THE LEGACY OF
Robert F. Kennedy
The Gilder Lehrman Institute of American History announces summer seminars for 2006. Seminars are tuition-free. Participants receive a $500 stipend, books, and room and board. In-service and new teacher credit available. Public, parochial, independent school teachers and National Park Service rangers eligible. Seminars limited to thirty participants per seminar by competitive application. Preference given to new applicants.

**DEADLINE FOR APPLICATIONS**
Applications must be postmarked by February 1, 2006.

To download an application, or to apply online, visit [www.gilderlehrman.org](http://www.gilderlehrman.org) or call us at 646-366-9666

---

### Summer Seminars for High School and Middle School Teachers and National Park Service Rangers

---

#### June 25-July 1
**The Great Depression, World War II, and the American West**
David Kennedy and Richard White
Stanford University

**The Colonial Era: Structure and Texture**
John Demos
Yale University

**The American Civil War: Origins and Consequences, Battlefields and Homefront**
Gary Gallagher and Ed Ayers
University of Virginia

**The Civil War in Global Context**
Thomas Bender
New York University

**Interpreting the Constitution**
Jack Rakove and Larry D. Kramer
Stanford University

---

#### July 2-8
**Lincoln**
Gabor S. Boritt
Gettysburg College

**The American Revolution**
(4th-8th grade teachers only)
Andrew Robertson
New York University

---

#### July 9-15
**Passages to Freedom: Abolition and the Underground Railroad**
David Blight, James O. and Lois E. Horton
Yale University

**The Age of Lincoln**
Richard Carwardine
Oxford University, U.K.

**Visions of the American Environment**
James Engell
Harvard University

**New York in the Gilded Age**
KAREN MARKOE
Columbia University

**The Era of George Washington**
Gordon Wood
Brown University

---

#### July 16-22
**The Atlantic World**
Philip Morgan
Princeton University

---

#### July 23-29
**The Cold War**
Odd Arne Westad
Cambridge University, U.K.

**The Worlds of Thomas Jefferson**
Douglas L. Wilson
Monticello and the University of Virginia

---

#### July 30-August 5
**The Civil Rights Movement**
Anthony Badger
Cambridge University, U.K.
It’s Time To End The Old Distinction Between Vocational And Academic Education

By JERRY F. CAMMARATA, PH.D. & JERROLD ROSS, PH.D.

Once upon a time, we could make a distinction between “educating for making a living” and “education for life.” The liberal arts and the humanities—education for life—helped us live our lives well and decently. Liberal studies also trained our minds to think creatively and imaginatively. A liberal arts education was meant to train us in critical thinking. They were an exercise in seeing patterns, in understanding the different ways of looking at the same event, or in grasping the creative possibilities broadened by the very strictures that might seem to limit them.

Education for making a living, on the other hand, was what used to be called the commercial arts, the technical arts, a curriculum designed to help us find the kinds of jobs that often put a value on adherence to limits rather than the ability to manipulate or transcend them.

Today, it is often said that we live in the “information age” and people are “information workers.” Perhaps it would be better to say that our information economy has blurred the old definitions of thinker and doer, creating everyone anew as manager, entrepreneur, and creative decision maker. Today, people are expected to have the flexibility to take on a multitude of tasks, to approach unforeseen exigencies with clever solutions, and to constantly improve the product; in short, to be information workers.

A recipe for disaster: we hear a renewed call for “career-oriented” curricula in high schools. The National Association of Scholars recently issued a proposal for reforming secondary education that would ask entering ninth-graders to select one of two tracks of study: a “subject-centered” curriculum (similar to the college prep courses of old) and a “career-oriented” curriculum (similar to the old commercial course or vocational education but reflecting jobs generated by the new technology). It is a recipe for disaster for our economy, our national culture, and our students’ futures.

As the pace of technological change accelerates, the very jobs at which such specific training is aimed will be disappearing as well—those of us who are still struggling with our VCR’s have felt the breeze of DVDs, DVRs, and podcasting passing us by. We may soon well be receiving three-dimensional interactive entertainment via chips implanted directly in our brains.

This applies not only to the technical careers, but to business as well. TiVo and similar services are about to render obsolete the traditional advertising executive, and the New York Stock Exchange trading floor may well be housed entirely on a CPU chip within our lifetimes. History repeating: recall that the very notion of assembly lines. In Left Back: A Century of Failed School Reforms, the highly regarded scholar Diane Ravitch noted that, around the time of World War I, education reformers decided an academic curriculum for all students was not “socially efficient.”

A new vocational education: the skills needed for life and for work. The Incredible Maxine Greene To the Editor: I want to congratulate you for the richness and expansion of your newspaper and to thank you again for mentioning me, and the wonderful coverage of the arts.

Maxine Greene New York, NY

15,380 Homeless Children in NYC Get Lost in the Shuffle

To the Editor: Well done on your good work and more importantly for having a fine name.

Russell Crane London

Assistant Principals: Crisis Management to Instructional Expertise

To the Editor: This is a wonderful article. A lot of good points were identified. I am an assistant principal and I really want to give my principal all of the support that I can to ensure that she is successful. If she is successful so is our school.

Mable Scott Columbus, SC

The Fertile Crescent for Fertile Minds

To the Editor: Your article about education in prison and Jean Harris was excellent. Jean Harris did a great deal of good with her work in Bedford.

Gloria Price Flagler Beach, FL
On-Line Learning: Vantage Learning Offers Student Writing Feedback at the Stroke of a Keyboard

By EMILY SHERWOOD, Ph.D.

Imagine a tenth grade, Spanish-speaking student who is reading at a sixth grade level. She logs onto Vantage Learning’s MY Access!®, an online, portfolio-based writing instruction program—and writes a practice essay in English in preparation for an upcoming state test. Voilà! MY Access! provides immediate feedback to the student in Spanish, at a sixth grade reading level, so that she can improve her English writing techniques in a variety of designated areas that will be evaluated on her state test.

Sound complicated? Not to Harry Barfoot, Vice-President of Vantage Labs, which developed the MY Access!® program to improve student writing proficiency in response to increased mandatory, high stakes state writing tests as well as the new writing requirement on the SAT I and ACT tests. “MY Access! is a twenty-first century pencil,” explains Barfoot. “It’s as if the students had a writing coach sitting behind them, helping them through the writing process.” Students are able to write and revise as often as they like; their work is then analyzed based on over 300 semantic, syntactic, and discourse characteristics and scored on a four or six point scale. Teachers, who are theoretically freed up from the demands of tedious paper correcting and able to spend more time on instruction, can access the student writing portfolios online to monitor their students’ progress, understand areas of weakness, and tailor lesson plans to meet their specific needs.

In justifying the need for his product, Barfoot points to the College Board–founded National Commission on Writing on its 2000 trip to Congress, “The Neglected ‘R,’” that called for a writing revolution to return writing to its rightful place among the three “Rs” in the classroom. The Commission, which surveyed 120 major corporations employing eight million people, found writing to be a “threshold skill” for hiring and promoting and a necessary passport to professional opportunity in America’s increasingly white collar society.

MY Access! is far from the only online writing program on the market, but it may be the most popular, with several states, including California and Pennsylvania, using it extensively to help students meet state testing standards. In November, California’s Los Angeles Unified School District announced a three year, multi million dollar rollout of MY Access! in 93 of its secondary schools.

Key to the success of MY Access! is what is widely regarded as one of the most sophisticated scoring technologies in today’s marketplace, IntelliMetric. Developed in-house by Vantage Learning, IntelliMetric uses artificial intelligence to emulate the process carried out by human experts when assessing a piece of writing. Until recently, few academicians believed that an inanimate computer could effectively grasp the art and nuance of writing. Yet in 1999, amidst a storm of controversy, the Graduate Management Admission Council (GMAC) became the first academic body to utilize automated essay scoring in a large-scale assessment, the Graduate Management Admission Test (GMAT), the standardized test for business school admission. GMAC has just subcontracted with Vantage Learning to use its IntelliMetric Essay Scoring System on the GMAT’s. But Vantage Learning is not the only one clamoring for a piece of the profitable computer-generated scoring business. Educational Testing Service (ETS) sells a program called Criterion that the “e-rater” technology to score essays statewide in Indiana high schools. ETS, which administers the SAT and GRE (Graduate Records Examination), expects at least ten more states to adopt computerized essay scoring in the next several years.

So what’s in store for Vantage Learning as the appetite for online learning continues to grow among school districts and students? “We’re developing a tighter alignment of our writing prompts to the core basal reading textbooks so that we can more closely match our programs to the scopes and sequence teachers are using in the classroom,” says Barfoot. “Take, for example, a thematic unit that students are working on in citizenship. There are different prompts in MY Access! that are about citizenship. Students will be writing about citizenship and its importance, so we’re helping them not only practice their writing, but we’re also helping them develop higher order thinking in the process,” adds Barfoot.

And for the proliferating field of on-line learning—which incorporates anything from computerized college degree programs to such businesses as Growing Stars, an online personal tutoring service based in California whose tutors live in India—the opportunities are endless. Key among the issues for future study will be quality assurance, particularly where public monies are concerned. Indeed, the newly formed North American Council for Online Learning (NACOL), launched in 2003 to keep pace with the “rapid development in the field of K-12 online learning,” notes in its website that “vigilant monitoring is a must.” But for scores of students across the country, the ease and comparatively low cost of logging on will continue to drive the burgeoning online learning industry.

Read more about online learning on the college level on page 20.

Scholastic Early Childhood Products Selected by U.S. Department of Ed

Early childhood products and services from Scholastic Education, a leading provider of research-based print and technology solutions proven to raise reading achievement for students in grades pre-K and above, have been selected by three of the five grant recipients of the U.S. Department of Education of 2005 Early Childhood Educator Professional Development (ECEPD) Program. Local education agencies across the country will use The Scholastic Early Childhood Program, Scholastic Early Literacy Seminar Series, Scholastic Early Childhood Today magazine, and thousands of Scholastic’s children’s books as part of their larger efforts to better prepare young disadvantaged children to enter school ready to learn.

The University of Texas at Brownsville/Texas Southmost College recently announced that it will implement the Scholastic Early Childhood Program and the Scholastic Early Literacy Seminar Series in day care centers across Southern Texas as part of its grant award.

The Scholastic Early Childhood Program is a research-based, comprehensive curriculum in English and Spanish that supports academic, social, personal and physical development among pre-kindergarten students. The program has a rich professional development component and includes materials to foster a strong school-to-home connection. Participating pre-school teachers in Southern Texas will also receive additional professional development through the Scholastic Early Childhood Forum, Inc. in Tallahassee, FL, will implement additional Scholastic Early Childhood products and services to support young children and educators in their communities.

“Scholastic is committed to providing research-based curriculum materials for young children that support the language acquisition, cognitive development and pre-reading skills that are essential for school success,” said Francie Alexander, Senior Vice President and Chief Academic Officer, Scholastic. “We are proud that three of the five grant recipients of the U.S. Department of Education Early Childhood Educator Professional Development Program have chosen Scholastic’s early childhood products to help prepare their young children for reading and learning.”

For more information visit www.scholastic.com.
On December 6, 2005, three New York City high school students will leave for Sweden for a week-long, all-expense paid trip to attend the Nobel Prize Award Ceremony, the world-famous Nobel Banquet and related activities. The trip is the grand prize awarded in the essay contest The Laureates of Tomorrow—Nobel Essay Contest. The three high school students traveling to Stockholm are:

• Jedtsada Laucharoen, Horace Mann School, The Bronx
• Alina Fradlis, Staten Island Technical High School, Staten Island
• Michael Vishnevetsky, Midwood High School at Brooklyn College, Brooklyn

The program and trip to Sweden include attending the lectures by this year’s Nobel Laureates, the Prize Award Ceremony and the world-famous Nobel Banquet where guests will include King Carl XVI Gustaf and Queen Silvia of Sweden. The students will also visit a local high school, enjoy sightseeing and be able to experience one of Sweden’s foremost traditions, the Lucia pre-Christmas celebration at the Stockholm Globe Arena.

Alina Fradlis can’t wait to attend the Prize Award Ceremony. “It will be such a unique opportunity to be in a room with some of the greatest scientific minds in the world,” she said. When the Nobel Prizes were awarded in October, she followed the news avidly.

“Since the contest, the word ‘Nobel’ has great significance to me,” Jedtsada Laucharoen commented. “I’ve heard a lot about the uniqueness of the ceremony.” A lover of maps, he observed that Stockholm is “built on many islands. Just viewing a map of the city and its surrounding areas makes this apparent.”

Michael Vishnevetsky agrees that the most exciting part of this trip will be the awarding of the prizes and the festivities attending the ceremony. He hopes to converse with the Nobel Laureates of this year and believes that he will “rejoice in this amazing experience.” In addition to sightseeing, he also looks forward to “enjoying a traditional Swedish meal.”

The competition, launched in 2004 and open to all juniors in New York City high schools, required students to write essays examining the impact on science and society of major scientific achievements by Nobel Prize winners in physics, chemistry or physiology/medicine. The finalists had to defend their essays before a panel of scientists and journalists, among them Nobel Laureates. The winners were announced at the ceremony at the Nobel Monument in Theodore Roosevelt Park on June 13, 2005, as the new inscription of names of the most recent American Nobel Prize Laureates was celebrated.

The Laureates of Tomorrow—Nobel Essay Contest is exclusive to students enrolled in New York City high schools and the three students are the first ever to win the competition, which is now entering its second year.

Contest top prize winners’ trips to Sweden and program are courtesy of the Consulate General of Sweden, which initiated the essay contest. Dr. Pola Rosen, publisher of Education Update was one of the judges of the contest and is a member of NYAS.

The contest is a partnership between the Consulate General of Sweden, New York Academy of Sciences (NYAS) and Nobelpri o.org, in collaboration with the New York City Department of Education (NYCDOE), and the City University of New York (CUNY). The contest encourages students to examine the impact of major scientific achievements by Nobel Prize winners on science and society.

A new therapeutic day school promoting the education and development of children with neurodevelopmental disorders of communicating and relating, including PDD and autism.

Based upon the Developmental Individual Difference Relationship-Based (DIR) model of Drs. Stanley Greenspan and Serena Wieder, our curriculum promotes the education and development of the whole child.

A therapeutic program in a “real school” environment, Rebecca School incorporates academics, sensory integration, Floor Time, social skills and behavior modification. OT, PT, Speech and counseling are provided as appropriate. Art, music, science, gym, and technology. Small classes, flexible grouping.

Kindergarten — Eighth Grade

CLAREMONT PREPARATORY SCHOOL is the first independent ongoing school to open in Manhattan in 50 years and the first nonsectarian, K-8 school below Canal Street.

We are located just south of Wall Street and convenient to public transportation. Our new facility of over 100,000 square feet includes state-of-the-art classrooms, art studios, language and science labs. Students enjoy a brand new library, cafeteria, outdoor play spaces, a regulation gym and a swimming pool.

For more information, CALL 212-232-0266
Surprising Rope Around the Earth

By ALFRED POSAMENTIER, Ph.D.

The traditional way to determine the distance between the circumsferences is to find the difference between the radii. Let R be the length of the radius of the circle formed by the rope (circumference C+1) and r the length of the radius of the circle formed by the earth (circumference C).

The familiar circumference formulae give us: $C = 2\pi r$ or $r = \frac{C}{2\pi}$

We need to find the difference of the radii, which is: $R = r + 1 = \frac{C + 1}{2\pi} - \frac{C}{2\pi} = \frac{1}{2\pi}$

Wow! There is a space of over 5½ inches for a mouse to crawl under.

The rope is about 24,900 miles long. We now lengthen the rope by 1 yard, it lifted off the equator about over 5½ inches!

Consider the globe of the earth with a rope wrapped tightly around the equator. The rope will be about 24,900 miles long. We now lengthen the rope by exactly 1 yard. We position this (now loose) rope around the equator so that it is uniformly spaced off the globe. Will a mouse (a real one, not one attached to the computer!) fit under the rope?

In a fascinating talk, Dr. John Flynn, curator in Fossil Mammals, Division of Paleontology, noted, “Evolution has stood up to 100 years of intense scrutiny.” Natural selection shows how species evolve over time; Flynn’s research in the Andes Mountains in Chile, one the best places to study geologic time and changing ecosystems, has produced abundant and challenging fossils, such as a whale bone in the mountains, presenting opportunities to reconstruct the geologic and natural history of the area. In a workshop on teaching evolution using the halls of Biodiversity and of Ocean Life, curator Joel Cracraft remarked that “life has been around for 3 to 4 million years so it is important to teach deep time and to relate the history of life to the history of the earth.”

He emphasized, “We are part of an evolutionary story… the concept that things change goes to all the sciences… the concept that things change goes to all the sciences.” Researchers recognize they each have distinct training and need to come together to answer questions.

The AMNH offers many opportunities for class visits and professional development. The Darwin exhibit, which runs through May 29, is very comprehensive and brilliantly captures the man, his times, and the evidence that led to the theories of natural selection and evolution. It includes live animals from the Galapagos Islands, fossil specimens, part of Darwin’s beloved beetle collection, personal letters, a recreation of his study, and original tools, such as his magnifying glass. Very accessible as a teaching tool, it emphasizes the importance of observation and analysis. For more information, visit www.amnh.org/education.

William Schiller, who has been sharing his breathtaking knowledge and enthusiasm with museum visitors for 45 years, stressed interrelationships between people, plants, and climate and the importance of studying adaptations and fossil records. There are “interrelationships in every scene… nature is not good or bad.” Poison ivy, for example, is food for rabbits, deer, and song birds. It is a very important plant that arises in an area early and holds the soil together. Acorns are food for many animals and insects. The size of the acorn crop helps determine the number of animals in winter. An important connection between plants and people is botanic cures, and understanding natural selection helps scientists anticipate the evolution of new varieties.

Dr. Neil deGrasse, an AMNH astrophysicist, praised Darwin and his “value to all the sciences… the concept that things change goes to all the sciences.” Researchers recognize they each have distinct training and need to come together to answer questions.

The AMNH offers many opportunities for class visits and professional development. The Darwin exhibit, which runs through May 29, is very comprehensive and brilliantly captures the man, his times, and the evidence that led to the theories of natural selection and evolution. It includes live animals from the Galapagos Islands, fossil specimens, part of Darwin’s beloved beetle collection, personal letters, a recreation of his study, and original tools, such as his magnifying glass. Very accessible as a teaching tool, it emphasizes the importance of observation and analysis. For more information, visit www.amnh.org/education.
AIFL Fosters International Unity Among Youth

By LIZA YOUNG

With information about nations around the world just a mouse click away, misconceptions still abound with respect to the nature of different cultures and nations. In addition to working towards debunking cultural stereotypes, the America Israel Friendship League (AIFL)—created in 1971 to bolster the bond between the two democracies—has been fostering its mission of cultural exchange and understanding between youngsters of the US and Israel through its Youth Exchange program, created in 1977. The program lays the groundwork for a foundation of unity and a formula for peace. As stated by Kenneth Bialkin, President and Chairman of the Board of the AIFL, in describing the struggle against the refusal of Islamic states to accept the existence of Israel, stated, “Based on this experience you will join that army of freedom.”

Last year for the first time Russian youth were invited to participate in the AIFL youth exchange program while efforts are currently being made to expand the program to a trilateral exchange program, where Russia would serve as a host country for Israeli and American students.

At the recent High School Youth Ambassador Student Exchange Program Luncheon at the AIFL headquarters in New York, the room was filled with a melody of languages and the internationally understood sounds of Beethoven’s moonlight sonata and jazz tunes, as student participants performed informally on the piano located in a corner of the meeting room.

Dr. Charlotte Frank, Chair of the Executive Committee, highlighting the common bonds of youth in the room stated, “looking around you can’t tell who’s from Moscow or who’s from Israel.”

Student participants articularly summed up what they garnered from the program during the first running two weeks.

There was resounding agreement among participants that the leadership workshops which took place in Washington, D.C. was enriching and of practical value. Israeli participant Inbar Levi of Rishon Le’Zion enthusiastically stated that she is looking forward to applying the leadership skills she learned to future experiences.

Jack Douglass Jessop of Montana—from a relatively culturally homogeneous town of only 8,000 stated, “I learned not only not to perpetuate stereotypes, but stopping others from perpetuating them.” He participated in the program through the American Israel Friendship League Regional Outreach program, which aims to reach communities across the United States.

The general consensus among students was that the program provides the opportunity to learn more during three weeks at the program than during all of high school.

Marina Geletko, an English studies high school teacher in Moscow, who is chaperoning the trip a tour of Russia’s historical and cultural sites, including the Kremlin and Red Square.

William Beher, III—Chief Operating Officer of AIFL—who students informally call Bill, pointed out that while at last year’s luncheon students were teary eyed at saying farewell, this year students were exuberant as they prepared to embark on a journey to Israel. In addition to forging ahead with the trilateral union, Beher stated that he envisions the future of the program as including more Americans; efforts are currently being made to further target Western portions of the United States. “It’s important to reach into communities like Jack’s in Montana, who need to understand the relationship between our two countries,” stated Beher.

The AIFL truly accomplishes its mission of ensuring a strong future for democracy and freedom.

William Beher, III, CEO, AIFL

Teachers Marina Geletko & Natalya Sukhorukova

LYCÉE FRANÇAIS DE NEW YORK
505 EAST 75th STREET, NEW YORK, NY10021
70 years experience in French-American Education

Multicultural and bilingual Private school
Students attend the most prestigious
North American colleges and universities as well as
French institutions of higher learning,
New York High School Diploma and
Preparation for the Baccalauréat
More than 50 nationalities represented
from nursery to 12th grade

Information and Admissions: tel. 1 212 439 3634
admissions@lfny.org www.lfny.org
EO Will Help Generate Millions in Employment Opportunities for the Disabled

Acting Governor Richard J. Codey recently signed an Executive Order directing all state entities to work to increase their purchases of annual goods and services through the state’s Central Non-Profit Agency (CNA) to three percent, a measure that will provide millions of additional dollars in employment opportunities for individuals with disabilities without increasing state spending.

“For too long this extremely important program has been overlooked,” said Codey. “This Executive Order will hold us to a higher standard of accountability and help countless people with disabilities earn a decent living, become self-sufficient and live a life filled with dignity and respect.”

In 1984, the legislature designated ACCSES New Jersey (Association for Choices in Community Supports and Employment Services) to serve as the state’s Central Non-Profit Agency to administer a Set-Aside Program for people with disabilities. ACCSES New Jersey is a non-profit corporation that provides leadership, resources and support to 29 organizations throughout the state that serve people with physical and mental disabilities. The CNA’s mission has been to provide set-aside commodities and services to all public agencies in New Jersey in order to generate productive employment opportunities for adults with disabilities.

However, the program is often overlooked as the first source for goods and services. While other states like Maryland, Pennsylvania and New York purchase anywhere from $35 million to $135 million each year from their respective programs, New Jersey only purchases roughly $8 million.

Of the roughly $2 billion the state spends each year, this is only half of one percent of state spending. Today’s EO will direct all state departments, agencies and institutions, to make a good faith effort to meet a goal of purchasing three percent of their goods and services through the CNA. By creating a goal of three percent, the state stands to contribute up to $60 million to the program each year by directing their spending to the CNA for goods and services they would have otherwise purchased from different outlets.

Acting Governor Richard J. Codey

The Governor signed the EO at The First Occupational Center in Orange, one of ACCSES New Jersey’s 29 support agencies. He was joined by Assemblymen Mims Hackett and John McKeon, Department of Labor and Workforce Development Commissioner A.J. Sabath, Nils Richardson, President and CEO of ACCSES New Jersey and Rocco J. Meola, President and CEO of the First Occupational Center.

“Working to assist individuals with disabilities to obtain jobs and to build careers has been a key element of the Department of Labor and Workforce Development’s mission,” said Sabath. “Acting Governor Codey’s order today signifies New Jersey’s commitment not only to hard-working individuals with disabilities but also to our efforts to help workers achieve their greatest potential in the workplace, regardless of the obstacles they face.”

“By setting the standard for increases of State Set Aside work, Governor Codey has ensured that the disabled and disadvantaged residents of our State will be able to work at jobs where they will achieve a decent wage, benefits, and move from dependence to independence,” said Meola. “We are deeply grateful for the Governor’s ongoing support of the most vulnerable citizens of our communities.”

“By setting a goal of 3 percent of all state purchases, Governor Codey has challenged us all to grow the CNA program by some seven fold,” said Richardson. “This means more jobs and earned income for our citizens with disabilities.”

For additional info on ACCSES New Jersey and the CNA program, visit www.accsesnj.org.

Keep Your Family Healthy During Cold & Flu Season

According to Woodson Merrell, MD, Director of Beth Israel’s Continuum Center for Health and Healing in NYC, there are practical steps you can take—some of which you may have overlooked—to break the sickness cycle, boost immunity and protect yourself and your family during cold and flu season.

Dr. Merrell attacks the problem with an integrative medical tool kit. “I’m a pragmatist,” he explains, “which is why I incorporate the best of Western scientific medicine and the best of complementary therapies. Even if you get a flu shot, you’re still at risk for colds and flu. However, continued on page 9
Spotlight on Schools

Simon Gratz Hoops Star to Attend UTEP Next Fall

By Richard Kagan

“Go West Young Man” is an admonition that is just about as old as America itself. That is why senior guard Malik Alvin of Simon Gratz High School in Philadelphia, PA will do upon graduation in June 2006. Alvin, a highly touted basketball player signed a National Letter of Intent to attend the University of Texas at El Paso (UTEP) next fall, where he hopes to help the Miners make their mark in their debut season in Conference USA.

Alvin, at 6’6, 170 pounds is noted for his exceptional jump shot, strong leaping ability, and being willing to take the big shot in a clutch situation. He was recruited by the University of Pittsburgh, Temple University, and St. Joseph’s, and other schools with top basketball programs. But Alvin, a named team captain for his senior year, decided to go west. “I wanted to get out of Philly and see the country,” Alvin said.

That desire coupled with knowing some players and an assistant coach on the UTEP team, made Alvin’s decision one easy one. “It’s the only place where he wanted to go,” said Leonard Poole, his high school coach.

Alvin has known David Aaror, now an assistant coach on the Miners, since he was a child and that was a big factor in solidifying his choice. The Miners have a need at the guard position and Alvin hopes he is the answer. “I wanted to go somewhere where I had a better opportunity to play,” Alvin said.

Now that he has made his choice where he’s going to college, Malik’s focus is on “books and basketball.” Simon Gratz is one of the high school basketball powers in the East. In the last 17 seasons, the Bulldogs have played in the Public School’s title game 15 times. The Bulldogs have won 7 titles during that span. Coach Poole, now starting his 17th season at the helm, has an impressive 69-18 record. The Bulldogs last won the city title in 2004. Alvin transferred from another Philadelphia high school after his sophomore year and would love to continue the great success his school has achieved. “We can do a lot,” said Alvin. “I think we can win the whole thing this year if we play together.”

The Bulldogs have traveled to New York City where they have played Rice High School, one of the top teams in the city. They have also faced off against Christ The King High School, located in Middle Village, Queens. The school has an Academic Counselor, Debra Singleton, who works with players to keep current with their homework. If they are traveling and are away for a few days, the players are ready for Monday’s classes. “They don’t miss a beat,” said Poole.

The school has quite a tradition of producing top athletes and civic leaders. Hall of Fame catcher Roy Campanella of the Brooklyn Dodgers graduated from Simon Gratz. Leroy Kelley, formerly of the Cleveland Browns football team also went to Simon Gratz. As did Rasheed Wallace, who currently stars with the Detroit Pistons of the NBA. William H. Gray III, a former United States Congressman also attended Simon Gratz. The school is named after Simon Gratz, a patriot and civic leader in post-Colonial Philadelphia. Gratz, along with his brother Hyman, and Charles Wilkins supplied saltpeter for the manufacture of gunpowder during the War of 1812 when a fledgling nation fought against the British.

December 2005 • For Parents, Educators & Students • Education Update

Educator Spotlight

When serving snacks, beware the communal snack bowl. Children like to touch, and may pick up three cookies before making a final selection.

Children also may not have washed their hands before plunging into the popcorn bowl. Much better to use separate bowls or single serving sizes when concerned about cold and flu germs being passed around with the goodies.

3. Wait wisely. During peak outbreaks of viral illnesses, you might want to reconsider turning the little one loose in a children’s waiting area. These areas have tempting child-sized tables and chairs, brightly colored toys and books. Unfortunately, these areas are used by many children with varying degrees of hygiene in the course of a day.

4. If you or your child is ill, be a hero and stay home. Not only is this the most effective way to protect others from your illness, you are more likely to rest and drink more fluids in an unstructured home environment vs. the more rigid schedules of school and the workplace. Consider canceling play dates with children who are coming down with colds. If you have to go, use a new toothbrush. After your recovery from a cold or the flu, celebrate with a new toothbrush. Your old brush is likely carrying some residual germs from your illness, so out with the old and in with the new.

5. Treat yourself to a new toothbrush. After your recovery from a cold or the flu, celebrate with a new toothbrush. Your old brush is likely carrying some residual germs from your illness, so out with the old and in with the new.
Veteran Coach Arrives at Staten Island Academy to Guide Girls Basketball Program

By RICHARD KAGAN

It’s been a long time since the varsity girls’ basketball program at Staten Island Academy (SIA) reigned supreme in New York. The Lady Tigers captured the New York State Association of Independent Schools crown during the 1992-1993 season. There have been some lean years since then.

When veteran high school basketball coach Michael Reape became available prior to the start of basketball practice, Staten Island Academy wasted no time and named him Head Coach of the Girls’ Varsity and Junior Varsity teams, and coordinator of all Middle School Boys and Girls basketball. Reape had successfully coached the boy’s Varsity basketball team at Tottenville High School, where he led Tottenville to Eight berths in the Public School Athletic League playoffs in New York City.

Reape also coached Tottenville H.S. in the last two Staten Island High School League Championship games, for bragging rights on the Island. Due to an administrative change in credentialed, Reape could no longer coach at Tottenville.

And in stepped Staten Island Academy. Darlene Crowe, the current director of athletics at SIA, got in touch with Reape to see if he was interested in re-building the Girl’s varsity basketball program. The Lady Tigers finished 1-15 last season, and had no returning seniors. But Reape, signed up for the challenge. “It is a challenge,” said Reape. “Patience is the key word.”

This season the Lady Tigers will play 20 games, starting in early December. They compete in the Athletic Conference of Independent Schools and the Private School Athletic Association. Reape, who also runs the recreational basketball program at the Jewish Community Center on Staten Island, is teaching fundamentals to the players and to get them to play to the best of their ability. “The goal will be to improve the overall program,” Reape said. He’s not expecting overnight miracles, just steady progress.

That seems just fine to the staff at SIA. “We’re thrilled to have someone of Mike’s caliber leading our girl’s basketball program,” said Crowe in a statement released to the media. M. Peter Rapp, former athletic director of the school from 1970 to 2003, who is still active on the 12 acre campus, said Reape brings “a wealth of experience.”

First and foremost, the Academy is a college preparatory school, one hundred percent of the seniors graduate and go on to a four year college. SIA’s mission is to provide a liberal arts education to a socio-economically diverse population. While at SIA, students are encouraged to participate in sports or other extra-curricular activities.

Coach Reape is a teacher of the game of basketball. At the JCC, he supervises all volunteer coaches in a Sunday recreational league that attracts over 400 students from Kindergarten to 8th grade. He provides coaching clinics to new coaches and helps the ones with more experience brush up on strategy.

The Lady Tigers are preparing for the 2005-2006 season and the mood at SIA is upbeat. There’s a new coach and a new season.³

By MARTHA MCCARTHY, Ph.D.

In general, school authorities can ban student attire that disrupts the educational process, is lewd or vulgar, promotes unlawful activity, or conflicts with the school’s objectives. Courts have interpreted the legal standards as authorizing public schools to prohibit a range of student attire including Marilyn Manson t-shirts, gang symbols, sagging pants on boys, and halter tops on girls. Yet, students have prevailed in a number of cases where courts have found attire restrictions to be arbitrary, vague, overly broad, or discriminatorily applied.

Some of the most sensitive recent attire controversies have pertained to clashes between the school’s interests in promoting civil expression and students’ rights to express their religious beliefs. For example, the disruption standard recently was not satisfied where a student was suspended for wearing a T-shirt with the phrases “Homosexuality is a Sin, Islam is a Lie, and Abortion is Murder.” In this Ohio case, Nixon v. Northern Local School District, school authorities argued that the shirt violated the school district’s dress code by promoting values contrary to the school’s mission and invading the rights of others. However, the federal district court disagreed and enjoined school authorities from banning this shirt that expressed the student’s religious beliefs in the absence of a disruption. Other courts also have allowed students to wear shirts expressing similar religious views as long as the attire did not disrupt educational activities.

Some schools are adopting restrictive dress codes or student uniforms to avoid such sensitive attire controversies. Indeed, voluntary uniform policies are gaining popularity, particularly in urban areas, including New York City. And courts have been inclined to uphold such policies as long as they are not designed to suppress expression, they include waivers for students opposed to uniforms on religious or ideological grounds, and assistance is available for students who cannot afford the specified attire. Public schools have successfully defended both restrictive dress codes and prescribed student uniforms that advance legitimate school objectives such as reducing socioeconomic tensions, increasing attendance, and improving the school climate. Courts have rejected assertions that student uniforms violate parents’ Fourteenth Amendment rights to direct the upbringing of their children or students’ First Amendment expression rights.

For more than a quarter of a century the Supreme Court has recognized that students do not abandon their constitutional rights when they enter public schools. Yet, despite the communicative elements of student attire, dress codes and uniform policies are being judicially upheld if they advance important government interests unrelated to the suppression of student expression. School boards, with the support of parents, increasingly are concluding that they can reduce time-consuming and divisive conflicts over student attire by adopting policies that severely limit what students can wear at school. If this trend continues, the United States may follow most other countries in making student uniforms the norm in public schools.³

³ Martha McCarthy, Ph.D. is the Chancellor Professor, School of Education, Indiana University.
92 STREET Y NURSERY: A COMPREHENSIVE LEARNING PROGRAM FOR YOUNGSTERS

By LIZA YOUNG

It’s not surprising that so many parents of preschool age children vie competitively in pursuit of sending their kids to the 92nd Street Y nursery school. Housed on the premises of the great 92 St. Y cultural center, the pre-school boasts the resources of the organization and has features such as three outdoor playgrounds, with soft-cushioned floors, with one playground having a special protective roof. But this is just a part of what makes this pre-school a treasure for young-sters, their parents, and the staff.

As Nancy Schulman, Director of the nursery school, stated in a recent interview in her office, the quality of teachers at the Y is a cornerstone of the pre-school: master teachers with 25 years of teaching experience strive to “pass teaching on to the next generation of teachers.”

There is a sense of camaraderie among staff and students, with everyone, including program directors, being addressed on a first name basis. Even the security guards contribute to the sense of having an extended family at pre-school as they heartily greet students each morning, sometimes providing treats such as stickers and candies.

The program hosts 175 students, ages 2 1/2 through five years olds, with a teacher/student ratio of about 4 to 1. A dynamic team approach is used by teacher groups for each respective class, with regular discussions on what teaching approaches have proven successful in the classroom.

The curriculum is multi-dimensional and multi-sensory, involving lively student participation. Examples of lesson plans include using pumpkins to learn about circumference and the development of scientific hypotheses. Three year olds were asked whether the pumpkin would float when placed in a large pool of water, and actively engaged in this experiment. Finally children learned culinary skills as they baked pumpkin seeds. Mathematical concepts and art go hand in hand as children colorfully graph different phenomena, such as the number of times the temperature was cold versus mild in a particular week. A major component of teaching at the pre-school is fostering independence and self-confidence, such as having children learn to put their coats on by themselves or pour their own beverages.

The moral development of children is bolstered through teaching the concept of Mitzvot—good deeds—which are summarized on index cards with specific examples of students engaging in kind behavior, such as “David held the drawer open for Sam.”

Enrichment programs at the pre-school program include music sessions with a specialist in the field as well as science studies with a teacher referred to as professor. There is a rich array of after school programs available for youngsters—some even coordinated with dismissal time—that range from pottery to dance, music, gym and sports.

Recognizing that learning at the nursery school must be reinforced and complemented outside of school, special programs are available for parents and caregivers.

The parenting center, launched in 1979 is open to all parents—even those who do not have children enrolled in the pre-school and recently a program for caregivers was launched. These programs are in addition to regular parent-teacher conferences.

Children with special needs are integrated into the program at the pre-school. In-service programs are available such as psychologists and occupational therapists, and referrals are made to programs such as the Child Study Center at New York University, when necessary.

The pre-school overall is an ideal center to meet the moral, academic, and cultural growth of the child, a center where teachers and parents partner in taking an active role in the process.

When asked about major changes at the school during her 16 year tenure, Schulman spoke about the complicated lives that children and their fast track parents live, often overwhelmed and exhausted. Parents need more guidance today: they are bombarded with information and have lost contact with extended families. Children need to develop more self-confidence and competence in order to take risks and learn.

With Schulman and Birnbaum at the helm, children will continue to flourish and grow; and they will continue to return to visit years later, as so many do, the roots of their early success.

---

Ellen Birnbaum, Associate Director & Nancy Schulman, Director at the 92nd Street Y Nursery School against the background of a 1990 weaving made by 3 year old children.

NYU Child Study Center
577 First Avenue
New York, NY 10016
(212) 263-6622
www.AboutOurKids.org
CCNY History Professor Judith Stein Named Fulbright Distinguished Chair

Dr. Judith Stein, Professor of History at The City College of New York (CCNY), has been selected as a Fulbright Distinguished Chair for 2005-2006 by the Council for International Exchange of Scholars, which administers the Fulbright Scholar Program.

An expert in African-American and 20th Century U.S. history, she is one of 31 prominent scholars chosen as distinguished chairs, which is the most prestigious category in the Fulbright Scholar Program.

Professor Stein will hold the prestigious Nikolay V. Sivachev Distinguished Chair in American History at Moscow State University from February to July 2006. There she will teach U.S. history since World War II to advanced undergraduate and graduate students. She will also be the resource person for Russian students and scholars in American history.

"This is part of the Distinguished Chair in American History program, whose purpose is to advance knowledge and familiarity of American history in selected countries of the world," she said.

The Sivachev Distinguished Chair was created to increase American-Soviet cultural relations in the wake of the détente between then-President Richard M. Nixon and Soviet Premier Leonid Brezhnev in the early 1970s. It is named for Nikolay V. Sivachev, who was the Soviet Union’s top American scholar at that time.

A Professor in The College’s Ph.D. Program in History, Dr. Stein is a graduate of Vassar College (B.A.) and earned her Ph.D. at Yale University.

She has received fellowships from the National Endowment for the Humanities and the American Council of Learned Societies.


Follow your passion.

One-to-one faculty
Individualized curriculum
Study what you love

Offering:
B.A. • M.Ed.
M.F.A. • Ph.D.
M.A. in Psychology

Contact:
888.828.8575
www.tui.edu

BY JOAN BAUM, PH.D.

There is nothing inconsistent in Wen Chen’s having double majored in chemistry and biology at the College of New Rochelle (CNR), an undergraduate institution known for its concentration on the liberal arts. In fact, says this alumna of the class of ’96, she attributes her “good fortune” as a science professional to her undergraduate days at the college. The scientific editor of Neuron, a prestigious peer-reviewed journal of research in neurobiology, Wen Chen has nothing but praise for her CNR teachers—her favorite was a nun who taught biochemistry—and she talks animately about the great support, academically and emotionally, that she had during her four years there. Without CNR, she says, she might not have made it to Harvard for graduate work. It could certainly not have been easy for a sheltered 18-year old from Wuhan, China, who knew only the basics of English, the King’s English at that, to make her way in The United States. She laughs softly, remembering how in a chem. lab during her first year she had asked her partner who was working with her “cooking up ingredients in an experiment,” to “turn up the hawt plate,” giving the word “hot” a British spin. She was “so embar-rassed,” she recalls. But she was also focused on a field she found “fascinating.”

The only child of two science professionals, Wen Chen was in some sense born to pursue science—the top high school students in China go into science and engineering—but to hear Wen Chen talk about biology is to know that she loves her subject. Her father, who had been a visiting scholar in Arizona in the eighties and was “impressed” by the quality of scientific education in The United States, suggested she apply to an American college. In particular, he and her mother recommended that she look at undergraduate liberal arts institutions and schools where they felt she would be looked after and thrive in a safe environment: enter The College of New Rochelle, which in addition to fitting the bill, offered her a generous scholarship. Wen Chen says she had always been attracted to biology, particularly genetics, which she discovered in high school in China, but when she came to this country and discovered the link between scientific observation and mathematical underpinnings, she was hooked. She decided on a double major and then interned at Memorial Sloan Kettering. Graduate study in neurobiology followed, centering on research into Rett’s Syndrome, a cognitive disease related to autism afflicting young children. She then went on, as a post-doc, to specialize in protein sequencing at MIT, and she studied for a year at Harvard Medical School, wanting to know how research was applied in clinical settings.

As scientific editor at Neuron, a position she has occupied since last December, Wen Chen feels she has a wonderful opportunity to keep up with all the subspecialties in neurobiology, also her husband’s field. Because the journal reviews blind submissions, she has no way of knowing how many women are involved in scientific research, but she does say that when she was at Harvard and MIT, she saw fewer women than men at the higher levels and of those who made it, there were drop outs. She feels that historical and cultural biases against women need to be addressed, but she also notes that her editor-in-chief as well as many colleagues at Neuron are women. No doubt, she not only "really enjoyed" her college years at CNR but also found role models who encouraged her to pursue intellectual passions, no matter how competitive the field.

DISTINGUISHED ALUMNI

Wen Chen: From Central China to The College of New Rochelle

By JOAN BAUM, Ph.D.

There is nothing inconsistent in Wen Chen’s having double majored in chemistry and biology at the College of New Rochelle (CNR), an undergraduate institution known for its concentration on the liberal arts. In fact, says this alumna of the class of ’96, she attributes her “good fortune” as a science professional to her undergraduate days at the college. The scientific editor of Neuron, a prestigious peer-reviewed journal of research in neurobiology, Wen Chen has nothing but praise for her CNR teachers—her favorite was a nun who taught biochemistry—and she talks animately about the great support, academically and emotionally, that she had during her four years there. Without CNR, she says, she might not have made it to Harvard for graduate work. It could certainly not have been easy for a sheltered 18-year old from Wuhan, China, who knew only the basics of English, the King’s English at that, to make her way in The United States. She laughs softly, remembering how in a chem. lab during her first year she had asked her partner who was working with her “cooking up ingredients in an experiment,” to “turn up the hawt plate,” giving the word “hot” a British spin. She was “so embar-rassed,” she recalls. But she was also focused on a field she found “fascinating.”

The only child of two science professionals, Wen Chen was in some sense born to pursue science—the top high school students in China go into science and engineering—but to hear Wen Chen talk about biology is to know that she loves her subject. Her father, who had been a visiting scholar in Arizona in the eighties and was “impressed” by the quality of scientific education in The United States, suggested she apply to an American college. In particular, he and her mother recommended that she look at undergraduate liberal arts institutions and schools where they felt she would be looked after and thrive in a safe environment: enter The College of New Rochelle, which in addition to fitting the bill, offered her a generous scholarship. Wen Chen says she had always been attracted to biology, particularly genetics, which she discovered in high school in China, but when she came to this country and discovered the link between scientific observation and mathematical underpinnings, she was hooked. She decided on a double major and then interned at Memorial Sloan Kettering. Graduate study in neurobiology followed, centering on research into Rett’s Syndrome, a cognitive disease related to autism afflicting young children. She then went on, as a post-doc, to specialize in protein sequencing at MIT, and she studied for a year at Harvard Medical School, wanting to know how research was applied in clinical settings.

As scientific editor at Neuron, a position she has occupied since last December, Wen Chen feels she has a wonderful opportunity to keep up with all the subspecialties in neurobiology, also her husband’s field. Because the journal reviews blind submissions, she has no way of knowing how many women are involved in scientific research, but she does say that when she was at Harvard and MIT, she saw fewer women than men at the higher levels and of those who made it, there were drop outs. She feels that historical and cultural biases against women need to be addressed, but she also notes that her editor-in-chief as well as many colleagues at Neuron are women. No doubt, she not only “really enjoyed” her college years at CNR but also found role models who encouraged her to pursue intellectual passions, no matter how competitive the field.
Devoted to Soli Deo Gloria (glory to God alone) and Liberal Education

BY JOAN BAUM, Ph.D.

“Your work with your door open” and feel limitations, only as these are “offered from above,” says Dr. Stephen J. Sweeny, trying to explain some part of the passion and the philosophy that have motivated him for over 30 years as an administrator at the College of New Rochelle (CNR) and, for the last 9 years, as its president, invited to serve by the board of trustees, who dispensed with the usual search, and then repeatedly asked to continue. With great modesty the president expresses gratitude and quiet confidence at the opportunity to lead the CNR community, sensitive to the values and needs of a being at the helm of a 102-year-old Catholic woman’s college and its more recent co-ed graduate and professional schools.

He likes to think that “we’re not getting older, we’re just getting better,” but in conversation, it becomes apparent that much that motivated Dr. Sweeny to seek out the CNR in the first place still holds true today—a belief in the merit of a Catholic liberal arts education and respect for the research that has indicated leadership advantages for women who attend single-sex undergraduate schools—his own daughter’s experience. A disproportionate number of congresswomen, he points out, come from women’s colleges, and women students report a greater ease and opportunity studying with their own. But Dr. Sweeny is quick to point out, as well, that though women constitute 70 percent of the faculty at CNR, men have always been welcome as administrators. What is more, the college, owing its origin to the spirit of the Ursuline order, asks for no religious tests. Its faith-based curriculum, he points out, that where other institutions have disbanded with physical education, CNR requires students to take up four (noncredit) courses. And it is his pride that most CNR students opt to take more, aware of the nation’s and their own growing health needs, and of the connectedness of mind and body, here augmented by spirit.

Dr. Sweeny adds, has been CNR’s success at having over 50 percent of its graduates go on for further study. It is his hope that the number of those who seek out CNR for continuing education will grow, once the college’s $25 million Wellness Center is complete. It is one of CNR’s distinctive features, he points out, that where other institutions have disbanded with physical education, CNR requires students to take up four (noncredit) courses. And it is his pride that most CNR students opt to take more, aware of the nation’s and their own growing health needs, and of the connectedness of mind and body, here augmented by spirit.

Bank Street College is offering ten scholarships funded by the U.S. Department of Education to qualified bilingual general education teachers committed to serving children in general, inclusion, and special education classrooms.

The scholarship will pay over 90 percent of tuition. Students pay $50 per credit plus fees. Earn a master’s degree and New York State certification in Special Education at the early childhood, childhood, or middle school levels.

To be eligible, candidates must:

• meet admissions standards required of all Bank Street College graduate students, including excellent academic backgrounds
• receive strong recommendations
• be currently certified general education teachers holding the bilingual extension
• be highly motivated to improve their ability to work with children with disabilities in both general and special education settings
• commit to teaching in New York City schools for two years for each year of funding


Dr. Stephen J. Sweeny
College of New Rochelle

DR. STEPHEN J. SWEENY, COLLEGE OF NEW ROCHELLE

Bank Street College has been committed to the education of women since 1891. From its founding, the college has offered a unique combination of rigorous academics, ethics, and cohesive community that has resulted in a strong record of personal and professional success for its graduates.

In all the campuses, noting that CNR’s unusually attractive to older women who help swell the college, the more recent co-ed graduate and professional schools, and of the connectedness of mind and body, here augmented by spirit.

The challenge and so far the accomplishment, says Dr. Stephen J. Sweeny, trying to explain some part of the passion and the philosophy that have motivated him for over 30 years as an administrator at the College of New Rochelle (CNR) and, for the last 9 years, as its president, invited to serve by the board of trustees, who dispensed with the usual search, and then repeatedly asked to continue. With great modesty the president expresses gratitude and quiet confidence at the opportunity to lead the CNR community, sensitive to the values and needs of a being at the helm of a 102-year-old Catholic woman’s college and its more recent co-ed graduate and professional schools.

He likes to think that “we’re not getting older, we’re just getting better,” but in conversation, it becomes apparent that much that motivated Dr. Sweeny to seek out the CNR in the first place still holds true today—a belief in the merit of a Catholic liberal arts education and respect for the research that has indicated leadership advantages for women who attend single-sex undergraduate schools—his own daughter’s experience. A disproportionate number of congresswomen, he points out, come from women’s colleges, and women students report a greater ease and opportunity studying with their own. But Dr. Sweeny is quick to point out, as well, that though women constitute 70 percent of the faculty at CNR, men have always been welcome as administrators. What is more, the college, owing its origin to the spirit of the Ursuline order, asks for no religious tests. Its faith-based curriculum, he points out, that where other institutions have disbanded with physical education, CNR requires students to take up four (noncredit) courses. And it is his pride that most CNR students opt to take more, aware of the nation’s and their own growing health needs, and of the connectedness of mind and body, here augmented by spirit.

Dr. Sweeny adds, has been CNR’s success at having over 50 percent of its graduates go on for further study. It is his hope that the number of those who seek out CNR for continuing education will grow, once the college’s $25 million Wellness Center is complete. It is one of CNR’s distinctive features, he points out, that where other institutions have disbanded with physical education, CNR requires students to take up four (noncredit) courses. And it is his pride that most CNR students opt to take more, aware of the nation’s and their own growing health needs, and of the connectedness of mind and body, here augmented by spirit.
No generation better reflects the American Dream than ours.

Generation Baruch.

We may not look like we’re part of the same generation, but while we grew up at different times, we come from the same place. We attended a college whose campus was New York. And we got there via the IRT, not the LIE, which was good, because it’s easier to do your homework hanging on to a subway strap than a steering wheel. We all worked hard, became the first members of our families to graduate from college, and pulled ourselves up by our own bootstraps to achieve success. And if that sounds like the American Dream at work, it is. It’s what brings us together and makes us one generation.

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

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

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

The American Dream still works.

CUNY Chancellor Announces New Compact for Public Higher Education

By JOAN BAUM, Ph.D.

Parents, take note: Introduced by the president of the Center for Educational Innovation—Public Education Association (CEI-PEA) Seymour Fliegel, who hailed him as the first CUNY gradu-ate to be the leader of a great public university, and someone Fliegel’s own father would have called “a prince of a man.” Matthew Goldstein, the chancellor of The City University of New York, gave an impassioned address on the need to rethink the funding of public higher educa-tion, citing along the way The New York Times’ Thomas Friedman, new data on costs and stu-dent performance, and his mother. Quoting from Friedman’s best-seller The World Is Flat, the chancellor quoted Friedman’s observation that when a child he was told “to finish his dinner because people in China and India were starv-ing.” Today, Friedman tells his own children “to finish their homework because people in China and India are starving for their jobs.”

With compelling anecdotes and hard data, the chancellor effectively drove home his theme that there are moral, social and academic rea-sons why funding must be increased for public higher education in general and for CUNY in particular, and now. Although the chancellor had addressed CEI-PEA in February, the November 17 speech expanded on earlier discussion about private funding sources. This time time around, however, the emphasis was on the “public side” of higher education funding. Specifically, the chancellor proposed implementing recommenda-tions recently made by a university task force. Called Investing in Futures: A New Compact for Public Higher Education, the initiative would bring together various funding constituencies: the state, the city, the university, friends and alumni and the students through a 3-3½ per-cent tuition hike. Alone, the students can’t do it and the city and state won’t do it, but a “shared partnership” could efficiently and effectively meet global competition for skilled workers and serve the mission of the university. To do less than provide access and ensure equity, the chancellor said pointedly, looking out at the assembled guests, would be a “moral outrage.”

Though reading from prepared remarks, the chan-cellor paused at numerous times to emphasize what clearly is for him a personal, heartfelt mis-sion. The facts are that public support for public higher education has plunged dramatically in the last decade, continuing a trend, thereby aggravat-ing the disproportionate number of blacks who do not enroll in college or complete a degree, compared with whites. This “divide” in higher education and the work place, he pointed out, cit-ing Bill Gates, has serious economic and social consequences for the country in keeping competi-tive, especially in the sciences. The numbers are frightening: only 7 percent passing the physics regents, 18 percent chemistry. CUNY would address the challenge by way of more pipeline programs in the schools, full tuition scholarship for those who commit to teach math and sci-ence in middle and high schools, strengthened financial support for graduate school programs, guaranteed financial aid for poor but promising college-bound youngsters, refurbished science facilities at the colleges, and new collaborations with the Department of Education. But it all costs money. So what else is new? A new way to get it.

The chancellor believes that a “self-leveraging” multi-year, multi-pronged investment initiative to effect CUNY’s Master Plan can provide a respon-sible means of funding public higher education: “If each [partner of the Contract] agrees to put in a share, each gets the benefits of the whole.” The chancellor noted the irony that CUNY is asking for more public support at a time when reports indicate that the university is at the top of its form in enrollment and academic performance. Indeed, four outstanding students sitting in the audience, heard their praises sung as winners of prestigious awards, an honors circle that includes, of course, the nation’s number-one Intel Science Talent Search Contest winner this year. The implications were clear: the public can be assured that their investments would bear fruit. CEI-PEA, a not-for-profit organization made up of private citizens dedicated to investing in public education, seeks to support school leaders, encourage parental involvement and infuse curri-cula with imaginative and efficient programs that will strengthen both the image and the functioning of urban public school systems. #
Maxine Greene, noted educational theorist, accepts a Lifelong Learning Award for her contributions to lifelong learning. The award was presented at an early evening cocktail reception at The Princeton Club of New York. "This prize was created to honor notable leaders and institutions for their innovative and sustained contributions to lifelong learning," said Arthur Levine, President of Teachers College. "In today's information and global society, knowledge and education are the twin engines that drive our economy and shape our lives. In this environment the half-life of knowledge is becoming shorter and shorter. This makes education throughout life essential. And it makes strong lifelong learning programs imperative."

Levine noted that in a 1996 study by the International Commission on Education for the 21st Century, the concept of lifelong learning was described as education that is flexible, diverse and available at different times and places throughout one's life. The report, called the Delors report, identified four pillars of education for the future: learning to know, learning to do, learning to live together (and with others), and learning to be. "The contributions of our honorees have addressed these four essential elements of learning throughout their lives, helping to change the way education is conceived and delivered," he said.

Selected by CE&I’s Advisory Committee on Lifelong Learning, a group of 20 leaders in national and international business, health, education and media, honorees were judged according to the reach and scope of their work, how they had nurtured and demonstrated beliefs and practices that support lifelong learning, if they had been engaged in lifelong learning for more than 20 years and if their contributions have been widely recognized.

In their awards document the Advisory Committee noted the contributions of each honoree: The Chautauqua Institution, founded more than 130 years ago as an educational experiment in vacation learning is today recognized as a kind of “American soapbox” where the discussion addresses some of society’s most compelling global issues. Its president, Thomas Becker, has proved to be a true 21st century leader, matching and marrying the historic charter and adapting it to address current concerns.

Paulo Freire had a distinguished career as a progressive educator in Brazil, proposing that education move beyond the elite of society and into the poorest communities. In addition to his academic and institutional life, he participated in a movement for popular education in the early 1960’s, encouraging literacy among the country’s peasant population. Throughout his life, until his death in 1997, this controversial man was engaged in unceasing intellectual labor and inspired by the struggle of the Brazilian people for an equitable and democratic government.

A 1938 graduate of Barnard College, long-time educator Maxine Greene has had a distinguished career in education, combining philosophy, education and the arts to enhance the education process. In her words, “If we enlist the arts and imagination in teaching, we allow students to take advantage of their lived experiences.” Involved in many spheres of the education world, Greene founded and directed the Center for Social Imagination, the Arts and Education at Teachers College. She has been philosopher-in-residence at the Lincoln Center Institute of the Arts in Education for more than 25 years, and was the editor of the Teachers College Record. Among her many affiliations, she is past president of the Philosophy of Education Society, the American Educational Studies Association and the American Educational Research Association. At age 87, Greene is still a practicing educator as Professor Emeritus of philosophy and education and the William F. Russell Professor Emerita in Foundations of Education at Teachers College. Since it was founded in 1969, the Public Broadcasting System has been dedicated to providing the nation’s public television station with the best in children’s, cultural, educational, history, nature, news, public affairs, science and skills programming. PBS works with the nation’s school systems and the U.S. Department of Education to help parents and teachers prepare children for success in school, and to provide quality professional teacher development through a series of online courses. Its Adult Learning Service involves local PBS stations and colleges in an effort to provide college credit TV courses to almost half a million students each year.

"Today, dynamic learning across one’s lifespan is influenced by technology and innovation, changing population demographics, quality of life and workforce needs. To keep pace, individuals must find learning to be enlightening, engaging, ongoing and, most of all, relevant," said Mary Rose Barranco Morris, Ed.D., Director of Lifelong Learning for CE&I. "Our honorees have succeeded in this and as a result, have made great contributions to the development of intellectually, socially and aesthetically enriched and responsible citizens."

For more information, visit the college’s Web site at www.tc.columbia.edu.
The name Kennedy is synonymous with public service, with answering the call to improve the lives of all people around the globe. Robert Kennedy was the attorney general of the United States from 1961-1964 and senator from 1965-1968. In the tragic aftermath of his brother President John Kennedy’s assassination, he was murdered in Los Angeles in 1968 at the Ambassador Hotel.

The Kennedys always admired the courage of others fighting adversity. Passing the mantle of champion of human rights, Kerry Kennedy, daughter of Robert Kennedy, recently published a book, Speak Truth to Power, calling for and applauding the lives of 41 brave men and women that she met in her travels around the world.

In 2005, Robert Kennedy, Jr., decided to honor the memory of his brother with the Robert F. Kennedy Human Rights Award, presented by the New Orleans chapter of ACORN (Association of Community Organizations for Reform Now). That says it all. Typically, it plants the seeds in communities across America that can grow into mighty oaks with strong roots and far-reaching branches in the ongoing struggle for progress, opportunity, and justice. It’s the nation’s largest community organization of low- and moderate-income families, with 175,000 member families and 850 neighborhood chapters in 75 cities in our country, Canada, the Dominican Republic, and Peru.

After Hurricane Katrina, he temporarily moved to Baton Rouge, organizing in shelters, and locating and supporting ACORN members displaced by the storm. But Stephen kept the faith, and is leading a new movement to give the low-income community of New Orleans a genuine voice in the redevelopment of their city. Survivors I met told me they don’t want veto power over every proposal to rebuild their region—they just need a voice in the rebuilding of their own communities, and ACORN is their voice.

The name is especially appropriate—Association of Community Organizations for Reform Now. That says it all. Typically, it plants seeds in communities across America that can grow into mighty oaks with strong roots and far-reaching branches in the ongoing struggle for progress, opportunity, and justice. It’s the nation’s largest community organization of low- and moderate-income families, with 175,000 member families and 850 neighborhood chapters in 75 cities in our country, Canada, the Dominican Republic, and Peru.

The challenge facing these low-wage workers was aggravated by the Administration’s harsh decision to suspend the protection of prevailing wage laws for reconstruction workers in the Gulf Coast—a needless and appalling insult to suffering workers and their families. ACORN made its outrage known. Thanks to its efforts, the Administration admitted the error of its ways and reindicated continued support for legal protections for these hard-working Americans.

But there is much more to do. Stephen sees the living wage as indispensable in attracting residents back to New Orleans. As he says, “people have moved away from this city and have seen that they can make more money in other places. The simple fact of the matter,” he says, “is you can’t pay a minimum wage in New Orleans right now, because there is nobody in the city. So you have to pay people in order to have them come to work.” In 1968, Bobby spoke about this need, in words that ring even more true after Katrina.

Perhaps the most invisible of all among the invisible poor are those in the immigrant neighborhoods and communities of New Orleans. A century and a half ago, thousands of Irish immigrants gave their lives digging the New Basin Canal, which linked the city with Lake Ponchartrain at the time. Lost from public view today are thousands of contemporary immigrants, especially from Mexico, Honduras, and Vietnam, who had been living in the areas hit hardest along the Gulf Coast. Few have sought help from relief agencies or gone to shelters, for fear they’ll be deported. Whatever violations of the immigration laws they may have committed, we can’t wash our hands of their plight and let their suffering continue.

As this disaster reminds us, we’re all part of a family—and we have a responsibility to help members of our family in need. More than ever, as we have learned so painfully in recent weeks, the war on poverty has casualties like any other war—and so far, we are losing this war.

Government must respond in ways that are as good and as compassionate as the American people. We know what must be done. We’re a stronger country when we’re a fairer country. Inequality and injustice undermine our economy, our security, our standing in the world, our future. We need to wage a wiser war on poverty.

That means a broader effort and a new spirit of cooperation to reduce poverty, a genuine new coalition carried out by leaders in government at every level, in religion, in industry, and in the academic community.

This is our opportunity and our calling—

continued on page 18
REMEMBERING ROBERT FRANCIS KENNEDY

It’s appropriate that many who were politically active in the sixties associate “speak truth to power” with demonstrations to end the Vietnam War, but the now famous phrase (which actually surfaced in 1955 as part of a strategy statement by the American Friends Service Committee) also resonates as a rallying cry for social justice and civil and human rights in this country and abroad, no more so than as articulated by Robert F. Kennedy (1925-1968), whose impassioned dedication to redress the lot of the poor and the abused in this country and abroad was recently honored in Washington at a special memorial on the occasion of his 80th birthday. Much of his legacy, which has become the heartfelt life work of his daughter, Kerry Kennedy, can be seen in the extraordinary number of important action committees she heads, to continue his drive for “a more just world, where the powerless can not be abused by the powerful.” Her five-star, best-selling book, Speak Truth to Power: Human Rights Defenders Who Are Changing Our World, surfaced in 1955 as part of a strategy statement that can now be found in over 10,000 American high schools and colleges and, by way of the Internet, around the globe.

The classroom, of course, can effectively inculcate and hone a sense of fair play. Kids, Kerry Kennedy shrewdly observes, know instinctively about justice. She recalls how, when she was a small child, learning to tie her shoes, she would try to be fair: if she began by putting on her left shoe, she would then tie the laces of the right one first. “Listen to five-year olds,” she says, “they talk constantly about what’s fair or not fair.” Though she was only eight when Robert Kennedy was assassinated, she has strong memories of his zest for life, outdoor play, sense of humor. He was, she recalls, “a tremendously loving father and enormously present” in her life. And obviously a strong influence at least by virtue of the fact that there was little separation for him between work and home. The constant flow of people to their house meant constant talk at the dinner table. RFK was Attorney General at the time and “equality was the seminal issue of the day.”

Much as the recent Washington birthday memorial made it clear, in speech after speech about RFK’s heritage, Kerry Kennedy also makes it apparent how much she has charted her own course in fighting for social justice, tracing her abiding interest in Amnesty International, for example, to an internship she had one college summer, choosing the organization over other sites because it responded to her stated desire to be given a significant project and not push paper. And did she get such a task: documenting abuses against refugees from El Salvador committed by U.S. immigration officials, a horrifying shocker that clearly marked out her future commitments. After graduating from Brown, she went to Boston Law School, impressed by a group of volunteer lawyers she had met who were working with the indigent. Her membership on the board of the nonprofit Robert F. Memorial and her founding of the RFK Center for Human Rights are just two of many, many advocacy organizations she actively works for and supports that seek to speak truth to power. Her awards would take another article.

Though her three children get first priority, Kerry Kennedy manages to keep up with an amazing number of education initiatives, including making presentations about Speak Truth to Power. She has also become an ardent advocate of NetAid, an action-oriented organization for the high school students (www.netaid.org), but she suggests that teachers and parents can also do a lot on their own. “Have kids read a newspaper every day and count up stories on the front page that have to do with human rights issues.”

Be informed. She notes that one of her daughters not too long ago came home with a project to do a report on candy. Candy? Did her daughter know that 43 percent of chocolate is made by child labor in West Africa? Well, she knows now. Yes, much as been accomplished in the last 25 years in providing better conditions, espically for women, children, and the poor, but much remains to be done. As RFK said—and Kerry Kennedy needs no prompt to recall the words—“one person can make a difference and each of us has an obligation to try.”

"The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike. Rather, it will belong to those who can blend vision, reason, and courage in a personal commitment to the ideals and great enterprises of American society.”

― ROBERT KENNEDY

By JOAN BAUM, Ph.D.

EXCLUSIVE INTERVIEW

Kerry Kennedy: Honoring her Father’s Tradition

Superstars Choose CUNY

David Bauer
Hunter College H.S. 2005
CUNY Honors College
City College 2009
Intel Science Prize First Place Winner 2005

1-800-CUNY-YES www.CUNY.EDU

THE CITY UNIVERSITY OF NEW YORK
it’s our duty—to get it right. We can rebuild the Gulf Coast in a manner that lifts people up and gives them a voice. We can reduce and even eradicate poverty in the nation, and reclaim our moral standing in the world. Other nations still desperately want to look to us for moral guidance and leadership, and we cannot fail again.

As Bobby said, “The future does not belong to those who are content with today, apathetic toward common problems and their fellow man alike. Rather, it will belong to those who can blend vision, reason, and courage in a personal commitment to the ideals and great enterprises of American society.”

He believed that we must “learn to find our own advancement in the search for the advancement of others.”

“All of us,” he said, “from the wealthiest and most powerful of men to the weakest and hungriest of children, share one precious possession: the name ‘American.’”

In April 1968, he ended his remarks about the Bedford-Stuyvesant community in New York City with words that ring especially true today about Stephen. “We live in a time when the nation is deeply divided. But you have proven that we need not remain so. Together we can attack the problems that seem so overwhelming, and master them. Your example should give guidance to all Americans in the difficult days before us.”

Stephen, you honor my brother immensely in your mission to make this a more just and peaceful land. Bobby would be very, very proud of all you’re doing to carry on his unfinished work, and to help all those living in even the deepest shadows, about whom he cared so much.

REMARKS OF SENATOR BARACK OBAMA AT THE ROBERT F. KENNEDY HUMAN RIGHTS AWARD CEREMONY, WEDNESDAY, NOVEMBER 16, 2005, WASHINGTON, DC

I come to this with tremendous humility. I was only seven when Bobby Kennedy died. Many of the people in this room knew him as brother, as husband, as father, as friend. I knew him only as an icon. In that sense, it is a distance I share with most of the people who now work in this Capitol—many of whom were not even born when Bobby Kennedy died.

But beyond these qualities, there’s something else that made Bobby Kennedy special.

Within the confines of these walls and the boundaries of this city, it becomes easy to play small-ball politics. Somewhere between the partisan deadlock and the twenty-four hour news cycles, the contrived talking points and the focus on the sensational over the substantive, issues of war and poverty, hopelessness and lawlessness become problems to be managed, not crises to be solved. They become fodder for the Sunday show, not places to find genuine consensus and compromise. And so, at some point, we stop reaching for the possible and resign ourselves to that which is most probable. This is what happens in Washington.

And yet, as this goes on, somewhere another child goes hungry in a neighborhood just blocks away from where a family is too full to eat another bite. Somewhere another hurricane survivor still searches for a home to return to or a school for her daughter. Somewhere another twelve-year-old is gunned down by an assailant who used to play small-ball politics. Somewhere another girl goes hungry in a neighborhood just blocks away from where I grew up. Somewhere another woman loses her child on the streets of Tikrit. As they walk into one with hardly a ceiling and a floor full of holes, Kennedy sees a small child with a swollen stomach sitting in the corner. He tries and tries to talk to this child again and again, but he gets no response, no movement, not even a look of awareness. Just a blank stare from cold, wide eyes so battered by poverty that they’re hard to recognize. And at that point, we’re told that Kennedy begins to cry. And he turns to Evers and asks “How can a country like this allow it?” and Evers responds “Maybe they just don’t know.”

Bobby Kennedy spent his life making sure that we knew—not only to wake us from indifference and face us with the darkness that we let slip into our own backyard, but to bring us the good news that we have it within our power to change all this; to write our own destiny. Because we are a people of hope. Because we are Americans.

This is the good news we still hear all these years later—the message that still points us down the road that Bobby Kennedy never finished traveling. It’s a road that hope our policies and our country begin to take in the months and years to come. #

In honor of RFK’s 80th Birthday this November, the Robert F. Kennedy Human Rights and Dag Hammarskjöld Productions (www.gpifilms.com) will be offering Charles Guggenheim’s Academy Award Winning film Robert Kennedy Remembered as a special gift with Robert F. Kennedy Memorial in supporting RFK’s vision in and fighting to secure human rights across the globe. http://en.groundspring.org/EmailNow

Senator Barack Obama
Bronfman HS Fellowships Now Available

The Bronfman Youth Fellowships in Israel is pleased to announce that applications are now being accepted for its 10th summer. The Fellowships take a group of 26 outstanding high school seniors from Israel for five weeks of intensive study and travel. The Bronfman Youth Fellowships in Israel was founded by Edgar M. Bronfman, President of The Samuel Bronfman Foundation.

The Fellowships offer an opportunity for students entering the twelfth grade to participate in the intensive study program, designed to develop future community leaders committed to Jewish unity. Fellows represent diverse Jewish backgrounds.

Traveling throughout Israel, the Fellows participate in seminars and dialogues with diverse rabbinic faculty. Fellows also spend a week with a group of Israeli youth who have been chosen through a parallel selection process as part of the Israeli Youth Fellowship, Amitei Bronfman. Bronfman Youth Fellows commit to 40 hours of community service when returning home after the summer.

In explaining the purpose of the Fellowships, Edgar Bronfman said, “Our hope is to open lines of communication among a group of outstanding young people on the major issues confronting the Jewish people in all its diversity. In that process, we believe, they will discover that there is a common Jewish agenda that transcends the differences among them.”

In his recent book, What It Really Takes to Get Into Ivy League and Other Highly Selective Colleges, Chuck Hughes lists the Bronfman Youth Fellowships in Israel first in discussing, “the top scholarship programs particularly noted for producing winners who year after year are among the strongest candidates for admissions to the―top scholarship programs particularly noted for producing winners who year after year are among the strongest candidates for admissions to high- selective institutions.”

There are more than 495 Bronfman Fellowship alumni, the majority of whom still take part in alumni activities and projects. Professionally, BYFI alumni include former U.S. Supreme Court Clerks, Rhodes, Fulbright and Marshall Scholars, celebrated authors, journalists and producers with NBC, Tali Farhadian, Rhodes Scholar and current NBC, Tali Farhadian, Rhodes Scholar and current Supreme Court clerk and Sam Raskin, former Supreme Court clerk and former assistant to Paul Bremmer in Iraq.

“We view the summer as something much bigger than just five weeks in Israel,” said Rabbi Shimon Felix, Executive Director of the program. “It is the beginning of a lifelong association with the Fellows and our faculty from which both participants and the Jewish people will benefit.”

Applications for the 2006 Fellowship are available online at www.bronfman.org. High school students in the United States and Canada, who will be in the twelfth grade in the fall of 2006 may apply.
Many of George Orwell’s 1948 predictions have since become realities. It is today possible through the uncompromising efforts of Empire State SUNY, to attain your Bachelor’s degree from the comfort of your home, within the frame of your schedule. We spoke with Laurie Lieberman, who recently graduated from Empire State College with a Bachelor’s degree in Human Services.

Laurie Lieberman, who currently works as Assistant Director of Clinical Services at a homeless shelter while pursuing a Master’s degree in Public Administration at another online program at *Marist College, provided a comprehensive overview of her experience of attaining a Bachelor’s degree online.

EU: How did you hear about the program?

Laurie Lieberman (LL): Through word of mouth at work from other colleagues who attended the program. At the time, I had been studying about the program?

EU: What is the level of difficulty of the program?

LL: Initially my idea of online learning was that it was going to be easy, but as I went on I realized that it was going to be a lot of work. One of the requirements is that you create Degree Program Planner (DPP), where you have to develop a rational essay which supports why the classes you are taking with SUNY and how you are learning corresponds to the Bachelor’s degree you are going for. You have to support that reasoning for the presentation. Process is evident. "His fascination with material and process has as the op-ed piece in speech with, almost with, absent; Drury gloriously paints together the most unlikely elements."

EU: Would you recommend the program to others?

LL: Absolutely. Empire SUNY doesn’t sacrifice integrity and values; they set the bar as high as any other school, if not higher. I suppose a case manager of teams and a lot of them are at the entry level. I had had experience in education I really encourage them to always pursue their degrees, if they want, and while there are classes that are challenging, regardless, with regard to online learning, I highly recommend SUNY as a great undergraduate program.

EU: What is the best part of the program?

LL: Some people have always dreamed of earning a degree and somehow earlier in life maybe they caught up on their career and the dream was lost, and later in life they start thinking about the degree. For some people, especially as you get older, it’s harder to go back to school. Online learning gives you the opportunity to realize dreams and fulfill your goals.

For more information about Empire State College, log onto www.cesc.edu

THE STUDIO MUSEUM OF HARLEM
144 West 125th Street, New York, NY 10027
Tel.: 212-491-6966 Fax: 212-535-0400
Web: www.studiomuseum.org

Before please review our upcoming free program at The Studio Museum of Harlem. For more information or to attend, please contact Sarah Levine, Public Relations Coordinator, at 212-684-4088 ext. 205

HOOFER’S HOUSE

In honor of this month’s hoopas, a special event of jazz dancing in Harlem’s history. Harlem’s own is now a home for Hoofers’ House. Helaine’s passionate Hoofers’ House – are invited to take the floor of those quarterly jam sessions.

FRI 01/20 6:00 PM - 8:00 PM

FRI 01/20 6:00 PM - 8:00 PM

ART OF BEING A LIFE OF AN ARTIST 2006-2007 JACOB AND WENDY LAWRENCE LIFT PORTFOLIO REVIEW SESSION (NEW YORK CITY)
SUN 01/21 2:00 PM - 4:00 PM

Check out Studio’s current exhibitions Frequency with work of diverse artists featured in this show, visit art articles and explore the site. Live the visual arts have become an integral part of our lives. You can also get feedback on your own work in one-on-one portfolio review sessions. This special session will be dedicated to celebrating the work of visual artists, and kudos to this season’s winner of Hands On! Video. This program is FREE and for HS students ONLY.

HANSON-VOED TIECONE EXTENDS WorkSHOPS FOR HS STUDENTS SAT 01/21 2:00 PM - 4:00 PM

SUN 01/21 1:15 PM - 1:30 PM

SUN 01/21 SATURDAY 1:15 PM - 1:30 PM

SUN 01/21 SATURDAY 21, 2 - 4 PM

FRIDAY 01/20 5:30 PM - 7:30 PM

EU: How long did it take you to get that dedication together?

LL: It took a long time. When you begin the program you are assigned a mentor who walks you through the whole process, but you have to do a lot of research, looking at other school programs to get information together in a neat little package. It has to make sense as it’s going to be after a committee that’s deciding whether the credits granted satisfy the require-

EU: Were the prerequisites even required?

LL: There was at least the equivalent of three smaller papers, one midterm paper and one final project; some teachers required even more writing.

EU: How does the grading work?

LL: Originally SUNY did not provide letter grades, but just narratives at the end of the semester. Now they have changed that and they do provide equivalent grading systems and they periodically send you an evaluation of your work during that semester.

EU: Were the professors responsive in a timely manner to questions and concerns?

LL: Some were really efficient at responding to students’ needs and there were some that were a little more laid back, but that’s not unlike teachers classrooms so for me it wasn’t a remarkable difference.

EU: What is the cost of the program?

LL: It’s the same essentially: SUNY tuition at SUNY rates.

EU: Would you recommend the program to others?

LL: Absolutely. SUNY Empire doesn’t sacrifice integrity and values; they set the bar as high as any other school, if not higher. I suppose a case manager of teams and a lot of them are at the entry level. I had had experience in education I really encourage them to always pursue their degrees, if they want, and while there are classes that are challenging, regardless, with regard to online learning, I highly recommend SUNY as a great undergraduate program.

EU: What is the best part of the program?

LL: Some people have always dreamed of earning a degree and somehow earlier in life maybe they caught up on their career and the dream was lost, and later in life they start thinking about the degree. For some people, especially as you get older, it’s harder to go back to school. Online learning gives you the opportunity to realize dreams and fulfill your goals.

For more information about Empire State College, log onto www.cesc.edu

Long Beach - The Lion King
CALL: 516-295-1490 or 631-430-4030
FAX: 212-730-1055
disneyonbroadwaygroups@disneyonline.com

Entertainment

THE STUDIO MUSEUM OF HARLEM
144 West 125th Street, New York, NY 10027
Tel.: 212-491-6966 Fax: 212-535-0400
Web: www.studiomuseum.org

Before please review our upcoming free program at The Studio Museum of Harlem. For more information or to attend, please contact Sarah Levine, Public Relations Coordinator, at 212-684-4088 ext. 205

HOOFER’S HOUSE

In honor of this month’s hoopas, a special event of jazz dancing in Harlem’s history. Harlem’s own is now a home for Hoofers’ House. Helaine’s passionate Hoofers’ House – are invited to take the floor of those quarterly jam sessions.

FRI 01/20 6:00 PM - 8:00 PM

FRI 01/20 6:00 PM - 8:00 PM

ART OF BEING A LIFE OF AN ARTIST 2006-2007 JACOB AND WENDY LAWRENCE LIFT PORTFOLIO REVIEW SESSION (NEW YORK CITY)
SUN 01/21 2:00 PM - 4:00 PM

Check out Studio’s current exhibitions Frequency with work of diverse artists featured in this show, visit art articles and explore the site. Live the visual arts have become an integral part of our lives. You can also get feedback on your own work in one-on-one portfolio review sessions. This special session will be dedicated to celebrating the work of visual artists, and kudos to this season’s winner of Hands On! Video. This program is FREE and for HS students ONLY.
60 MINUTES CORRESPONDENT MIKE WALLACE ADVISES CUNY STUDENTS ON JOURNALISM CAREERS

By EMILY SHERWOOD, Ph.D.

Widely hailed as the preeminent television interviewer in the business, a man who has asked the most exacting, soul-baring questions to the world’s most famous and infamous newsmakers for nearly four decades, CBS’ “60 Minutes” correspondent Mike Wallace shared his views on the “noble profession of journalism” to a packed auditorium of CUNY undergraduate students recently. Wallace, who has just embarked on a multi-city tour for his newly autobiographical Between You and Me: A Memoir: a retrospective into a distinguished career that began in radio in the forties and has since earned him 20 Emmy awards, added yet another accolade to his collection when CUNY Chancellor Matthew Goldstein presented him with the Chancellor’s Medal. Noting that only a baker’s dozen of other leaders has received this award for “exceptional work in shaping society and influencing important events in our city and beyond” (previous recipients include Cardinal O’Connor, Jonas Salk, and Coretta Scott King), Goldstein told Wallace, “You have elevated and redefined the craft of reporting. You have provided wake-up calls to society. You teach us to be active and inquisitive citizens.”

Sponsored by the brand new CUNY Graduate School of Journalism, which will open its doors in September 2006 with an initial class of 50 students, Wallace spoke to 800 CUNY undergraduates as part of a media conference and career fair entitled, “What’s Out There: Journalism, Jobs and the Brave New World.” Reversing the format for which he is so lovingly known on 60 Minutes, Wallace sat across from former CBS anchor/reporter David Diaz, who is now a City College lecturer, and answered a series of tough questions, “I don’t have an anchor’s face. I’m a trite irreverent, abrasive, and nosy, and I’ve made a virtue out of necessity,” laughed Wallace when asked how he “became the guy who makes people squirm.” Wallace went on to discuss the tools of his trade. “Research, research, research. I importune the importance of his father, George Bush Senior. In the National Guard because of the political Bush as the recipient of preferential treatment to authenticate documents that implicated President of the press.”

True to form, Wallace quickly took off the occupation of Iraq, adding that “Afghanistan have been able to get him [Saddam Hussein] out of there without ‘shock and awe’…No one would ask the President if given the opportunity, asked Diaz? ‘I would ask him, ‘What prepares a person to be the CEO of the biggest superpower of the world?’’” Wallace shot back irreverently. Wallace was equally derisive about America’s current occupation of Iraq, adding that “Afghanistan would have been an understandable war…but there was no imminent threat in Iraq. We should have been able to get him [Saddam Hussein] out of there without ‘shock and awe’…No one thought through an exit strategy. When was that war going to be won?”

Noting that President Bush is not the only person who distrusts the press today, Diaz, citing statistics indicating that journalists are rated below congressmen, queried Wallace on what is wrong with today’s press. The biggest problem, answered Wallace, is that “people are looking for ‘infotainment’. Tabloid, or hype, news is what we get today. The ‘suits’ are just trying to build up their circulation.” Equally harmful, continued Wallace, is the tendency toward biased news, with networks like Fox, where Wallace’s own son works on the Sunday night news, are satisfying “the public’s yearning for something different from what was perceived to be the liberal line of the predictable left wing press.”

When Wallace completed his interview to the standing ovation of the young CUNY students, swarms of would-be journalists marched up to get another word with their icon, who seemed to be in no immediate hurry to leave the auditorium. Indeed, Wallace—octogenarian, world-renowned TV correspondent, and now author—appeared to be at the top of his game as he continued holding court with the next generation of the press.

Mike Wallace wearing the medal awarded by CUNY Chancellor Matthew Goldstein

has never interviewed President George W. Bush. (Wallace has interviewed every other U.S. President and many First Ladies.) “Well, he doesn’t like me,” Wallace quipped back, adding that “I have never met the U.S. President because Mr. Reveal him in the way. They don’t trust the press, and they feel that my attitude would be insufficiently deferential.” What would he ask the President if given the opportunity, asked Diaz? “I would ask him, ‘What prepares a person to be the CEO of the biggest superpower of the world?’” Wallace shot back irreverently. Wallace was equally derisive about America’s current occupation of Iraq, adding that “Afghanistan would have been an understandable war…but there was no imminent threat in Iraq. We should have been able to get him [Saddam Hussein] out of there without ‘shock and awe’…No one thought through an exit strategy. When was that war going to be won?”

Noting that President Bush is not the only person who distrusts the press today, Diaz, citing statistics indicating that journalists are rated below congressmen, queried Wallace on what is wrong with today’s press. The biggest problem, answered Wallace, is that “people are looking for ‘infotainment’. Tabloid, or hype, news is what we get today. The ‘suits’ are just trying to build up their circulation.” Equally harmful, continued Wallace, is the tendency toward biased news, with networks like Fox, where Wallace’s own son works on the Sunday night news, are satisfying “the public’s yearning for something different from what was perceived to be the liberal line of the predictable left wing press.”

When Wallace completed his interview to the standing ovation of the young CUNY students, swarms of would-be journalists marched up to get another word with their icon, who seemed to be in no immediate hurry to leave the auditorium. Indeed, Wallace—an octogenarian, world-renowned TV correspondent, and now author—appeared to be at the top of his game as he continued holding court with the next generation of the press.

Mike Wallace wearing the medal awarded by CUNY Chancellor Matthew Goldstein
The Council for Aid to Education (CAE), which has been part of the RAND Corporation since 1996, has become an independent nonprofit organization to better promote wide use of its Collegiate Learning Assessment, an innovative, web-based, multi-institutional tool designed to help educators assess and improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn. Schmidt said, “This will also help colleges and universities better information than they have ever had about their academic programs and improve the quality of their instruction.”

The potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn is the basis of CAE’s major initiative. CAE’s goal is to move the Collegiate Learning Assessment from its development and testing phase into widespread use among the nation’s 4,000 two-year and four-year colleges and universities.

The Collegiate Learning Assessment is a national effort to assess the quality of undergraduate education in the United States by directly measuring student learning. The performance-based assessment is designed to be a model that university administrators, faculty, students, parents, employers and policymakers can all use to evaluate academic programs and improve student learning.

The focus of the general education skills students need as they graduate and enter the workforce, and is designed to provide clear information to students, parents, teachers about how much students are gaining from their college experience.

Hands Across the Campus: Tolerance Program Goes to Germany

By SYBIL MAIMIN

The excellent and aptly named program, Hands Across the Campus, developed by the American Jewish Committee in 1981 in response to the Los Angeles riots, offers hope in a world torn by ethnic, racial, and religious misunderstandings and violence. Hands aims to “reduce prejudice and build respect for differences among middle-school and high-school students and develop skills among young leaders for resolving conflicts and improving the environments of their schools and communities.” Designed to be adapted to the specific curricula, Hands provides teacher training and support as well as lesson plans, activities, and resource materials. The program’s primary goal is to increase the potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn. Schmidt said, “This will also help colleges and universities better information than they have ever had about their academic programs and improve the quality of their instruction.”

The potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn is the basis of CAE’s major initiative. CAE’s goal is to move the Collegiate Learning Assessment from its development and testing phase into widespread use among the nation’s 4,000 two-year and four-year colleges and universities.

The Collegiate Learning Assessment is a national effort to assess the quality of undergraduate education in the United States by directly measuring student learning. The performance-based assessment is designed to be a model that university administrators, faculty, students, parents, employers and policymakers can all use to evaluate academic programs and improve student learning.

The focus of the general education skills students need as they graduate and enter the workforce, and is designed to provide clear information to students, parents, teachers about how much students are gaining from their college experience.

Hands Across the Campus: Tolerance Program Goes to Germany

By SYBIL MAIMIN

The excellent and aptly named program, Hands Across the Campus, developed by the American Jewish Committee in 1981 in response to the Los Angeles riots, offers hope in a world torn by ethnic, racial, and religious misunderstandings and violence. Hands aims to “reduce prejudice and build respect for differences among middle-school and high-school students and develop skills among young leaders for resolving conflicts and improving the environments of their schools and communities.” Designed to be adapted to the specific curricula, Hands provides teacher training and support as well as lesson plans, activities, and resource materials. The program’s primary goal is to increase the potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn. Schmidt said, “This will also help colleges and universities better information than they have ever had about their academic programs and improve the quality of their instruction.”

The potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn is the basis of CAE’s major initiative. CAE’s goal is to move the Collegiate Learning Assessment from its development and testing phase into widespread use among the nation’s 4,000 two-year and four-year colleges and universities.

The Collegiate Learning Assessment is a national effort to assess the quality of undergraduate education in the United States by directly measuring student learning. The performance-based assessment is designed to be a model that university administrators, faculty, students, parents, employers and policymakers can all use to evaluate academic programs and improve student learning.

The focus of the general education skills students need as they graduate and enter the workforce, and is designed to provide clear information to students, parents, teachers about how much students are gaining from their college experience.

Hands Across the Campus: Tolerance Program Goes to Germany

By SYBIL MAIMIN

The excellent and aptly named program, Hands Across the Campus, developed by the American Jewish Committee in 1981 in response to the Los Angeles riots, offers hope in a world torn by ethnic, racial, and religious misunderstandings and violence. Hands aims to “reduce prejudice and build respect for differences among middle-school and high-school students and develop skills among young leaders for resolving conflicts and improving the environments of their schools and communities.” Designed to be adapted to the specific curricula, Hands provides teacher training and support as well as lesson plans, activities, and resource materials. The program’s primary goal is to increase the potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn. Schmidt said, “This will also help colleges and universities better information than they have ever had about their academic programs and improve the quality of their instruction.”

The potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn is the basis of CAE’s major initiative. CAE’s goal is to move the Collegiate Learning Assessment from its development and testing phase into widespread use among the nation’s 4,000 two-year and four-year colleges and universities.

The Collegiate Learning Assessment is a national effort to assess the quality of undergraduate education in the United States by directly measuring student learning. The performance-based assessment is designed to be a model that university administrators, faculty, students, parents, employers and policymakers can all use to evaluate academic programs and improve student learning.

The focus of the general education skills students need as they graduate and enter the workforce, and is designed to provide clear information to students, parents, teachers about how much students are gaining from their college experience.

Hands Across the Campus: Tolerance Program Goes to Germany

By SYBIL MAIMIN

The excellent and aptly named program, Hands Across the Campus, developed by the American Jewish Committee in 1981 in response to the Los Angeles riots, offers hope in a world torn by ethnic, racial, and religious misunderstandings and violence. Hands aims to “reduce prejudice and build respect for differences among middle-school and high-school students and develop skills among young leaders for resolving conflicts and improving the environments of their schools and communities.” Designed to be adapted to the specific curricula, Hands provides teacher training and support as well as lesson plans, activities, and resource materials. The program’s primary goal is to increase the potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn. Schmidt said, “This will also help colleges and universities better information than they have ever had about their academic programs and improve the quality of their instruction.”

The potential to improve the quality of college instruction by giving educators objective measures of the performance of their institutions in helping students learn is the basis of CAE’s major initiative. CAE’s goal is to move the Collegiate Learning Assessment from its development and testing phase into widespread use among the nation’s 4,000 two-year and four-year colleges and universities.

The Collegiate Learning Assessment is a national effort to assess the quality of undergraduate education in the United States by directly measuring student learning. The performance-based assessment is designed to be a model that university administrators, faculty, students, parents, employers and policymakers can all use to evaluate academic programs and improve student learning.

The focus of the general education skills students need as they graduate and enter the workforce, and is designed to provide clear information to students, parents, teachers about how much students are gaining from their college experience.
Put Calculus in its Right Place

By ALFRED POSAMENTIER, Ph.D.

Who would think that the very course designed to add prestige to a high school’s curriculum might be one of the causes for a school’s poor performance on standardized math tests—of late a great concern for local school districts ever since the federal “No Child Left Behind” law made testing the criterion for federal financial support? Perhaps higher on a school’s boasting list is the number of students they have enrolled in advanced-placement calculus classes. The very nature of the course requires teachers with the strongest mathematical background. This effectively removes such teachers from the instructional pool used to staff the standard courses that the majority of the students are required to take. Quality instruction there is crucial in setting a school district’s overall mission.

Simply put, the advanced-placement calculus course, if at all to be offered at the high school level, should be reserved only for the mathematically gifted youngsters who, by their own talent, are progressing uncommonly fast through the curriculum and are “ready” to study this advanced mathematics. This downward shift can be selective and newly created openings to fully appreciate the abstract nature of the material. Many, therefore, require private tutoring just to pass—not a very motivating experience for winning converts to higher mathematics. So the strategy backfires in two ways: strong teachers are drained from the regular mathematics program, and potential math majors are discouraged from exploring the field further.

In addition, the inclusion of this course in the four-year high school curriculum, which now serves as a gatekeeper for further study in mathematics, forced out topics from the time-tested high school mathematics curriculum—such as the study of three-dimensional geometry. In contrast, providing a richer (rather than faster) treatment of high school mathematics would give more students a better understanding and a more genuine appreciation for mathematics, thereby motivating them to pursue study in this important field. This should be done without the calculus.

The history of mathematics instruction in the schools shows a continuous progression of moving more sophisticated mathematics instruction to lower grades. Through much of the 19th century, high school mathematics focused on arithmetic. The 20th century saw the beginning of a downward shift of mathematics topics from the college level to the high school. Yet, until the calculus moved to the high school, the courses did not include the concept of infinity, a topic requiring a far amount of mathematical sophistication. This downward shift continues today, mostly at the middle and lower grades. The New York State Mathematics Standards committee, of which I was a member, has tried to make the lower grades richer in their study of mathematics. Although continuing technological advances enable us to consider mathematics and its instruction in a different light than previously, this does not warrant a complete shift of curriculum downward. The shift can be selective and newly created openings should be used to enrich the subject matter rather than simply pulling a college course down to the high school pre-prep.
For My Father

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

In this column we share information and advice on parenting, and how to be the best advocates for our children. This week, my family and I said goodbye to our very strongest advocate, my father. Dad passed away just a day before he was to turn 93. He had a very good life.

I am an only child, and was defi-
nitely the apple of my father’s eye. I never had to share my parents with anyone. But Dad, and Mom who left us much too soon, showed me how to love my children and what was the most important values to give them. He had the pleasure of watching my three children grow to adults with families of their own, and he rejoiced in the birth of each of his nine great grandchildren.

People often ask me how my school district has been able to become so outstanding. I cer-
tainly did not do it alone. Parents are an integral part of their child’s education. They have to be passionate about wanting the best education for their children and they have to encourage their children to want it for themselves.

My father was my biggest supporter. He always encouraged me to do my best and to accept only the best from others. He valued education and supported me and my husband in choosing education for our careers. And he never stopped me from taking a leap of faith. As superinten-
dent of a district with ten schools and 6,800 students I have a great many responsibilities and challenges. When my father recognized my abilities to manage my professional life and raise my family, he never stopped being my father. I will miss him calling to remind me to take an umbrella when rain was predicted, and all the other ways he kept me grounded in the details of life by caring for me so lovingly.

My father was one of the very lucky people who maintain their minds and their knowledge throughout a long life. He set an inspiring example for me, my hus-
band, and me to emulate. Watching him age so well and so gracefully has been a factor in why I am fascinated with the body and mind and challenges. With my father’s program in Syosset that help give brain development a boost in the early school years, to serve our students well long after they leave our schools.

As parents, we hope to be rewarded for the love we give our children. The greatest rewards are the love they give us in return and the pride we feel in their successes and happiness. My father gave me the greatest gifts a parent can give. He gave me love, support, motivation, and tenderness. I dedicate this column to his memory.

HOLIDAY VOLUNTEERISM

Holy Apostles Soup Kitchen

located at 296 Ninth Avenue (on the corner of 28th Street), the Holy Apostles Soup Kitchen (HASK) has been serving hot food to the needy since 1982. Volunteers and staff members serve roughly 1,100 meals each weekday, offering help and support to the hungry by providing a sense of community and hope for the future. For more information, please visit http://www.holyapostlesnyc.org/haskhome.htm or call (212) 924-0167.

A GIFT OF A BOOK IS A WONDERFUL HOLIDAY TREAT!

By SELENE VASQUEZ

PICTURE BOOK: AGES 8 THRU 10
The Stars Will Still Shine
by Cynthia Rylant
Illustrated by Tophanie Beke
(Harper Collins, 32 pp., $15.99)

A gentle rhyming celebration of cyclical won-
ders of the natural world and the good things in Life awaiting around the corner. A comforting bedtime story.

POETRY: AGES 5 THRU 10
School yard Rhymes: Kids‘ O’ Rhymes for Rope Skipping, Hand Clapping, Ball Bouncing and Just Plain Fun
by Judy Sierra
(Naef, 32 pp., $15.95)

“Tarzan, Tarzan, through the air/ Tarzan lost his underwear.” An anthology of the funniest and most memorable school yard rhymes to com-
plain bouncy youngsters towards memorization. Animated watercolor images and collage illustrations accompany these irresistible zany verses.

A BIOGRAPHY: AGES 8 THRU 10
The Bus Ride That Changed History: The Story of Rosa Parks
by Pamela Edwards
Illustrated by Danny Shanahan
(CIP, 32 pp., $16.00)

A timely tribute to the bravery of this singular woman who refused to give up her seat on a bus, terrorizing an Italian town. St. Francis finds

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

When you let your students discover the wonder and joy of Disney on Broadway, we’ll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney’s educational resources, which provide special rates for groups of 15 or more for Beauty and the Beast, the Lion King, and Tarzan.

In addition, because we know you want to provide the necessary adult supervision, Disney gives free tickets to one educational bus tour for each 15 purchased at both shows. Flexible policies allow teach-
ers to pay in full 2–3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group’s experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway’s theaters. After a two-year restoration process that led

TOYS CONTRIBUTED TO 5,970 EYE INJURIES IN CHILDREN

It’s that time of year again when the holiday season is fast approaching. Pushing away the full swing of life, grandparents, uncles and aunts will try to make the season special by giving the perfect gift. But, not every toy on the child’s wish list may be the best choice. In fact, in 2004 the Consumer Product Safety Commission states that there were 210,300 toy-related injuries treated in U.S. hospital emergency rooms. And close to 6,000 of those were inju-
ries to the eyes of children under the age of 15. Abuses and abrasions accounted for 64 per-
cent of all injuries, with cuts from chemical burns, foreign bodies, lacerations, punctures, hemorrhages, dermatitis conjunctivi-
tis and other diagnoses.

Toy injuries can happen in a variety of ways, including poor construction, age- inappropriate toys and incorrect usage. Many times, injuries occur by simply tripping over toys or by younger siblings playing with toys that are not intended for them when their parents aren’t looking. There were more injuries from the misuse of pens, pencils and other art supplies than any other cate-
gory. That is why is so important to closely monitor children during all of their activities.

As parents, we hope to be rewarded for the love we give our children. The greatest rewards are the love they give us in return and the pride we feel in their successes and happiness. My father gave me the greatest gifts a parent can give. He gave me love, support, motivation, and tenderness. I dedicate this column to his memory.

Knights, armies and even an ominous “war
machine” have failed to dissuade a wolf from terrorizing an Italian town. St. Francis finds

HELP! CHEMISTRY TESTS, REGENTS

OVER $5,000 BOOKS SOLD
HIGH MARKS: REGENTS CHEMISTRY
MADE EASY BY SHARON WELCHER
(College Teacher, Chairperson, and
Teacher of High School Advanced
Courses)

This book is your private tutor-
Easy Review Book for NEW Regents (second edition) provides hundreds of questions and solutions.
Get HIGH MARKS $10.95
Available at leading book stores or
call 718-271-7466
www.packetsite@AOL.com
Taking Judy Carmichael In Stride

By JOAN BAUM, Ph.D

Count Basie is said to have called her “Stride” because of her command of this incredibly difficult technique of fast left-hand syncopated jumps that beat out rhythms against right-hand melodies. Although the term “stride piano” goes back to the days of the fabled James P. Johnson, “Fats” Waller and Willie “The Lion” Smith, Judy Carmichael gave it a distinctive way of playing jazz piano her own signature touch when she was barely out of her teens, which, to judge by appearances, was only yesterday. Vivacious, full of bubbly enthusiasm, a specialty for jazz, she invented. Her weekly radio show which airs on NPR stations across the country, she surely must still turn heads when she enters concert halls and visits schools to perform and talk about stride piano, the history of jazz, music and the joys of being creative. A slim woman with an infectious smile and a cascade of shoulder-length blonde ringlets, Judy Carmichael is at the top of her form as a pianist and entertainer, but she is particularly proud of being told that she’s also a good ambassador for music and an inspiring teacher.

Indeed, teaching is her love, and though she does give master classes, she especially likes going into grade schools and making contact with youngsters, most of whom have never heard of her or know little or nothing about jazz. No problem. “Know your audience, involve them,” she says, and so when she visits classes, adjusting her presentations according to age, she tries to feel her way by beginning where the students are. And so she may start with references to a popular teenage music video or hip hop celebrity and then move out, demonstrating. She also likes to tell stories that she believes resonate with young audiences—describing, for example, her early years taking piano lessons from a teacher who actually discouraged her and told her she had no ability, or noting that she wanted to be an actress and tried the beauty-pageant route in California, where she was born and went to school, not to mention how she felt as a minority in a school system where the overwhelming population was Latino and Asian. There were also early professional gigs at Disneyland—“Five years,” seven hours a day—for little money. By the time she got to college, she was thinking of another kind of career—Foreign Service, and so she majored in German, and actually, later on, did get to go abroad playing piano for the State Department, thus proving that you can have it all, even benefits from challenging times. Because music, jazz, was always her main passion, however, she started playing the clubs in L.A. but had an identity problem. She was seen only as a “cute blonde chick, who had a gimmick, playing piano,” and no, she is not related to Hoagy Carmichael. Some big names nonetheless got to see and hear her and urged her on her musical way. These included Count Basie and Sarah Vaughan, and a host of well-known jazz artists who insisted she come to New York.

Judy Carmichael is the solo producer of Jazz Inspired. “The bad news is you have to do it all, the good news, however, is that no one can tell you what to do.” Her take on the show—and website—is a broad one. She focuses on how our guests—not all jazz artists, not all even musicians—have been inspired by jazz and how it has made them happier, feeling more connected to their community. She believes that this kind of emphasis on creativity is often missing in schools and certainly from radio and TV, though it’s what’s performers and audiences can share—an appreciation for the arts that can make for a better sense of self and for a better world. Mark January 23rd on your calendar for a special appearance on behalf of Jazz Inspired at Steinway Hall and visit the website: www.judycarmichael.com.

The True Meaning of Leadership

By SCOTT NOPPE-BRANDON

Lately, I’ve begun to notice some strange developments. For instance, I no longer recognize the names of many of the pop heroes who reign over the charts—and I thought I was au courant. Also, most of the people I meet are younger than I am—many are considerably younger. AARP is sending me material, although I am convinced that I don’t go the wrong way.

I am becoming part of the older generation and I am humbled by the experience. I have always felt “young for my age,” certainly youthful in my beliefs. It seems only a few short days ago that I first realized that people older than me were retiring.

Retirement—the inevitable generational shift, and a very important one, as it opens up positions of leadership for younger executives. My first whiff of this transition was some 18 years ago, in Bowling Green, Ohio, when a mentor and friend of mine started talking about retirement and his plans for the future, ranging from fishing and gardening to consulting and publishing. He was at the age when people start thinking about leaving their current position in order to do other things in life—even though most people I know “think retirement” and remain quite active, as I am sure I will. I remember commenting to a colleague at the time that we were entering an exciting phase of our professional lives, the moment of leadership change. But I also felt a sadness. What happens to the knowledge base, the professional maturity, the organizational history? Must they end with the changing of the guard? Shouldn’t there be a plan put into place by all organizations, for-profit and non-profit, that articulates an orderly change in leadership based on a thoughtful mentoring process? My mentor at LCI was Mark Schubart, the Institute’s founder and long-time director, and I benefited enormously from my many years working with him. He understood how valuable it was for “generational shifters” to understand that helping shape and cultivate leadership of the next generation is not only part of our job, it is part of our legacy. Mark believed that each organization should build for the present as well as the future through careful thought and leadership planning.

Yet there is some rebelliousness at the thought of passing the torch. That part of me that is still convinced that the AARP leaflet is in the wrong mailbox thinks, why should I think about someone replacing me when I have so many productive years ahead? The answer, in a disarmingly simple form, was recently given to me by my eight-year-old, who came home from school and announced that he had learned that all creatures must have off-spring or our world as we know it would cease to exist! Yes, for all matters, large and small, this is the natural order. For those of us over a certain age, now in leadership positions in the arts and education, it is a matter of responsible tenure to start planning for our succession and working with our successors. We must ask ourselves, “Who will guide the organization along the path that we have strived to open?” What are we doing to facilitate the transition?

When I speak of leadership I do not only mean leading in the business sense, but also in a personal way, on a daily basis. To a great extent, leadership is only as good as the leadership it creates. I strongly believe that creating future leadership is part of my work, and this belief helps me feel grounded in it. I may never know the names of current pop stars, but I will know those whose leadership is the future of our organization. Now that is music to my ears, a tune for many generations.

Scott Noppe-Brandon is Executive Director of the Lincoln Center Institute.
**NYC Virtual Enterprise Holds Local Business Plan Competitions**

By IRIS BLANC

Winners Advance To Citywide Competition

Now approaching its tenth anniversary in New York City public schools, the Virtual Enterprises (VE) program represents a well-established approach to teaching high school students about business through task-oriented and hands-on applications. VE students, with the guidance of a course instructor and business mentors, oversee the operations of a company, enabling them to learn about careers, develop interpersonal and organizational skills, and use technology, as well as develop an in-depth knowledge of one particular type of business. Students are involved in every aspect of running a business, including human resources, accounting, product development, production, distribution, marketing and sales, and they engage in virtual trading with other practice firms around the country and the world. With links to nearly 3,000 firms around the world, the VE exposes students to different cultures, business practices, and currencies and gives students a broader international perspective.

The program in New York City include sixty-three firms in 45 high schools (with more in the planning stages) and has also expanded throughout the United States to include programs in over 300 secondary and post-secondary institutions. Each year, the Virtual Enterprise Program holds a series of business plan competitions at which students from each VE firm present their plans to a panel of judges, in front of an audience of their peers. The following are the results of the local competitions:

First-place winners will advance to the citywide competition, which will be held on Thursday, December 15th at Deloitte & Touche, 2 World Financial Center at 1:00 p.m. Eight additional teams who ranked highest in the city will also be invited to participate in the citywide competition. First-, second-, and third-place winners in the citywide competition will have an opportunity to participate in the second U.S. Virtual Enterprise Network National Competition to be held in New York City on April 5-6, 2006 and compete for $25,000 in scholarships. (The national event is sponsored by a grant from the Merrill Lynch Foundation.)

All the teams are to be commended for an extraordinary level of achievement. Congratulations to all! Virtual Enterprises, International is a program initiative of the New York City Department of Education, Office of Teaching and Learning. For more information about the program, visit the VE website at www.veinternational.org or contact Iris Blanc, Director, tblanic@gyvcoe.net.

Iris Blanc is Director of Virtual Enterprises, International™, New York City Department of Education.

**THEATER REVIEW**

**Yiddish Theater At Its Best:**

**Folksbiene’s On Second Avenue**

By JAN AARON

There’s no more kids’ play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on J.K. Rowling’s novel is dark and daring with twists and turns that the children of the first three movies could never have imagined.

The film opens on Christmas Eve with Harry and his friends Ron (Rupert Grint) and Hermione (Emma Watson), now 14, partying in Harry’s house with friends to celebrate Christmas. Later in the movie. A new character Rita Skeeter, a journalist from The Daily Prophet, has been hired to write a biography on Harry Potter. She visits Hogwarts to interview Harry and his friends. Meanwhile, Harry and his friends are preparing for the Triwizard Tournament, a competition for Hogwarts students to compete in. The tournament is to find the three most powerful wizards in the world. Harry, Ron, and Hermione are excited to compete and win, but they know that it will be difficult. As the tournament begins, Harry and his friends face challenges and obstacles that test their strength and courage.

At the end of the movie, Harry and his friends win the tournament and are awarded the Goblet of Fire. The film ends with Harry and his friends celebrating their victory and looking forward to the next challenge.


By JAN AARON

It’s no more kids’ play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on J.K. Rowling’s novel is dark and daring with twists and turns that the children of the first three movies could never have imagined.

The film opens on Christmas Eve with Harry and his friends Ron (Rupert Grint) and Hermione (Emma Watson), now 14, partying in Harry’s house to celebrate Christmas. Later in the movie. A new character Rita Skeeter, a journalist from The Daily Prophet, is hired to write a biography on Harry Potter. She visits Hogwarts to interview Harry and his friends. Meanwhile, Harry and his friends are preparing for the Triwizard Tournament, a competition for Hogwarts students to compete in. The tournament is to find the three most powerful wizards in the world. Harry, Ron, and Hermione are excited to compete and win, but they know that it will be difficult. As the tournament begins, Harry and his friends face challenges and obstacles that test their strength and courage.

At the end of the movie, Harry and his friends win the tournament and are awarded the Goblet of Fire. The film ends with Harry and his friends celebrating their victory and looking forward to the next challenge.

FILM REVIEW

**Yiddish Theater At Its Best:**

**Folksbiene’s On Second Avenue**

By JAN AARON

There’s no more kids’ play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on J.K. Rowling’s novel is dark and daring with twists and turns that the children of the first three movies could never have imagined.

The film opens on Christmas Eve with Harry and his friends Ron (Rupert Grint) and Hermione (Emma Watson), now 14, partying in Harry’s house to celebrate Christmas. Later in the movie. A new character Rita Skeeter, a journalist from The Daily Prophet, is hired to write a biography on Harry Potter. She visits Hogwarts to interview Harry and his friends. Meanwhile, Harry and his friends are preparing for the Triwizard Tournament, a competition for Hogwarts students to compete in. The tournament is to find the three most powerful wizards in the world. Harry, Ron, and Hermione are excited to compete and win, but they know that it will be difficult. As the tournament begins, Harry and his friends face challenges and obstacles that test their strength and courage.

At the end of the movie, Harry and his friends win the tournament and are awarded the Goblet of Fire. The film ends with Harry and his friends celebrating their victory and looking forward to the next challenge.


By JAN AARON

It’s no more kids’ play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on J.K. Rowling’s novel is dark and daring with twists and turns that the children of the first three movies could never have imagined.

The film opens on Christmas Eve with Harry and his friends Ron (Rupert Grint) and Hermione (Emma Watson), now 14, partying in Harry’s house to celebrate Christmas. Later in the movie. A new character Rita Skeeter, a journalist from The Daily Prophet, is hired to write a biography on Harry Potter. She visits Hogwarts to interview Harry and his friends. Meanwhile, Harry and his friends are preparing for the Triwizard Tournament, a competition for Hogwarts students to compete in. The tournament is to find the three most powerful wizards in the world. Harry, Ron, and Hermione are excited to compete and win, but they know that it will be difficult. As the tournament begins, Harry and his friends face challenges and obstacles that test their strength and courage.

At the end of the movie, Harry and his friends win the tournament and are awarded the Goblet of Fire. The film ends with Harry and his friends celebrating their victory and looking forward to the next challenge.

FILM REVIEW

**Yiddish Theater At Its Best:**

**Folksbiene’s On Second Avenue**

By JAN AARON

There’s no more kids’ play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on J.K. Rowling’s novel is dark and daring with twists and turns that the children of the first three movies could never have imagined.

The film opens on Christmas Eve with Harry and his friends Ron (Rupert Grint) and Hermione (Emma Watson), now 14, partying in Harry’s house to celebrate Christmas. Later in the movie. A new character Rita Skeeter, a journalist from The Daily Prophet, is hired to write a biography on Harry Potter. She visits Hogwarts to interview Harry and his friends. Meanwhile, Harry and his friends are preparing for the Triwizard Tournament, a competition for Hogwarts students to compete in. The tournament is to find the three most powerful wizards in the world. Harry, Ron, and Hermione are excited to compete and win, but they know that it will be difficult. As the tournament begins, Harry and his friends face challenges and obstacles that test their strength and courage.

At the end of the movie, Harry and his friends win the tournament and are awarded the Goblet of Fire. The film ends with Harry and his friends celebrating their victory and looking forward to the next challenge.


By JAN AARON

It’s no more kids’ play at Hogwarts: Harry Potter and the Goblet of Fire, the fourth Potter movie based on J.K. Rowling’s novel is dark and daring with twists and turns that the children of the first three movies could never have imagined.

The film opens on Christmas Eve with Harry and his friends Ron (Rupert Grint) and Hermione (Emma Watson), now 14, partying in Harry’s house to celebrate Christmas. Later in the movie. A new character Rita Skeeter, a journalist from The Daily Prophet, is hired to write a biography on Harry Potter. She visits Hogwarts to interview Harry and his friends. Meanwhile, Harry and his friends are preparing for the Triwizard Tournament, a competition for Hogwarts students to compete in. The tournament is to find the three most powerful wizards in the world. Harry, Ron, and Hermione are excited to compete and win, but they know that it will be difficult. As the tournament begins, Harry and his friends face challenges and obstacles that test their strength and courage.

At the end of the movie, Harry and his friends win the tournament and are awarded the Goblet of Fire. The film ends with Harry and his friends celebrating their victory and looking forward to the next challenge.
Technology in Elementary School Education

By ANDREW GARDNER

With increased access to digital media tools in schools and no clear expectations about how to use them, teachers have an opportunity to be creative. Over the past 2 years while working at The School at Columbia University, I have experimented with different tech tools. While using computers has been used, using digital cameras allowed us build a classroom community by learning about each other's homes while simultaneously addressing significant learning objectives.

We made our home grid during the 5th week of the new school year. With routines basically established, class 1a began approaching the meat of our social studies curriculum. At The School, first grade does a family study, in which we compare and contrast the cultures represented in our classroom community through studying different homes, rituals and even alphabets! In the spirit of doing creative projects, one afternoon, Genie, my associate, and I were brainstorming ways to help children understand the concept of home. Though we knew it would be fun to visit each child’s home, we knew it was impractical, so we came up with the idea to help the children create a home. But in which way, in which ways can we see the different elements of each other’s homes. This grid allowed us to compare and contrast the physical elements of each student’s home. To do this, I introduced the children to the digital cameras. The children were excited to see what a camera did, and how to use it. For homework, I began sending the children home with the digital camera and a copy of the list of things they thought were important. Their job was to take care of the camera and document the home.

During Monday morning meeting we asked the question what are some things in a home. The class created a list of things that are in a home. From bathrooms to beds, our list included 24 things that the kids felt were important. Later in the afternoon, at our end of the day meeting, I introduced the children to the classroom’s digital cameras. We talked about what a camera did, and how to use it. For homework, I began sending the children home with the digital camera and a copy of the list of things they thought were important. Their job was to take care of the camera and document the home.

Slowly, over the course of 2 weeks, the kids brought home the cameras and took digital photos. Graphs of every item on the list. The next day the photographs were collected and printed, 2X3 prints (alas using a lots of color ink) of the children’s homes. One afternoon, after all the photographs were collected and printed, we took many trips to the grid to have conversations, or her photos we hung up the enormous grid on our class bulletin board in the hall. After everyone had finished pasting his or her photos we hung up the enormous grid on our class bulletin board in the hall. The process of reflecting later, allowed the children to actually think about how and why they were learning; they also became more articulate talking about what they learned. Furthermore, they became producers of visual culture, a role far different from the role they may take while watching TV, going to movies or playing video games.

In these days of prepackaged curriculum and limited teacher autonomy, the introduction of digital media tools to our schools is a wonderful opportunity for teachers to experiment. I have found that putting the cameras into the hands of children have not only helped as a tool in making presentations, but has also given them a sense of self-worth and responsibility.

MetroBEAT

December 2005

MetroBEAT EDUCATION UPDATE • 27

Expanding Opportunities for High School Students

By MAYOR MICHAEL R. BLOOMBERG

Over the last four years, we’ve done a lot to improve our high schools; a big part of our effort has been to increase the educational options available to high school students. It’s a strategy that has worked, and the best evidence is that after long years of stagnation, graduation rates are rising. But believe me, we’re just getting started. During my campaign for re-election, I presented a vision for offering more high-quality options than ever to all our high school students. Now, with the help of $38 million in private grants and gifts, we’re going to turn those campaign promises into realities.

We will, for example, create new pathways to graduation for students who currently—for a variety of reasons—are off course to receive a diploma. Over the next four years, we’re going to set up 15 small “transfer” schools for students who haven’t been successful in other schools—schools that are held to high academic standards and get help enrollment. We’re also going to keep creating new, small schools; we’ve got the most ambitious small schools program in the nation. But unfortunately, in some cases these initial conversations about human rights, injustices and even disagreements. These conversations helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

For more Education Update

visit us online at: www.EducationUpdate.com

2 million hits per month

Special Attention to Special Education

By JILL LEVY, PRESIDENT, CSA

Once again special education is in the news. After spending approximately $300,000 on a study researched and written by Thomas Hehir of Harvard University, we’ve got the most ambitious small schools program in the nation. But unfortunately, in some cases these initial conversations about human rights, injustices and even disagreements. These conversations helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.

Most of the children were proud to have their photographs on the wall, and that pride made it more seductive for them to talk about them. Also, these initial conversations about human rights, injustices and even disagreements helped the children to begin understanding how elements of home go beyond the physical existence.
Boston Public Library Delivers Free Online Audiobooks

Thanks to a new service from the Boston Public Library (BPL), patrons can access materials at a speed that would make Paul Revere envious. Now anyone with a BPL card can check out, download, and listen to their favorite classic book or a current bestseller from the convenience of their home or office. The new online service is available to patrons by visiting http://overdrive.bpl.org.

With an extensive collection of about 2,000 audio titles, the new digital library promises to offer something for everyone. The collection, selected by library staff, gives patrons instant access to bestsellers and classics, fiction and non-fiction, from popular authors and leading publishers.

“The customers of the Boston Public Library look to us for the newest technology, and this is one more example of our meeting that need,” said BPL President Bernard Margolis, “We offer wireless technology in every neighborhood of the city through our branches and now by letting our customers download and borrow audio books, the BPL continues to be on the forefront of library services.”

The digital library was designed to be intuitive and easy to use. Patrons download and install free reader software, then browse and choose titles. To check out, they simply enter their library card, and then download the Audiobooks directly to their computer. Patrons can have up to 10 Audiobooks out at a time and can listen to them on their PCs and a wide variety of portable audio players. The titles can even be burned to CD and played on any standard CD player.

The system also eliminates late fees through an automatic return feature. At the end of the lending period, the files automatically expire and are immediately available for the next patron. OverDrive, Inc., the leading vendor of downloadable audio books for libraries, supplies the technology for the new service.

To browse downloadable audio books, grab your library card and go to http://overdrive.bpl.org. If you don’t have a card, drop by any branch to get one and to learn about all the doors it can open.#
It’s that time of year again, the holidays of gift giving are upon us. Some wonderful gifts for children of various ages are the animal head hand puppet show books of Lisa LeLeu. Each book contains one hand puppet of the animals’ head, one completely illustrated story and one story to write and color. Diggity the Dog has a booklet on dog bite prevention to color as well as a completely illustrated story, perfect for young campers learning to write and color. The other titles reconcile her dreams with her daughterly duties.

and carve her own path, or Graciela’s attempt to mother’s demands and her own need to separate with Taina’s ambivalent emotions towards her older relatives. It seems at first, the constant in their lives, even as so many other assumptions and expectations are challenged. As a novel of growing up, it’s pitch perfect, dealing equally well with the shopping excursions in search of the most suitable for the all-important quinceanera—not to mention the shopping excursions in search of the all-too-familiar battles between Taina and her mother about what kind of dress would be most suitable for the all-important quinceanera—mention the shopping excursions in search of the right dresses for Graciela and Leni. The authors thoughtfully provide a useful glossary of Spanish words and phrases, as well as cultural touchstones for Caribbean cultures.

There’s plenty of wit and humor here, too, especially in the all-too-familiar battles between Taina and her mother about what kind of dress would be most suitable for the all-important quinceanera—mention the shopping excursions in search of the right dresses for Graciela and Leni. They feel a responsibility to achieve the dreams her immigrant parents couldn’t, and Leni, a rebellious Puerto-Rican/ Irish-American teenager who struggles to reconcile the disparity of her Pacific Islander background with her mother’s demands and her own need to separate and carve her own path, or Graciela’s attempt to reconcile her dreams with her daughterly duties.

In the series are:

Miss Moo-Moo the Cow with the story ‘Art on the Farm’, Perrita the Gorilla with ‘The Slumber Party’, Scooter the Cat with ‘Finding My Home’, and Frenchy the Frog with Paree, Paree (That’s Paris in French). Each book has two openings, so the puppet head can appear in the story as the pages are turned. Also all booklets have Velcro dots on the back to attach to the puppet theater parts of the book. The puppet heads all have Velcro designs to allow the puppet heads to be taken out of the books and played with on their own. Each older children, the marvelously dynamic, colorful illustrations of mice by Tracey Dable Carrion illuminate Mouse Tales: Things Hoped For Advent, Christmas and Epiphany by Ruth Boling.

This book follows six mouse children as they interact with each other during Advent, Christmas and Epiphany at Sunday school. elsewhere and with the community at large. The six mice have definite personalities and interest the reader enough to find out what they will be doing next.

As a novel of growing up, it’s pitch perfect, dealing equally well with holiday and regular music on CD’s and cassettes and gift items for all occasions. Give us a call to find out about expanded holiday shopping hours. Happy Holidays!

Upcoming Events At Logos

Monday, December 5, 2005 at 7 P.M., the Sacred Texts Group led by Richard-Curris will discuss the book of Isaiah followed by a holiday party.

Wednesday, December 7, 2005 at 7 P.M., KTVY Reading Group will discuss The House of Mirth by Edith Wharton.

Monday, December 12, 2005 at 7 P.M., Maria Grace will present Real fulfillment: A 12-Step Plan For Your Life Through Movies and sign copies of her book. An evening of enrichment of life through experience of movies.

Transit: 4,5,6 Subways to 86th Street, Lexington Avenue, M86 Bus (8th St.), M79 Bus (79th St.), M31 Bus (York Ave), M15 Bus, (1st and 2nd Aves.)

Mouse Tales: Things Hoped For Advent, Christmas, and Epiphany by Ruth Boling, Illustrated by Tracey Dable Carrion, Published by Mary Ann Press. (Lisa LeLeu Studios, $16.95)

Sister Chicas

Compiled by Lisa Alvarado, Ann Hagiean Cardinal, and Jane Alberdeston Coralin.

New American Library, April 2006
(264 pp)

Think “Ya Ya Sisters” crossed with “How the Garcia Girls Lost Their Accent”, and you’ll have some idea of just what a treat this delightful novel is.

Narraled by the three main characters in each young woman’s strong and vulnerable voice, the novel offers a compelling and perceptual view at what it means to grow up as a Latina woman in contemporary America. There’s Taina, the Puerto Rican daughter of a single mother whose upcoming quincenera is the plot point that drives this propulsive narrative; Graciela, an ambitious and driven Mexican-American who feels a responsibility to achieve the dreams her immigrant parents couldn’t, and Leni, a rebellious Puerto-Rican/ Irish-American teenager who struggles to reconcile the disparity of her Pacific Islander background with her mother’s demands and her own need to separate and carve her own path, or Graciela’s attempt to reconcile her dreams with her daughterly duties.

In the series are:

Miss Moo-Moo the Cow with the story ‘Art on the Farm’, Perrita the Gorilla with ‘The Slumber Party’, Scooter the Cat with ‘Finding My Home’, and Frenchy the Frog with Paree, Paree (That’s Paris in French). Each book has two openings, so the puppet head can appear in the story as the pages are turned. Also all booklets have Velcro dots on the back to attach to the puppet theater parts of the book. The puppet heads all have Velcro designs to allow the puppet heads to be taken out of the books and played with on their own. Each older children, the marvelously dynamic, colorful illustrations of mice by Tracey Dable Carrion illuminate Mouse Tales: Things Hoped For Advent, Christmas and Epiphany by Ruth Boling.

This book follows six mouse children as they interact with each other during Advent, Christmas and Epiphany at Sunday school. elsewhere and with the community at large. The six mice have definite personalities and interest the reader enough to find out what they will be doing next.

As a novel of growing up, it’s pitch perfect, dealing equally well with holiday and regular music on CD’s and cassettes and gift items for all occasions. Give us a call to find out about expanded holiday shopping hours. Happy Holidays!

Upcoming Events At Logos

Monday, December 5, 2005 at 7 P.M., the Sacred Texts Group led by Richard-Curris will discuss the book of Isaiah followed by a holiday party.

Wednesday, December 7, 2005 at 7 P.M., KTVY Reading Group will discuss The House of Mirth by Edith Wharton.

Monday, December 12, 2005 at 7 P.M., Maria Grace will present Real fulfillment: A 12-Step Plan For Your Life Through Movies and sign copies of her book. An evening of enrichment of life through experience of movies.

Transit: 4,5,6 Subways to 86th Street, Lexington Avenue, M86 Bus (8th St.), M79 Bus (79th St.), M31 Bus (York Ave), M15 Bus, (1st and 2nd Aves.)

Mouse Tales: Things Hoped For Advent, Christmas, and Epiphany by Ruth Boling, Illustrated by Tracey Dable Carrion, Published by Mary Ann Press. (Lisa LeLeu Studios, $16.95)

Sister Chicas

Compiled by Lisa Alvarado, Ann Hagiean Cardinal, and Jane Alberdeston Coralin.

New American Library, April 2006
(264 pp)

Think “Ya Ya Sisters” crossed with “How the Garcia Girls Lost Their Accent”, and you’ll have some idea of just what a treat this delightful novel is.

Narraled by the three main characters in each young woman’s strong and vulnerable voice, the novel offers a compelling and perceptual view at what it means to grow up as a Latina woman in contemporary America. There’s Taina, the Puerto Rican daughter of a single mother whose upcoming quincenera is the plot point that drives this propulsive narrative; Graciela, an ambitious and driven Mexican-American who feels a responsibility to achieve the dreams her immigrant parents couldn’t, and Leni, a rebellious Puerto-Rican/ Irish-American teenager who struggles to reconcile the disparity of her Pacific Islander background with her mother’s demands and her own need to separate and carve her own path, or Graciela’s attempt to reconcile her dreams with her daughterly duties.

In the series are:

Miss Moo-Moo the Cow with the story ‘Art on the Farm’, Perrita the Gorilla with ‘The Slumber Party’, Scooter the Cat with ‘Finding My Home’, and Frenchy the Frog with Paree, Paree (That’s Paris in French). Each book has two openings, so the puppet head can appear in the story as the pages are turned. Also all booklets have Velcro dots on the back to attach to the puppet theater parts of the book. The puppet heads all have Velcro designs to allow the puppet heads to be taken out of the books and played with on their own. Each older children, the marvelously dynamic, colorful illustrations of mice by Tracey Dable Carrion illuminate Mouse Tales: Things Hoped For Advent, Christmas and Epiphany by Ruth Boling.

This book follows six mouse children as they interact with each other during Advent, Christmas and Epiphany at Sunday school. elsewhere and with the community at large. The six mice have definite personalities and interest the reader enough to find out what they will be doing next.

As a novel of growing up, it’s pitch perfect, dealing equally well with holiday and regular music on CD’s and cassettes and gift items for all occasions. Give us a call to find out about expanded holiday shopping hours. Happy Holidays!

Upcoming Events At Logos

Monday, December 5, 2005 at 7 P.M., the Sacred Texts Group led by Richard-Curris will discuss the book of Isaiah followed by a holiday party.

Wednesday, December 7, 2005 at 7 P.M., KTVY Reading Group will discuss The House of Mirth by Edith Wharton.

Monday, December 12, 2005 at 7 P.M., Maria Grace will present Real fulfillment: A 12-Step Plan For Your Life Through Movies and sign copies of her book. An evening of enrichment of life through experience of movies.

Transit: 4,5,6 Subways to 86th Street, Lexington Avenue, M86 Bus (8th St.), M79 Bus (79th St.), M31 Bus (York Ave), M15 Bus, (1st and 2nd Aves.)
CONTINUING EDUCATION
JASA: JEWISH ASSOCIATION FOR SERVICES FOR THE AGED
122 West 89th Street, 6th Floor, NYC
(212) 272-5304
Sundays at JASA, Continuing Education for Adults 60 and Over at Council Senior Center. Call 212-273-9304 for catalog and information about courses.

SCHOOLS
DARROW SCHOOL
518-794-6000
Darrow School an independent, co-ed, boarding and day school in New Lebanon, New York, offers a comprehensive college-preparatory curriculum with a range of courses in writing, literature, history, languages, mathematics, sciences, and the arts. The beautiful mountainside campus is located on the site of the historic Mt. Lebanon Shaker Village. For more information call (518) 794-6000.

THE HARLEM SCHOOL OF THE ARTS
645 St. Nicholas Ave., NYC
(212) 926-4100 ext. 304
Learning continues after school at The Harlem School of the Arts, an after school conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much, much more!!

SPECIAL EDUCATION
THE STERLING SCHOOL
(718) 625-3502
Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Arberman at 718-625-3502.

TUTORS
MATH TUTORING
(212) 228-1642
or (917) 297-2389
High School and Junior High. Two Sample Hours. No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or [917] 297-2389.

Crossroads After-School Program
QUALITY TUTORING FOR CHILDREN AGES 5-13
★ improve Behavior & Attitude
★ Gain Motivational Skills
★ Cultivate Responsibility
Math – Reading – Play – Song – Art – Have Fun

www.CrossroadsNYC.com
(718) 274-8824

BOOKS
BANK STREET BOOKSTORE
112th St. & Broadway
(212) 675-1454
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

LOGOS BOOKS
1575 York Ave, (West Street)
(212) 517-7292

HIGH MARKS IN CHEMISTRY
1-877-600-7466
www.HighMarksInSchool.com
Over 65,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school SHARON WELCHER (College Teacher, Chairperson and teacher of high school ADMIN, & OTHERS)

TRANFORMATION MATTERS:
116 East 16th Street/5th Floor
New York, NY 10003
(212) 677-4650 (phone)
(212) 254-4070 (fax)
www.resourcesnyc.org
From School to Independence: A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area. 500 pages, $35.00 + $8 postage and handling ISBN 0-9678365-5-0. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th Floor, New York, NY 10003 212-677-4650 (phone), 212-254-4070 (fax) or visit us online at www.resourcesnyc.org

CAREER COUNSELING
FOR EDUCATORS, PARENTS, STUDENTS, ADMIN, & OTHERS
Thinking of CHANGING CAREERS or JOB HUNTING? Seek clarity, support, more through all the steps. Contact experienced board-certified Counselor. Rose Mary Colorati, MA. 646-732-3198

THE CAMP EXPERTS & TEEN SUMMERS
30 East 81 Street Suite 7C
New York, NY 10028
Tel: 212-228-7992
Fax: 212-288-1049
Web: www.campeXperts.com
“The Camp Experts & Teen Summers” is a FREE advisory service for all your children’s summer needs. Serving NY area for almost 20 years, Joanne Paltrowitz along with Alison Paltrowitz & Susan Zimny (special needs division) have done the research to provide you with appropriate summer choices. Representing over 900 programs this team of EXPERTS has visited and screened programs for your children. Call 212-228-7992 or email NCFP CAMP EXPERTS at: info@campeXperts.com. www.campeXperts.com

THE STERLING SCHOOL
(718) 625-3502
Brooklyn’s private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Arberman at 718-625-3502.

TUTORS
MATH TUTORING
(212) 228-1642
or (917) 297-2389
High School and Junior High. Two Sample Hours. No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or [917] 297-2389.

Crossroads After-School Program
QUALITY TUTORING FOR CHILDREN AGES 5-13
★ improve Behavior & Attitude
★ Gain Motivational Skills
★ Cultivate Responsibility
Math – Reading – Play – Song – Art – Have Fun

www.CrossroadsNYC.com
(718) 274-8824

BOOKS
BANK STREET BOOKSTORE
112th St. & Broadway
(212) 675-1454
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

LOGOS BOOKS
1575 York Ave, (West Street)
(212) 517-7292

HIGH MARKS IN CHEMISTRY
1-877-600-7466
www.HighMarksInSchool.com
Over 65,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor-Easy review book for NEW regents (second edition) with hundreds of questions and solutions, Get HIGH MARKS 810.95. Available at Leading book stores or call (718)271-7466.

TRANSFORMATION MATTERS:
116 East 16th Street/5th Floor
New York, NY 10003
(212) 677-4650 (phone)
(212) 254-4070 (fax)
www.resourcesnyc.org
From School to Independence: A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area. 500 pages, $35.00 + $8 postage and handling ISBN 0-9678365-5-0. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th Floor, New York, NY 10003 212-677-4650 (phone), 212-254-4070 (fax) or visit us online at www.resourcesnyc.org

CAREER COUNSELING
FOR EDUCATORS, PARENTS, STUDENTS, ADMIN, & OTHERS
Thinking of CHANGING CAREERS or JOB HUNTING? Seek clarity, support, more through all the steps. Contact experienced board-certified Counselor. Rose Mary Colorati, MA. 646-732-3198

THE CAMP EXPERTS & TEEN SUMMERS
30 East 81 Street Suite 7C
New York, NY 10028
Tel: 212-228-7992
Fax: 212-288-1049
Web: www.campeXperts.com
“The Camp Experts & Teen Summers” is a FREE advisory service for all your children’s summer needs. Serving NY area for almost 20 years, Joanne Paltrowitz along with Alison Paltrowitz & Susan Zimny (special needs division) have done the research to provide you with appropriate summer choices. Representing over 900 programs this team of EXPERTS has visited and screened programs for your children. Call 212-228-7992 or email NCFP CAMP EXPERTS at: info@campeXperts.com. www.campeXperts.com

THE STERLING SCHOOL
(718) 625-3502
Brooklyn’s private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Arberman at 718-625-3502.

TUTORS
MATH TUTORING
(212) 228-1642
or (917) 297-2389
High School and Junior High. Two Sample Hours. No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or [917] 297-2389.

Crossroads After-School Program
QUALITY TUTORING FOR CHILDREN AGES 5-13
★ improve Behavior & Attitude
★ Gain Motivational Skills
★ Cultivate Responsibility
Math – Reading – Play – Song – Art – Have Fun

www.CrossroadsNYC.com
(718) 274-8824
Hand Sanitizer Gel Works

Using an alcohol-based hand sanitizer gel significantly reduces the spread of gastrointestinal infections in the home, according to a study in *Pediatrics*. In a study of 292 Greater Boston families—half of whom received hand sanitizer—that used the gel had a 59 percent reduction in the spread of GI illnesses.

“This is the first randomized trial to show that hand sanitizer reduces the spread of germs in the home,” says Dr. Thomas J. Sando, a physician in the Division of Infectious Diseases at Children’s Hospital Boston.

The families were recruited through day care centers. Half the families were randomly assigned to receive hand sanitizer and were told to place bottles of the gel around the house, including bathroom, kitchen and baby’s room, and to apply it to their hands after using the toilet, before preparing food, after diaper changes, etc. The remaining families, serving as controls, were not to use hand sanitizer. The two groups reported similar rates of handwashing on an initial questionnaire.

For five months, investigators tracked the families, phoning every other week to record how much hand sanitizer had been used, whether someone had developed a respiratory or GI infection, vomiting, than after a respiratory incident, such as nose-wiping or sneezing,” says Sando, also an instructor at Harvard Medical School.

A related study from Children’s Hospital Boston, did observe a protective effect against respiratory illness among families who used hand sanitizer gels at their own initiative.

According to the U.S. Census Bureau, more than 7.5 million children under age 5 are enrolled in day care, placing them at high risk for respiratory and GI infections, which they readily transmit to household members. Although handwashing with soap and water is effective in reducing the spread of most infections, it requires access to a sink. In addition, there is evidence that rotavirus, the most common GI infection in the child-care setting, is not removed effectively by soap and water but is reliably killed by alcohol.

For more information about the hospital visit:

NSF Releases Top Ten Places Germs Lurk in Schools

With the cold and influenza season right around the corner, it’s more important than ever to know where germs are hiding in schools. That’s why NSF International today released a list of the Top Ten Places Germs Lurk in Schools, which was developed by NSF scientists who collected bacterial samples directly from actual classrooms.

According to the Centers for Disease Control and Prevention, 22 million sick days are lost each year to the common cold alone. With even more serious concerns over influenza and the avian flu, NSF International wanted to illustrate where germs were located by collecting a range of bacterial samples from surfaces kids come in contact with every day.

The classroom experiment in two typical Michigan elementary schools was designed to:
• determine what educators and school cleaning crews need to be on-the-watch for when protecting kids from germs in the schools.
• educate families and teachers about a new public service website designed to focus on handwashing as a simple, yet highly effective way of fighting infectious and foodborne illness.

The following are the results on where germs hide:

Total Aerobic Bacteria ( Colony Forming Units) per square inch (CFU)

<table>
<thead>
<tr>
<th>Location</th>
<th>CFU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Fountain Spigot (classroom)</td>
<td>2,700,000 CFU</td>
</tr>
<tr>
<td>Kitchen Faucet (hot water handle)</td>
<td>18,000 CFU</td>
</tr>
<tr>
<td>Cafeteria Plate (classroom)</td>
<td>15,800 CFU</td>
</tr>
<tr>
<td>Faucet (cold water handle)</td>
<td>32,000 CFU</td>
</tr>
<tr>
<td>Water Fountain Spigot (cafeteria)</td>
<td>62,000 CFU</td>
</tr>
<tr>
<td>Student's Hand 1</td>
<td>1,500 CFU</td>
</tr>
<tr>
<td>Keyboard (classroom)</td>
<td>3,300 CFU</td>
</tr>
<tr>
<td>Toilet Seat 1,200 CFU</td>
<td></td>
</tr>
<tr>
<td>Animal Cage 1,200 CFU</td>
<td></td>
</tr>
</tbody>
</table>

Surprisingly, there were actually more germs found on an average classroom water fountain spigot than there were on a toilet seat. “Although these findings are a snapshot in time at these particular schools, the results reveal that we all need to be vigilant about sanitizing those hard-to-reach areas in schools that people may forget to clean,” said Robert Donofrio, a microbiologist who directs NSF’s Microbiology Laboratory in Ann Arbor, Michigan.

The NSF Scrub Club™ (www.scrubclub.org) is a fun and educational public service program designed to educate children, families and educators about the importance of handwashing to wash away germs and help prevent the onset and spread of infectious diseases and foodborne illnesses.

Remembering Preston Robert Tisch

By POLA ROSEN, Ed.D.

I will always remember Bob Tisch as he sat at lunch with me at the Regency, recovering from neurosurgery and dynamic as ever. “Hi Tiki,” he called to the football great from across the room in the midst of answering my questions about his early days in Lakewood, light years away from the sophisticated hotel he now owned. It seemed that everyone entering for lunch that day in the nearly packed Regency restaurant on Park Avenue in Manhattan came to pay homage to Bob, asking about the Giants, the family, Bob’s health or some inciting business deal.

While eating and answering questions, Bob kept a sharp eye on the room, signaling the hostess to come over to ask why patrons were not being seated more rapidly. We spoke of his commitment to rebuilding athletic fields for every school in New York City and the local community pride that ensued following his successful endeavors in raising more than $130 million.

The Tisch family philanthropy is legendary: from the NYU Tisch School of the Arts and the Tisch Library at Tufts University to “Take Back the Fields.” The latest Tisch benevolence is the Preston Robert Tisch Brain Tumor Center at Duke University. Bob contributed to the life of the community in many other ways as U.S. postmaster general, NYC ambassador to Washington DC. Chair of the NY Convention and Visitors Bureau and co-owner of the NY Giants. Bob and his brother Larry, captains of industry, owned the Loews Hotel chain as well.

A month ago, Laurie, his only daughter, was awarded the Town Hall Medal in recognition of her founding and funding the Center for Arts Education and the Children’s Museum of Manhattan. Bob’s absence at the family table was palpable, signaling declining health.

He died just a short time later with his entire loving family gathered round. His New York City grandchildren visited every day during his last months, one traveling in daily from Yale University. His son Steve moved from Los Angeles to New York to be at his father’s side for the last six months and share in the Giants operation with brother Jonathan.

During a visit to pay my respects to the family after his death, Laurie and her daughters were wearing a precious gift from Bob: gold and diamond necklaces commemorating the New York Giants going to Super Bowl XXXV in 2001. On the Sunday of my condolences visit, the team won. Bob would have revelled in the thought of his family savoring the victory of his team and travel to New Orleans to see the victory of his life, triumphant in the legacy he left behind.
GIVE YOUR GROUPS THE THEATRICAL EXPERIENCE OF A LIFETIME!

Arrives on Broadway March 24

Disney presents
TARZAN
THE BROADWAY MUSICAL

Richard Rodgers Theatre • 46th St. & Broadway

GIVE YOUR GROUPS THE THEATRICAL EXPERIENCE OF A LIFETIME!

Disney presents
BEAUTY AND THE BEAST
BROADWAY’S CLASSIC MUSICAL

Lunt-Fontanne Theatre • 46th St. & Broadway

Disney presents
THE LION KING
BROADWAY’S AWARD-WINNING BEST MUSICAL

New Amsterdam Theatre
42nd St. & Broadway

800-439-9000
or 212-703-1040
www.disneyonbroadway.com

Special Group Rates for 15 or more • No deposit & flexible payment policies • FREE Group Leader ticket available

Certain restrictions apply: Offer not available for all performances. Discount tickets subject to availability. Not all seats are discounted. Blackout dates may apply. Minimum purchase required for group leader ticket. Ask your group sales representative for complete details.