACE LIKE HOME, AT LEAST IN THE BEGINNING

Homeschooling reflects a parent's desire to take control of their child's education, a condemnation of traditional schooling. Homeschooling families have a broad range of philosophies concerning the contents and pace of education, the ideal "class size," as well as the teaching-learning methodology. All have one thing in common: how to raise their children educated, at least for some period of time.homeschooling, the student can make all the letters of the alphabet. With Balls (circles), Sticks (lines), and Birds (angles), the student can make all the letters of the alphabet, and the letters are one size fits all. The only way you can be sure of the exact sound of a letter is to see it is to see if it makes a word that makes sense in the context. Says Dr. Fuller, former chief of psychological services at Maryland's Hospital. Her experimental program in applied and basic research on cognitive changes involving Ball-Stick-Bird intervention won her work Fairleigh Dickinson University's Distinguished Achievement Award. Research has shown that with a Ball-Stick-Bird program there is no such thing as dyslexia or learning disability. Pre-schoolers and elementary students became readers with astonishing speed, adults with a history of learning disability—and even the severely retarded—easily learned to read with comprehension. These data and the questions they raised about human intelligence were reported and discussed at several symposia on Ball-Stick-Bird, as well as during Continuing Education workshops and at Annual Meetings of the American Psychological Association. The Ball-Stick-Bird approach is unique in its ability to achieve learning outcomes and learning expectations based on ID and psychological evaluations. It fits a new theory of cognitive organization. Called the story-as-the-engram theory of cognitive organization, this theory has forecasting implications on the potential of the human mind. About Ball-Stick-Bird the Journal of Developmental Education said: "Dr. Fuller provides us an unparalleled opportunity for a paradigm shift with potentially far-reaching consequences for education, not just in reading but in total intellectual development."_

HOME STUDY INTERNATIONAL

Thinking about homeschooling? Come give it a try!

While the other choices available, you may want to consider Home Study International (HSI). HSI has the distinction of being the only accredited curriculum provider for tertiary garden through college. Established in 1909, HSI provides an American education for any student anywhere in the world. The more your heart sinks, the more your heart sinks.

HSI has been serving students and families for over eighty years. More than one thousand professionals, including experienced teachers, counselors, and counselors are available to work with you and your family.

Over 19,000 Books Sold in 19 Months

High School Regents Chemistry Made Easy

By Sharon Welcher

(Teacher, Chairperson, and Teacher of High School Review Courses)

Available at leading bookstores

Also at:

Brooklyn:

Tommy & Lane's

4705 73rd Ave.

or 1-877-600-7466 (Toll Free)

www.highmarksinschool.com

or 1402 15th Ave.

or 1272 51st St.

4703 13th Ave.

Or Call 718-271-7466

CHEMISTRY REGENTS

Chemistry Regents Over 19,000 Books Sold in 19 Months

High School Regents Chemistry Made Easy

By Sharon Welcher

(Teacher, Chairperson, and Teacher of High School Review Courses)

Available at leading bookstores

Also at:

Brooklyn:

Tommy & Lane's

4705 73rd Ave.

or 1272 51st St.

Lan's

4700 72nd Ave.

or 1402 75th Ave.

ABC

or 1403 Ave. J

Queen's

Tommy Variasi

or 187-600-7466 (Toll Free)

Call 718-271-7466

or 1-877-600-7466 (Toll Free)

www.highmarksinschool.com

THE MORE YOUR HEART SINKS, THE MORE YOUR HEART SINKS:

When a child brings home bad grades, it's a problem for the entire family. Huntington Learning Center is here to help. For over twenty-five years, we've given kids of all ages the skills, confidence and motivation to get better grades. We pinpoint academic problems and then create a customized learning program that works.

Call (212) 996-8099 for a free consultation.

Huntington Learning Center

1576 3rd Avenue

(212) 384-5200

Or Call 718-271-7466

1576 3rd Avenue

www.highmarksinschool.com
Holiday Events & Music in NYC

This long-running staple stars the world-famous Rockettes. Go and check it out for yourself. Playing at Radio City Music Hall (50th Street and Avenue of the Americas). For tickets, call (212) 307-1000 ($35 surcharge per ticket).

George Balanchine’s The Nutcracker, Nov. 23–Dec. 31.
New York City Ballet does a fantastic Nutcracker. With a favorite by New Yorkers, this show may sell out early. Playing at Lincoln Center (64th and Columbus). For tickets and information, call (212) 307-5570.

A Christmas Carol, Nov. 23–Dec. 29.
Tim Curry stars as Scrooge in this holiday classic. Playing at the Theater at Madison Square Garden (7th Ave btw 32nd & 33rd Streets). For tickets, call (212) 307-1000.

Seat Sack™ is the practical answer to home and classroom storage. This patented design (U.S. Pat. Ds. 558,731) is made of flame retardant cotton-poly laminated fabrics for durability.

Just slip it over the back of any chair and its integrated pocket will provide convenient, personal, out-of-the-way storage for all kinds of items.

Seat Sack™ comes in sizes to fit classroom and home chairs. The appealing, patented design™ is the practical answer to home and classroom storage. This patented design is easy to display in your stores.

Ask how you can have your store name and phone number on each Seat Sack™ sold.

Join us, the Reebos of Jupiter. We make learning to read a joy! We’ll assist you in Dr. Renee Fullers’s brain-compatible, phonic “Ball-Stick-Bird Publications

It has lots of popular articles by Dr. Fuller about child psychology.

Free www.ballstickbird.com

• make sure you succeed!

No dyslexia, No learning disabilities.

We’re hilarious and sincere.

We’ll assist you in Dr. Renee Fullers’s brain-compatible, phonic Ball-Stick-Bird reading series.

Come see our web site:

www.ballstickbird.com

It has lots of popular articles by Dr. Fuller about child psychology.

BALL-STICK-BIRD Publications

PO Box 13, Colebrook, CT 06021
(860) 738-8871 • e-mail: bsbpub@snet.net

Free brochure.
Free telephone help. We make sure you succeed!

About Ball-Stick-Bird

The Journal of Developmental Education said:

“When one views the unprecedented results of Fuller’s reading program against the educational establishment’s response, one is led to the conclusion that educators on the whole lack what Murray calls respect for the will of what is.”

Session 3: Cognitive Therapy of Depression and Anxiety Disorders:

3:30-5:00 pm

Instructor: Erwin Flaxman

Sessions Available: December 1

Practical help for living with attention and related disorders, semi-

Tuesday, December 4, 2001

Memory In Everyday Living, 9:30 – 1:30 pm

Instructor: Cecilia Petit-Hall

Sessions Available: December 1

Help & Support For People With Epilepsy

HDPE (Helping in Disorder with Epilepsy) Groups Psychoeducation, cognitive remediation, and support.

Wednesday, December 5, 2001

£ 30 per session

Instructor: Derek Lea-Garin

Sessions Available: December 1

CONCERTS

Xmas Ensemble – Christmas Concerts

The Aulos Ensemble is joined by counter tenor Dale Riggin for a program of works by Bach, Vivaldi, Couperin, and Rameau as well as Christmas carols. Instructor: Cecilia Petit-Hall

Musical St...
Voters Support Afterschool Programs

The results of a new public opinion survey, which was conducted recently for the Afterschool Alliance by Lake Snell Perry & Associates and The Tarrance Group, indicate that large, bipartisan majorities of American voters support expanding afterschool programs in their communities and around the nation.

Seven in 10 voters want afterschool programs to be available to all children even if it means increasing the current $846 million federal appropriation by an additional $800 million per year. That support crosses all lines: Republicans support the increase by a margin of 62 to 26; Democrats by a margin of 78 to 10; and single-voters by 71 to 15.

According to the poll, the fourth one in a series funded by the C.S. Mott Foundation and JPMorgan, most voters are also willing to pay $100 more per year in state taxes to make afterschool programs available.

The poll found that almost nine in 10 voters (86 percent) agree that “there should be a national commitment to making sure every child has a space in an afterschool program.” In addition, nearly three in five voters (58 percent) say they think the federal government is spending too little on afterschool programs, and 59 percent say their state governments are spending too little.

The Afterschool Alliance is a coalition of public, private and nonprofit entities dedicated to ensuring that all children have access to afterschool programs by 2010. Information on the Afterschool Alliance and the public opinion survey are available at www.afterschoolalliance.org.

By SARAH ELZÄS
Devon Dunning is a pilot for Continental Express, a regional subsidiary of Continental Airlines. She flies small, 46-passenger ATR-42 airplanes in and out of Newark, NJ, four days a week.

Given the recent attacks in New York and Washington, DC, Dunning’s job may seem terrifying. But, she seems to trust the new safety regulations.

“It looks at it from a pretty logical point of view,” she says. “I do believe that the security has been improved.”

She will comply and trust any new Federal Aviation Agency (FAA) regulations, although she draws the line at pilots carrying guns.

“It seems like it may cause even more problems,” she says. She is more worried about the industry, in particular, how smaller airlines will fare with drops in airline use.

That Dunning is thinking in economic terms is not surprising, as she never intended to become a pilot at all, but rather, go into business. Dunning holds a BA in finance from SUNY-Albany, and she started an internship at an investment company when she moved to Manhattan after graduation. However, things did not go as planned.

“About two months later, I was miserable,” she says of starting her new job. She enjoyed neither the work nor the hours, and at 21 years old, she had to reevaluate what she wanted to do. While on an airplane going to visit a friend, she realized that she really enjoyed flying. Why not make it a career?

Dunning grew up with a father who flew a Skyhawk—a small, four-person airplane. She never thought about becoming a professional pilot, even while she was taking flying lessons during her summers in college. She recalls flying with her father at night as a young girl. I would always be baffled at how he could find his way home at night, she said.

Now, of course, after nearly three years of training and over 1,500 hours flying, Dunning, like many of her peers, received an instructor rating, which allowed her to teach flying, and thus pay for her flying hours as well.

She joined Continental Express in January 2001 as a trainer, and in March she received her commercial rating.

“You have to go through the natural steps,” she explains of the path towards becoming a pilot for a major airline, which she says is what she eventually wants to be doing. “I had a five-year plan that just turned into a seven-year plan,” she explains.

When the economy is good and people are taking airplane trips, the industry tends to move pilots up the ranks quickly—in two or three years. However, these days, with confidence in the airlines waning, Dunning wonders how long it will take for her.

At 25 years old, Dunning may seem like a young pilot, but she says this is not unusual. “I have been running into many people my age,” she says. As for being a woman in an industry that has, according to Dunning, 10 percent women, she has not felt it make a difference. “Everyone throughout my training has been professional,” Dunning says.

She says, that it is her coworkers that make the job worthwhile, and, of course, the landings. “It’s the most thrilling part of the ride,” she says. What is the worst part of the job? There isn’t really one. When pressed, she says, “My biggest headache is when I am done with the trip and I have to drive home.”
New York High School Student Wins Summer in London

By MARIE HOLMES

Rachel Moos, a student at Pittsford Sutherland High School in Rochester, New York, has won first prize in InternationalEducationWeek.com’s inaugural essay contest. Rachel’s essay, “Sending Postcards Without Stamps,” was chosen among numerous submissions from high school and college students across the country. In her winning essay, Rachel describes her art history classes as “imaginary field trips” and explains that international education need not require cost- trips around the world. “With the right edu-
cation, she writes, “students will encounter far off lands from inside their schools.”

Rachel’s prize includes three weeks of summer study at Richmond—The American International University in Lon-
don, including housing, meals, tuition and airfare, courtesy of the American Institute of Foreign Study (AIFS).

Rachel will soon join thousands of American students who study in the United Kingdom each year. Long the top destination, the U.K. hosted 29,289 American students dur-
ing the 1999/2000 academic year, more than double that of any other nation, according to the Open Doors Report on study abroad. Other popu-
lar host countries include Spain, Italy, France, Mexico, Australia, Germany, Israel, Ireland, Costa Rica, China, Japan and Austria, almost all of which experienced an increase in U.S. enroll-
ment over the past year. The vast majority of interna-
tional students who study in the U.S. also increased by over six percent, to 547,867. The majority of these students received no U.S. funds to finance their studies, making higher education the country’s fifth largest service sector export. New York is a national leader in hosting international students, second only to Califor-
nia. New York University boasts the largest for-
eign student enrollment for the fourth year in a row. Columbia University ranked third, after the Uni-
versity of Southern California. Leading places of origin for international students were China, India, Japan, Korea, Taiwan, Canada, Indonesia, Thailand, Turkey and Mexico.

This year’s Open Doors report, released November 13 during International Education Week, also included a recent online survey about study abroad in the aftermath of September 11th, and that few to none of the interna-
tional students on their campuses had decided to return home early in response to concerns about security. The majority (91 percent) of respondents also reported that 90 percent or more of their U.S. students had made no changes in their plans to study abroad. International Education Week, sponsored by the U.S. Departments of State and Education, was established by the Clinton Adminis-
tration in 2000. This year, StudyAbroad.com launched InternationalEducationWeek.com to promote the week’s importance and accomplishments. Leading was held in celebration of the site’s launch.

렉학 최고의 학생은 런던에가ﾑ

by MARIE HOLMES

Rachel Moos, a student at Pittsford Sutherland High School in Rochester, New York, has won first prize in InternationalEducationWeek.com’s inaugural essay contest. Rachel’s essay, “Sending Postcards Without Stamps,” was chosen among numerous submissions from high school and college students across the country. In her winning essay, Rachel describes her art history classes as “imaginary field trips” and explains that international education need not require cost-

trip around the world. “With the right edu-
cation,” she writes, “students will encounter far off lands from inside their schools.”

Rachel’s prize includes three weeks of summer study at Richmond—The American International University in Lon-
don, including housing, meals, tuition and airfare, courtesy of the American Institute of Foreign Study (AIFS).

Rachel will soon join thousands of American students who study in the United Kingdom each year. Long the top destination, the U.K. hosted 29,289 American students dur-
ing the 1999/2000 academic year, more than double that of any other nation, according to the Open Doors Report on study abroad. Other popu-
lar host countries include Spain, Italy, France, Mexico, Australia, Germany, Israel, Ireland, Costa Rica, China, Japan and Austria, almost all of which experienced an increase in U.S. enroll-
ment over the past year. The vast majority of interna-
tional students who study in the U.S. also increased by over six percent, to 547,867. The majority of these students received no U.S. funds to finance their studies, making higher education the country’s fifth largest service sector export. New York is a national leader in hosting international students, second only to Califor-

nia. New York University boasts the largest for-
eign student enrollment for the fourth year in a row. Columbia University ranked third, after the Uni-

versity of Southern California. Leading places of origin for international students were China, India, Japan, Korea, Taiwan, Canada, Indonesia, Thailand, Turkey and Mexico.

This year’s Open Doors report, released November 13 during International Education Week, also included a recent online survey about study abroad in the aftermath of September 11th, and that few to none of the interna-
tional students on their campuses had decided to return home early in response to concerns about security. The majority (91 percent) of respondents also reported that 90 percent or more of their U.S. students had made no changes in their plans to study abroad. International Education Week, sponsored by the U.S. Departments of State and Education, was established by the Clinton Adminis-
tration in 2000. This year, StudyAbroad.com launched InternationalEducationWeek.com to promote the week’s importance and accomplishments. Leading was held in celebration of the site’s launch.
Best Five Toys for the Holidays

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

Parents and teachers are always looking for the products that have enduring qualities, are reasonably priced, and help children to learn. These selections will provide children from preschool through older children with learning and fun, plus they will be used well into the new year.

Tips on Selecting toys:
Finding the right toy starts with your child’s interests and some research. Ask yourself: Is the product appropriate? Does it fit the child’s age, skills and abilities? Is the product well-designed? Easy to use?

Is the product appealing to the child? Will it frustrate or challenge? Play is a perfect way to introduce reading. Use these suggestions and look for more guidance on our web site. Reading can be a natural part of the child’s activities if you provide the tools the child needs for success.

1. Battat, Phone Station 3-5 yrs. ($36.00)
http://www.battat-toys.com
This is a unique new telephone that will thrill your youngster. Children enjoy conversations on phones and this one adds to the value of the phone. The dolls are diverse in ethnic-
ity as well as in their interests and they each have unique aspects. They carry passport jour-
neys that give them a path to their adventures. The dolls are diverse in ethnic-
ity as well as in their interests and they each have unique aspects. They carry passport jour-
neys that give them a path to their adventures.

2. Fisher-Price, Play With Letters Desk 3-7 yrs. ($29.99) 800-432-5437
http://www.fisher-price.com
When a child rolls a letter on the desk, the desk magically knows which letter was rolled and rewards the child with a fun response. Children can see and hear the letters and also trace them with their fingers. By incorporating all the senses, sight, sound and touch, this learning toy teaches pre-reading skills includ-
ing letter identification, word association, spelling, and more.

3. Folkmanis, My First Puppets Soft Book 6-24 mos. ($25.00) 800-454-8922
http://www.folkmanis.com
This new soft book features four spreads each with a hand puppet and matching finger puppet. It emphasizes discovery tools such as color, texture, shape, movement, sounds and surprise to stimulate development. Puppets will bring joy to your child plus it will also help her/him learn the fun of reading. Use the col-
orful finger puppets while you talk and read along to your child.

4. Get Real Girl, Get Real Girl 6-12 yrs. ($25.00) 866-474-4747.
http://www.getrealgirl.com
The Get Real Girl dolls are each unique for action and adventure. They provide girls with role models from everything from soccer, bas-
ketball to backpacker and surfer. The dolls help girls to be inspired and develop their own role model. They provide support for greater self-esteem and will help girls to imagine play and adventure. The dolls are diverse in ethnic-
ity as well as in their interests and they each have unique aspects. They carry passport jour-
neys that give them a path to their adventures. The founder of the company, Julia Chavez, helped girls to be inspired and develop their own role model. They provide support for greater self-esteem and will help girls to imagine play and adventure.

5. Fisher-Price, Play With Letters Desk 3-7 yrs. ($29.99) 800-432-5437
continues on page 77

From the Superintendent’s Seat

A Feast Beyond Compare

Focus on Special Education

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

I attended a pre-Thanksgiving feast at one of our district’s middle schools recently. This annual tradition has always been a special occa-
sion, but this year’s was truly outstanding. The food was delicious, but it was the smiles of the children there that warmed the room. The feast was put together by all of the middle school’s students who utilize special education services. They prepared the food and the decorations, and many came to costumes. For some students spe-
cial education may mean time spent with a resource room teacher; for others it may mean that many, some, or just one of their classes is taken with other students who have difficulty learning those specific subjects.

This year, we have a new program in middle school called the Life Skills Class. These stu-
dents require more specialized instruction and a curriculum that is appropriate for their individ-
ual needs and abilities. All children participating in our special education programs are given many “mainstream” opportunities. All of our schools in Syosset plan a significant amount of school-wide programs, such as concerts, science fairs, plays, guest speakers, dance programs, and more, which all students attend together.

Special education teachers, regular education teachers, and related service providers collabo-
rate to provide the support a student may need to participate in a mainstream class. When it is determined that several students need more indi-
vidualized attention and smaller classes to suc-
cceed, the teachers work together to make sure the curriculum mirrors what is taught in the larg-
er classes.

We believe that every child is entitled to an education that enables him or her to learn all that he or she is capable of. The services we provide our students may adapt the methods they use to learn, but for all who are able, the quality and breadth of the subject matter need not be com-
promised, particularly as the student’s learning abilities progress. In fact, almost all of our stu-
dents do graduate with a regular academic diploma and a plan to continue their education in college or another post-secondary program. Many students who utilize services have abili-
ties and disabilities that cover quite a wide range. But what is most important is that we recognize that every child with or without dis-
abilities also has abilities—and nurturing these abilities is what education is all about.

On the other end of the spectrum of special education is what is often referred to as gifted education. In Syosset, our gifted students in the elementary schools participate in a special pro-
gram we call Project Beyond. However, because we have found that the teaching methods used in this program are so beneficial to our students, we have expanded our enrichment education to include a program called Talents Unlimited, which is provided to every single child in every class—and that includes our self-contained spe-
cial education classes. Each week the school’s enrichment teacher brings a new lesson to each class that centers around developing one’s tal-
cents. It has proven to be a favorite lesson for children and teachers alike.

To register for Spring classes, call 212.415.5500
Holiday Events & Music in New York

continued from page 8

Holiday on the Hudson, Dec. 14
Figure-skating and holiday music, featuring world and Olympic champions, and acclaimed soloists and musical groups. Free.
Sky Rink, Chelsea Piers; (212) 336-6881.

Paul Winter’s Annual Winter Solstice Celebration, Dec. 13, 14, at 7:30pm; Dec. 15, at 2 PM & 7:30 PM
Featuring the Paul Winter Consort, guest artists and ensembles. Sky Rink, Chelsea Piers; (212) 336-6881.

Paul Winter’s Annual Winter Solstice Celebration, Dec. 13, 14, at 7:30pm; Dec. 15, at 2 PM & 7:30 PM
Featuring the Paul Winter Consort, guest artists and ensembles. Sky Rink, Chelsea Piers; (212) 336-6881.

December 2001

12
It’s as difficult for organizations as it is for individuals to think business as usual after September 11th, but the fact is that everyone has been adversely affected by the tragedy and by the continuing terrorism that has made New York City for some a place of fear. More than most organization heads, however, Dr. Dino Anagnost, Music Director of the Little Orchestra Society, knows he is in a prime position to make a difference, for if music cannot soothe the savage breast, as the expression goes, nothing can. “Now more than ever,” he says, people need music, none more so than the young. The Maestro is passionately serious about how art can educate minds and move souls. If there are some school districts that have temporarily cancelled field trips, afraid of bridges and tunnels, the Maestro is poised to take more performers and performances to the schools, which he does anyway.

The Maestro is passionate about how art is essentially neither therapy nor consolation but joy. If music instruction is not fun, he says, his blue eyes beaming wide with playful conviction, it’s not worth the investment. Watching him punctuate the air as he conducts his conversation, one is reminded of that other joyful music composer, Leonard Bernstein whom he knew. His dedication is palpable and infectious. A man of expansive manner, an enthusiast who seems never to have lost a childlike sense of discovery and wonder, the Maestro clearly loves what he does. And what he does ranges over an incredible array of interactive music education programs for children and adults.

Since commitments are set a year in advance, nothing is being changed because of September 11th, he notes, except perhaps his deepening sense of music as therapy for the “emotionally devastated,” such as the “kids downtown, who have heard the constant sounds of emergency vehicles.” An Anagnost favorite, Victor Herbert’s Babes in Toyland is obviously going to be playing to babes no longer innocent. To be sure, however, music for the Maestro is essentially not worth the investment. Watching him punctuate the air as he conducts his conversation, one is reminded of that other joyful music communicator, Leonard Bernstein whom he knew.

Although the programs are many and diverse, it is the Lollipop series that particularly claims the Maestro’s heart because working with 3-5 year olds can have immediate and significant influence. Helping children learn how to listen is an incredibly important skill that goes way beyond music education, he points out. And encouraging them to hear rhythms, recognize passages and delight in classical sounds cannot be done by watching TV. Interactivity is essential. Hand in air, like a baton, he coaxes a telling figure out of his memory bank: one district in Harlem with 15 years associating with the Little Orchestra Society wants to expand, heartened by the fact that its participating K-6 group tested higher on standardized exams. Typical? Who knows, except that listening skills are obviously transferable and the earlier they are inculcated, the better.

A new program in the Lollipop concert series particularly delights the Maestro – the Kitchen percussion group, he calls it, and indeed the idea seems wonderfully imaginative – a competition between a regular general kitchen and one where lids and pots and pans are noticed for their pitch. The Maestro suddenly shifts keys and Mozart for eight-year olds in the kitchen “Happy Concerts for Young People,” a series for ages 6-12, where he gets kids to create a score with the audience. Then there is Mozart the child, who greets youngsters in his own period clothes, writing music (in German of course), but very fast to show how quickly he could not be better served . . . and at reasonable prices. For further information about The Little Orchestra Society call (212) 971-9500.

Many Little Orchestra activities take place at Alice Tully Hall and are for adults, including programs to introduce audiences to neglected works and composers. A special desire is to generate appreciation of 20th century American music and he does so by exploring the genre most people know – movies. With scores from the likes of Korgold, Shostakovitch, Copland, Virgil Thompson, Bernstein, Villa Lobos, Bernard Herrmann (who did the music for Citizen Kane). And so it goes, with a good admixture of cultural and personal lore that helps bring modern music into the entertainment mainstream.

The 66-member Little Orchestra Society, founded in 1947 by Thomas Scheman, has been directed by Dino Anagnost since 1979. Concerts and outreach activities extend from October through June and cover close to 20 different kinds of programs, including Cathedral Concerts and Lollipops in New Jersey, and Project 65 for seniors. The underserved could not be better served . . . and at reasonable prices. For further information about The Little Orchestra Society call (212) 971-9500.
Saint Thomas Choir School

** Auditions by Appointment: Saturday, Dec. 1st, 2001
For Grade 3 boys entering Grade 4 in the Fall of 2002

Give a boy the gift of music and education in this nurturing, unique boarding school.

Outstanding ACADEMICS
Exceptional training in MUSIC
Excellent interscholastic SPORTS program
Subsidized tuition - generous FINANCIAL AID available

BOYS boarding GRADES 4-8
The only boarding school in NEW YORK CITY

For more information or to schedule a tour please call
the Admission Office at (212) 247-3311.

202 West 58th Street, NJ, 10019 * www.choirschool.org
email: admissions@choirschool.org

MUSIC, ART & DANCE

Mt. Sinai - Maimonides
Lincoln • Beth Israel
24 Hour Emergency Coverage
Board Eligible • Board Certified
Call (212) 679-3010
230 E. 30th St. (B/F/Y and J/R)
Many Insurance Plans Accepted
www.abcdentistry.net

SUBSCRIBE TODAY!
212-717-9246

MEDICAL UPDATE

Advanced degrees in medicine, science and the health professions

M.D.
School of Medicine

M.S./Ph.D.
Graduate School of Basic Medical Sciences

M.P.H./M.S.
Graduate School of Health Sciences

New York Medical College
Valhalla • New York
(914) 594-4000 • www.nymc.edu

LOSE WEIGHT
UNDER MEDICAL SUPERVISION
HEALTHY OVERWEIGHT WOMEN,
AGE 20 TO 40
JOIN AN INPATIENT STUDY ON WEIGHT LOSS.
Work and School allowed.
www.rucares.org 1-800-782-2737
ROCKEFELLER UNIVERSITY HOSPITAL

MEDICAL UPDATE

McGinnes Charpentier

November 16, 2001
8 p.m.

Brandenburg: Concert No. 5:
BEFORE AND AFTER
REINHARD GOEBEL, GUEST DIRECTOR
January 18, 2002
8 p.m.

J.S. Bach's
ST. JOHN PASSION
ANDREW PARROTT, GUEST DIRECTOR
March 15, 2002
8 p.m.

Purcell's King Arthur
REINHARD LAHDE, GUEST DIRECTOR
March 15, 2002
8 p.m.

1688: A YEAR IN MUSIC
MONICA HUGGETT, GUEST DIRECTOR
April 12, 2002
8 p.m.

PURCHASE TICKETS TODAY!
212-717-9246
Sloan-Kettering Researcher Makes Difference in Lives of Three HS Students

By MARYLENA MANTAS

Last winter Dr. Sat Bhattacharya, a research scientist at Memorial Sloan-Kettering Cancer Center in New York City, ventured into his city, public high schools searching for students who possessed a certain motivation and something that he calls “the initial spark.”

“I wanted to influence more minds,” he said. “I wanted to go below the university level and get students interested and motivated in science.”

He found one of them at the Frederick Douglas Academy in Harlem and two at the Union Hill High School in New Jersey. The students—Jovine Anderson, a senior at the Frederick Douglas Academy, Rina Shah a junior and Paulo Lizano, a senior at the Frederick Douglas Academy, in Harlem and two at the Union Hill High School in New Jersey—spent long hours in the lab, attended seminars, and wrote papers. Yet, hard work did not intimidate these students, whose acute spirit of teamwork and determination is evident.

The knowledge they acquired during the internship, which was funded by a grant from the American Chemical Society’s project SEED (Summer Experience for Economically Disadvantaged Students), was put to the test at the American Chemical Society’s project SEED (Summer Experience for Economically Disadvantaged Students), was put to the test at the National Poster Presentation sponsored by the American Chemical Society held in Chicago last summer.

Lizano and Anderson were among the 10 students from the Metropolitan area selected to present at the National Convention of the American Chemical Society held in Chicago last summer. “Their presentation and the research were outstanding,” said Dr. Bhattacharya. “All students don’t get this type of an opportunity. It was a lot of work. But, I’m glad I took the opportunity. It gave me hands-on experience. That’s how you learn best.”

These days, the students laugh when they recall their first days at the lab and their initial feelings of fear of making a mistake. “The first day, I felt that I had two shadows watching me,” said Anderson, who is interested in engineering. “I felt that I had to be perfect. I felt that I had to be perfect.”

Very often, mentoring transcended lab related material. “Dr. Sat was the best. I had conversations with him about things not related to the research. Career options, schools,” said Lizano. “He made me feel that he is the kind of person that I can come and talk to. I never had that with anyone else.”

Hoping to expand the program and reach out to more students, Dr. Bhattacharya has been working with the Board of Education. He plans to bring individuals whose work is related to science into the schools to give presentations and attract students to work with them on year-long internships.

That, as he explained constitutes the short-term goal. The long term goal? To get the neighborhoods from which the students come from involved in the project. “In order for the impact to be really tangible it has to spill over to the community,” he said. For now, Dr. Bhattacharya continues to motivate and inspire his own three students. “If there is the best you have to be better than that,” he tells them. “Enough is not enough. You always have to move forward.”

ADD Children Show Undiagnosed Vision Problems

A free screening may find the cause of your child’s concentration problems, letter reversals, and these symptoms:

• avoids reading
• works slowly
• poor handwriting, misaligns numbers
• forgets what has just been read
• reading fatigue

RELIEF FROM HOMEWORK FRUSTRATION

A team of professionals in the fields of vision, psychology, and education developed a remarkable program called VIP that attacks the causes of these problems and dramatically improves (3+ year processing gains in 10 weeks in some cases) a child’s ability to learn. VIP is an intensive one-on-one approach to developing information processing skills. Learning becomes a delight rather than a struggle.

FREE SCREENING

There is a free screening consisting of 15 tests that measure concentration, visual memory, letter reversals, eye-hand coordination, processing speed, and focusing.

THE TIME TO ACT IS NOW!

If your child is between the ages of six and 16, call today at 212-265-4609 to schedule a free screening.

East Side & West Side Manhattan • Brooklyn • Queens • Westchester Locations

“The VIP was an answer to my prayers. Jourdan’s reading comprehension has been significantly enhanced.”

—Percy Jones

“What a difference VIP makes! This 10 week program was a success!”

—Karen Lentini

“Our daughter has reduced her homework time by an hour! This program is the greatest!”

—Susan Robinson

Call Dr. Etinger’s office, 212-265-4609, www.nyvision.org
**SPECIAL EDUCATION • EDUCATION UPDATE • DECEMBER 2001**

**Special Education Resources on the Internet**

Compiled by M.C. COHEN

With the countless number of websites devoted to children with special needs, the following are helpful sites in searching the web:

- Website for Office of Special Education and Rehabilitation Services.
- [http://www.ideaproperties.org/tour.htm](http://www.ideaproperties.org/tour.htm)
- [U.S. Department of Education website devoted to the 1997 reauthorization of IDEA.](http://www.ncyecnet.edu)
- [NYC Board of Education website](http://www.nyc.gov/site/education/service/home.html)
- [A collection of Internet accessible information resources.](http://www.hood.edu/seri/serihome.html)

**UNDERSTANDING APPLIED BEHAVIOR ANALYSIS**

By George Linka, Ph.D. and Besharah C. Uss, Ph.D.

Manitou, Inc.

Parents and professionals alike frequently approach us with questions about Applied Behavior Analysis (ABA). What exactly is this model, and why is it so popular? What impact can it have for educating school-aged children with special needs? We provide this article for readers interested in the parameters and methods that make up ABA. Future articles will offer a more thorough explanation of this sub Field-driven model.

ABA is not a new methodology. Beginning in the early 1960's, scientists very carefully examined different ways to teach new skills to various populations. We base today's projects on thousands of findings, articles and teaching materials that used scientific methods to improve teaching techniques and better understand individual children.

ABA is not, in itself, an intervention. It is a very precise tool that measures the effectiveness of teaching methods. The model helps us understand how individuals interact in each task and provides us with valuable and effective results in terms of specific children, especially those with disabilities. As teachers, we use this knowledge to ensure that students experience positive consequences whenever they learn, because people tend to repeat behaviors that are rewarded in some way. Of course, what we want first rewarding, often do not. We need to be ready to assist students and seek ways to increase their learning opportunities. We can take advantage of multiple opportunities that occur daily, especially those that occur naturally. Most important, after learning what precise methodology effectively teaches a new skill, we can use this approach throughout a child's life to help him or her acquire other new skills.

Children with special needs often miss daily learning opportunities that contribute to their growth. For example, the hustle and bustle of a household provides many chances to learn a new skill by watching someone else perform it, but only if a child can attend to the task and understand it can be accomplished. Applied Behavior Analysis can help find the right approach for all children to learn throughout the day, in schools and homes as well as other parts of the community.

Programs across the country very successfully use the ABA approach in the daily routines of their students. Typically the goals outlined in a child's Individualized Education Plan (IEP) or an adult's Individualized Program Plan (IPP) guide daily-day service provision. The ABA model therefore helps add effective procedures for teaching children with special needs and helps in assessing progress toward goals and objectives.

Everyone in contact with each student must use similar methods—those are essential while teaching children with special needs. We accomplish this level of consistency only through extensive communication and training. For example, in a school setting, ensuring consistency involves sharing specific methods and goals for each child with all staff, parents, siblings, and guardians working with the child. This increases the number of people who interact with each child, which can be helpful. Therefore, we set up systems to share information with everyone from classroom teachers and assistants to program managers, residential counselors, residential teachers and, of course, families or guardians. Student progress improves working together.

In future articles we will provide you with additional information about the use of Applied Behavior Analysis with school-aged children in special education settings. Some information about the use of this method in other educational settings can be found at [http://www.parthenos.com](http://www.parthenos.com).

---

**LYNN UNIVERSITY OLD FORGE CENTER:**

**THE RIGHT ENVIRONMENT FOR STUDENTS WITH LEARNING DISABILITIES**

Lynn University's Old Forge Programs are designed to build skills, self-esteem and academic ability in students with learning disabilities. Through our holistic model we assess each student's educational, social, vocational and interpersonal strengths and abilities. With the countless number of websites devoted to children's educational, social, vocational and interpersonal strengths and abilities. With the countless number of websites devoted to children's educational, social, vocational and interpersonal strengths and abilities. With the countless number of websites devoted to children's educational, social, vocational and interpersonal strengths and abilities.

**The A.D.D. RESOURCE CENTER, INC.**

The A.D.D. Resource Center takes a practical and positive approach towards remedying the difficulties of attention deficit and/or hyperactivity disorder (AD/HD) and related neurological problems. The Center was founded in 1992 by internist Herbie Moy and Susan Lasky. They identified a need for more accurate diagnosis, frustration-provoking one-on-one assessments and solutions for challenges related to this hidden disability. The ADDRC provides comprehensive neuropsychological evaluation is an essential first step in clarifying a child's cognitive strengths and weaknesses, to allow appropriate treatment. Options for help include cognitive remediation, individual and small group therapy, life management skills and family education.

Gabriela Hof, Ph.D., NYS Licensed Psychologist, Adjunct Associate Professor, Long Island University-Brooklyn, (212) 891-2291, g Hof@lindu.edu, Ph.D. at home.net

**Family, Child & Individual Therapy**

**(Chairing, HYPERTHYROIDISM - EMDR - Support groups**

**Specializing In:**

- Attention Deficit Disorder
- Adults and children with symptoms ADD/ADHD
- *Official medical diagnosis not required*
- Stress management & meditation groups

**Need a special boarding school for your special young adult?**

**Cotting School's Hope House**

Cotting School's Hope House is a vocationally oriented postgraduate residential program for students with special needs. The program focuses on increasing confidence and independence at home, work, and in the community.

---

**Do you know a preschooler between 3 and 5 years old who...**

...is restless or overactive and fidgets really often?

...has lots of trouble paying attention and finishing tasks?

...is very impulsive?

...is very easily distracted?

If you know a preschooler with these problems, he or she may be eligible to participate in a research study which can help. This study, sponsored by the National Institute of Mental Health and coordinated by the NYU Child Study Center, examines treatment possibilities for children with Attention Deficit Hyperactivity Disorder (ADHD). Eligible children will receive a comprehensive evaluation by our study team, as well as up to 14 months of treatment—ALL AT NO COST! The study includes parent training, treatment with medication and ongoing evaluations.

For more information please contact:

212-263-8992

AboutOurKids.org

---

The New York State Education Department website:

[http://curey.edIdeal.state.ny.us/to/specialed](http://curey.edIdeal.state.ny.us/to/specialed)

Special education resources from the Curry School of Education at the University of Virginia.

---

**LEARNING DISABILITIES**

Many children have learning disabilities that go unperceived. A learning disability is broadly defined as a disorder that affects a child's ability to either interpret what they see and hear or to link information from different parts of the brain. These difficulties can show up in many ways, such as with problems with attention and concentration, spoken or written language, self-control and self-monitoring, motor coordination. In addition to making school and academic work difficult, a learning disability can frustrate on otherwise bright child, lead to behavioral problems and a decline in academic performance generally. Further complications can occur when a child is a candidate condition, such as Attention-deficit/hyperactivity disorder, or even "gifted," with a superior level of general intellectual functioning.

On a parallel note, a phenotype of ADD/HD is found in an individual that can carry out a class of skills on one or more occasions but are ineffective, to allow appropriate treatment. Options for help include cognitive remediation, individual and small group therapy, life management skills and family education.

Gabriela Hof, Ph.D., NYS Licensed Psychologist, Adjunct Associate Professor, Long Island University-Brooklyn, (212) 891-2291, g Hof@lindu.edu, Ph.D. at home.net

---

**212-734-2047**

171 East 74th Street, C2
Regent Tisch Speaks on Special Ed

By POLA ROSEN, E.D.D.

Regent Meryl Tisch is on target and concise. As Chair of the Board of Regents Committee on Special Education, she has had a single school specifically aimed at helping dyslexic children. Now there is the Sterling School which started with three students in a small space and has expanded to include about 25 students. The happy children populate the Pacific Street building. Has the Sterling School been a resounding success? Brooklyn Borough President Howard Golden certainly thought so as he presented the 2001 Sterling School Third Anniversary Day. “These are wonderful kids here who will grow up to do some fabulously important things,” Golden smiled as the two dozen 2-6 graders greeted their child with us that, in the end, they could have saved lots of money on therapists, psychiatrists etc. by having their child receive ‘Carter’ funding,” Arberman said. “But I don’t think they could have reached their full potential without Ms. Arberman and her staff.”

Regent Tisch, was that many special education services. Among the problems facing special education today are over-referral and over-classification of youngsters. To combat these problems, there is a new continuum of services—from the least restrictive to the most—along with efforts to implement the “least restrictive requirement” mandated by the government. According to Ms. Goldstein, the direction we are heading toward is to provide inclusion and to provide general education wherever possible with appropriate support services. The trend is clearly toward inclusion.

What is the difference between mainstreaming and inclusion? Parents might ask. Ms. Goldstein explained that inclusion combines general and special education instruction throughout the day. Mainstreaming only refers to those few non-academic subjects in which special education students can have contact with regular students, for example, in lunch or music. The remainder of the day is spent in special education classes.

Changes in educational programming must be done with parental consent. The Committee on Special Education (CSE) is located in each school district, usually in the superintendent’s office for elementary students while for high school students, a CSE is located in each high school. These Committees evaluate and make recommendations for placement. If a parent is dissatisfied, he/she has a right to have a hearing administered by an impartial hearing officer (trained by the state) who reports findings to the Board of Education as well as the family. If the family is dissatisfied with the hearing, recourse to the courts is available.

If parents can show unequivocally that the local public education is not the most appropriate one for their child, they can choose a private school and the tuition (often $25,000 per year) is paid by the NYC Board of Education to the private school.
Situated on an 80-acre country campus, Melmark’s goal is to maximize independence through “best practices” in Applied Behavior Analysis, functional curriculums, vocational training, and collaborative services.

Our approved private day and boarding school serves children ages 5-21 who have:

- Autism/Pervasive Developmental Disorders/Asperger Syndrome
- Cerebral Palsy
- Mental Retardation
- Neurological Disorders
- Acquired Brain Injuries
- Occupational Therapy
- Physical, Speech and Occupational Therapy
- On-Site Physicians and 24-Hour Nursing
- Psychological and Family Support

We offer Your Child:

- Low Student/Teacher Ratios
- Applied Behavior Analysis
- Functional Communication Skills
- Adaptive Physical Education, Aquatics, and Therapeutic Horsemanship
- Physical, Speech and Occupational Therapy
- Animal-Assisted Activities
- Individualized Programs
- A Joyful, Warm Environment
- Aquatics

To arrange a personal visit, request a brochure or video, contact Peter McGuinness, Director of Admissions, at 1-888-MELMARK Ext. 636 or email admissions@melmark.org
By M.C. COHEN and MIKE SALEK

From a political or academic perspective, special education is a complex topic to be discussed and debated. For millions of students and their families it is a harsh daily reality filled with frustrations and difficulties.

“...My daughter and I are involved in an endless routine of tests, meetings, and school placements; it’s really a horror show,” said a mother of a special education student. “She still doesn’t have a school that she can call home.”

It is now almost 30 years since PL 94-142, the landmark legislation of 1975 (The Education for All Handicapped Children Act) was enacted to prevent the exclusion of children with disabilities from schools and to ensure that they received a free, appropriate, and individualized education. Now, special education is changing. It is in the hands of politicians who are debating its future. Having undergone several revisions since 1975, at this time the Bush administration has appointed a 16 member commission to recommend changes to PL 101-476, the Individuals with Disabilities Education Act, better known as IDEA (the “great grandchild” of PL 94-142). The commission is expected to detail their findings in the spring of 2002.

The President is urging congressional leaders to answer an ominous question: Why is 40 percent of the education budget spent on 11 percent of all students, those in special education? “The IDEA has yet to fulfill its promise,” said Education Secretary Rodrick R. Paige in a testimony before the House Education and Workforce Committee on Oct. 4. “The doors are open, but the system still denies too many students the opportunity to reach high academic standards.”

The Challenges

Since 1975, the number of special education students nationally has increased from about 3.3 million students to its current swelling of a little over six million—nearly an 82 percent increase. In New York City alone, 85,000 students out of 1.1 million are enrolled in special education—12.94 percent of its student body. The monetary figures are staggering. Students in special education cost on the average 2.3 times as much as general education students— an average of $13,000 per special education student versus $6,200 for all others. More revealing than the money and the sheer number of students in special education is the over-representation of minority students placed in special education programs. According to Paige, 2.2 percent of black students are identified as being mentally retarded, a rate nearly three times that of whites. In addition, 1.3 percent of black students are labeled emotionally disturbed, almost twice the rate for whites.

A study conducted recently by New York University’s Jay Gottlieb, Ph.D. and Mark Alter, Ph.D. of the Steinhardt School of Education revealed similar findings in Palm Beach County, Florida. The principal investigators showed that although black students represent about 30 percent of the total student population in Palm Beach County, they make up 62 percent of all students in special education. According to Gottlieb, 2.2 percent of black students are identified as being mentally retarded, a rate nearly three times that of whites. In addition, 1.3 percent of black students are labeled emotionally disturbed, almost twice the rate for whites.

The basic tenet of special education is meeting a student’s individual needs. Each student in special education receives an Individual Education Plan (IEP), which details his/her strengths, needs, and educational goals for the year. Optimal settings for students are placed in the school in which they can receive the appropriate education. “Special education has accomplished a lot by providing services and positive approaches, even though these students have been traditionally segregated from general education,” said Dr. Beth Mount, a national consultant to education programs and adult services. More money may be diverted to regular education once special education students are included in regular class. This practice is an outgrowth of the Individuals with Disabilities Education Act (IDEA) guarantees that special education students without disabilities will benefit from a non-segregated environment, and at the same time students without disabilities will learn to share a learning environment with a diverse group of peers.

Increasing funding to special education programs, even though the federal government promised to provide 40 percent of this funding in 1975 when the law was first enacted. Complicating matters even more, IDEA guarantees that special education students have access to the general education curriculum and education classes. But, this is not always happening.

"For inclusion to work as it was intended to, the entire general education system must be revamped," said Petroff. "We need to accommodate all students and all of their needs, not just the special education student. Each child deserves to be treated as a unique individual."

Lynn University
Old Forge Center

Lynn University’s Old Forge Center, located in the majestic Adirondack Mountains of upstate New York is dedicated to students with learning disabilities.

THE HIGH SCHOOL COMPLETION PROGRAM
- Intensive academic support
- A 21-unit high school diploma program

THE ENRICHMENT PROGRAM
- Academics for lifelong learners
- Internet-based internships

THE PRE-COLLEGE EXPERIENCE
- A program for academic and social skill building

THE ASSOCIATE IN OCCUPATIONAL STUDIES DEGREE PROGRAM
- For Students with Learning Disabilities

THE SWISS-AMERICAN HOSPITALITY INSTITUTE AT OLD FORGE CENTER
- Management training for the hospitality industry
- Curriculum/texts by industry leader, AH&MA

For further information contact us at
PO Box 1159
Old Forge, NY 13420
(609) 351-0327
luofcdir@telenet.net

THE FUTURE OF SPECIAL EDUCATION

Inclusion, an education model where special education students spend their entire day in a general education classroom, may be the quick fix sought by policy makers. To get the support services they need, these students receive assistance from a special education teacher in the regular class. This practice is an outgrowth of the Recent Education Initiative (REI - 1986), and remains a hotly debated topic. Presently, the inclusion supporters have made headway, as inclusion is becoming a more common reality in educational systems.

There is an assumption that the least restrictive environment for an appropriate education is the regular classroom. No, as the Professor’s task force notes, New York University’s Chair of the Department of Teaching and Learning, Dr. Beth Mount, says that according to their abilities and needs students without disabilities will learn to share a learning environment. Yet, the question remains: It makes fiscal sense, but does it make educational sense?

“The question is, how will students with a range of abilities do in a general education classroom?” said Alter. “What is the criteria for progress? IEP goals or standardized test score? There tends to be an absence of instructional accountability to make decisions regarding progress of individuals as well as groups.”

Students in special education programs, even though the federal government promised to provide 40 percent of this funding in 1975 when the law was first enacted. Complicating matters even more, IDEA guarantees that special education students have access to the general education curriculum and education classes. But, this is not always happening.

"For inclusion to work as it was intended to, the entire general education system must be revamped," said Petroff. "We need to accommodate all students and all of their needs, not just the special education student. Each child deserves to be treated as a unique individual."

Mike Cohen and Michael Salek are teachers at The School for special Blind Children and Robert Halfbush School in New York City.

19
“The first, best way to protect your children online.”

-Dr. Paul Bender
Noted Author and Child Psychologist

ChildSafe allows parents, teachers, and librarians to enforce appropriate systems use.

Monitoring and Control Features Include:

- Logs of all web sites visited
- Logs of all programs opened and closed
- Captures all keystrokes typed into Windows programs
- Captures screenshot images at specified intervals
- Optionally displays an ACCEPTABLE USE POLICY on screen
- Block on Demand function enables users to restrict access to specific websites

“ChildSafe is both easy to use and configure to meet your needs, and provides excellent security and monitoring facilities for employers, schools and libraries.”

★★★★★

ZDNET
Software Library

www.Webroot.com

1-800-772-9383
Turnitin.com is an exciting new resource for teachers concerned with the deterioration of academic integrity in our schools. Our online service makes it easy for you to find out if students are writing their own assignments and ensure they are getting the most out of your class.

At our website, www.turnitin.com, you’ll find an example of one of our Originality Reports, which make determining the originality of any paper a breeze. You’ll also learn more about our other unique features, including a web-based peer review service, digital archiving, and an upcoming online grading system.

Digital plagiarism and a general decline in ethics have quickly become the number one problem facing our schools. We think it’s time to take a stand. Please take a few minutes to visit our website and find out how Turnitin.com is helping educators around the world make the most of the Internet in this new era in education.
By MITCHELL LEVINE

When I was a high school student in the 1980s, the name “Kaplan” was virtually synonymous with SAT preparation. With over three million students served in thousands of classrooms around the world, it’s not hard to understand why this image continues to dominate the organization’s public perception.

Coaching students for college admissions examinations, however, is only a small part of the services Kaplan, Inc. provides not only to those striving to enter higher education, but to educators looking for tools to help maximize their students’ ability.

Education professionals might not be as familiar with the complete extent of the Kaplan K12 Learning Services. The company provides in-school workshops at the elementary, middle-school, and high-school levels for state-mandated assessments. It also provides the possibility for complete custom program development.

A concrete demonstration of Kaplan’s philosophy can be found in its print guides for teachers, such as its Test Strategies series, available in editions appropriate for various grade levels, states, and subject areas.

Kaplan’s Test Strategies supply teachers with up-to-date research-based paradigms. Expositions of proven methods for meeting the pedagogical needs of particular students take the guess-work out of a teacher’s responsibility. This provides great benefits to schools by helping them satisfy their legal mandates, but, on the other hand, also frees up a teacher’s time to concentrate on what’s most important.

Kaplan fully supports these conceptual guides with curricular-based items, like Skills Review and Test Readiness materials, as well as the Kaplan Achievement Planner 2.0, a Web-based service to further supplement their print-based items. This online program allows teachers and administrators the opportunity to use test results data to automatically create student skill reports.

The diverse resources made available through the Kaplan K12 Learning Services can offer the working educator the opportunity to reach for what is often held to be one of the most important values that schools can transmit, the concept of freedom through structure. For more information on the Kaplan K12 programs, call 1-888-kaplan8, or log on to the company’s website at www.kaptest.com.
To teach students to read and spell English, bring a patient, powerful, and efficient assistant into your classroom...

PhonicsTutor

A product of: 4:20 Communications, Inc., P.O. Box 421027, Minneapolis, MN 55442

To see how this screen works, download a four lesson demo at www.phonicstutor.com or call 888-420-READ

HOLIDAY BOOK AND TOY GUIDE

Children’s Books: Gift Recommendations

BY MARIE HOLMES

Faith's Journey. By Christie Vorney Issac. Advocate House: Sarasota, Florida (2001) $17.95. Young readers curious about different faiths will enjoy this introduction to some of the world’s religions, in which a mysterious talking cat, Sofis, leads Faith on a magical jour- ney through the spiritual world. As Faith is introduced to the beliefs and practices of Hinduism, Buddhism, Taoism, Judaism, Christianity and Islam, she discovers that learning leads to toler- ance and understanding. Full of important information for all ages, this 112-page chapter book is tailored for readers ages 9-12, or for reading aloud to younger children.


A hardcover picture book written in rhyme—and full of math! This innovative text is author Greg Tang’s creative solution to the challenge of helping young children enjoy learning math. Through colorful illustrations and riddles, children are encouraged to find different ways to solve counting problems. Rather than the usual drill workbooks, which students complete in several sittings and don’t return to, the word-problems in The Grapes of Math can be solved again and again using different methods, helping children ages 5-10 acquire the skills needed for higher math through creative thinking rather than rote memorization.

Hide and Seek Birthday Treat. By Linda Jennings. Illustrated by Joanne Paritis. Barron’s Happytunes, New York (2001) $12.95. Which way is the child going to find the birthday cake? This “SuperPen” provides an English dictionary, translation capability and data capture capacity. It is lightweight and fits neatly in your pocket, so users have the freedom to collect and manipulate text and data anywhere....anytime!


For more than 70 years Scientific American’s “The Amateur Scientist” column has stimulated hundreds of thousands of science fair projects, inspired memorable amateur experimenters, launched careers in science, and enjoyed a place of honor in classrooms and libraries all over the world. Always accessible to an amateur’s budget, projects from “The Amateur Scientist” are often elegant and sophisticated. Series designs have been so innovative that they have set new standards in a field. All projects are rated according to cost, difficulty, usefulness, and potential hazards. Most of the material in this CD is appropriate for high school or college, although there are some projects simple enough for small children or complicated enough to challenge a professional. As an added bonus, “The Amateur Scientist” also comes with a second CD, “The Science Library,” containing loads of free software and demos for the science enthusiast. The Amateur Scientist on CD-ROM runs on Windows, Macintosh, Linux, and UNIX platforms.

To order from Dr. Toy or to see a complete list of available titles, visit http://www.greatamericanpuzzle.com or please write to Dr. Toy c/o ednews1@aol.com

To learn more about underwater scenes, and coral. When your child wears the glasses, the scene comes to life. The glasses are also fun to use away from the puzzle. This is a puzzle that illustrates colorful fish, underwater scenes, and coral. When your child puts on the glasses the fish pop up and the scene comes to life. The glasses are also fun to use away from the puzzle. This is a puzzle that is 11x16 inches and is a great value that will help your child to learn about underwater life.

Dr. Toy’s Favorite Products:


A hardcover picture book written in rhyme—and full of math! This innovative text is author Greg Tang’s creative solution to the challenge of helping young children enjoy learning math. Through colorful illustrations and riddles, children are encouraged to find different ways to solve counting problems. Rather than the usual drill workbooks, which students complete in several sittings and don’t return to, the word-problems in The Grapes of Math can be solved again and again using different methods, helping children ages 5-10 acquire the skills needed for higher math through creative thinking rather than rote memorization.

HIDE AND SEEK BIRTHDAY TREAT

800-922-1194

www.greatamericanpuzzle.com

http://www.greatamericanpuzzle.com

This is a puzzle that illustrates colorful fish, underwater scenes, and coral. When your child puts on the glasses the fish pop up and the scene comes to life. The glasses are also fun to use away from the puzzle. This is a puzzle that is 11x16 inches and is a great value that will help your child to learn about underwater life.

Dr. Toy (Stevanne Auerbach, Ph.D.) selects best educational and developmentally appropri- ate products annually for Dr. Toy’s Guide (http://www.stevanne.com) and her syndicated column. This report is the first monthly feature exclusively for Education Update. Each issue will focus on useful learning products for home and school. If you have any questions please write to Dr. Toy c/o ednews1@aol.com

See her book Dr. Toy’s Smart Play: How to Raise a Child with a High IQ (Play Quiz. St Martin’s Press).
New Autobiography Makes Great Gift

By MERRI ROSENBERG

Not bad for someone from Brooklyn. As a fellow Brooklynite, it’s hard not to admire Stanley H. Kaplan’s hard-won success, enterprise and energy as he describes the path that led him from a modest home-based business to a multimillion-dollar enterprise that was synonymous with entrance test preparation around the world. By the time he sold his business to the Washington Post Company in 1984, the testing business generated $35 million in revenues; in 1999, the test preparation revenues were up to $151 million.

Imagine if fictional Francie Nolan, the heroine of A Tree Grows in Brooklyn, had had a head for business instead of writing. That’s how Kaplan comes off in this engaging and illuminating memoir. Instead of hiding behind the brand, Kaplan reveals himself as a living, breathing human being whose roots and academic experiences help him understand the students who flock to his courses.

Born into modest circumstances in Flatbush to immigrant parents, Kaplan was aware from a very young age that education was important. Although his father ran a small plumbing business and his mother helped with the business, Kaplan was aware from a very young age that education was important. Although his father ran a small plumbing business, and his mother helped with the business, the family home was full of books. One of themore charming anecdotes that Kaplan shares is how, as a young boy, he charged his friends two cents a week to borrow one of his books.

As a diligent and ambitious student, Kaplan–like many of his precocious peers in Brooklyn, skipped some of his elementary grades, in his case part of second grade–starting with the SAT and moving through the process of understanding the material. Kaplan is careful to point out that his system–starting with the SAT and moving through the various professional graduate exams, like the MCAT, LSAT, GRE, GMAT, and licensing exams–had far less to do with cramming students with material than with coaching them through the process of understanding the material and learning how to deal with it in a testing situation. As he says, his goal was to “teach the students into the world of higher education.”

In addition, we have holiday music CDs and tapes, as well as the Ken Burns Jazz series, the National Geographic world music series, Putomayo world music series, Frank Sinatra, National Geographic world music series, Frank Sinatra, Louis Armstrong and Billie Holiday as well as spiritual choral works and classical music.

At this time of year with the holidays upon us, come make Logos your holiday center. We have all kinds of books dealing with such subjects as biographies, mysteries, cooking, gardening, pets, science and nature, self-help, spirituality, philosophy, poetry, children’s books, parenting, health, art, fiction, history, biblical studies, Judaism and world religions. We also have business and travel books as well as bibles. You can buy your Harry Potter, Curious George, Dr. Seuss, Tolkien (The Hobbit, Lord Of The Rings), Tintin, War and Peace, Letters to a Young Poet, Sonnets to the Moon. We have business and travel books as well as bibles. You can buy your Harry Potter, Curious George, Dr. Seuss, Tolkien (The Hobbit, Lord Of The Rings), Tintin, War and Peace, Letters to a Young Poet, Sonnets to the Moon. We have business and travel books as well as bibles.
New Center for Distance Learning at Jewish Theological Seminary

By SYBIL MAIMIN

Distance learning, the ability to study at one’s convenience, whether for a degree or for enrichment, by logging onto the Internet from almost any computer anywhere has become a reality. In a dedication of The Phyllis Kammer Center for Distance Education at the Jewish Theological Seminary (JTS), Professor of Talmud and Jewish Law Rabbi Joel Roth explained that education via the Internet is just another stage in an evolution in the technologies of learning that, according to rabbinic literature, began on the eve of the sixth day of creation when God created writing, which made knowledge more widespread and accessible. Plato called writing a gift of the Gods meant to enhance memory and wisdom. Fol- lowing the invention of printing in the fifteenth century, the first books in the Hebrew language appeared in Rome, then Spain, and then Constantinople. Some scribes, feeling threatened, attacked the new technology as inferior, but printing caught on and the Jewish book market was dismayed. Some scribes, feeling threatened, attacked the new technology as inferior, but printing caught on and the Jewish book market was dismayed.

By LEWIS BURKE FRUMKES

Marymount’s Best-Selling Author Series

The Best-selling Author Series began about 12 years ago when Dick Cook and Rhonda Bar- nad, two friends of the college’s dean, Mary Kay Jeynes, asked me to put together a series of literary talks which would be funded by a small grant from the East River Savings Bank. What evolved from that meeting was a successful annual literary event that featured prominent and best-selling authors who would appear in the Spring of each year at the school. We would have a writer talk in the theater about the writing life, followed by a Q & A and coffee and cookie reception in the Nugent Lounge where a book signing would take place. In February, another speaker would come again, meet atten- dees and inscribe books.

Suffice that over the years we have managed to attract some of the finest writers in the land as our speakers. . . many before they became household names. Among the distinguished list that has appeared at Marymount are Tom Wolfe, Joyce Carol Oates, Mary Higgins Clark, James Patterson.

The series is offered free to the students of the college and to the community as part of our outreach effort to enrich the neighborhood. Each event is usually attended by 200-300 peo- ple, who enjoy the cookies and coffee at the book signing reception that follows the talk in the theater. Because of the popularity of the series, there is often a waiting list for tickets, and in certain cases we have found it necessary to close-circuit the event to another venue to accommodate the demand.
Sonnenblick Appointed Dean of City Tech

Carol Sonnenblick, a continuing education professional with more than 20 years of managerial experience, has been appointed Dean of Continuing Education and External Partnerships at New York City Technical College (City Tech) of the City University of New York (CUNY). At City Tech, Sonnenblick directly oversees eight directors, who collectively supervise 47 staff members in the Division of Continuing Education. The division enrolls more than 10,000 students each year in over 100 courses that are offered through the Continuing Studies Center. These courses assist adults in developing new skills, exploring new career directions and keeping pace with the latest technology in their careers. Certificates are available in such programs as computer office skills, computerized accounting and medical office associate.

In her capacity as dean, Sonnenblick also manages a number of programs, including the Business and Industry Training Center, the CUNY Language Immersion Program, the High School Transition Intensive English Program, the ACCESS Counseling Center, and ACCESS for Women and the Adult Learning Center.

Sonnenblick worked at the College of Staten Island (CSI) since 1976 in a variety of administrative positions, most recently as director of adult education, grants and public contracts in the Office of Continuing Education. Previously, she was deputy executive director of continuing education and workforce development. In 1976, she co-founded the Learning Institute at the Jewish Community Center of Staten Island. Sonnenblick is a member of the executive board of the Continuing Education Association of New York State and the New York City Employment and Training Coalition. She holds an AB degree from Barnard College, an MS degree from Wagner College and an Ed.D. in educational psychology from Rutgers University.

LIU Student Awarded Watson Fellowship

A 2001 Jeanette K. Watson Fellowship was awarded to Joel Mentor, a sophomore majoring in political science at Long Island University’s (LIU) Brooklyn campus. The fellowship, offered to talented undergraduates in New York City colleges, provides three consecutive summers of well-supervised, challenging internships, a series of enriching seminars, a financial award and a laptop computer.

A member of the Brooklyn Campus’ University Honors Program, Mentor interned last summer at the Citizen’s Committee for New York City, a non-profit organization that provides leadership training and resources for volunteer community groups throughout the city. He organized and conducted a seminar for the Youth Leadership Institute, helping young New Yorkers become leading citizens in the community.
Polytechnic Wins 2001 Educators of Distinction Award

Polytechnic University won a 2001 Educators of Distinction Award from Saludos Hispanos/Saludos.com, the leading career and education magazine and Web site for bilingual Hispanics. “We congratulate these institutions that are leading the way, providing high standards of education and career planning and counseling to Hispanic students,” said Rosemarie Garcia-Solomon, publisher of Saludos Hispanicos.

Polytechnic University, founded in 1854, is the nation’s second oldest private science and engineering school and the metropolitan area’s preeminent resource in science and technology. “We are proud to have received this award and the recognition that our university is committed to educational excellence on behalf of Hispanic students,” said Dr. David C. Chang, president of Polytechnic University.

Some of the Student Teaching Sites are:
- Central Park East Schools, New York City
- Ella Baker School
- Greenburgh Central District 7 Schools
- Mamaroneck Public Schools
- Muscota School
- Yonkers Public Schools

This program features small seminar classes combining research and observational assessment with theoretical, multicultural and multiethnic perspectives.

For additional information contact: Susan Guma / Office of Graduate Studies
Tel: (914) 395-2371 x30 / E-mail: grad@slc.edu / Part-time and full-time study is available

You can change people’s lives.
At Literacy Partners we do this every day.
Help us teach adults to read and write.
Volunteer with us.
You will change your life too.
Call (212) 725-9200

THESIS PROBLEMS?
HELP IN ALL PHASES
ACADEMIC RESEARCH CONSULTING SERVICE
RALPH W. LARKIN, PH.D.
(212)889-3428 • (800)352-9139
VISIT US AT
WWW.ACADEMICRESEARCHSVC.COM

STUDIES IN EDUCATION
BACHELOR OF ARTS • MASTER OF ARTS • MASTER OF EDUCATION
CERTIFICATE OF ADVANCED GRADUATE STUDY
- TEACHING
- ADMINISTRATION
- LEADERSHIP
- SCHOOL PSYCHOLOGY
- HIGHER EDUCATION
- CURRICULUM DESIGN
- PROFESSIONAL LEADERSHIP
- COMMUNITY INTEGRATION
- TEACHING INTEGRATED STUDIES • COMMUNITY PSYCHOLoGY AND INSTRUCTION • TEACHING • Bachelor of Arts

POLYTECHNIC UNIVERSITY
VERMONT COLLEGE
Box V567, Montpelier, VT 05602 • 800.336.6794
vcatadmin@norwich.edu • www.norwich.edu

POLYTECHNIC Wins 2001 Educators of Distinction Award

Some of the Student Teaching Sites are:
- Central Park East Schools, New York City
- Ella Baker School
- Greenburgh Central District 7 Schools
- Mamaroneck Public Schools
- Muscota School
- Yonkers Public Schools

This program features small seminar classes combining research and observational assessment with theoretical, multicultural and multiethnic perspectives.

For additional information contact: Susan Guma / Office of Graduate Studies
Tel: (914)395-2371 x30 / E-mail: grad@slc.edu / Part-time and full-time study is available
COLLEGES AND GRADUATE SCHOOLS • EDUCATION UPDATE • DECEMBER 2001

College & University Directory

MAIL OR FAX THIS COUPON

Please mail to: College Directory-Education Update or Fax to: College Directory-Education Update
P.O. Box 20005
New York, NY 10001
(212) 481-3919

Name: _____________________________________________________________________________________
Address: ___________________________________________________________________________________
City: _______________________________________________________State: _________Zip: ____________
Phone:____________________________________Fax: _____________________________________________

Please allow 4 weeks for delivery.

Please circle catalogs you wish to receive:

[ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5  [ ] 6

PLEASE INCLUDE YOUR PHONE NUMBER

I am interested in applying as
❑ Freshman  ❑ Transfer  ❑ Graduate Student
❑ H.S. Student  ❑ Teacher
❑ Day  ❑ Evening  ❑ Weekend
❑ College Student  ❑ Working Adult

DECEMBER 2001

Ed Update

Created especially for Education Update by Bruce Wotring

Advertise on www.EDUCATIONUPDATE.com
Over 500,000 hits per month!

Do you have a funny campus story to share online? Earn $35 if we print it. Send your story to ednews1@aol.com
Tots Program at Brooklyn Museum

Children under the age of five now have a special place to call their own with Totally Tots, the newest exhibition opening at Brooklyn Children’s Museum (BCM) on Saturday, December 8. Inspired by BCM’s 27,000-object natural science and cultural collection, this 1,700 square foot permanent gallery especially for the early learner provides opportunities for families to learn and play together.

“This new exhibition is the first step in accomplishing the goals of the Museum’s Learning Early Initiative,” said Carol Enseki, President of Brooklyn Children’s Museum. “It encourages children to use their imaginations, explore the world around them, and find creative solutions. It also allows parents and caregivers to take an active role in this wonderful growth process.”

Miniature trolleys link 6 activity areas. Children make “stops” along the way that are in line with their developmental stages and interests. Activities feature colors, patterns, textures, sounds, shapes and objects from BCM’s collection to engage young learners and their families in interactive learning adventures.

The Brooklyn Children’s Museum is located at 145 Brooklyn Ave., on the corner of St. Mark’s Ave. For more information call (718) 735-4400, or visit www.brooklynkids.org

Winter at Liberty Science Center

NYC teachers, we know you need to reserve field trip buses in September, so here’s what’s coming up this school year!

New Exhibits:

Raise the Roof (9/28/01-1/6/02)
Your students will learn about buildings from around the world. Construct a small Mongolian yurt or timber-frame home, learn about carbon monoxide poisoning, design a virtual dog house that can survive a blizzard or heavy rainfall, and much more!

Biodiversity 911 (9/22/01-1/13/02)
Explore biodiversity through a series of interactive exhibits. Crawl through device that allows turtles and dolphins to escape from fishing nets, play Toxic Pinball to see the effects of toxic chemicals, explore the major causes and cures of global warming, and scores of other activities. A short, free film created by the producers of Chicken Run explores issues such as habitat loss, pollution, and climate change.

In the IMAX Dome Theater:

The Human Body (10/20/01-10/20/02)
Follow a family through its daily life and watch as astounding microphotography, digital imaging, X-ray and other techniques reveal what goes on under the skin. Incredible time-lapse photography shows an infant as it grows from a single cell to the moment of birth.

Ocean Oasis (9/14/01-9/20/02)
Baja California is an incredible area where near-barren desert meets the rich, cold waters of the Pacific, creating an amazing natural environment. Follow Mexican scientists as they introduce viewers to this unique area filled with whales, dolphins, birds, and more. For further information call (201) 200-1000

Christmas Concerts at the Met

Tuesday, December 18
Ensemble for Early Music
Saxs cornets, English ballads, and German lied

Wednesday, December 19
The Aulos Ensemble
Works by Bach, Vivaldi, Couperin, and others

Thursday, December 20
The Four Nations Ensemble
Enchanted Nights: Coretote, Purcell, Byrd, Couperin, and others
Christmas Concerts at 6:30 or 8:30: $50 each

The following concert dates are sold out: December 9, 12, and 16
By JAN AARON

Who could imagine Abraham as a cool dude sunbathing in the Garden of Eden in a Hawaiian printed shirt? Or the scheming Laban as Groucho Marx? Look no further than the madcap creators of the sunny, funny Yiddish-English musical Songs of Paradise at Theater Four until December 23rd. This witty, satirical retelling of the Book of Genesis ushers in the 86th season of the Folksbiene Yiddish Theatre. It is a revival of the successful 1989 presentation, which ran for 150 performances at the Public Theatre.

It's a Big World In Here.

THE BEST PLACE TO LEARN ABOUT DISTANT LANDS IS IN YOUR OWN BACKYARD.

The book by Miriam Hoffman and Rena Borow, music by Rosalie Gerut, choreography by Eleanor Reissa and musical direction by Zalmen Mlotek interpret the 100 year old lyrics by the popular Yiddish poet Itsik Manger. As before, the production is 60 percent Yiddish, but this time, no simultaneous headsets into English provide help for the Yiddish challenged. (Headsets with simultaneous translations into Russian are provided). Not to worry. There is enough English and program explanation plus theatre, comedy, music, and clowning to provide a good time for everyone.

Five versatile performers in fine voice playing multiple parts make the stage almost crackle with energy. Clever sets by Vicki R. Davis; costumes by Gail Cooper-Hecht and lighting by Jeff Nellis tickle the ribs. The two man ensemble, pianist Larry Goldberg and percussionist Rex Benincasa, rate hurrahs for their nimble handling of a score that incorporates jazz, rock, and gospel.

The able lampooning actors Spencer Chandler, Jake Ehrenreich, Lia Koch, Yelena-Shmulenson-Rickman, and Theresa Tova, take the audience merrily through six well-known stories of the Bible’s first chapter as if they were modern folktales filled with pop culture icons. Meet Esau as Marlon Brando in The Wild One and hear the angels as the Three Stooges sing in dialect.

Summing it up: This Yiddish-English mishmash is fabulous fun! (Theater Four, 424 West 55th Street, 212-639-2300; $35-40.)

BILINGUAL MUSICAL SPOOFS GENESIS: “SONGS OF PARADISE”

THE EXPERIENCE THAT’S 8 STORIES LARGER THAN LIFE.

LOEWS・IMAX THEATRE

BROADWAY & 68th STREET, NYC • www.enjoytheshow.com/imax • SHOWTIMES 212-336-5000 • GROUP SALES 212-336-5025 FAX 212-336-5028
Sparring Partners: McKellon And Mirren In “Dance Of Death”  

By JAN AARON

Don’t miss these two great British stars in top form, Ian McKellen and Helen Mirren as Edgar and Alice, in August Strindberg’s Dance of Death. However, be prepared for some surprises. Director Sean Mathias’ production at the Broadhurst brings out the light notes in this renowned dark drama. Written in 1901, Strindberg’s play is famous as the inspiration for such marriage-on-the-rocks dramas as Long Day’s Journey Into Night and Who’s Afraid of Virginia Woolf?

While McKellen and Mirren always are thoroughly captivating to watch, this production pushes up the play’s dark and deadly humor but rarely reveals it’s underlying anguish. The skilled actors draw the audience into their mordant world, preferring to ignore it. His spiritual awakening at the end of the play, when he realizes that the answer to life’s disappointments and death’s inevitability is forgiveness not vengeance, is this production’s most moving moment. “Let’s move on,” he says, taking Alice’s hand.

Mathias’ plays up the drama’s spooky dimension with distant foghorns, mysterious mists and flickering candlelight. Santo Loquasto’s set is a tilting fortress with an overpowering white tower. Union forces out-numbered them. The Union soldiers were led by Generals George McCNeill and Ambrose Burnside, who were overly cautious, confused, and in some instances inept. As a result, both sides suffered heavy losses: nearly 6,000 men and boys who were alive at dawn on September 17 were dead by nightfall, more than the confirmed American deaths on D-Day (June 6, 1944) during World War II, and more than all Americans killed in the War of 1812, the Mexican War and the Spanish American War combined. In addition, some 17,000 soldiers lay wounded on the field. Lee’s Army was beaten but not crushed — thousands managed to join him as he withdrew to Virginia, and the Civil War dragged on for another two years and seven months.

Next time: John Gattoz Borgen is best known for which National Monument? Where is it located? How big is it and what does it represent?

GEOGRAPHY CORNER

By CHRIS ROWAN

Following the terrorist attacks of September 11, 2001, writers speculated that the carnage that occurred might surpass the carnage of another day known as “the bloodiest day in American history.” What was that day and where did the carnage occur?

Answer: September 17, 1862 at Antietam, Maryland.

The battle that occurred on September 17, 1862 was known as the Battle of Antietam, fought near Sharpsburg, Maryland. It was the bloodiest day in American history, with an estimated 25,000 casualties, including 17,000 wounded and 8,000 dead. The battle was fought on September 17, 1862, and the resulting dead by nightfall, more than the confirmed American deaths on D-Day (June 6, 1944) during World War II, and more than all Americans killed in the War of 1812, the Mexican War and the Spanish American War combined. In addition, some 17,000 soldiers lay wounded on the field. Lee’s Army was beaten but not crushed — thousands managed to join him as he withdrew to Virginia, and the Civil War dragged on for another two years and seven months.

Next time: John Gattoz Borgen is best known for which National Monument? Where is it located? How big is it and what does it represent?

DECEMBER IN HISTORY

Christmas – In December?

Christians in Rome began celebrating the birth of Jesus in December during the fourth century. The Church of Rome began to encourage the tradition to compete against the pagan celebration of Saturn. By 350 A.D., Bishop Julius I declared December 25th as the day to celebrate Christ’s birth. The real month of his birth remains unknown.

In 1942 (on December 2) scientists in Chicago produced the first atomic chain reaction. In 1949 (on December 25) the Soviet Union ceased to exist.

American History

In 1620 (on December 20) the Pilgrims landed in Plymouth, Massachusetts. In 1776 (on December 23) George Washington led his troops across the Delaware River to fight the Battle of Trenton. Washington’s Army defeated German troops ( Hessians) allied with the British. In 1791 (on December 15) the Bill of Rights was ratified. In 1941 (on December 23) U.S. forces surrendered Wake Island to the Japanese after 11 days of intense resistance. In 1998 (on December 19) the House of Representatives voted to impeach President Clinton.
MS Settlement Would Benefit City Schools

By ASSEMBLYMAN STEVEN SANDERS

The proposed settlement of more than 100 class action lawsuits against Microsoft could yield tens of millions of dollars for New York City public schools, and for this rea-
son I have written to the U.S. District Judge who must approve the deal, urging him to do so.

Under the proposed settlement, Microsoft will provide more than $1 billion nationwide in computers, software, cash, training and support services. The settlement would include computer systems for more than 30,000 New York City public schools, and for this reason I have written to the U.S. District Judge who must approve the deal, urging him to do so.

The proposed settlement includes cash, computer systems and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.

The school districts will receive computers and other products and services. Microsoft will pay $1 billion to the school districts and provide additional computer systems.
Knicks Zone In On Education

By TOM KERTES

For this one, there had to be seven.

Kurt Thomas, the New York Knicks 6-9 center—a player famous for his take-no-prisoner tactics, a tough guy whose mere glare strikes panic in the hearts of most NBA opponents—lay down on the carpet. He did that so that a bunch of considerably closer-to-the-floor 10 and 11 year-olds could play with the hair on his head.

This near-unbelievable sighting occurred at Brooklyn’s beginning with Children Charter School where Thomas, along with fellow Knick forward Larry Robinson, played Pictionary with 30 tremendously thrilled fifth graders as part of a “Knicks Reading Zone” event.

“What do I do this?” Thomas said. “Because I have children too. Because I know how important it is to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education.

I have children too. Because I know how important it is to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education.

Because I have children too. Because I know how important it is to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education.

And then, of course, there are the in-person visits by the players, the ultimate “use of the power of celebrity to promote literacy,” according to Ms. Donchin.

As it turned out, the Pictionary game—a well-known Knick-like, ultra-competitive thriller—ended in a tie. And then the real thrills came as the two gentle giants stayed around another hour to hang out with the kids, sign autographs and to answer any and all questions.

Questions included “Are the fouls real?” and the all-time favorite “Do you know Michael Jordan?” But there was also “What school did you go to?” And “Did you graduate?”

“We travel constantly and need time for our own families as well,” Robinson, who has three school-age children himself, said while looking out at the sea of shining little faces. “But you know what? I wouldn’t give this up for anything.”

“It’s priceless.”

Knicks player, Kurt Thomas, with some of the students at Brooklyn’s Beginning with Children Charter School.

The “Knicks Reading Zone” was created as part of the NBA’s “Read To Achieve” program that instructed each of its 29 teams to come up with its own educational initiative. The Zones are voluntary independent reading centers located in five New York City elementary schools, one in each borough. The Knicks donated a core library of 500 books to each Zone school, and each month sends 50 copies of a new “featured book” – one that’s also read by a Knicks player on a special Zone Phone (1-800-NYK-DUNK, what else?) to the schools.

And then, of course, there are the in-person visits by the players, the ultimate “use of the power of celebrity to promote literacy,” according to Ms. Donchin.

Knicks player, Kurt Thomas, with some of the students at Brooklyn’s Beginning with Children Charter School.

The players do not exactly live up to the popular stereotype of the self-involved multi-millionaire ballplayer. But, when it comes to the sometimes elusive concept of “corporate responsibility” the Knicks are one big business that actually means business.

“We talk the talk and we walk the walk,” said the Director of Community Relations Ayala Donchin. “We feel that using these players’ power as role models for the betterment of society is extremely important. This is our philosophy, our mission that comes all the way from the top. Yes, from (Madison Square Garden President) Mr. (James) Dolan.”

“That is why all our events, like The Reading Zone, are interactive, goal-oriented, and up-close-and-personal,” she added. “If I have a choice between sending a player to a huge benefit dinner with a lot of attendant publicity, or an intimate school event like this with just a few people from the press, we’ll go to the school every time. Because it’s much more beneficial and important to the kids.”

The “Knicks Reading Zone” was created as part of the NBA’s “Read To Achieve” program that instructed each of its 29 teams to come up with its own educational initiative. The Zones are voluntary independent reading centers located in five New York City elementary schools, one in each borough. The Knicks donated a core library of 500 books to each Zone school, and each month sends 50 copies of a new “featured book” – one that’s also read by a Knicks player on a special Zone Phone (1-800-NYK-DUNK, what else?) to the schools. And then, of course, there are the in-person visits by the players, the ultimate “use of the power of celebrity to promote literacy,” according to Ms. Donchin.

It’s priceless.”

Knicks Zone In On Education

By TOM KERTES

For this one, there had to be seven.

Kurt Thomas, the New York Knicks 6-9 center—a player famous for his take-no-prisoner tactics, a tough guy whose mere glare strikes panic in the hearts of most NBA opponents—lay down on the carpet. He did that so that a bunch of considerably closer-to-the-floor 10 and 11 year-olds could play with the hair on his head.

This near-unbelievable sighting occurred at Brooklyn’s beginning with Children Charter School where Thomas, along with fellow Knick forward Larry Robinson, played Pictionary with 30 tremendously thrilled fifth graders as part of a “Knicks Reading Zone” event.

“What do I do this?” Thomas said. “Because I have children too. Because I know how important it is to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education.

I have children too. Because I know how important it is to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education. And, most importantly, it is important to stay in school and to get a good education.

And then, of course, there are the in-person visits by the players, the ultimate “use of the power of celebrity to promote literacy,” according to Ms. Donchin.

As it turned out, the Pictionary game—a well-known Knick-like, ultra-competitive thriller—ended in a tie. And then the real thrills came as the two gentle giants stayed around another hour to hang out with the kids, sign autographs and to answer any and all questions.

Questions included “Are the fouls real?” and the all-time favorite “Do you know Michael Jordan?” But there was also “What school did you go to?” And “Did you graduate?”

“We travel constantly and need time for our own families as well,” Robinson, who has three school-age children himself, said while looking out at the sea of shining little faces. “But you know what? I wouldn’t give this up for anything.”

“It’s priceless.”

Knicks player, Kurt Thomas, with some of the students at Brooklyn’s Beginning with Children Charter School.

The “Knicks Reading Zone” was created as part of the NBA’s “Read To Achieve” program that instructed each of its 29 teams to come up with its own educational initiative. The Zones are voluntary independent reading centers located in five New York City elementary schools, one in each borough. The Knicks donated a core library of 500 books to each Zone school, and each month sends 50 copies of a new “featured book” – one that’s also read by a Knicks player on a special Zone Phone (1-800-NYK-DUNK, what else?) to the schools.

And then, of course, there are the in-person visits by the players, the ultimate “use of the power of celebrity to promote literacy,” according to Ms. Donchin.

It’s priceless.”
To most people R & R means rest & relaxation. To Education Update, R & R means Reference & Resource Guide. It's the only way we can help you gain greater knowledge of the city's environment and everyday life.

New York City Guide

The New York City Guide - which takes its name from the celebrated 18th-century Leipzig City Guide, published by Telemann - presents America's premier banker instrumental and vocal specialist performances on authentic period instruments. In collaboration with a distinguished roster of international guest directors and soloists, including Reinhard Goebel, Fabio Biondi and Monica Hugget, it features subscription concerts in New York and Boston, with additional appearances at The Brooklyn Academy of Music and St. Thomas Church in Manhattan.

Books Bank Bookstores

115 years old. 718-577-6154


Leaves Books

1575 York Ave. (500-46 St), 212-577-6532

A charming neighborhood bookstores located in Yorkville featuring a variety of books including fiction, poetry plus philosophy, religion, children's books and more, as well as greeting cards, gifts and music. Books can be mailed. Out-of-print titles available.

HOSH MARKS IN CHEMISTRY 1 877-660-7460

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Made Easy by Sharon Retcher. $8.50. Sold over 19,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sold over 15,000

Get high marks on chemistry tests and report cards. Use this easy review book. High Marks Regents Chemistry Made Easy by Sharon Retcher. $8.85 sol...
Independent day school for special needs students (Grades 7 through 12). Located in Manhattan, (Upper West Side). School is experienced in teaching students with such problems as Adhd, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, diagnostic evaluation and small classes call The Sterling School at (212) 459-3652 because "BETTER GRADUATES BEGIN HERE."

The Sterling School, (718) 625-3552
New York’s private elementary school for Dyslexic children offers a rigorous curriculum, Oxford—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 Kamenetz at 718-625-3002.

Windward School, (914) 349-6100
Windward is a co-educational, independent day school for learning disabled students, grades 1-12, located in White Plains, NY. The school selects students of average to superior intelligence who can benefit from the educational approach it provides. Students stay at Windward approximately 2-5 years and then return to mainstream settings. The upper school is designed to prepare students for a successful college experience.

SPORTS & RECREATION

Asphalt Green Sports and Fitness for a Lifetime
www.asphaltgreen.org (212) 349-3470
Asphalt Green is dedicated to assisting individuals of all ages and backgrounds to achieve a lifetime of fitness. The 5 acre campus includes a swimming complex, fitness center, AstroTurf field, basketball courts and a theater offering a variety of programs for adults and kids.

TEACHER PLACEMENT

Manhattan Placements, 307 East 73rd Street, (212) 289-5987
A personal and highly effective placement company for teachers, administrators and department heads seeking positions in New York, New Jersey and Connecticut independent schools.

TUTORS

Kumon Math & Reading Centers, (914)-834-6130
www.kumon.com
Kumon offers students of all ages and abilities a convenient, affordable learning program to build academic skills. Over 100 locations throughout New York and Connecticut.

SAT Tutorials, (212) 846-3820
All subjects at all levels, specializing in Math, Science & English.
H.S. Entrance Exam; SAT I & II, GRE-GMAT. Award-winning.

Sylvan Learning, 1-800-EDUCATE
Sylvan Learning is the nation’s leading provider of supplemental education. Individualized instruction in reading, mathematics, writing, and study skills and test prep is offered in centers conveniently located in Manhattan, Brooklyn, Bronx, Queens, and Staten Island. Instruction is offered year-round. Hours are flexible. Contact us today at 1-800-EDUCATE or at www.sylvan.com.

Tutoring and Enrichment (212) 349-8486
Standards Based Licensed Teacher NYC, NYS, K-4 Call Ms. Carol at (212) 349-8486 for Experienced, Professional, Customized and Creative Tutoring.

WOMEN'S RIGHTS

Women’s Rights in Action (988-7790)
989, sponsored by Citizen Action NY, runs a toll-free hotline and free monthly forums for women experiencing workplace sexual harassment. Contact us at (988) 7790-7790; visit us: www.citizenactionny.org.

WRITING CLASS/WORKSHOPS

Gotham Writers’ Workshop Through P.S. 87, 514 11th Ave, (212) 697-1677
Gotham Writers’ Workshop, offers all-school and writing program workshops for teenagers. Teen workshops include instruction in writing fiction, nonfiction, poetry, plays, and screenplays. The five and online classes are taught by pro- fessional writers and run for 6 to 8 weeks. Private instruction is also available. Call 212-997-4200 or visit www.GWW.com for a free brochure.

Essay Writing Workshop

Creating Superior College Application Essays (212) 600-5006
Write college admission essays that reflect your passion, integrity and individuality. Ivy grade, professional writers and former by admissions offer expert private and group classes. Editing services. Call New City Workshops at 212.663.5596 for a brochure.

EDUCATION UPDATE

DECEMBER 2001

EDUCATION UPDATE / RESOURCE & REFERENCE GUIDE

TREASURY SERVICES

Women’s Rights in Action (988-7790) is sponsored by Citizen Action NY, runs a toll-free hotline and free monthly forums for women experiencing workplace sexual harassment.

CLASSIFIEDS

WOMEN'S RIGHTS

Women’s Rights in Action (988-7790) is sponsored by Citizen Action NY, runs a toll-free hotline and free monthly forums for women experiencing workplace sexual harassment. Contact us at (988) 7790-7790; visit us: www.citizenactionny.org.

WRITING CLASS/WORKSHOPS

Gotham Writers’ Workshop Through P.S. 87, 514 11th Ave, (212) 697-1677
Gotham Writers’ Workshop, offers all-school and writing program workshops for teenagers. Teen workshops include instruction in writing fiction, nonfiction, poetry, plays, and screenplays. The five and online classes are taught by pro-

TELEPHONE NUMBERS

BED & BREAKFAST

New York Guest House
Historic Sharon Springs, NY
Near Cooperstown and Oneonta
Contact: Mrs. Janet Todenhagen
Special weekly rates
Furnished in KaHausK Life and N.Y. Times 8/2000

EDUCATION UPDATE

SUBSCRIBE TODAY ONLY FOR $30

Call (212) 481-5519

HOMES FOR SALE

Do You Have An Extra Bedroom?

EARN EXTRA MONEY

BECOME A BED & BREAKFAST

HOST INSIDE MANHATTAN

HOST OUTSIDE MANHATTAN

BREAKFAST & DINNER

OUTSIDE MANHATTAN

For over 27 years, LITERACY PARTNERS has helped adults develop the reading and writing skills they need to manage and succeed in day-to-day living. We need volunteer tutors to help students at our Manhattan learning centers. We offer training, ongoing support, and an exciting opportunity for personal and professional enrichment.

Please call Anika Simmons at (212) 802-1120 if you are interested.

www.EducationUpdate.com

AROMATIC PHOTOS

Photography in the Comfort of Your Home or in Your Family, Portraits or Corporate Events
Call Chris McGuire at 718.377.3944

BED & BREAKFAST

New York Guest House
18 East 53rd Street
New York, NY 10017
Near Copounians, Plaza, Madison Square Park, Central Park
Special weekly rates
Furnished in KaHausK Life and N.Y. Times 8/2000

BETTER

Anderson French New York
265-266 West 36th Street
Promoting our Winter 2001 Promotions Both our Men’s Hair Cutting and our Women’s Blow Dry/Styling department heads serving New York, New Jersey and Connecticut independent schools.

ARTISTIC PHOTOS

FRANCHISING

NATIONAL EDUCATION COMPANY
SEEKS LOCAL PARTNERS
IN BOOMING BLOOMING GROVE, NYC
We’re looking for energetic dedicated partners in NYC. L.L. West/Better.Better.Better. If you have the desire and commitment to start your own business and the willingness to work hard, please call or email us.

CALL for appointment (212) 320-7760

HELP WANTED

OUR SENIOR INSTRUCTORS EARN $50 AN HOUR
Are you interested in earning extra income or using your experience as a starting point for a new career? We need you in our expanding team of expert instructors teaching and coaching in partnership with (GREEN) LEARNING COMMUNITIES. Call or email today.

CALL for appointment (212) 320-7760

MUSIC

Master Voice Specialist
Voice Teacher/Tutor
Student Entry Level to Professional
The Anatomy of Voice Can teach all styles and contemporary vocal voice work for Singers, Performers and Public Speakers. Increase your range and ability in an encouraging, professional vocal studio. Adults and Children are welcome. Please call (212) 724-9246

LCM FOR

SCHOOL-AGE CHILDREN

We offer exceptional afternoon thru care for well-screened NYC families. Supervises activities, homework, dinner.
Call A & C, (917) 924-6547

CARE FOR

WWW.CIBERNET.COM

REAL ESTATE

CALL LORRAINE (212) 228-7700

MIDDLE LIBERAL ARTS

LIBERAL ARTS COLLEGES UNIVERSITY

Leave Asphalt Green to your web designer. We offer excellent afternoon thru care for well-screened NYC families. Supervises activities, homework, dinner.
Call A & C, (917) 924-6547

CARE FOR

WWW.CIBERNET.COM

REAL ESTATE

CALL LORRAINE (212) 228-7700

MIDDLE LIBERAL ARTS

LIBERAL ARTS COLLEGES UNIVERSITY

Leave Asphalt Green to your web designer. We offer excellent afternoon thru care for well-screened NYC families. Supervises activities, homework, dinner.
Call A & C, (917) 924-6547

CARE FOR

WWW.CIBERNET.COM

REAL ESTATE

CALL LORRAINE (212) 228-7700

MIDDLE LIBERAL ARTS

LIBERAL ARTS COLLEGES UNIVERSITY

Leave Asphalt Green to your web designer. We offer excellent afternoon thru care for well-screened NYC families. Supervises activities, homework, dinner.
Call A & C, (917) 924-6547

CARE FOR

WWW.CIBERNET.COM

REAL ESTATE

CALL LORRAINE (212) 228-7700

MIDDLE LIBERAL ARTS

LIBERAL ARTS COLLEGES UNIVERSITY

Leave Asphalt Green to your web designer. We offer excellent afternoo
PROTECT YOUR LAPTOP INVESTMENT
PREVENT DOWNTIME • SAVE DATA • STOP FRUSTRATION

While desktops are made for desks, laptops aren’t made for laps or desks... that’s why every laptop needs the Laptop Desk™.

MOBILE AND STATIONARY

SUPER-GRIP SURFACE WON’T LET YOUR LAPTOP SLIP!

"64% of notebook damage is caused by drops" - International Data Corporation (IDC)

Overheating Ventilation Channels
Strong & Durable Construction
Eliminates HOT LEG Forever!
Lightweight Compact Size

REGULAR PRICE $34.95 - NOW $24.95 PLUS SHIPPING for readers of Education Update only

www.laptopdesk.net/edu
TOLL FREE 1-877-527-9675

"In the U.S., the cost to repair and replace damaged notebooks is exceeding one billion dollars" - IDC