A CELEBRATION OF BLACK HISTORY MONTH

NELSON MANDELA
Save Our History®:
Voices of Civil Rights

Premieres Saturday, February 12th at 8pm ET/PT

Wars, national crises, social revolutions... The narratives of history’s major turning points tend to be written by the generals, the leaders, the empire builders... or by historians who’ve chosen to write about them: their voices, their experiences, forever preserved for future generations.

But leaders can only lead if they have individuals following them, and wars are fought not by generals, but by foot soldiers. Yet those voices tend to be lost – their memories, impressions and perspectives passing with them into obscurity.

VOICES OF CIVIL RIGHTS is about one of the defining social movements in America’s history, told by the men, women and children – black, white, Christian and Jew – whose lives were forever imprinted, first by racism and bigotry, and later by the monumental changes incited by one of the greatest upheavals of our time.

To collect these stories, a group of journalists, photographers and videographers decided to follow in the tire tracks of the Freedom Riders, civil rights crusaders who took to the road more than four decades ago. So on a brutally hot day in the summer of 2004, they got on a bus...

From Greensborough, South Carolina to Jackson, Mississippi, to Ohio, to California; from lunch counters to first days of school, to jobs lost and battles won, what they heard were not textbook history lessons, but rather intimate recollections of pain and defiance, sacrifice, disappointment and triumph... the Voices of Civil Rights.

You can get involved in Save Our History! Watch the program February 12th at 8pm ET/PT and go to saveourhistory.com to find out how you can save history in your hometown. Visit our website for a comprehensive study guide, primary sources, document-based questions and streaming video at HistoryChannel.com/classroom. All are provided on a complimentary basis by The History Channel®. Due to some strong language which is part of the historical record, Voices of Civil Rights is recommended for 6th grade and up.
**Africa Revisited: A Teacher’s Journey**

By PHYLLIS C. MURRAY

“History is not everything” John Henrik Clarke once wrote, “but it is the starting point. History is a clock that people use to tell the time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be.”

On August 2004 Frances Brown was on a mission to Africa. Eight years had passed since her last visit abroad. Now she was answering a call. A few months earlier, Frances was convalescing from surgery. When she received the “call” from the American Federation of Teachers in June 2004 to serve on a special mission to Nigeria, she knew at that moment, she was destined to make an important journey back to Africa. She would “pick up her bed and walk.”

Brown’s previous visits were as student and tourist. However, this time, she would return as an educator. She would return to Africa as a member of the American Federation of Teachers’ international delegation on a fact finding mission. The summer journey of 2004 would be a different kind of mission for Frances. This mission would be...up close and very personal. This mission would be a time for reflection, introspection as well as a reconnection with fellow Africans. It would also be a time to assess the progress of the AFT teacher-to-teacher program to eradicate AIDS in Africa.

Frances Brown and 50 fellow educators from all over the Diaspora arrived in Nigeria to attend a conference on democracy with members of the Nigerian Union of Teachers. This much needed educational exchange would provide a greater insight into the rule of democracy than is related to the Nigerians. Such an intense fact finding effort would serve as a means to create a social studies curriculum for Nigeria for implementation in schools throughout the United States in the future. In addition to the aforementioned, the mode of education used in the prevention of AIDS in Nigeria would also be explored. Presently, the devastation the virus causes among the African populace is incalculable.

Once the draft of the social studies curriculum was crafted, there would be opportunities to present the draft to Nigerian teachers for feedback. Cross-cultural connections would be made. In addition to fact finding, numerous educational resources would provide the vehicles for disseminating all critical information about AIDS. Surely, education must survival in any society. Frances Brown states, “The underlying strength of the Nigerians is in education. Many students are economically disadvantaged. However, their strength lies in their wealth of knowledge. Union to union we are making a difference by providing the economic resources to inform the public about AIDS in Africa. Education is key.”

Frances Brown speaks this time as a member of the BLACKNYS/FT. As co-chair of the AIDS Campaign, the caucus was able to raise over $400 in a Hercules effort to eradicate AIDS in Africa. Through the sale of AIDS pins, this campaign against the spread of AIDS continues to grow as contributions come in, daily.

And though this AFT initiative, lives are being spared, daily.

Frances Brown is proud to be a member of the United Federation of Teachers. The BLACKNYS/FU, founded by the UFT Special Rep., LeRoy Barr Jr., is an AFT/UFT connection. One day, history will show how the BLACKNYS/FU, in its time, became a beacon of hope to needy brothers and sisters at home and abroad. And Frances Brown’s work will continue to personify the tireless commitment of AFT members who make a difference in the lives of many—year after year.

Yes, “History is a clock that people use to tell their time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be.” Frances Brown salutes you. Press on Sister!

Prior to Ms. Brown’s retirement, she served as a Teacher of Social Studies and UFT Chapter Leader at P.S.123 and M.11 in the Bronx. NY. Phyllis Murray is a literary teacher and a UFT chapter leader at PS 75. Bronx.
“DEMOCRACY IN ACTION”
AT BANK STREET’S SCHOOL FOR CHILDREN

By NAZNEEN MALIK

Recently, the Upper School of the Bank Street School for Children held an inaugural ceremony marking the culmination of a mock presidential election that began in September. Students in the 5th, 6th, 7th, and 8th grades fully immersed themselves in learning about the electoral process as they took on the roles and responsibilities of all the players involved in a democratic election, including politicians, lobbyists, pollsters, media, and the national debate commission.

The results of the general election, held in early November, confirmed Independent Party candidates, seventh graders Zorhan Mamdani and Evan Smith, as President and Vice President of the United States, respectively. Even though the Republican candidates had won the popular vote, Mamdani and Smith won the electoral votes, thereby winning the election.

During the ceremony, Mamdani and Smith were escorted to the podium by secret service agents and were sworn in by Rudy Jordan, Dean of the School for Children and Dr. Augusta Kappner, President of Bank Street College of Education.

Mamdani then gave a timely, well-articulated inaugural address where he discussed the recent tsunami disaster, upcoming elections in Iraq, and the overwhelming defense budget. He then “switched arm bands” and spoke as a student, urging his peers to help the tsunami victims by buying goods from the bake sale. “Every effort made can make a difference,” says Mamdani.

During the first two weeks of the electoral campaign, teachers provided a solid foundation for students and taught them the basics of what they needed to know before they could do research of their own. Students really got into it, says Alison McKersie, one of the teachers who led the Republican Party. She cites one case where the 6th grade formed the lobby, National Organization for Women (NOW), and challenged the candidates’ positions on issues like abortion. Students also drafted active and reactive press releases, says McKersie.

“It is part of our mission at Bank Street to educate students in their roles and young citizens of our democracy and I am proud to say that our mock election was a magnificent educational experience,” says Toby Weinberger, Upper School Coordinator. Not only did students get to vote and nominate each other, but they also learned about voter registration, running a primary and general election, public interest groups, the role of the media in elections, and block voting, among others. They learned how to make speeches, connect with voters, and defend their beliefs.

“I’m not that afraid to talk to a large group of people,” says Mamdani. From the experience he concludes that politics is not all that dirty and that one person really can really make a difference.

“I think it [mock election] really is an example of what we believe in about giving people an understanding [of something] by actually doing it,” says Jordan, “and I think that it’s really hard to understand issues of elections and issues of politics but actually having lived it they will really remember this for the rest of their lives.”

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The Museum’s Programs for Schools and Educators are funded, in part, by Waldo and Idabelle H. Bass Foundation, the Flom Foundation, the Warner Music Group’s Be Your Best Foundation, and the Mayor’s Fund for the City’s Arts Initiative. The Museum’s programs for kids are supported, in part, by a grant from the Appel Family Foundation.
New For Teachers! Fun Ways to Teach Math

By ALFRED S. POSAMENTIER, Ph.D.

Where in the World Are You?

This is a popular riddle that has some very interesting extensions, yet seldom considered. It requires some “out of the box” thinking that can have some favorable lasting effects on students. Let’s consider the question:

Where on earth can you be so that you can walk one mile south, then one mile east, and then one mile north and end up at the starting point?

Mostly through guess and test a clever student will stumble on the right answer: the North Pole. To test this answer, try starting from the North Pole and travel south one mile and then east one mile. This takes you along a latitudinal line which remains equidistant from the North Pole, one mile from it. Then travel one mile north to get you back to where you began, the North Pole.

Most people familiar with this problem feel a sense of completion. Yet we can ask: Are there other such starting points, where we can take the same three “walks” and end up at the starting point? The answer, surprising enough for most people, is yes.

One set of starting points is found by locating the latitudinal circle, which has a circumference of one mile and is nearest the South Pole. From this circle walk one mile north (along a great circle, naturally), and form another latitudinal circle. Any point along this second latitudinal circle will qualify. Let’s try it.

Begin on this second latitudinal circle (the one farther north). Walk one mile south (takes you to the first latitudinal circle), then one mile east (takes you exactly once around the circle), and then one mile north (takes you back to the starting point).

Suppose the first latitudinal circle, the one we would walk along, would have a circumference of \( \frac{1}{2} \) mile. We could still satisfy the given instructions, yet this time walking around the circle twice, and get back to our original starting point. If the first latitudinal circle had a circumference of \( \frac{1}{4} \) mile, then we would merely have to walk around this circle four times to get back to the starting point on this circle and then go north one mile to the original starting point.

At this point, we can take a giant leap to a generalization that will lead us to many more points that satisfy the original stipulations, actually an infinite number of points! This set of points can be located by beginning with the latitudinal circle, located nearest the south pole, which has a 1-mile circumference, so that the 1-mile walk east (which is comprised of n circumnavigations) will take you back to the point on this latitudinal circle at which you began your walk. The rest is the same as before, that is, walking one mile south and then later one mile north. Is this possible with latitude circle routes near the North Pole? Yes, of course!

This unit will provide your students with some very valuable “mental stretches,” not normally found in the school curriculum. You will not only entertain them, but you will be providing them with some excellent training in thinking logically.

Editor’s Note: 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)
Pat Wallace
Principal: Bridge Carrington
Superintendent's Name: Bernard Gassaway
Name of School: Bedford Stuyvesant Preparatory High School

School District/Region: Dist 79/Region 8
Student Progress: The students of Pat Wallace have excelled in their work by passing the Math A regents. The success rate in her class is approximately 70-75%. Ms. Wallace offers her students the opportunity to learn and grow. The portfolios show an increase of test scores and student achievement. The students are able to work collaboratively to solve problems and present strategies suggested by Ms. Wallace in order to provide an appropriate solution. The use of math manipulatives encourages the students to participate in classroom activities, thereby promoting high test scores.

Innovative Teaching Strategies: The use of innovative teaching strategies is very impressive in Ms. Wallace’s math class. Many of her students enter her class with poor math skills and are able to pass the Math A Regents by utilizing the various skills presented by Ms. Wallace. The portfolios show an increase of test scores and student achievement. The students are able to work collaboratively to solve problems and present strategies suggested by Ms. Wallace in order to provide an appropriate solution. The use of math manipulatives encourages the students to participate in classroom activities, thereby promoting high test scores.

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because of Mr. Duro’s dedication and diligent work. He teaches a Saturday science course which prepares his students for a successful NYC Regents Examination. His teaching style and strategies promote student achievement and interest. The student portfolios exhibit the many projects designed by Mr. Duro and students’ interest and achievement provided academic growth. Many of his classes are project based and require collaborative learning. The students freely interact effectively and are able to produce projects that are of a great deal of intense study. He reportedly has with the students allows him to teach effectively and implement innovative teaching strategies. Mr. Duro is able to use the scientific language needed to explain the projects.

Motivating Students: Mr. Duro’s classroom management skills are superb. He is able to successfully implement new and innovative ideas without difficulty, thereby producing quality scientific work. Mr. Duro is the “key” person in the school when questions have to be answered relating to the Smartboard. This technology is an excellent motivator and tool for the students and Mr. Duro implements the interactive technological strategy of the Smartboard daily.

Parent/Community Involvement: The open door policy that Mr. Duro has allows the parents to view the lessons and experience the Smartboard and other technology used in his classroom. The students of Bedford Stuyvesant Preparatory are in the process of partnering with a neighborhood elementary school, whereby the high school students will be tutoring younger students in science.

Olga Rosa
Principal: Mrs. Jeanette Soua
Superintendent’s Name: Reyes Irizarry
Name of School: PS 151K
School District/Region: District 32, Region 4
Student Progress: Ms. Olga Rosa has been teaching at P.S. 151K since 1983, currently grades 1, 2 and 3. Ms. Rosa loves the challenge that a class with wide ranges of abilities brings to her. She is a gifted teacher who finds her chosen career challenging and exciting. Her current class is now displaying encouraging scores in the preliminary standardized tests given to the 4th grade. They arrived in September as struggling writers, and have a great sense of accomplishment in the work they do.

Parent/Community Involvement: Ms. Rosa is a community resident, and the school when questions have to be answered relating to the Smartboard. This technology is an excellent motivator and tool for the students and Mr. Duro implements the interactive technological strategy of the Smartboard daily.

Motivating Students: Ms. Rosa runs a very comfortable room. She is very comfortable with the students and has a great sense of accomplishment in the work they do.

Parent/Community Involvement: Ms. Rosa is a community resident, and the students love their teacher, take pride in their room and have a great sense of accomplishment in the work they do.

Malcolm McDowell
Principal: Mrs. Eva Garcia
Superintendent’s Name: Ms Laura Rodriguez
Name of School: PS 75X
School District/Region: District 8/Region 2
Student Progress: Mr. McDowell is a positive dynamic force within our school community. His ability to program his students for mastery in all facets of the subject curricula is well known. The measurable progress of his students is well documented, worthy of much praise and enrollment. Mr. McDowell’s tireless work extends beyond the perimeters of the classroom. His dedication to students’ growth and development is inextricable. His weekly writing class projects include: writing reports from inside a Japanese Intermont Camp, crafting and forwarding one thousand origami cranes to Hiroshima, Japan as a symbol of peace, and requiring students to form a cooperative airplane factory on paper. The students also designed and tested its assembly line. His most recent project will require the students to conduct in-depth research into the history of the Bronx.

Innovative Teaching Strategies: In addition to the aforementioned projects, the letters crafted by McDowell’s students, to Members of the New York State Assembly resulted in the students’ acquisition of a significant number of free tickets to Yankee Games and games at Madison Square Garden. This personifies their “power of the pen.” Mr. McDowell’s young student authors and have been published in numerous periodicals which include: The African Burial Ground Project, The New York Teachers’ Council of English, The Environmental Protection Agency and The Anthology of Poetry Contest. His students are now gifted with a “voice.”

Motivating Students: Ms. Olga Rosa, one of McDowell’s former students, has just returned from a six-week study-tour of South Africa, which McDowell helped to arrange. Presently, Johanna Heureaux attends a private high school. She ranks third in her class and participates in all of the extra curricula activities. While attending P.S. 75X, Johanna, like many of Mr. McDowell’s students, displayed remarkable ability in the game of chess. In addition to the training by “Chess in the Schools,” McDowell added aspects of the game to his curriculum. McDowell’s students are still outstandingly many students as they work to secure a brilliant future. Surely, these skills have been transferred over to the Game of 24. The students’ placement in the Game 24, a district wide math competition was masterful.
Bloomingdale’s Dedicates Window to National Mentoring Month

By MICHELLE DESARBO

Teachers, mentors, and eager third graders crowded the sidewalk on 59th Street and Lexington Avenue recently for the unveiling of a new storefront window in honor of National Mentoring Month at Bloomingdale’s Department Store. The day’s events were the culmination of a program organized by Matilda Raffa Cuomo with Mentoring USA. A total of 90 Bloomingdale’s employees paired up with children from PS 59 (the Beekman Hill School in Manhattan) as part of National Mentoring Month, meeting every week to tackle homework, chat, and get to know each other.

“They love children, and they’re here to help them,” said Cuomo of the mentors with Bloomingdale’s CEO Michael Gould, New York Liberty basketball star Teresa Weatherspoon, and former Utah Jazz point guard John Stockton at her side.

The crowd was abuzz with enthusiasm when Gould removed the tapestry. With “Building Bridges to Success with Mentoring” as its theme, the display depicted child-sized mannequins in bright clothing positioned on multi-colored stairs bearing words like “love,” “compassion,” and “friendship” against the backdrop of vibrant student paintings of the children and their mentors together. With their friends’ assistance, the children crowded around the window to look for their artwork.

The crowd filed into Bloomingdale’s Showtime Café for breakfast. The students, fresh from an appearance on The Early Show, snacked on cereal, doughnuts, bagels, and orange juice while listening to The Little Mermaid. “They really encourage parents to help out,” said Minnie Aviles, a parent who accompanied the children to the event, above the din.

Indeed, Cuomo thanked parents and teachers for their efforts and acknowledged their role in the event, above the din.

“Children listen to you,” she said. “They love children, and they’re here to help them.”

After extending thanks to Adele Schroeder (principal of PS 59) for her outstanding leadership, Cuomo expressed her appreciation for Gould. “Michael Gould is incredible. Bloomingdale’s is the only department store in the country to participate in a program like this one. It’s fantastic. It’s exactly what we are looking for,” she said.

Mentoring USA also has help from its parent mentoring organization, The Mentoring Partnership of New York (TMPNY). TMPNY provides assistance and training for mentoring programs in New York City, often working with corporations and schools in order to further the mentoring movement in the city. “Our main focus is to close New York City’s mentoring gap,” said Zachary T. Boisi, Director of TMPNY.

There are roughly 50,000 children being mentored now, but 225,000 more are still on waiting lists.” Mentoring USA is one of the more than 150 community-based, corporate, and faith-based mentoring programs working to under TMPNY to close that gap. For more information on how to become a mentor, visit www.mentoring.org.

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PATAKI RECOGNIZES ACHIEVEMENTS OF THE LYCÉE FRANÇAIS

On December 8, 2004, Governor George Pataki presented the students of the Lycee Français a Certificate of Recognition “for your wonderful commitment to the Empire State as illustrated by the success of the Community Service Program through which your student body has achieved 4,000 hours of service during the 2003-04 academic year. Such vision in implementing this wonderful initiative is commendable, as young service providers and their beneficiaries are mutually rewarded. An expression of gratitude is offered for the variety and quantity of assistance given to the needy by your students who likewise benefit from learning about the exceptional work carried out by humanitarian organizations in New York. Congratulations and may your school and its entire student body realize continued success as they make a difference in the lives of people and add to the pride of many communities.”

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EDUCATION UPDATE

On December 16, 2004, Governor George Pataki presented the students of the Lycee Français a Certificate of Recognition “for your wonderful commitment to the Empire State as illustrated by the success of the Community Service Program through which your student body has achieved 4,000 hours of service during the 2003-04 academic year. Such vision in implementing this wonderful initiative is commendable, as young service providers and their beneficiaries are mutually rewarded. An expression of gratitude is offered for the variety and quantity of assistance given to the needy by your students who likewise benefit from learning about the exceptional work carried out by humanitarian organizations in New York. Congratulations and may your school and its entire student body realize continued success as they make a difference in the lives of people and add to the pride of many communities.”

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Profiles in Education: An Interview with Ramon Cortines: (Part II)

By POLA ROSEN, E.D.D.

I was delighted to meet Ray at his home in Pasadena, CA recently. Against the background of classical music and a book-lined library, we discussed various issues and trends in education over the years. Cortines was the Chancellor of New York City schools from 1993 to 1995 followed by superintendencies in San Francisco, San Jose, Los Angeles and more recently consultant to several school districts in California.

The interview continues.

Education Update (EU): If you look back now and go to the sixties and through those decades up to today, what has changed?

Ray Cortines (RC): I think teacher training has had a major shift. I don’t think I was trained well. I look at part of the issues in K-12 education stemmed from not knowing how to improve.

EU: Well, are we better off today than when we were 14 years ago and in what ways?

RC: Yes. I think that colleges and universities are seeing that they don’t have a hold on teacher training. There are alternative teaching programs, both for teachers and administrators. I approve of those because I think it creates a competitive market and we don’t get lackadaisical. I don’t think that we have recognized the senior teachers that have given it their best; we often tell them that they’re failures. And yet we don’t provide them the support, the help and a system. We don’t deal with their dignity. In LA (and it was no secret), the Board was firing the superintendent and I said, I will not help you unless you dismiss him with dignity. Treat him as a professional. He has served 33 years in this district and maybe he is not right for the time or for what you want but he has made a contribution and I want that recognized and appreciated.

EU: And they did?

RC: Yes, they did. I think that we are doing a better job in America of educating more children whether it’s in rural America or whether it’s in urban America. Do I think that we can improve? The answer is yes. We see too many students on the street. Those are two things. The thing that I think is a negative is that we are really into the quick fix and I think we’ve been into the quick fix for the last decade.

EU: What are some of the quick fixes that you’ve seen that are really not working?

RC: You can just buy it off the shelf. Do you remember in New York at the time I gave $10,000 to a school and they raised hell on the buses and they raised hell all the way to school. Well, I was out of space and where we had the school was in a church basement. The minute they went into that door, I mean they weren’t going to mess with God. I believe that places of faith, whether it’s after school or on the weekend, have a role. I don’t think that they should be involved in indoctrination.

EU: What do you think about the work of Debbie Meyer and Lorraine Monroe? They set up high-achieving public schools in Harlem and, an expert in public education said to me recently, “that school is so successful because it is run like a parochial school.”

RC: Yes. No Child Left Behind is a focus but it does not respect the professional and it is not realistic. If you have a school that is not performing, like the one I was examining with a superintendent today, you need to have a program for your lowest achieving children after school. Just rote tutorial is not going to do it. You have to have a hook. What is the music program? Is there a dance program? Is there a sports program? I said, it’s got to be a combination.

EU: Are we missing a focus today?

RC: The federal government gives you the funds for that. So many districts now are forgetting about the lowest achieving school because you know they can move that middle group over the hump just a little and it will make their scores look so good. I don’t know if you remember in New York at the time I gave $10,000 to a school if they would improve but you couldn’t get the $10,000 unless the lowest quartile improved, the middle quartile improved and the upper. I remember that we had a high degree of single parents, mainly African American mothers here in Pasadena. There were no men in those children’s lives and there were no older models so we did a reading program one day a week for an hour where fourth grade students would tutor third grade students because I wanted third graders to see them as models.

EU: Is the role of single mothers and grandmothers raising children still with us?

RC: Yes, it’s expanding. One of the reasons, and I was criticized in New York and I’ve done it at other places too, I encouraged the places of faith to get involved in the schools. I’ll give you an example. I had a continuation school that was a middle school here in Pasadena and they raised hell on the buses and they raised hell all the way to school. Well, I was out of space and where we had the school was in a church basement. The minute they went into that door, I mean they weren’t going to mess with God. I believe that places of faith, whether it’s after school or on

Continued to page 16.

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- The Age of Lincoln, at Oxford University, U.K., led by Richard Carwardine
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Applications must be postmarked by March 18, 2005.

Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history.
MYTH AND REALITY OF THE TEACHERS’ CONTRACT

By RANDI WEINGARTEN

As the city and the teachers’ union have been trying to reach a new contract to replace the one that expired more than 1-1/2 years ago, a number of myths about the current agreement are surfacing, distractions that make it difficult to resolve the real problems of our schools.

Let me shatter a few of those myths:

Myth #1: Because of “the union” it takes forever to dismiss incompetent teachers.

Reality: Reforms negotiated in the 2002 contract cut the time it takes to adjudicate teacher discipline cases (once they are filed). Last year more than half the cases were concluded in less than three months.

The union has also proposed a program under which struggling teachers would be given help to return to the classroom.

Myth #2: Seniority rules permit teachers with experience to constantly move to new and easier assignments, while new teachers are concentrated in the toughest schools.

Reality: Less than 1 percent of the teaching force transferred last year under seniority rules, generally to move closer to their homes. But the department had to find more than 7,000 teachers to replace those who retired, or left frustrated by low pay, overcrowded classes, lack of support by the system, and other tough conditions.

Nur do all new teachers end up in the toughest districts. The department’s own figures show that at the beginning of the last school year, three of the highest performing districts in the city, received 132 new teachers. Meanwhile only 375 new teachers went to three of the most struggling districts.

Myth #3: The union insists on lockstep pay with no recognition of special needs and circumstances.

Reality: This year we negotiated a project in the Bronx that gives additional compensation to “master teachers”—one the school system is now touting. The union assisted Chancellor Rudy Crew to design and create the Chancellor’s District, a special district for struggling schools where teachers worked longer hours in exchange for higher salaries. Scores in the Chancellor’s District went up dramatically, but despite national recognition as a fantastic school turnaround strategy, this successful experiment was one of the first casualties of the new administration.

Based on the success of the Chancellor’s District, the union suggested earlier this year that—simultaneously with providing competitive salaries for all New York City teachers—the system establish an Enterprise Zone where everyone willing to work at 200 selected high-poverty schools would receive a 15 percent differential.

Myth #4: “Work rules” make it impossible for schools to be managed.

Reality: Which work rules? The one that prevents the Department from cramping more than 34 students into a high school class and 28 into fourth grade? (While these limits are still too high, it is only the fact that they are in the contract that makes the Department comply.) Other “work rules” include allowing teachers to have lunch, or have a break after teaching three classes in a row.

Dealing with reality

The critical truth about our schools is that teachers here have the largest classes in the state, teach some of the most challenging students, work in overcrowded and sometimes unsafe buildings without proper equipment and supplies—and still make $10,000 to $15,000 less every year than their colleagues. Those able to retire have been doing so in droves. Nearly half of new teachers leave within six years for jobs in the suburbs or other careers.

Solving the system’s real problems means providing competitive pay and better conditions for teaching and learning in all our schools. But these goals are we can never reach as long as the city and the Chancellor continue to cling to the myths rather than reality of our schools.

Randi Weingarten is the President, United Federation of Teachers.

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Claremont Preparatory School is the first independent on-going school to open in Manhattan in the last 50 years and the first nonsectarian K-8 school below Canal Street. We accommodate 1,000 children: 400 K-5 with 70 students per grade and 600 children 6-8 with 200 students per grade. In small classes that maximize individual attention, Claremont Prep strives to engage in its students intellectual curiosity, appreciation for the arts, athletic skill and sportsmanship and an enduring love for learning.

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Our Upper School students master academic skills while they develop their abilities as conceptual, critical thinkers. The classroom facilitates rigorous, lively analysis of ideas and issues. We encourage our students to take intellectual risks and embrace learning as a lifelong and joyful endeavor, while we help them navigate the complex terrain of early adolescence. Claremont Prep graduates are articulate, confident and academically prepared for the challenges of high school, college and adulthood.

Our students enjoy Downtown Manhattan’s many museums and parks and a redeveloped waterfront for recreational activities. Claremont Prep capitalizes on its unique location in the financial center of the world. The city becomes our classroom and a laboratory for learning. History and current affairs become tangible for our student as they experience the political and social structure of the city firsthand. By bringing children into the heart of government and commerce and by drawing upon its resources through courses, speakers and field trips, we encourage student to understand economics, politics and urbanism.

Claremont Prep is located at 41 Broad Street, just south of Wall Street and convenient to public transportation. Our home, the former Bank of America International Building, was built in 1929. Its grand ball, adorned with restored historic murals, houses our new auditorium and performing arts center. We have developed a state-of-the-art facility of over 100,000 square feet of classrooms, art studios, language, science and computer labs, library, cafeteria, outdoor play spaces and regulation gym and a swimming pool.

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CAROLINE KENNEDY SPEAKS AT MENTORING PROGRAM AT LOEWS

BY SARAH ANN MOCKBEE

In celebration of National Mentoring Month, the New York City Department of Education’s (DOE’s) Mentoring Program hosted over 600 mentors and mentees at the Loews Cineplex for an evening of awards, entertainment and networking. The event was highlighted by a keynote address by Caroline Kennedy, Vice Chair of the Fund for Public Schools, whose mission is to inspire belief in our public schools, to increase private sector support of public education and to encourage widespread participation in these schools. Kennedy was clearly heartened by the wonderful turnout of both the youth and their adult counterparts who have shared the responsibility of maintaining a mentor-mentee relationship throughout the school year. “When someone really believes in you, you can achieve your dreams,” she stated to an enthusiastic and confirming crowd.

Just ask Danielle Freeman, a senior at Frederick Douglass Academy and the recipient of Mentee of the Year Award. She speaks of her mentor with confidence and delight. “She and I have connected in so many ways. During our many conversations, she has been a confidant, self-esteem booster and, most importantly, a friend. She has showed me that being there for others should be second nature.” The feeling is mutual. Her mentor, Phillipa Philpot is a web developer for Home Box Office and the recipient of the Mentor of the Year Award. She readily admits that she was nervous to meet her mentee but was soon put at ease after meeting Freeman. Now, after over a year of getting to know one another, Philpot concedes that Freeman has just as much an influence on her as she hopes to have over Freeman’s. “She’s calms me down, it’s good.”

Freeman and Philpot have the DOE’s New York City Mentoring Program to thank for bringing them together. They were paired in October of last year. Sometimes I call her the mentor!” Freeman says. “She calms me after a hectic work day. Sometimes I call her the mentor!”

Philpot also says that Freeman has the DOE’s New York City Mentoring Program to thank for bringing them together. They were paired in November of Freeman’s junior year, after Philpot received training and support from the program. The program is the largest and is the longest mentoring program operated by a school district in the United States. Unlike other mentoring organizations the city, the DOE’s program requires individuals to volunteer through their job or other organizational affiliation. In other words, partnering organizations like law firms, financial institutions, and alumni associations pair with a specific high school. Interested employees are then screened, trained and matched with a student in the particular school his or her organization is affiliated with. Lori Mastromauro, Director of the New York City Mentoring Program is constantly impressed by the community’s interest in mentoring. “Over the years, we have trained thousands of volunteers in the art of mentoring and are so grateful to them for stepping up to work with our high school students”, says Mastromauro.

The goal is to allow students to gain a trusting adult relationship with someone who can field questions about college applications, career interests and life in general. After years of experience overseeing the DOE’s Mentoring Program, Lori Mastromauro knows that it is important to provide a focus for mentoring pairs. “We ask mentors to expose students to their jobs, visit their students at school and most importantly, work with them on college and achieving goals.” Mentees spend one hour a week or two hours every other week visiting their mentor at his or her office, allowing the mentee to experience a real-world working environment. The arrangement has been more than ideal for Raymond Chan, a senior at James Madison High School, and his mentor Phil Delma, an employee at the Federal Reserve Bank. Chan asserts that he wanted to get involved with the program to “help prepare for college” and thought this program would be a good way to meet someone who could answer his questions. Delma learned about the program through his employer and wanted to take the opportunity to give back to the community.

In her closing remarks, Kennedy reiterated her support for dynamic public programs such as this one. She acknowledged the critical service that the New York City Mentoring Program has provided for both the mentees and the mentors, stating, “This program helps connect our city and our students in a bigger way.

Any organization interested in becoming involved with the DOE’s New York City Mentoring Program should contact Mentor@nycdoe.net or visit the Fund for Public Schools website at www.fundforpublicschools.org.

COMMUNITY EDUCATION COUNCIL APPLICATION PROCESS

BY CHRISTY FOLSOM, Ed.D.

How do children learn? Learning involves many things—environment, experiences, cultural tradition, needs, job or other organizational affiliation. In other organizations in the city, the DOE’s program received training and support from the program. Bringing them together. They were paired in work day. Sometimes I call her the mentor!” Freeman said. “Parental involvement is critical and, as we all know, students learn better when parents are involved.”

Leaders on various issues and have provided input to the Panel on Educational Policy on both the budget and our plans to construct and renovate school buildings, all in an effort to help children learn better. The input of the Councils has been invaluable and I urge every parent to consider serving to make their voice heard.”

Applications to serve on the new Education Councils are due by March 11, 2005, and will be available on-line and in DOE offices across the City. Parents are encouraged to nominate themselves to serve on the Councils, with parent members being selected by the officers of Parent Associations (PA) and Parent-Teacher Associations (PTA). The final selection of Council members will be made in May. The new members will then participate in orientation sessions to prepare them to begin their term on July 1, 2005, and will be offered training opportunities throughout their two-year term of service.

For information on the process, parents should call 311 or the Councils Hotline at (800) 799-3388, log onto http://www.nycenet.edu/councils, or contact the Parent Coordinator at their child’s school.

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THE TIEL INSTITUTE: HELPING STUDENTS BECOME FULL PARTICIPANTS IN LEARNING

By Christy Folsom, Ed.D.

Who can benefit from Teaching for Intellectual and Emotional Learning (TIEL)? The TIEL Institute provides individual tutoring for children, parent workshops, and professional development for educators. TIEL helps children with learning differences—gifted, learning disabilities, ADHD—master self-organization skills, time-management, basic academic skills, and behavior management needed to succeed in school and beyond. Using school assignments and projects, students learn skills of decision-making, planning, self-evaluation, and problem solving.

The TIEL Institute provides a resource for parents as they support their children’s learning experience in school. TIEL provides workshops that help parents become more effective advocates for their child’s learning needs. Parents learn how to work with teachers, how to observe and develop the self-organization skills, and the self-awareness needed to improve academic performance and behavior management. Over 80% of parents report that they feel more confident in helping their children learn!

The TIEL Institute provides educators in complex methods of teaching that include workshop strategies, project work, and reflective teaching. TIEL provides tools for teaching students self-organization skills, a language for “meta-learning” that supports the discussion of thinking, learning, and feeling with students; and ways to integrate social emotional learning into classroom instruction.

The TIEL Institute provides tools that help students develop respect for themselves as learners and thinkers; parents to participate in their child’s education; and educators to teaching strategies that develop students basic academic skills while promoting intellectual and social emotional skills—essential skills in today’s education.

Dr. Christy Folsom is the founder and director of the TIEL Institute. Her expertise includes children with learning differences, curriculum development that includes thinking and social emotional skills, and teacher education. You can learn more about TIEL at www.teiel.org. Email: info@teiel.org Phone 212-463-0156. See ad page 26.
Awards Ceremony Honors Outstanding Civil Servants and Their Children

EDUCATION UPDATE GIVES SCHOLARSHIP

By MICHELLE DESARBO

The One Hundred Year Association of New York recently honored New York City civil service employees and their children for their accomplishments in both their careers and academics with the Isaac Liberman Public Service and E. Virgil Conway College Scholar Awards.

Proud parents, relatives, and scholarship recipients escaped the morning rain and filled the spacious auditorium at Police Headquarters to hear Commissioner of the Department of Citywide Administrative Services Martha Hirst give the ceremony’s opening remarks.

“This event is one of my favorite occasions,” Hirst said. “These remarkable individuals have demonstrated extraordinary levels of commitment to public service in their work.”

In his keynote address, Deputy Mayor for Policy Dennis M. Walcott expressed his own message to young scholarship recipients. “Your success is a tribute to your parents. I’m pleased to see so many of your parents and grandparents here today…and I hope that some of you recipients will consider careers in civil service.”

Among the civil servants awarded was Theresa Knox, a field director with the Department for the Aging. Knox was granted $6,000 from the Consolidated Edison Company for the Intergenerational Work Study Program (IWS). From its inception, IWS was intended to team up high school students at risk with senior citizen mentors who act as tutors and counselors. Now the program includes all students, bringing roughly 10,000 adult mentors with 350 teens.

Also included was Mary Beth Frey, a speech teacher at P.S. 256Q. The school, located in Belle Harbor, is for students who have acute language and cognitive disabilities as well as strong emotional needs. Frey received an award of $2,500 from the Amalgamated Bank of New York for her efforts to assist special needs children and their families; she regularly calls students’ parents to help them make arrangements with social service agencies offering assistance to special needs children and has even offered financial support to families on her own in the past.

John Gallin & Son, Inc. awarded Administrative Parks and Recreation Manager Kim McNeal $1,000 for her work with the St. James Recreation Center in the Bronx. McNeal coordinates monthly poetry slams for the children who visit the Center.

At the year’s end, the best poems are published in a booklet and the Center holds a signing for the young poets. McNeal is also responsible for the addition of music, voice, and dance instruction to the preexisting poetry, visual arts, and technology programs.

“The young people receiving scholarships today are an equally impressive group,” said Hirst as she introduced the E. Virgil Conway College Scholars. The 23 honorees came from such prestigious colleges as the University of Pennsylvania, Cornell, Duke, Brown, and Columbia. The KeySpan Corporation awarded Charles E. Innis College Scholar Chen Xie $6,000 for his academic excellence. The Harvard freshman has also received a National Merit Scholarship and a Harvard Faculty Scholarship.

For some awardees, excellence and academic achievement runs in the family. Charles Lei, a junior at Harvard, received $3,000 from Bowne & Co. and was honored in the 2002 and 2003 Hundred Year Association scholarship ceremonies. His brother, Edgar Lei (a freshman at Cornell University), was granted $1,500 from James Thompson & Co., Inc. Their father is Joel Lei, a computer specialist at the Department of Probation.

The Bank of New York honored Ali Arvanaghi with $1,000. Only moments after his award was announced, the Cornell sophomore’s sister Roxana Arvanaghi was awarded $1,000 by The Greenpoint Financial Corp. Their mother, Morteza Arvanaghi, is an associate project manager at the Department of Environmental Protection.

Other students honored included Queens College freshman Christine Canuacho, recipient of a $1,000 scholarship jointly sponsored by Education Update and Hotel Wales and Danisa Clarrett, a Case Western Reserve University freshman who was awarded $1,000 by the Brooklyn Bar Association Foundation.

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**RECOMMENDED READINGS BY THE BANK STREET BOOKSTORE FOR CHILDREN**

*Circle Unbroken* by Margot Theis Raven, illustrated by E. B. Lewis. Raven dates this story of the grandmother of her story and the Gullah tradition of sewing sweet-grass baskets. From her old-timey grandfather in Africa who gave her one, a 15-year-old runaway tells how she learned to hold water, through slaves who hauled rice in their baskets, their family passed down their craft. Lyrical text and vivid, evocative paintings make this an exceptional selection. *The Days of Jubilee* by Patricia C. and Frederick L. McKissack. Though the Emancipation Proclamation symbolically freed the slaves, it actually freed them at different times over the course of the next several years. The McKissacks combine slave narratives, historical facts, and economic factors that led to the Migration and its demise. Through a fictional slave narrative, Scott's experiences are a wonderful way to understand the political, social, and economic factors that led to the Migration. *The Great Migration* by Jacob Lawrence. Jacob Lawrence's stunning Migration series, 60 paintings reproduced in its entirety. The accompanying text simply but powerfully conveys the political, social, and economic factors that led to the Migration, a major example of addressing such skills. And though she feels informed and compassionate instructiveness should have heightened her importance, she discovered how much students could learn by listening to and learning to talk by engaging in the processes of playwriting—not the usual way of addressing such skills. And she was actually taught to the students of “all ages and backgrounds, during and after school, in numerous archival photographs, Pulitzer Prize winner McWhorter offers a comprehensive introduction to the Civil Rights Movement. Beginning with the 1954 decision in Brown v. Board of Education and the Days of Jubilee. $18.95. Ages 10 and up.

*A Dream of Freedom* by Diane McWhorter. When informative, relatable, well-organized, and evocative primary sources she introduces important organizations, including the Student Nonviolent Coordinating Committee and the Black Panthers. $19.95. Ages 10 and up. *Freedom on the Menu* by Margot Theis Raven, illustrated by Don Freeman. Corduroy’s Valentine’s Day is Don Freeman’s Don ever popular bear, is a fine selection of Valentine cards to choose from. A wonderful gift for a young child is Corduroy’s Freeman. Corduroy, that is a nice surprise for him. This is a reassuring present for Valentine’s Day especially when accompanied by a handsome Corduroy bear who looks like he popped right out of the pages of the book.

For children of all ages who enjoy humorous drawings, *Consider Love: Its Moods and Many Ways* by noted prolific greeting card designer Sandra Boynton is a witty, whimsical addition to one’s library. Each picture illustrates a phrase. Some of more the memorable are: “Love perhaps foolish,” showing a hippopotamus diving into a double layered chocolate cake, “and love despairing,” personified by a mournful dog waiting for the telephone. Also, “Love extravagant,” depicting one elephant holding an apple tree in its trunk to present to another elephant contrasted with “Love…well, cheap,” where one gorilla is handing off a banana peel to its mate.

Never Kiss a Frog: a guide’s guide to creatures from the dating swamp by Marilyn Anderson is a cautionary tale about the author’s and other’s bad experiences with men and romance and a guidebook to the reader to avoid those situations told in a highly amusing way as it suggests to the reader that she might miss her prince if she is busy kissing frogs. The book is illustrated throughout with comical pictures of frogs, some featured in silme galleries, a picture of a frog species from Monopoly called Frogopoly with such properties as: Miser Avenue, Greedy Lane, Wart Highway, Toad Road and Tightwad Trail, and rindling or shall one say ridding information boxes.

Besides romance, February is also known as African-American History Month. At Logos there are books by and about Frederick Douglass and Ralph Ellison, books about Harriet Tubman, Richard Wright, Clarence Thomas, Martin Luther King and W.E.B. Du Bois as well as books written by James Baldwin, Zora Neale Hurston, Toni Morrison, Alice Walker and Langston Hughes among others.

President’s Day also occurs in February and there are books about many of the Presidents including George Washington, John Adams, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, Harry Truman, John F. Kennedy, Ronald Reagan, Bill Clinton and George W. Bush among others.

Come on over to Logos for your Valentine cards and books, and for books on African-American and Presidential history!”

**Upcoming Events At Logos:**

Wednesday, February 2, 2005 at 7 P.M., KYTV Reading Group will discuss Everything Is Illuminated by Jonathan Safran Foer.

Wednesday, February 2, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis of the Richard Curtis Literary Agency will address the topic of “Romance To The Bible.”

Wednesday, March 2, 2005 at 7 P.M., KYTV Reading Group will discuss The Leopard by Giuseppe di Lampedusa.

Thursday, March 17, 2005, there will be a special St. Patrick’s Day Celebration at Logos.

Every Monday at 3PM, there is Children’s Story Time with Dverah.

Transit: Lexington Avenue Subway #4, #5, #6 to 86th St., M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st & 2nd Ave.)

**Logos Bookstore’s Recommendations**

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The Great News About Homesickness

By CHRISTOPHER A. THURBER, Ph.D.

That’s right—there’s great news about homesickness! For starters, you should know that:

• Homesickness (or “missing home”) is normal. In study after study, researchers found that 95 percent of boys and girls who were spending at least two weeks at overnight camp felt some degree of homesickness. Children at day camp may also feel pangs of homesickness, but less frequently.

• Homesickness is typically mild. Nearly everyone misses something about home when they’re away. Some campers most miss their parents; others miss home cooking, a sibling, or the family pet. Whatever they miss, the vast majority of children have a great time at camp and are not bothered by mild homesickness.

• Homesickness is something everyone can learn to cope with. In fact, research has uncovered multiple strategies that work for kids. Most kids use more than one strategy to help them deal with homesickness.

• Homesickness builds confidence. Overcoming a bout of homesickness and enjoying time away from home nurtures children’s independence and prepares them for the future. The fact that second-year campers are usually less homesick than first-year campers is evidence of this powerful growth.

• Homesickness has a silver lining. If there’s something about home children miss, that means there’s something about home they love—and that’s a wonderful thing. Sometimes just knowing that what they feel is a reflection of love makes campers feel much better.

So if nearly everyone feels some homesickness, what can be done to prevent a really strong case of homesickness? Here’s a recipe for positive camp preparation:

OK, then, what are the most effective ways of coping with homesickness at camp? What advice can you write in a letter or e-mail to your son or daughter if you get a homesick letter? Anti-Homesickness Strategies for Kids

Stay busy. Doing a fun, physical activity nearly always reduces homesickness intensity. Stay positive. Remembering all the cool stuff you can do at camp keeps the focus on fun, not on home. Stay in touch. Writing letters, looking at a photo from home, or holding a memento from home can be very comforting. Stay social. Making new friends is a perfect antidote to bothersome homesickness. Talking to the staff at camp is also reassuring. Stay focused. Remember that you’re not at camp forever, just a few weeks. Bringing a calendar to camp helps you be clear about the length of your stay. Stay confident. Anti-homesickness strategies take some time to work. Kids who stick with their strategies for five or six days almost always feel better.

Mom and Dad, your help preparing your child for this amazing growth experience will pay huge dividends. After a session of camp, you’ll see an increase in your child’s confidence, social skills, and leadership. And while your son or daughter is at camp, you can enjoy a well-deserved break from full-time parenthood.

Remember: Homesickness is part of normal development. Our job should be to coach children through the experience, not to avoid the topic altogether.

“STOP DREAMING AND START DOING!”

California Extreme Sports Camp is all about big fun. From dawn till dusk, the beautiful summer days are packed with action, adventure, and lots of new friends. But the activities are what really set this camp apart. We do some traditional camper activities, but mostly, our campers do what most kids just see on TV (and what parents never had a chance to do when they were kids.)

If you really love one activity, you can pretty much do that thing all day. No matter what week you come, you can go jet skiing, parasailing, river rafting, biking/scooter, paintball, glider flights, white water rafting, horseriding, off-road hummer rides, circus flying trapeze, hot air ballooning, indoor rock climbing, and kayaking. Sessions are one week, but most campers stay for two or three. So “Stop Dreaming and Start Doing!” Call 1 (800) PRO-CAMP or see us on the web at www.800procamp.com.

If you are calling from the NYC area/northeast area please feel free to contact us at our New York City number 212-517-6909.
All the elements are there: the uniform, the strictness, the codes. The only things missing are the cross and the nuns. Those kids can be wild outside then that individual, supported by the environment, they are respectful. That sort of ties in with what you just said.

RC: I disagree with the statement a little but I have to say that not sure that you can replicate the culture of a school. I think you can learn things there. I don't think that you can do the cookie-cutter, understand, the cookie has some similarities, it has the same smell or taste but it is different. It may have a few different ingredients, it may even be a different shape. You are dealing with human beings.

EU: You mentioned previously that teach-

ers have had to deal with?

RC: I think that I can look at each place. In Pennsylvania, it was implementing as smooth as possible the desegregation order and then getting the teachers to get behind that with the minority teachers. I think it was a very difficult period. In San Francisco, it was the building of relationships and it was respectful of private and parochial school systems and how we could work together on many things. And it was helping building principals be responsible for the entire school community and that meant more than stu-
dents doing everything in individual classes, in the school, in New York City, I had a wonderful time. I think in New York, on an issue whether it was curriculum development, whether it was regents development or whatever, it was the story of the teachers. When I went to New York, I was told that people are not interested in education, in my first year, I had 300 community meetings and not less than 300 attended any one of those meet-
ing because I went to their communities. I didn't just talk to them, for the first 35 minutes I listened to them. One of the things that leadership has not done well is...we have not listened well. Great leaders do leadership from behind, at the side, and at the front. Whether I've been at the univer-
sity level, on a foundation, in schools, it has been exciting because I was a learner. I never did anything the same way. I looked prescriptively and diagnostically at every situation I was in.

EU: Who are some of the mentors in your life?

RC: Salomon. He used to be a superinten-
dent in Covina, Pasadena, Sacramento, and head of AASA. He constantly added challenges to our community. I pictured inevitably, I pictured the president of the Board, I pictured the city council. When I went away, he didn’t just overlook it, he brought it to my attention. I was a teacher and then an assistant principal.

EU: How about the boards that you are currently on? I know your wisdom is greatly respected and people call upon you for help and advice. How do you think your position has leant strength to the districts that you have been involved in?

RC: Scholastic, Classroom Inc in New York, Natural History Museum. I used to have din-
er every now and then and then with the president of Teacher’s College–Arthur Levine. I would say the people who had the most important impact on my life didn’t have titles. From the professional standpoint, they were the parents, they were the teachers, they were the administrators, they were the students that I came into contact with, I learned so much from them. I didn’t always like what they said to me, but I learned from them. I’ve always tried to create an environment where people—regardless of their position—could tell me what they thought. There’s a great story about Mr. Packard, a philanthropist. His wife, Mrs. Packard, came by my second week in San Francisco and said, “I read about what you think about the arts and music in the school. How are you going to put the music back in the schools?” I said, “I don’t know, but we’re going to do it.” The next day, I got a check for $100,000, which was a lot of money back then. She died and I applied to the Packard Foundation through Mr. Packard and he said, “Well, who is this Cortines?” You’ve come up here asking for a quarter of a million dollars! We don’t give out a quarter of a million dollars! I laid out the plan and asked him if he had read it. He said, “Of course I’ve read it!” So we talked about it, and at the end he said, “Okay, young man, you use it wisely.” I got the money, I went back to the Board and said, I just couldn’t believe it. We’d never had that kind of money in that district. So I wrote the Board and I said, “I have to be the governor,” because we were doing so well. The governor of San Jose. In San Francisco, I would not take the money unless I could use it for what it was intended for, and twice, I returned money. This was mainly because, what they gave it to me for, we couldn’t use it, or we didn’t have the capacity to carry it out. The word spread like wildfire, that we were ethical. Every year after that, there was $20,000 donated anonymously, so that I went to a school and they needed something, I could give it to them.

EU: At Education Update, we try to write about the arts every single month. RC: If you don’t, the child’s education is neglected. And it’s not a field trip three or four times a year. The field trips are an integral part of that. It’s how you prepare to go on a field trip and what happens after that counts. I walk around looking at what the students are doing and writ-
ing and I talk to students.

EU: I want to share one last thought with you. I started a program two years ago that honors outstanding teachers in New York City each month; they have to be recommended by their principals or assistant principals according to certain criteria. What a response we got from the New York City community! Every month we feature five or six teachers. We pub-
lish them with their photos and descriptions of how they’ve been named outstanding teacher—there’s no money—it’s simply acknowl-
edgement. And then in June, I had a breakfast for them at the Harvard Club, and the year after that, this program with NYC Education Department, and New York City Department of Education and New Views for Public Schools. School Programs include a school outreach pro-
gram, guided tours and visits, hands-on workshops for the inner-city class, a Garden Apprentices Program for students in grades 8 through 12, a summer camp for ages 9 to 12. And adults can choose from over 175 year round classes and trips. Go to www.bbg.org for upcoming events and course, garden-
ing info, a virtual tour, an encyclopedia of NYG area plants, and other information. Call 718/360-6500 for information about the Brooklyn Academy of Science and the Environment.
Cooling Lessens Brain Damage in Sick Newborn Babies

Cooling the brains of babies deprived of oxygen at birth may reduce the risk of brain damage, according to an international study published in The Lancet in which the babies’ body temperature was lowered by three or four degrees for 72 hours after birth using a water-filled cap. The research was undertaken in hospitals in North America, New Zealand, and Europe. Babies were recruited if the infants received an inadequate supply of oxygen before birth and electrical activity from their brains showed a high risk of brain injury. The trial, which was supported by Olympic Medical of Seattle, USA, indicates that, for some babies, cooling can significantly reduce brain damage.

“This is the first treatment that has been proven to lessen the risk of brain injury in infants that have been deprived of oxygen before birth,” comments Dr. Richard Pollin, Professor of Pediatrics at Columbia University College of Physicians and Surgeons and Morgan Stanley Children’s Hospital of New York-Presbyterian. Dr. Donna Ferriero, Professor of Neurology and Pediatrics at the University of California San Francisco, points out, “These data suggest that therapy for ischemic injury in the newborn brain exists and may be realized in the near future.” Dr. Robert Ballard, Professor of Pediatrics at the University of Pennsylvania School of Medicine and the Children’s Hospital of Philadelphia, comments, “This is a very promising study of general hypothermia with selective head cooling for infants with evidence of recent, moderately severe lack of oxygen to the brain. However, there is still much to learn.”

It was discovered several years ago that when the brain is deprived of oxygen at birth, some of the injury takes place hours, days, or weeks after the initial event and is initiated by a series of chemical events within the brain. The cooling study results from investigations begun a decade ago when researchers from Europe and New Zealand found that cooling prevented the chemical cascade from causing permanent brain damage. Those initial studies served as the basis for the cooling study in babies.

Two hundred and thirty-five babies with moderate to severe oxygen deprivation were recruited to the study. If the infants most severely brain-damaged before entry to the trial were excluded, the combined rate of disability and death was reduced from 66 percent in the conventional care group to 48 percent in the cooled group.8

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How to Respond to School Crisis

Edited BY HERMAN ROSEN, M.D.

Our schools must embrace a structure and process for responding effectively to school-based tragedies. Our nation’s schools are taking steps to provide this structure through the development of school crisis response teams. Unfortunately, little attention is being given to addressing the process of helping members of the school family deal with the emotional fallout that they experience during times of crisis. For example, once students are directed to a lounge or quiet area in a school for intervention, who is truly prepared to address the raw emotion of a group of children who just learned of the deaths of their friends in an automobile accident?

School crisis response can no longer be delegated solely to members of a school Crisis Response Team. Today, crisis management is the responsibility of all educators. A Practical Guide for Crisis Response in Our Schools provides a structure and process for effectively managing the wide spectrum of school-based crises. It is an invaluable resource in preparation for, and during, actual crisis situations and continues to serve as a meaningful standard for our nation’s schools. For further information, visit http://crisisinfo.org/schoolcrisisresponse.
I had no pressure to become a doctor, but there knowing that this is what I was going to do as have been early in life, because I can remember making the decision to become a doctor. It must for her research in innovative treatments for the Center for Liver Disease and Transplantation his academic success and fondly recalls, “my mom Spring High School. Barber credits his mother for boasting a 4.0 grade point average from Cave it continues to remain an integral part of him. A spokesperson for the Exploring the Modern program, riveting back Tiki Barber of the New York Giants, launched a new program, Exploring the Modern, aimed at incorporating the Arts into New York City elementary and middle school education. Sponsored by JPMorgan Chase, the program is a year long initiative and is comprised of a series of educational tours that allow students to gain familiarity and appreciation of contemporary works of art. A spokesperson for the Exploring the Modern program, Barber is acutely aware of the need to provide students with different avenues such as music, art, and athletics, to serve as alternative modes of expression. A lot of the time, he says, students’ affinity for these particular areas gets lost because they lack the exposure. Indeed, Barber found his own method of expression in athletics at the tender age of eight and it continues to remain an integral part of him. “Sports always gave me structure in my life,” he says. Nevertheless, he maintained a balance between sports and his academic education, excelling in both. In fact, he graduated as valedictorian, boasting a 4.0 grade point average from Cave Spring High School. Barber credits his mother for his academic success and fondly recalls, “my mom would not let us go to practice unless we did our homework, so I got very good at learning things quickly and getting it done so that I could go do my band stuff. Even while he was in college, Barber’s mother still pushed her sons. She went back to college to obtain her Master’s degree where Barber enrolled at the University of Virginia. “Literally every week, she would call and tell us I’m still making straight A’s, what are you guys doing?” he laughs, “we competed against each other through college.” It was in college that Barber developed an interest in educational issues. He participated in a program that paired up elementary school students with college students and had them meet every once in a while to talk. “When I got to New York City,” says Barber “I found so many avenues for giving back. I know that as an athlete, I have a big power of influence. Sending the right message to kids is important to me.” And he does. Barber is involved with numerous charities and community initiatives such as the Fresh Air Fund and the Children’s Miracle Network, of which he is a board member. He is also very enthusiastic about the Exploring the Modern program at MoMa. “This is such a great thing for JPMorgan Chase and MoMa to do,” says, because it opens up another avenue and gives students exposure to it. He was exposed to a lot when I was a younger,” he continues, “and it shaped me into the person I am today.”

LORNA DOVE, M.D., HEALER COLUMBIA U. COLLEGE OF PHYSICIANS & SURGEONS

By LIZA YOUNG

Dr. Lorna Dove, is a Clinical Hepatologist at the Center for Liver Disease and Transplantation (CLDT) at Columbia University Medical Center as well as an Associate Professor of Medicine at Columbia University College of Physicians and Surgeons. She received her medical degree from Columbia University and additionally holds a Master’s in Public Health (MPH) from the University of California, Berkeley. She is renowned for her research in innovative treatments for patients co-infected with Hepatitis C and HIV. Here she explains her earliest roots, her motivation for success, sources of strength, and how to find meaning and happiness in life.

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

Dr. Lorna Dove (LD): I don’t even remember making the decision to become a doctor. It must have been early in life, because I can remember knowing that this is what I was going to do as early as 5th grade. There were no doctors in my family growing up...though there are few now. I had no pressure to become a doctor, but there was certainly pressure to “do something useful.”

For me and my siblings that pressure translated differently: lawyer, teacher, counselor. My father is a mechanic, very thoughtful, quite a diagnostician. I think that if he had access to different resources, he would have been a doctor.

EU: What are some of the personal challenges you’ve had to overcome?

LD: I think that near the beginning of my career my biggest obstacle was my own self-doubt. I come from a rural town in the South and early on (as young as 8 or 9) I learned that everything is not distributed fairly, and people don’t always treat you in a fair manner. My parents told me “That’s just life. Work to change it but don’t let it stop you!” I heard the words but it takes a fair amount of strength to translate those words into action. I have spent my entire life first convincing myself and then convincing others that I can do what others are doing, and furthermore that I can do it well. You would assume that once you have some success you would relax and feel confidence, but that is not really true. The subtle messages that come from racism and sexism are powerful deterrents to success that you must fight internally everyday. The problem is that some times these messages are so subtle you don’t even realize that you are in the midst of a battle.

EU: What are some of the achievements you are most proud of?

LD: I hope that my biggest achievement is yet to come. I think that what keeps me motivated. I have had a fair amount of career success. I completed college, medical school and I have a challenging job in academic medicine. However, I would like to accomplish more in the community. I come from a family that was active in the civil rights movement. As I get older, I realize that personal success is only one part of the equation. Finally, if I can raise two confident, well-adjusted, happy sons...I will give myself a hand!

EU: What was a turning point in your life?

LD: To be honest I don’t remember a clear turning point in which the decision made or choice made. Instead, there were continuous small decisions that I make all the time. With each decision, I think about how it will affect my family, my overall goals, and myself. In some ways, I have made those “safe” choices, not necessarily what I would always recommend, but this is a truthful answer.

EU: What advice would you give to today’s youth?

LD: Determine what you want to accomplish knowing you are focused on that goal. Be confident in your ability, but realize that everything takes hard work. So often we are consumed with immediate pleasures, but most long term success takes a little sacrifice up front. Don’t become distracted by the material things/baggage that are bombarded with everyday. Don’t get me wrong, I like pretty things. I also like to do things and go places, but happiness and success are not defined by what type of purses you carry.
We celebrate African-American History Month

The Jazz of Wess Anderson

Continues to try to make a difference, especially rich living were not already enough, Dr. Angelou said to preempt many of the others. Still none of these professions even in the aggregate define her, educator (she has 55 doctorates), although and councils, songwriter, dancer, director, singer—best-selling author, newspaper editor, historian, and wise mentor, and for her beloved older for her paternal grandmother, Momma, her great time: poet, playwright, film and stage actress, humanity, she says repeatedly. She is “grateful” for her life, although .

For Dr. Maya Angelou (nee Marguerite Johnson) for Hallmark cards can take important ideas and every thought a weighing of intention and conviction to be able to share them with others. This includes hav- ing the commitment and fortitude do the things that are required even in difficult circumstances. Dr. Massey applies this philosophy with a commitment to individualism and a respect for race. His incredible down to earth and open nature have made him a natural leader, witnessed by his more diversity begins at home, according to Dr. Walter Massey, the President of Morehouse College, as tall–male, historically black college with prestige- gious graduates such as Martin Luther King. For a former peacemaker, being at the helm of Morehouse College is a unique position of serving as a role model and advisor to these new incoming students. This almost accidental career move motivated his desire to work with students and planted seeds for a career in academics. Dr. Massey humbly attributes his success to being in the right place at the right time.

Dr. Massey went on to become a professor and later an administrator at Brown University, a Vice President at the University of Chicago, and Provost at the University of California school system. His decision to accept the presidency of Morehouse, his Alma Mater, was inspired by Massey’s own desire to give back to the African American community. At the helm of Morehouse for nine years, Dr. Massey has sought to instill in his students an appreciation for their heritage. He believes connecting them with their roots will make them stronger and more confident to address the challenges in a diverse world. “The students leave with a sense of confidence and pride in...”

Continued on page 20

AN INTERVIEW WITH POET MAYA ANGELOU

By JOAN BAUM, Ph.D.

That voice!—low, honey–warm, sultry, distinc- tive—every word carefully selected and articular- e, every thought a weighing of intention and effect. Yes, this is the voice that has become the epigram for Hallmark cards can take important ideas and press them into concise and telling lines, such as, if you must look back do “forgivingly”, if you must look forward, do so “prayerfully”; but the wisest course would be “to be present in the present gratefully.” She loves the chal- lenge of composing the epigrams, an activity she refers to with a slightly guttural laugh, as “delicious”—except that for her, the pith of the prose—or poetry—must always be an expres- sion of love, compassion, benediction. Her flu- ency and joy are even more surprising, as read- ers of I Know Why The Caged Bird Sings recall, that she was for five years, beginning when she was 8, mute, traumatized into silence by having been raped and then feeling guilty when the criminal was murdered. Just as remarkable is her heartfelt conviction that all God’s children are human beings—despite plenty of proof to the contrary for a child growing up in dirt–poor Stamps, Arkansas in the 30s and 40s, confront- ing racism, poverty, and low expectations. But she speaks only of being “grateful” for her life, for her paternal grandmother, Momma, her great and wise mentor, and for her beloved older brother Bailey.

“The first” could well be a standard epigraph for Dr. Maya Angelou (nee Marguerite Johnson) whose breakthrough accomplishments as an African American woman in so many disciplines have won her great praise and numer- ous awards in this country and abroad. Nouns tumble out in no particular order for she has typically pursued more than one calling at a time: poet, playwright, film and stage actress, best-selling author, newspaper editor, historian, presidential appointee to various commissions and councils, songwriter, dancer, director, sing- er, educator (she has 55 doctorates), although one identity—civil rights activist—might be said to preempt many of the others. Still none of these professions even in the aggregate define the essence of a woman who has become an icon for so many, especially for those who lost or never had any reason to value themselves. They sense in her one who has “been there” and who has emerged with an extraordinary sense of love for all human beings.

As though eight decades of a challenging and rich living were not already enough, Dr. Angelou continues to try to make a difference, especially for new generations of youngsters, in her role as Reynolds Professor at Wake Forest University in Winston-Salem, NC where she teaches a master class, World Poetry and Dramatic Performance. Teaching is extremely important to her and teaching literature an affair of the heart. “To edu- cate is to liberate,” and great teachers “remember people of what they already know instinctively,” though they have wonderful allies in great lit- erature. Bad teachers, when it is unintentional, conveying an attitude of condescension. She is sorry to say so, but she does—there are teachers today who humiliate, insult, or remain indifferent or insensitive to their struggling young charges, many of whom have no stable home. They punish instead of reward, even demanding that poor behavior and performance be met by extra reading assign- ments. What a distortion of literature, what a block to inculcating self-esteem! “Youngsters may do wrong but they know in their heart what is right.” How sad not to appeal to their basic humanity, she says repeatedly. She is “grateful” that she and Bailey loved to read and to read aloud to each other. She is also eternally “grateful” to Momma who taught, never be cruel, always look to good and act on constructive impulses. You will talk, Momma told me the mute eight–year old, braiding her hair, “when you and the good Lord are ready.”

The course Professor Angelou teaches reflects that heritage. She tells her students (who come from all disciplines that in two weeks they must learn 27 poems. “They gash, and then they learn...” And, when, for example, black students recite Burns or Dickens and white students perform her own work or read Walter Mosley, they get to know characters from the inside, they get to feel the universality of the human condition.

The hour is late—“I know how old I am, I feel it in my bones,” she chuckles—but Dr. Maya Angelou has miles to go before she sleeps. She’s got plans for at least through 2008, when she will be 80—more books, essays and poems, and then a sojourn in Joplin, MO where she intends to act on a childhood prophecy that one day she would teach and preach. As for the immedi- ate present, admirers, if they haven’t already, should check out her latest publication, a unique collection of childhood memories with Momma in the kitchen: Hallelujah! The Welcome Table: A Lifetime of Memories with Recipes (Random Ac- ture). Bad is not entirely too strong, and Momma’s “smothered chicken, and though good friend Oprah Winfrey might say the dish is a bit, well, overcooked, that’s only the culinary part. The loving motive is nothing if not admirably well done.”

Nelson Mandela: Fighter for Racial and Social Equality

REPORTED BY MICHELLE DESARBO & LIZA YOUNG

Telephoning South Africa several times recently and speaking with Nelson Mandela’s team was exciting. To think that this Nobel Laureate (Peace Prize 1993) who was incarcerated for 27 years and was now traveling, had consented to appear in Education Update was a tribute to the African-Americans in this nation who have fought for the freedom of others and been through poetry, law, politics, dance and the written word.

Sacrificing his freedom in the name of human rights and suffering, Nelson Mandela has had a tremendous historical impact. From his youth onward he was actively involved in fighting racial discrimi- nation in South Africa. As a student, he was involved in a protest of the white minority govern- ment’s rewriting of basic rights to South Africa’s vast Black population.

Receiving his law degree, he opened a law firm, together with his college friend Oliver Tambo, which provided free or low-cost legal advice to many Black Africans who otherwise would have been grossly underserved.

During his years as a student, Mandela began his involvement with the African National Congress (ANC), an organization promoting democratic policies in South Africa. He was instrumental in establishing the ANC Youth League and became its president in 1951.

Following the implementation of apartheid laws by the National Party (NP), which assumed power in 1948, Mandela and other members of the ANC protested apartheid laws through its Defense Campaign. In response to NP threats of disbanding the ANC, the “M” plan was formed. Named after Mandela, the plan resulted in the organization of smaller ANC units which would encourage the earliest participation in the anti- apartheid movement.

Mandela’s anti-apartheid activities eventually led to his arrest, first a four year sentence in 1956. In 1961 he was acquitted, but was again arrested in 1962 and sentenced to life imprisonment. However, during his imprison- ment, Mandela covertly engaged in the strug- gle against apartheid, releas- ing a statement to the ANC, encouraging the Africans to come together in the fight against apartheid.

Following his February 1990 release from prison, he ran for president of South Africa. He was officially elected in May 1994. During his term, he introduced the Reconstruction and Development Plan, econo- mically fostering the creation of jobs, housing and basic healthcare. Mandela said South Africa’s shift away from apartheid, which finally ended in 1996. The newly formed constitution of South Africa in 1996 guaranteed the rights of minori- ties and freedom of speech. Nelson Mandela’s contributions to socially equality continue today. The Nelson Mandela Foundation seeks to improve rural conditions of schools by soliciting direct accounts of what conditions are like in the particular rural area.

The Mandela Foundation has helped build over 140 schools. Mandela Schools have been the focus of a development program. One of the objectives is to create centers of excellence in learning, fostering both within communities. The Foundation strives for a deeper understanding of how rural communities view education and how they can improve their own lives. The Foundation tries to bring a deeper understanding between policy makers and the communities who need their help.

By GILLIAN GRANOFF

Diversity begins at home, according to Dr. Walter Massey, the President of Morehouse College, as tall–male, historically black college with presti- gious graduates such as Martin Luther King. For a former peacemaker, being at the helm of Morehouse College is a unique position of serving as a role model and advisor to these new incoming students. This almost accidental career move motivated his desire to work with students and planted seeds for a career in academics. Dr. Massey humbly attributes his success to being in the right place at the right time.

1968 coincided with the move- ment to integrate American Americans into higher educa- tion. An increase in the num- ber of African American stu- dents being admitted to Illinois placed Dr. Massey in the unique position of serving as a role model and advisor to these new incoming students. This almost accidental career move motivated his desire to work with students and planted seeds for a career in academics. Dr. Massey humbly attributes his success to being in the right place at the right time.

Dr. Massey went on to become a professor and later an administrator at Brown University, a Vice President at the University of Chicago, and Provost at the University of California school system. His decision to accept the presidency of Morehouse, his Alma Mater, was inspired by Massey’s own desire to give back to the African American community. At the helm of Morehouse for nine years, Dr. Massey has sought to instill in his students an appreciation for their heritage. He believes connecting them with their roots will make them stronger and more confident to address the challenges in a diverse world. “The students leave with a sense of confidence and pride in...”

Continued on page 20

EDUCATION UPDATE

February 2005
WE CELEBRATE AFRICAN-AMERICAN HISTORY MONTH  FEBRUARY 2005

SPRINGING SPEAKING: JAMES EARL JONES

James Earl Jones

BY DOROTHY DAVIS

Recently we joined James Earl Jones at the African American Museum in Philadelphia, where he talked intimately about the Color of Delaware, “he, which walks through the streets of his life, remembering the ironies of ‘racism,’ and the tough philosophy forged from their collision. “I, by the way, have never been a slave. I was one of the boys who went to school in the South when we were integrated.”

Unfortunately Thomas Jefferson and Southern leaders disagreed. In 1785 Hamilton, John Jay and 28 others created New York’s Manumission Society, which established the Free African School in 1794. Manumission (from the Latin for “freedom”) means to free a slave. The society worked for the abolition of slavery and the freeing of slaves, and through its school educated young African-Americans.

The New-York Historical Society has the Manumission Society’s Records (1785-1849) and the School’s (1817-1832). These can be viewed on microfilm at their library. Some of the originals can be seen in the Alexander Hamilton exhibit through February 28. For address and hours go to www.nyhistory.org.

The Museum of the City of New York has Manumission Documents from the early 19th Century between slave owners and slaves as well as slave purchase documents. The Schomburg Library has a website “IN MOTION” www.schomburgcenter.org contains a photo of the second African Free School, and information about two graduates: the artist Patricia Hughes (now a prominent abolitionist) and fellow graduate Henry Garland. #

New York’s Manumission (Free the Slaves!) Society & Its African Free School 1785-1849

BY DOROTHY DAVIS

People who say that the Declaration of Independence’s “all men are created equal” should have applied to more than property-owning white men might be surprised to know that at the time Alexander Hamilton and many other New York leaders felt that slaves should have the same freedom and the right to vote. Unfortunately Thomas Jefferson and Southern leaders disagreed. In 1785 Hamilton, John Jay and 28 others created New York’s Manumission Society, which established the Free African School in 1794. Manumission (from the Latin for “freedom”) means to free a slave. The society worked for the abolition of slavery and the freeing of slaves, and through its school educated young African-Americans.

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New York’s Manumission (Free the Slaves!) Society & Its African Free School 1785-1849

Pres. Massey continued from page 19

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New York’s Manumission (Free the Slaves!) Society & Its African Free School 1785-1849
**CHANCELLOR MATTHEW GOLDESTEIN BRINGS CHANGE TO CUNY**

By SYBIL MAIMIN

The City University of New York (CUNY) is on a roll! With its largest enrollment since 1975 and a revitalized reputation, its 20 colleges and professional schools continue to attract some of the brightest New Yorkers, particularly immigrants, first generation Americans, and the less affluent. Some of the school’s success can be attributed to Matthew Goldstein, dynamic chancellor since 1999 and the first one to be a graduate of CUNY (City College, 1963). Recently, an overflow crowd at the Harvard Club, perhaps because, as Seymour Fliegel, president of the Center for Educational Innovation-Public Education Association, host of the event, explained, “He always announces something, and the amazing thing is, it always happens. He is always prodding the system.”

In his talk, the chancellor outlined four major areas of reform that will help the university meet its mission as mandated by New York State law to “…maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes.” First, academic excellence is being achieved through increased rigor and innovation in the curriculum (900 additional faculty have been hired bringing the total to 6300), special attention to writing skills, higher admission requirements, an Honors College, and new programs with public schools to help prepare students for college. The four-year old Honors College has been a huge success, attracting exceptional students (2100 applicants for 300 places last year) and offering a unique, world-class education. Second, CUNY is investing in teacher education at its Teachers Academy where it works with the city’s Department of Education. CUNY produces about one-third of new teachers in the public schools. Goldstein is determined to find out “if we are attracting the most able students and, if not, why,” and “why teachers start with the best of intentions and leave.” He is “convinced if we start fresh we can do better” and cites basic changes needed such as improved compensation and better conditions. “Schools need to understand you are competing in a market-based economy.” Third, this will be the decade of serious investment in science at CUNY. One of the nation’s top research institutions are immigrants from the former Soviet Union and are “the embodiment of the CUNY experience.” Shenderov said he was pleased to put to rest the idea that public institutions are not as good as private ones. “We still can compete on the highest levels,” he noted. CUNY is in the midst of a major fund-raising campaign. Its reforms and achievements have earned it new respect and, the chancellor hopes, will contribute to the success of the campaign.

Are you looking for a program to help you become an effective and innovative early childhood teacher and leader? Look no farther. Pace University is the ideal place for you. We offer the following programs in Early Childhood Education:

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Talking with Nina Jaffe at Bank Street College of Education

By KRISTEN Z. STAVISKY

I recently sat down with Graduate School faculty member Nina Jaffe to talk about her latest project, a collaboration with HarperCollins Festival Readers and DC Comics on a series of books, including 4 books for ages four and older, including stories featuring Wonder Woman, a woman who was able to offer her own interpretation of Wonder Woman, emphasizing the character’s mythological background. The resulting stories reflect Bank Street’s core values integrated with themes that resonated with Nina’s own sources on Greek mythology and folklore. During our conversation, Nina described her specific inspirations for Wonder Woman and the collaborative journey that brought her vision to life. I asked Nina to talk about her own memories and how these influenced her interpretation of Wonder Woman. “Using childhood memories to understand the developmental-interaction approach is integral to coursework here at the graduate school.” This training informed her thinking as she sought to connect the Wonder Woman of popular culture to this new series of books for children.

“When I was ten years old, I attended summer camp in upstate New York. For ‘free choice’ time, I decided I wanted to learn archery and went up the hill to begin practice (all the other campers in this group were boys.) The counselor said: ‘Maybe this isn’t the right group for you. Why don’t you join the farm group? You can feed baby goats!’ Later that summer, the farm group took a trip to the county fair. I entered a calf-wrestling competition which meant running across a track, grabbing a calf, and dragging it into a small square outlined on the field) and won! Recalling these experiences helped me imagine Diana’s feelings and motivation as she took on the challenges and rites of passage key to claiming her identity.”

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.

It’s called Baruch.

No matter where you’re from or how far you want to go, there’s still a place where you can achieve the American Dream.
Advice to Help Your Child Get Through the College Application Process

By ALEXANDRA BARZVI, Ph.D. & KATHERINE DAHLSGAARD, M.A.

Q: Why are the SATs and the college application process so stressful?
A: Applying to college can be stressful for many reasons. First of all, the process itself is long, detailed, and time-consuming, lasting an average of one year. From the start, applicants suddenly have extra work to complete, new tasks to master and additional responsibilities that they are accountable for, in addition to their ongoing homework assignments and extra-curricular activities. Applicants face new, competitive challenges and are subject to being evaluated in unfamiliar ways. In many cases, this will be the first time your children are making big decisions that will affect the next four years of their lives. A low to moderate level of anxiety is actually motivating and is associated with peak performance. However, too much anxiety can be overwhelming and lead to poor performance. Parents are, of course, eager to help their children through this stressful process, but may find that they are anxious themselves. In turn, parents may respond to their children’s anxiety with their own and end up being over-involved or under-involved in the process. Many families describe it as a roller coaster ride, with “highs” and “lows.” So remember, that along with the expected lows, your teens will also encounter great highs during the process, times when they feel particularly invigorated, accomplished, or optimistic. Be sure to celebrate these!

Q: How can parents help their children combat negative, pessimistic thinking during the application process?
A: Negative self-talk that sounds obviously extreme to parents may seem perfectly reasonable to the anxious adolescent. Parents can help their children to recognize when their anxiety is being driven or intensified by distorted thinking, and encourage more rational or neutral thoughts. For example, teens often use catastrophic statements such as “If I don’t get into my first choice college nothing will work out in my life!” or negative self-labeling statements such as “I can’t write the personal essay—I’m just not a good writer!” or perfectionistic statements such as “Everything has to be perfect on my application/during my interview or I won’t get in!” Once parents have helped their teens to see that their thinking is overly pessimistic or catastrophic, they can then work with them to develop more realistic, flexible, and optimistic responses such as: “I will be very disappointed if I don’t get into __________, but there are some great things about my second choice school, too, such as _______” or “I’ve written well in the past. For instance, I get As and Bs in English class, so I know I am not always a “bad” writer.”

Q: What can parents do to make this process less stressful for adolescents?
A: Becoming over-involved, critical, or avoidant of your teens during this period is unhelpful, as children may infer from those actions that you don’t believe they are capable individuals who can solve their own problems (e.g., “Mom’s staying up to write my essay—she must think I can’t do it!” or “Dad hasn’t asked about my applications in over a week—he’s already given up on me.”) Rather, teens should be encouraged to take as much independence in this process as possible, and parents should view their role as that of a “safety net,” there to foster a teen’s sense of confidence to proceed as well as cushion the fall in case the teen makes mistakes. Parents should also address their own anxiety and model non-anxious, proactive coping behavior whenever possible.

Q: Can the Child Study Center help me develop a personalized approach for my child?
A: While your teen’s anxiety around this issue may not constitute a diagnosable anxiety disorder and may not warrant traditional psychotherapy, our therapists work with teenagers on a short-term basis to help them problem-solve, reduce their immediate distress and achieve their long-term goals. KATHERINE DAHLSGAARD, M.A. is a Fellow at the Child Study Center. For more information, call 212-263-5850.

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College & University Presidents Combat Substance Abuse

As alcohol, other drug abuse, and incidents of violence continue to plague college and university campuses, a new group of leaders joins the Presidents Leadership Group (PLG). The Center for College Health and Safety (CCHS) has expanded its PLG with the addition of six new members committed to making student substance abuse prevention a priority on campuses.

With support from The Robert Wood Johnson Foundation, the PLG was formed to bring national attention to alcohol and other drug issues on college and university campuses. Representing a broad array of institutions of higher education, officials at 50 campuses from 28 states now participate in this effort. The newly named PLG members will build on the leadership efforts of previous members by serving as advocates and leaders on their campuses and in their surrounding communities.

"Presidents are in a unique position to create a positive impact on their campus and community environments, especially regarding issues of student alcohol and other drug use," states William DeJong, director of the Center for College Health and Safety. "We commend the efforts of these presidents and look forward to their continued commitment to addressing student substance use."

New PLG members are chosen based on their previous leadership efforts and plans for future initiatives in alcohol and other drug prevention. "I am extremely troubled by the prevalence of high-risk drinking within higher education," states Daniel Mark Fogel, president of The University of Vermont. "As I reflect on my commitment to this issue, I believe that my resolve in addressing it has only deepened. The University of Vermont is ready to engage in this discussion as a community, and I am prepared to lead this dialogue. I am aware of the complexity of the problem we face; a problem that at times can seem daunting. But it is one that I am ready and willing to face head-on."
Libraries for the Blind Launch Digital Audio Book Service

State libraries for the blind in Colorado, Delaware, Illinois, New Hampshire, and Oregon, along with the National Library Service for the Blind and Physically Handicapped (NLS), part of the Library of Congress, have partnered to launch an innovative digital audiobook service for visually impaired users. Unabridged (http://www.unabridged.info/) enables blind patrons to check out and download digital spoken word audio books directly to their computers. The digital audio books can then be played back on a PC, transferred to a portable MP3 playback device, or burned onto CDs.


The first year of the program will serve as the pilot phase, with a limited number of users in each participating state. Early responses from librarians and patrons have been very positive. During the first month of the service use of the collection has been brisk, and reports of technical problems have been sparse. Lori Bell, Director of the Mid-Illinois Talking Book Center, noted, "I am very excited about this project. Our readers are eager to try digital audio books. Through Unabridged they can browse, select a book and download it directly to their computers."

Unabridged is powered by the new digital audio book system from OverDrive (http://www.overdrive.com/). The content is delivered as encrypted Windows Media Audio (WMA) files applying Digital Rights Management service (DRM). Playback on a personal computer is accomplished using the new OverDrive Media Console (OMC) software. OMC builds on the existing features of Windows Media Player to offer key functionalities useful to digital audio books users, such as MediaMarkers, which allow non-linear navigation, bookmarks, and the ability to skip back 15 seconds in the digital audio book. OMC also enables variable speed playback, an exciting new feature for a mainstream digital audio book system designed for the general consumer market. The OMC offers enhanced accessibility and general usability for blind and visually impaired readers.

NEW TECHNOLOGY IN TREATING ATTENTION & BEHAVIORAL PROBLEMS IN CHILDREN & ADULTS

It’s a patented technology that is similar to that used by NASA astronauts and U.S. Air Force pilots to stay attentive in the cockpit. A new product called the Play Attention Learning System is using similar space-age technology that can now be used on home/school computer systems to help minimize attention, concentration and focus challenges in children and adults.

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The Play Attention Learning System consists of a unique computer software program, a sensor-lined helmet similar to one used for bicycling and an interface unit that connects the helmet sensors to the computer. These sensors monitor the user’s attentive state and cognitive process while he/she interacts with the characters on the computer screen. Users complete a series of video game-like exercises that are controlled, not by joysticks or controllers, but by the brain alone. Through a process called Edufedebck, Play Attention users can see and hear real-time feedback of how they’re progressing in focusing, finishing tasks, increasing memory, and filtering out distractions.

Within a short time of using Play Attention, behavior can be modified to reduce or eliminate disruptive calling out, fidgeting, and impulsivity, all while improving time-on-task, focus, comprehension and more. The system helps reduce the effects of distraction at home, school and the workplace, bringing life into focus. Play Attention encourages practice of key cognitive and attention skills that, in a relatively short amount of time, retrain the brain how to think more clearly, more attentively and with more focus.

The Play Attention Learning System is much more than computers and technology. In addition to the hardware & software, a user receives personalized one-on-one support, motivation and guidance with Play Attention staff members, typically holding a master’s degree or higher; a mentor program for children and adults to insure goals are set and being reached; and free access to www.playattention.net, a support site loaded with newsletters, information about the rewards program, latest software downloads, coaching resources, and interactive advice from the Play Attention staff.

The entire Play Attention Learning System sells for $1,795, which includes all equipment, materials and training. Complete information is available online: www.playattention.com or by calling (800) 788-6786 for a FREE demonstration CD.


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Craig Forth: The Center of Education

By M.C. COHEN

With Syracuse leading Notre Dame 66-61 late in a Big East game, Craig Forth, Syracuse’s 7-foot senior center went to the foul line. Suddenly, the focus of the commentators on ESPN’s nationally televised game shifted from basketball: “Craig Forth has 145 credits, he can get every major in the school,” said one of the announcers jokingly. He may not have all the majors, but he is a double major in Inclusive Education and Geography.

Forth, a third team Academic All-America with a 3.85 grade point average chose Syracuse not so much to play for renowned coach Jim Boeheim, but for its prestigious education school, specifically to study special education. “He’s one of the most intelligent people I’ve ever been around,” said Syracuse’s star guard Gerry McNamara, “and as far as personality is you don’t get any better. He’s going to be a success in whatever he tries to do.”

Forth has visions for the future that go beyond the basketball court. That’s not to say though you don’t get any better. He’s going to be a success in whatever he tries to do.”

Choosing Inclusive Education was an easy choice for Craig since his 12 year-old brother, Jeremy, has autism. 

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Mike Cohen is the director of TheraCare, a 501(c)(3) that provides individualized and small-group programming for children.
Empowering Learning Disabled Students Through the Power of Mentorship
By David Flink

On a warm day in 1998 in Providence, Rhode Island, a group of LD/ADHD labeled college students from Brown University sat in a circle with a group LD/ADHD labeled elementary school students from Fox Point Elementary. They were a part of a program called Project Eye-To-Eye, a public service project run by and for students with academic labels such as learning disabled (LD) and attention deficit hyperactivity disorder (ADHD).

The program had one simple goal: match LD/ADHD labeled adults with LD/ADHD labeled elementary school students to act as role models, tutors, and mentors, as a means to empower their learning and give them hope for their future.

On this day in 1998, the LD/ADHD mentors worked with their LD/ADHD mentees on art projects created to facilitate metacognitive development, expression of emotion and creativity, and most importantly self-esteem building. On this day, a mentee named Adam found hope. This mentor David did as well.

One in five American children are diagnosed with a reading disability (LD) or an attention disorder (ADHD/ADD), yet only ten percent of public school teachers are adequately trained to meet these specialized needs. Although these children are, by definition, of average or above-average intelligence, only five percent will go on to any form of higher education, and only 1.8 percent will acquire intelligence, only five percent will go on to any form of higher education, and only 1.8 percent will acquire

Seven years later I am now managing director of Project Eye-To-Eye, a New York City based nation mentoring program. I work with executive director and author of Learning Outside the Lines, Jonathan Mooney, in developing and maintaining a growing number of Project Eye-To-Eye sites across the nation. Every day we give “at-risk” students the feeling of connection that is built by sharing common experiences and having compassion for differences.

For information regarding Project Eye-To-Eye, contact info@projecteyetoeye.org or Project Eye-To-Eye: Empowering Learning Disabled Students Through the Power of Mentorship.

Disney Gives Schools First-Class Treatment

When you let your students discover the wonder and joy of Disney on Broadway, we’ll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney’s educational program, which provides schools with special rates for groups of 15 or more for Elmo’s World and The Lion King.

In addition, because we know you need to prepare 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 1906, the New Amsterdam has long been the recognized jewel of Broadway’s theaters. After a two-year major renovation 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 25 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

We will help teachers arrive to the theater prepared. For every show, Disney has developed study guides that help teachers develop projects, discussions and activities. And, for these students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special hotel savings at McDondald’s Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.

For more information call Lisa Doyle at 212-703-2080 or 1-800-439-9000, fax 212-703-1085 or email BVTGgroup@disney.com. Or visit us at disneyonbroadway.com.

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Visit our website for more information at www.nybida.org

WHAT IS SOCIAL ANXIETY?
Social Anxiety is intense nervousness in social and performance situations.

Signs of Social Anxiety in Teenagers

- Excessive shyness
- Painfully shy, embarrassed, hesitant, and uncomfortable in the spotlight
- Avoids or refuses to start conversations, perform in front of others, invite friends to get together, call others on the telephone for homework, or order food in restaurants
- Avoids eye contact and speaks very softly or mumbles
- Has minimal interaction and conversation with peers
- Appears isolated and remains on the fringes of the group
- May sit alone in the library or cafeteria, or hang back from the group at team meetings
- Overly concerned with negative evaluation, humiliation or embarrassment
- Difficulty with public speaking, reading aloud, or being called on in class

HOW DO I KNOW IF A SHY TEENAGER NEEDS HELP? Ask yourself the following questions:

(1) Is the student too much time worrying about social situations or what others think of her/him?
(2) Does the student worry about starting a conversation, performing in front of others, inviting friends to get together, or calling others on the telephone?
(3) Does this problem interfere with his or her social and academic life?

The NYU Child Study Center is currently offering a State of the Art Treatment Program for Teenagers Who Experience Social Anxiety.

For more information, contact: Meena Dasari, Ph.D. at (212) 263-8618 or Alex Baroz, Ph.D. at (212) 263-5850
www.AboutOurKids.org
Cody Discusses Investing $380 Million in Stem Cell Research

Acting Governor Richard J. Cody today met with stem cell research advocates to discuss his proposal to invest $380 million to help New Jersey the international center for stem cell research excellence. “The promise of stem cell research gives us hope,” Cody said. “Hope that one day we find cures for diseases like Alzheimer’s, Parkinson’s and cancer. Hope that those left paralyzed by spinal cord injuries may some day lead normal lives again. And hope that families who pray for a cure are blessed with a miracle.”

Cody unveiled his stem cell research proposal during his State of the State address Wednesday. Under the proposal, $150 million in unspent bond money will be used to build and equip the New Jersey Institute for Stem Cell Research in New Brunswick. In addition, Cody will ask voters to approve a $230 million bond referendum in November to fund stem cell research grants.

Cody announced during a news conference at the Kessler Institute for Rehabilitation today that he plans to front-load the bond issue to attract the money faster—over seven years instead of 10. “We have to act aggressively,” Cody said. “Science moves fast, and other states like Wisconsin and Illinois are right behind us in this race for a cure.”

Cody was joined at the news conference by Acting Health and Senior Services Commissioner Fred M. Jacobs, M.D., J.D., and Chief Medical Officer for Kessler Institute for Rehabilitation Bruce M. Gans, M.D. “Today’s research will lead to tomorrow’s treatments and cures for tens of thousands of people who are suffering from diseases and injuries that today are thought to be chronic or fatal,” said Jacobs. “Stem cell research is opening the door to cures for diseases such as diabetes, Alzheimer’s and Parkinson’s.”

Gans thanked Cody for his commitment to stem cell research and expressed excitement for the promise that stem cell research offers. “As New Jersey’s largest provider of comprehensive medical rehabilitation services, we are excited about the potential that stem cell research will provide in terms of the care and treatment of individuals with spinal cord and brain injuries, neuromuscular disorders, diabetics and a host of other disabling conditions.”

Gans said, “This is an important and exciting time not only for our patients and for medical providers in the state, but for those across the country and around the world.”

For more than 55 years, Kessler Institute for Rehabilitation has pioneered the course of physical medicine and rehabilitation. Today, Kessler, a Select Medical company, continues to lead this field through its comprehensive, medically based rehabilitation programs in spinal cord injury, brain injury, stroke, amputation and orthopedic, neuromuscular and musculoskeletal disorders.

Cody is a long-time advocate of stem cell research and was the primary sponsor of legislation signed into law in January 2004 that legalized stem cell research in New Jersey.

THEATER, MOVIES & TV

Coach Carter Is a Winner; Hotel Rwanda’s Unlikely Hero

By JAN AARON

The role of the charismatic basketball coach Ken Carter in the movie Coach Carter is a slam-dunk for the always-magnetic Samuel L. Jackson. This true-life story takes place in the 1990’s and concerns Richmond High’s legendary coach who put education above recreation. Both the real Carter and his son Damien (well played on screen by Robert Ri’chard) were involved in the production. Directed by Thomas Carter (no relation to Ken), Coach Carter is an inspirational inner-city school sports story with heart. The film provides an exciting realzed urban drama. Kids might find the over-two-hour film a long sit, but educators and parents will stay the course and cheer its message.

Carter, owner of a successful sports goods store, is at first reluctant to coach this rowdy bunch at the Richmond school where he once starred on the court. They are terrible on the court and belligerent off of it. Suspicious he might have hidden talents, he accepts the challenge and immediately lays down the law. He must always be addressed as “Sir,” and more importantly, he requires each player to maintain a minimum grade average, attend all classes, sit in the front row, and wear a jacket and tie on exam day.

The film follows the team’s development, spending time on the drills and routine exercises that go into taking them from slovenly players to a winning team. Just as the team pulls off a terrific tournament upset, the coach discovers most of his team is failing their classes. His decision to padlock the gym and make the kids study in the school library draws ire from the parents, but made Carter a hero when the story broke in the papers. Carrell and his team let the critics speak, but go their own way to develop into solid student athletes, over time, not in a movie minute. In fact, several of the players go on to play college ball and graduate into successful lives. (PG-13, 21⁄4 hours.)

Also not-to-be-missed is Hotel Rwanda, starring the excellent Don Cheadle playing the real life hero Paul Rusesabagina, the manager of a luxury hotel. He does extraordinary deeds to save not only his own family but also a large number of Tutsi when the Hutu militants occupy his hotel and the surrounding area. Cheadle uses his wit to save these people, and the look in his eyes conveys the anguish of the multitudes. (PG-13 1 hour 50 minutes.)

Multi-Faceted Gem of the Ocean

By JAN AARON

Set in 1904, August Wilson’s “Gem of the Ocean,” is an intense, spiritual piece of theater. The ninth in Wilson’s cycle of 10 play—but first chronologically— it depicts the legacy of slavery and the disenfranchisement of slaves freed but bound by the social, political and economic constraints of the era. Wilson’s writing throughout is compelling, whether describing grave situations or inserting bits of humor.

Director Kenny Leon chose a non-traditional setting for the production. The set is anchored by Phyllicia Rashad in a multi-faceted performance as Aunt Ester, a 287 (yes, 287!) year-old woman, who has the power to heal souls. Ester was born the year the first slave ships first brought Africans to our shores. She is backed by impeccable performances by the rest of the cast real and fictional.

Into Ester’s stately parlor— atmospherically designed by David Gallo—a serene retreat in Pittsburgh’s Hill district, bursts Citizen Barlow (John Earl Jelks), distraught because a crime he has committed was pinned on another man who drowned himself rather being wrongly convicted. In the play’s most mesmerizing scene, rich with mysticism and imagery, Ester guides Citizen to redemption by taking him spiritually across the Atlantic to a fantastic City of Bones, made from skeletons of Africans who died during their passage to the New World. Jelks is riveting as he tries to free himself and also to understand the travails of his historic ancestors.

The play is enhanced by Constanza Romero’s costumes, Donald Holder’s evocative lighting, Kathryn Bostic’s haunting slide guitar blues, and Dan Moses Schreier’s sound design during the voyage scene. To sum up: Gem is Broadway’s dramatic jewel. (Walter Kerr Theater, 239 West 46th; Tel: 212-239-6200. 825-5855.)

Umoja = Unity: A New PBS Series

By DOROTHY DAVIS

At a special preview and discussion of the new PBS series, “Slavery and the Making of America,” Deborah Gray White, Professor of History at Rutgers University spoke about her creation. “Slavery was not a sideshow, it was the main event, at the center of the first 250 years of American history and its legacy has lasted to the present day,” said White. “The labor of African-Americans built America. We can say we did it!”

Sponsored by Morgan Freeman, it looks at slavery from the point of view of the slaves and the slaveholders. It shows the great contribution slaves made to the American economy and touches on the subject of reparations. The series premieres Wednesdays, February 9 and 16 from 9 to 11 pm, and repeats on Sunday, February 13 and 20 from 2 to 4 pm.

Of special interest to educators are the two websites in support of the series, www.pbs.org/wnet/slavery and www.slaveryinamerica.org. The latter has been approved by the National Alliance of Black Schools and features several interactive sites. “Melrose Interactive Slavery Environment,” for example, allows students to explore a Mississippi suburban estate from the perspective of its slaves. “Roads to Freedom” lets them explore the escape routes slaves took. Both sites contain lesson plans.

“Slavery and the Making of America” is part of UMOJA! (United for “unity”) Channel Thirteen’s annual February celebration of African-American heritage. Other new programs that will air this month include “Scandlize My Name: Stories from the Blacklist,” “The Long Walk to Freedom,” P.O.V.: Chisolm ’72: Unbought & Unbossed” and “Independent Lens: On a Roll: Disability and the American Dream.”
Smart Toys for Learning and Fun

By STEVANNE AUERBACH, Ph.D.

Toys are enjoyed by everyone. There are many different ways that toys can assist children with learning and developmental skill building. You will find many of these products perfect for both classroom and home. Here are this year’s best gift selections with plenty of extra value. When you want the right product to stimulate specific skills look for our suggested matching product.

Creativity/Art—Color Scrolller. This wonderful, newly improved coloring scrolller set allows for endless creativity. Color and keep 50 pictures held in a neat, durable, and easy to clean case. As pictures are completed, simply turn the knob at the bottom to advance to the next image. This product is a practical addition to your child’s everyday playthings and perfect to take along for travel. It includes six crayons and two fun scrollls. Refills with 50 pictures are sold separately. Age three to twelve. $9.99 ALEX, 800-666-2539, www.alex.com

Puzzle/Logical Thinking—Flowers Scramble Squares® Puzzle. These little brain-teaser puzzles are easy to play, but hard to solve. Identify & learn about beautiful Native American flowers. Each puzzle has nine 4”x 4” pieces with excellent art-work to keep everyone entertained. Easy to carry, perfect for travel, the 91 varied puzzles in this series include facts, trivia questions and hidden answers. Donations from the sale of this product are made to Lady Bird Johnson Wildflower Center. Age four to twelve. $7.95 b.dazzle, 800-809-4242, www.b-dazzle.com

Learning/Reading Readiness—Easy PC. Effective play-and-learn keyboard to enable children to learn and play with the PC. Provides excellent platform for education and entertainment. Easy to use, the keyboard has large colorful buttons, friendly animated characters and inspires learning. Special software offers challenge that grows with child. Connects to any PC with easy plug-in-play connections. Your computer whiz will enjoy this and all of the other Comfy products. Plug-in play connections. Your computer whiz will enjoy this and all of the other Comfy products. www.comfyland.com

Challenge—MatchAll. What’s the answer? When numbers flash and beep, Product helps to create a positive feeling towards math and has many features like soft-lighted keys and soft foam mat. Age six to twelve. $29.95. Learning Resources, 800-457-8697, www.learningresources.com

Construction Play—M. Gears Racers. Exciting looking vehicles are a great way to spark imagnation and develop motor skills. First, create the ultimate racing cars using color-coded instructions. Build two different remote control racers. Construction toy includes everything needed for speedway including driver, pylons and flag with stickers and an infrared motor base. Each racer and remote requires 4 AA batteries, not included. Age seven to twelve. $29.95. Learning Resources, 866-457-8697, www.learningresources.com

*Stevanne Auerbach, Ph.D., is a consultant on toys and play in San Francisco. She is author of “Dr. Toy’s Smart Play/Smart Toys (Educational Insights)” and “Dr. Toy’s Guide.” www.drtroy.com

Bloomberg

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base liberates us from these potentially dramatic swings. And by investing in other industries—which are not fixed to Manhattan—we’re far more likely to see economic opportunity to the other four boroughs. And by investing in other industries—which are not fixed to Manhattan—we’re far more likely to see

Levy

continued from page 30

without parental involvement and/or their consent.

It will not serve our schools well if we do not speak up for our own needs and express our concerns with our children. And so we shall! We are not going to be the only ones held publicly accountable.

Jill Levy is the President of the Council of School Supervisors and Administrators.
For the first time in nearly two generations, New York City is climbing out of a recession without its longtime economic engine – Wall Street – leading the way. Last year, we added more than 33,000 jobs in the private sector, even as hiring in the financial area continued to lag. Today, more New Yorkers have jobs than at any time before in our history.

So how has this happened? One word: Diversity. By diversifying our economy — by encouraging development in New York City’s neighborhoods that we’ve reduced our dependence on the fortunes and failures of Wall Street. That’s an essential part of our five-borough strategy for creating new jobs and opportunities in the 21st Century. Earlier last week, for instance, we launched a $26 million effort to revitalize our industrial sector, which was for decades New York’s largest employer. Today’s manufacturing, warehousing and industrial businesses may be smaller and more specialized than their predecessors, but they still play an important role in our city — generating $1.7 billion in annual tax revenues, and providing a good way of life for more than half a million New Yorkers.

To promote industrial businesses, we plan to establish more than a dozen industrial zones around the city that will create safe, clean, and attractive places to conduct business. Industrial businesses that relocate to these zones will be eligible for tax incentives. We also guarantee that these areas will not be re-zoned for any other purpose. That should help alleviate the real estate uncertainty that has plagued our industrial business owners — nearly two-thirds of whom work for themselves.

Perhaps the biggest factor behind New York’s resurgent economy is a tourism and hospitality industry that is soaring. Last year, a record 39.6 million people visited our city, spending more than $15 billion in our hotels, restaurants, shops, and world-famous cultural attractions. And for the first time in 11 years, the number of interna
tional visitors increased.

Keeping New York a premier destination for sightseers and business travelers requires a commitment to tourism in all five boroughs, not just Manhattan. A few days ago, I was in Downtown Brooklyn to celebrate the start of a huge expansion project at the Marriott Hotel. It’s one of the most successful Marriotts on the East Coast largely because Downtown Brooklyn and the surrounding neighborhoods have taken enormous steps to enhance their commercial and cultural spaces. We want to emulate that kind of success in all five boroughs — ensuring a stronger tourism industry, and a stronger, more diverse economy.

For decades, our city’s fortunes have been intimately tied to the performance of Wall Street, which is so susceptible to steep highs and sudden lows. Our commitment to diversify our economic base liberates us from these potentially

Creating a Better Society

By MATILDA RAFFA CUOMO

The legacy of Dr. Martin Luther King Jr., a great African-American and role model for our era, inspires us to promote the values of unity, equality, diversity and collabora
tion in creating a better society. He gave his life trying to make diversity a blessing instead of a curse.

In this great nation, the most diverse on the planet, we have enjoyed and struggled with this unique characteristic since our beginning. But sometimes we have allowed diversity to create alienation and hostility as well. To educate our children and to continue and renew the work of Dr. King, Jr., Mentoring USA—a one-to-one mentoring program in public schools and community sites, offers all our volunteer mentors the B.R.A.V.E. Julianna training (Bias Related Anti-Violence Education) to prepare them to effectively enable their mentees to appreciate and understand that diversity provides us with the richness of hundreds of different cultures.

Our youth will realize how much it has cost the nation to indulge the primitive instinct for divisiveness that led us to enslave and then to reject—to one degree or another—a whole race of Americans. Our youth must remember what the nation to indulge the primitive instinct for
cultures. We must hold the Chancellor accountable for our Principals and Assistant Principals who already have the new high school admissions policy, for the new high school admissions policy, and for the new high school admissions policy.

January found us waiting for the judge’s ruling regarding how the state should implement the CFE lawsuit decision. No one really believes that we will soon see the money in time to help any child enrolled in public school now; many question whether we shall ever see the money at all. And while Gov. Pataki has avoided the topic of inequity in state education funding, he has been outspoken about increasing the accountability of school leaders. His effort to thwart a court decision affirmed by the State’s highest court for as long as possible, presumably for the balance of his last two years in office, and in so doing, denying a million stu
dents a year in New York City alone the funding that has been unconstitutionally denied them.

And in a rather stunning misappropriation of priorities, the Governor is trying to minimize the tax burden on the wealthiest ten percent of our citizens, corporations too, and to further contrib
ute to high-wage school districts and to non-
public schools. In fact, the Governor’s 5 percent increase for non-public schools is significantly higher than his percentage increase to struggling public school districts.

Mr. Pataki also is continuing to compound his attack on public education and public schools by trying to dismantle the independent State Education Department and also by having the gall to attempt to limit how much revenue a local school district (outside of the Big Five cit
cies) can raise from its own constituents, based on a district’s own school priorities adopted by a majority vote in each school district.

Taken together, these budget proposals would do irreparable damage to public education and, because Governor Pataki’s successor great diffi
culty in undoing the damage.

Finally, given the Governor’s newfound pow
ers in the budget process handed to him by the courts last year, this is a budget not only

Pataki, in Executive Budget, Stonewalls (Again!) on School Funding

By STEVEN SANDERS

In what may prove to be his next to last bud
get, Governor Pataki has failed again to come
with the gargantuan needs of public school now; many question whether we shall ever state. Pretending that the Court of Appeals and the court-appointed referees had not heard and ruled on the Campaign for Fiscal Equity (CFE) priority to recognize that we are all children of
rights that are our people’s legacy.

Education. By diversifying our economy—by
taking to the heart of American pol
ics. The Christians inherited both ideas from the Jews.

Dr. King was a profound believer in, and advocate for, the two indispensable first
community leaders. His mission of education is that can be interpreted as supportive of school
early new jobs and opportunity in the 21st Century.

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early new jobs and opportunity in the 21st Century.
By IRVING SPITZ

Pesaro, serene and beautiful as ever, staged three of Rossini’s lesser-known operas in the current season. The unquestioned highlight was Matilde di Shabran, an opera that Rossini composed but placed at such a point in his career that he was forced to cull from earlier works and even persuaded the composer Giovanni Pacini to contribute to the musical score. An interesting anecdote relates that at the premiere performance of Matilde, the conductor and first violinist as well as the solo French horn player fell. Nicola Paganini, in Rome at the time, conducted the premiere and also played a major horn solo on the viola.

The opera relates how Matilde intends to make the tyrannical and jealous Corradino fall in love with her. She is thwarted by a rival, the Contessa D’Arco. The young nobleman, Edoardo, is a prisoner of Corradino. Matilde begs Corradino to show mercy to Edoardo. When Edoardo is set free from the castle, the enraged and jealous Corradino believes that he was liberated by Matilde and orders his poet Isidoro, to throw it off a bridge. Edoardo goes out to the Rossini Festival who restoring gratitude and respect to Corradino that it was not Matilde who set him free, but the poet who had been bribed by the Contessa D’Arco. Corradino falls at the feet of Matilde begging forgiveness.

Mario Martone directed this new production. Act 1 was dominated by two intertwining staircases, reminiscent of a spiral of the famous Watson and Crick model of a DNA helix. There was a bridge over the stage to the auditorium by which many soloists made their entry. This was a sensible innovation considering that the stage of the Rossini Theatre is rather small. Towering above the rest of the cast was stellar soprano Annick Massis brought much dig with a wonderful passionate tone. With her sweet voice, soprano Hadar Halevy who sang the role of Edoardo especially impressed. Particularly impressive was mezzo-soprano Chiara Chialli as the Contessa d’Arco who sang with her solid top notes and vocal agility. He was given vocal support by the rest of the very respectable cast. This quartet is a worthy forerunner of the soloists, who belong to another local family. Amenaide is absolutely horrified. Meanwhile Tancredi returns under disguise and is devastated by this turn of events. After much intrigue, Amenaide is imprisoned for suspected treason. Tancredi successfully defends the city against the Saracens but is mortally wounded. Before expiring, he is finally convinced of Amenaide’s innocence. Pier Luigi Pizzi directed this new production. For the most part, the costumes were white and black with minimal color. Large Doric and Corinthian columns formed much of the staging. These elements were reminiscent of the productions of the late Jean-Pierre Ponnelle. Sergio Rossi’s lighting was very dramatic with figures alternately in shadow and light. Smanie di Luna on the whole was of an exceptionally high quality. Although a bit shaky at the outset, mezzo-soprano Marianna Pizzolato as Tancredi quickly settled in and gave a remarkably solid performance. Patricia Ciofi took the challenging role of Amenaide. Both really rose magnificently to the occasion in their great Act 1 duet. Bass-baritone Marco Spotti as Orsino in the tenor role of Tancredi was excellent and malice exuded from his sonorous stentorial bass. Tenor Gregory Kunde as Argirio sung the other main role. The Act 1 finale where Amenaide is rejected by her father and berated by Tancredi, displayed emotions comprising malevolence, surprise, anger and sorrow and the soloists pulled out all their vocal forces. This quartet is a worthy forerunner of Verdi’s famous counterpart in Rigoletto.

The Symphony Orchestra of Sicilia was in the pit for both opera productions and acquired much new repertoire. The orchestral parts were performed with great aplomb under conductors Ricardo Frizza in Matilde and Victor Pablo Perez in Tancredi. Both conductors drew incisive and dramatic accounts of the scores. The choir in both operas was the superb Coro Da Camera from plain directed by Lubomir Matl. These accomplished vocalists gave more than ample support. For a number of years after their initial performances, Matilde and Tancredi remained popular, but then fell into oblivion and all but disappeared from the repertoire, becoming unwritten victims of new shifts in taste when audiences preferred the heroic and tragic works which formed the staple of the Romantic repertoire. Their survival was also not aided by the poor quality of the librettos, with their complicated and convoluted plots. Our gratitude and respect goes out to the Rossini Festival who restoring these operatic gems to the repertoire.

Another notable production was Tancredi, Rossini’s first great success, written for Venice’s La Fenice when he was not quite 21 years old. The tenth of his thirty-nine operas, it was the first that spread his name across Europe. Gaetano Rossi’s music was based on Voltaire’s five-act tragedy Tancrede. It relates how the nobleman Tancredi, who has been banished from Syracuse and condemned as a traitor. He is secretly engaged to Amenaide, daughter of Argirio, one of the governor’s powerful families. To prove his loyalty to the French lines against the dreaded Saracen enemy, Argirio consents to give Amenaide in marriage to Orsino, Tancredi successfully defends the city against the Saracens but is mortally wounded. Before expiring, he is finally convinced of Amenaide’s innocence.

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Exploiting the Treasures of the Morgan Library
By JOAN BAUM, Ph.D.

The stately Morgan Library may have closed its door temporarily due to expansion construction, but the door it opened a couple of years ago to New York City schools—Exploring with the Morgan—seems a permanent fixture, with inquiries coming in from administrators and rave reviews from participating teachers. A two-part Traveling School Program in the Arts and Humanities under the aegis of Morgan’s Department of Education, the project this academic year has attracted 2,000 children, grades 3-6. Marie Trope-Podell, the Manager of the Morgan’s Gallery Programs, calls Exploring with the Morgan “a unique” educational experience, part social studies, part art, all parts informative and fun. A 4th grade art teacher, writing an unsolicited evaluation, noted that her class was “spell-bound” and that kids cut short their lunchtime in order to get back to a session. Another teacher called Exploring with the Morgan the “best program” in which she had a chance to both carry and empower their laptop computer in just about any setting imaginable, the Sancube will be a godsend. Online ordering as well as more information are available at www.micronet.com.

By MITCHELL LEVINE

MicroNet’s SanCube 8000

Exploring with the Morgan consists of two tours and a teacher workshop. On its first stop, students arrive at Bank Street, where they received a Master’s, took additional courses, and gave tours and teacher workshops at the Metropolitan Museum of Art, concentrating on her specialty, 18th century French painting. Art and education have always been her love and museums her passion. In fact, she was a five-year-old and her parents taking her to The Louvre. “The Morgan Library, you know, is also a museum.” Exploring with the Morgan consists of two units—Eastern Lights and Renaissance Europe. The unit on Europe is taught by Dr. Jan Van Gelder, an expert on medieval illumination. The unit emphasizes the Middle Ages between the years of 100 and 1400 AD. In this unit, students learn about the life and work of the artist, the methods used to create the illuminated manuscript, and how the manuscript was used in society. The unit on Europe is taught by Dr. Jan Van Gelder, an expert on medieval illumination. The unit emphasizes the Middle Ages between the years of 100 and 1400 AD. In this unit, students learn about the life and work of the artist, the methods used to create the illuminated manuscript, and how the manuscript was used in society.

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By MITCHELL LEVINE

Diskology’s Disk Jockey

Managing the largest computer network in secondary education is a vast undertaking, but New York’s Department of Education is doing it. With the new year beginning, the goal of implementing the “one-to-one computing standard” in our city’s public schools, or the ideal of one computer for every student, teacher, and administrator in the system, is quickly becoming a top priority—and formidable stressor—in technology procurement here. With 1,254 K-12 schools in the five boroughs, tech managers in New York education have a logistical challenge every bit as vast as their counterparts in the corporate sector, but nowhere near the amount of resources available to deal with it. In the corporate world, IT directors can simply buy the all of the latest and greatest products the high-technology industry markets with their annual budget each year, and just throw out all the old stuff. Plus they usually have full staffs of techies to configure it all.

Needless to say, that’s not the way it works in education, where administrators consider themselves fortunate if they actually have one full-time manager handling their computers. With a major initiative like the one now facing the Department of Ed. happening, it’s a very good thing indeed that an application like Diskology, Inc.’s Disk Jockey helps.

Disk Jockey is a systems control interface that can be run from any remote Windows NT/2000/XP and Windows Server 2003 computer, enabling a Systems Administrator to control most aspects of a remote environment, including starting or stopping services or devices, adding new services or devices, managing the system parameters and resources, and adjusting security levels. An integrated Event Viewer lets the Administrator monitor all events as though they were being run on the host computer, and the software even supports remote installs without ever having to be physically present on that station.

I didn’t have a large network of Windows machines available to set up my trial on, but I was able to install the software on a small (four units) one, and perform remote configurations with relatively large amount of ease, even as a non-expert. For a school system which is soon going to be configuring literally thousands of new computers, it’s easy to see how this would be a must-have app.

Unfortunately, the product will be of no use to the many students and teachers who work with Mac OS only, but considering the fact that most of the mobile units currently being deployed run some variant of Windows, it still should have broadly applicable functionality for a large number of end-users in the districts.

While Disk Jockey does have a learning curve—although most IT managers probably have much more network savvy than I can boast of—its ability to maximize time efficiency in a school system with little to spare makes it effort well spent. For more information, as well as a trial download, visit the manufacturer’s site at www.diskology.com.##
By SYBILL MAIMIN

Exciting creative forces are in evidence at The Studio Museum in Harlem (SMH) where “Tresses,” by Meschac Gaba, demonstrates that imaginative use of materials opens up endless possibilities for artistic expression. Born in the West African country of Benin but seeing himself as a citizen of the world, Gaba plays with the Brooklyn Museum.

In a recent interview at the museum with associate curator, Christine Kim, Gaba said he never used hair in his work before, but, “You have to go beyond tradition in art if you want to explore.” Explaining his use of artificial hair, he commented, “My work is not about recognizable images or materials. It is about how material are used, and about how imported ideas or objects become local.” Playing “natural” against “artiﬁcial” is just an “economic game.” Demonstrating the mixing of cultures that he sees all around, Gaba explains that the wig sculptures are about the Manhattan skyline that he loves, but, “When you see my work you see Africa inside actually, because I was born there.”

“Tresses” will be on view at The Studio Museum in Harlem until March 27. The museum is located at 144 West 125th Street. For more information, visit www.studiomuseum.org.

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Read more about the exciting current exhibits and events at The Studio Museum in Harlem at www.studiomuseum.org.

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“Tresses” will be on view at The Studio Museum in Harlem until March 27. The museum is located at 144 West 125th Street. For more information, visit www.studiomuseum.org.

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395-2433 from 9:00 a.m. to 12 p.m
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of human rights by Blondell Cummings,
two performances based on the theme
Sarah Lawrence College will present
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