EDUCATION BEHIND BARS
Celebrating the 50th Anniversary of the Salk Vaccine With Jonathan Salk

By JOAN BAUM, Ph.D

One of the best compliments his famous father ever got, Dr. Jonathan Salk recalls, was being told that people didn’t know about him, polio or the vaccine. The point, of course, is that infantile paralysis or poliomyelitis, “the most notorious disease of the 20th century” until AIDS, the disease that crippled Franklin Delano Roosevelt in 1926, was, by the time of Jonas Salk’s death in 1995 practically unknown, a viral threat that had been all but eradicated—a spectacular tribute to the genius of the man who in 1955 ended a national nightmare. Only those of a certain age remember the terror of the times, the epidemics, the iron lungs, the quarantines. But on April 12, 1955, when Jonas Salk, using donations from the March of Dimes, announced that he had a cure (Jonas was five at the time), not only could parents sleep at night, as the papers reported, but science and public health policy took an important turn, resulting in life-altering initiatives such as the Vaccines and Assistance. They are 1962, which would protect school children for free against one of the world’s greatest scourges. But as for Dr. Jonas Salk, he had boarded in both childhood and adolescent psychiatry and an Associate Clinical Professor of Psychiatry at UCLA—the significance of the Salk Vaccine had even wider implications, which are not fully appreciated, some of them touching on his own areas of interest in human interaction and behavioral development.

The March of Dimes, the Salk Vaccine, Jonathan Salk points out, and the campaign launched by the March of Dimes, “dramatically changed perceptions of science and medicine. As his father would and did say—the breakthrough was due to collaborative efforts—scientists working with him and with hospital staff and volunteers—an army of the dedicated who brought off the largest field trial in U.S. history, the vaccination of over two million children. Indeed, the 50s were the golden age of medical science. They loved his father and knew he was a genius, Jonathan Salk says for himself and his two brothers, who also went into medicine, but the greatest gift Jonas gave Salk his children—and the world—was an understanding that medical research should “make a difference,” affect public health and bring about social justice. The establishment of the Salk Institute in La Jolla, CA, was an extension of this belief, a place that Jonas Salk regarded as a center to “address problems of humankind.” Thus it was, as Jonathan Salk recxnerns inevitable that he himself would go on for an M.D.—which in his family was like getting a B.A. and that he would regard the discipline of studying medicine as “good background” for whatever else he may want to do. In fact, an earlier love of Jonathan Salk’s was music—playing piano and writing songs, many about social justice—an inheritance from his mother, a talented amateur musician who was a psychiatric social worker, and his father, who educated his children to have “vision” and to see its multiple effects in the arts as well as in the sciences. In fact, Jonathan notes, not many people know that the Salk Institute, which was designed by Louis Kahn and is considered one of the masterpieces of 20th century architecture was the legislative “partnership” between Jonas Salk and the famous architect. His father was in on the design. How fitting, therefore, that Jonas Salk was recently honored at CNNY, fromers were hung by a friend as the signal that the college can boast both a medical and architectural school. Of course, in honoring among the great nature of scientific discovery, Jonathan Salk does not mean, inadvertently, to diminish the heroic achievements of his father, who faced adversity with great courage. People, he points out, could not see the “big picture” behind his father’s research, the fact that a killed virus could be effective. In his own teaching—working with psychiatric trainees and also with hospital staff and also with parents in his children’s classroom. The law holds schools accountable for every child succeeds—black, white, Hispanic, disabled, immigrant, rich or poor. We also commit to ensuring a high-quality teacher in every classroom. The law holds schools accountable for achieving reasonable goals for each student. Throughout the earnings, the average college graduate makes over a million dollars more than a high school graduate. I urge every young person I meet to work hard in school and go on to college, so they’ll have the opportunities they deserve in life. EU: Who were your mentors? Who inspired you to go into politics?

By POLA ROSEN, Ed.D.

Education Update (EU): The Kennedy Family has been involved in helping children with special needs for many decades including the Special Olympics. How did you first become involved in special education?

Senator Edward (Ted) Kennedy (TK): My family has become particularly committed to children with disabilities and their families because of our sister Rosemary, who had mental retardation. In many ways, she still had real potential and my parents did their best to see that she could develop as much as possible. But it was obvious to all of us that millions of others had no such opportunities. Disabled children deserve a good education and opportunities to play and compete in sports.

EU: What special education organizations and charities have you been affiliated with over the years?

TK: When we talk about special education, in addition to the child, the most important people in the discussion are the parents. For the ones who get up each morning to help special needs children be the best they can. The organizations and charities I’ve been involved with are my strongest partners and the best allies for special needs children.

EU: Is there any legislation that you have worked on or that you plan to work on to help special needs children?

TK: The most important pending legislation in this Congress is the Family Opportunity Act. For more than five years, Senator Grassley and I have been committed to this legislation to give parents of disabled children the opportunity to purchase Medicaid coverage for their children. Under current law, we leave families of severely disabled children with only three choices: to get Medicaid, stay poor, or, worst of all, give up custody of your child so they can qualify for the health care that meets their child’s medical needs.

Families deserve more support than that. We should be able to buy into Medicaid—it’s the only insurance plan that covers health care for a severely disabled child.

EU: What work still remains to be done?

TK: The greatest special education challenge facing us today is how to help disabled students make a successful transition after high school. Five years after a child leaves special education today, only 50 percent of them are working or in continuing education. Over their age span, less than 12 of 1 percent of people with disabilities work. We need to change those outcomes and make more opportunities available for these children when the school bus doesn’t come anymore.

High school education shouldn’t have a glass ceiling for qualified people with disabilities. We need better high school programs that include these talented people, even if they’re disabled.

EU: Is your opinion vs. a vis “No Child Left Behind” for special needs children? EU: Get involved with the schools your child attend and try to be part of the decision-making process. Education is the key to the American Dream. Fifty years ago, people with high school degrees—and even those who dropped out of high school—had the chance for good jobs. Today they require greater education. The benefits of a college degree are immense. Over a lifetime of earnings, the average college graduate makes over a million dollars more than a high school graduate. I urge every young person I meet to work hard in school and go on to college, so they’ll have the opportunities they deserve in life.

EU: Are there any early educational experiences or anecdotes that you would like to share with our readers?

TK: One of my fondest childhood memories involves Longfellow’s famous poem, Paul Revere’s Ride. My mother was the finest teacher I ever had, because she took advantage of every small thing that would be most important in their lives. She felt that Longfellow’s poem was the perfect way for me to learn about poetry and history at the same time. I was able to memorize the whole poem and recite it—all 130 lines. Still today, I love to take friends to Old North Church in Boston to point out the tower where two historic lanterns were hung by a friend as the signal that British soldiers were making their move by sea and not by land and the American Revolution was about to start.

EU: One of the hallmarks of your career has been to improve the nation’s schools and colleges. What are some of the best ways we can accomplish this?

TK: In 2002, we took a positive step by passing the No Child Left Behind Act. For the first time, the federal government created the tools to see that every child succeeds—black, white, Hispanic, disabled, immigrant, rich or poor. We also committed to ensuring a highly-qualified teacher in every classroom. The law holds schools accountable for achieving reasonable goals for each student.

Unfortunately, the Administration and the Republican Congress have not been willing to adequately fund the Act. We need to change that. Money is not the only answer, but it is a crucial part of the answer.

We also need to do more to help families struggling to afford to send their children to college. We can do this by increasing student aid and by promoting student support programs like the Gear UP and TAP programs, which help high school students prepare for and learn about college. We also need to do more to help students once they are in college. Too few students complete their degree. We need to do all that we can to improve that number.
By JOAN BAUM, Ph.D.

In an extraordinary life of public service and philanthropy, including serving as Postmaster General of The United States, being the city’s Ambassador to Washington in the ’90s, chairman of the Loews Corporation, or of his many diversified financial organizations in America—the Loews Corporation—or of his amazing generosity to New York University, one knows about Take the Field. This fast-tracking, five-borough project, which Bob Tisch founded in 1999, has already restored 41 (of 43) athletic fields for New York City public schools, raising $135 million in public and private funds to accomplish this major project. It is a prime example of Bob Tisch’s vision. Rebuilding athletic facilities means promoting good health and academic performance. And pride.

The name alone, “Take the Field,” reflects Bob Tisch’s imaginative way of looking at how to improve education, for it is an answer to what prompted the initiative—a three-part front-page series in The New York Times which ran in January 1999. Called “Dropping the Ball,” the articles focused on the dilapidated conditions of the city’s schools sports facilities, a sad story of wasted money and missed opportunity, not to mention low esteem—NYC then was at the “very bottom” of the nation’s largest cities to mention low esteem—NYC then was at the bottom of wasted money and missed opportunity, not of the city’s school sports facilities, a sad story articles focused on the dilapidated conditions in the "very bottom" of the nation's largest cities.

Bob Tisch’s conception can be seen in its involvement of neighborhoods. When the schools are not using their athletic facilities, the communities have access. Needless to say, these fields are guarded by area residents as carefully as they are by the school principals. Bob Tisch chuckles when he recalls how the owners of the two-story homes surrounding Forest Hills High School went out of their way to assure him that they were going to “watch over their field.” And they do.

"Take the Field," may be among Bob Tisch’s most subtle efforts to enhance the city by using its resources “as a living laboratory,” but it is consistent with his continuing interest in education, most prominently seen in the Tisch School of the Arts at NYU and in the Center for Hospitality and Tourism now surrounding Forest Hills High School went out of their way to assure him that they were going to “watch over their field.” And they do.

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A gala benefit for the Center for Arts Education (CAE), a premiere public/private partnership founded to restore, stimulate and sustain quality arts programs in the New York City public schools was held recently at Christie’s. This year’s benefit raised $400,000 and was attended by 180 guests.

The event showcased elementary school students who have benefited from the arts education programs funded by the Center. A student musical group played during the cocktail hour; student artists were present to show their works displayed throughout the cocktail and dinner areas. The art show was curated by students.

Under the direction of Lois Olshan, a special team of 10 and 11-year old ballroom dancers from PS 144 in Queens, performed, having learned their skills during their school’s arts partnership with the American Ballroom Theatre. In addition, Antoine Nieves, student from the arts internship program displayed his skills as an auctioneer, having interned at Christie’s auctioneer training program.

The Annenberg Foundation, The Honorable Schuyler Chapin, and Vartan Gregorian were honored.

Since its founding in 1996, the CAE, led by Laurie Tisch, has awarded more than $34.5 million in private and public funding to support arts education, as well as partnerships and programs in the New York City public schools. It funds partnerships between schools and arts organizations; supports a Parents as Arts Partners program, as well as a career development program which places NYC high school students in executive departments of arts and related businesses and non-profit organizations. CAE has joined over 275 public schools with more than 200 cultural and community-based organizations, colleges and universities in New York City.
**Why Mothers Grieve Around the World**

By Phyllis C. Murray

“...and they shall bend their swords into plow-shares and study war no more.” These words are an appeal for nonviolence. Thus, we might read these words in the Bible and on the wall of the United Nations. Yet, as Mother’s Day nears, mothers are grieving all over the world because of the wars that are man-made. And we grieve with them.

Lest we forget, our leaders who spoke out against violence, discrimination and hate crimes were assassinated: Abraham Lincoln, John F. Kennedy, Robert Kennedy, Medgar Evers, and Martin Luther King, Jr. And lest we forget, our courageous and vibrant young leaders were also assassinated: James Earl Chaney, Andrew Goodman and Michael Schwerner.

Today, mothers are grieving from New York to California because of the wanton destruction created by youth on missions of hate and bigotry: white-on-white crimes, black-on-black crimes. Racial, ethnic, gender bias and religious intolerance continues.

Mothers grieve around the world in the war zones of Afghanistan, Palestine, Iraq, and Jerusalem as their children become the casualties of war in areas affected by armed conflict. And mothers also become targets as violence against women in occupied war zones raises its ugly head.

Yet, the violence continues. It continues whether by air, by land, or by sea. Violence even continues en utero as infanticide becomes medically acceptable and partial birth abortions become a form of birth control in this 21st Century.

On Mother’s Day, mothers will grieve around the world. And we will grieve with them.”

Phyllis C. Murray is a teacher in the Bronx.
to partake of classroom events and to contribute to classroom learning activities. She invites them newly born class pets.

In order to further motivate the students Ms. Teti
to be filled with print-rich student work. The room routines. When the child has been good,
children make a habit out of reading together. Ms. Brandt-Blanc never misses a contest or a project to sign up her class. They designed a quilt square each month for District 75’s quilt titled, “Individuals Who Made a Difference,” depicting Henry Viscardi as a pioneer for people with disabilities. The quilt is on display for the public at the October School Board meeting. Ms. Brandt-Blanc’s class has also created a bulletin board for display at the superintendent’s office. Ms. Brandt-Blanc implements Community Based Instruction to promote every day skills and appropriate behaviors. Her students this year are high school age, therefore these are very important skills for purchase garden boxes to beautify the front of our school! All of these activities encourage community involvement and pride in their work.

Claudia Teti
Principal: Edwin Irizzary
Superintendent: Myrna Rodriguez
Name of School: School 150, Bronx
School District/Region: 12/2

Student Progress: Ms. Teti’s students for the most part are in their second year with her. She has acquired the advantage of knowing her class. During her one and a half years of teaching them she has marked noticeable growth with her students. Students who barely came in as readers and writers now follow the daily routine of journaling and reading independently, in groups and with the teacher. Their E-class assignments have resulted in marked improvements in fluency, decoding and comprehension skills. With her most challenging students, Ms. Teti provides extensive one-to-one and small group remediation activities. Ms. Teti recognizes that a highly organized teacher who promotes a disciplined structured environment for her students. The students know how to access all of the resources in their classroom, as everything that is visible serves a useful purpose. The student portfolios are indicative of a teacher who encourages all freethinking and creativity from her students. She doesn’t cover a page in red, but instead will attach a post-it note with questions to further the child’s thinking. Keeping students engaged is clear to the students is one of her most valued assets.

Innovative Teaching Strategies: Ms. Teti will devise systems and routines to make her classroom a smooth functioning machine. The students know the “signals” and are rewarded for complying with the classroom rules. Ms. Teti has a particularly challenging child. For this child, she has tried several methods to reach and teach him. In order to teach him to focus on his work, she has taught him how to work with difficulty and when he succeeds at it.

Motivating Students: With her class, Ms. Teti motivates her class by having Publishing Parties and classroom themed events. She works hard at creating a nurturing environment that exudes warmth and practical, children-based learning centers. The students write on sentence strips for the classroom environment that is filled with print-rich student work. In order to further motivate the students Ms. Teti has taken the students on trips to stimulate their curiosity and knowledge base. Right now, while teaching life cycles and animal behaviors, Ms. Teti is raising frogs with her class. The students make their observations each day, and enjoy learning more on their newly born class pets.

Parent/Community Involvement: Ms. Teti writes letters to her parents to engage them in classroom learning activities. She invites them to partake of classroom events and to contribute to the learning of their children. She calls her parents to inform them of both good and bad. Ms. Teti will send a specially made reward for the students to bring home to let the parents celebrate their student’s successes.

Serena Goldberg
Principal: Digna Erstein
Superintendent: Reyes Irizarry
Name of School: 51st Ave. Academy, Queens
School District/Region: 30/4

Student Progress: Ms. Goldberg’s 5th grade students always show growth, academically and socially. The success rate in her class is almost 100% in English Language Arts, and 90% in Math, Studies, Science, and Mathematics as per city and state test results. In 2003, students scored sufficiently high on formal assessments to meet the individual needs of all her students. Ms. Goldberg has substantially improved the test scores of the students. This year with Roald Dahl and by December they are reading Partners (PARP) encouraged parents to read to their child every day. She has...
which they were deficient. She uses concrete math manipulatives to help students understand concepts. She establishes rapport with them so that they look forward to working with her. She motivates them to participate in class and to do their homework.

Motivating Students: Supervisors observe children working in groups. It is obvious that the children are actively participating in discussions and group projects. Supervisors observe that she asks all students to participate in covert and overt activities by using games, songs, and stories. Ms. Fortis “is a teacher where a student takes pride in being one of you.” This technique has shown to increase the rate and degree of learning as well as demonstrating to students that each one is expected to participate. At the end of the school year, sharing activity the children are verbally drawing conclusions, making inferences and solving problems. Ms. Fortis works with students and colleagues to help their children be better students.

Workshops: Ms. Fortis works with parents where they learned about the curriculum and how to help their children.

Motivating Students: Ms. Fortis encourages parents to participate with their children in attending workshops and trips planned by Ms. Cashman.

Evelyn Fortis
Principal: Eva Garcia
Superintendent: Laura Rodriguez
School: P.S. 75, Bronx
School District/Region: 8/2
Student Progress: “To teach in a manner that respects and cares for the souls of the students is essential if we are to provide the foundation for students where learning can most deeply and inti-
mately begin.” [Bell Hooks, Teaching Transgress: Education as the Practice of Freedom.] It is indeed a pleasure to nominate Evelyn Fortis who has been a driving force in the teach-

ing process. Ms. Fortis brings a dynamic to the classroom, which includes professionalism as well as a comprehensive approach to student teaching. Ms. Fortis works with parents and colleagues. She has created a warm spirit of community with her classroom. Thus, each student is programmed to learn. They reach extraordinary levels of competency across the curriculum. As a veteran teacher of 15 years Ms. Fortis’ dedication to the students and their families is a unique asset in each task she infuses in each task undertaken. Whether in the classroom, Reading Lab, or Academic Intervention Program, the fact remains, Ms. Fortis is a master teacher who respects and cares for the souls of students.”

Ms. Fortis has brought in an integration of literacy and math in a classroom setting, which includes the use of Spanish speaking teachers. Ms. Fortis’ commitment to students, parents and teachers is indeed worthy of the title of the “The Crown of Education.” A teacher or teachers: And the personification of the word, Educator.

Marlene DaSilva-Hinds
Principal: Bridget Carrington
Location: Gashaway
Name of School: Bed ford Stuyvesant Preparatory High School, Brooklyn
School District/Region: 7/9
Student Progress: “Bedford Stuyvesant Preparatory High School, Brooklyn

Outstanding Teachers of the Month

May 2005

- on activities are essential to demonstrate understanding of the lessons taught, the class-
room design is user-friendly, and everyone gets their homework signed on a daily basis.

Motivating Students: Whenever you visit Ms. Borges’ class, you see students engaged in the process of learning: reading in the rug area, working on their computers, painting, conferencing about a class project and at other times just relaxing as they listen to soothing music. Visits always leave you with a sense of satisfaction. You want to turn back the hands of time and become that child of yesteryear, once again! To Ms. Borges’ credit many former stu-
dents do return to pay tribute to this beautiful woman. Some come to ask if they can complete their college assignments through her interven-
tion (i.e. interviews, class observations, etc.) Most of the time, former students come to visit in hopes that a son or daughter will be accepted at her school. I am one of them, one of her many satisfied customers. She taught my son. To this day, I still remember the first book he read in his kindergarten year: A Fly Went By by Dr. Seuss.

Parent/Community Involvement: Ms. Borges is very smart in her teaching: she trains parents to become responsible learning partners. In the spring before your child enters her class, you receive a letter with supply list, important dates in code. In September, there is an orientation to outline procedures and discuss curriculum. You want your child in her class because she exudes a sense of com-
petence, integrity, and professionalism. Most importantly, Is Ms. Borges’ level of patience with students and family members? She makes herself available for daily contact at dismissal. No one leaves a class room without being acknowledged or acknowledging her daily log. That is who she is: professional!
Chancellor Klein indicating that he is a prod

Joel Klein, the lecture addressed one of the most

students graduating. We at City College are part

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Columbia University and Harvard Law School,

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High School for Math, Science and Engineering

Dean Alfred Posamentier of CCNY introduced

Treatment is conducted by members if a specialty team, and includes:

- Medication and psychosocial interventions, such as cognitive-behavioral therapy
- Individual therapy
- Family therapy
- Parent guidance
- Coordination of services within the school community, or outreach and advocacy, if needed

Research at the Institute focuses on the natural history, course, pediatric autoimmune neuropsychiatric disorders with streptococcus (PANDAS) and the relationship between tics and the other comorbid disorders. Several treatment and follow-up studies are underway or will be beginning soon.

For more information on the Institute for Tourette’s and Movement Disorders please call (212) 263-8916

NYU Child Study Center
577 First Avenue
New York, NY 10016
(212) 263-6622
www.AboutOurKids.org

MAY 2005

SPOTLIGHT ON SCHOOLS    EDUCATION UPDATE    MAY 2005

Schools Chancellor Joel KleinDelivers Rudin Lecture at CCNY

Dean of the NYC schools in Queens as well as Columbia University and Harvard Law School, both magna cum laude. Klein has had an outstanding career in the field of law. In 1969, he took a break from his law studies to qualify as a math teacher. He then served briefly as a sixth grade math teacher. According to Posamentier, Klein is innovating today like few of his pre-decessors have. “He’s introduced a new small schools system throughout the city. He’s introduced a citywide standard curriculum in math and literacy. And perhaps most important, he has focused in a major way on parental involvement, which I believe is one of the most critical factors in a child’s development. What does he have to show for this? Well the percent of schools on the State’s watch list dropped from 55 percent to 24 percent during his tenure. There’s also been a significant rise in the percent of high school students graduating. We at City College are partnering with the Department of Education in a number of ways. The most significant of course are the high schools that are on our campus: the High School for Math, Science and Engineering at City College.”

As Klein took the podium, he underscored education as the single greatest challenge facing our nation today.

He quoted Bill Gates: only one third of our students graduate from high school ready for college, work and citizenship. Only two thirds, most of them low income and minority students, are trapped into courses that won’t ever get them ready for college or prepare them for a family, wage, or job.

The following is excerpted from the Chancellor’s remarks: “As far back as any one in this room can remember, the graduation rate in our city could be about 50 percent, frequently a drop below it, never above it. And more importantly, the rate of students getting Regents diploma has been fewer than one in five for as far back as people can remember. The number of African American and Latino students who get a Regents diploma in our city is fewer than one in ten. That gives you some dimension of the crisis. We stand here today just over 50 years since the Supreme Court’s decision in Brown vs. the Board of Education. In that case the court put an end to the really despicable practice of racial apartheid in our schools, that separate was no longer equal education. But that was only the beginning. The more important part of Brown was that it promised every kid in America an equal educational opportunity and here we are today fifty years later and we haven’t remotely begun to meet that standard.

If we continue to have a system which confines them to failure, particularly kids who are from poor neighborhoods, particularly kids who are in families of immigrants, particularly kids who are African American, if that continues, the challenge for our nation will be so daunting that we will not be able to fully comprehend it. To me, when you think about school reform, you have to think about the end state you would like to see. The one thing that I’ve convinced about is that there are no short-term solutions. The vision I have is that every one of my schools has to be a school that everyone of you will be proud to send your children to. It’s a simple vision, and I want you to think how many of them today are schools you could send your children to. We are not remotely close to that vision. I believe deeply, that what’s happening in New York is the most important thing happening in the school reform in the U.S. Now if you look at what Michael Bloomberg did, you can see what the core elements are in this transformation and I’m going to package them under five labels that I think are absolutely critical.

The first is leadership; second is accountability; third are standards; fourth is equity, which includes merit based decision making; and the fifth is innovation. Those are, in my view, the transformational levers for real school reform. Leadership has to take place at the school. A necessary, if not a sufficient condition of a great school is a great school leader. We have under-valued school leadership in America, in our city, for as far back as anyone can remember. But I can show you the same school with two different principals and they are two different schools. One of the key innovations that we did was to develop a leadership training program that was dissimilar to anything the system had seen and it became critical because we need to get great leadership, particularly in our low performing, challenging schools.

The second thing is the whole issue of accountability, which if you come from outside the school system, leaves you aghast; there’s zero accountability in the system. Whether the system does well, or doesn’t do well, whether individuals perform well, or don’t, they are treated all the same; the system that does not reward excellence, is unlikely to inspire. The third transformative thing, and one my friend Merryl Tisch has worked very hard on, with real vision and leadership, is standards. The cheapest game in America today is, “Let’s lower the standards and increase the graduation rate.” A global economy is going to increase the demands on our kids. So it may not be popular in some corners, but the mayor was absolutely right to put an end to this insidious practice of social promotion. And so by saying to the system, it’s not about holding back, that’s not what’s going to get children to succeed, by saying to the system, we have standards and we are going to look at you in terms of the standards by which your students perform, you interlock accountability and standards.

The fourth issue and the one which I’m enormously proud that is happening in our school system is focused on equity. For too long I’ve heard about what we need to do in the poor communities and cities. If you look across the series of our initiatives, you will see a focus on equity and on merit based decision making. One of the

continued on page 10
FOUR NEW CHARTER SCHOOLS
TO OPEN IN FALL

Schools Chancellor Joel I. Klein announced that the New York State Board of Regents has approved four new charter schools to open in New York City next fall. This announcement marks the latest step in the Department of Education’s (DOE’s) unprecedented charter school initiative designed to provide more high quality educational opportunities for children throughout the City. The four charter schools approved include Harlem Children’s Zone Zone Promise Academy II, City Collegiate, New Heights Academy, and the New York Center for Autism Charter School.

“These new charter schools demonstrate our commitment to creating exceptional educational options for children and families in our City,” Chancellor Klein said. “Charter schools embody strong leadership, empowerment at the school level, and accountability for performance—all elements essential to providing children with a high quality education. All of the new charter schools approved to open in New York City next fall, including the four approved today, will bring powerful opportunities to our children.”

With the approval of the Board of Regents, the four new charters bring the total number of new charter schools opening in New York City next fall to 14. There are currently 32 charter schools operating in the City, including nine that opened in September 2004.

The Harlem Children’s Zone Zone Promise Academy II will serve 80 students in Kindergarten in its first year and will expand to serve approximately 700 students in grades 5-12. New Heights Academy will serve approximately 180 students in grades 5 and 9 in its first year and will eventually expand to serve approximately 700 students in grades 5-12. New Heights Academy will be located in Harlem and is committed to the notion that all students are capable of achieving high academic standards. A longer school day, longer class periods, and Saturday supervision will provide students with more time on schoolwork and more support to reach their academic potential.

City Collegiate Charter School will serve 75 students in grade 5 in its first year and will expand to serve approximately 500 students in grades 5-12. City Collegiate will be located in Williamsburg and will be supported by Uncommon Schools, Inc. Uncommon Schools, Inc. runs an extension with two charter schools currently operating in the New York metropolitan area, namely the Excellence Charter School in Brooklyn and North Star Academy Charter School in Newark, New Jersey.

The New York Center for Autism Charter School (NYCACS) will serve 12 students ages 5-9 in its first year and will eventually expand to serve approximately 700 students in grades K-12. NYCACS is committed to the notion that all students are capable of achieving high academic standards. A longer school day, longer class periods, and Saturday supervision will provide students with more time on schoolwork and more support to reach their academic potential.

The New York Center for Autism Charter School (NYCACS) will serve 12 students ages 5-9 in its first year and will expand to serve approximately 700 students in grades K-12. NYCACS will serve approximately 180 students in grades 5 and 9 in its first year and will eventually expand to serve approximately 700 students in grades 5-12. New Heights Academy will be located in Harlem and is committed to the notion that all students are capable of achieving high academic standards. A longer school day, longer class periods, and Saturday supervision will provide students with more time on schoolwork and more support to reach their academic potential.

The New York Center for Autism Charter School (NYCACS) will serve 12 students ages 5-9 in its first year and will eventually expand to serve approximately 700 students in grades K-12. NYCACS is committed to providing quality, research-based educational and supportive programs for children with autistic-spectrum disorders and providing innovative and effective educational programs for students. Through a variety of collaborative initiatives, NYCACS will work with the DOE on the development of best practices to serve autistic children effectively and to enhance the educational outcomes for students.

Four new charter schools have been approved to open in New York City next fall, bringing the total number of new charter schools opening in the City to 14. The new schools include Harlem Children’s Zone Zone Promise Academy II, City Collegiate, New Heights Academy, and the New York Center for Autism Charter School. These new charter schools demonstrate the Department of Education’s commitment to creating exceptional educational options for children and families in the City. The new schools embody strong leadership, empowerment at the school level, and accountability for performance—all elements essential to providing children with a high quality education. All of the new charter schools approved to open in New York City next fall, including the four approved today, will bring powerful opportunities to our children.
Scanntron’s Achievement Series Expand Use in Classroom

By JENNIFER HARRISON

Scanntron, a recognized leader in education testing and assessment tools for more than three decades, announced the release of a Classroom Testing module to use within capabilities for Achievement Series. The enhancements give educators new collaboration capabilities and allow them greater flexibility to use Achievement Series for all their testing needs from classroom quiz to district assessments. Achievement Series is used by educators to develop and deploy exams, capture results and manage the vital information needed to make data-driven decisions that guide classroom instruction. The new Classroom Testing module makes it easier for teachers to create tests and make them “active” with the click of a button. Reporting tools specifically for the classroom level give the teacher quicker access to student performance data and the ability to view results in a single screen. The module gives districts one platform for all levels and the same report formats to determine whether they are from district tests or classroom tests.

The “remote sharing” enhancements mean districts can also more easily share their non-copy-protected test items with other districts, which is the quickest way for a district to build a comprehensive library of items banks based on their state standards. Districts can also allow collaboration across banks of copy-only access, which is a unique feature in a powerful Web-based assessment platform like Achievement Series.

“With the release of these enhancements for Achievement Series, we focused on ease-of-use for teachers and increased flexibility throughout the district,” said Tim Loomer, president of Scanntron’s Testing and Assessment Division. “In the past, districts had no way to share banks of questions they have created for their district benchmark tests. Now they can collaborate on item development and share items with any other district they choose.”

“We use Achievement Series as the assessment component in the Santa Clara County Office of Education in school districts of all ages and efficiency to the item development process,” said Dr. Dale Russell, Director of Standards and Assessment for Santa Clara County Office of Education. “Our ability to collaborate across the consortium of districts is exciting because it means that we will be able to share valid and reliable items with our sister school sites in our district using Scanntron’s latest version of Achievement Series. No other vendor that I am aware of offers such a capability in a single testing platform.”

These latest enhancements reflect Scanntron’s commitment to making Achievement Series more powerful yet easier to use and deploy through every level of district testing. In October 2004, Scanntron released plain-paper scanning capabilities, allowing schools with limited access to testing technology. It has been a high-volume Scanntron OMR scanners to benefit from the management and reporting capabilities of Achievement Series. These features were developed in rapid recognition after the achievement Series since its launch in March 2004 and its first pilot installation in Jackson County School District, Ga.

“With the release of these enhancements for Achievement Series, we focused on ease-of-use for teachers and increased flexibility throughout the district,” said Tim Loomer, president of Scanntron’s Testing and Assessment Division. “In the past, districts had no way to share banks of questions they have created for their district benchmark tests. Now they can collaborate on item development and share items with any other district they choose.”

By ALFRED POSAMENTIER, Ph.D.

Math teachers are often asked to show the relevance of mathematics. What could be more relevant that showing how math helps us estimate the number of years it would take to double your money in a bank account? You may ask, “Why not just take out my money, leave our money in the bank at a compounded rate of 6%, it would take 12 years for this sum to double its value in 25-30 years. Similarly, if we leave our money in the bank at a compounded rate of 6%, it would take 12 years for this sum to double. The interested teacher might want to better understand why this is so, and how accurate it really is. The following discussion will explain that. To investigate why or if this really works, we consider the compound interest formula. This is a new column by Dr. Alfred S. Posamentier, Dean of the School of Education at City College of NY, author of over 35 books on math, member of the NYS Standards Committee on Math. This was taken from Math Wonders: To Inspire Teachers and Students, by Alfred S. Posamentier (Alexandria, VA: Association for Supervision and Curriculum Development, 2003).

Math Lessons To Use in the Classroom: The Rule of 72

If we take the arithmetic mean (the usual average) of the nr values given by 72 and 214, which is quite close to 72, and so our “Rule of 72” seems to be a very close estimate for doubling money at an annual interest rate of r% for n interest periods.

An ambitious teacher or one with a very strong mathematics class might try to determine a “rule” for tripling money, similar to the way we dealt with the doubling of money. The above equation for k-tripling would be

Thus nr = 239.3502718 log k, for which k = 3 (the tripling effect) gives us nr = 114.1995316.

We could then say that for tripling money we would have a “rule of 114.”

However far this topic is explored, the important point here is that the common “Rule of 72” can be a nice way to interest students and at the same time give them a useful tool.

Klein

Democracy Increases Education Spending in Africa

By DAVID STASAVAGE, Ph.D.

The shift to multiparty elections in African countries has resulted in increased spending on primary education.

A study published in the recent issue of the American Journal of Political Science addresses the questions of whether or not democracies behave differently in other districts, which is the quickest way for a district to build a comprehensive library of items banks based on their state standards. Districts can also allow collaboration across banks of copy-only access, which is a unique feature in a powerful Web-based assessment platform like Achievement Series.

A government subject to multiparty competition is estimated to devote 4.4 percent more of its total resources to education than would otherwise be the case,” he states. Funding for universities appears

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Hunter HS Intel Winner Goes to CCNY

By MICHELLE DESARBO

David L.V. Bauer, a 17-year-old senior from Hunter College High School, recently won first place in the Intel Science Talent Search for his work on neurotoxins in humans. After competing against 40 other finalists nationwide through rigorous questioning by panels of judges, Bauer was announced the winner and awarded a $100,000 scholarship.

Education Update (EU): How did you come to arrive at this research topic?

David Bauer (DB): This idea came as a result of simply doing a lot of reading and thinking about different ways of using some of the materials. How could we use them? What are they being used for? Also, in the lab where I worked, there was a student who was a paramedic and had been at Ground Zero on 9/11. One of the things I found from him was that there was an issue with individual exposure. What that means is that if there were a terrorist attack, there are large machines scattered throughout New York City which would tell you that an attack had taken place, what kind of toxin it involved, and whether or not it’s in the air. And that’s what got me turned on, we also discovered from 9/11 was that there were two standing very close to each other could get completely different amounts of exposure just because of the way the wind blows and how strong the wind is so forth. So one person could get a mouthful of asbestos and the other person could be fine. If there was an attack involving a nerve gas (which is a kind of neurotoxin), you could determine individual exposure very, very rapidly to know how to treat these people and which paramedics you are going to treat first, to prioritize and track things over time.

EU: How would your biosensor work?

DB: The idea behind this is that you could use something to detect neurotoxins before they get into people. You would have this molecule coded onto a little badge that you could clip onto your clothes. And then people could go into the field, come back, and use this little badge to see what they had been exposed to. Something like this in practical use is really far, far away. Something like that could entail five more Intel projects’ worth of work. It’s something to look forward to and to work on, but right now it’s just in its first steps.

EU: What was the most memorable experience you had while conducting your research?

DB: One of the things that happened to that research is every scientist’s dream. There are two kinds of experiments. One is computational. There are various computer programs that will assist you in predicting how something that you could clip onto a badge, paramedics, and they could go out into the field, come back, and use this little badge to see what they had been exposed to. Something like this in practical use is really far, far away. Something like that could entail five more Intel projects’ worth of work. It’s something to look forward to and to work on, but right now it’s just in its first steps.

EU: What was it like to meet other young gifted scientists at the Intel competition in Washington D.C.?

DB: Getting together with other students was even better than any award. It was its own reward in and of itself. We spent a week in Washington D.C. together, all 40 finalists. And to be one of the 40 is really special because you get an all-expense paid trip to Washington D.C. for a week, you’re in a five-star hotel, and everything is taken care of and paid for. There is a series of rather rigorous judging sessions. You present your project at the National Academy of Sciences and do a bunch of other things—it’s a very busy schedule; it’s not a sight-seeing trip. When you’re down there, you really get to bond with these 40 people and you get to know them very well. You would think with a lot of money on the line that 40 of the brightest students in the United States would find plenty of ways to backstab each other. But that didn’t happen. People would come out of the judging session and would say in the wings, it’s too make everyone else less anxious. It was really a very positive experience. And these people are so amazing—they’re from all different backgrounds and it was very interesting to hear what each one of them had to say. Of course, we’re still in contact with each other courtesy of email and so forth.

EU: Have you chosen to enroll at CUNY in the fall. Why is CUNY your school of choice?

DB: The real question is, why not? I have spent the years there doing research. I’ve gotten to know the students and gotten beyond perhaps the stereotypical reputation. I’ve found that the people here are just as compelling and just as academically, socially, and politically interesting as the students from my school (Hunter College High School) who go on to places like Harvard, the Ivy League and so forth. I would say that the individual professors here are so invested in their students, but at the same time, you really get to know the attention that you need. There are lots of perks that come with it as well in terms of the financial aspects—it’s free, you get a stipend, a laptop, a cultural pass to NYC (which means tickets on reserve to places like Carnegie Hall and Lincoln Center; either they’re free or discounted.) And the other thing I’ve found aside from the Honors College is that the individual professors here are so invested in their students. They really do see their own personal success, the success of the college, to be in the students themselves. Getting students who do well and succeed and can get them good public positions, and really work hard and really work hard and really work hard—that’s what they’re going to make themselves better. In the sciences, my own professor is from Europe. She’s from Ecole Polytechnique—the most prestigious institute in the world. Her expression goes, “Oh, you don’t have to be a rocket scientist.” But in France (where Polytechnique is located), the expression is, “You don’t have to be a polytechnici- an.” She was a professor there. She came to New York, taught at Columbia, and ended up at City College. You find people like this everywhere. You have access to them all the time. This is not something you get a lot of other places.

EU: Who do you look up to in the field of science?

DB: My mentor—Valeria Balogh-Nair—is really so impressive. When she became a full professor at City College in the late 80s, she was one of 12 female organic chemistry professors in the United States. The interesting thing is that I don’t have any scientists in my family. My mother is a nurse. Growing up, she was always there for me and always pushing me. It’s always interesting to see what she does. Even though she’s a nurse, she does have a rather strong scientific background too. When I first started the project, I mispronounced the name of this molecule I was working on and kept doing it. I was explaining it to her and finally, she very quietly told me the correct way to pronounce it. And she knew all about it and was just sort of letting me talk. It’s a bit of a different experience I guess because I’ve grown up with very, very strong women, I guess. These are the people who are supporting me as I move forward.
Olympics of the Mind: Engaging Young Black Youth

By NAZNEEN MALIK

Recently, The NAACP New York City chapter of the Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO) hosted its national NAACP ACT-SO completion which will be held in Milwaukee in July.

The New York City ACT-SO also honored Dr. Harold P. Freeman, Associate Director of the National Cancer Institute, acclaimed author and poet, Ntozake Shange, and legendary actor and poet, Ruby Dee, for their great contributions to society.

“I am in favor of anything that inspires young people of color to use their imaginations,” says Shange, “and to be celebrated by that it is a great honor for me.”

“I am very honored about being here,” muses Dr. Freeman. “I have spent my career educating black surgeons and I have a desire to give my knowledge to younger people. The students who we are honoring today are our nation’s future, and it’s very important that they are encouraged to take a path that will lead them to higher achievement. If I can inspire at least one of them, then I consider it worth my while,” he says. Freeman emphasizes determination and persistence and considers it worth my while,” he says. Freeman emphasizes determination and persistence and considers it worth my while.”

The Philadelphia City ACT-SO Committee. “This was the first time we had sponsors for the program so we were very much excited about the program this year.”

“The NYC ACT-SO is a very ambitious program and we are primary interested in getting students more energized and more involved,” says Tomlinson. “It is not simply a competition, but I had lots of fun. Singing is something I pauses, “is someone that really thinks and cares about them and gives them some attention.”

Ruky Tijani, and Jazzmine Shields competed for the first time in the performing arts category. “It’s really nerve-racking but I enjoyed it,” says Tijani, a 10th grader who sung and performed a monologue which she authored herself. Shields, an 11th grader and songwriter added “I was nervous but I had lots of fun. Singing is something I would definitely like to pursue.”

Nevertheless, participation in the program fluctuates, and there is concern that many black students are showing less interest in science, math, and computer science. “We are already in conversations with organizations that are concerned about the same issue and we are currently working on expanding our outreach efforts,” says Richards. “A lot of kids want to be famous and are attracted to the performing arts. However, we want to encourage and show them that they have so much to offer in so many different areas.”

Recruitment of volunteers and students begins in September as the Executive Director of the New York City chapter, Anton Tomlinson, visits schools and writes letters to over 700 teachers explaining the program. “ACT-SO is the largest academic program dedicated to black youth in America but it has not been very visible,” says Barbara Richards, Chairman of the ACT-SO Committee. “This was the first time we have had sponsors for the program so we were very much excited about the program this year.”

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POLY PREP CELEBRATES 150 YEARS!

Thousands Gather for Fireworks and Festivities at School’s Birthday Bash

Brooklyn, NY—On Saturday, April 16, over 2000 Poly Prep Country Day School students, parents, alumni and friends gathered together to celebrate the school’s sesquicentennial year. The Birthday Bash, the largest celebration in Poly Prep’s history, was the culminating event in a series of activities honoring the school’s 150 years as a leading educational institution in Brooklyn.

Throughout the year, students and faculty have been engaged in a variety of curricular projects to mark the anniversary. They have learned about changes in science and technology since the school’s founding. They have exchanged letters with alumni who attended Poly at the time of the school’s centennial in 1954. They have made timelines, written essays and poems, and explored the school’s extensive collection of archival documents, photos, and memorabilia. The party on Saturday, however, was a truly festive event as students gathered in the school’s Field House for a hoedown, for which they donned bandannas, cowboy boots and plaid shirts and showed off their square dancing talents. (Square dancing is an integral part of the Lower School physical education curriculum.) Middle Schoolers had their own dance, and Upper School students enjoyed the “Faculty Follies”—a special show created by Upper School teachers—and then participated in Cabaret Night, the traditional annual student talent show.

The Blue Devils, Poly’s jazz band, performed for parents in the Quadrangle. Student jugglers and unicyclists entertained their parents. And Poly’s A Cappella singers led the huge crowd in “Happy Birthday” before blowing out the 150 candles on a gigantic birthday cake created by Poly parent Walter Midland.

A stainless steel time capsule, constructed by Poly parent Tony Gallina, was on display. Students, parents, and alumni donated photos and wrote messages to the Poly community of 2014—the year when the capsule will be opened. The school will bury the capsule in May.

The highlight for all was the tremendous fireworks display, which lasted for more than 35 minutes and lit the sky for all to see, from New York Bay to Brooklyn Heights.

Headmaster David Hamark thanked the many parent volunteers who worked tirelessly to plan and prepare for this event, with special recognition given to Poly parent and Park Slope resident Patricia Guzowski, who chaired the Sesquicentennial Celebration throughout the year.

Special Alumni Reunion Day

Earlier that day, hundreds of Poly Prep alumni who graduated in years ending in 0 and 5 came to campus to meet with old friends and visit their alma mater. Throughout the day, special ceremonies took place around the campus. Of note were the dedications of a number of rooms in honor of Poly graduates whose lives were lost in the 9/11 attacks. In addition, the Class of 1975 dedicated the new faculty room in honor of their “masters,” as Poly teachers were called years ago, noting that Poly’s outstanding teachers have always been the heart of the school.

Distinguished Achievement Awards were presented to six Poly alumni in recognition of their remarkable careers. The award recipients included Donald Lindberg MD, Class of 1950, a pioneer in the use of computer technology in healthcare; Andrew Garvey ’75, a prominent figure in the Wall Street bond market; Thomas Parker ’65, a nationally renowned director of college admissions; Glen Rovern ’73, the Emmy-winning composer and conductor; Scott Smith ’75, managing partner of Camelot Capital, a Connecticut investment firm; and Robert Soiffer MD ’75, a pioneer in treatments for high-risk patients with advanced cancer.

The School Service Award was given to Harry Pettchey ‘55, former chair of Poly’s Board of Trustees and one of the school’s most loyal alumni. In his remarks, Mr. Pettchey took time to remember the late Donald Carswell, Poly’s last chairman of the Board, who passed away in March. (A memorial service for Mr. Carswell will be held in Brooklyn on May 11.)

A NEW NAME: Philosophy Day School

We are happy to announce that beginning September 2005, the Abraham Lincoln School will be known as the Philosophy Day School.

The new name more clearly acknowledges the principles and goals of our school. Founded in 1994 by students of The School of Practical Philosophy who wanted their children to enjoy the same benefits they themselves were experiencing, they crafted a curriculum that combines the best of a classical education with the well-being of philosophical and spiritual inquiry.

The Philosophy Day School is part of a network of schools that for over thirty years have been refining a similar education in countries worldwide. The aim is to provide an innovative and inspired curriculum in an environment in which students may excel academically and discover all that is best within themselves.

As our headmaster, William Fox, has pointed out, “Every parent wants something finer for their child. They know that a child by its nature is full of light. And if that child receives the right education and nourishment that light shines strong and bright.”

The school currently serves 56 children in Nursery through Grade One and will be adding a new grade each year. It is housed in a beautiful mansion on East 79th Street, ideally situated just steps from Central Park and Museum Mile. These invaluable resources are incorporated into the curriculum and are visited frequently.

We currently have openings through grade two and invite you to visit at one of our Spring Open Houses held April 13th and May 4th from 8:30 a.m. to 9:30 p.m. Personal visits may also be arranged.

Visitors will have an opportunity to meet with our headmaster, to speak to current parents, and to visit classrooms.

For further information, please contact: Marla Guber at 212-744-7300.
Declining By Degrees: Merrow Details Higher Education At Risk

A Landmark PBS Documentary Special Examines The Quality Of Higher Education In America

How good is higher education in America today? The competition for admission into certain highly selective colleges and universities may be greater than ever, but the vast majority of American college students don’t attend those top schools. And, even if they did, the same question arises: Does the reality of higher education measure up to the dream of millions of individuals and their parents? This documentary illuminates crucial issues about the quality of higher education in the United States. Set on four very different college campuses across the country – a private liberal arts college, a major state university, a regional public university, and a community college – this two-hour special examines both the promise and the peril in higher education today.

Declining by Degrees: Higher Education at Risk premiers in the midst of a growing national concern about quality, fueled in part by an increasing number of college dropouts, college grade inflation, declining academic standards, and overall concerns about the quality and readiness of America’s workforce. Until very recently, Americans feared the world was educating its youth, but today about a dozen countries send a higher percentage of their youth to college.

The documentary follows 30 students and teachers, as it explores the road between admissions and graduation – a route that is no longer linear. Going beyond what Americans believe about the college experience, Declining by Degrees exposes the disappointment, disorientation and demoralization that occurs among college students, and the struggles they face, regardless of the schools they choose to attend. “I didn’t have anything that really kept me wanting to come to campus,” says a student, “I was just kind of reflecting on my first year at a large public university. ‘I wasn’t being challenged, I wasn’t really thinking about things... It was just high school over again.”

The top private and public universities, including Amherst College, profiled in this special, typically represent the popular image of higher education. Yet, despite the intense competition to be admitted to such top-ranked colleges, these institutions represent only a fraction of America’s higher education system, educating less than .3% of all those attending college, about 47,000 out of the total national enrollment of 13.7 million undergraduates. More than 5.3 million students attend large universities with 15,000 or more students.

Declining by Degrees examines the drama of elite college admissions, the battle over merit versus need-based financial aid, and brings to light the crucial “sink or swim” conditions that many college freshmen face, often with disappointing results. “It’s like some students trying to swim along with a pin right after high school, pops your bubble, picks you up, throws you in the water and college, and you’ve got to figure it out,” says Mike Post, the university and the University of Arizona, which is the setting for portions of the program. Though Mr. Morefield did “figure it out” and is on track to make it to graduation day, he is one of the many more than 1,200 of his classmates did not return for sophomore year.

Premieres June 23, 2005 from 9-11 PM on PBS. For more information, please visit the program’s website at www.lamontrossdemocrats.org.
THE COLLEGE OF NEW ROCHELLE TO GRADUATE CLASS OF 2005

Thursday, May 26, 11:00 am at Radio City Music Hall

NEW ROCHELLE, NY: April 21, 2005 – The 99th Commencement Exercises of The College of New Rochelle will take place Thursday, May 26, at 11:00 AM at Radio City Music Hall. Approximately 1,600 degrees will be conferred at the event. The Commencement Address will be given jointly by husband and wife, Tim Russert, Washington Bureau Chief for NBC News, and Maureen Orth, Correspondent for Vanity Fair. The College's undergraduate degree ceremonies will be introduced by Mr. Russert on Mr. Russert, Ms. Orth and the award winning African-American actress, Cicely Tyson.

“Since CNR was founded in 1904, our graduates have made valuable contributions throughout all segments of society,” said Stephen J. Sweeny, Ph.D., president of CNR. “As we embark on our next 100 years of achievement, we are confident that this year’s graduates will continue the fine tradition of service, integrity, and faith that CNR graduates are known for.”

The Language Immersion Institute at New Paltz

The Language Immersion Institute (LII) at the State University of New York at New Paltz allows the adult learner to acquire proficiency in one or more of twenty languages in the shortest possible time. The immediacy with which participants are able to use the language is a hallmark of LII’s weekend, two-week, overseas and special programs. Using the communicative approach to language acquisition, LII’s master teachers create a highly effective, engaging and supportive learning environment for beginning, intermediate or advanced students.

Co-founded and run by Maureen Orth, LII hosts weekend classes year-round in New Paltz, New York City and the Mohonk Mountain House. Two-week sessions and overseas learning vacations allow students a true immersion experience at New Paltz each summer and in seven different countries each month. LII instructors are native or native-fluent speakers as well as rigorously trained language teachers. They are chosen specifically for their energy and enthusiasm as well as their effectiveness and commitment to foreign language acquisition through the communicative approach. LII teachers act as a guide through the labyrinth of a new language and culture, helping students make the transition from surviving to thriving.

LII offers credit by examination. You can earn undergraduate credit upon successful completion of an exam at the end of a weekend or two week course and some overseas schools.

Weekend Classes: Intensive weekend courses with an emphasis on the development of conversational skills. The following twenty languages are available: Arabic, Chinese, Czech, Dutch, English (ESL), French, German, Greek, Hebrew, Hungarian, Italian, Japanese, Polish, Portuguese, Russian, Sign (American), Spanish, Swedish, Ukrainian and Yiddish.

Summer Sessions: Each two-week course provides a total of 50 hours of classroom instruction based on a communicative approach. LII emphasizes practical, conversational skills in order for students to come away from the program with an array of functional skills. All levels are offered.

Corporate Programs: Professional responsibilities increasingly include handling the demands of different languages and cultural expectations. LII can create a course to meet your company’s unique needs with custom-tailored curriculum and schedule. We can offer courses on site, at your business, or off-site at one of our convenient locations.

More information is available at www.giveusaweekend.com or call (845) 257-3500. Email: lii@newpaltz.edu
Former Prime Minister John Major of the United Kingdom at Oxonian Society

By Pola Rosen, Ed.D.

At the elegant Oxonian Society’s annual black tie gala recently in Manhattan, former Prime Minister John Major alternately regaled and charmed the guests with his wit while driving several important points home. “France lost its empire but ‘nobody told us’” he said to laughter. In a serious vein the Minister advised that we must combine the war on terror with the war on poverty. He noted that 50 percent of the world’s population lives on less than a dollar a day. He said another 20 percent lives on less than 2 dollars a day. The USA and Great Britain need to do a lot more in helping people get out of poverty worldwide. Britain and America are the two closest allies in the Western world, he said.

Most of the audience was surprised when the Minister revealed that the USA was his second home. His father grew up in Pennsylvania in the 1880s. This is not a joke he prefaced: when he was born “my father was 65, and my mother was surprised!”

In speaking about running for public office again, he said he would not seek office because politics has become driven by sound bytes. He shared that the best sound byte he ever heard was when Boris Yeltsin lunched with him and described the Russian economy in one word: “Good,” said Yeltsin. When asked to further describe the Russian economy in two words Yeltsin responded, “not good,” to responding laughter among the guests.

Trevor Day School Students’ Entrepreneurship Raises $8,500 for Tsunami Relief

Recently, students in the first through fifth grade of Trevor Day School hosted a Tsunami Relief Bazaar that raised over $8,500 for the Galle Housing Project, created to address the need to rebuild 7,000 houses destroyed by the Tsunami in Galle, a city on the southern coast of Sri Lanka. The bazaar is the culmination of a unique 3-month entrepreneurship learning experience whose sophisticated concepts of cost margins, market pricing, sales and marketing the students applied to address a charitable need.

“We are extremely pleased about the outcome of this project,” said Lisa Alberti, Division Director of the Elementary School. According to Ms. Alberti, the bazaar addressed the students’ desire to alleviate the devastation in that part of the world. She also said that everything about the bazaar—from the cost of the materials, creation of a market price to the marketing of the event—was student driven.

Corinne Rello-Anselmi, PS 108, Bronx

When I became the Principal of PS 108 Philip J. Abinanti School eight years ago, we were making only moderate gains in literacy and we were struggling to meet the needs of all of our students. We knew we could be better, but we were not looking for a short-term literacy program solution. We knew that implementing a comprehensive design was the only way to make real progress.

A strong believer in assessment-driven instruction, we began our work with Mondo’s BEL/Bookshop Program six years ago. Professional development in assessment and comprehensive literacy instruction through this design model has helped focus our work as well as monitor our effectiveness. We implemented Mondo’s BEL 1, a literacy program that went beyond the classroom by offering a long-term reform design with structures and strategies to strengthen all the elements critical to a school’s success from senior leadership to community collaboration. The results were impressive by many standards. In 1999, 40.3 percent of our students were at or above grade literacy level. That number increased to 62.9 percent in 2004—a dramatic increase of 22 percentage points.

The first step in implementation was leadership. I am fortunate to be working alongside talented administrators and teachers who are dedicated to providing our students with the type of education they deserve. Our instructional leaders believe that all students can make progress given support and that quality teaching makes the difference. We instituted a full-time literacy coach and provided all of our literacy teachers with the program materials.

The professional development aspect of the literacy program, held regularly both on-site and off, helped us bring the design elements together. Our staff leadership met on a weekly basis to openly discuss issues of concern. These weekly opportunities empowered the team at the highest levels. While the focus was on the literacy program, these open dialogues, in conjunction with the training sessions, helped us improve our approach in other subject areas and utilize our resources more efficiently. Over the years, PS 108 has had low teacher turnover rates and I believe a large part of this was due to the high level of support and empowerment our staff received.

We made a relentless effort to tailor teaching to the needs of all students. We first assessed where our students were by pre-testing to establish starting points for instruction. Instructional strategies were linked to assessment data and the capabilities of the student. Teachers were trained to use this baseline data to focus instruction according to student needs. There was ongoing monitoring to track student progress as well as post-testing to measure our progress. Research-based, individualized instruction was key to student success because teachers were able to identify student need and adjust their focus accordingly. Home, school and community partnerships are also lynchpins to our success. There is no one way to teach literacy and as our understandings deepen we are able to enrich our instruction through multiple resources. As a school, we have reached out to parents, community leaders and other literacy programs in order to strengthen our instruction in reading and writing. The recent restructuring of the NYC School system, under the leadership of Chancellor Klein and Deputy Chancellor Farina, provided our school support for our literacy design and has allowed us to grow and deepen our commitment to our approach as it is in alignment with their bold vision for an improved NYC School system.

Corinne Rello-Anselmi has been at PS 108 for over 25 years, first joining the instructional staff in 1979 as a special education teacher. She became the assistant principal in 1989, overseeing all instruction and in 1996, she was appointed as the principal. PS 108 is located in Region Two in the Morris Park section of the Bronx.

Rosa Arrendondo, PS 128, Manhattan

What does it take to improve academic achievement in New York City’s public schools? As more and more educators are learning, building effective private sector partnerships is key to helping students reach their full academic potential.

Perhaps one of the most intriguing examples of the positive impact that private sector partners can have on student achievement can be found at PS 128, a K-5 elementary school in Washington Heights.

This month, for example, PS 128’s third and fifth grade students, along with thousands of other NYC elementary school students, will sit for NYC’s Citywide English Language Arts and Mathematics Tests. The exams are a closely-watched gauge of academic achievement, not only a barometer of the success of Mayor Bloomberg’s educational agenda.

At PS 128, it is very possible that 2006 will bring higher test scores than 2005. The reason: PS 128 has entered into a three-year partnership with supplementary education publisher and technology solutions provider, WRC Media, whereby the school will receive $100,000 in cutting-edge educational materials developed to enhance students’ proficiency in subjects including English language and math. The comprehensive package of research-based curricula and instructional materials will be especially valuable in raising English language proficiency, as more than 90 percent of PS 128 students live in homes where English is not the primary language spoken.

PS 128 has also partnered with Derek Jeter’s Turn 2 Foundation and Children’s Hospital of New York-Presbyterian to give many of the school’s most challenged students—some grossly overweight, some aggressive and prone to violence—an opportunity to participate in an extraordinary school program. The holistic program blends nutrition, physical activity, tutoring, mental health counseling, education and parent/teacher involvement. The program has been a tremendous success as kids are learning to eat better, to draw more out of exercise and to play sports. They are attending health fairs, practicing yoga and enrolling in aerobics classes. In the process, they are being taught to behave and to socialize more easily.

These are just two examples of how PS 128 is working with the private sector to make a meaningful difference in the way students learn. I am available to discuss the above partnerships and to share my points of view on the important role that partnerships such as these play in creating more effective public schools.
By MICHELLE DESARBO

Captain Staci Hatch comes from a military family. After working as an instructor at the C-21 located in Biloxi, Mississippi, the Columbus, Georgia native left the military and began working as an Airbus First Officer with US Airways. As a result of major downsizing related to September 11, Hatch found herself at jetBlue Airways in March 2002. She worked as an Airbus First Officer before being promoted to a captain about one year later.

Education Update (EU): How did you choose this career?

Captain Staci Hatch (SH): My dad was a pilot, so I was in an environment where I was used to the military and I knew the military at a very young age. We lived on the East German border and so I was 10 or 11 years old and very much in the world, as they say. I was very mature and grown up for my age. I knew I always wanted to go into the military because I always felt like it was an honorable thing to do, and especially because my father had been in the military for 30 years. Every little girl wants to have a hero, and my hero was my dad, a military pilot. I wanted to be a pilot like my dad.

EU: What is it like to be a woman in a male-dominated profession?

SH: Gosh, there are so many! There are so many positive experiences that come with being a pilot. I had an opportunity recently when I was going through one of our airports. I noticed that there was an elderly couple—the husband was in a wheelchair and his wife was pushing him, and it was very clear that they were unfamiliar with the airport. So I stopped and asked if I could help them. They were actually taking my flight to Las Vegas. When I asked if this was their first time on Jet Blue, they replied, “Oh, yes.” I explained how to use the headphones and made sure they got something to eat. I also told them about the snacks on board. I think that they were so thrown off-guard that their captain would go to such extremes to put them at ease and explain to them how things work, because the airport that we were flying out of was Long Beach and we don’t have a jet way system set up in Long Beach. They have air stairs for entry to the craft. If you’re in a wheelchair, there’s no way that you can get up there unless you’re on a hydraulic lift. It’s a little bit of a different experience. So I was explaining to them how the wheelchair experience was going to go for him and what to expect and told them to board early. I went back and brought them a couple of bottles of water and made sure that they had gotten settled in okay. They actually wrote to the company and were appreciative and praised me. I was really touched by that because it reaffirms in my mind that I’m doing exactly what I need to be doing and where I need to be is exactly at Jet Blue because it gives me the opportunity to really touch people on a very personal level and bring the humanity back into flying for people.

EU: Would you recommend this career to young people?

SH: I do guess speaking for Jet Blue at inner-city schools specifically geared towards kids who wouldn’t normally think about this as a profession. If you don’t think you have the money, don’t worry, because my parents didn’t either! If you go to school and work hard and someone wants to give you a full scholarship to college, the rainbow is yours for the taking!
In one of the largest studies to date of surgical site infections (SSI) in adults, Duke University Medical Center researchers found SSI risk decreases with each year in age until patients are 65 years old. Then, SSI drops in a steady decrease with each additional year. No infections were reported in patients more than 95 years old. “I was surprised by the results,” said lead author Keith Kaye, M.D., assistant professor of infectious diseases at Duke University Medical Center. “Generally, risk for infection increases with age and I expected surgical site infection risk to also increase with age.”

Surgical site infections occur in about 325,000 patients each year in the U.S. and cost more than $1 billion per year in care, primarily due to increased patient morbidity and mortality in patients, Kaye said. Of the nearly 145,000 patients who underwent surgery during the Duke study, the risk of surgical site infection increased by 1.1 percent per year between ages 17 and 65. The SSI risk decreased by 1.2 percent per year for patients 65 years old and older, he said.

The results raise important questions about why elderly patients have a decreased risk of SSI, Kaye said. “If elders are at a decreased risk due to a surgical selection bias—in which only healthier elders are selected for surgery—this is important to know and to address. Maybe age shouldn’t be weighted heavily in surgical selection issues. Alternatively, if the decreased risk is associated with an innate immune phenomenon, it would be important to understand this process and its implications for other types of infections,” Kaye said.

The study appears in a recent issue of The Journal of Infectious Diseases. According to Kaye, earlier studies examining the relationship between age and risk of SSI produced conflicting results. Some showed increasing age was linked to a greater risk of all types of postoperative infections, while others concluded that increasing age was not an independent risk factor for SSI. Most studies involved small sample sizes, were performed at a single hospital or examined only one category of surgery. The Duke study included 144,485 patients who underwent surgery at 11 hospitals participating in the Duke Infection Control Outreach Network.

All surgical site infections were prospectively identified by trained infection-control practitioners using standardized Centers for Disease Control and Prevention criteria for hospital-acquired (nosocomial) infections. The surgeries included in the study were performed between February 1991 and July 2002. The Duke researchers identified 1,684 surgical site infections in their patient sample, a rate of 1.2 percent. This is comparable with the average SSI rate in the U.S., which varies between one percent and three percent, Kaye said. The risk of SSI increased linearly until age 65, then decreased linearly with additional age. There were no SSI among the oldest patients, between 95 and 108 years old. There are several potential explanations for the decreased infection risk, including that patients older than 65 do not have an increased risk of SSI, Kaye said. “It’s possible that older patients who have an increased risk of complications, such as frail elderly patients with comorbid conditions, have decreased less often than their healthier peers because doctors and/or patients judge their risk of adverse outcomes to be too high,” he said. Another possibility is that older patients had operations with a lower risk of SSI, while younger patients under-
Inmate Kezia Pittman is a changed woman. In the calm, quiet, voice of a learned sage, the valedictorian of Bedford’s B.A. program recalls the life that led her to the correctional facility. "When I was young, I was in and out of institutions and group homes," she says. "Once I grew up, I became a construction worker. I worked whenever I was stable." Her sense of balance soon deteriorated when she became addicted to cocaine. "I didn’t have any children, I didn’t have a husband, I didn’t have to pay rent; I got high and that was all that mattered." Stealing money for drugs became a regular habit, and it wasn’t long before a judge sentenced her to nine years in prison.

After enrolling in Bedford’s education program, Pittman discovered that she had a gift for computer repair. But earning her degree would not be easy. The curriculum’s main objective is to provide inmates with the tools and skills to apply for jobs, and become legitimate members of the community. This trend then more likely guarantees these inmates become repeat offenders and return to prisons reinforcing the cycle of crime and punishment.

By MICHELLE DESARBO

Agrees fellow inmate Diane Odell, pointing her finger at a window. Odell first entered Bedford Hills without a high school diploma. Incarcerated for a crime she committed 20 years ago, she began studying in March of 2004 and received her GED by mid-July. By September 4, she already began college. "All my life I was told I was too stupid to learn," says the mother of eight. "But here, they help you with mistakes. They believe in you and push you and break down your insecurities." Odell has since herself transformed from a woman who did not have any self-esteem or some valedictorians of mines". Of a program "It was a big leap of faith that took..." Pittman recalls feeling so devastated that shevisited Deputy Superintendent of Programs Judith MacCalla for help. "At first, I was in a bad, bad, bad," Pittman laugh."I went into her office screaming. Living the kind of life that a lot of women here do, I got used to getting hurt and having people in my life break promises." However, MacCalla found a way for the eager inmate to continue learning skills as a computer technician. For the two years that Pittman is in prison, "I print out in a college, she works as a technician, repairing computers at buildings across Bedford’s grounds. After doing homework, she goes to the mess hall for dinner, then back to her dorm. If she’s a college student, she has a class course at 6 p.m. Once she gets out of class she reads until 9. By the day’s end, she feels differently about the life she left behind. "I don’t miss a thing," she says, shaking her head. "I’m just looking forward to my new life."

Two Valedictorians

By MICHELLE DESARBO

All students at Bedford must first take the Test of Adult Basic Education (TABE). Based on their TABE scores, the women are then placed into one of four basic education levels. The special education program is for those students whose test scores reveal a major discrepancy between math and reading abilities. It also caters to the segment of the prison population that is under the middle-school level of intellect. The core curriculum is to bridge the gap between math and reading comprehension and to establish basic skills in those areas. English as a Second Language (ESL) courses are also offered.

The next level is the pre-General Educational Development (GED) program, a course of study that helps the student to meet the high-school graduation requirements. The focus is on algebra, science, reading, and written expression. Students are required to achieve a 9th grade level of reading and math proficiency. They can move on to GED classes. GED classes, which have an even broader focus, help inmates earn their high school diploma. The curriculum covers everything from social studies to science, writing, and math. Usually, it is the high school-aged inmates who excel most easily on this level.

"Maybe it’s because their minds are still young and haven’t been as damaged by drug use as the general population," agrees Marion DiFabio, a GED teacher. "People more likely that the knowledge is still fresh in their heads," says Marion DiFabio, a GED teacher. The GED program is one of the most intense of all; four-year’s worth of study is crammed into three months, and students come to class for three hours five days a week to study. Unless students have a diploma, they must take the test. During the graduation ceremony, professors don caps and gowns alongside their students, who often walk across the stage with a child in tow.

Those students who make it to the college program will receive a B.A. in sociology upon completion of the course (see article on Marymount Manhattan College program). If a student takes the pre-college exit exam three times and still cannot pass, she is usually counseled to take a year off. This, however, is considered rare according to Director of Special Programs Alice Baumgartner. Students expected to take five or more courses a semester, and classes cover many various areas of the arts and sciences including literature, creative writing, music, and art.
By NAZNEEN MALIK

The Bard College Prison Initiative

The brainchild of Kenner, the Bard College Prison Initiative (BPI) was conceived in 1999 to address the educational needs of prisoners and to provide them with the opportunity and the means to continue their education and chart a path for higher education while remaining within the correctional system. To understand the logic behind such a program as BPI, one can look back to the 1970s, a time when the federal government looked favorably upon college in prison programs. Since then, the national consensus of many studies have shown that college in prison programs reduce the rate of recidivism, lower the number of violent incidents that occur within prison, reduce the chance of former incarcerated parents and their children, and create a general sense of hope among inmates. Despite these beneficial consequences, in 1994, President Clinton signed the Violent Crime Control and Law Enforcement Act into law, essentially abrogating federal support and funding for existing programs. As a result, college in prison programs that had arisen, only three remained.

“Prison system is so large,” Kenner muses, “because it locks people up at a young age, and then they are not ready to work, they are not ready to attend school, and to function as social beings.” These deficiencies result in an increased rate that released prisoners will commit another crime of a greater magnitude, thereby paving the road back to prison, but this time for a much longer sentence.

On another occasion, she writes with incredulity: “To get a glimpse into the world of Jean Harris, to get to know the great woman that Jean Harris was, to understand how much she cares about children. In another letter she writes to Alexander that she wants to cry out to her fellow inmates, “Please ladies—there is still time left and it is up to you to keep the doors to the outside.”

One night Harris was awakened at 12:10 A.M. The guard was giving out locks for each prisoner’s lockbox. The guard banged on each prison inmate’s cell door, shouting, “We haven’t any cleanser, we don’t have any rags and a group of like-minded individuals made the unsettling discovery of that the 72,000 men and women in the New York State prison system, four out of every five inmates were from New York City. Armed with this finding, and an increasing frustration with governmental divestment from education in social services, the group set out to tackle the issue of educating prison inmates. “We felt that if we were really going to commit ourselves to some kind of effort to improve social justice it should be broad-based, and it should be based on public institutions,” explains Kenner.

With that in mind, Kenner embarked on a mission to make Bard College an institutional home that would allow either faculty or students to gain the experience of offering credit bearing courses and degrees to prison inmates. In 1996, Bard College president Leon Botstein, working with prisons. He was able to organize student-volunteers programs that allowed students to conduct writing, GED, literacy, and theology workshops within the prison. “By the spring of my senior year, we had some 40 students volunteering at the prison on a weekly basis. Many of them said that it was the single most profound and influential thing that they had done at their college.”

Upon graduation, Kenner made a proposal to Bard College President, Leon Botstein, requesting that the college provide him with an office and grant him access to its transcripts so that they could begin offering college credit to prison inmates. The only stipulation was that Kenner would have to find a way to raise money to support the program.

Following graduation, Kenner was given a salaried position by Episcopal Social Services (EPS) of New York City. “It was a wonderful partnership between EPS and Bard College,” says Kenner, “and five months later, in 2001, we began offering courses to 17 prisoners.”

Since then, the program has continued to expand. In the fall, two more prisons, one of which is a women’s prison, will be joining BPI and is expected to have about 125 enrolled students.

BPI employs a broad admissions procedure and tuition for the program is completely waived by the college. Through grants, BPI acquires enough funding to enroll 15 students per facility in any given year.

Currently, BPI offers two educational programs to inmates. Anyone with a GED can apply for the pre-college program and those with a higher level of education can apply for the Associate’s degree program. In the fall, BPI will begin offering a Bachelor’s program that is consistent with the Bard degree conferred to Bard College students. Those who have successfully completed the associate’s degree program in two or three years can then reaply for admission into the bachelor’s degree program.

Kenner hopes that the programs that have been presented thus far will remain active and prove to be self-sustaining. He remains a passionate advocate for the return of college in prison and works in partnership to keep the hope alive.

By Richard Kagan

To get a glimpse into the world of Jean Harris, the writer of Memoirs of an Unrequited Love, who wrote one of the most riveting and compelling novels of the 20th century, to understand how much she cares about children. A few years ago, she was one of the first American authors to write about the imprisonment of Jean Harris.

Jean Harris served 12 years at Bedford Hills Correctional Facility for the murder of her long-time significant other, Dr. Herman Tarnower, who joined the facility about two months ago. In her early 70’s. Today, some 12 years later, Harris serves 15 years to life sentence was commuted by Governor Mario Cuomo in December 1992.

One night Harris was awakened at 12:10 A.M. Harris speaks from the heart about her hopes and longings of despair—joy. “Life is prison is a constant ‘drip, drip, drip’ that threatened to erode one’s core, one’s very sense of self. Harris seems to relish her opportunity to be herself and to privatize her time with Ms. Alexander. Her letters show a keen sense of humanity and echo a cry for her child, who was taken away from her. One thing she shares with Ms. Alexander. Harris writes with incredulity: “The room where the parenting class took place was raided and the sole sewing machine was taken. Harris muses that perhaps prison authorities feared that someone would sew a dress and walk out the prison door.”

Harris had spent years helping teach a course in par-enting of children of the inmates at Bedford Hills. She heads The Children of Bedford Foundation, which raises funds to help the educational needs of children of the inmates at Bedford Hills.

Jean Harris looks at the whole of her life and sees it as a dream that never came true. She rues about the lack of civil communication. She says that she lives in “a sea of verbal muck” – where grants and screamed obstructions were the norm. That sickness was always prevalent—one in five inmates at Bedford had the HIV virus. And, she cites a National Institute of Justice study that reports that prisoners typically return to prison within three years with a new felony conviction. These things bother her greatly.

“Marking Time is a book about one woman’s jour-ney through hell and hope. It deserves to be read alongside Mill’s,” she writes with incredulity that the room where the parenting class took place was raided and the sole sewing machine was taken. Harris muses that perhaps prison authorities feared that someone would sew a dress and walk out the prison door.”

These letters were a life-line for Harris. She rails about the lack of civil communication. She says that she lives in “a sea of verbal muck” – where grants and screamed obstructions were the norm. That sickness was always prevalent—one in five inmates at Bedford had the HIV virus. And, she cites a National Institute of Justice study that reports that prisoners typically return to prison within three years with a new felony conviction. These things bother her greatly.

“Marking Time is a book about one woman’s jour-
The majority of posters were still coming from science and incorporate other fields of study like the City College students and never invited Nobel in City College but in the young scientists who are an incredible event for City College," stated judges in the poster competition. This has been a truly terrific conference and an incredible event for City College," stated Gregory Williams, President of the City College of New York as he described the event as part of the second golden age of CCNY. He also thanked Nobel Laureates for their presence at the event, saying "you really have reached your hands across generations showing your interest not only in City Colleges, Students, but also Nobel Laureates who are going to be the Nobel Laureates of the future."

In the past, CCNY has held annual poster presentations. However, they were limited to City College students and never invited Nobel Laureates before, says David Laros, Assistant Dean of Science at CCNY and a member of the organizing committee. He noticed that in previous years, most of the projects students worked on dealt with science and engineering. At this conference, however, the committee tried to encourage and incorporate other fields of study like the behavioral and social sciences. "Even now the majority of posters were still coming from science and engineering but I think that as we grow and get more recognition our students will be able to attract other fields," he states confidently.

Monej Shaqir, a student who won first place in the Ph.D category from CCNY, explained that his love for science stems from his curiosity to know how things work and that his interest in participating in the contest was to meet the Nobel Laureates. In fact, due to the novelty of the event, conference organizers were unsure as to how it would produce despite the many volunteers who helped spread the word. Nevertheless, 250 poster submissions were accepted. "This has been a truly terrific conference and an incredible event for City College," stated judges in the poster competition.

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Monej Shaqir, a student who won first place in the Ph.D category from CCNY, explained that his love for science stems from his curiosity to know how things work and that his interest in participating in the contest was to meet the Nobel Laureates. In fact, due to the novelty of the event, conference organizers were unsure as to how it would produce despite the many volunteers who helped spread the word. Nevertheless, 250 poster submissions were accepted. "This has been a truly terrific conference and an incredible event for City College," stated judges in the poster competition.
By JOAN BAUM, Ph.D

Needless to say Dr. James L. Muyssens, who will have been president of Queens College for three years this July, is delighted with the just-released Princeton Review annual report on the Top Ten Best Value Colleges in the country for 2006, a list that includes Queens and Brooklyn, and is based on an evaluation of academics, tuition, financial aid and student borrowing. Queens has been high in other rankings as well, including those that take into account diversity and graduation rates. The articulate, reflective and measured-toned president is anything but complacent, however, as he carefully considers Queens’s strengths as a 70-year-old liberal arts college and his vision for the next few years. He notes that for him the college’s motto – “global education, great campus, real community” – is not a collection of nice-sounding watchwords. “Global,” he explains, refers not just to the 40% of freshmen who come to the college from other countries but to a curriculum that is interdisciplinary, collaborative, and responsive to effective technology. Indeed his membership on the board of the Multimedia Educational Resource for Learning and Online Teaching signifies his interest in technology. And by “real community” he indicates his desire to have the college always an essential presence in the borough, using its spectacular system the college has adopted.

President will be meeting with students often by Blackboard, the computer management tool the college has adopted. The course will meet on Fridays but the President will be meeting with students often by way of Blackboard, the computer management system the college has adopted. His studies in religion have also made him particularly eager to explore ways to bring diverse cultures together, especially when the issues are challenging, even explosive. He points out that the student body president is a young man who is an Orthodox Jew and that the vice president is Pakistani Muslim. And he takes great pride – and “joy” – in the success of Professor Mark Rosenblum’s course, “The Middle East and America: Clash of Civilizations or Meeting of the Minds,” with its requirement that each student learn about and be able to express opposing views. He also notes that the second floor of the Student Union is deliberately structured so that Hillel is across from the Muslim Club and the Newman Center is right down the hall. The world is complex, students must have the capacity to think critically and the will to communicate clearly and fairly, he says.

The President is also, obviously, an activist. Though he’s waiting for the conclusion of a national search for a director, he’s already instituted an Institute to Nurture New York’s Nature, a research center dedicated to promote sound management of the city’s natural resources and serve as a nucleus for scientists and government officials. The Institute will also welcome school children and their projects and develop appropriate-level online courses for different educational and public policy constituencies. “I just love this place,” he says and is delighted that the place is growing. With the arts and humanities Townsend Harris High School already on campus, John Bowne nearby, the college is moving with Gates funding to establish an “early college high school” for average students and then move them through accelerated programs in math and science. He would go on but one senses that the teacher and the researcher in him—as much as the administrator—are reclaiming his interview time.

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Barnard has accepted an incoming first-year class of 1,194 students—26.9 percent of those who applied. The class of 2009 represents the most selective group ever in terms of SAT scores. Applications to Barnard for the admission season set an all-time high, with a 1 percent increase over last year, with 4,427 applications. The College accepted 25.5 percent of the regular pool of applicants. Early applications rose 2 percent with 412 applying. Barnard admitted 170 students from the early application pool, or about 30 percent of the class overall.

The admitted students are the most selective group in Barnard’s history, with an overall record median SAT score of 1400, including a median verbal score of 710 and math score of 690. “The College expects to enroll 555 new members of the first-year class in September,” said Dean of Admissions Jennifer Fondiller. “The incoming class includes many highly accomplished and gifted individuals; among them a winner of a national engineering design challenge, a student who has completed research on Alzheimer’s disease, a student who performed at the Grammy Awards, and a budding entrepreneur who co-owns a summer camp with her brother.”

The class of 2009 also includes many accomplished athletes, polyglots, editors-in-chief of high school papers and class presidents. Among this accomplished group is a student who worked as an animal handler at a local science museum; one who is a Junior Olympics gold medalist in Tae Kwon Do; nationally-ranked fencers and a Scottish Highland dancer, as well as a student athletic trainer for men’s sports.

The class also features 65 young women whose mothers or grandmothers are Barnard alumnae and 35 whose sisters attend or graduated from the College.

For almost 100 years, students have come to us from diverse origins, not just to excel, but to achieve their dreams. They have always been, and still are, the embodiment of ambition, determination, and perseverance. With those high ideals they’ve met the challenges of our demanding, first-class faculty and helped Baruch become the well-regarded college it is today. It’s never easy. But our students have always had the drive and dedication to get where they want to go. They are the living proof of what we believe: the American Dream still works.

For more information, please visit www.barnard.edu or call 212.817.8215. Sponsored by CUNY School of Professional Studies, Continuing Education and Public Programs at the Graduate Center, and Nurture New York’s Nature Inc.

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EDUCATION UPDATE  MAY 2005
The spirit of the faculty improved and the rest is history. The City College School of Education is among the best in the State today.

The Dean’s Advisory Council has provided some very useful advice to the deans, for example, when the president of a publishing company was a member, she suggested establishing an international education journal. This idea plus three years of intensive work enabled the establishment of “The New Educator” journal, published by Taylor and Francis, Publishers. This refereed journal had its first issue in January 2005. The Dean’s Advisory Council provided guidance on organizational matters, on priorities for the school, on outreach to the schools and on general policy matters. So what was originally thought to be a pump-priming vehicle to jumpstart the school of Education after a few “down years” turned out to be a most useful body that meets once per semester and provides a wealth of valuable advice to the school.

The current membership of the council is: Joseph Brodsky, President (Ret.), Local International Corp.; Dr. Doris Burton-Sable, Associate Dean, City College, School of Education; Dr. Ann R. Cooper, Distinguished Lecturer, City College, School of Education; Linda Curtis-Bey, Director of Mathematics, New York City Department of Education; Dr. Charlotte K. Frank, Vice President, The McGraw-Hill Companies; Carmen Ferra, Deputy Chancellor for Teaching & Learning, New York City Department of Education; Joseph Frey, Assistant Commissioner, NYS Education Department; Laura Rodriguez, Superintendent – Region 3 NYC; Dr. Julia A. Rankin, Director of Teachers. #

**An Inside View into a Dean’s Advisory Council**

By ADAM SUGERMAN

When Dr. Alfred S. Posamentier took over the deanship of the School of Education at City College of New York, he had the daunting task of trying to improve a school that had nearly the worst percentage of graduates passing the New York State teacher certification test (39 percent). Today the School’s passing rate on this test is 97 percent! How did this transformation happen in this relatively short time? In a look back at what was done to bring about this marvelous change, one would find faculty changes, renewed matriculation requirements, improved student support services, a refreshed program of study in most fields, and the creation of a Dean’s Advisory Council all contributing to this effort. It is the Dean’s Advisory Council that would appear to this correspondent (a member of the Council) to have had the greatest initial effect on bringing about change.

In the fall of 1999, with a somewhat demoralized faculty, having been humiliated by their graduates’ poor performance on the New York State teacher certification test, the establishment of a Dean’s Advisory Council proved to be a breath of fresh air: namely, there were still people who believed in the school, and the Schools chancellor, was a state group, consisting of industry leaders, community leaders, active practitioners at various levels, Nobel laureates, the presidents of the UFT and CSA, and the Schools chancellor, was a statement that had an enormous effect. Immediately, the spirit of the faculty improved and the rest is
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A program based in progressive and transformative education, we support studies that are:

- student-centered, designed by the student in relation to his/her interests and goals, and in close consultation with faculty mentors
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- part-time, low-residency: attending brief residencies twice a year at the Montpelier, Vermont campus, and carrying out studies from home in consultation with faculty mentors
- site- and college-based: working with colleagues at home and students and faculty at Vermont College to bring theory and practice together

We place a strong emphasis in our learning community on attention to diversity and on critical examination of all aspects of schooling—curriculum, pedagogy, and school organization, in their political, economic and cultural context.

And we’re continuing to deepen and strengthen what we do: We have recently reframed our licensure candidate portfolio to include revised requirements and reflect our program’s emphasis on “Critical Inquiry: Making a Difference,” to expand involvements in schools, and to work more directly toward school transformation.

Our students continue to give testimony to the growth, and change they’ve experienced in this program and to the importance of their M.Ed. studies and to their work and their lives. With students from around the country and even the world, our learning community is richer because of the special insights and contributions of these world citizens and all of our students.

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In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both shows. Flexible policies allow teachers 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 Theater has long been the crown jewel of Broadway’s theaters. After a two-year restoration process that led to the theater’s re-opening in 1997, the theater now hosts Disney’s Tony Award winning musical, The Lion King. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate every thing from a full production to an intimate candlelight dinner.

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For more info or to book call 212-703-3040 or 1-800-439-9000, fax 212-703-1085 or email BTGgroups@disney.com or visit www.disneyonbroadway.com.

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MAY 2005
**GROUP FOR ADHD**

Q. My daughter is twelve and is diagnosed with ADHD Inattentive Type. She is receiving special accommodations at school and psychotherapy privately. While she shows some progress, she still operates in her own spacey withdrawn world. This summer she is planning to attend a sleep away camp and I am concerned about her missing the structure of her school accommodations and her therapy for so long. What can I do to help the camp help my daughter have a fun successful experience?

A: It is important that the senior staff members of the camp (e.g., directors, nurse, head counselor) are aware of the special needs of your daughter. Try to arrange a meeting with the directors of the camp (preferably in person if possible) in which you will share information regarding your daughter. The purpose of this meeting is to agree on realistic goals for your daughter while she is in the care of this camp and to share possible ways in which this can be accomplished with those who have daily contact with your daughter. The camp staff should be aware of some of the significant issues that may affect kids with ADHD. For example children with Inattentive Type ADHD typically require more time to transition from one activity to another. It is recommended that the staff give a child with ADHD a 10-minute warning and then a 5-minute warning before the end of a period and the marking of a new activity. Children with ADHD are frequently easily overwhelmed by a lot activity happening at once. It is recommended that at these times, for a counselor to stay near the child, providing some security and persistent re-focusing to the immediate task at hand. People who live with ADHD Inattentive Type often withdraw from group social encounters. If the counselor sees this is taking place (particularly within the bunk setting) then it is helpful for the counselor to insert herself together with the child into the bunk activity, with the goal of trying to create connection between the child with ADHD and the other kids. When discussing your child with the camp director it is vital to remember to stress your child’s strengths and not just her deficits. The camp’s staff will be better equipped to advocate for your child if they can emphasize her strengths to those around her instead of allowing the limitations to be the only thing that creates her camp identity.

Q. Our son is diagnosed with ADHD and is currently taking Metadate. Although the medication seems to be necessary at school, we don’t like how it changes his personality. We are considering stopping the medication for the summer. What do you think?

A: It is important to confer with your prescribing physician regarding the possible side effects and the pros and cons of psychotropic medication. It is also helpful to discuss different options such as lowering the dose for the summer or changing to a medication that may not adversely affect personality in your child. When considering the different options for treatment with ADHD, including medications, it is important to keep in mind that a major goal of treatment is to help the child adjust to environmental demands. It is okay to exercise flexibility with treatment options in different environments. For example, due to the medication’s ability to increase concentration levels, it is beneficial during the academic year. If however, during the summer your child spends more time in a physical setting rather than in an academic environment, then the use of medications can be re-evaluated. All decisions regarding medication should be done in consultation with your prescribing physician.

Group For ADHD is a private mental health clinic in Manhattan, founded by Lenore Ruben, LMSW, CHT, EMDR, Orly Calderon, PsyD, (NYS licensed psychologist) and Cathy Wein, PhD (NTS licensed Psychologist). The mission of Group For ADHD is to create effective methods of coping with ADHD and LD by focusing on the individual’s strengths. Questions to be answered in this column should be emailed to info@GroupForADHD.org

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**HELP FOR SHY OR Socially ANXIOUS TEENAGERS**

**WHAT IS SOCIAL ANXIETY?**

Social Anxiety is intense nervousness in social and performance situations.

**Signs of Social Anxiety in Teenagers**

- Excessive shyness
- May sit alone in the library or cafeteria, or hang back from the group at team meetings
- Appears isolated and remains on the fringes of the group
- Has minimal interaction and conversation with peers
- Excessive worry about what others think of her/him

**HOW DO I KNOW IF A SHY TEENAGER NEEDS HELP?**

Ask yourself the following questions:

1. Is she spending too much time worrying about social situations or what others think of her/him?
2. Does the social anxiety stop him/her from doing the things she would like to do?
3. Does this problem interfere with socializing and making friends?

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Homeschooling in the United States: A Legal Analysis

By CHRISTOPHER J. KLEIKA, J.D.

New York State Compulsory Attendance Ages: "...a minor who becomes six years of age on or before the first of December in any school year...until the last day of session in the school year in which the minor becomes 16 years of age" or completion of high school. (Cities and school districts with a population over 4,500 may require unemployed 17-year-olds to attend school. New York Education Law §3205.

Required Days of Instruction: Substantial equivalent of 180 days. 900 hours per year for grades 1-6; 900 hours per year for grades 7-12.

Required Subjects: (grades K through 12): patriotism and citizenship, about substance abuse, traffic safety, fire safety; (grades 1 through 6): arithmetic, reading, spelling, writing, English, geography, United States history, science, health, music, practical arts, and library skills; (at least 7 and 8): English, history and geography, science, mathematics, physical education, health, art, music, practical arts, and library skills; (at least once in first 8 grades): United States and New York history and constitutions; (grades 9 through 12): English, social studies-including American history, participation in government, and economics-math, science, art or music, health, physical education and electives. N.Y. Educ. Law §§ 801, 804, 806, 808, 3204.

Teacher Qualifications: Instruction need only be given by a competent teachers. N.Y. Educ. Law § 3204. The parent does not need to be certiﬁed. In re Franz, 55 A.D. 2d 424, 427, and 390 NYS 2d 940 (1977). A parent is deemed “competent” if the regulations above are followed.8

For more information, contact the Homeschool Legal Defense Association call (540) 338-5600.

Putting Homeschooling Programs to the Test Before you Invest

By MITCHELL LEVINE

Finding a homeschool curriculum that matches the needs of you and your child is one of the most difficult and important decisions a homeschool family makes. It isn’t easy. There’s a great deal of good information about homeschooling available from friends, neighbors, relatives, other homeschoolers, and the Internet. However, knowing what to look for will help you find a program that is right for your family and child.

A homeschooling program is a lot like a pair of shoes: It has to fit well to be comfortable and effective day after day. If you start off with a good program, you can tailor it with conﬁdence. Careful evaluation is critical to success, so experts say, “You want appropriate, academically challenging lessons that inspire your child to do his best,” says Jean C. Halle, president of Calvert School Education Services, based in Baltimore, Md. “We put a lot of time into helping families select what’s right for them, based on the students’ competencies,” says Halle. “Sometimes student is placed ahead or below his age grade level. “It’s critical that the curriculum be well suited to that child’s needs in order for him or her to be successful.” Parents should explore four main components of a provider’s offerings when choosing a homeschool curriculum.

The first step in a child’s academic experience should be appropriate placement in grade. Because they offer details about a student’s experience should be appropriate placement in grade. Because they offer details about a student’s experience should be appropriate placement in grade. Because they offer details about a student’s experience should be appropriate placement in grade.

Another key to successful schooling is evaluating the provider’s materials. “Take time to review samples are important. A good program can be tailored with conﬁdence. Careful evaluation is critical to success, so educators say, “You want appropriate, academically challenging lessons that inspire your child to do his best,” says Jean C. Halle, president of Calvert School Education Services, based in Baltimore, Md. “We put a lot of time into helping families select what’s right for them, based on the students’ competencies,” says Halle. “Sometimes student is placed ahead or below his age grade level. “It’s critical that the curriculum be well suited to that child’s needs in order for him or her to be successful.” Parents should explore four main components of a provider’s offerings when choosing a homeschool curriculum.

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By MITCHELL LEVINE

Intended for students from grades seven through ten, this composition curriculum for junior high and high school students can never have enough of is curriculum. Since it’s next to impossible for a parent to compete with lesson plans and enrichment developed over many years of a professional’s career, and New York State’s rigorous standards require extensive in-class material, the more published content they can gain access to, the more successful their home-based program is likely to be.

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PRODUCT REVIEW:

ETAP.ORG

By MITCHELL LEVINE

One thing the average American homeschooling family can never have enough of is curriculum. Since it’s next to impossible for a parent to compete with lesson plans and enrichment developed over many years of a professional’s career, and New York State’s rigorous standards require extensive in-class material, the more published content they can gain access to, the more successful their home-based program is likely to be.

But finding standardized curriculums appropriate for home use is generally a hit or miss process, even with the resources available through the Internet. Nor are most professionally developed instructional materials cheap; a quick search on the average trade site reveals costs of hundreds of dollars or more for many courses covering just a single subject.

That’s why eTap (Electronic Teaching Assistance Program) is poised to be the best friend the home education movement is likely to meet in the near future. Created by a non-profit corporation, the subscription-based eTap curricula archive makes literally hundreds of thousands of pages of fully standardized K-12 lesson plans and curricular content for math, social studies, science, and English, as well as preparation for the SATs and the GED for only $75 annually! Subscribing permits unlimited use of the eTap materials for both homeschoolers and education professionals. Worksheets can be printed out and used as a primary instructional method, or simple enrichment. Most importantly, all of the content has been professionally aligned to state standards, and created by experienced experts in the specific fields represented. Multimedia, quizzes, practice exams, and links to further information are all incorporated.

But you don’t have to take my word for it: log on to the organization’s site at www.etap.org, and twelve example lessons can be downloaded free of charge. For the money, it’s probably difficult for a family or teacher to get more prime educational curricula than eTap provides – in fact, it’s probably difficult at any price.

More information is available at www.etap.org or by dialing 303-696-0839.

PRODUCT REVIEW:

THE WRITESHOP INCREMENTAL WRITING PROGRAM

By MITCHELL LEVINE

Intended for students from grades seven through ten, this composition curriculum for junior high and high school students is much like the flip side of Elliot’s Basic English Skills and Basic Grammar. Instead of concentrating on the fundamentals of grammar and punctuation, the WriteShop curricula deals carefully with the elements of narrative and expository writing.

Developed by two homeschooling moms over several years of teaching practice, the lessons begin with the essentials of description, and progress through topics like paragraph structure, style, narrative and persuasive writing, and essay formats. Between the two semester components of the program, WriteShop I and WriteShop II, parents can expect lesson plans encompassing about two year of unit studies for the average student.

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More information is available at www.etap.org or by dialing 303-696-0839.
Conventional wisdom argues that ethical decision-making is exceedingly difficult—but according to Bruce Weinstein, Ph.D, better known as “The Ethics Guy,” it is a misquotation of the time we know what the right thing to do is,” he argues. “We know not to cheat, to lie, to take what doesn’t belong to us. We know we should return the ten dollar bill the clerk gives us by mistake. We can already tell the high road—most people know we should return the ten dollar bill the clerk gives us by mistake. We can already tell the high road—we know we should return the ten dollar bill the clerk gives us by mistake.

It turns out that when we take the high road, we do it not for money, but for principle. We can already feel the money in our pockets; it’s the principle that is the reason we do it. The principle is a way of life, a way of thinking. This positive, self-enhancing message is the wisdom that Weinstein brings to businesses, institutions, and churches.

“Think about the ethical challenges you face in your daily work,” says Dr. Weinstein. “Can you take the high road, the road not traveled? The high road is the road that the wise choose. It is the road that ordinary people. He distinguishes his role from that of the nation’s other ethics personality, Randy Cohen at The New York Times. “Randy Cohen is the ethicist. He’s a very good ethicist. He’s a high-brow audience. I wanted to be The Ethics Guy” because I wanted to speak to the rest of the world,” he says. “I offer my methods to those of Oprah Winfrey: He wants to present important, complex ideas in a way that enables mass audiences to understand and appreciate them.

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FROM THE SUPERINTENDENT’S SEAT

Enrollment is the Just the First Step

By DR. CAROLE G. HANOLD
AND T. R. SACHS

Congratulations to all parents who have children graduating from high school this month and entering college in September. We hope you all met your May 1st enrollment deadline and are happy with your final selection. We are sure you and your children are happy that the decision has been made.

Now, as you get ready for summer and begin making lists of things your college freshmen need to take to school, we have several suggestions for additional preparations you may want to make. Among them, I urge you to write to your child who returned to visit you after their first semester, we were somewhat surprised to hear what many of them said was the biggest adjustment. Although we were somewhat surprised to hear what many students are often extremely goal-oriented and even existed when you went to school. Today’s college students will probably find that they have many resources available to them in a way that was not available to us when we were in college.

When it comes to computer problems, your college students will probably find that they have many resources available to them in a way that was not available to us when we were in college.

“Please Oh Please Can We Get a Dog?”

By CHERYL PETERSON

Wouldn’t it be fun to have a puppy? That’s what most kids think. Owning a dog can, indeed, be fun, as well as a formative experience, opening a child’s mind to looking at the world from an instinctual perspective and the pleasure of caring for and taking care of a living being. Too often, however, parents give in to a child’s pleading and badgering without giving much, if any, thought to all the concerns and demands that come with welcoming a dog into the home. Parents need to seriously consider before saying “yes.” Written by Cheryl Peterson, an experienced breeder and dog trainer, “Please Oh Please Can We Get a Dog?” is a great introduction to caring for a dog, and will help you make the right decision.

“Please Oh Please Can We Get a Dog?”

By STEVANNE AUBRECHT, PH.D.

(DR. TOY)

Games are a great way for children and adults to learn and gain confidence. Playing games also provide many other skills like strategy, observation, sequencing and learning to share and take turns. All are important lessons for children of any age. These are some excellent new educational and fun games that are worth checking out for learning at home and in school for all ages.

Brain Quest, Workman Publishing, Ages 2-12, $10.95, 800-722-7202, www.workman.com

Brain Quest is another one of those games that will keep your child challenged while they have fun. It is a series of question-and-answer cards that tens of children on the subjects they study in school on all different skill levels. It includes intellectually challenging questions in all subjects that your child should be able to answer and those that will expand what they know. Each card features colorful illustrations, icons and design and come bound together in a plastic carrying case.


“Chutes and Ladders” is the game of rewards and consequences. As players travel along the game path, they encounter situations that reward them for good deeds by letting them climb the ladders or punish them for misbehaving by sending them down chutes. The board has squares numbered from 1 to 100. Players take turns at throwing a die with the numbers 1 to 6 on it, and moving forward the number of squares corresponding to the number on the die. The first person to reach square 100 is the winner.

Kids on Stage, University Games, Ages 3-8, $15.99, 800-471-0641, www uomgames.com

Kids on Stage is a classic board game of charades that invite players to get into the act. From hopping like bunnies to flying like airplanes, players take turns acting and guessing in this creative game for budding young stars. This is a great party game that kids, parents and teachers will enjoy. This game encourages creativity and imagination while teaching kids, parents and teachers will enjoy. This game encourages creativity and imagination while...
**RESOURCE AND REFERENCE GUIDE**

**EDUCATION GUIDE* • MAY 2005

**ARTS & CULTURE**

THE STUDIO MUSEUM IN HARLEM
144 West 125 St., NYC 10027
Phone: 212-864-4500 Fax: 212-864-4800
Web: www.StudioMuseum.org

SUNDAY SALON
Sunday, May 22, 3-5PM
Featuring Sharifa Rhodes-Pitts, writer.
Refocusing Harlem’s rich artistic legacy. Sunday Salon is dedicated to highlighting local musicians, poets, singers, writers, thinkers and performance artists inspired by the vast talent just outside of the Museum’s doors. This panel will celebrate the spirit of Harlem’s historic parlor scene. Join us for an intimate reading and dialogue on new work by an exceptionally promising talent.

Join Sharifa Rhodes-Pitts as she reads her original short stories about Harlem. Exposed to the arts at an early age, Sharifa grew up performing as a dancer, making experimental films and writing. Working as a freelance writer and editor, she has published work in The New York Times, Transitions Magazine, Africana.com and The Nation, among others. Currently, Sharifa is working on a book about Harlem.

Sunday Salon is FREE & open to the public.

HOOPERS HOUSE
FRIDAY, MAY 20, 7 PM
HOST: RASHIDA BUMBRAY
Talented beyond measure, SMH curatorial assistant Rashida Bumbray will be at the helm to present a session of this filmic sisterhood. Rashida’s roster of fellow dancers will include some of New York’s most compelling talents working today.

INSIDE/OUT GALLERY TOUR
Saturday May 21, 11AM
A best kept secret among film lovers, Long Island City is now the focus of many in the art world. Plan a walking tour and explore a few of the hottest exhibitions in New York City with SMH Associate Curator Christine Y. Participants will take a look at some of today’s most compelling emerging black artists. Space is limited and available on a first-come, first-served basis. Pre-registration is required. Registration is free. Please call (212) 864-4500 x264 to register.

**BOOKS**

Bank Street Bookstore, 112th St. & Broadway; (212) 678-1654

Exceptional selection of books for children, teachers and adults. 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., (at 84th Street); (212) 517-7292

A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, biographies and children’s books, and greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

High Marks In Chemistry; 1-877-600-7466

Over 65,000 books sold. HIGH MARKS: REGENTS QUESTIONS 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 Amazon book stores or call (718)271-7466. www.HighMarksSchool.com

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**COLLEGES**

MAY EVENTS AT SARAH LAWRENCE COLLEGE

READING
Francisco Goldman
Wednesday, May 4 6:30 p.m.
Emil Rauh Shenandoah Library
Free Francisco Goldman is the author of three novels, the most recent being The Divine Husband, published in September 2004. His first book, The Long Night of White Bicycles, was awarded the Sue Kaufman Prize for First Fiction by the American Academy of Arts and Letters. The Ordinary Seaman, his second novel, was a finalist for the International IMPAC-Dublin Literary Award and the Los Angeles Times Book Prize in Fiction. He has received a PEN Faulkner Award and has been translated into nine languages. He has received a Guggenheim Fellowship and has been a Fellow at the New York Public Library Creative Scholars Program. Goldman has taught American Literature, 19th-century American, and American Prose at the University of Pennsylvania. For more information, please call (914) 395-2411.

CONCERT
New Triad “Coming Home Again”
Wednesday, May 4 8:00 p.m.
Reisinger Concert Hall
810 for regular admission, $8 for individuals over 85 and students with current ID.
This event is a dramatic recital in which both pianists and singers act out one story through the course of their performances. Performers include: Amanda Crider, mezzo-soprano; Kyung-A Lee, piano; Hyunju Song, soprano; and Soyeon Kim, piano. For more information, please call (914) 395-2411.

Goddard College

DISCOVER GODDARD DAY
May 14th
Goddard College is a leader in innovative, short-residency education. Students from all over the United States come to our Goddard campus in Plainfield, Vermont to attend eight-day residencies and create plans for personal and professional growth. Our faculty offers individually designed Bachelor of Arts, Master of Arts or Master of Fine Arts degree. More information can be found at www.goddard.edu or 1-800-906-6312.

The College of New Rochelle
The 89th Commencement Exercise of the College of New Rochelle will take place at the College’s Inaugural Commencement Site, Saturday, May 26, at 11:00am at Radio City Music Hall. Approximately 1,600 degrees will be given jointly by husband and wife. Tom Rusetz, Washington Bureau Chief for NBC News, and Maureen Orth, Special Correspondent for Vanity Fair, the renowned fashion and food writer, will help present the 2007 Honors recipients. Awardees will be announced. Maureen Orth is the author of award-winning American- African actress, Cicely Tyson.

LANGUAGE CLUB

Open clubs on Saturday, April 29 (9-10:30 AM) and April 28 (9-10:30 AM) at 18 West 18th Street, 6th floor, and Wednesday April 4th (5:30-6:30 PM) and April 19th (6:30-8:00 PM) Girl Scout House at 360 Park Ave. in Tonkens. At open clubs, visitors may try hip hop Family Club for free with friends and family. For more information, call (908) 315-4387.

**CONTINUING EDUCATION**

JASA: Jewish Association For Self-Help For the Aged
132 West 31st Street, 15th Floor, NYC; (212) 273-5304
Sundays at JASA. Continuing Education for Adults 60 and Over at Council Senior Centers call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

New Dance Group Arts Center 254 West 47th St., NYC, NY 10036; (212) 719-2723; www.ndg.org

Musical Theater Program for kids/young adults. Drop-in classes in all discipline/Teaching/teaching space available. Located between Broadway and 8th Avenue.

**PASSES TO HEALTH CLUBS & YOGA STUDIOS**

Fitness Alliance (212) 808-0765/www.healthfitness.org

Get 400 free passes for the best fitness, yoga, dance, martial arts, sports, swimming, pilates, and more. Just sign up for the New York Times Passport, all for the one-time sign-up fee of just $85, to go anywhere, anytime, all throughout the year, to enjoy and discover the best for free. Just go to www.healthfitness.org for details, or call the American Health and Fitness Alliance at 212-808-0765. Hurry, they’re going fast.

**MED & HEALTH SERVICES**

WYU Child Study Center
515 First Avenue, NYC, (212) 263-6422

The NYU Child Study Center, a comprehensive treatment and research center for children’s psychological health at NYU Medical Center, now offers specialized services for children suffering from depression, anxiety, learning disabilities, ADD and ADHD, and many other mental health disorders. Call 1 (212) 390-6575 for more information.

Advanced Degrees in Medicine, Science, and the American Health and Fitness Professionals at New York Medical College Valhalla, New York (914) 594-4000; www.nymc.edu

**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 Aberman at 718-625-3502.

**SCHOOL PROFESSIONALS**

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Finally, a one-stop service whose sole focus is recruiting, interviewing and providing qualified substitutes for elementary, middle and high schools. One quick call to us means not having to interview and hire on your own, eliminating the worry and frustrations associated with “double-up,” or even canceling classes. Our proprietary computer pre-screened candidates enable us to quickly find a professional precisely matched to your school’s requirements, saving you the time and expense of scrambling to meet last minute needs. And, with 247 coverage, you can request at any time - even on nights or weekends. Schools can get started today by calling 212-916-0825 or e-mailing info@schoolprofessionals.com to register for our services.

**SCHOOLS**

Darrow School
Darrow School is 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 and 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

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Math Tutoring
High School and Junior High. Two Sample Hours, No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or (917) 297-2389

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* improve Behavior & Attitude
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* Cultivate Responsibility

Math – Reading – Play – Song – Art – & Have Fun

**TUTORS**

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High School & Junior High
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Arithmetic to Advanced Calculus
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917.297.2389
24-67 Flood Avenue, NY 11426
(718) 274-8824
Violinist Forges New Paths in Music

He’s got a wonderful pitch line—an unusual combination of charming confession and heartfelt sincerity: “Contemporary music may or may not be your cup of tea. Most of the time it isn’t mine.” It’s not just the “But” that follows, explaining why Alan Oser, music lover, long-time chamber music player (violin), and retired columnist and editor of the Real Estate Section of The New York Times, is sending out letters about a new not-for-profit music organization he founded and now chairs—New Paths in Music—it’s his infectious enthusiasm for the project—his sense of its uniqueness and potential and his delight in its debut concert in June. The fact that the person who sparked his interest in wanting to provide American audiences with an opportunity to hear contemporary music from composers around the world was his son-in-law, David Miller, the Music Director and Conductor of the Albany Symphony Orchestra, certainly gave Alan Oser added incentive to go ahead. He beams, recalling David’s encouraging but somewhat dubious response, “Lots of luck.”

Luck, of course, has little to do with setting up a nonprofit 501-C3 and having it succeed. Maestro Miller’s connections—as well as the former editor’s administrative and PR experience—were critical. But does the world really need another organization devoted to music, contemporary music, at that, much of which strikes audiences as too far out and composed for precious or specialized instruments, live and electronic? Obviously Alan Oser, the Board of Directors of New Paths in Music, and David Miller, who enjoys a world-wide reputation as a champion of contemporary American music, think the answer is yes, for the very reason that they are going down a road not usually taken: showcasing works of living foreign composers who are little known, even to other professional musicians, often because the countries from which these composers hail cannot afford to support them. The philanthropic motive, however, plays second fiddle so to speak, to the aesthetic one: introducing American audiences to spectacular music they would ordinarily never have a chance to know or hear played other than, perhaps, on record.

Significantly, the three countries represented on the opening program in June feature composers whose names many followers of classical music would be hard-pressed to recognize—artists from Australia (Carl Vine and Ross Edwards), Portugal (Carlos Marecos, Luis Tinoco and Nuno Cortez), and Lithuania (Albas Balakauskas, Algirdas Martinaitis, and Raminta Serkanyte).

$50K Award For Aspiring Musical Theatre Songwriters

The Fred Ebb Foundation in association with the Roundabout Theatre Company are pleased to announce the inauguration of the Fred Ebb Award for aspiring musical theatre songwriters. The award is named in honor of the late award-winning lyricist Fred Ebb. The Fred Ebb Award will recognize excellence in musical theatre songwriting, by a lyricist, composer, or songwriting team that has not yet achieved significant commercial success. The award is meant to encourage and support aspiring songwriters to create new works for the musical theatre. The prize includes a $50,000 award. Applications can be obtained through the official website at www.FredEbbFoundation.org Submissions will be accepted between May 1st, 2005 and June 30th, 2005. The winner will be announced at a ceremony in November 2005.

The judges will be Broadway director Scott Ellis; lyricist, writer and composer Sheldon Harnick; playwright and producer Tim Pinkney; and theatre producer Arthur Whitelaw.

Fred Ebb made incalculable contributions to the New York theatrical community. Mr. Ebb and the Roundabout will provide creative and administrative guidance. In its six-year run, Roundabout’s Tony Award-winning production of John Kander and Fred Ebb’s Cabaret became the theatre company’s most successful production, creating the opportunity for Roundabout to make Studio 54 its permanent home for musical theatre.

As a writer, lyricist, composer and director, Fred Ebb made inestimable contributions to the New York theatrical community. Mr. Ebb is a Tony®, Grammy®, Emmy®, Olivier® and Kennedy Center Honors Lifetime Achievement Award winning recipient. Fred Ebb’s first professional songwriting assignment came in 1953 when he and Philip Springer were hired by Columbia Records to write a song for Judy Garland called “Heartbreak.” Mr. Ebb was introduced to composer John Kander in 1964 by music publisher Tommy Valando and became one of the most legendary songwriting teams in American history. The first successful collaboration was on the song “My Coloring Book,” recorded by Barbara Streisand. Their second theatrical collaboration, Flora, the Fringe, created a star out of Liza Minnelli in her Tony® Award-winning Broadway debut. In 1966, their collaboration Cabaret, opened and received several Tony® Awards including Best Musical and Best Score. A 1972 movie version of Cabaret starring Liza Minnelli was nominated for 10 Academy Awards and won eight awards and was nominated for nine Golden Globe Awards and won three including Best Picture, Musical or Comedy. The same year, the songwriting team wrote a number of songs for Minnelli’s television special “Liza With a Z,” which received an Emmy Award for Outstanding Single Program—Variety or Popular Music. In 1975, the two wrote the Broadway musical Chicago, directed by Bob Fosse and choreographed by Ann Reinking, Chita Rivera and Jerry Orbach. The musical was successfully revived 20 years later at City Center ENCORES! and subsequently transferred to Broadway where it is currently the longest running revival in Broadway history. In 1977, the team collaborated with Martin Scorsese on the movie New York, New York, the title song was introduced by Minnelli and later recorded by Frank Sinatra becoming the unofficial theme song of New York City.

The official website with additional information on eligibility, application, submission, selection and announcement details can be accessed at www.FredEbbFoundation.org.

Ms. Cooper, living at HELP Haven, a 35-year-old woman and has a four-year-old child. Unlike last year, which was sad and scary, this Mother’s Day will be special because she and her son are safe and she will “count her blessings.” As a mother and survivor she has changed her attitude and developed a closer relationship with her son. Her advice on Mother’s Day is, “Focus on your child and yourself and everything else is secondary.”

This year Ms. Rose, from HELP Harbor, a 43-year-old single mother with a fifteen-year-old daughter will be spending Mother’s Day together as they always do. This year she demonstrated patience and perseverance to meet the educational and health needs of her daughter. Both she and her daughter have asthma and diabetes. According to Ms. Rose, being a survivor of domestic violence has made her stronger and she tells her daughter, “Don’t settle for less, because you are worth it.” Ms. Rose describes Mother’s Day as “truly a blessing.”

We remember all our mothers on Mother’s Day—we love them and thank them for their unconditional love for us—we respect and appreciate their wisdom even more as we grow older and we miss them. # Former NYS First Lady Matilda Cuomo is Founder and Chairperson of Mentoring USA.

Alan Oser
Helping to Make Our City Even Better

By MAYOR MICHAEL R. BLOOMBERG

Since I was a kid, I’ve always believed that giving back to the community was one of the most important things I can do. I first learned that lesson from my father, a bookkeeper who always set part of his salary aside each week to support various charitable organizations in every borough—looking for a helping hand. And there may be no better time to give our…

The Glory of Mother’s Day

By MATILDA RAFFA CUOMO

It was springtime in ancient Greece when the “Mother of the Gods,” the Greek goddess Rhea, was first celebrated. In the 17th century “Mothering Sunday” was started in England on the 4th Sunday of Lent (before Easter). Servants were given the day off to return homes and enjoy a “Mothering Cake” which they prepared for the celebration of their mothers. In the holiday, the later changed to “Mother Church” Day, honoring the church as spiritual mother, as well as their own mothers.

In 1872, Julia Ward Howe, who wrote the lyrics to the battle hymn of the Republic,”organized “Mother’s Day” meetings in the United States for the first time in Boston. In 1907, in Philadelphia, Ann Jarvis started a campaign to make “Mother’s Day” a national holiday. By 1911, Mother’s Day was celebrated in almost every state in our country. Finally, in 1914, President Woodrow Wilson proclaimed Mother’s Day a national holiday to be celebrated every year on the second Sunday of May. We should be grateful to all the visionary people who gave us this day to honor the women who give us life—no matter the stereotype of only lower class women being affiliated...
The pioneering klezmer and new Jewish music group Brave Old World, in a rare New York appearance, brings its highly-acclaimed concert combining authentic Holocaust street songs with contemporary compositions for an exclusive five-show engagement May 11 to May 15.

The New York premiere of “Song of the Lodz Ghetto,” presented by the venerable Folksbiene Yiddish Theatre as a major highlight of its historic 90th consecutive season, performs at The Triad Theatre, 158 West 72nd Street, Wednesday May 11 through Sunday May 15. Showtimes are Wednesday, Thursday and Saturday at 9P and Sunday at 2P & 9P. Tickets, which are $20, can be purchased by phone at (800) 994-3347 or online at www.folksbiene.org.

"Song of the Lodz Ghetto" ("Duz gezang fin geto Lodzh") are rare songs performed in the streets of the Lodz Ghetto between 1940 and 1944, part of an oral legacy that was preserved by ethnomusicologist Gila Flam in the late 1980’s. The songs Flam recorded were either unique compositions—songs of protest and veiled satire—or adaptations of existing Yiddish and Polish songs from the pre-War period. Many were by Yankele Herszkowicz, the acknowledged bard or Lodz who performed in the streets of the Lodz Ghetto (he is a year younger than the Philip Roth’s Newark, which was his own home town as well (he is a year younger than the famous author) and wishfully looks back to a time when his neighbors all had pianos, children were given music lessons and families listened to classical music on the radio. Yes, arts programs must be in the schools but more essential music should be in the home. Music is music and knows no ethnic divisions—it belongs to and should be loved by everyone. To that end, Michael Tree says, the Guarneri must schedule cities and repertoire can tell you where I’m going to have lunch for the next 50 years “to keep the quartet on its toes.” “The score gives the music as it is written but they also are interpreters. The Washington Irving audiences are, well, a little more “willful,” but the Maryland folks “throw us every time we’re there.” Audiences know beforehand, of course, what the Quartet will be playing and they prepare. “Oh do they ever!” Significantly, at Maryland “they” are: undergraduates (all majors), graduate students, faculty, townspeople, “it’s an “open house” with the young players.与 affection and pride he indicates that until he was 12 his father, a professional violinist, was his sole instructor. "Song of the Lodz Ghetto" has been seen only recently in the U.S.—in St. Paul and Cincinnati. A live recording made in Bordeaux France is being released in June on Europe’s prestigious Winter & Winter label, and will be available at the Triad shows. By JOAN BAUM Ph.D.

It’s relatively rare that famous musical artists credit their audiences and students for helping to educate them, but then Michael Tree, the violinist in the internationally renowned, much celebrated Guarneri String Quartet seems to be an unusually humble and gracious musician who wears his expertise with a confidence borne of a long and successful career and a continuing love for what he does. Indeed, 2004-2005 marks the group’s 40th anniversary and he, Arnold Steinhardt, John Dalley, and Peter Wiley seem to be everywhere, giving special performances, such as the free and open master classes and rehearsals that took place last month at Lincoln Center, and receiving more tributes—they will receive the Ford Foundation Award from the Musical Society of the University of Michigan this month. Noting that he left New Jersey at the age of 12 to attend the Curtis Institute of Music in Philadelphia, where he studied with Efrem Zimbalist, Michael Tree modestly disavows the term prodigy— even though his 1954 introductory concert at Carnegie Hall was described by the New York Herald Tribune as “the most brilliant debut in the recent past”—and adds that the Institute accepts even younger players. With affection and pride he indicates that until he was 12 his father, a professional violinist and a teacher, “seven days a week” in their home, had been his sole instructor. Obviously, his legacy to his son was not only felt advocacy of klezmer and Yiddish music— and our own time to create a theatrical collage of modern cultural endeavors such as KlezCanada and Weimar Klezmer Wochen, a 5-week concert & workshop festival in Weimar Germany. With over 20 numbers in all “Song of the Lodz Ghetto” is performed with contemporary compositions for an exclusive five-show engagement May 11 to May 15, 2005, and our own time to create a theatrical collage of music and the idiomatic spontaneity of jazz.
**THEATER REVIEWS**

**Bad Tots Plot: Schockheaded Peter**

By JAN AARON

Shoekheaded Peter at the Little Shubert sadly behaved Victorian tots come to nasty ends. Based on a picture book written in 1845, by German Dr. Heinrich Hoffman, for his 3-year-old son, the show, both silly and outrageously scary, is pegged to kids 10 and up, who like their goose bumps with giggles, and adults.

Smartly staged by Julian Crouch (a co-creator, co-director with Phelim McDermott) and Graeme Gilmour, (also a performer), the clever set resembles a Victorian pop-up picture book, with multiple doors, windows, and trapdoor all constantly in motion by the cast. The old stories themselves multiple doors, windows, and trapdoor all constantly in motion by the cast. The old stories themselves compare today with Maurice Sendak’s fantastically illustrated tales.

Master of Ceremonies is the down-at-the-heels elegant and ghoulish Julian Bleach, who takes a long haughty look at the audience and before proclaiming: “I am the greatest actor in the world.” He is assisted throughout by The Tiger Lillies, a funky cabaret band, fronted by accordionist and falsetto singer, Martyn Jacques, who is hauled like a rag doll puppet out of the trap door to serve as a perpetually grinning troubadour. Jacques also composed the music and lyrics adapted from the Hoffman’s tales designed to scare a kid good. Adrian Stout backs him up on the double bass and Adrian Huge plays on drums as well as pots and pans.

All help tell the story of Schockheaded Peter, an ugly child with a mop of unruly curls and talon-like nails, born to beautiful, prosperous parents, so horrified by his looks that they banish him below the floorboards. While the couple becomes transformed before tenderly recognizing their child, the show imparts colorful tales of wicked children and their punishments.

These include cruel Frederick who tortures animals, chubby Augustus who doesn’t like his soup, and foolish Harriet who plays with matches while her pussycat looks on. Also, there are the thumb-sucker Conrad and fidgety Phil. All meet delightfully awful ends.

There are clever puppets, too. I especially liked the marionette sequence about the hare that turns into fantastic monsters in “Wild Things.” Another bumps with giggles, and adults.

**MUSEUMS AS EDUCATORS**

**Wild Sendak Show at the Jewish Museum**

By JAN AARON

“We call it Max’s Room,” said Claudia Nahson, associate curator at the Jewish Museum, as she put the finishing touches on an enchanting alcove at “Wild Things: The Art of Maurice Sendak,” at the museum until August 24. The little room inspired by the imaginary bedroom in “Where The Wild Things Are,” is decked out with a forest, stars and moon, pillows a shaggy rug and stuffed animals, chubby Augustus who doesn’t like his soup, and foolish Harriet who plays with matches while her pussycat looks on. Also, there are the thumb-sucker Conrad and fidgety Phil. All meet delightfully awful ends.

Indeed, it’s the largest exhibit of Sendak’s work in over a decade and one of the largest ever mounted. An astonishing 12-foot-high figure of Max in his wolf suit is first to greet the visitor’s eye in this exploration of Sendak’s art created over 50 years, as well his inspirations: psychological, historic, cultural, cinematic and operatic. Original drawings, happy, sad and introspective are on display as are preliminary sketches, artwork for posters, theater and opera sets, and costumes created from Sendak designs. Excellent wall texts and videos show more of his art and explain his widely diverse influences, which include Blake, Mozart, Mickey Mouse, Laurel and Hardy, Herman Melville, Emily Dickinson, Art Spiegelman’s “Maus,” and the Holocaust.

Interpreting Sendak’s art through his Jewish identity, the show is divided into three sections. “The Old Country, Looking at America from a Brooklyn Window,” pays tribute to his Eastern European roots. Here, you find the intricate drawings for Isaac Bashevis Singer’s “Zlateh the Goat” and for “In Grandpa’s House” a memoir by Sendak’s father. Elsewhere drawings describe the 77-year old Sendak’s childhood fears. He was even frightened of his family whom he turned into fantastic monsters in “Wild Things.” Another section “Into the Woods of Connecticut, Into the Land of Grimm” deals with Sendak’s rural move when his work grows darker and he deals with the Holocaust.

The final section is devoted to his stage settings for “Brundibár,” the 1938 opera by Hans Krása, a Czech-Jewish composer, which is renowned as a work performed by children at the Terezín concentration camp. The museum plans “Family Day: A Sendak Spectacular” on May 22. (1109 Fifth Avenue, 212-423-3200).
A Look at French Education: Interview with Principal Kerloch

By MYRIAM PINCHON (Special to Education Update: Gradugdan, France)

Saint Francois Xavier School is both a public service and a private school in Gradugdan near Bordeaux in France. In this elementary school, Mr. Kerloch is the head of the school, three teachers and a substitute work with 37 boys (7-16 years old). For three years, Mr. Kerloch has at heart to show the parents that the school moved in line about the future of their future. Who are the pupils? They are boys and they are different. Their behavior is tough due to the fact that they are in challenging environments, etc.). He realized the need for necessary adaptations to create the lessons because these pupils are easily tired and have little stock of general knowledge. Mr. Kerloch wanted to work to improve the learning methodology. He is very interested in multidisciplinary work. Every week he goes to meetings with social workers, educators, psychologists, parents. Kerloch said, about one third of the pupils, departmental head, from the St Francois Xavier school. So different people, different looks, different opinions meet each other. He recognizes that the criteria must be reworked. “There is the will not to confine the child in a case, but to accompany him in a dynamic, opened and changeable trajectory”.

The school is a suffering for these children. To work with them, teachers need to say goodbye to a traditional ideal of the profession. They need to work in a different way. These pupils must be at the heart of the teachers concerns. It is difficult for these boys because they know they are committed to a trap, a segregation for a long while. Mr. Kerloch told me: “I think it is a little bit unfair for these boys because the French system asks them to take a decision to choose a job pretty early in their life. And these pupils need extra time to mature their plans.” Mr. Kerloch gives the aims of the action for the pupils: “Reinforce their basic knowledge in French and math but without working in a way that harms them (memory deficiencies, verbal and physical violence, resistances, etc.). He realized the need for necessary applications to prevent relocation within the first or written consent of the non-custodial parent. A relocation move, the strength and continuity of the child’s relationship with the non-custodial parent, the strong family bond between them, the quality of the relationship with the custodial parent faced with the move, the strength and continuity of the child’s relationship with the non-custodial parent, the quality of life of the custodial parent, are some factors to take into consideration when deciding whether to allow relocation. The courts have varied in their respective cases. The courts have varied in their respective cases. The courts have varied in their respective cases. The courts have varied in their respective cases. The courts have varied in their respective cases. The courts have varied in their respective cases.

The NEA Foundation’s next round of Innovation Grants and Leadership & Learning Grants is right around the corner. This year you have a chance to choose from a wide variety of projects. Each grant is a best fit for students and schools that are exploring new ways to make a difference. The NEA Foundation has awarded more than 1,500 grants throughout the years. Read about recently funded projects at www.neafoundation.org, and then submit your own idea. Innovation Grants and Leadership & Learning Grants are available for all subjects, including the arts, literacy, science, and technology.

All practicing K-12 public school teachers, education support professionals, or higher education faculty and staff in public and private schools are encouraged to apply. We now offer bigger and better grants-up to $5,000 per project! Applying for a grant is easy, so why wait? Visit www.neafoundation.org today for more information, including guidelines and an application. Or call 202.822.7840.

Job Mobility for Divorced Parents: Your First Move May Be in Court

By BRUCE LISHAUS, J.D.
& FRANCINE SILVERSTEIN, J.D.

A warning to any custodial parent considering a move—first, you should consider getting a lawyer. Why? Because a custodial parent cannot take a child and relocate so far away that it will interfere with the visitation rights of a non-custodial parent who has legally established rights to the child, at least, without getting permission from the court or written consent of the non-custodial parent. A custodial parent who makes such a move risks being forced to return to his or her original state to face charges of child abduction. The court must then consider the interests of the child, should the non-custodial parent file an application to prevent relocation within the first six months following the move. This litigation can take months or even years to complete.

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These cases are becoming more prevalent and, as stated in the 1996 New York Court of Appeals decision, Tropica v. Tropica, the leading case in New York on the issue of relocation, present some of the knottiest and most disturbing problems that our courts are called upon to resolve. The interests of the custodial parent faced with the move such as the possibility of better schools and improved quality of education.

The court will often look at the preference of the children in determining how to rule in relocation cases. It is up to the judge to decide how much weight to give to the children’s views and opinions—taking into consideration their age and other factors. This type of litigation can be very difficult for children who often feel they must choose between their parents. When the custodial parent is permitted to relocate with the children, a new visitation order must be written. Generally, when the distance of the move is too far to allow for frequent weekend visits, the visitation schedule will allow for extended visits over summer vacations and school holidays. This would, however, prevent the non-custodial parent from being involved in day-to-day school and recreational activities.

One cannot predict with certainty how a court will decide this highly charged issue, so both parents should consult an attorney to determine the merits of their respective cases. The courts have varied in their decisions, including those where the economic factor looms large. Every case is different; specific circumstances, and how they are presented to the court, most often determine the outcome. Bruce Lishaus is a partner and Francine Silverstein is an associate in the law firm of Gorlick, Kravitz & Listhaus, P.C. The firm has helped parents navigate these uncertain waters and find solutions that work for the entire family. The firm offices in New York City; Buffalo and Newark, N.J., and can be reached at (212) 269-2500.

Battling the Beast Within: Success Through Adversity

By DAVID T. WILLIAMS

“I am a South African-born American who is.action, and penciled in as a likely candidate to run in the 1992 elections. He has served on the Board of Regents and was appointed to the board of the National Organization on Disability, David served as a member of the Senior Staff to the Governor of Ohio and the Director of a state agency under Governor Dick Celeste from 1983 to 1991. Since that time, he has earned a reputation as one of the preeminent spokespersons on home health care and disability rights issues, commuting to Washington to meet with members of Congress on a frequent basis. In addition to being a familiar face in many congressional offices, he has testified on numerous occasions before Congress and various state legislatures on issues related to healthcare and disability policy. He was recognized by the Congressional Advisory Committee on the Rights and Empowerment of People with Disabilities for the significant role he played in the passage of the ADA.

Dave is an alumnus of Gannon College in Erie, Pa, and has advanced degrees and certification in several disciplines of medical radiation health physics and imaging, along with continuing education coursework in public policy and health care systems and administration.

Education Update is an award-winning nine-year-old newspaper that reaches 200,000 readers including teachers, principals, superintendents, members of the Board of Regents, college presidents, school district superintendents, educational leaders and students in elementary, intermediate and high schools as well as colleges. The newspaper is published monthly in five editions: New York, New Jersey and 210 NYC high school guidance counselors. It is distributed to families in 2000 area high schools with the free postpaid fund-your-THG bag.
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