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The City University of New York

November 2003
CUNY Month
School Reorganization

By STUART DUNN

When the NYS Legislature eliminated the Board of Education and made the school system into a Mayoralty Agency, they handed Mayor Bloomberg a once in a lifetime opportunity to address the long-term failure of the NYC public schools. Yes, there are many factors outside of the schools that contribute to the problem of educating the inner city children. But if we continue to blame these, and wait for them to change rather than fix the school system itself, we are never going to bring about improvement. The schools are the only agency that by law gets the children five days a week, six hours a day, nine months a year. (This can, and ought to be extended, but that’s another subject.) So, it is within the school system that the problem must be addressed.

Some people have criticized the Mayor for moving too fast and going far in reorganizing the schools. I think they are wrong. I think he has not gone far enough. He may already have missed his opportunity. Next year he will be busy running for reelection, and that is a notoriously difficult time to initiate change.

More immediate, he is now negotiating a new contract with the UFT. This contract should incorporate the necessary changes to permit sweeping changes in work rules and compensation methodology.

The mayor has been too concerned about maintaining strong centralized control. His biggest mistake was failing to institute school-based management, which would make the principal, the teachers and the parents responsible for the success of their school. Had he done this, the rules changes suggested by UFT President Weingarten would be an excellent starting point in simplifying the contract and introducing the flexibility needed by the schools and their principals. He could then have coupled this with a pay-for-performance plan in which the principals would be responsible for evaluating teacher performance and allocating salary increases to the best performers. The union role would become one of negotiating fringe benefits and a percentage increase package, to be allocated on the basis of merit by the school administration.

Yet, there is no reason why Mr. Bloomberg should eliminate the instructional superintendents that stand in between the regional superintendents and the principals. These people water down the role of the principals. He should assign additional assistant principals to the schools that need them to help with administration and supervision. He should delegate the running of the schools to the principals making them responsible for all personnel working within their schools, for their supervision, evaluation, hiring, firing and salary. He should make the principals directly responsible for parent involvement. And then he should hold the principals responsible for the performance of their schools as measured by student performance.

Mayor Bloomberg’s plans have been bold. But, he needs to be even more courageous if he is to bring about a significant change where it counts—in the performance of the schools and the children.

LETTERS

Response to: Free Daytime English Classes Offered at Lenox Hill Neighborhood House
To the Editor:
I thank god for people like you that help others...good luck and god bless you.
Elena Mastowski
Queens, NY

Response to: Facts On Teenage Depression From “More Than Moody”
To the Editor:
Wow. I didn’t know all this and found this interesting. I really enjoyed reading this because it gave me information I did not know.
Crystal Elowosy
Berrien Springs, MD

Response to: Guasparsi Makes Music in Harlem
To the Editor:
I just saw the documentary “Small Wonders.” This was so inspiring and beautiful that I had to look up more about this instructor and where she teaches. I found that information in Education Update. It would be nice to hear more stories about her and her students—especially on where they will be playing in the future.
Magda, Jersey City, NJ

Response to: Inclusion Program at Francis Lewis HS
To the Editor:
Your article was most informative and leaves me to think you truly believe in the Special Ed child as a contributing member of the main-stream population. Do you actually have a Special Ed Curriculum, one where the inclusion setting is all laid out for the general ed and special ed teachers? Or, are all the mods & adaptations IEP driven?
Mrs. Anna K. D’Antonio & the kids of the Newark Public Schools

Response to: Unrest in Education in France: Teachers on Strike
To the Editor:
I am in complete agreement with you. I am a schoolteacher in the United States. Privatization and regional controls often lead to ulterior monetary motives and provincial influences antithetical to a more broad-based pan-ocentric education. The discipline problems experienced in public schools in America (and a total dearth of free health care for children and teachers) may be just one reflection of the chaotic mish-mash arising from regionalization.
Doug Cameron
Houston, TX

Response to: Life on the Color Line, by Gregory Howard Williams
To the Editor:
As an employee of City College I have had the opportunity to meet Mr. Williams personally. He is an incredible human being and extremely intelligent. His book deeply touched me. He is truly an inspiration and living proof that anyone, no matter where they come from or what they are faced with, can achieve their goals and dreams if they really want to.
Maribel Mora
New York, NY

GUEST EDITORIAL

GUEST EDITORIAL

EDUCATION UPDATE

Mailing Address:
17 Lexington Avenue
Box A1207
New York, NY 10010
Email: editorial@aol.com
www.EducationUpdate.com
Tel: 212-477-5600
Fax: 212-477-5893

PUBLISHER AND EDITOR:
Pola Rosen, Ed.D.

ASSOCIATE EDITORS:
Heather Rosen, Adam Sugarman, Rob Wertheimer

ASSISTANT EDITOR:
Michelle Accorso

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Foreign Born US Residents Increased 5% Last Year

By POLA ROSEN, Ed.D.
The US Census Bureau released a report recently which cited a 5% increase in the US resident foreign-born population from 2001 to 2002 to a total of 33 million people, equal to the total population of Canada. “These data provide a moving picture of one of the fastest growing population segments in the United States,” Census Bureau Director Louis Kincaid said in a statement. A New York case in point is Lin Tsui Wong who came here from China by herself in 1977 to join her husband. She then had two children and brought her six sisters and brothers and parents to New York. Her son James, is a student at a chiropractic school, daughter Olivia graduated from college and works for IBM.

Lin became a citizen in 1982 and lives in Flushing, New York along with the 55 members of her family pictured here. An additional ten family members couldn’t attend the reunion. Congratulations to Lin for adding so many productive new citizens to our great city.

It’s “TIME” for a Back-To-School Adventure

Teachers, welcome back! Liberty Science Center has many new things to offer your students this year, including a glimpse into the future of the Center! Your students can be the first to interact with prototype exhibits and, of course, our latest featured films and exhibitions.

In the IMAX® Dome Theater:

Volcanoes of the Deep Sea

East Coast Premiere! (September 23, 2003 - September 2004)

Journey into a “final frontier” right here on Earth! Dive with scientists from Rutgers University as they search for secrets of the deep ocean floor. Volcanoes of the Deep Sea immerse students in a strange world where bizarre creatures live in boiling water gushing from hydrothermal vents and weird landscapes are dominated by huge rifts, and striped, pillow-shaped rocks the size of a VW Beetle. What students learn in the deep ocean will shape their views of life here on Earth, and about where they might find life elsewhere in the cosmos!

Jane Goodall’s Wild Chimpanzees

(Through October 2003)

It’s your last chance to give your students a giant screen journey into the hearts and minds of wild chimpanzees with the world’s most famous field researcher, Dr. Jane Goodall. Hear the story of the now famous Gombe chimpanzee community and the work of scientists seeking to understand the lives of these remarkable creatures.

Pulse: A STOMP Odyssey - Extended Run!

(Through January 30, 2004)

Take a rhythmic voyage of discovery around the world of percussion. From the Kodo Drummers of Japan to the Timbalada of Brazil, the creators and performers of STOMP guide students through a captivating musical atlas of the world.

Current Exhibition:

Playing With Time

(September 26, 2003 - January 4, 2004)

In this fast-paced world, controlling time seems like an impossible dream, but you can do just that as you explore Playing with Time. Students can speed or slow events such as choosing a kernel of popcorn and watching it slowly expand like a blossoming flower or it pops, or seeing the hilarious ways faces are transformed in super slow motion. With over 30 activities, Playing with Time offers incredible opportunities for creative discovery as students enjoy learning about human perception and the nature of time.

Coming Soon to the IMAX® Dome Theater:

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Internet Censorship: United States v. American Library Association

By MARTHA McCARTHY, Ph.D.
With the mind-boggling growth of the Internet, policy makers have become increasingly concerned about protecting children from viewing pornographic and other harmful materials via cyberspace. Since 1996, Congress has made several attempts to enact legislation to shield children from access to certain materials, but only the most recent law, the Children’s Internet Protection Act (CIPA), has received Supreme Court endorsement. The 2003 decision upholding CIPA, United States v. American Library Association, was closely watched by civil rights organizations and children’s advocacy groups.

CIPA differs from earlier measures that attempted to regulate web site operators and impose criminal sanctions for certain transmissions to minors. CIPA instead requires public libraries and school districts receiving federal technology funds to enact Internet safety policies that include filtering measures to protect children from access to obscene, pornographic, or other harmful images. Thus, CIPA focuses on the recipients, rather than on those sending the materials.

The challenge to CIPA asserted that the blocking software prevents library patrons from accessing some constitutionally protected speech and causes libraries to relinquish their First Amendment rights as a condition of receiving federal aid. Disagreeing, the Supreme Court held that Congress has wide latitude to attach reasonable conditions to the receipt of federal funds; refusal to fund an activity is not the same as imposing a criminal sanction on the activity. The Court concluded that CIPA does not prescribe a condition that would be unconstitutional if performed by libraries themselves, noting that a number of libraries were using filters prior to CIPA.

The Court further held that Internet access in public libraries does not convert the libraries into a public forum, because a library does not acquire Internet terminals to create a forum for web publishers to express themselves. Instead, the purpose of such access is to facilitate research, learning, and recreational pursuits by furnishing materials of requisite and appropriate quality. The Court broadly interpreted CIPA’s stipulation that adults can ask for web sites to be unblocked for research and other lawful purposes as meaning that adults can make such requests without specifying reasons, which reduces the concern that over-blocking will impair First Amendment rights of adult library patrons.

Despite the Supreme Court decision, there may be challenges to the application of CIPA in some public libraries, with adults alleging that procedures to disable filters are too cumbersome. Also, student plaintiffs in school settings may allege that their protected speech is being censored if the software filters block their expression that is not considered obscene, vulgar, or inflammatory. The tension between protecting minors from harmful materials and safeguarding free expression rights seems likely to generate a steady stream of litigation involving censorship in cyberspace.

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

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So, You Want to Major in Poly Sci?
A New Column Examining Various College Majors

By SARA H. N. LYNCH

Lindsey Summers was active in government affairs long before she ever decided to major in political science. A sophomore at Barnard College, Summers began her involvement in political events before she entered grade school. Most recently, she was accepted into a winter internship program where she will be working in New Hampshire for the John Kerry Demo- cratic campaign. So-mers said her parents helped to cultivate her interest.

“I feel like being political is the most basic level of self-determination,” Summers said. “When I was like four, my dad and I were going to Dukakis rallies in Boston. My parents are pretty political.”

“They’ve always been very aware of human rights issues.”

But working for the government is not the only option for political science majors. According to Kimberley Johnson, an assistant professor of political science at Barnard College, political science is arguably one of the most versatile majors.

“I have (political science) majors who are pre-med,” she said. “Then you have the standard people who go on to law school or business school. A number of them become filmmakers. They might work in government, non-profits, as activists, or in education.”

Johnson said that generally most people who major in political science have a strong interest in current events.

“I’d suggest the major if you have an interest in current events or if you’re interested in the age-old issues of inequality and power,” she said. But what exactly is political science and what kinds of courses does a student have to take?

Johnson defined political science as being the study of politics and government. Although curriculums will vary from college to college, students majoring in political science generally choose a sub field within the major. The sub fields offered at Barnard College and Columbia College includes American politics, which focuses strictly on domestic political issues, comparative politics, international politics and political theory.

“Comparative politics, you compare different political processes or systems,” Johnson said. “So you might look at democratization in Latin America and Eastern Europe, for example. What is it about specific countries or areas? What are the different political issues or processes?”

“With international politics, you’re looking at differences across countries as opposed to understanding the differences between countries.”

Political theory is the most traditional sub field within the political science major. In political theory classes, students read classic texts that range anywhere from Plato and Aristotle to Marx.

Before Summers transferred to Barnard from the University of Santa Cruz in California, she took her first class in political theory.

“We learned a lot of classical texts like Plato,” she said. “It was really interesting because it didn’t talk about political things—it talked about political freedoms and the quality of being political in a completely nonpartisan manner, which is very different from the way most college students think about politics.”

But while Summers has chosen to concentrate in American politics, other students find it more interesting to learn about political processes outside of the domestic arena. For Mike Ren, a political science and economics major at Columbia College, international politics has proven the most interesting.

“I’m interested in how the countries balance power and try to survive in this international anarchy,” Ren said. “It’s the idea that governments don’t have an overarching authority to reinforce international rules, so everyone is just trying to survive at the expense of everybody else.”

continued on page 30

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Bullies & Their Victims

By CURTIS SILWA

I was no saint, let alone an angel of any kind, while pounding the books at St. Matthew’s. It was an elementary school run by the Josephite nuns in the Crown Heights section of Brooklyn. I’m still haunted by memories of the vibrations from their glares and stares and the sting from their three-foot long rulers cracking down on my knuckles.

They controlled the classroom and were in every part of our lives, even though there were 36 of us in the classroom. They could do it because we stayed in that one class and weren’t swapped from teacher-to-teacher, subject-to-subject.

Then came the 4th grade. There was a new kid who had been left back. He was the bully who was all over you in the cafeteria, in the school yard. He’d come up next to you and whisper in your ear, threatening mass destruction on your way to and from school, courtesy of his pals who went to nearby public school that got out 15 minutes earlier and could be ready to roll-up on you.

He’d never beat you himself. He was a Fagan-like character. If you complained, you’d get more grief. He’d ratchet it up. He was empowered by this more than he feared the nuns.

There was so much pressure, my grades plummeted from straight As. I started looking for reasons not to go to school. I had an appen-dicitis attack from the tension and stress, so I transferred to a public school in the Canarsie section of Brooklyn.

The manipulation broke my confidence, but it eventually made me strong. The bully, unlike the prevailing profile, is often the most charismatic, the most outspoken and gregarious. He’s a real modern-day Eddie Haskell of Leave It To Beaver fame. If left unchecked, the bully will eventually turn his sights on the teacher, pushing to see how far he can get. Then teachers will start calling in sick because it’s not worth it to them to deal with these predators day-after-day, hour-after-hour.

In our anti-bullying seminar that we are bringing to school systems around the country, we use members of the Guardian Angels to role-play, as victims of the bullies, teachers, apathetic students and naturally, the bullies. It’s interactive, as teachers and students rotate roles. There is more information and free step-by-step guidelines on our Web site, www.guardianangels.org.

The bullying may not be all out in the open for teachers to see. It drives because people in the school systems rarely, if ever, communicate with each other.

That’s why everyone has to share information. It’s vital for the system not to separate itself—white-collar administrators and teachers from the blue-collar school bus drivers, crossing guards and cafeteria workers, who tend to be more street smart and have a better understanding of what’s going on outside the classroom.

If left unchecked, there will never be détente between the bully and the teacher. You have to neutralize the bully or remove him before he creates more havoc.

Curtis Silwa is the Founder and President of Guardian Angels.

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Cuomo, Berlusconi & Caperton Announce AP Italian Course

Representatives of the Italian government and College Board President Gaston Caperton announced the creation of an Advanced Placement Program® (AP®) Course and Examination in Italian Language and Culture. Participating in the announcement at the Consulate General of Italy were Italian Prime Minister Silvio Berlusconi; Italian Ambassador to the United States Sergio Vento; Italian Consul General Antonio Bandini; New York State’s former First Lady Matilda Raffa Cuomo, who spearheaded the Italian AP initiative; and representatives of the three sponsoring Italian American organizations: the National Italian American Foundation, represented by the Honorable Frank Guarini; the Order Sons of Italy in America, represented by Joseph Sciame; and UNICO National, represented by John Alati.

The development of AP Italian Language and Culture is the first step in a commitment by the College Board to further multiculturalism and multilingualism in secondary school education. Last June, the Trustees of the College Board approved in principle a plan for four new AP Courses and Examinations in World Languages: Italian, Chinese, Japanese, and Russian. The Trustees also agreed to evaluate support for potential new AP offerings in other areas of history and ethnic or cultural studies (such as African-American History, Latino Studies, and Asian Studies). Caperton said, “On behalf of the Trustees and members of the College Board, I would like to thank Prime Minister Berlusconi for the Italian government’s generous financial support in creating this new college-level course for American high school students, and we applaud the Italian-American community for its determination and financial support on behalf of AP Italian, and Mrs. Cuomo for the combination of grace and tenacity with which she charted the National AP Committee and coordinated this effort.”

In addition, Caperton also acknowledged the American Association of Teachers of Italian for its support. “Through the new world language programs, the College Board hopes to make a significant contribution to secondary school curriculum,” Caperton said. “World events make it ever more obvious that a broad knowledge and understanding of other languages and cultures is essential for our young people.”

For further information, visit www.college-board.com.

BETTER SERVING TEEN PARENTS

By COMPTROLLER WILLIAM C. THOMPSON, JR.

Beth isn’t the typical student, but her situation is distressingly typical. While classmates devoted the waning weeks of summer to stockpiling up on supplies and trying on new outfits for back to school, she had a bigger concern—how she would care for her baby once classes began.

Her concern is valid because educators need to do more to keep pregnant and parenting teens in school. These young students face a constant tug-of-war over balancing schoolwork with the demands of parenting. And often, it is the time devoted to study and good attendance that gets sacrificed.

Many adolescent parents will not return to school this fall. That’s a shame. As I discussed in my recent report on pregnant and parenting teens, “Undercounted and Underserved,” the consequences for them and for New York City are dramatic.

Consider these facts: An estimated 70 percent of adolescent girls who become pregnant before the age of 18 will drop out. Median weekly earnings for female high school dropouts are 39 percent lower than earnings of female high school graduates. Nearly 80 percent of teen mothers must resort to public assistance for support.

In fact, across the United States, adolescent parenting costs taxpayers more than $55 billion annually in lost revenues and related social services expenses.

There are effective programs that reach out to pregnant and parenting teens before they drop out of school.

The New York City public schools have two such programs. There are four borough-wide Family Centers that provide support services during pregnancy and the postpartum period, including infant childcare, to pregnant high school students for an average of about 18 months, after which the students return to their former high schools.

Additionally, the Living For the Young Family Through Education or LYFE program provides child care on site at 42 public high schools to the children of students, and offers support services aimed at teaching parenting skills and helping students juggle their roles as parents, students and developing adults.

These programs are a good start, but they are unable to reach all who need them. My office has determined that these programs serve a combined total of no more than 2,000 pregnant and parenting students each year.

Unfortunately, New York City Department of Health and Mental Health records revealed that, as of the Year 2000, New York City had more than 20,000 mothers under the age of 21 who had yet to complete high school. Of these young mothers, 8,000 were age 17 or younger and are required by law to attend school. Even more alarming is the fact that only an average of 150 student pregnancies are recorded each year by the Department of Education under a policy that requires confidential identification and reporting of pregnant and parenting students by each City school.

The gap between the number of mothers in the City under the age of 21 who have not finished high school—20,000—and the number recognized each year by city educators—150—should serve as a wake-up call.

My report found that the Department of Education currently could not identify who most of these young mothers are and, more importantly, whether or not they are still in school.

As study after study shows, early pregnancy and parenting is a leading cause of dropout for girls across the country. Dropout rates in New York City have been on the rise for the past four years, for girls as well as boys.

Our best hope is to continue our investments in pregnancy prevention programs. However, we also must do a better job of identifying and supporting the young women who are in our schools before they are lost to the system altogether.

Students like Beth should not be forced to choose between caring for a child and getting a diploma. Parenting students need the full support of the school system so they can finish their education and build a foundation for their own and their children’s future.

By better serving teen parents, we will protect the City’s long-term fiscal health, while helping all members of these young families—the girls themselves, their children and, not incidentally, the children’s fathers (who often also are high school students themselves)—achieve their maximum potential.

New York City Comptroller William C. Thompson, Jr. is Chair of the Citywide Task Force on Adolescent Pregnancy, Parenting and Prevention.

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Creating Concept of Community Within a School

BY SR. KATHLEEN FAGAN, RSHM, HEADMISTRESS, MARYMOUNT SCHOOL

From book buddies to senior seminars, Marymount School is committed to building a community in which all members thrive. A handshake at the front door welcomes each student to school, while chapels, retreats and assemblies give us the opportunity to reflect as a group, sharing our vision and goals with each other. We value the separate, yet collaborative roles of everyone involved in our school—students, parents, faculty and alumnae—who together create an optimal learning environment.

As a Nursery-Class XII school, we have established many traditions that link girls of all ages. Kindergarten and Class II share reading time. Students in both Lower and Middle School eat lunch family-style with teachers and students from other grades. Freshmen are assigned junior big sisters, and all families new to the school are matched up with a current family even before classes begin.

After opening our new Middle School building in 2002, we strengthened our community even further. Although the Middle School at 2 East 82nd Street is less than two blocks away from the Fifth Avenue buildings, we knew it was important for our middle school girls to maintain their connection to the rest of the school. We assigned all our students to “Houses” named after notable women. Each House includes young women from kindergarten through Class XII and meets periodically for special activities and occasions, allowing strong relationships to be built across all grade levels.

Parental involvement is an essential element in education; in fact, we see parents as partners with the school. We offer a variety of parenting workshops each year, and there are many opportunities for parents to become active members of our community, from assisting on field trips to chaperoning school dances to giving tours to applicants and their families.

Involvement in the Marymount community does not end at graduation. Marymount alumnae stay connected with the school through an active alumnae association. Alumnae are invited to discuss their careers with our graduating class annually in a series of senior seminars and often provide internship opportunities as part of a mandatory program for our seniors each spring. Some alumnae—myself included—have returned to Marymount as teachers, administrators or parents. Regional events across the country allow even our more distant alumnae the opportunity to catch up with their alma mater.

Marymount is part of an international network of schools founded by the Religious of the Sacred Heart of Mary, with schools in London, Rome, Paris and Los Angeles as well as New York. Student exchanges and frequent collaboration between the network schools stretch the boundaries of the Marymount community across the globe. We also teach our students that our community extends beyond the school walls to the world around them and that they have a responsibility to this greater community, as well. As our mission states: “Students are urged to become active community participants, responsive to others within and beyond Marymount.”

New Beginnings: Manhattan/Hunter Science HS

By MICHELLE ACCORSO

Imagine being part of the first group ever in a newly created community. This is the reality for the students at the Manhattan/Hunter Science High School.

“We are excited to celebrate the opening of this innovative new high school, a school that is academically demanding and that focuses heavily on the study of science,” said Chancellor Joel Klein. “We need these kinds of specialized schools to make sure our students are prepared for the opportunities and demands of the economy of the 21st Century. Our partnership with Hunter College shows what we can accomplish when we work together to do what’s right and necessary for our City.”

As of now, the small school that is being currently housed in Martin Luther King Jr. Intermediate School on Amsterdam Avenue is home to only ninety-three students, the criteria for selection were achievement in science and academic skills, the drive to go to college and submitting an essay on why he/she should be chosen. Alton McCarthy, a new entrant at the Manhattan/Hunter Science High School, wrote an essay entitled “Accepting Alton” stating his interest in studying medicine. “I want to find cures to all kinds of cancers,” Alton stated to the general encouraging consensus of attendees.

“We are proud to be a part of Chancellor Klein’s call to change,” said President of Hunter College, Jennifer Raab. The new high school, named after Irish immigrant Thomas Hunter, reflects his original high-spirited plan for education back for a revamping of a positive and encouraging learning environment. “Thomas Hunter spear-headed the professionalism of teaching in this city and this country,” Raab stated.

According to Councilwoman Eva Moskowitz “Science is a foundation of global economy and yet hasn’t received the emphasis on literacy and numeracy in New York City. That’s what makes this school so wonderful.”

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CYNTHIA GREENLEAF FANTON

to describe how energized I feel about being at

can’t emphasize enough, or find the best words

to maintain their support for public schools.

“Thank you for the example you set and the

work you are doing,” Kennedy said to the

enthusiastic crowd. “We’ve embarked on many

reforms and initiatives: new curriculum, new

organization and making principals more suc-

cessful. Education begins in the classroom with

the teacher, and we need an entire city to sup-

port that.” Kennedy added, “When an adult

believes in a child, that child can fulfill his

dreams.”

The meeting kicked off with a message from

president Digna Sánchez, who thanked the vol-

unteers for their hard work and dedication. “I can’t emphasize enough, or find the best words
to describe how energized I feel about being at

the helm of Learning Leaders, at a time of

such hope-filled changes in our pub-

lic schools,” Sánchez said in her open-

ning remarks. “Someone asked me how I

would describe the magic of Learning

Leaders. It’s not magic. I would say there is beauty in the commitment made

by eleven thousand six hundred adult, parent and community volunteers.”

Among the prominent attendees

applauding the volunteers were Cynthia

Greenleaf Fanton, trustee of Learning

Leaders; Iris Weinshall Schumner, Commissi-

onner of the NYC Department of

Transportation and Vice-Chair of the

Board of Trustees of LL; Allen Gomez,

VP and Corporate Giving Manager,

Washington Mutual; Betsy Gotbaum,

Public Advocate; and Randi Weingarten,

President of the UFT.

Founded in 1956, LL is a program

that trains volunteers to help tutor chil-

dren in all subject areas and grade lev-

eis. It provides services to 175,000 New

York City public school students in a

total of 850 schools citywide. The meet-

ing served not only to thank volunteers for

their dedication, but also to praise corpora-
tions for their financial sup-

port including

Washington Mutual, who has

given $1.2 million to education with a commitment span-

ning 75-80 years. As well as Merrill Lynch. In

addition, Sánchez announced that this year

Learning Leaders will add learning materials

in Cantonese and Mandarin in addition to the

materials in English and Spanish.

Volunteers who attended the event said they

were excited to begin the new school year.

Nigel Grant, a Learning Leaders volunteer

from the Bronx, is studying to become a

teacher at CUNY. He hopes he can make a dif-

ference at PS 126 where he works with chil-
dren aged 7 though 11. But Grant said that

Learning Leaders does not just benefit chil-
dren—it also helps the teachers as well.

“Most teachers are dealing with 30-40 kids

on a daily basis,” he said. “They need assis-
tance, whether it’s teaching, helping around

the classroom or talking to parents.” But most

importantly, Grant wants to make an impact on

children’s lives. “We need teachers to instill in

the kids a sense of pride—a sense of belong-

ing, the need to be loved and appreciated,” he

said. “The world is a big place and they have a

lot of choices, but they can be anything—any-

thing they want to be.”

Sarah N. Lynch is a senior at Barnard

College and an intern at Education Update.

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LYFE Program: Giving Life to Teen Moms

By MICHELLE ACCORSO

The “Living for the Young Family through Education Program” (LYFE) is an integral component of many New York City Public Schools. LYFE centers provide day care facilities for the infants and toddlers of students still attending school and provide for their specialized needs. Education Update had the pleasure of interviewing two young teenage mothers, Jennifer Gay of Brandeis High School and Christina Broadhurst of PS 932, who are currently attending this unusual program.

Education Update: How did you find out about the LYFE program?

Gay: I had a few friends that were going there, and loved it, so they told me about it.

Broadhurst: I just looked through a High School Application book and found it in there. So I went with my daughter, Brianna, to get inter-viewed and was accepted.

Education Update: How has it helped you?

Gay: I didn’t have a babysitter, I couldn’t afford one. The LYFE program helped me out a lot not only with watching my son, Kevin, but also when I ran out of milk they gave me money. They also provide medical coverage for Kevin and me. Not only that, but they teach Kevin as well. I’ll get him at the end of the day and he’s learned so much.

Broadhurst: I wouldn’t be able to go to school without it. I’m able to spend the same amount of hours in school as anyone else would and I get to see my daughter between classes.

Education Update: How old are your children?

Gay: Kevin is nine months.

Broadhurst: Brianna is seven months.

Education Update: How do you manage your finances?

Gay: Fortunately Kevin’s father and I have remained friends and he supports Kevin a lot. My mother also helps.

Broadhurst: I’m 16 right now, so soon to be 17 so I am still very dependent on my mother for money. The LYFE program does help with job placement, though, so I am looking into that.

Education Update: Are there any other programs you looked into before this one?

Gay: No. I saw this one, met with people there while I was still pregnant and didn’t have a reason to look anywhere else.

Broadhurst: No, I was introduced to this program and loved it right away.

Education Update: Is there one person who has helped you the most?

Gay: Diane Whitaker, a counselor at my school. She teaches me to have confidence in taking care of Kevin and also mentors me in peer education. I volunteer every year to educate other students about HIV/AIDS and other STDs.

Broadhurst: Miss Thompson, my social worker, has helped me most. She makes sure I go to classes, offers me suggestions and keeps me on the right track.

Education Update: What do you plan to do when you finish school?

Gay: I’m definitely going to go to college. I know that it will be hard but I will go to a two-year community college first and then once Kevin is old enough for school I’ll transfer to a four-year college or university. I’m sure I will manage. I have a lot of support.

Broadhurst: I want to go to college but I’m not sure where or how yet. I have to think about finances and caring for my daughter first and foremost.

Education Update: How would you have managed your future without this program?

Gay: I don’t know if I would have had a future. I probably would have given up. I know I would’ve had a very hard time.

Broadhurst: I don’t think I could’ve done this without the LYFE program. This is the best thing that’s ever happened to me.

Education Update: Did you have sex counseling?

Gay: No, I never had any counseling. I don’t know if it would’ve been a good idea.

Broadhurst: Yes, the LYFE program was very helpful. Without the LYFE program most teens wouldn’t get to where they need to be. This is the best solution for my daughter and me. She wouldn’t be as healthy or have such great social skills.

or are you worried about how your child will feel should he or she not emerge the winner? Fälle you also want to give the parental reminders that win or lose, this election does not define their entire future and is by no means their last chance to take a leadership role. Your attitude can help them respond graciously to the results of the election, no matter which way the votes go.

When my daughter lost a student election in high school, of course she was disappointed. We showed her that we were very proud of her efforts and she was confident enough to try again in college, where she won student government president. I like to think our counsel and the lessons she learned from her first attempt helped her to be willing to try again.

Student elections, our children’s first experiences with the democratic election process, should always be positive, even idealistic forums. You can help by monitoring things like posters and speeches and vetting anything that comes across as negative or criticizing the other candidates. Encourage your children to campaign on their own qualifications and help them to identify what makes them a good candidate.

One piece of advice that is appropriate for any candidate: Explain to your children that the elections should be more about the voters than the candidates. Suggest that they let the other candidates know that if elected, they will listen to what the students want and do their best to accomplish those objectives. Then on Election Day be ready with a big hug for your children, and let them know they don’t need an election to be winners to you.

Dr. Hankin is superintendent of Syosset Central School District, Randi Sachs is Public Information Officer of Syosset Schools.
PROFILES IN EDUCATION:

Dr. Twila Liggett: Executive Producer and Creator of Reading Rainbow

By POLA ROSEN, Ed.D.

While watching the successful 20-year-old PBS-TV program Reading Rainbow, one can’t help but think of the proverbial pot of gold at the end of the rainbow, which, in this case, is learning to read—a far more valuable “pot.” Dr. Twila Liggett, creator and executive producer, explains the origin of the name: “rainbows are always appealing to kids and we wanted our mission to be understood.”

Dr. Liggett traces her roots to Nebraska where, as a state reading coordinator, she fulfilled her passion for reading and teaching. Shortly after earning her doctorate, she decided to work for a Nebraska educational television network. At that time, there were a few 15 minute long, curriculum heavy instructional shows in South Carolina. “I thought there was room for a show about the joy of reading that would really get kids excited about books,” said Liggett. Reading Rainbow’s programs carefully incorporate current literacy understanding with research, humor and entertainment to ensure that viewers will be absorbed and will remember the show even years later. In fact, “there is an incredible recognition by the 20-something and early 30-something group that recall the show and want to introduce it to their kids. I’m very pleased that young people remember our series with great affection.”

Research about Reading Rainbow has been ongoing through the years. “We always would pull two or three shows and work with a research firm that would go out and watch kids watching the show. We had enormous success in getting books in the hands of children,” said Liggett. Current research, completed recently by an independent group, is available on www.readingrainbow.net.

One of the amazing aspects of Reading Rainbow is that it’s put together by a small staff including 3-4 people who work year round on curriculum. The crew swells at production time with an additional 10-15 interns and production assistants.

Discussing how the content of the show and the books are chosen, Liggett averred that they work closely with the American Library Service for Children. The book has to be well written, the illustrations well done and the content reflective of the diversity of this country. “We look for a variety of issues that we think affect kids. We’ve done a lot of math and science to let kids know of their connection with reading.” If Reading Rainbow does a science book, they will have an expert review it, then take it into schools for teachers to read and finally follow-up with the teachers to see how students reacted to the books. Many of the viewers are of Hispanic origin, therefore the show incorporates Spanish and English into episodes about stereotyping and different cultures. Using live actors, unusual locations, and different languages, the show is designed to reach kids where they are and how they learn.

Liggett underscores, is to reach kids with a literacy message; “to build an affection for and a passion for reading in the early years that will help us prevent something that is even scarier than illiteracy—aliteracy; when kids know how to read but choose not to.”

“We had 50,000 kids across the country write and illustrate their own story. We’re right at the beginning of creating the Reading Rainbow Universe, of reaching kids on all levels.”

Celebrating 100 Years of Flight

By MARTIN BENANTE

[Embed image]

“Last year we had 50,000 kids across the country write and illustrate their own story. We’re right at the beginning of creating the Reading Rainbow Universe, of reaching kids on all levels.”

Fall Admissions Tour Dates

PRE-SCHOOL – 48 at 9:15 am
Thursday, October 9
Thursday, October 16
Monday, October 20
Monday, November 3
Friday, November 14
Thursday, November 20
Monday, December 1
Friday, December 12

LOWER SCHOOL – 48 at 9:15 am
Thursday, October 23
Thursday, October 30
Tuesday, November 4
Thursday, November 20
Thursday, December 4
Tuesday, December 9

UPPER SCHOOL – 48 at 9:15 am
Monday, October 20
Wednesday, October 29
Wednesday, November 5
Monday, November 10
Monday, December 8

PRE-SCHOOL – contact Ginny Terrv, (718) 852-1029, ext. 213
K-12 – contact Marilyn Florence, (718) 852-1029, ext. 232
Please call early as spaces are limited.
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October 8, 2003
October 14, 2003
October 16, 2003
October 22, 2003
October 28, 2003
October 30, 2003
November 5, 2003
November 11, 2003
November 13, 2003
November 19, 2003
November 25, 2003
December 2, 2003
December 4, 2003
December 9, 2003
December 11, 2003
December 17, 2003

Grades 5 - 8
October 7, 2003
October 21, 2003
November 4, 2003
November 12, 2003
November 18, 2003
December 10, 2003
December 16, 2003

Grades 9 - 12
October 9, 2003
October 15, 2003
October 23, 2003
October 29, 2003
November 6, 2003
November 20, 2003
December 3, 2003
December 18, 2003

* Quest

All open houses begin at 9:00 a.m. and end at approximately 10:15 a.m. They are held at 291 Central Park West and are for prospective parents.

A reservation is required. Please contact the Admissions Office at (212) 724-2146, ext. 1 or at admissions@dwight.edu to reserve your place.

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If you know where this statue is, please email us the location at ednews1@aol.com or fax us at (212) 477-5893. You must include your name, address, and telephone number. The first to respond will win the prize.

Congratulations to last month’s winner! Katherine G. Brennan of Manhattan was the first to write in with the correct location of Admiral David Farragut located in Madison Square Park.

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Steinberg of City College. In a follow-up, year long, once a month practicum, the teachers are exploring how to best teach the subject; each will develop a 3 to 4 week new unit on physics. Why physics for the inaugural program? Dr. Snyder explained that middle school standards have a great deal of physics and that in interviews he discovered a “subculture of physicists interested in experiential learning.” One of the summer experiments, utilizing convex and concave mirrors, dealt with light—how does it get reflected, how does it bend. The questions then posed of teachers was where would you place reflectors and solar heating panels on a house and why. It is hoped that the Kerlin Science Institute seeks to define biology and pedagogy. In another exciting initiative, Bank Street College is proud to be one of 11 sites chosen (the only one in New York) for the Teachers for a New Era (TNE). Funded by the Carnegie Foundation, with help from the Ford, Ammenberg, and Rockefeller foundations, TNE seeks to define good teaching and learning, and develop, in a systematic way, proven, excellent teacher education programs. Data collected from actual classroom observation of exemplary teachers with track records of success will be compared with current theory and teacher education models. Good teaching involves being able to achieve concrete goals as well as articulate abstract principles. A successful student who gets a “right” answer will also understand underlying relationships. “Educators need to be more systematic and rigorous in the collection of hard data,” underscores Dean Snyder. Based on investigations of actual classroom practice, assessments over time of graduates’ impacts on student achievement, and input from subject matter specialists, teacher-training models will be transformed to produce better teachers and students. “One of the exciting concepts we’ve proposed and implemented blurs the distinctions between professors and teachers in a district. In Region 9, a Bank Street professor becomes a school faculty member. There is a sharing and clustering of resources. Coaches wear two hats: they are mentors to teachers as well as teachers for children. “Institutionally, significant changes are happening,” exclaimed the dean. This is an exciting time for Bank Street. Keep tuned..

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By SYBIL MAIMIN

Tucked into the basement of the state-ly red brick Gothic building that is Columbia University’s Teacher’s College (TC), the Graduate Writing Center is a seven-year old indispensable resource for students who need to hone their written-language skills. Utilized mainly by TC and Columbia College students, the Center is also open to members of the community and has had clients ranging from elementary school children who want to develop good habits and techniques to professionals who need help translating foreign language journal articles into proper English. The Center’s services include private tutoring for higher education students and for elementary, middle, and high school students as well as workshops and dissertation editing. Currently, the Center, which has about 200 clients, is one of only three graduate schools in the nation with a writing center.

Tutors, who work one-on-one with clients, are TC students studying in relevant fields such as Applied Linguistics, English Education, TESOL (Teachers of English to Speakers of Other Languages), and Gifted Education. They are versed in styles of documentation for research papers, particularly the popular APA style. Tutors focus on specific writing tasks, helping a client find and correct errors and develop strategies and approaches that can be applied to future assignments. They will look at organization, transitions, sentence structure, and grammar. They do not proofread or copy edit. Cara Tuzzolino-Werben, a TC student in Applied Linguistics, who is assistant coordinator at the Center and matches clients to tutors after assessment interviews, explains that the program is process oriented. “If you are struggling, you have to understand that writing is a process as well as a technique. Breaking it down makes it easier. Writing a paper is a continuum. It is drafting and revising. In the collaborative relationship, the client writes a paper, discusses it, revises it, rewrites it, and perhaps discusses it again.” Tutoring for younger students depends upon individual needs and can be related to school assignments, writing-test preparation, college application essays, or developing useful skills. The only copy-editing done at the Center is for final-stage dissertations.

John Young, a TC doctoral candidate and part-time math teacher at Hunter College High School’s after-school program, is one of 20 tutors at the Writing Center. The needs of his clients vary, but from the “right” way to gather all-important literature review in a research paper to the challenges faced by non-native English speakers. He tries to be patient and supportive. “Teaching and education are my life’s work,” he exclaims. “Working here is a joy.” Tuzzolino-Werben shares his enthusiasm and credits director of the Center, doctoral candidate Dana Zaskoda, for setting the standard with “her really rigorous approach to writing.”

In addition to the one-on-one options, three-to-four hour workshops, open to the community, focus on relevant issues in academic writing, such as getting started, organizing, grant writing, research skills, grammar, referencing and bibliography, and punctuation. Tutors teach the workshops, which are kept small at 6 to 8 members. Workshops are held at the Center. Individual tutoring can take place at any time and place convenient to both client and tutor.

The Center is self-sustaining and charges fees for its services. Rates are hourly and must be purchased in 3-hour blocks. For more information, call (212) 678-3789.

The Graduate Writing Center at Teachers College, Columbia University is an on-campus tutorial service. Students work one-on-one with a Writing Tutor, receiving individualized instruction to develop competence and confidence in writing. Working in conjunction with parents, Writing Tutors help middle and high school students resolve rhetorical issues. Based on input from the parents, the tutor facilitates student learning by scaffolding writing strategies students may use in future writing assignments. Our tutors have relevant academic and teaching experience and are selected for their excellence in guiding students through the writing process, from idea formation through final drafts.

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

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Teachers College, Columbia University

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Open Houses
Although it is not specifically requested by every school, readers are strongly advised to call schools to confirm dates and times and verify if appointments are needed.
Visit University of West Florida in Pensacola Florida for an admissions open house on Friday, October 17 or Saturday, November 15. For more information call 800-263-1074 or online at uwf.edu

Workshops
Early Intervention Information Sessions for NYC Parents
Resources will conduct 15 daytime and evening workshops about the NYC Early Intervention Program and how it can help young children and families.
Reimbursement for child care (for these sessions only). Sponsored by the New York City Training Collaborative for Early Intervention.
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Phone: 646-312-3930
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Web: www.baruch.cuny.edu/wwas/harman

Baruch College expresses gratitude to the Harman Family Foundation.
The Hispanic Association of Colleges and Universities (HACU) welcomed the award of $4.67 million in new U.S. Department of Defense grants. The science grants will go to 17 colleges and universities with high Hispanic student enrollment rates.

“Our nation’s youngest and largest ethnic population is disproportionately under-represented in scientific teaching and research fields essential to sustaining our nation’s economic strength and security. These grants, which target those higher education institutions that serve the largest concentrations of Hispanic students, will go far in addressing that challenge by equipping our students with new opportunities to excel in critical science and research fields,” HACU President and CEO Antonio R. Flores said.

One-year instrumentation and research grants ranging from $108,000 to $400,000 will be awarded by the Office of Defense Research and Engineering of the Army Research Office to 17 colleges and universities—all members of HACU—in California, Florida, Kansas, New Jersey, New Mexico, New York, Texas and Puerto Rico. The grants will be used to expand scientific laboratories, acquire state-of-the-art scientific equipment, and enhance campus science courses, outreach and research.

The grants are being funded through the federal Fiscal Year (FY) 2003 U.S. Department of Defense Instrumentation Program for Hispanic-Serving Institutions (HSIs). HSIs are defined as having a full-time student enrollment that is at least 25 percent Hispanic.

HACU, with headquarters in San Antonio, Texas, and offices in Washington, D.C., represents more than 300 colleges and universities serving the largest concentrations of Hispanic higher education students in the United States.

Enrollment Options

Ellis College—
Newest School at NYIT

Ellis College, named for the island where immigrants entered America, is a new school offering undergraduate degrees in various business-oriented fields, like marketing and management. Students who enroll will be required to have three years of work experience.

Mr. Edward Guiliano, president of NYIT, envisions Ellis College’s outreach to foreign countries. “I’m off to China next week. I’ve found the number one spending area there is education,” he says. “In Romania, people will borrow any amount of money to get an American education.”

In celebration of Latino Heritage Month, Queensborough Community College will present a variety of events honoring the contributions of Hispanic-Americans to our society throughout the years.

Through October 15, the Kurt R. Schmeller Library on campus will host an exhibit, “Latino Heritage Month: Folklore and Traditions.” On October 8th, from 1-3 p.m., a special theater presentation, “Que Paso Con Mi Plata?”, written by Jose Useche (a QCC alumnus and current QCC employee) will be held in the Humanities Theater. This modern Hispanic love story relays the tale of Carlos, an immigrant who, though deeply loved by one woman, marries another for the sake of a green card.

For more information call the Office of Student Activities at (718) 631-6233.

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If you have been sexually or physically abused or assaulted in childhood, you may be eligible for a psychotherapy research study for women or adolescent girls at the Institute for Trauma and Stress at the NYU Child Study Center.

TREATMENT FOR ADOLESCENT GIRLS

The Adolescent Girls Project (AGP) offers individual treatment to adolescent girls with a history of interpersonal violence. Treatment will be either a supportive treatment in a community clinic or a structured treatment that focuses on issues of self-esteem, difficulties with relationships and trust, and development of coping skills.

For more information, or to make a referral, please call (212) 263-2786.

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For more information, or to make a referral, please call (212) 263-2481.

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Coaching for Success

To prevent the demands of life from becoming overwhelming, it’s a good idea to look at the logistics of what you really need to do, what you really want to do, and how to accomplish goals more effectively. More and more people, including those who are already highly successful, are looking to Personal and Business Coaches to help them with this process, and to enhance their enjoyment of life.

Coaching is an ongoing relationship that improves a client’s ability to effectively focus on identifying and taking action to achieve their goals (immediate, short-term and long-term or life goals). The approach is practical, interactive and proactive. The Coach helps a client to prioritize individual goals and set up do-able strategies for accomplishing them. Like the sports model, the Coach helps clients to identify strengths and difficulties and to learn and practice new skills.

The Coach provides objective feedback, motivation, structure and accountability.

The Coach will assist a client to better deal with issues concerning home, career, relationships, communications, personal finances, health, etc. Critical skill-building strategies often include organization (space, papers, ideas), project management (getting things done by breaking projects into time-specified tasks) and time management (realistic planning and effective utilization of time and resources).

While everyone can benefit from coaching, people with Attention-Deficit Hyperactivity Disorder and those with organizational or executive functioning impairments will especially benefit. These people who, while often highly intelligent, creative and desirous of achievement, have difficulty with their ability to plan, prioritize, organize, process and follow up. ADD Coaching teaches ways to successfully bridge this frustrating gap between promise and performance, idea and implementation.

At the ADD Resource Center, we provide support, encouragement, structure and understanding. We believe it is critical for clients to understand and recognize their unique makeup, including the impact of ADHD on their life and in their interactions with others. Then, armed with support, self-knowledge and a “toolbox” of practical solutions and appropriate compensatory strategies, clients are able to maximize their talents and accomplish specific goals.

For more information contact the ADD Resource Center in NYC at (646) 205-8080 or in Westchester at (914) 765-5648.
Email the ADD Resource Center at addrc@mail.com.

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**Wheelchair Charities A Superstar**

By MIKE COHEN

Steve Francis took a pass from Nick Van Exel on the wing and drove past Stephon Marbury for a thunderous highflying one-handed dunk. The crowd at Madison Square Garden erupted with applause. Although all three players are superstars from different teams, this was not an NBA All-Star game. In fact, this contest took place in early September during the league’s off-season. This game wasn’t about a final score or even bragging rights for the winner. The event is an annual classic played for Wheelchair Charities Inc. to raise money for patients to have more comfortable lives at Coler-Goldwater Memorial Hospital on Roosevelt Island.

“This is about helping out a needy cause,” said Van Exel, a 10-year veteran, recently traded to the Golden State Warriors. “Maybe those people in those wheelchairs could have been where we are today, so we are in a position to help. We should just be thankful ourselves.”

Wheelchair Charities Inc. began in 1973 when it raised roughly $4,000. Today, more than 30 years later the organization brings in over $1,000,000 annually. It’s no secret that success stems from leadership at the top. From its inception there has been only one man at the helm of Wheelchair Charities Inc.: Hank Carter, has been on a mission to help people ever since his best friend was left paralyzed from the waist down after being struck by a stray bullet on a New York City street.

“They bodies may be broken down,” said Carter, 60, “but their minds are not. All we want to do is make everything better for them because God gave us so much.”

It is Carter who has given so much to Coler-Goldwater, a 2,016 bed Specialty Hospital and Nursing Facility for patients with varying medical conditions that is part of the city’s Health and Hospitals Corp. Carter, a recent retiree from the Long Island Savings Bank, where he worked his way up from a teller to a senior executive vice president, has donated more than $10 million worth of equipment to the hospital. It is hard to find a spot in the hospital where Wheelchair Charity Inc.’s work is not visible. From a green-house for patients to soak in some nature to motorized wheelchairs, along with computers, an exercise room, communication equipment, and even buses, they have indeed improved the quality of people’s lives.

“It has provided us with the tools to better enhance our residence into the real world of work and technology,” said Jenny Rosario, head of the Vocational Rehabilitation Counseling Department, “Hank is just very dedicated to giving. You don’t hear about too many individuals who do this for an organization.”

Since wheelchairs alone can cost up to $36,000, the charismatic Carter organizes a benefit dinner annually, which he says is his major moneymaker. Each year the corporate sponsored dinner is filled with some of the biggest names in sports. Last year’s event included such luminaries as Warren Sapp from the Super Bowl champion Tampa Bay Buccaneers, and basketball

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**THE MISSION**

The Group For ADHD does not believe in a one size fits all therapy. Our Clinicians carefully evaluate each individual using state of the art diagnostic tools. Based upon the findings, we design, together with the individual, an effective treatment plan. We have many tools in our tool box at the Group For ADHD to accomplish this, and we employ the methods best suited for each particular situation. The Group For ADHD is dedicated to individual adults, children, and families of all ages living with Learning Disabilities and Attention Deficit Hyperactivity Disorder. The goal is to establish alternative and adjunct treatments to drug therapy as well as to offer school and workplace support.

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FIRST LADY LAURA BUSHE & WASHINGTON MUTUAL UNVEIL INITIATIVE AT MERCY COLLEGE

First Lady Laura Bush and New York City Schools Chancellor Joel Klein joined officials from The New Teacher Project (TNTP) and Washington Mutual recently to unveil a new initiative to help mid-career professionals realize their dream of becoming a teacher. Supported by a $1.25 million grant from Washington Mutual, the Teaching for Results initiative, a component of the Mercy College New Teacher Residency Program, will help hundreds of New York City professionals from many different career and educational backgrounds bring their expertise to New York City classrooms. Participants in the New Teacher Residency Program will take part in a rigorous two-year Masters and Certification program, which provides students with the knowledge and skills necessary to be successful teachers.

"At Mercy, we have integrated the Teaching for Results program into our unique practice based curriculum developed for the New York City Teaching Fellows," Dr. Lucie Lapovsky, President of Mercy College stated. "Last summer more than 150 students participated in the program and there will be more than 800 students who will benefit from the unique partnership among The New Teacher’s Project, The Department of Education, Washington Mutual and Mercy College. This partnership has resulted in the development of a new approach to preparing teachers which should result in the development of outstanding, transformational teachers."

The Teaching for Results initiative makes the necessary link between teacher recruitment and on-the-job teacher effectiveness and continued professional development. Recruiting qualified and motivated individuals is just the first step. Ensuring that these individuals stay and succeed in the classroom is an even bigger challenge. According to recent statistics, nearly 15 percent of teachers leave after the first year of teaching; that number climbs to nearly 50 percent after the first five years. Teaching for Results is designed to help newcomers get over the initial hurdles and get through the subsequent years by giving them the classroom skills they need to make teaching a long-term career.

Michelle Rhee, CEO and President of The New Teacher Project, announced that First Lady Laura Bush, Chancellor Klein and Washington Mutual for their “support and recognition of Teaching for Results’ unique approach to ensuring the lasting success of our teachers. Since 1997, when The New Teacher Project first started recruiting professionals interested in changing careers to teach, we’ve learned some important lessons about the need to provide support in their first year in the classroom.”

As part of the Teaching for Results initiative, participants will learn how to translate the knowledge they’ve gained from their previous career or from their own education, into effective ways to communicate and relate with students, which is the essence of teaching. Simply put, Teaching for Results will not waste time teaching chemical engineers about chemistry, but rather focus on the specific teaching skills it takes to engage and educate a classroom of high school students about chemistry. Initiative participants will also receive critical lessons in classroom management that are specific to the subject (English, math, science) and the grade level (elementary, middle school or high school) they teach. This dual approach, the art of teaching, coupled with subject-specific classroom management is what makes Teaching for Results different from other initiatives.

In addition to New York City, two other cities, Atlanta and Los Angeles will also participate in the Teaching for Results initiative. In order to ensure the success of the initiative, TNTP has worked with partners in each of the three participating cities including Mercy College, Los Angeles Unified School District and Atlanta Public Schools to recruit local individuals who are highly qualified and motivated to become teachers. Teaching for Results has chosen a group of participants who not only possess impressive levels of expertise in many different professions, but also come from diverse backgrounds. In New York City, the local Teaching for Results partner is Mercy College.

"Washington Mutual’s sponsorship of Teaching for Results provides us with a perfect opportunity to carry on our tradition of supporting programs that further the teaching profession in our country," said Donna Wilson, Northeast Community Affairs President of Washington Mutual. “This grant will help teachers succeed by helping them translate what they know into classroom success. We can think of no better way to leverage the experience and knowledge these teachers bring to New York City classrooms—and we are grateful for their commitment.”

Chancellor Klein said, “Great teachers make all the difference for a school and great teaching is, quite simply, the key to raising student achievement. By becoming New York City Teaching Fellows, these new teachers have made an extraordinary commitment to our children.”

"For too long, children in our nation’s cities have suffered from a lack of highly qualified teachers in their highest needs schools, especially in the areas of math, science and special education," said Lucie Lapovsky, President of Mercy College. “By redesigning and overseeing the certification program for teaching candidates from nontraditional backgrounds, Mercy College is helping to provide more than 750 teachers who are not only qualified and motivated, but who last year were raised in the same communities where they will teach.”

This past summer, 150 students participated in coursework that integrated the Teaching for Results seminar. Since the Teaching Fellows have expanded, over 800 participants are expected to take part in the New York City, Mercy College Teaching for Results program.

Barnard College President Judith Shapiro Speaks on Literacy

**Question 1:** What measures would you take to increase literacy in our nation? The issue in our society is not the lack of good programs, but implementation; there are many effective programs and methods. What is lacking is the social will to provide sufficient financial resources to support schools in implementing these programs. It seems that a serious gap between rhetoric and reality exists on the political level. The current administration, for example, promotes the No Child Left Behind initiative as the solution to the achievement gap, but comes nowhere near providing the funding that could make a substantial difference. The same is evident on the local level; New York State passed a bill to reduce class size that cannot be implemented because of a lack of funds to support it. Yet at both the state and national levels, schools are being held accountable for improvements in educational outcomes, including literacy, without the means to implement genuine change.

**Question 2:** Do you think these efforts should be made at a national or local level? Broad goals and resources should be provided at the national level without micromanaging their implementation. The local level should provide professional development support for teachers and resources to support literacy programs. This should include small class size, and books and materials that contribute to a language-rich school and classroom environment.

**Question 3:** Can you give an example of a successful program or do you have a program to implement? Lee Anne Bell, Director of the Barnard College Department of Education answers:

Rather than name a particular program, because there is no one program that meets the needs of all children, I would like to list a few components that make a good program: in the early grades a combination of whole language and phonics in context; exciting reading materials; adults reading to children; modeling the value of reading; frequent speaking and listening opportunities for children; daily writing integrated into ongoing classroom activities; and a small enough class size so that the teacher is able to determine student strengths and weaknesses to scaffold learning and build on what students already know. The place to start is in the early grades, grades one through three, since it is known that children who are not reading by third grade often stay behind for the rest of their school careers.

The National Writing Project: 180 SITES . . . & GROWING

By JOAN BAUM, Ph.D.

Speaking of standards—a standard for teaching writing seems to be emerging in the crowded field of national, regional and local professional development programs, if longevity, numbers of participants and funding resources set criteria. The National Writing Project (NWP), a 30-year endeavor to promote, disseminate and support writing activities with special attention to local area needs, is finally becoming the visible mover and shaker it deserves to be because of its mission and record of accomplishment.

Working quietly but consistently over the years, this remarkable venture—the largest in-service, cost-effective training project of its kind in the country—has, since 1994, under its focused, energetic, charming and politically savvy executive director, Dr. Richard Sterling, been supported by government and foundations to advance its goal of putting writing “at the center of school reform.” K through high school. The recent report from the National Commission on Writing in America’s Schools and Colleges which found that “The Neglected ‘R’ is being addressed by the separate states with such uneven diversity as to make desirable policies difficult to administer and implement” (p. 145), points out, that at the local level should provide professional development support for teachers and students to become trainers themselves.

Of course, many established education organizations and associations claim to be in the forefront of writing reform, and Sterling generously applauds their work, but what makes NWP stand out, he believes, is its integrated networking system—a judiciously conceived, tested, revised and evaluated structure that encourages democratic participation and appeals to a sense of entrepreneurship by providing communities with a cadre of trained teachers who can be hired to train others in district schools. The NWP process is like a relay race, where a torch ignited by a lead runner is passed down the line. Some lines run through urban districts, others rural, and all lines connect with sites that are increasingly aware of the needs of English language learners. At the heart of the NWP idea is the small-group summer institute where participants present their ideas and evaluation instruments for discussion and analysis—how to teach writing in classrooms where 6 or 7 first languages other than English are spoken, for example. Recently, Sterling points out, an interactive component has been added to NWP to prompt electronic conversations among the teachers with common interests and concerns.

With its tested-institute model of pairs of writing educators who have collaborated with a teacher from K-12—training teachers to become trainers themselves, NWP seems particularly suited to guide and help continuing on page 27
Learning Literacy Through Basketball Heroes
By TOM KERTES

“I was an only child growing up at home,” Knicks center Slavko Vranes said. “But I love children, and I knew I wanted kids more than I like to be around adults.” Perhaps that was the reason why the 7’6” rookie (maybe he was the only child they had room for at home in Podgorica, Montenegro) was a huge hit the moment of his life at the NBA Reading Rally at P.S. 8 in Washington Heights. Over 30 NBA rookies (and a few second-year players) thrilled the school’s third and fourth graders by participating in a raucous school assembly—and, later, reading the wonderful children’s book Strong To The Hook to the students in individual classes—as part of the NYC Writing Project’s fall seminar program. “Any time the NBA wants me to do something like this, all they need to do is call,” Vranes said with a wide smile. Principal Carol Rubin told the students how fortunate they were to be visited by “all these wonderful NBA players. They could have chosen any of 1200 other schools,” she said. “But they chose us. They chose you.” She told the students of P.S. 8 where the 150+ children ooed-and-aahed-as the tall rookies began to fall on the stage. Top pick LeBron James got an especially awed reception. “I guess, even the younger kids can understand what he said: ‘students have to spend more time at their task;’ he notes, “teachers must be better trained, and financial and technological support must be forthcoming.” The new writing-intensive SAT, to go into effect in 2005, will be a great stride in the right direction. Gone will be the familiar sections on verbal skills and analogies, to be replaced by integrated reading and writing components. “Critical reading is more than just reading, and verbal means more than speaking,” the Governor emphasizes. But what about that criticism that the exams advantage the secondary schools and their own writing, discuss recent literacy research, share and reflect upon practical ways to improve instruction, build partnerships across disciplines and departments, and examine and learn from student work. On-site support provided by a NYCWP teacher-consultant who spends two days each week in a school working with teachers and staff developers to plan lessons and projects, team-teach, recon-
Hank, “and then you say, ‘thank you God for organization or making plans for the next event. Either talking to someone about his beloved Hank. It’s a 24-hour existence. Day or night he’s Lakers, among others. AwardWinner Bright & Unmotivated · Selective Enrollment · Small Class Size Track or a residential boarding school where your child can continue working on academics Whether you are looking for a short-term program to help your son or daughter get back on Whether other interventions may have failed. Whether you are looking for a short-term program to help your son or daughter get back on track or a residential boarding school where your child can continue working on academics and behavioral issues throughout the year - we have a program for you.

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Celebrating New York City’s Rich Ethnic Diversity

By MAYOR MICHAEL BLOOMBERG

No city on earth can match New York’s rich ethnic diversity; we’re truly the world’s second home. If you need proof of that, let me tell you about some things I did last week. I walked along Madison Avenue to commemorate Mexican Independence Day, then took a trip to Little Italy, where the San Gennaro festival was celebrated. On Saturday, I was the grand marshal of the Steuben Day Parade that has become one of New York’s longest standing events. And last week, the Minister of Health for the Republic of Ireland paid a call at City Hall—a reminder of the centuries-old link between his nation and our city.

Wave after wave of immigrants have shaped New York, weaving themselves into the fabric of city life and writing their own American success stories by working hard and playing by the rules. Today, some 36% of New Yorkers are immigrants, and that percentage is growing.

New York City-wide not-for-profit organization provides individual information and referral, educational advocacy, support, and guidance. An annual free training series of workshops held all over the city informs parents about IDEA (the Individuals with Disabilities Education Act) and the rights of children and parents under IDEA, and introduces them to the world of available community resources.

RCSN is part of a national network of Parent Training and Information Centers funded in part by the U.S. Department of Education, and is also designated as a New York City Parent Center by the New York State Education Department. As such, RCSN works with a wide variety of organizations committed to insuring a safe and appropriate education for children with disabilities in the least restrictive environment, the fundamental principle of IDEA.

RCSN also publishes directories that list all types of after-school programs and services. One such program, which can make a great impact on the life of special needs children, is Mentoring USA, another not-for-profit in New York City. Mentoring USA is an effective, early-intervention mentoring program to prevent school dropout. The largest site based one-to-one mentoring program in New York City. Mentoring USA operates at 50 sites throughout the five boroughs, and fully trains all mentors to develop with their mentees relationships that provide both personal and academic support. By providing mentors to at-risk youth, ESL students, and foster care children, Mentoring USA helps improve their self-esteem, broaden their vision of opportunities, and succeed in school.

For more information on RCSN visit www.resourcecny.org, or call (212) 677-4650.

Move Over Assistant Principals?

By JILL LEVY

Saturday, Sept. 6, was a remarkable day. The Council of School Supervisors and Administrators (CSA) made a spectacular showing in the Labor Day Parade as more than 200 members along with family, friends, children, and grandchildren marched up Fifth Avenue. We were also joined by our new AFSA President, Baxter Atkinson and retirees with the RSA.

I was so honored to represent every single CSA member and so thankful to every person who offered their time and effort in support of our profession and our union.

If Saturday afternoon uplifted my spirits, Sunday morning brought me right back to reality, and the challenges and struggles that lie ahead. Hidden among the folds of my Sunday New York Times was “A Guide for Parents and Families,” published by the Board of Education.

As I read I was initially impressed with the content. But, oops! How strange! Whoever put together Page 5 either didn’t know how schools are organized or had deliberately omitted key personnel from the neat little diagram, because nowhere to be found on this organizational chart were the words “Assistant Principal.”

Now, had the Chancellor and his crew, all “collaborative” (to use the Chancellor’s own word), we would have immediately noticed the absence of this key strategic informational person. Paraprofessionals were also left out of this non-collaborative project.

Well, perhaps it was an oversight, I thought, giving Mayor Bloomberg and Schools Chancellor Joel Klein the benefit of the doubt. After all, they have deemed useless anything contractually, coaches are not permitted to do instructional work. At-risk youth, ESL students, and foster care children, universities help improve their self-esteem, broaden their vision of opportunities, and succeed in school.

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As I read I was initially impressed with the content. But, oops! How strange! Whoever put together Page 5 either didn’t know how schools are organized or had deliberately omitted key personnel from the neat little diagram, because nowhere to be found on this organizational chart were the words “Assistant Principal.”

Now, had the Chancellor and his crew, all “collaborative” (to use the Chancellor’s own word), we would have immediately noticed the absence of this key strategic informational person. Paraprofessionals were also left out of this non-collaborative project.

Well, perhaps it was an oversight, I thought, giving Mayor Bloomberg and Schools Chancellor Joel Klein the benefit of the doubt. After all, they have deemed useless anything contractually, coaches are not permitted to do instructional work. At-risk youth, ESL students, and foster care children, universities help improve their self-esteem, broaden their vision of opportunities, and succeed in school.

Hidden among the folds of my Sunday New York Times was “A Guide for Parents and Families,” published by the Board of Education.
Doctors in the Department of Public Health at Weill Cornell Medical Center have identified key symptoms that may help distinguish flu and other common respiratory conditions from more serious inhalated anthrax in the event of a bioterrorist attack. Anthrax is an infectious disease caused by spore-forming bacteria. Inhalation of anthrax leads to disease that, without proper treatment, can cause death from a combination of shock and respiratory failure.

The study, published in the Annals of Internal Medicine, found that while both anthrax and common respiratory conditions presented with symptoms such as fever and cough, other symptoms—such as the neurologic symptoms of loss of consciousness, dizziness, and confusion; serious gastrointestinal symptoms like loss of consciousness, dizziness, and confusion; serious gastrointestinal symptoms like nausea and vomiting; and shortness of breath—were much more common in patients with inhalated anthrax. Conversely, sore throat and runny nose more often indicated viral infection rather than bacterial anthrax.

“In the case of bioterrorist attack, it is vitally important that physicians’ offices and hospital emergency departments accurately diagnose anthrax, especially considering that laboratory or radiographic testing would not be feasible if there were a high volume of potential cases,” said lead study author Dr. Nathaniel Hupert. “Four of the 11 patients who developed anthrax in 2001 were originally sent home with diagnoses of a viral syndrome, bronchitis, or gastrointestinal illness.”

The new evidence-based pre-hospital screening and anthrax protocol will help physicians more rapidly and accurately identify both potential cases and likely non-cases, thus preserving scarce hospital capacity while ensuring that patients receive appropriate medical care.

Dr. Hupert and co-authors Drs. Mushlin, Callahan and Bearman compared the features of anthrax-related illness with more than 4,000 cases of common viral respiratory infections that could mimic or obscure the diagnosis of anthrax infection.

This study was funded by the Agency for Healthcare Research and Quality of the U.S. Dept. of Health and Human Services as part of its bioterrorism preparedness portfolio. Dr. Rosen is Clinical Professor of Medicine at Weill Medical College of Cornell University.

New Study Distinguishes Anthrax from Flu in Event of Bioterrorist Attack

EDITED By HERMAN ROSEN, M.D.

Estee Lauder & Poly Prep Students “Make a Difference”

Starting October 1, motorists traveling across the Verrazano-Narrows Bridge may wonder why Poly Prep’s clock tower has turned pink. Brooklyn’s 85-year-old landmark will be in good company: Niagara Falls, The Empire State Building, The National Assembly in Paris, the Royal Opera House at Covent Garden in London, and Poly’s tower will be among the many buildings illuminated in pink light during the month of October—as part of the Global Landmarks Illumination Initiative that heralds Breast Cancer Awareness Month.

Poly Prep Country Day School has teamed up with the Estee Lauder Companies Breast Cancer Awareness Campaign to educate the Poly community—and the greater Brooklyn community—and to raise money for breast cancer research. Led by the Senior Health Interns and their program director Patricia Tyenczen-Mastro, students at Poly have participated in educational and fundraising events throughout October for the past four years.

“It’s part of our culture now, at Poly, to take time to reflect, to show students that they can make a difference,” says Tyenczen-Mastro, adding, “Especially with this disease, where early detection means an over 95% cure rate, there’s a feeling that the right information really does save lives. That’s something young women and men need to know and be part of.”

On October 3, the Senior Health Interns will give a presentation to the Upper School that will include readings and information designed to provide appropriate information and some inspiration, so that students can understand the medical facts as well as hear the stories of breast cancer survivors.

On October 7, students will begin the day by participating in the “Ribbon of Light” project, creating a “human ribbon” on the school’s playing fields. Throughout the day, and into the evening, groups of people will create such ribbons around the world. “Imagine seeing a huge glowing pink ribbon of light illuminating the darkness,” said Evelyn H. Lauder, Senior Vice President of The Estee Lauder Companies and Founder and Chair of The Breast Cancer Research Foundation. “Now, imagine that the ribbon is actually made up of thousands of candles, each held by someone who cares passionately about helping us wipe breast cancer off the face of the earth.”

Throughout October, evening visitors to Poly Prep will find pink luminaria lining the steps at the school’s front entrance. “Candles are memorials, re-minders of those who have died,” says Tyenczen-Mastro. “They also honor the survivors, and support those who are fighting cancer today.”

Students are already gearing up for Denim Day, October 10, when a contribution to The Breast Cancer Research Foundation gives them a pink ribbon to wear and a free pass to break the dress code for a day and come to school in jeans and a t-shirt.

Finally, Poly’s student-athletes will recognize Breast Cancer Awareness Month at their Homecoming celebration this year. On October 25th, all Poly players on both girls and boys teams will wear pink ribbons or have pink ribbons stamped on their uniforms.

“We’ve raised over $4,000 in the past four years to support The Breast Cancer Research Foundation,” said Tyenczen-Mastro. “But what’s more important is that we talk openly about breast cancer, which I don’t think is done in many high schools. Information saves lives. Our students know this. What could be more important than that?”

Founded in 1854, Poly Prep Country Day School is a co-educational, college preparatory school located on a 25-acre wooded campus in Dyker Heights. The school enjoys a long and distinguished history as one of the preeminent educational institutions in New York City. Poly’s student body reflects the great urban diversity of Brooklyn and New York; students travel to the school from four boroughs on Poly buses. Typically, all of Poly’s graduates attend four-year colleges.

Innovative Spinal Surgery in Live Webcast

A new minimally invasive approach to spinal surgery will be broadcast live on the Internet at 5 p.m. EDT on Tuesday, October 7 from Wake Forest University Baptist Medical Center. The surgery, a posterior lumbar interbody fusion (PLIF), will employ a new tubular retraction technology that requires only a small skin incision and “splits” the muscle covering the spine to create a small portal through which surgeons can repair the spinal damage.

Charles J. Branch Jr., M.D., Professor and Chair of Neurosurgery at Wake Forest, who helped to adapt the minimally invasive technology—known as METRx—for PLIF, will perform the surgery. “The METRx minimally invasive technology is useful for most herniated disc surgery, in both the cervical and lumbar areas,” Branch said. “And we are developing its use in the treatment of tumors, fractures and other spine pathologies.”

For the surgery in October, Dr. Branch will use an innovative device called a Sextant (because it looks like a navigational sextant), that requires only one additional skin puncture to set a titanium rod that anchors the two vertebrae. Both the METRx and Sextant systems are products of Medtronic Sofamor Danek, with whom Branch has collaborated extensively over the past several years. The company will be a sponsor of the October webcast. CME credit is available.
Acute Nursing Shortage in US

The American Health Care Association (AHCA) and the National Center for Assisted Living (NCAL) praised Senators Barbara Mikulski (D-MD) and Susan Collins (R-ME) for their continued leadership in passing an amendment in the U.S. Senate to increase funding for the Nurse Reinvestment Act and other nursing workforce development programs by $50 million, thereby bringing total funding for these efforts to almost $163 million.

“We commend Senators Mikulski and Collins for their hard work in achieving this significant legislative victory. Their efforts will help boost our depleted national nursing workforce,” stated Charles H. Roadman II, MD, President and CEO of AHCA/NCAL. “Seniors and the disabled throughout the nation will benefit from the Senators’ effort because it will help revitalize America’s nursing workforce for long term, and improve the quality of care provided to patients. This is a tremendous bipartisan achievement, and the next step is to ensure the bill as amended remains in Conference."

The amendment introduced by Senators Mikulski and Susan Collins (R-ME) significantly increases federal funding for the Nurse Reinvestment Act and other nursing workforce development programs to recruit and retain nurses. Specifically, the amendment increases federal funding for scholarship and loan repayment programs for nurses who work in facilities with a critical shortage of nurses. The amendment would also cancel education loans for nurses who agree to teach at schools of nursing.

Dr. Roadman noted that a recent national study by AHCA examining the vacancy rates in the nation’s nursing homes finds almost 100,000 health care professionals are immediately needed to fill key nursing jobs across the United States.

The complete AHCA nurse staffing analysis, which also includes regional and state-specific data on turnover and vacancy rates, can be accessed at www.ahca.org.

October is Lupus Awareness Month: Mystery Illness Strikes Young Women

No doubt learning that one’s unexplained symptoms—including extreme fatigue, joint pain, sun-sensitivity or a rash—are caused by the disease lupus is a frightening experience for a young woman. But, for many, awareness is the first step toward healthier living.

October is National Lupus Awareness Month, and the Alliance for Lupus Research (ALR) is urging young women, who make up the majority of new lupus patients, to learn more about this mysterious illness. “Part of the Alliance for Lupus Research’s charge is to help build awareness about this disease,” said Barbara Boyts, president of ALR. “With greater awareness among physicians and patients we are beginning to see improved diagnoses and care, and anticipate continued advances.”

“Research is helping lupus patients lead healthier lives,” said Joseph E. Craft, M.D., the ALR’s scientific advisory board chair. “There have been remarkable advances in our understanding of the disease, from its cause, to new treatment approaches.”

Lupus, an autoimmune disease, triggers the body to attack healthy organs and tissues, and affect any part of the body. Common symptoms include achy or swollen joints, prolonged or extreme fatigue, frequent rashes, rashes, sun-sensitivity, or mouth ulcers.

Robert Wood Johnson IV, of the Johnson healthcare family and owner of the NFL’s New York Jets, and the Arthritis Foundation, founded the non-profit ALR. Since 1999, the ALR has committed more than $24 million to research to prevent, treat and eventually cure this disease.

For more information, contact the Alliance for Lupus Research at (800) 867-1743 and www.lupusresearch.org.

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NATIONAL DEPRESSION SCREENING DAY IS OCTOBER 9TH

Your youngest son comes into your room at 6:00 a.m. to let you know that his big sister is having cookies and soda for breakfast. Meanwhile, your seven-year-old has been up all night with a stomach bug. And thus your day begins.

It is understandable, and even normal, for most parents to feel stressed and overwhelmed some of the time. But if you have been feeling sad or empty; lost pleasure in ordinary activities; have unexplained aches or pains—and have been experiencing these symptoms for more than two weeks—you may have clinical depression.

To help those parents who may be suffering, National Depression Screening Day (NDSD) will break the silence about parental depression and introduce the first national awareness campaign on the impact of depression on families and children.

The campaign, a collaborative effort of NDSD’s parent organization, Screening for Mental Health (SMH), and Children’s Hospital Boston, encourages depressed parents to talk about their illness with their children. A recent study by Children’s Hospital has shown that breaking the silence and discussing parental depression with one’s children strengthens the family unit and its individual members.

In addition to the parenting campaign, NDSD will offer free, anonymous screenings for depression, bipolar disorder, post-traumatic stress disorder, and generalized anxiety disorder at 2,000 public sites, 500 colleges, and 5,000 primary care offices across the country on October 9, 2003. Anyone is welcome to attend in order to learn more about these treatable disorders and find out how to get help.

To find a site near you, visit the SMH website at www.mentalhealthscreening.org/locator/NDSDmap.htm or call 1-800-520-NDSD (6373).

Clinical depression affects more than 19 million Americans each year, most commonly affecting those in their prime parenting years, between the ages of 30-44. Parenting can be challenging in good health, but even more challenging when a parent or parents are depressed.

“Depression’s impact on families is important and timely. So many families have experienced sustained and heightened anxiety since 9/11 due to job loss, personal losses and the challenges of family life in the military through wartime. We hope National Depression Screening Day can help parents and their children understand that depression and related disorders are treatable, and seeking help will contribute to leading healthy and productive lives,” says Douglas G. Jacobs, MD, executive director of SMH and an associate clinical professor of psychiatry at Harvard Medical School.

Some tips for parents being treated for a mental disorder: Pay attention to your parenting and make sure your illness doesn’t disrupt your children’s lives, make sure your children continue to go to school, encourage your children’s participation in outside activities (community, sports and religious activities), encourage their relationships with peers and important adults in their lives, make sure your children understand that it is not their fault that their parent or parents are ill and that they are receiving treatment to get better and be prepared to talk more than once. It often takes time for families and children to process and understand this sensitive subject.

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PRODUCT REVIEW:

Research’s Mathematica 5

By MITCHELL LEVINE

As a science and technology editor for a New York City-based education trade, I got to examine and evaluate a lot of software. Something on the order of several first-rate products, and even operating systems, every month. It’s pretty rare that anything really impresses me. It’s even more rare to genuinely surprise me, or even mildly divert me. But what almost never happens at this late date is that a suite of applications proves to be so truly deep and inexhaustible in its resources that I’m absolutely overwhelmed. Almost.

Every rule has its exception, and Wolfram Research’s latest build of their venerable technical package Mathematica can probably calculate every single one. Originally created by its programmer and company CEO Steven Wolfram—a man who published his first papers on particle physics in respected journals at the age of 15—to assist him in his research, the software has evolved to the point of simply being a systematic universal assistant, teacher, and even language for inquiry and expression in the exact sciences. It can typeset, graph, calculate, analyze, and automate just about any type of quantitative method or process.

A partial listing of the new features available in the current release would include: an advanced set of algorithms and numeric data analysis features; what is apparently the fastest engine for linear algebraic calculations on the market; integrated solvers for regular and partial differential equations and inequalities; vast graphing and calculating capabilities; an extensive set of fonts for technical typography; an enormous library of functions and formulas; and a custom-built version of Visual Basic specifically created for programming macros, and even personal applications, within the suite.

However, unlike many specialty products created for the hardcore scientist or academician, the company sponsors a number of different products and programs for students and teachers. Mathematica for Students, for example, offers virtually the entire functionality of the professional version, as well as a diverse number of on-line learning resources, at a small fraction of the list price. Another program is designed for homeschooling families that would like to take advantage of a powerful pedagogic aid at a reduced price.

In addition to the software itself, the Mathematica user also gets access to everything the Wolfram Research site has to offer. A quick launch of the online presence reveals an enormous variety of value-added enrichment, including virtual tutorials, a voluminous number of articles, notebooks, e-books, and other materials teaching mathematics, physics, economics, applied and discrete mathematics, and even the advanced use of the software itself, as well as demos, graphs, and animations supporting and explicating the various concepts involved.

Although developing proficiency with the interface has a somewhat steep learning curve, and the true analysis lover may run the risk of terminal over-stimulation and/or addiction, I really can’t emphasize enough what a truly incredible adjunct this product is for anyone learning, teaching or just interested in science and mathematics. The reader is enthusiastically encouraged to check it out for themselves on the company’s site at www.wolfram.com.

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The Statistics of Standards Erosion: An Interview with Dr. Valen Johnson

By MITCHELL LEVINE

In the mid-Nineties, as a professor of Biostatistics at Duke University, Valen Johnson noticed a strange phenomenon occurring in the grading system of that highly regarded institution. Almost half the GPAs awarded by the college were in fact A’s or A pluses. Although some variation was displayed across the different programs—arts and humanities departments were far less stringent in their grading than the sciences—it was clear that what he refers to as a “crisis of standards” was threatening the integrity of the academic process.

In his book, Grade Inflation: A Crisis in College Education (Springer, Verlag, 2003), he details the circumstances that led to his research program, which he named DUET (Duke Undergraduates Evaluate Teaching), into the causes of this breakdown in intellectual vetting. After having his proposal to create a new system that substituted an “achievement index,” a weighted average to compensate for variations in grading strictness, for the traditional scheme handily vetoed by professors in several different departments, he set up a website that allowed students to deliver their teacher evaluations online. By matching their ratings against the grade norms of their classmates, he learned something: teachers are motivated to assign students the grades they feel they deserve, everyone.

When students were asked to deliver their teacher evaluations online, instead of responding with a uniformity that classes with excellent teaching simply learn more and therefore score higher on average, or that self-selection of courses by motivated students lead to higher grades, he was able to discredit the basis of a quantitative analysis of the data he was able to collect. Instead, it indicated that the correlation between grades and “Student Evaluations of Teaching (or SET) ratings is due to grade attribution and to a smaller extent to intervening factors.” That is, instructors who grade more severely are likely to have more students give them lower SET ratings than the instructors who grade less so, because they feel that it is the instructor’s fault that they are earning a lower grade. One of the biggest myths his research was able to dispel is the commonly held, counterintuitive, notion that SETs are actually measures of student learning: Even if it is true that students don’t directly award teachers uniformly higher ratings simply for grading leniently, their ratings are still indices of student satisfaction, and not higher levels of understanding of the course material.

Interestingly enough, he tells us, the problem probably can’t actually get much worse than it is now. In fact, if it did almost every student would be receiving highest marks. Nonetheless, the situation as it stands, he feels, is seriously undermining the credibility of higher education. When students dictate grades, and grad schools demonstrate indifference to grading their enrollees after those students have been admitted, who will be able to ensure that the graduates academia turns out are truly qualified in their fields?

The solution he proposes manages to be as surprisingly simple to explain, as it was impossible for him to politically implement. All that would be necessary to counteract the upward biasing, he claims, would be to just ignore the lowest and highest 10 percent or 20 percent of the class when tabulating the ratings, since these two groups are the most likely to be grade-biased when evaluating their instructors. Unfortunately, as reasonable as this sounds, no school that he knows of has been able to set such a policy in motion. He sums up the problem in a simple epigram: “To right the boat, two things must happen (and) more principled student grading practices must be adopted, and faculty assessment must be more closely linked to student achievement.”

When asked if it was fair that students graded with a weighted measure of performance instead of a traditional grade point average would be placed at a disadvantage when competing with students from institutions with “grade-biased” academics for admissions into graduate programs, he admitted that it would be a liability for them, but also points out that it would lead to more solidly prepared candidates overall. Students with valid measures of learning available will therefore have deeper insight into how much they are actually learning, and will thus be empowered to learn more. Any reader desiring to understand the true dynamics of grade assessment and academic integrity in higher education today—and that should include anyone teaching at, studying in, paying tuition to, or hiring graduates from any American college or university—must give themselves a flanking mark if they have not read this book.

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Debra Pasquerette, Education Doyenne of the Geffen Playhouse in Los Angeles

By POLA ROSEN, Ed.D.

Home of Hollywood and the silver screen, Los Angeles would seem an unlikely place to cultivate children’s interest in theater. Yet, the education department at the Geffen Theater (named after its patron David Geffen, principal in DreamWorks SKG) was only started four years ago by Debra Pasquerette, bringing her expertise as a director of a theater education program in Phoenix.

Beginning modestly with just a few matinee programs for students, the program has expanded to include workshops for teachers, study guides and activities that become part of the curriculum.

“We try to have artists join us,” said Pasquerette, a warm, effusive woman whose passion for the theater is evident. “For example, several years ago we did a show called, "It Ain’t Nothin but the Blues" and we had several blues musicians come and talk about the history of blues music, the effect of blues on race relations and how whites came to see black music. It was one of the first times that black and white cultures started mixing and that’s a really important message for kids to hear,” continued Pasquerette.

In the performance of Uncle Vanya, Chekhov’s play dating to about 1897, Pasquerette underscores the part that alcohol plays in the character’s decision-making. She states, “When we did the teacher workshops, we talked about the effect of drinking and alcohol in making choices today. We brought the play into the modern world.”

Unique at the Geffen is that schools (primarily Pasquerette. “I think it’s really important for children to start going to the theater as early as possible.”

A relatively new part of the Geffen is bringing the Parsons Nose Productions, a touring company whose specialty is adapting classics to a one-hour format, to about 8,000 children throughout California. The tour shows this year are Shakespeare’s Cymbeline and Molierie’s School for Wives, adapted for elementary and intermediate schools. Teachers get story packets written primarily by Pasquerette who also is the liaison between teachers, company and producer. All the performances are free.

Pasquerette shares a wonderful theater anecdote with us: “Isaac is eight years old and volunteers in the theater. He helps the stage manager, my assistant and me. He truly loves the theater. He came to my attention when he began coming to the same Shakespeare show every week. We offered him a job that he takes very seriously.”

Are you planning a trip to Los Angeles? The Geffen Theater is remarkable for its outstanding productions for adults and children.

For programs visit www.geffenplayhouse.com

American Museum of Natural History: New Hall for Ancient Meteorites

By JAN AARON

American Museum of Natural History

Maybe Chicken Little was right! Everyday about 100 tons of space stuff falls on us from above—undetected as dust grains. Sometimes a rock or pebble of significant size will fall, and once in a while something enormous crashes down. Embedded in these sizable extraterrestrial treasures, scientists find striking facts about our planet, the sun and history of our solar system.

To showcase the latest advances in meteorite discovery and interpretation, the American Museum of Natural History shut its Arthur Ross Hall of Meteorites. Some six months ago for a complete renovation. “The spectacular meteorites displayed in the new hall tell of the beginnings of our solar system,” Dr. Denton Ebel said, adding that meteorites interact with our earth to add to our understanding of our origins.

The focal point of the hall is the gargantuan Ahnighito (pronounced ah-na-HEET-o) on a rotating platform, a 3,244-ton meteorite that fell to earth at Cape York, Greenland, the largest meteorite on display at any museum. “Bring kids as young as four here and tell them that huge rock fell from space, and they’ll say wow,” said Mordecai-Mark Mac Low, associate curator, when asked how old kids have to be to get something out of visiting the hall.

More than 130 meteorites are on display, including five extremely rare Martian meteorites, which are among the only samples of this planet on earth. Three moon rocks brought back by astronauts in 1971 and 1972 are also on display.

The final section is devoted to the hazards of things falling from the sky. Recently in 1992, a football-sized meteor streaked through the sky and crashed into a parked car in Peekskill, New York. Today, 3,244-ton meteorites are low on the list of life’s risks.

Museum hours, daily 10-4:45; The Rose Center remains open Fridays until 8:45 PM.

For more information about this and other educational events, call 212/759-0606 or email education@daheshmuseum.org

The Children’s Museum of Manhattan Celebrates 30 Years of Helping Families

The Children’s Museum of Manhattan (CMOM) is celebrating its 30th birthday! For three decades, CMOM has been a center of fun, educational activities, exhibits and programs for families and children of all ages and backgrounds. With a wide-range of offerings in the arts, literature, media, science and technology, CMOM presents a wonderful “first museum” experience for children and families.

The Kloo Family Mystery presented by Court TV: Help solve a “caper” by gathering evidence and using such real crime scene methods as fingerprinting, fiber and hair analysis, and footwear. Travels With Ted and Betsy Lewin: Journey to far off and fascinating places by enjoying the ongoing “Seeing The Story” series that features the original illustrations and stories by this creative couple.

Join a cast of animated characters on an adventure to clean up the environment. Kids will learn how the body uses water, navigate the path of dust particles through a giant nose, investigate careers in science, and make their own environment-saving invention.

Mother Goose Math: Rhyme and Arithmetic: Well-loved verses will come to life in Mother Goose Math: Rhyme and Arithmetic—and children will count, match, and sort the colorful objects and characters from familiar Mother Goose rhymes.

Monkey King: CMOM will celebrate the Chinese Year of the Monkey (2004) with its new exhibition, Monkey King. The landmark exhibition will bring Chinese cultural awareness to the forefront in January 2004. The history and culture of China—ancient and modern—will come alive for children and families as kids discover the astonishing superpowers and humorous foibles of Monkey King, hero of the ancient Chinese fairytale Journey to the West (Niyouji).

Children participate hands-on at the museum

This beloved storybook comes alive and will resonate with museum visitors of all ages.

Oh, the Places You’ll Go! The second installment of Dr. Seuss’s colorful and off-kilter world will take children on a personal identity adventure through Seuss’s classic story Oh, the Places You’ll Go! Children will discover for themselves the importance of following one’s dreams, overcoming fears, and valuing one’s unique self.

The museum’s long-standing commitment to arts education and families in New York—especially families in need—is evident by its diverse community outreach and education offerings. CMOM is committed to changing lives through the following programs: The Family Access Membership Program works with 50 community-based organizations to provide museum membership to low-income families.

The Shelter Program brings a group of homeless mothers and their children to the Museum for an intimate, ten-week early childhood education program featuring art, music and literacy activities.

The Memorial Sloan Kettering Arts Outreach Program helps children living with cancer and their families explore, heal and learn through art. CMOM is a private, not-for-profit institution located in the Tisch Building at 212 West 83rd Street on Manhattan’s kid-friendly Upper West Side.

Sanders continued from page 23

Janitorial services providers as well as to Department of Education employees.

In addition, I have proposed that the Department of Education and the School Construction Authority also implement a policy to ensure that only environmentally safe products and construction materials are used either in the construction, repair or maintenance of school buildings.

If we are to truly put “Children First,” then preventing respiratory problems, headaches, allergic reactions, nausea, asthma attacks, and other incidents of living illnesses or even risk of fatalities, must be our top priority. For children to succeed, to concentrate and to achieve their full potential, an environmentally safe school is no less important than a drug-free and violence-free school.

AsSEMBLYMAN SANDERS IS CHAIRMAN OF THE EDUCATION COMMITTEE. You can e-mail him at tanders@assembly.state.ny.us or phone him at (212) 979-9696. His mailing address is 201 East 16th Street, New York, NY 10003.
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OCTOBER 2003

A Message from Chancellor Matthew Goldstein

I am pleased to invite you to visit “Open Houses” at all 20 CUNY colleges, located in
every borough, during CUNY Month November 2003. You will meet financial aid
experts, counselors, faculty and students to help you think about the best college program
for you.

The best way to find out details on special events during CUNY Month, including college
fairs, campus tours, interesting lectures, concerts, theater and exhibits, is to visit our web-
site at www.cuny.edu or call CUNY’s hotline at 1-800-CUNY-YES. Ask about our acclaimed
Honors College, highly-ranked undergraduate and graduate degree programs, weekend study,
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English as a second language courses, and
adult and continuing education.

To learn about the many faculty stars and
career choices available to you, as well as stu-
dent success, watch CUNY-TV Cable Channel
75, which will premiere the third season of the
Emmy-nominated magazine series, Study with
the Best. CUNY-TV will celebrate CUNY
Month every day in November.

Remember, The City University of New York is your University. Make CUNY Month
the time to plan for your success in college.

Thinking about College? Think about
CUNY November 2003."

So, You Want to Major in Poly Sci?

continued from page 5

“Also and also I think it’s [international politics] more
interesting," Ren added. “It’s very interdiscipli-
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gy, and you learn about different cultures.”

Ren said that one of the most important things
students learn in political science is how to write
well.

“Writing is important in political science class-
es,” Ren said. “Political papers have certain
requirements that are different from other
majors. You have to think deductively or deduc-
tively.”

But most importantly, Johnson emphasized
that political science majors will graduate from
college understanding how to think analytically.

“In political science you learn to read for knowl-
edge and meaning,” she said. “You learn to use
your time effectively and you learn to put togeth-
er all kinds of information into a logical and
coherent argument.”

DOMINICAN COLLEGE

Dominican College in Orangeburg, NY, is a private institution whose mission is to promote excellence, leadership, and service in an environment characterized by respect for the individual and concern for the community. The 4-year liberal arts college holds national accreditation in 9 different professional programs, and offers undergraduate and graduate degrees in over 30 disciplines, including Arts & Science, Athletic Training, Business, Nursing, Occupational Therapy, Physical Therapy, Social Sciences, Social Work and Teacher Education. A supportive Freshman Directorate program is in place to assist students in acclimating to college life; small class sizes are maintained to facilitate personalized and focused learning; and a dynamic Career Services Office offers workshops, lectures, and a wide selection of internship positions with area businesses to help prepare students for professional lives. Students at Dominican enjoy modern living facilities at the Hertel Residence Hall, and have access to numerous clubs, organizations and community service opportunities designed to suit all areas of interest. Dominican College is a member of the NCAA Division II and the CACC, and offers a highly competitive sports program. Amenities of the Dominican College community include the new Granito Dining Center, the Cyber cafe complete with Internet work stations, a Health Clinic, the Barnes & Noble-managed campus bookstore, and the Hennessy Center, which features a gymnasium, indoor running track, fitness center and athletic training facilities. Construction is underway on a state-of-the-art Center for Health & Science Education, which will provide new classrooms space, lecture halls, laboratories and computer facilities for all College students.

Dominican College is located in Rockland County, and is convenient to the five boroughs of New York City, the entire Hudson Valley region, southern Connecticut and northern New Jersey. To learn more about Dominican College, join us on October 19 at 1:00 for an Open House, or contact our admissions office at 1-800-4DC-INFO to arrange a campus tour.

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Now that the children are back at school, they might enjoy some wonderful, pictorial books about animals. Gardner Publishing is distributing such books. For the older child (6–9) Rain Forest Animals and Ocean Animals published by Flying Frog Publishing present informative facts about the animals with poster size pictures. In Rain Forest Animals there are poster size pictures of a jaguar, a scarlet macaw, a mandrill and a tree boa. The illustrations are very life-like for two dimensional color illustrations. The accompanying text is very informative about the animals presented in the book.

Ocean Animals is for the same age group with the same process of viewing the oversize pictures through unfolding each page to discover the following: a jelly fish, a great white shark, a dolphin, a crab and a walrus with equally colorful pop-ups as Dinosaur.

Meanwhile at Logos Bookstore there is Children’s Story Time every Monday at 3 p.m. led by Denise Dumasne. For those participating in story time all books purchased a that time are 20% off.

Kill your TV Reading Group continues the first Wednesday of every month at 7 p.m. For Wednesday, October 1st, the book to be discussed will be Wide Sargasso Sea by Jean Rhys. On Wednesday, November 5th, KYTV will discuss The Orchard Thief by Susan Orleans. The books selected for discussion are chosen by consensus towards the end of each meeting. Those in the group, who want to, go out to dinner afterwards.

All books at Logos are always discounted and there are wonderful greeting cards, gifts and music. Come on up and shop at Logos!

Upcoming Events at Logos: Wednesday, October 1, 2003 at 7 p.m., KYTV Reading Group will discuss Wide Sargasso Sea by Jean Rhys. Wednesday, November 5, 2003 at 7 p.m., KYTV Reading Group will discuss The Orchard Thief by Susan Orleans. Children’s Story Time is every Monday at 3 p.m. #

Transit: #4, #5, #6 Lexington Avenue subway to 86th St. M85 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.) M15 Bus (First and Second Avenues).

The authors also caution that just as people may become blinded by what they call the "parade of horribles", just as many have the mistaken belief that success—whether defined by job promotions, career success, financial comfort, or even getting married—will automatically make life perfect. They write, "Be realistic about the benefits that success will bring. There is no perfect life. Success is one part of your life that may breed challenges, and even failures, in another. Miscalculating the benefits of a decision can be as dangerous as misapprehending the risks."

This book offers a very useful blueprint to help navigate and negotiate the tricky shoals of life—and one well worth keeping close at hand.

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FALL INTO FUN AT THE NEW YORK BOTANICAL GARDEN

In what seems like the blink of an eye, summer has ended. But the excitement of the fall season has just begun. This means there are now new and interesting sights and sounds at The New York Botanical Garden. Come experience brightly colored orange and red leaves, berries on the shrubs, pumpkins to pick, and the tasty scent of fresh apples. Children and their families enjoy these seasonal delights and more at the two unique children’s gardens—The Everett Children’s Adventure Garden and The Ruth Rea Howell Family Garden.

NEW! Beautiful Birds of Fall in the Everett Children’s Adventure Garden: Weekends, October 4 to November 16, 2003

Birds are more than just a beautiful sight or sound. Children take a closer look at these important inhabitants of our Garden before some fly south for the winter. Children have the opportunity to make a bird’s nest and a bird feeder to take home. Children look and listen for our special sound. Children take a closer look at these important inhabitants of our Garden before some fly south for the winter. Children have the opportunity to make a bird’s nest and a bird feeder to take home. Children look and listen for our special sound.

Goodnight Garden and Goblin Fun: October 25 and 26, 11 a.m. to 5:30 p.m. in the Everett Children’s Adventure Garden; 1 to 5:30 p.m. in the Howell Family Garden:

It’s happy harvest and Halloween time at the Family Garden and the Adventure Garden. At the Adventure Garden, it’s all about goblins, ghosts, and creepy-crawlies that make Halloween fun. Children make ghostly leaf rubbings, create friendly ghosts, design funny or fearsome pumpkin faces, and pot up a spider plant to take home. Budding Botanists, a drop-in program for 2-5 year olds Tuesday-Friday, 1:30 to 3:00 p.m. is where preschoolers learn their ABC’s. Children get creative and explore fun words that go with each letter.

Now through October 10: T is for Tall Trees and Turtles, October 14-24: U is for Underground exploration, October 28 to November 7: V is for Velvet, Violets, and Vegetables

Professional Development Workshops: These half-day workshops are designed to provide the classroom teacher with important science content, and to provide effective techniques of inquiry-based learning. Workshops are offered on Saturdays and/or during school breaks. Three units of New York City Department of Education New Teacher Credit are available per workshop.

Workshops include: Saturday, October 4, The Plant World Demyystified and Flowers, Fruits and Seeds, Saturday, October 11, How Plants Grow and New! Introduction to Ecology, Saturday, October 18, Introduction to the Forest and New! River Ecology, Saturday, October 25, Plant Animal Interactions and Pond Ecology

For a full listing of Family Fun activities go to www.nybg.org/family/index.html

For more information call (718) 817-8700 or visit us on the web at www.nybg.org

New Teacher Credit are available per workshop.

American children now have the chance to learn about British life and the history of the country from the British government’s new official website: www.britainusa.com/4kids. This interactive site includes a picture gallery, regular competitions, a history timeline, and student and teacher resources. Whether doing a school project on Britain or planning a vacation, check out the Picture Gallery for moving images and downloadable photos of popular places in England, Northern Ireland, Scotland and Wales, as well as images of London and the Royal Family.

Middle School students studying the two World Wars can get a British perspective on what life was like for children during the Second World War from links on our History pages. Try out British wartime recipes or read extracts of a letter sent to an evacuee child from her mother. The soccer fan in the family can get a kick start on Britain’s most popular game from our Sports pages. The “Things to Do” page offers the latest on fashion, music, food, TV and more from across the pond. There will also be the chance to win lots of goodies from our bi-weekly competitions.

The website is aimed at children aged 11-14, the age group most likely to use the Internet for both homework and fun. Parents know that the Internet helps with learning. According to a Pew Internet Survey, 93 percent of parents interviewed believe that the Internet helps their children learn new things and 87 percent of parents also believe that it helps with school projects. With figures this high, children need access to information that is accurate and reliable. The key element about www.BritainUSA.com/4kids is that it is the British government’s official website for kids in the US. It is updated by an experienced team of researchers at British Information Services, which is part of the British Embassy in Washington D.C. Why don’t you take a look now and tell us what you think on our feedback page!

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ART IS CORE OF EDUCATION

By SCOTT NOPPE-BRANDON

Several weeks ago I heard Chancellor Klein speak at a breakfast held at New York Law School. His speech was excellent, as were the questions that followed. The Chancellor artfully presented and discussed his vision, and, notably, assured the audience that his views were also those of the mayor. He highlighted such topics as Management-Based reform, which is to be at the root of a performance-based culture rather than an excuse-based culture. In underscoring the particular attributes of these reform efforts, the Chancellor declared that previously the school system seemed to deter innovation rather than embrace it; as for the current system, he said, there is a fear of differentiation at its core, which undermines innovation and change.

Unfortunately, there is a worthy item that Chancellor Klein did not have time to discuss: the recently distributed Guide for Parents and Families, a document which begins to detail the complexities of what is new and/or different in our schools this academic year. The Guide certainly merits comment. Let me start with: Yea! Families, a document which begins to detail the innovation and change.

"The arts are part of the curriculum: they are a key component of a well-rounded, defined, articulated viewpoint of teaching and learning, they are at the heart of the educational process. With that exclamation, allow me to express my hope. Chancellor, please make it happen! Make the arts central to the teaching and learning of every teacher and every student. All teachers must be imaginative, creative, focused in their teaching. All students must be imaginative, creative, focused in their learning.

Here is what I believe is happening this year in the NYC schools, and how I believe the scenario needs to play out. As expected, the schools must improve how they teach all of the core subjects, especially the vital capacities of reading and math. Time will be spent on these key areas to insure that teachers have a strong foundation in implementing the required-suggested curricula and that students have time to learn. Schools have more funds available for the arts, but maybe less time to make them part of the core.

We in the arts community must support the effort to make teaching and learning in reading, writing, and math a priority this year. All of us involved in the arts and education must press forward together; on our quest to better understand how the arts community can work together with the DOE to make the arts a core element of teaching and learning. We must join the Chancellor in his dream of eliminating the excuse-based culture by not being part of it ourselves.

In doing so, one of the things we hope to achieve is to make everyone who works in our schools better understand the ethical responsibility of treating students as human beings who have social, intellectual, emotional, and spiritual capacities that need to be developed and expressed. We know that students search for order, form, and pattern in their lives. They try to make sense out of experience and find appropriate forms for expression of a range of deep emotions. Those who work with, and care for, youth need to help them find faith and hope in a world that is complex, sometimes harsh, always infinitely interesting.

Through art, human beings struggle to give expression to their own experiences in interpreting their multi-faceted world. And through aesthetic engagement with art, we can equip children and youth to imaginatively engage with life as they encounter its challenges and its possibilities. As encapsulated by Dr. Maxine Greene, “If we are seriously interested in education for freedom, it is important to find a way of developing a praxis of educational consequences that opens the spaces necessary for the remaking of a democratic community. For this

continued on page 34
30 YEARS OF MEMORABLE MUSIC

Toshiko Akiyoshi & All That Jazz

By JOAN BAUM, Ph.D.

Remember the old joke—how do you get to Carnegie Hall? Practice, practice, practice. Well, Toshiko Akiyoshi’s been there and now, after 30 years as a composer and conductor of the Toshiko Akiyoshi Jazz Orchestra, she will be disbanding her group in order to devote herself to practice, practice, practice. This superbly accomplished musician wants to spend her remaining years perfecting her piano technique, but not before showing off her considerable composing and conducting talents one more time. On October 17, with her award-winning tenor saxophonist and flutist husband Lew Tabackin as principal soloist, she will be giving a Farewell Concert at Carnegie Hall. For those who know about this remarkable diminutive powerhouse, the occasion will mark the American premier of Tabackin, that her reputation really soared. Years after forming a big band in L.A. with Lew Tabackin music is indeed the food of love. For Toshiko Akiyoshi and Tabackin’s—the upcoming Carnegie Hall concert will show what all the celebration’s been about over the years. Overcoming cultural stereotypes and racial prejudices hardly approximates what it must have been like for this extraordinary Japanese woman from Manchuria when in 1945, at the age of 16, she calmly strode into a dance hall for GIs in Japan that had advertised for someone to play the piano. A lover of piano since the age of 7, when she studied classical, this now legendary name in jazz composition fell in love with the American musical idiom that for her resonated as a unique expression of American Black culture. Drumming is particularly important to her, but listeners should also stay tuned for Japanese folk song influences. The move to the states was inevitable, especially after she won a full scholarship to the Berklee College of Music in Boston. Although Akiyoshi started to make a name for herself in the ’50s, it was only in 1983, 10 years after forming a big band in L.A. with Tabackin, that her reputation really soared. Since then, she’s garnered praise from the best, including Bud Powell, Duke Ellington, and Oscar Peterson, who called her “the best female jazz pianist” he had ever heard. Although she works in small groups, she prefers orchestra because of the greater “color” she can achieve. What’s distinctive? The seriousness of her take on jazz—“very sophisticated and personal music” that demands patience. Alas, too many young people today are in a hurry, she says. Jazz is an incredibly emotional and intellectual experience, both for the performer and the listener. If you are a classical pianist, she explains, the notes you play are always the same. When you play jazz, however, and improvise, you must not only be technically proficient but feel open to an intimacy that seduces you into risk taking—different notes, rhythms, pacing, riffs for whoever’s sitting in. You may never play the piece the same way again.

What is most amazing about Toshiko Akiyoshi is her modesty about her craft and her devotion to her husband. Despite rave reviews, she says her future is “wanting to play better,” and she notes that Tabackin—her best listener and most supportive colleague—has been rightly called the “most underrated saxophone player” ever, whose expertise on flute “is as good as it gets.” For Toshiko Akiyoshi and Lew Tabackin music is indeed the food of love. To which one can only say, with Duke Ornino in Twelfth Night, “play on.” They will.

30th Anniversary & Farewell Concert: The Toshiko Akiyoshi Jazz Orchestra, Friday, October 17, 8 p.m., Carnegie Hall. Call 212-247-7800 or check www.carnegiehall.org.

Art is Core of Ed

continued from page 33

to happen, there must of course be a new commitment to intelligence, a new fidelity in communication, a new regard for imagination. It would mean fresh and sometimes startling winds blowing through the classrooms of the nation.”

In closing: as the work of arts educators and the arts community becomes fully integrated into the core teaching and learning values of the NYC schools, we continue to remember the challenge put forth by the Chancellor: we must be part of innovation, not fear differentiation, and make no excuses about what we must accomplish. We have to believe that the Chancellor and the Mayor want this as much as we in the arts do. We must be supportive and never accept less than what is right and necessary for the students of NYC: great schools based on great teaching and learning, with the arts as a core element of that practice.

Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute.
Near and Far Away

subtitled “Everything I Love,” is by Scott Barnes, on piano, and directed for Christopher Marlowe’s Skylight Room Cabaret. Featuring music directed by Marlowe and Lowin, love is her common—pass all along the way.

ed by Marlowe and Lowin), love is her common—pass all along the way. In “Everything I Love” Lowin visits a time of enchantment in pre-war Eastern Europe, journeying to the present with many a romantic stop along the way. Singing in German, French, Russian and English, Lowin’s mastery of the languages is superb. Lowin returns to the well of romance to sample both its sweet pleasures (“Im chambre séparée” from a Richard Heuberger operetta, adapted by Marlowe and Lowin), love is her compass all along the way.

Born into a Ukrainian-Russian musical family in Toronto (her mother was a successful singer on TV and radio, her father a bandleader who also managed and later married Gisèle MacKenzie), Lowin was first a child star on Canadian television and then a successful opera singer specializing in classic lyric roles. An original member of the famed master classes of Maria Callas at Juilliard in 1971, Lowin pursued an 18-year career in opera and concerts during which she performed with the New York City Opera, the Santa Fe Opera, the Canadian Opera Company, the Welsh National Opera, and with leading orchestras such as The New York Philharmonic under Pierre Boulez and The St. Louis Symphony under Leonard Slatkin. Lowin’s most recent album, recorded with pianist Paul Greenwood for Frosia Records, is “As Long As There’s Music.”

Everything I Love” starring Barbara Lowin is showing at Danny’s Skylight Room Cabaret, 346 West 46th Street. Performances are on Sunday, October 5 at 8:45 P.M. For reservations call (212) 265-8133.

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Colleges
Exhibit Al Sarah Lawrence College
A Distinguishing Eye
Yearbook Photography
At Sarah Lawrence College by Gary Gladstone
1959-1969 October 6-31, Opening Reception October 7, 1:30 pm. Esther Rauschenbusch Library
The work of Gary Gladstone - official photographer at Sarah Lawrence from 1955 - 1980 - revoluntioned yearbook photography. According to Valerie Park, College Archivist: “[Gladstone’s] production of the 1960 yearbook received significant press attention because it was the first time any yearbook photos showed students in their natural settings.” Park also credits Gladstone’s work “as a reflection of the individualized style of the College’s educational pedagogy.” The exhibit Gladstone’s work, spanning the decades 1959–1969, is one of many commemorative exhibits and programs celebrating the College’s 75th anniversary. The exhibit will contain 29 prints - including one of Alice Walker ’65, author of The Color Purple - and 80 slides. An opening reception will be held on Tuesday, October 7 at 1:30 p.m. The exhibit is available for viewing Monday-Friday between 8:30 a.m. to 8:30 p.m.; and 11:00 a.m. to 5:00 p.m. on Saturdays and Sundays. For more information, please call (914) 395-2940.
Karen Jones Meadows
“Harrnet’s Return” Thursday, October 9, 2003
Wright Theater, 7:00 p.m., Free
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