CHANCELLOR MATTHEW GOLDSTEIN

AT THE HELM OF CUNY
AFFIRMING AFFIRMATIVE ACTION

By STUART DUNN

Last year the Federal Appeals Court found the University of Michigan’s use of race as one factor in student admissions to be constitutionally valid. This case is now under review by the Supreme Court, reopening the twenty-five-year old Bakke decision on the use of affirmative action in college admissions.

In an ideal society all students would compete equally, and admissions would be based on past performance and future potential. (Just how this would be measured is debatable.) While our society is among the best on earth, it is far from ideal. This is particularly true with regard to educational quality and equality. One glaring shortfall is the difference in the educational opportunities provided to mostly White, suburban children, and to mostly Black and Hispanic, inner city children. One of the effects of this disparity is that many minority applicants have difficulty competing for college admission on the basis of grades and test scores alone.

To the Editor:

Excellent [article], all the more powerful for its succinctness.

Monica Stein, Pittsburgh, PA

To the Editor:

I teach the Mathematics in Context curricula (5th grade) and have been to Utrecht and have worked with the developers! I love it and have learned tons about math from it!

Karen Hoiberg Ames, IA

To the Editor:

I am a Board of Education member who has fought unsuccessfully to keep curricula based on these disastrous ideas from being used in our schools. Thanks for your work on this important problem. I have followed the “math wars” in NYC with interest and the hope that they will set a new trend for mathematics instruction in our nation.

Sherry Harris, Easton, CT

To the Editor:

Are samples of student generated solutions available to view?

What questioning strategies and types of previous challenges guided students to developing their own solutions?

Were students exposed to other types of solution techniques before or after developing their own solution techniques?

Iva Owens, Oklahoma City, OK
CUNY Financial Aid Seminars in April/May

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Manhattan

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Saturday, April 26, 1 PM
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Bronx

Queens
Saturday, April 26, 1 PM
York College
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Jamaica

Staten Island
Sunday, April 27, 12 noon
College of Staten Island
2800 Victory Blvd.
Staten Island

Brooklyn
Sunday, May 4, 1 PM
Brooklyn College
Bedford Ave. & Ave. H
Brooklyn

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Bank Street College and Newark Schools: A Success Story

By SYBILL MAIMIN

There are success stories in education. The dedicated people involved in Bank Street College of Education’s New Beginnings Project, which turned failing schools in Newark, NJ into dynamic centers of learning, celebrated a book about the Newark initiative, Putting the Children First: The Changing Face of Newark’s Public Schools, edited by Jonathan G. Silin and Carol Lippman, (Teachers College Press).

After the riots of 1967, Newark fell into a steep decline that severely impacted public education. The state took control of failing schools and invited Bank Street into a collaboration to help restructure the early education program. In 1996, the college introduced its progressive approach, which, explains Bank Street President Augusta Kappner, “creates an optimum physical learning environment which is structured but learning-centered. Teachers recognize different learning styles and adjust instruction to meet individual needs and utilize kids’ strengths.” Begun with 16 kindergarten classrooms and slowly expanded to include pre-K through third grade and 100 classes in 20 schools, the project involves intensive staff development, curriculum reform, and change management. New supplies have been brought in and classrooms divided into different areas to facilitate small groups and learning by doing. Students can work independently as well as learn from each other. Bank Street rooms are alive. Teachers are nurturing and show pride in their pupils. Superintendent of Newark schools Marion Bolden says, “The partnership has transformed early childhood programs and has become the model that is replicated throughout the district…. Everyone who goes into the schools can feel the difference. Now we need a trickling down and bubbling up.” Carol Lippman, director of the project, explains that it is “about partnerships and developing relationships. We could not have done it without partners.” Jonathan G. Silin, New Beginnings co-director of research, notes, “The challenge has changed over the years. Initially, it was about gaining trust and building relationships. That takes time.” Adds Lippman, “We didn’t go in with all the answers. We learned as much from Newark as they learned from us.” Evaluations and test scores show that New Beginnings is making a difference. The district is committed to the project. The foundation partners remain enthusiastic. A privately funded mental health initiative is making the schools more peaceful. Yet, cautions Silin, “We cannot change the world outside of the school. The building cannot be accountable for the larger social issues.” Beth Lief, Bank Street president, notes, “It is so hard to do what shouldn’t be hard, to care for our children.”
SAT scores of those entering the selective senior colleges shot up 80 points. In an address this past January at the Harvard Club on “fiscal challenges and new opportunities” at CUNY, the Chancellor reminded his audience that some years ago he had warned that “unless CUNY started to raise the bridge instead of lowering the river, our students would never learn how to swim.” He is obviously pleased that “the bridge is going up” and that students as well as faculty and administration “are much stronger swimmers than we were, much better able to handle the uncertain tides of a rapidly changing world.” A new assessment program “turned [the university] inside out,” and the new tier structure, with its commitment to articulation between the two- and four-year colleges, as well as the introduction of an executive compensation/management performance system are helping sustain a new “meritocracy.”

Confident about what Chairman Schmidt calls CUNY’s “revitalization,” the Chancellor is contemplating new ports of call, such as Governors Island, which he envisions as a site for an international think tank that would bring together prestigious CUNY faculty and leading scientists at neighboring institutions to do cutting-edge research on issues critical to the city and the surrounding region. The Chancellor also talks about a Journalism School, a School of Professional Studies (in conjunction with the Economic Development Corporation), more university-wide interdisciplinary programs, further collaboration with the New York City Department of Education, and continued enhancement up and down the line of “liberal learning.” It’s obvious that the Chancellor has more in mind than staying the course — he also intends to steer into uncharted waters.

The turnaround is quite an accomplishment, considering that barely four years ago CUNY was said to be listing dangerously: enrollment and retention were imperiled, experienced faculty were retiring, and the press seemed unrelentingly critical. Now Chancellor Goldstein points to the success of initiatives that have helped CUNY “stay the course.” Enrollments went up 10.5% and the average

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Now Accepting Admissions
Don’t Abandon the Children: The Need for Creative Partnerships

By MATILDA RAFFA CUOMO & SUSAN J. MOESKER

New York’s economy has been in decline. Every day we read about lost jobs, reduced consumerism, an unstable stock market and consequent difficult time for the non-profits such as Mentoring USA (MUSA). Mentoring USA’s major donor corporations, battered by the poor economy, have either decreased funding or, at best, stayed at the same level, while MUSA’s costs have continued to escalate.

It gets worse. Most of the volunteers we have lost this year have been professionals laid off by their companies, or, denied the paid leave-time that encouraged employees to turn out in large numbers. Some companies who provided transportation to mentoring programs in the outer boroughs can no longer afford to do so. One such MUSA program, in Jamaica Queens, lost all of its mentors when the company had to discontinue the bus that drove the employees from their work place to the mentoring program due to cutbacks. There is no fairy tale ending. The program is no longer in existence, as it has proved difficult to find mentors who can make the long journey to the program, which is far from public transit stops.

The New York City mayor should be steadfast in working with the state legislature to do everything possible to protect our children in these difficult fiscal days. We know from years of experience that it is cost effective to help children with programs that protect them from the injury done by a lack of services and attention. One of the most effective has proven to be the 1:1 mentoring of children at risk by a trained, committed role model.

The demand for mentors is great. Our staff receives inquiries from approximately 10 sources every week, requesting the MUSA program for their children. Every school, after school program, and foster care agency has the same story to tell: in tough times like these, mentors are more important than ever. These kids NEED mentoring role models. Unfortunately we have to say “no” to many of the programs because our staff is already overburdened. Each MUSA Program Manager currently has a caseload of seventeen sites which translates to approximately 200 mentor-mentee pairs. This is already pushing the outer limits of the ability to provide high-quality programming via consistent support.

For all these reasons, MUSA is proud to be the newest partner in a creative new initiative, “Building the Future One Life at a Time,” sponsored by Emigrant Savings Bank. This initiative marks a unique public/private alliance of celebrities, businesses, civic organizations and the general public.

Through the support which Building the Future One Life at a Time provides to program partners we bring much needed help and resources to our area’s young people. Each of Emigrant Savings’ Bank’s 36 branches has adopted a local school or community center, which is provided a broad range of support. In addition, each bank branch has been turned into a mentor recruitment center, in which Customer Service Representatives dispense information to customers about how to become a mentor. Anyone who opens a new account receives two gifts—a CD featuring top recording artists from around the city, AND a contribution to one of the program partners.

Working as a team, these public and private partners have found a way to increase the resources available to New York City’s children, with a focus on mentoring. We all bring various strengths to the table, and when we collaborate, we are greater than the sum of all of our parts.

Hopefully other corporations can replicate this successful model of Emigrant Savings Bank.

Matilda Raffa Cuomo is former first lady of New York State.

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**SPOTLIGHT ON SCHOOLS**
LEARNING LEADERS ACCOMPLISHES WONDERS

Learning Leaders, founded in 1956 as the New York City School Volunteer Program, has a long history of mobilizing and training adult volunteers to work with students in New York City public schools and is now among the largest programs in the nation fostering parent involvement in education. Over 11,500 people volunteered last year under the auspices of this organization; 71 percent of these volunteers are parents of public school children.

While Learning Leaders had accumulated considerable testimony and anecdotes in support of its program, the organization sought a more comprehensive assessment of its impacts. Arcte Corporation, a New York City-based evaluation, planning and management consulting firm, was engaged by Learning Leaders to conduct an independent in-depth evaluation of its model of parent involvement.

The researchers amassed a large body of evidence showing that the Learning Leaders approach to training parents to volunteer in schools makes a significant difference in their behavior at home with their own school-age children, that their children perform better, and that 200 educators will be trained, who in turn will bring the program to schoolchildren throughout the five boroughs. Program evaluation is being conducted by the Center for Children and Technology, EDC.

In a time of fiscal austerity, it is particularly noteworthy that this program has been launched with private support. Sponsors include AOL Time Warner Foundation and the Mark and Ania Cheng Kindgom Family Foundation.

In a recent letter, Caroline Kennedy, CEO of the Office of Strategic Partnerships, New York City Department of Education wrote: “These are challenging times that call upon us all to find new ways to meet our common goal of providing New York City’s 1.1 million public school students with a first-rate education. Chancellor Klein is committed to developing vital public-private partnerships that marshal the resources of the business, nonprofit and educational communities to reform our schools and give our children the chance to make the most of their potential…That is why the Department of Education is proud to work in partnership with ThinkQuest.”

The overwhelming conclusion is that the Learning Leaders approach “works.” It is a major factor in bringing about positive change in parental behaviors, student performance, and the quality of school environments. It has a demonstrable impact on higher student academic performance, a more orderly school atmosphere (exemplified by reduced student suspensions), and better parent-teacher communication. The evaluation findings also suggest that it is not simply volunteering itself but, more specifically, volunteering as a Learning Leader that leads to these benefits to public schools, parents and their children.

Thinking Leaders,

The ThinkQuest Challenge which was launched in 1996 by the Advanced Network and Services, Inc. This program has already brought on-line learning to over 100,000 children in more than 100 countries, and has created a library of over 5000 educational Websites, which are used by millions of students and educators each year. The New York City program was launched last year in cooperation with the Department of Education, Office of Instructional Technology. By the end of the 2002-2003 school year, it is expected that 200 educators will be trained, who in turn will bring the program to schoolchildren throughout the five boroughs. Program evaluation is being conducted by the Center for Children and Technology, EDC.

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Young Audiences Honor Riesenberg & Ellerbee

Young Audiences/New York (YA/NY), a pioneer in creating innovative arts education programs integrating the arts and education for New York City public school students, will host its annual Children’s Arts Medal Benefit at the Metropolitan Pavilion on Monday, April 7, 2003. YA/NY will present the 2003 Children’s Arts Medals honoring two exceptional advocates of the arts and arts education, Robert Riesenberg, Executive Vice President and Director of MAGNA Global Entertainment and Linda Ellerbee, journalist, author and award-winning television producer.

“I feel honored to be part of a cause which has affected me personally,” said one of this year’s honorees, Robert Riesenberg. “Growing up, I was always participating in the arts and I am greatly appreciative of the ways it has influenced my life.”

“I feel strongly that every child should be introduced to the arts,” said Linda Ellerbee, one of this year’s Children’s Arts Medal recipients. “As a long-time producer of children’s specials and a weekly newsmagazine for kids—Nick News with Nickelodeon—I am convinced that engagement in the arts at an early age positively affects children.”

“We are delighted to honor two such important advocates of arts education in New York City, Robert Riesenberg and Linda Ellerbee,” said YA/NY Executive Director, Joanne Bernstein-Cohen. “Last year we worked with more than 200,000 young people, teachers and families in the New York City public schools with more than 10,000 workshops and performance programs by professional artists together with classroom teachers. With funds that we raise at this benefit, we look forward to augmenting our work in public schools in 2003 and beyond.”

Young Audiences/New York advances the artistic and educational development of New York City’s public school students by bringing together students with professional artists of all disciplines to learn, create and participate in the arts.

New Orleans Music Festival with Louis Armstrong

New Orleans’ favorite new festival is Satchmo SummerFest, a five-day event celebrating the lasting influence of jazz icon, international cultural ambassador and native son Louis Armstrong. The 3rd annual festival events will be held July 31 - August 4 at locations around the city.

The festival grounds at the Louisiana State Museum’s Old U.S. Mint include four music stages, entertaining and educational panel discussions, an outdoor New Orleans food court appropriately dubbed “Red Bean Alley,” and a children’s area. The Museum’s New Orleans Jazz exhibition, featuring the cornet on which Armstrong learned to play as a youngster and other rare and important artifacts, is also a must-see.
E-cards from the “Braille Bug” Children’s Web Site

The days of flimsy paper cards with cartoon animals are gone. The web-savvy kids of today are looking for something a little more hip and up-to-date. At the American Foundation for the Blind’s (AFB) Braille Bug children’s web site, kids can take advantage of a unique feature to compose and send Braille e-mail cards to their friends and loved ones. At the same time they learn about Braille.

When visiting the Braille Bug web site (www.afb.org/braillebug), children can type in a message, or click directly on Braille icons to spell out a secret message or card, and have it translated immediately into Braille. The message is then displayed in Braille as the sender types in the e-mail address for delivery. Kids who receive the e-card can go to the Braille Bug to view it, get decoding help, and learn more about Braille. Although children can send Braille e-mail messages from the Braille Bug all year long, on Valentine’s Day this feature is especially popular.

“Kids are fascinated by Braille; they think it’s a secret code that’s fun to learn,” said Francis Mary D’Andrea, director of AFB’s National Literacy Center in Atlanta, GA. “Sending Braille greeting cards is an entertaining and educational activity that can only help foster a better understanding and acceptance of people with disabilities.”

Designed for children in grades three through six, the Braille Bug was launched last year to teach sighted children about Braille and to encourage literacy among children. It is the first interactive and educational website that is fully accessible to all kids—including those with disabilities. The “Braille Bug,” the site’s ladybug mascot with the six dots of the Braille cell on her back, welcomes visiting children and helps them to understand the “secret code” of Braille through a variety of online activities and games. USA Today, the National Education Association, and the American Library Association have honored the Braille Bug web site as an outstanding educational site for children.

The American Foundation for the Blind—the organization to which Helen Keller devoted her life—is a national nonprofit whose mission is to eliminate the inequities faced by the ten million Americans who are blind or visually impaired.
Research On Beach Access for the Handicapped

It’s virtually impossible for people who use wheelchairs and other mobility devices to enjoy the full benefits of a beach experience, but the National Center on Accessibility (NCA) at Indiana University Bloomington is working to remedy this situation that affects millions of Americans every year.

NCA Director Gary Robb recently directed a study of adults in Florida using various types of devices to move people across the beach surface. “Most typical wheelchairs are impossible to use on sand, so people with disabilities are unable to enjoy the beach,” Robb explained. “We had about 40 men and women who use wheelchairs test five different wheeled devices designed to traverse beach sand to evaluate their usability. We are now compiling the data and hope to report our findings in two to three months to government agencies, people with disabilities, and others interested in an independent analysis of this equipment.”

The report will cover only participant input and recommendations. No ratings of the devices or purchase recommendations will be made, he said.

Robb said factors being reviewed include the comfort and safety of the devices, along with their appearance, ease of operation and independence of use. He estimated the cost of these devices at between $1,000 and $2,000 each when manually operated. Powered devices cost considerably more. “These costs would make it difficult for many people to use their individual mobility device (wheelchair, cane, crutches or walker). A summary of that report is available on the NCA Web site at http://www.indiana.edu/~nca [http://www.indiana.edu/~nca].

NCA is a cooperative program between IU and the National Park Service that was created in 1992 and is committed to full participation in accessibility guidelines for swimming pools, parks, recreation and tourism by people with disabilities, and others interested in an independent analysis of this equipment.”

The report is available on the NCA Web site at http://www.indiana.edu/~nca [http://www.indiana.edu/~nca].

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For more information please contact:
212-263-8613
www.AboutOurKids.org
NYU Child Study Center

THE WALLACE-READER’S DIGEST FUND GIVES
$50,000 FOR STUDY OF SUCCESSFUL LEADERS IN HIGH-POVERTY SCHOOLS

The Wallace-Reader’s Digest Fund has given $50,000 to Dr. Jacobson, University of Buffalo professor of educational administration in the GSE’s Department of Educational Leadership and Policy, for a study of successful leadership in elementary and secondary school settings that serve high-poverty communities.

The research will focus on learning more about school leaders’ influence on student performance, and how they work with teachers, staff, parents, members of the community and the students themselves to improve student learning.

The grant is part of the Wallace-Reader’s Digest Fund’s “Ventures in Leadership” program, the goal of which is to help nonprofit, tax-exempt organizations and public schools around the country test innovative ideas for improving educational leadership.

The grant is part of “The Campaign for UB: Generation to Generation,” which is in its final phase and has a goal of $230 million.

For information on how you can support the University at Buffalo, go to http://www.buffalo.edu/giving [http://www.buffalo.edu/giving].

Transition Matters - from School to Independence


The transition from the high school system to adult life–postsecondary education, vocational training, employment opportunities, living options for young adults—is a difficult process for everyone. For youth with disabilities, working through the maze of systems is especially hard. Covering programs for youths 14 and up, this directory will help YOUTH, PARENTS, TEACHERS, TRANSITION SPECIALISTS, and COUNSELORS understand the rights and entitlements, and the many services available to smooth the transition process.

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Individual Coaching by appointment. Telephone Coaching & Groups available.

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Individual sessions by appointment. Home and office visits available.

Consultation & Case Management - Knowledge empowers! Individual help, education and support for such issues as Behavior Management, Education/Employment Rights and Advocacy, Medication and Treatment Options, Working with Doctors, Therapists, Educators, etc.

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SPECIAL EDUCATION • EDUCATION UPDATE • APRIL 2003
Legislature Re-Elects Two Board of Regents Members

Assembly Speaker Sheldon Silver, Education Committee Chair Steve Sanders and Higher Education Committee Chair Ron Canestrari announced the re-election of two members to the New York State Board of Regents. Re-elected to the 16-member board are Regent Geraldine Chapy of Queens and Regent Lorraine Cortes-Vazquez of the Bronx. The current term of each regent is set to end March 31st.

Board members are elected to five-year terms by a joint session of the state Legislature. There is one regent for each of the state’s 12 judicial districts and four at-large members. Regents do not receive a salary for serving on the board.#

Looking for information about NYC public school system? Want to know what’s going on at the Department of Education? Log on to www.nycenet.edu or call the Department’s Parent Hotline at 718-482-3777.

Resources, Referrals and Help

As a principal of a private school for learning disabled children, I am asked by parents and other professionals on a daily basis for information on resources. With web access, Resources for Children’s source book (212-677-4650) and the “leave no child behind-legislation,” one would expect that reliable information is readily available. Yet when the need is for low cost services or very specific services, my daily interactions tell me that getting information is still difficult.

Three opportunities have recently become available to parents. One provides free psycho-educational evaluation, one free remediation with a learning disabilities specialist, and one excellent on-line support.

Free Evaluations:

As I am sure most parents and professionals are aware, if you have concerns about your child’s academic progress you can request, in writing, an evaluation from the Department of Education. Therefore, one might wonder why a free private psycho-educational evaluation might be desirable. There are two reasons: First to get a second opinion, especially if you find yourself in disagreement with the primary evaluation. Second, the mandate of The Department of Education is to offer appropriate services within a public school setting, not necessarily to provide a diagnostic profile of your child as a learner. The State College of Optometry, Learning Disabilities Unit has recently received a grant to provide FREE evaluations for children in grades k-8 with Medicaid (non HMO) or Centercare. As part of this process your child will also receive a visual and perceptual evaluation. Call 212-780-4960 for information. Free Remediation:

Often parents face a difficult problem: they know that their child needs Orton-Gillingham or multi-sensory remediation but they don’t know how to go about getting help. While many fabulous well-trained Learning Disabilities Specialists can be contacted by calling The International Dyslexia Association (212-691-1930) options are fewer when families lack financial resources. Lady Liberty Educational Alliance was established to offer instruction in reading and related language skills free of charge to students who have not yet gained adequate skills in a standard school setting despite intervention and who cannot afford private fees. Contact Carol Kanter at 212-744-6121 (10-5). Because Lady Liberty is a charity with all of its monies committed to providing services, it must raise funds to continue to provide remediation.

The Manhattan Jazz ensemble will perform a benefit concert at The Weill Recital Hall of Carnegie Hall on Friday May 16th at 8PM. To support his unique and very worthy program call for tickets at 212-247-7800 or go on-line to www.carnegiehall.org.

On-Line Support:

Finally for those parents new to the process or seeking information about learning disabilities on the web try www.schwablearning.org. Charles Schwab, of brokerage fame, is dyslexic and has put the considerable resources of his organization to work on creating a guide for parents and educators. Request a parent or educator packet.#

NATIONAL POETRY MONTH: STUDENT POETS

First place in the World Poetry Day competition:

on the outskirts

By KATARZYNA KOZANECKA

a khaki convoy nearing and farthing away,
stirring crows to wing,
kicking up mud in flecks against the house-wall
on which hangs a poster for a film; the house-wall around whose corner a dog hangs by the throat,
it's snowed coat thawing, its snowed coat thawing,
the film is przed-wiosna, before-spring,
made in west in west west.
I've no eyes for it.
my winter's longer than that world's by an arm of rope.

may you forgive me

By ALICE CHAN

finding your unwritten notes oh what have you not done, unpainted monsters in history: for example “the creative romans had more than one means of crucifixion” – i for time and x for space every variable of hidden haggard graves formed every diurnal turn of unswept earth. in digging (may you forgive me for not knowing you) i find a violin with a twisted neck. charred scarred by efficient virtue of our contemporary ovens, it did happen again what dying-posts have we today created across splintered skies what apologies must i make for (in)humanity goodnight i love you world

POETRY EVENTS:

• Friday, April 11, 5-7 PM
Hunter College, President’s Conference Room, E. 68th St. and Lexington Ave, 17th floor.
Celebration of the paperback publication of Jane Jordan’s Some of Us Did Not Die: New and Selected Essays.
For reservations: (212) 772-5185
• Saturday, April 12, 2-4 PM
Center for the Humanities at the Graduate Center/CUNY
Fifth Avenue at 34th St., Elebash Recital Hall In Tribute to June Jordan: A Panel Discussion on Poetry, Politics & Performance. For tickets and reservations: (212) 817-8215
• Sunday, April 13, 1-5 PM
Teachers & Writers Collaborative, 5 Union Square West
Marathon Reading of the Poetry of June Jordan. Come and join us anytime from 1-5 PM

The New York University Child Study Center provides help for children and teenagers with mental health problems including:
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• Depression
• Learning Problems
• Tourette’s Disorder
• Trauma and Stress Related Symptoms
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(212) 263-8916 or visit www.AboutOurKids.org

National Poetry Month: Student Poets
Paul Binder, Founder, Big Apple Circus

By Tom Kertes

Paul Binder’s first “circus thoughts” came to him during his stint with the San Francisco Mime Troupe in 1970. “It had an enormous circus training program,” says Binder, now the Director of the world-renowned Big Apple Circus. “We studied all kinds of circus things, stock-calling, trapeze work, aerials. And, how does a Dartmouth, and later Columbia Business School, graduate find himself with a mime troupe in the first place?” I was working in television, first as a stage manager with Julia Childs and then with Mike Douglas as a talent coordinator. I was booking the more serious sponsors a Clown Care Unit in pediatric hospita-

ling people feel good.

The circus is a unique life-style; it’s like liv-

ing in a close-knit, international community,” says Binder. “My wife, Katja Schumann, is from a fifth-generation circus family.” Kids Max and Katherine work with horses and per-

form a variety of other functions around the Big Apple Circus. “I’ve never pushed them—it is a life that is very different,” says Binder. But Max chose to work with the circus. And Katherine, who will be at Barnard College in the fall, is talking of coming back.”

Viva la difference! The Big Apple Circus, an enormous success, has been around for 25 years now. “Each show is built around a specific theme,” says Binder. “This year, it’s a tribute to New York around the turn of the century.” Other recent themes have been the Wild West, Big Top Dou-Wop, and Jazz-Mattaz.

The tent, which could seat 850 people at the beginning, now seats 1620 in New York and 1750 on the road. The 50-foot ring is “the perfect size to still make intimate contact with the audience,” Binder says. “Circus is the originalター— and I feel that we were a major force in reviving the art form in the U.S. Now we are on our second generation of guests.” Each year, a half million “children of all ages” attend. “We live in a very intense life,” says Binder. “There’s a tremendous amount of training involved. And yes, you can apprentice with us. But we have no training-school per se.”

The Big Apple Circus also performs the famous “Circus of the Sensus” (for children who are visually and hearing impaired), and sponsors a Clown Care Unit in pediatric hospita-


tals around the nation.

For information, or to make a contribution, call Tom Eston at 212-268-2500.

Supporting Science Education: Public/Private Partnership At Work

By CARLO PARRAVANO, Ph.D.

“Watch a check and get out of the way!” That’s the answer some school administrators give me when I ask them how the most effec-
tive business partnerships operate. Having worked on both sides of school-business part-

nership, I understand the interaction—how an inten-
tioned business without experience in education can cause more harm than good.

However, when done right, a business-educa-
tion partnership can be more than just provid-

ing funds. Businesses have the ability to strate-
gically align with our schools’ goals when financial support is coupled with technical assistance and flexibility. Such had the experience of Merck & Co., Inc., a corporation with a long history of supporting education. Motivated by a desire to make a long-lasting impact on science education, Merck created the Merck Institute for Science Education (MISE)—a public/private partnership dedicat-
ed to improving the participation, performance and interest in science among children in grades K-8.

Merck recognized that the challenge of reforming science education required a balance of the following: a long-term, focused commitment from science education experts; respect for teachers and administrators; and careful evaluation along the way.

With this knowledge, MISE formed partner-

ships with public school districts in four com-

munities that are home to Merck’s major oper-

ations. Because we believe that teachers are the single most important factor in improving stu-
dent performance, MISE’s programs primarily focus on professional development and other kinds of support, for the elementary and middle school teacher. This year marks the 10th anniversary of the program and its efforts in strengthening teaching expertise, making learn-
ing hands-on and increasing science proficiency.

When the program began 10 years ago, the

partner schools and MISE worked together to change the way science is taught—moving away from text book centered learning and toward the use of hands-on experimentation. However, as teachers began to implement this new approach, they began to realize that they needed deeper background knowledge in sci-

ence. To meet this need, MISE introduced three key initiatives known as the Leader Teacher Institute, Peer Teacher Workshops, and the Principal’s Institute to the bolster teacher’s knowledge of science and the ability of school administrators to support the teachers.

The success of the program has had the kind of impact that it sought to achieve from the beginning. Our accomplishments are far rang-

ing and have touched all areas of school life and development by: creating professional learning communities for administrators, prim-

aries and teachers by fostering communica-
tion, sharing experiences and supporting stand-

ards-based science teaching; enhancing the level of student performance by placing emphasis on inquiry-based curricula, scientific reasoning and critical thinking; influencing sci-

ence education reform on local and state levels by developing and supporting changes to sci-

cence curriculum and standards.

Business partnerships can make a difference in public education. The difference begins with funding but it can go much further. With vision, good planning and effective communi-
cations, school-business partnerships can be a win-win proposition for all stakeholders, fore-

most among them, our teachers and students.

Dr. Carlo Parravano is the Executive Director of the Merck Institute for Science Education. Prior to joining Merck in 1992, he was Professor of Chemistry at the State University of New York at Purchase and Director of the Center for Mathematics and Science Education of the SUNY Purchase/Westchester School Partnership.

BOOK REVIEWS

A Passionate Case for Liberal Education

Former Dartmouth and University of Iowa President James O. Freedman provides an intelligent guide for administrators in Liberal Education and the Public Interest. In 1996 James O. Freedman published Idealism and Liberal Education, which dis-
cussed the ideals that shaped his life as an intel-
lectual, a law professor, and a college and uni-

versity president. In Liberal Education and the Public Interest he convincingly explores his firm belief that a liberal education is an inde-

pendent instrument yet devised for developing those
cultural qualities of mind and character that enable men and women to lead satisfying lives and to make significant contributions to a dem-
ocratic society.

Freedman concentrates directly upon the problems facing university presidents and all university administrators. A passionate and beautifully written argument for the benefits of a liberal education, Liberal Education and the Public Interest is also a practical guide for those administrators struggling with such threatened institutions as tenure and affirmative action; it enables them to make an effective public case for the value of a liberal education. Freedman speaks out clearly, lyrically, and sometimes bluntly; throughout, in an important and timely fashion, he makes us aware of the many ways in which a liberal education nurt-

ures and develops the perspectives and strengthens democratic values.

James O. Freedman is president emeritus of the University of Iowa and Dartmouth College, past president of the American Academy of Arts and Sciences, and the author of Crisis and Legitimacy: The Administrative Process and American Government and Idealism and Liberal Education.

City College & Columbia U Share Grant

City College and Columbia University have received a National Science Foundation Traineeship (GERT) grant to establish an interdisciplinary Ph.D. program in soft materials. Albert Einstein Professor of Science and Engineering Morton M. Denn, who is a member of CCNY’s Chemical Engineering and Physics Departments, will head the partnership. CCNY and Columbia University will share a $2.9 million grant that will offer doctoral research fellowships.

HAVE YOU THOUGHT OF BECOMING A PHARMACIST?

Over one-third of pharmacists would select another field if they had their careers to do over, according to a new survey by Allied Consulting, a Dallas-based health care staffing firm. The survey indicated that pharmacists have plenty of job opportunities to select from today but are not necessarily content with their choice of a career.

“Pharmacy does not always translate into job satisfaction,” notes John Hawkins, vice president of Allied Consulting. “Some pharma-
cists have reached a point of diminishing returns in their careers.”

Despite abundant job offers and rising salaries, however, 22 percent of pharmacists surveyed indicated they would not recommend pharmacy as a career to young people today.

The nature of pharmacy work can be repeti-
tive in some settings, and patient and peer interaction can be minimal, as can the prospects of organizational advancement.

When asked to identify their two top motiva-
tions for seeking a new position, more pharma-
cists cited “more interesting work” than any other factor.
April is ‘Poetic’ in its Springtime Beauty. Celebrate the Joy of Poetry!

By SELENE S. VASQUEZ

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Take part in our 8th Annual Poetry Reading for kids by kids. Read a poem you’ve written or one you love.
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Logos Bookstore’s Recommendations

By H. Harris Healy, III, President

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After a long, cold winter, spring is here! There is time to take children outdoors and enjoy nature; and all the animals one finds there. Some neat little presents for the young ones are some nicely illustrated booklets of Thornton Burgess tales such as Bowser the Hound Meets His Match, Baby Possum Has a Scare, and Peter Rabbit Learns to Use His New Coat ($2.95 each), as well as some larger booklets of stories in rhymes called Baby Chicksies, Ducky Doodles, and Bunny Babbits ($2.95 each, B. Schackman & Co.). From the stirring fight of Digger the Badger and Bowser the Hound, to Baby Possum landing on a stone that moves in the Thornton Burgess tales, to the chick that comes home late to bunnies enjoying ice cream in the story rhymes, there is much to capture the young child’s eye.

As this issue of Education Update appears, Logos Bookstore will be in the midst of a 50% off Spring book sale of many books presented in special sales sections. The sale started March 24, 2003 and will go through April 7, 2003. There is still a 10% discount off on our regular books.

Bank Street Holds Best Children’s Book Awards

By POLA ROSEN, E.D.D.

The day war was declared in Iraq, I shall never forget where I was: at a celebration of the best books for children at the Bank Street College of Education, a haven for those seeking refuge from the harsh reality of the world outside. In her opening remarks, President August Kappner expressed the sentiments of the audience in saying, “We live in a world of such uncertainty, we need the world of books and literature for children.”

The Children’s Book Committee has a 30-year history of working in the community and in the New York City public schools to guide librarians, educators and parents to the best books for children published each year. The current committee, led by Chairperson and Coordinator Alice B. Belgray, includes educators, librarians, authors, parents and psychologists who share a passion for the world of children’s literature. Young reviewers from all over the country, ages 7-15, read and evaluate many of the books as well. The Committee publishes The Best Children’s Books of the Year and Books to Read Aloud with Children of All Ages, an annotated list of over 400 books.

Caroline B. Cooney, one of the winning authors felt that the role of a writer is to “transport kids to realms of gold. Homer did that for me,” she said. Her book was entitled, Goddess of Yesterday. Written by Christine O’Connell, George always wanted to write a book based in the south, where her mother was born, because it was such a foreign culture compared to her hometown in Indiana. Her book, Little Dog and Duncan won a poetry award. Her 7½-pound dog and a neighbor’s 70-pound dog were the inspiration for the poems. The book’s message is that whether large or small, canine or human, our emotions are not much different; there are amazing rewards in friendship; and that fairness, equality, differences and mistakes are common threads in our lives.

Doreen Rappaport, author of No More! Stories and Songs of Slave Resistance, was inspired to write because “the tragedy of slavery still lives with us.” She wanted children to see how to take an experience that’s negative and transform it to something positive and strong. “Children,” she said, “have to learn that there are ways to resolve evil and deal with it. People resist, rebel and survive.”

A young reviewer, Adam Bresgi, age 11, from the Solomon Schechter Day School in Bergen County, New Jersey, enjoyed Little Dog and Duncan. “It was a really good book, fun and a quick read,” he said, obviously enjoying his role as judge.

When asked what kind of books children need in today’s unsure world, Linda Greengrass, a member of the editorial committee, responded that there are few resources to reassure very young children, that stories can provide valuable places, and can show ways to resolve conflicts.

For further information about Books of the Year call 212-873-4540 or email: bookcom@bnkst.edu

Charles Santore. (Harper Collins, 32 pp., $16.99). A poem told as Longfellow truly wrote it - regarding 19th century gentlemen gathered around a cozy parlor fire 100 years after Revere’s historic ride and recounting the details of that fateful night. Somber but beautiful blue, green and brown tones depict the attempted secret attack in the dark of the night.

Seleine S. Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida. She is formerly a librarian for the New York Public Library.
ANTHROPOLOGIST BATESON SPEAKS AT BARNARD

By KIM BROWN

Personal identity shines brighter when viewed through Mary Catherine Bateson’s words. “We are not what we know but what we are willing to learn,” she once said. Parts of oneself shift into focus when considered in the light of her work.

Ms. Bateson is a writer and cultural anthropologist who has written and co-authored numerous books and articles. Full Circles, Overlapping Lives is her most recent book. Composing a Life is best known. She is the daughter of Margaret Mead, the most famous anthropologist the world has ever known. Recently, Ms. Bateson spoke at her mother’s alma mater, Barnard College.

She came to speak about Composing a Life, education issues and personal commitment. But first things first, Ms. Bateson, currently a Visiting Professor at Harvard Graduate School of Education, asked that the podium be covered with a blue cloth she hopped on, preparing to deepen the audience’s understanding of life.

She began with institutions of higher learning. Just as there are health maintenance organizations, colleges, she argued, “should think of themselves as learning maintenance organizations.” Their role is not to prepare adults for themselves as learning maintenance organizations, colleges, she argued, “should think of preparing to deepen the audience’s understanding of life.”

The audience laughed. In her closing remarks Ms. Bateson says, “I really believe that the place to be in this world that’s so diverse and so rapidly changing and so unpredictable is to be unremittingly curious and trying to understand and never say, ‘I have come to a final clear understanding.’”

The very dilemma that many women face, trying to balance multiple commitments, is actually a tremendous strength, Ms. Bateson says. It helps to broaden understanding and resist oversimplification of decisions.

Ms. Bateson rejects the metaphor of juggling responsibilities. “What we do in classrooms is what sets the stage for this process of growing, complexifying, balancing and reflecting.”

“Experience doesn’t make you wise. Thinking about experience is what makes you wise,” she said. “What we do in classrooms is what sets the stage for this process of growing, complexifying, balancing and reflecting.”

Aging with Grace: Intriguing Findings from the Nun’s Study

A behind-the-scenes look at the landmark study about aging, was the topic of a lecture recently by David Snowdon, Ph.D. at Marymount Manhattan College in New York.

For 15 years, Dr. Snowdon, professor of neurology at the Sanders Brown Center on Aging, University of Kentucky, has been studying the lives and brains of 678 School Sisters of Notre Dame to learn about the effects of aging and Alzheimer’s disease on the brain. His unprecedented research has captured the attention of scientists and scholars worldwide and continues to yield new data about advancing age. Dr. Snowdon’s book, Aging with Grace: What the Nun Study Teaches Us About Leading Longer, Healthier, and More Meaningful Lives, blends science and state-of-the-art medical technology with the stories and spirit of the nuns whose lives and minds give evidence and context to the study.

Dr. Snowdon’s lecture was the result of a unique collaboration between the New York Alumnae of the College of Notre Dame of Maryland, headed by President Mary Pat Seurkamp and Marymount Manhattan College, Continuing Education Division. President Judson R. Shaver of Marymount welcomed the audience of over 200.

Young Latinas Leadership Institute Scholarship

Five women, all freshmen at The City University of New York, have been named recipients of the first Young Latinas Leadership Institute Scholarship. The students were awarded $1000 for four years to be used toward their education and curiosity are necessary resources to meet these challenges, Ms. Bateson says. “If you tell me that my efforts to live a rich, complicated, creative life count as juggling, what are you telling me? First you’re telling me I’m going to drop something.”

The audience laughed. In her closing remarks she spoke about the importance of reflection.

Mary Catherine Bateson

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The Woman I Admire Most
By AMINATA CISSE

She wipes the sweat from her brow as she paces back and forth from the ancient armoire. Her eyes remain alert as they scrutinize every aspect of the water-stained walls of her bedroom. She adjusts everything in her way, uttering complaints in a tone that no language barrier can disguise. The heat intensifies her state of unrest. The lack of rain wears on her being; she is worried about the harvest. Kuumbaa Tiam, my paternal grandmother, has lived for approximately 65 years. Her skin, like the reddish brown earth outside her house, has been darkened by the sun. Standing over 6 feet, she doesn’t fit the familiar model of the petite grandmother. Her intelligent eyes simultaneously reflect pain and strength. She has borne ten children and her state of unrest. The heat intensifies her presence one can see she has mined the deepest areas of human strength and dignity.

It is late summer and the once-emerald fields have turned a brittle brown. The Saharan winds, blowing from the north, bring piles of stifling sand and heat. “The Saharan winds, blowing from the north, bring piles of stifling sand and heat,” Finn said. “The results of this study should provide valuable information about the mechanisms that lead to early-onset alcohol problems and also increase awareness of prevention and treatment efforts for early-onset alcohol problems,” Finn said.

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Barnard/CBS High School Essay Contest Winners Are Powerful Writers
By POLA ROSEN, Ed.D.

For the past twelve years the Barnard College/CBS essay contest for public high school students in New York City has challenged students to write about, “A Woman I Admire,” according to Christine Royer, founder and organizer of the contest. This year over 685 entries from 79 high schools around the city were submitted. Judith Shapiro, President of Barnard College, and a graduate of New York City public schools (PS 26 and Junior High School 16, Queens) said she was “thrilled to support the vision and promise exemplified by this year’s winners. Since 1889 Barnard has been committed to advancing the academic, personal and professional success of women.” Among the accomplished writers training and inspiring future generations of women at Barnard are Mary Gordon, Carol Phillips, Ellen McLaughlin, and Quanda Prettymen. Serious writers, according to Shapiro, have said that they are motivated by a search for truth. Some have said that the role of the writer is not to say what we can all say, but what we are unable to say; Toni Morrison said “I always start out with a idea, even a boring idea, that becomes a question I don’t have answers to. Most of the essayists chose to honor their mothers or grandmothers. President Shapiro spoke of some of the entries: there is the mother who leaves behind an abusive partner, moving from one home to the next with her young daughter, earning a bachelors degree despite all odds; there is the mother struggling to survive with four young children in Bosnia after her husband is forcibly taken away; and Shapiro spoke of some of the entries: there is the mother who leaves behind an abusive partner, moving from one home to the next with her young daughter, earning a bachelors degree despite all odds; there is the mother struggling to survive with four young children in Bosnia after her husband is forcibly taken away; and

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Teacher as Anthropologist
by Amy Grillo Angell, Ed.D.

As a professor in the Adult Degree Program at Vermont College, I have the great privilege of working one-on-one with student teachers completing our independent study-based licensure program. As I read their teaching journals, I sometimes come across statements such as “Billy was off task again for the entire reading period.” In the language of anthropological or ethnographic research, this would be an example of an “etic concept”—a concept that is meaningful to the observer, but out of synch with the lived experience of the person being observed. From inside Billy’s world, what the anthropologist would call the “emic” perspective, he is not “off task” at all, but rather engaged in some task of his own, perhaps a very meaningful and important task. Upon realizing this, in one of those wonderful “ah ha!” moments that student teaching is designed to inspire, my student teacher was transformed into an anthropologist, intent upon discovering the meaning and dimensions of the task that Billy was engaged with, and determined to build a bridge between that task and the one that the teacher had designed. Over time, she began to think of each student as having a unique little culture of learning that could be uncovered and understood and used to reach the child, who might otherwise remain “off task” in the eyes of his teachers and disengaged with the task.

Dr. Amy Grillo Angell is Professor of Liberal Studies in the Adult Degree Program at Vermont College of Union Institute & University, an ethnographic researcher, and a former elementary school art teacher.
By JOAN BAUM, Ph.D.

If ever Mayor Bloomberg needed proof that New York City in the wake of 9/11 has lost none of its ability to attract out-of-town young- sters—with the obvious blessing of their par- ents—Barnard College’s Pre-college Program For Young Men And Women would be more than ample proof. In the words of its even- tuated director, Allison B. Kimmich, who grows enthusiastic as she reports the fact, the post- 9/11 reaction to Barnard’s summer in the city offering of courses, visits to major cultural institutions, life-after-college seminars, and mini college fairs, has been “just the opposite” of what she had expected. And so New York City got a different look in the brochure—going from a traditional skyline shot for sum- mer 2002 to a spectacular photo of the city at dusk for summer 2003. Rather than get defen- sive about being in a highly targeted urban area, “we embraced the city,” says Allison Kimmich, promoting it as an extension of the classroom.

The result has been “fantastic.”

Over the past two summers, applications have been way up (with a 34% gain from 2001 to 2002), and the program now caps at a little over 200. Considering that the program began 18 summers ago with a score of participants, the growth has been phenomenal, much of it reflective, no doubt, of the significant growth in enrollment at Barnard, where approximately 75% of the pre-college fellows live in residence halls, learning how to get along with peers is an essential part of the “developmentally appropri- ate” experience. Students have freedom, Dr. Kimmich adds, but they also understand, or come to understand, what it means to have “freedom with limitations.” Not at all incom- patible with having fun in summer in the city.

At Barnard, where approximately 75% of the pre-college fellows live in residence halls, learning how to get along with peers is an essential part of the “developmentally appropri- ate” experience. Students have freedom, Dr. Kimmich adds, but they also understand, or come to understand, what it means to have “freedom with limitations.” Not at all incom- patible with having fun in summer in the city.
**Educating Math Teachers**

**By Alfred S. Posamentier, Ph.D.**

A well-known journalist was asked what major he would advise a college freshman, enthusiastic about embarking on a career in journalism. He replied, anything in the liberal arts, but don’t take any journalism courses. This theme is nobly touted in James O. Freedman’s new book *Liberal Education and the Public Interest* (University of Iowa Press, 2003). The basic argument bandied about is that a well-rounded individual is more valuable than a narrow specialist—the specialized training can come later. It is well known that many large companies prefer to train their own employees in ways that not only familiarize them with the latest technology, but also reflect the company’s culture. It is easier to train an educated person, than to educate a trained person.

What might this tell us about how we ought to prepare young people for careers in education? There, too, the importance of having a proper liberal arts education is rapidly gaining in importance. The previous euphoria with specializing in teaching methods has taken a “back seat” to providing potential teachers with a well-rounded liberal arts education. Recently it has become the rule rather than the exception that majoring in education as an undergraduate has become less desirable than majoring in an area of the liberal arts and sciences and minorizing in education as the ideal preparation for the teaching profession. Those with a background in, or at least some moderate exposure to, subjects like history, science, political science, philosophy, psychology, and sociology will have a marked advantage in understanding human behavior, understanding ways of thinking, and benefiting from what has happened in the past and knowing ways to analyze current events. In short, teaching is first knowing content—and, at that, broadly—to be able to make connections and comparisons to properly enrich the instruction.

Teachers should not only be familiar with the latest thinking about effective methods of instruction, but also with the infusion of technology, done appropriately and without the often-distracting flare that can accompany these initiatives. Care must be taken that the technological glitz can overshadow the subject. The key areas in education today, especially from a political standpoint, are the “three Rs”—reading, writing and arithmetic. These are the areas on which schools are judged. A case in point is the recent listing of the 200 most effective New York City schools—based on their performance on these subjects.

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It is expected that anyone who is university educated has mastered the first two. It is usually the third, arithmetic (or more accurately mathematics) that is lacking in the arsenal of skills for most lower grade teachers. Why is mathematics competence reserved for the few? To add insult to injury, why are so many adults proud to admit their weakness in mathematics? Is it because of the perception that the majority of the well educated are weak in mathematics, and so being amongst the majority is popular? Or is it that we do not see the direct importance of mathematics as compared to literacy? Perhaps an effort ought to be made to show the multifaceted usefulness of mathematics beyond just some quantitative applications.

In this rapidly progressing technological era competence in mathematics is becoming ever more essential, not as a vehicle to be able to do arithmetic computations more quickly (for that we have the ubiquitous calculator), rather to understand mathematical concepts, reasoning, and above all genuine problems-solving skills. We must better prepare our elementary school teachers, not only in the content of mathematics, but also in the ways they can motivate their classes to begin to appreciate the subject, or its beauty as well as its application. There is an inherent beauty in mathematics that unfortunately stays hidden from most students today because of...
Can Cancer be Prevented?

By CYNTHIA STEIN, M.D., M.P.H.

Special to Education Update

Can cancer be prevented? Yes. In fact, at the Harvard Center for Cancer Prevention, we estimate that more than half of all cancers in the US could be prevented. Each year over 1 million people in this country are diagnosed with some form of cancer, but this number could be significantly reduced by basic lifestyle changes. There are some things, like age and family history, that we can’t control. However, there are steps that everyone can take to lower their risk of getting cancer:

- Lifestyle changes. There are some things, like age and family history, that we can’t control. However, there are steps that everyone can take to lower their risk of getting cancer:
- Eating a healthy diet
- Maintaining a healthy weight
- Being physically active
- Not smoking
- Limiting alcohol use
- Getting screened for cancer

Don’t smoke, and avoid second-hand smoke. Smoking is the most preventable cause of death in the US. It causes about 30% of all the cancer in this country, including cancers of the lung, mouth, larynx, esophagus, pancreas, cervix, kidney, and bladder. Smoking also leads to a higher risk of dying from cancer.

A Discussion of the Hippocratic Oath

By HERMAN ROSEN, M.D.

“The Hippocratic Oath and Its Role In Modern Medicine” was the topic of a recent conference under the auspices of the Ounissis Public Benefit Foundation in collaboration with the Hellenic Medical Society of N.Y. Panelists were Admiral Susan Blumenthal, M.D., Assistant Surgeon General; Antonio M. Goto, Jr., M.D., D.Phil., Dean of Weill Medical College of Cornell University, and Edmund D. Pellegrino, M.D., Professor Emeritus of Medicine and Medical Bioethics, Georgetown University. The oath, written by the renowned Greek physician Hippocrates over 2,500 years ago, is sworn to by most graduating medical students. A modernized version was written in 1964 by Dr. Louis Lasagna, clinical pharmacologist.

Admiral Blumenthal spoke on the ancient oath’s implications for current public health challenges. The oath states, “What I hear in the course of the treatment or…in regard to the life of men… I will keep to myself.” “This concept is prescient,” Blumenthal said. The federal government will soon implement secure safeguards against the misuse and disclosure of medical records, in the new Health Insurance Portability and Accountability Act (HIPAA). Dr. Blumenthal stressed that prevention and disease is preferable to a cure. Most important advances in the past century are indeed based on prevention—for example, eradication of smallpox and diphtheria. Hipppocrates mandated dietetic measures for the benefit of the sick. Currently a good proportion of disease is related to nutrition if one includes alcoholism, starvation, and obesity. The surge in incidence of diabetes, even in youth, is related to obesity. The oath states, “What I hear in the course of the treatment or…in regard to the life of men…”
The growth of Charter schools is exploding around the nation. If you do a web search for “charter schools,” the number of state conventions and organizations meeting every month in most states is amazing. Their growth in New York City is somewhat slower. Recently, Chancellor Klein stated he embraces creativity in forming charter schools and theme schools but they should be enfolded within the public school system. Here are several views on the current state of charters.

Women’s City Club Reports on NYC Charter Schools

By SYBIL MAIMIN

The future of charter schools is a complex and evolving landscape. The growth of charter schools is exploding around the nation. If you do a web search for “charter schools,” the number of state conventions and organizations meeting every month in most states is amazing. Their growth in New York City is somewhat slower. Recently, Chancellor Klein stated he embraces creativity in forming charter schools and theme schools but they should be enfolded within the public school system. Here are several views on the current state of charters.

The current fiscal crisis was on the minds of attendees who depend on tax dollars as well as private profit and non-profit funds for their schools. In the changed environment for grants they were advised to be proactive, knock on doors, and make sure they were reviewed correctly and with attention to every requirement. There is “competition for money” and sponsors and additional funding make a difference. Charter schools are unique because they are quasi-independent public schools. In New York State, 11,000 children attend 38 charter schools in nine different cities. The charters are performing contracts and have a set time limit (five years in New York State). They detail the school’s mission, ways to measure success, and accountability requirements. Charters to establish schools are mainly sought by parents, teachers, community members, or entrepreneurs; an existing school may convert to a charter. The purposes are generally improvement in education, desire for autonomy, and realization of a special vision. As they bypass the regulations imposed on traditional public schools, they become competitive models that encourage improvements in under-performing public schools. Wilner points out that charters network with each other but, as yet, do not become involved with other schools in their communities or share “best practices.” The researchers recommend that existing institutions be allowed to live out their five-year contracts and assessments made before additional schools are established.

The report “Snapshot of New York City Charter Schools 2002” can be found on the Women’s City Club Website: info@wccny.org.

Attending a Local Conference on Charter Schools

By SYBIL MAIMIN

Charters schools, an experiment in education- al reform, is a movement, an industry, and for those involved—a passion and commitment. Thirty-nine states have charter school laws and over 2,000 charters have been authorized in the quasi-independent public schools. In New York State 11,000 children attend 38 charter schools in nine different cities. The charters are performing contracts and have a set time limit (five years in New York State). They detail the school’s mission, ways to measure success, and accountability requirements. Charters to establish schools are mainly sought by parents, teachers, community members, or entrepreneurs; an existing school may convert to a charter.

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Harlem Charter School Charts a Road to Success

By TOM KERTES

Charter School in Queens which emphasizes a

found at the highly regarded Renaissance

Schools, charters are unique because they are

the highly regarded Renaissance

1200-page application, as opposed to 2-400

laborious and intensive, including a required

Students in a computer class at Harbor

by whatever measurement one applies. “We are

an attack on charters.” “In

institutions. Proponents of charter schools hope

institutions. Proponents of charter schools hope

extensive professional development—which occurs primarily after school, including late- night classes—to make sure that the teachers don’t feel that they’re lost. “We’ve managed to develop a strong community among our teach- ers,” Esselman said. “They are all coming back next year.” The class sizes at Harbor are small, averaging 13 students per teacher, and the cur- ricula are extremely free flowing and creative, including a novel-based approach to language arts. “In addition to our flexibility in instruc- tion—we can go with the flow and find what WORKS—all the great aspects of this place come from the fact that we’re a small school,” said Esselman. “We are like a large family. Much individual attention is being paid to each student and we are able to quickly react to unique individual needs. Which might be chang- ing all the time, by the way.”

And, as all science shows, that is the key to a superior education.”

The charter school, serving primarily East Harlem and the South Bronx, derives extreme benefit—including after-school programs, a health center, and free crisis counselors—from The Boys and Girls Harbor, a well-known $5- million a year social service organization housed in the same building. “It’s a unique arrangement,” Esselman said. “We are so fortunate to have Harbor in the house and Central Park across the street. It’s been nothing less than wonderful for us.”

The Harbor Arts and Sciences Charter School hopes to expand in the future. “We’d like to start another building here in the community, add a class per grade, and go to 300 students,” said Esselman. “Right now we have 176. But we will not defeat our own purpose—the class sizes will be the same. We certainly shall not compromise anything that makes us special.”\"
Military Education: Alternative Learning and Living Experiences

Compiled by Michelle Accorsino

Do military schools really better prepare the leaders of tomorrow to be well-rounded respectable citizens? Are they simply training kids to “straighten up and fly right,” speaking when spoken to, taking directions and orders with a “yes, sir” response and ultimately joining the branches of the military? Although stereotypical views about military schools abound, many offer a high quality of education. The following is a partial list of schools and colleges in the United States.

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United States Naval Academy
The Naval Academy gives young men and women the up-to-date academic and professional training needed to be effective naval officers in their assignments after graduation. Every day, as the undergraduate college of the naval service, the United States Naval Academy strives to accomplish its mission to develop midshipmen “morally, mentally, and physically.” United States Naval Academy, 121 Blake Road, Annapolis, Maryland 21402-5000, www.usna.edu

United States Merchant Marine Academy at Kings Point
This academy teaches students how to succeed in the maritime and transportation industries or the Armed Forces, while it prepares them to receive a bachelor of science degree, a merchant marine license, and an appointment as a commissioned officer on reserve or active duty in the U.S. Armed Forces. admissions@usmma.edu, www.usmma.edu

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Sample Reports & Screen Shots
Principal For A Day Cheered By The Changes At Morris High

By TOM KERETS

“You wanna’ go where everybody knows your name” applies not only to Boston bars but to New York Public Schools as well. So there’s a lot to “Cheers” about the goings-on at Morris High School.

As “Principal For A Day” Dr. Charlotte K. Frank, a Senior Vice President at McGraw-Hill, remarked, “the changes [Principal] Jose Ruiz are implementing are nothing short of remarkable.” These changes include helping the administration to break up the venerable old school, established in 1903, into five smaller Academies, all featuring a strong major (languages, violin and dance, etc.). “We believe that this will pique the students’ interest in school—and the far smaller student-to-teacher ratio will be enormously beneficial as well,” Ruiz, a brilliant bundle of energy, said.

Ruiz, on the job less than two years, has already accomplished some miracles: he took a school in dire need of improvement and raised the performance dramatically. Between January 2000 and 2003 school years, the percentage of all Morris students passing English Language Arts regents went from 32.2 percent to 60.8, math regents 18.1 to 38.1, science regents 6.3 to 43. These as-yet-unpublished numbers are still unofficial—but that doesn’t make them any less remarkable,” according to Frank.

This particular “Principal For A Day” knows exactly what she’s talking about; Frank, a one-time New York State Regent, spent 25 years in the public school system, including nine as Executive Director in Charge of Curriculum and Instruction for New York City public schools. For the past eleven years she’s been the point person for the close relationship between Morris and McGraw-Hill. “We try to support this school in every way we can, from donations, to corporate sponsorships e.g. Standard and Poor’s, to sponsoring the robotics team and Moot Court, to creating Big Brother-Big Sister mentoring type relationships between our people and the students. They attend the annual shareholders meetings, she said. The Robotics Team is one of the best in the nation; it recently received an $11,000 donation from the New York Yankees. With troubled students, “we try to focus in on every problem sharply, on an individual basis, like a laser,” Ruiz says. “We waste no time doing something about it.” This includes holding onto enthusiastic and highly-talented dancers and young and without-seniority—teachers or paying for individual math tutoring be a NYU graduate student.

Even in this difficult budgetary environment, “if you really want to get something done, it can be done,” Frank said. “And Jose Ruiz is the ideal example of that type of thinking.”

Indeed, when talent and good will team up, miracles can happen. As Frank was visiting the nascent “High School of Violin and Dance” at Morris High School, freshman Carlos Irrizary was practicing a routine that was Broadway caliber. “He’s had some martial arts background,” said teacher Mariol Rosado. “But it’s his first year dancing.” Another student, after just a few violin lessons with the Suzuki Method, was playing complex Chopin and Beethoven pieces purely by ear on the piano. But the school HAS no piano, “and Dance.” At Morris High School, freshman Carlos Irrizary was practicing a routine that was Broadway caliber. “He’s had some martial arts background,” said teacher Mariol Rosado. “But it’s his first year dancing.” Another student, after just a few violin lessons with the Suzuki Method, was playing complex Chopin and Beethoven pieces purely by ear on the piano.

A sad waste of exceptional talent? Not necessarily. “I promise you, we will do something about this piano situation,” said Frank. “I don’t exactly know what was said, but I am sure we will put our heads together and make something happen.”

Stuyvesant Gets High Marks From Principals For A Day

By POLA ROSEN, Ed.D.

Stuyvesant High School had a homecoming for three illustrious alumni returning as principals for a day. Each principal represented a different discipline: Erica Morgan-Irish, V.P., Black Entertainment Television; Gerry Golub, Sr. Managing Director, American Express; and Herman Rosen, M.D., Clinical Professor of Medicine, Weill Medical College of Cornell University. For these three principals it was a chance to visit the Stuyvesant building, now in Battery Park City, they never attended. The new building is ten years old, but Stuyvesant has been in existence since 1904. Greeting the visitors was the dynamic Principal, Stanley Teitel. He reminded everyone of the recent accomplishments this premier math and science high school could boast. “We have the highest percentage as having more finalists in the recent Intel Science competition than any other school in the nation. This was tempered by pointing out a plaque dedicated to the nine Stuyvesant alums who died in the World Trade Center attack on 9/11. The new 10-story school has laboratories, an 800-seat auditorium and an Olympic size swimming pool.

The schedule was planned to allow each principal to visit classes of interest to them. Erica Morgan-Irish visited a class on film theory and a class on video journalism, among others. Gerry Golub visited classes on great books and mathematics. Dr. Herman Rosen visited a class on vertebral dissection, which happened to be studying the excretory system of the lampry. Dr. Rosen, a nephrologist, was able to discuss interesting features of the fish’s kidneys. Others classes visited included robotics, medical ethics, art and architecture. The gleaming new building retains a “museum” of the old school. One of the school’s archivists, Peter Samton (classmate of Dr. Rosen), included a working classroom rebuilt with the original desks, inkwells and blackboards. Throughout the building, a sentimental note was struck with the glass-encased “time capsule” with mementos from each graduating class.

Each Principal for a Day made inspiring concluding remarks to the staff and student body.
A Message from the Chancellor
By JOEL KLEIN

The New York City Department of Education is fully committed to ensuring that our public schools are places where students, teachers and the entire school community are safe and secure. During this period when our nation is at war, our commitment to the safety and security of your children is unwavering.

To assure that every school in the City is ready to respond to emergency situations, my office has been in constant communication with the superintendents, principals and School Safety Committees that are responsible for school safety and security at all schools. We also remain in around-the-clock communication with the New York City Police Department and the Mayor’s Office of Emergency Management.

Each school in the City has a School Safety Plan and stands ready to implement emergency procedures should they become necessary. I have asked principals to be sure that information about evacuation routes and outside evacuation locations is available to all parents. School Safety Committees will be meeting regularly to review safety procedures and to ensure that all school staff are prepared and ready to respond to any potential emergencies.

The potential impact of the ongoing war effort on the New York City is of serious concern to all of us. We will be vigilant in providing support to our children during this difficult period. Principals and teachers will be careful to focus our children to address concerns and to facilitate appropriate classroom conversations about the war. I know that you will be doing the same with your children at home. To assist you in supporting your children, I have posted on the World Wide Web some resources that have been published by the National Center for Children Exposed to Violence. We have provided your children’s schools with similar guidelines for their use.

In the days and weeks ahead, the Department of Education and the principals and teachers at your school’s will be doing everything possible to prepare for potential emergency situations while at the same time maintaining the daily routines of educating and caring for your children.

Keeping NYC Safe Is My First Priority
By MAYOR MICHAEL R. BLOOMBERG

Now that the war in Iraq is underway, I don’t think it matters whether or not Mr. President was favored or opposed launching the effort to disarm Saddam Hussein. The important thing is that we’re all united in supporting our men and women in uniform, and in praying that the conflict is short, successful, and as bloodless as possible.

As New Yorkers, we’re also well aware that events around the globe can turn your own lives upside down. We’ve learned that the world can be a dangerous place—a reality that people in other lands have lived with.

With hostilities overseas underway, the NYPD has implemented a set of increased security measures. Police Commissioner Ray Kelly has formulated their plan, Operation Atlas, which includes such high-visible elements. An augmented police presence is at many locations throughout the city, including bridges and tunnels and stepped up patrols on the subways and highways. Other parts of Operation Atlas are not as noticeable. They include air monitoring by teams trained in detecting and handling chemical, biological and radiological contamination, and also ongoing intelligence gathering.

Recently I met with President Bush and Homeland Security Secretary Tom Ridge at the White House briefing them on the steps we’ve taken to protect NYC. I was pleased to hear Sec. Ridge tell reporters later that all New York City residents are reading realism that no city in the country does a better job, across the board, in preventing terrorism.

Federal assistance, in the form of airspace restrictions and the return of flight patrols to the skies above our city, is an important part of our security measures. The President recognizes that New York has special needs in combating terrorism, and I’m confident that he will take that into account as he prepares national appropriations for homeland security.

What should average New Yorkers do in these trying times? Naturally, we should all be vigilant. If you see something suspicious, call 911 or the counter-terrorism hotline at 1-888-NYC-SAFE. And then let the professionals handle it. But the most important thing is that we continue to live our normal lives—going to work, sending our children to school, and enjoying evenings out with friends and family.

Over the past week I have met New Yorkers from all over the City—on subways, at lunch in midtown, at Madison Square Garden, in Times Square, community meetings in Queens, and at Church services in Brooklyn. And whatever views we have on the war’s necessity, one message is loud and clear from everyone I met—we will not be immobilized by fear.

Principals For A Day Jump Into The Fray At PS. 123
By TOM KERTES

Harlem’s PS. 123 was fortunate in its choice of “Principals For A Day.” They were men and women of action.

City Councilman Bill Perkins got right to the point. “Miss Jenkins, tell me what I can do for your school,” the Deputy Majority Leader said. “Give me some homework.” Caroline Hendra, from Ogilvy Associates, arrived at the school with a new project: the kids are going to create a commercial. And Steve Mills, the President of Sports Team Operations at Madison Square Garden, sent a bilingual New York Liberty Player to visit the school when he heard about some tensions between French and English-speaking students from the Principal.

It’s my third year as a ‘Principal For A Day’,” said Mills. “I participate because I think it’s an important program. I read too many negative things about education in the media—how difficult things are. I’m happy to see that it’s not always so.”

“I grew up and went to public school in a difficult neighborhood in Roosevelt,” added Mills. “My Dad was a teacher and basketball coach—and my uncle was a principal. So I know first-hand how committed most educators are.”

If it wasn’t for the dynamite Miss Jenkins, running PS. 123 would be a challenge. “We are still on the “Need Of Improvement” list, but we’re getting closer to reaching standards,” she said. With over 1,000 students, this is the largest school in Harlem. And as bloodless as it is, the children live in shelters or other temporary housing. Yet the school is clean and inspirational, the walls are dotted with the students’ best work, and the attendance is 93 per cent.

“I’m fortunate to have outstanding teachers and a truly excellent support staff,” said Jenkins, loyally choosing some latecomers toward their classroom. “They keep my spirits soaring and as bloodless as it is, the children live in shelters or other temporary housing. Yet the school is clean and inspirational, the walls are dotted with the students’ best work, and the attendance is 93 per cent.

“New York City would need $750 million, count-
### Calendar of Events

**April 2003**

**Entertainment**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
<th>Details</th>
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<tbody>
<tr>
<td>Three Hot Shows</td>
<td>- Beauty &amp; The Beast</td>
<td>- The Lion King</td>
<td>Three Hot Shows is a popular event featuring a variety of musical acts.</td>
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<tr>
<td></td>
<td>217 Prospect St.</td>
<td>South Orange, NJ</td>
<td>Tickets are available for purchase.</td>
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<tr>
<td></td>
<td>217 Prospect St.</td>
<td>South Orange, NJ</td>
<td>- Ticket prices vary depending on the performance.</td>
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<td></td>
<td>217 Prospect St.</td>
<td>South Orange, NJ</td>
<td>- Seating arrangements vary by the venue.</td>
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**Lapvantage Laptop Dome**

*By MITCHELL LEVINE*

It’s not hard to understand why mobile computers have become such a prominent phenomenon in education technology today. If technology is to be considered an inextricable component of literacy in general, as it must, then providing hands-on experience for our students with basic digital technology must be a priority. By providing, portable components can be transported to and from school, allowing districts to level the playing field between economically disadvantaged districts and their higher-income neighborhoods, in terms of their children’s ability to access technology in the home.

But as auspicious as this sounds, the use of laptops in institutional settings presents a number of difficulties. For one, providing mobile computers as an addition to the desktop hardware already in place is often prohibitively expensive, but using them as desktop replacements in a classroom situation is awkward. The typical practices required to operate a mobile once posted on a desk naturally lead one to questions of long-term orthopedic safety and protection from repetitive stress injury in developing children, especially in light of the touchpads most often seen in these units. It doesn’t help much that the space limitations imposed by a typical public ed desk generally prohibit the use of a full-sized keyboard as well.

In fact, the Center for Disease control itself declares that desktops are to be avoided, if their design does not allow for neutral posture.

Thanks to The Plasticsmith’s Lapvantage Dome, institutions from elementary schools to higher education can take advantage of many of the primary benefits of mobile computing, while avoiding these liabilities. Perfectly an acrylic platform suspended on an ABS plastic dome, the Lapvantage allows a laptop to be elevated a full 3.5” above the surface of a desk, enough clearance room to permit the use of a full-sized keyboard and standard mouse without the need for an expensive docking station. It’s ergonomic design is specifically engineered to meet the CDC’s own standards for orthopedics. As an added bonus, the sturdy plastic “feet” included with the unit, which fit directly under the chassis of my Passport 2000 provided much needed ventilation space for its cooling fans. Best of all, I was able to set the entire thing up and running in under one minute – an Education Update product review record.

For under a $100 for an adjustable height

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**Workshops**

<table>
<thead>
<tr>
<th><strong>The ADD Resource Center</strong></th>
<th>Practical help for living with attention and related disorders.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Counseling, educational and psychological services for children, adolescents and adults.</td>
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<td>Call: (203) 269-3536</td>
</tr>
</tbody>
</table>

**Meeting Standards and Raising Test Scores When You Struggle**

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Presenter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21</td>
<td>Jesup Hall</td>
<td>Dr. Ruby Payne</td>
<td>Improving test scores through effective study strategies.</td>
</tr>
<tr>
<td>May 22</td>
<td>Jesup Hall</td>
<td>Mr. Tucker</td>
<td>Strategies for studying and test-taking.</td>
</tr>
</tbody>
</table>

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Software Review:

Eye Candy 4000

By RICK SULZ

Imagine waking in the middle of the night to the noise of a spaceship landing outside of your window. You quickly grab your digital camera and manage to get in a few shots of our planet’s new visitors. Filled with adrenaline you download your Pulitzer Prize-winning shots into your computer. But wait; your pics do not include aliens, only pictures of a sleeping forest. Since you already notified your friends about your extra-terrestrial visitors, you have to alter your images quickly.

Here is where Eye Candy 4000 by Alien Skin Software comes to the rescue. As one of the premire image manipulating plug-ins available, the package includes 23 sophisticated, photo-realistic special effect filters (compatible with Photoshop). Complex special effects are easily produced thanks to a feature-rich, yet intuitive interface. Within minutes a peaceful forest can be transformed into a raging sci-fi movie.

Alien Skin Software produces other professional-quality plug-ins (compatible with Photoshop). Complex special effects are easily produced thanks to a feature-rich, yet intuitive interface. Within minutes a peaceful forest can be transformed into a raging sci-fi movie.

Alien Skin Software produces other professional-quality plug-ins (compatible with Photoshop). Complex special effects are easily produced thanks to a feature-rich, yet intuitive interface. Within minutes a peaceful forest can be transformed into a raging sci-fi movie.

Lapvantage

Continued from page 29

model, or $50 for a fixed height version, the Lapvantage should be a serious consideration for any New York City education technology buyer concerned with the safety, productivity, and convenience of their school’s portable computing. For more information, the manufacturer can be contacted toll-free at 800-394-3774, or online at www.lapvantage.com.

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Specialy designed for positioning over the picture viewer on a digital camera, the Digi Hood shades the LCD screen from the sun’s glare or from bright conditions. Fitted with Velcro strips for easy removal, the Digi Hood is suitable for digital cameras with 40mm, 50mm, 58mm, 65mm screens. The Digi Hood is also available with a built-in magnifier, giving the photographer a more detailed view of the image.

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www.canhamcameras.com/Bellows.html
Can Cancer be Prevented?

Continued from page 19

to many other health problems, including heart disease, stroke, lung infections, and pregnancy complications. Even the smoke from other people’s tobacco use (second-hand smoke) is harmful, increasing the risk of lung cancer and heart disease in nonsmokers. Children exposed to second-hand smoke are at higher risk of sudden infant death syndrome, asthma, lung infections, and ear infections. The good news is that as soon as people quit smoking, their health starts to improve. Quitting smoking is the single best thing that smokers can do to improve their health.

Maintain a healthy weight.

Excess weight has been linked to a variety of cancers, including colon, breast, and uterine cancer, and many other chronic diseases, like diabetes and heart disease. Almost 65% of adults are overweight, and over 30% are considered obese. For reduction of cancer risk and other health benefits, we should balance the amount of calories consumed with regular physical activity.

Be physically active.

Physical activity not only helps achieve a healthy weight, it also lowers the risk of breast and colon cancer, osteoporosis, heart disease, and diabetes. It enhances mood, improves sleep, and helps people reduce stress. Activity doesn’t need to be strenuous to be beneficial. Moderate exercise, like brisk walking, offers health benefits. Physical activity is important for children since healthy patterns of behavior can be established at a young age, and exercise in childhood may affect disease risk later in life. Get at least 30 minutes of physical activity every day.

Eat a healthy diet.

What we eat can have a significant impact on cancer risk. Eating a diet rich in fruits, vegetables, and whole grains has been linked to a lower risk of multiple cancers and heart disease. Eating less red meat helps limit the amount of unhealthy saturated fat in the diet and decreases the risk of cardiovascular disease, colon cancer, and prostate cancer. While eating a variety of healthy foods provides most of the vitamins our bodies need, taking a multivitamin with folate can make up for any vitamins or minerals that may be lacking.

Colon cancer, heart disease, and certain birth defects. Important in any healthy diet is total calories because excess calories from any source can lead to weight gain.

Limit alcohol.

Alcohol has different effects on different diseases. While it may help reduce the risk of heart disease, it also increases the risk of several cancers, including breast, colon, esophageal, and oral cancer. Alcohol use comes with risk of increasing blood pressure, weight, heart failure, addiction, suicide, and therefore non-drinkers should not start drinking. Drinkers should limit alcohol intake to a moderate amount (1 drink/day for women, 2 drinks/day for men).

Protect your skin from the sun.

Sun exposure causes the majority of skin cancer. Some forms of skin cancer, like melanoma, can be fatal, and others, such as basal cell and squamous cell cancer, can be highly disfiguring. Since about 80% of lifetime sun exposure occurs before the age of 18, sun protection is critical for children. Adults need to avoid excess sun to prevent additional skin damage and to provide good examples for their children. It is best to avoid extended periods in the sun between 10 am and 4 pm, wear sunscreen with SPF 15 or higher, and wear protective hats and sunglasses.

Get regular screening tests.

While we don’t have screening tests for most cancers, we do have tests for colon, breast, prostate, and cervical cancer. Screening tests can work even when detecting changes before they become cancer or finding cancer at an earlier and more treatable stage. Screening saves lives, but only if people get tested. Talk to your doctor about what tests might be right for you.

Make healthy choices.

Of course, each individual is unique, and it is impossible to predict who will or won’t develop cancer. However, many healthy life choices offer multiple benefits, reducing the risk of a variety of cancers and other chronic diseases. For more information on strategies to prevent disease, visit www.yourcancerrisk.harvard.edu. Even small behavior changes can bring significant health benefits and improve the chances of living a long and healthy life.

Dr. Cynthia Stein is Instructor in Medicine, Harvard Medical School and the Harvard Center for Cancer Prevention.

The Writing Center is an on-campus tutorial service. We help all types of students with specific writing tasks, assisting them in developing strategies and approaches to writing they can use on their own. Students work one-on-one with a Writing Consultant, receiving individualized instruction to develop competence and confidence in writing. Consultants are selected for their ability to help students through the writing process, from idea formation through final drafts. The consultants have relevant academic and teaching experience and are comfortable working with both native and non-native speakers of English pursuing a variety of degrees. Teachers College students benefit from a special subsidized rate. Non-TC adult and adolescent students are welcomed and accommodated.

To obtain a writing consultant, first register a person at the Writing Center and pay for the first 3 hours of time. Once payment is made, client and consultant are matched; contact your new consultant for an appointment. Consultants and clients create a mutually agreeable schedule of appointments and can meet in one of our tutoring rooms on campus or another location.

Spring Registration hours are M: 1–4:30, Wed: 1–7, Thurs: 1–6:30, or call for an appointment outside these hours.

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Step Back In Time: Historic Richmond Town, Staten Island

By JAN AARON

Tired of life in the 21st century? Try stepping back in time. Historic Richmond Town seems a world away. Stretch out on a 100-acre swath of rich grassland, this was the site of Staten Island’s first community in 1685. It is now a make-believe museum town with 40 sites in various architectural styles. Some buildings were part of the original community and others were relocated from other parts of Staten Island. Historic Richmond Town is a wonderful place for families to while away a few hours.

Your starting point is the Visitor Center in a former 19th century Greek Revival courthouse. You can pick up a map for a self-guided tour, huddle and make your plans. It’s great fun to go around on your own and very easy as well. Nearby is the Staten Island Historical Society Museum, formerly the County Clerk’s and Surrogate’s Office, which houses bits of Americana, including the kid-pleasing exhibit, TOYS!

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DEMOCRACY and this concert will be the third and last concert the group will perform while in residence. Featuring Judith Barnett, soprano. For information, call (914) 395-2441.

Lecture: James Loewen to Speak
Wednesday, April 9, 6:30 p.m., Free
Reisinger Concert Hall
James Loewen will deliver a lecture entitled "How History Keeps Us Racist and What To Do About It." Loewen, who taught race relations for twenty years at the University of Vermont and is the author of Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong. He has been an expert witness or consultant in more than 50 class action lawsuits, mostly in the areas of civil rights, voting rights, employment discrimination and education. He is currently working on a book about "sabotage texts," probably all written with the U.S. government in mind. This is part of the Women's History Lecture Series. For more information, please call (914) 395-2405.

Lecture: Anne R. Kuppusami to Speak on Genetic Engineering
Friday, April 11, 12:30 p.m., Free
Esther Rauhenbush Library
The Politics of Food Environmental Studies Series closes with a lecture by Anne R. Kuppusami, "Pursuing Science's New Social Contract: Salat, Bioethics and the Safety Initiative." A professor of fisheries and of conservation biology at the University of Minnesota, Kuppusami is an international authority on biodiversity policies and science, ecological effects of genetically engineered organisms, and the environmental and social impact of genetic engineering. The founding director of the Institute for Social, Economic and Ecological Sustainability, and a specialist in biotechnology and environmental studies, she studies the ecological and genetically engineered fish and the policies and practices of sustainable aquaculture. This lecture is sponsored by the Environmental Studies Program, the Science, Technology, and Society Program, and by Barbara B. and Bertram J. Cohn, and the Marilyn M. Simpson Trust. For more information, please call (914) 395-2405.

PERFORMANCE: Romantic Music for Violin and Piano
Wednesday, April 16, 6 p.m., $10
Reisinger Concert Hall
The New Yorker called Jennifer Egan's novel "richly imagined, and stunningly written... an energetic, modernist riddle of human identity." Egan has also written for National Public Radio's "Fresh Air" equated with music, arts & crafts and drama. Field trips to The NY Aquarium, CP Zoo, and other interesting places play an integral part in the camp. Call 212-780-0600 Ex. 241 The New Country Day Camp, for children ages 5-11 years, is located in the Henry Kaufman Campgrounds in Staten Island. The campgrounds feature two swimming pools, boating ponds, athletic fields, and hiking and nature trails. Call 212-780-2380, Ex. 357. The Edges and Torah Tel Day Camps are located at the Educational Alliance, 157 E. Broadway. Both camps are for children ages 2-5 years and provide educational, play, art, music, drama, play music, water play, trips, picnics, and more. Torah Tel features strong emphasis on Jewish practice. Call 360.

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APRIL EVENTS AT LAWRENCE WELKIN
PERFORMANCE: Landmarks of the Contemporary Cello Wednesday, April 9, 8 p.m., Reisinger Concert Hall $10/85 senior citizens and students; $15/105
A festival of 20th-century masterworks for the violoncello, this performance is third in a series of three concerts in 2003–04, and features a rare recording of Morton Feldman’s evening-length minimalist masterpiece for cello and piano, "Chromatic Field" by Chris Finckel, cello; Stephen Gosling, piano. For more information, please call (914) 395-2401.

READING: Fiction Writers Read from Their Work Wednesday, April 9, 6 p.m., Free
Esther Rauhenbush Library
Three Sarah Lawrence alumnae will read from their work. Nolty Reed MA ’03 has written for the New York Times, the New York Daily News, and the New York Post. Sarah Lawrence alumnus John Reiss ’01 has written for the New York Times, the New York Post, and the Village Voice. Robin Strauss ’99, a social worker living in New York City, has written for The Advocate and the Jewish Voice. Their readings will feature music and poetry by Sarah Lawrence students. Admission is free. For more information call (914) 395-2433.

PERFORMANCE: MFA Dance Concert Thursday, April 23, 6:30 p.m., Free
Reisinger Concert Hall
The International Center in New York (212) 255-9555 Assist students and interpreters improving their English and learning American culture. The program is also open to conversation partner needs. Minimum commitment; maximum satisfaction.

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NYU Child Study Center, 55 East 6th Street, New York, NY 10003, (212) 998-4222

Lost and Found: A Celebration of Possibilities
Friday, April 25, 6:30-8:30 p.m.
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Provides scientifically-based children mental health and parenting information through a continually-expanding store of practical and accessible articles based on the latest research in child development. It's a reliable resource for both common challenges, such as toilet training, and more serious problems, such as depression.

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Camps
Sol Goldman YM-YWHA of the Educational Alliance, 344 E. 14th Street, New York, NY 10003, (212) 772-3746
The New Town Day Camp, for children ages 2.9-6 years, is located at the Sol Goldman Y of The Educational Alliance, 344 E. 14th Street. The camp provides educational and creative fun, including morning playground and 3rd grade, art and drama classes. Field trips to The NY Aquarium, CP Zoo, and other interesting places play an integral part in the camp. Call 212-780-0600 Ex. 241 The New Country Day Camp, for children ages 5-11 years, is located at the Henry Kaufman Campgrounds in Staten Island. The campgrounds feature two swimming pools, boating ponds, athletic fields, and hiking and nature trails. Call 212-780-2380, Ex. 357. The Edges and Torah Tel Day Camps are located at the Educational Alliance, 157 E. Broadway. Both camps are for children ages 2-5 years and provide educational, play, art, music, drama, play music, water play, trips, picnics, and more. Torah Tel features strong emphasis on Jewish practice. Call 360.

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June 30 – August 1
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June 30 – August 15
Summer Day Camp – Session A

IN THE WATER

June 16 – 20
June Swim Camp I

June 23 – 27
June Swim Camp II

July 21 – August 1
July Swim Camp

August 4 – 15
August Swim Camp

Marymount Summer 2003

SUMMER SCIENCE & TECHNOLOGY CAMP

Girls and Boys ages 8-12
Explore the wonders of science and technology in Marymount's state-of-the-art, multimedia lab. From nanotechnology to velocity, acceleration, and more, campers are introduced to a variety of fascinating topics by a team of experienced teachers and counselors who are experienced in leading, teaching, designing, and exploring applications. Camp includes laboratory experiments, computer activities, field trips and sports and swimming.

SUMMER PERFORMING ARTS CAMP

Girls and Boys ages 8-12
Drama, dance, and visual arts are the focus for this fun-filled week of learning and fun. This program allows our campers to work with professional actors, directors and designers. Each camper will choose a role in our camp's productions of "The Meet the Artist" program, campers will have the opportunity to work with and learn from professional actors, directors and designers. The camp will participate in weekly talent shows and a final performance of the camp's productions in the French Heritage Center. Field trips include a Broadway show.

Both camps include field trips, a daily swim program and transportation to and from Marymount. Boys and Girls can register for either camp and sign up for either 3, 4, 5 or 6 weeks. Both camps are located at Marymount's new, fully air-conditioned residence hall.

For Further Information Call: 212-744-4486
P.S. 54 is truly lucky to have Mrs. Lillian Philips by our side as an integral part of the P.S. 54 family. Kudos for a job extremely well done!

Barbara Tetenbaum has been a music teacher at P110Q, a school for students with severe disabilities since 1975. Barbara's talents are varied and her giving never ends. Her work can be described as magical, as she adapts her lessons to children with autism, behavior disorders, and physical and cognitive delays. Barbara always finds a way to reach the most “unreachable” child. Her outstanding sense of humor, patience, and expertise never fail. Barbara uses the piano keyboard, adapted musical toys, instruments, and total communication techniques to get all of her students to respond and move to the music. She composes songs and writes lyrics when she cannot find appropriate publications for certain occasions.

There are so many ways that Barbara contributes to our school, too many to mention in one short article. Barbara is also a registered nurse and works weekend shifts at a local hospital. At the end of her shift she collects helium gift balloons left behind and brings them to school on Mondays to be used by the Adapted Physical Education department in “Volley ball” games.

Barbara's Special Events committee ensures that no holiday goes unnoticed. She is sensitive toward the various cultures in our school and finds ways to have everyone feel included. Barbara inspires others to participate so that the school gets decorated with student and staff work for every event. Whether it is the Haunted Gym, Tree Planting Ceremonies, Holiday Gifts for every child, Valentine Photo Hearts, or the Field Day and Picnic, you know Barbara is behind the scenes, and in front and center getting the festivities underway, and getting things done!

The amazing thing is she makes it seem so effortless. Hence, the “Magic” of Barbara.

Barbara Tetenbaum
Marathon School P 811
Queens
Joan Washington, Principal
District 75

Education Update honors teachers each month for their outstanding work on the “frontiers” of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in one or two paragraphs, what is “special” about them. In June, we will invite the teachers, principals and superintendents to a luncheon to celebrate their achievements. Please include a photograph with each nomination, the school’s name & number, principal’s name, superintendent’s name and district.

Teachers are the backbone of our educational system. They richly deserve the recognition that Education Update plans to give them. Dr. Pola Rosen, Publisher

Please email recommendations, with photographs, to education@wdsl.org, or mail to:
Education Update, 276 5th Ave, Suite 1005, New York, NY 10001
GROWTH: HOW DOES YOUR CHILD MEASURE UP?

By PAUL SAENGER, M.D.

While there are some children who start life smaller than others, most of them usually catch up very early in life. However, for those children who are still significantly shorter by age two—below the third percentile on standard growth charts—they will most likely not catch up later in life and will probably remain much shorter than other children their age, and continue to be short as adults. These children have a lifelong growth disorder called “small for gestational age,” or SGA.

In the United States, three percent of all babies are born SGA every year. While the majority catch up to normal height by age two, as many as 10 percent, or about 12,000 annually, do not. As a result, there are as many as 150,000 unique children over the age of two who have not caught up and, if left untreated, may never reach their growth potential. And while the size of a young child with SGA may be considered cute, especially among girls, there is nothing cute about the challenges they face as they get older. New parents can help by paying attention to growth charts and detecting whether their child is growing appropriately. In the United States, 3% of all children are born SGA.

Caused by a complication or trauma during pregnancy, it is believed that children with SGA have a difficult time processing growth hormones in their body, and therefore need additional growth hormone to overcome the resistance and achieve normal height. The second reason for early diagnosis and treatment occurs, the better your child will be for two key reasons. The first reason is that studies have shown kids with SGA can have significant academic and social problems, including being left behind in school, shyness and low self-esteem. Therefore, experts believe if treatment begins prior to children beginning school, there is a greater chance that their height may begin to normalize and these sequences may be reduced.

The second reason for early diagnosis and treatment is that the majority of growth occurs before puberty. Therefore, the older a child is before beginning treatment, the less time he or she has to accelerate their growth and catch up to normal height—before they stop growing altogether (usually in their mid teens for girls and late teens for boys).

For additional information about SGA and Genotropin, please visit www.genotropin.com, and for information about other childhood endocrine conditions, contact The Hormone Foundation at www.hormonefoundation.org or (708) 383-0808.

Paul Saenger, M.D., a pediatric endocrinologist and assistant professor of pediatrics at the Children’s Hospital at Montefiore Medical Center and Albert Einstein College of Medicine in New York.
Math Teachers

Continued from page 18

a lack of properly trained math teachers in our schools. The early years—when youngsters' interests are being developed—are most essential for excellent mathematical instruction. Yet this is where we find most math-phobic teachers. This must come to an end. Pre- and in-service instruction must do more than just impose new effective teaching methods. Not only should a teacher come to the position with a well-rounded liberal arts education, but it must include a strong component in mathematics— one that stresses beauty and motivates the learner.

The training of new secondary school math teachers must now focus not only on the basic content underlying that, which is to be taught, but also on ways that the subject matter can demonstrate its attractiveness. This requires (obviously) a good command of the mathematic beyond that which is to be taught, as well as a broad background of the liberal arts. To make mathematics and instruction interesting it must be brought into the broader context of the liberal arts. Teachers must be exposed to these “new” ways to view the subject matter. They must be shown different ways to motivate your students, and they must recognize the powerful new ways that our technological advances enable a deeper and more genuine understanding of mathematical concepts. Early familiarity with mathematics with mathematics will surely increase chances for success in college in this important subject.

How many math teachers today are resourceful enough to know the constant interplay between geometry and algebra, or the astonishing illustrations where various probabilities cause us to reassess our natural intuition, or beautiful geometric relationships that can be seen easily exhibited in a variety of ways, not to mention the role mathematics plays in the arts? Unfortunately too few. Perhaps most important about mathematics instruction is that it provides a wonderful training ground for developing life-long problem-solving skills that can be used in everyday life as well as to solve math problems.

It is well known that there is a math teacher shortage of crisis proportions in many areas of the country. This is not different here. New York City is still facing a teacher shortage, particularly in mathematics, special education, and bilingual education. Incredibly, New York schools will need about 1000 mathematics teachers in September 2003. Shortages of any commodity tend to reduce the quality of the product available. There is a crying need for more intensive training of math teachers, especially for many who will be asked to teach the uniform curriculum being imposed on about 1000 schools this fall.

At The City College of New York, we have played a major role in the Department of Education’s efforts to stem the shortage crisis with an alternative teacher certification program that provides a quick route to the teaching profession. We hope these newly trained teachers, coming to the profession with a rich liberal arts background, will be able to provide effective mathematics instruction while at the same time further enrich the liberal arts education for the next generation of students.

Dr. Alfred S. Posamentier is Dean, School of Education, The City College of New-York-C.U.N.Y.

Vocational Education Resurgent: Part II

By FRANK CARucci

After all of the improvements in vocational education, much still needs to be done. Our vocational schools need to recruit more shop teachers, particularly in electronics. Vocational licenses need to be aligned with the new federal requirement that all teachers be “highly qualified.” The UFT has formed a licensing and certification committee to deal with this issue. The city needs to assure that all shops are state-of-the-art and that training is industry-relevant and can lead to employment. The days when students made birdhouses or lamps from wine bottle bottoms are long gone.

The city DOE needs to expand the Substitute Vocational Assistant Program, which trains some of the most talented CTE graduates to become vocational teachers. Well over 100 SVA participants are now in our classrooms and 40 more are in the pipeline, learning their trades and learning to teach.

DOE needs to continue the Career Externship Program, which the UFT negotiated into the contract. Externships allow CTE teachers to return to the workplace to update their skills and see exactly what’s happening in industry.

The city needs to adequately fund CTE programs, and New York’s Washington representatives need to protect the federal funding stream.

Technology needs to be woven into the junior high curriculum, so that students get an early introduction to the world of work and can make informed choices about which high schools to attend. New York City schools fail to comply with state rules requiring this.

Principals and superintendents need an incentive to promote and support CTE. The chancellor needs to give some sort of “extra credit” on their rating cards for supporting CTE, so our schools truly become places for diverse learning. One size does not fit all.

I believe the tide has turned in our favor. Indeed, the state now talks about CTE in a way that reflects its beauty and motivates the learner.

The administration’s speaking points rightly assert “watered-down classes and low expectations” and “vocational programs [that] do not offer the academic or technical rigor to adequately prepare students for the demands of postsecondary education or the high-skill workplace.”

But the way that does to is through the approaches the UFT and the city Department of Education have taken—having a strong vocational program that “contextualizes” academic material, using rigorous industry-based assessments and really preparing students for the world of work. Yes have standards, yes have accountability, but give students the option of graduating from high school ready to take a skilled job.

The administration’s plan ignores the reality of urban students’ lives. The intent is to move students from high school to college on their way to the workforce.

However, it’s perfectly legitimate for youngsters to decide to go from high school to work either because they want to or have to. Quality CTE programs prepare them for work. If they wish to further their education—as many graduates do—they can work their way through college and support their families with good-paying jobs.

Congress needs to reject Bush’s plan and support the approach to vocational education that has been proven in New York City’s schools. Alfred Smith HS- Automotive Tech.

Automotive HS- Automotive Tech

Aviation HS- Aviation Maintenance Tech.

Chelsea HS- Business

East NY HS of Transit Tech- Industrial Electrician/Electrical Installation

George Westinghouse HS- A-Plus Computer Repair and Maintenance

Harry Van Arsdale HS- C-Tech Cable Tech.

HS of Graphic Communication Arts- Commercial Art Production

Samuel Gompers HS- Electronic Technician/A-Plus Certification

Thomas Edison HS- A-Plus Computer Repair, Cisco Networking Academy, Microsoft Office User Specialist

William Grady HS- Heating, Ventilation & Air Conditioning (HVAC)

Frank Carucci is Vice-President of the United Federation of Teachers

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Recently, Zoe Caldwell addressed a group at a launch of the new scholarship program. If ever words could evoke powerful emotions, Ms. Caldwell unleashed that flood with her superb monologue.

For additional information: 212-229-2819 x18 or email fgirardin@tfana.org

Noble Prize Exhibit Opens

The Museum of American Financial History in Lower Manhattan has a special exhibit entitled “The Nobel Prize: Celebrating 100 Years of Creativity and Innovation” which will run through July 2003. The exhibit provides a glimpse into the minds, lives and work of selected Nobel laureates, particularly those in the economics category, through personal video interviews, candid photographic portraits and original artifacts.

The exhibition, curated by the Smithsonian, features personal items and scientific instruments belonging to Nobel Prize winners from the past century including Milton Friedman’s briefcase, Albert Einstein’s handwritten notes and Leo Esaki’s Sony radio diode. The museum is open to the public Tuesday – Saturday, 10 am to 4 pm. Admission is $2. The museum’s website is www.financialhistory.org

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