THE STATE OF SPECIAL EDUCATION 2005

PHOTO: COURTESY OF LISA MARTIRE - THERACARE
A TRIBUTE TO MARTIN LUTHER KING JR.

By PHYLLIS C. MURRAY

Marching for man’s freedom
American hero and countryman
Righting the wrongs of discrimination
Taking his place throughout the nation.
Instilling the need for freedom’s urgency.
Nobleman, marching for man’s dignity.
Let’s not forget Martin’s vision,
Keeping his dream alive can be a just decision.
Illuminate the way. Help one another,
Now that we know all men are brothers,
Grow in truth and peace together.

“The sudden and violent death of Dr. Martin Luther King, Jr., places a serious and profound obligation on all Americans, black and white, an obligation to continue and broaden the now stilled efforts of Dr. King to build a society where racial justice and peace prevail. That dream of a new and just American society is shared by millions on millions of Americans—and that dream will not die.

We have been proud to walk with Dr. King in Mississippi and in Washington and to work with him in establishing freedom schools in the South. In this tragic hour, we dedicate ourselves to his cause.” - Albert Shanker, Former United Federation of Teachers President upon learning of the death of Martin Luther King (April, 1968).

EDUCATION UPDATE ONLINE - www.EducationUpdate.com
Please refer to January 2004 issue online, for articles about Martin Luther King Jr. including an article by Coretta Scott King.

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**EDUCATION UPDATE**

By REGINA M. EATON

Governor George Pataki’s 2005 State of the State Address made it clear that he does not intend to cede school funding reform to the courts. But the courts have spoken. Now it’s time to act. In the coming weeks, Judge DeGrasse, the trial judge that heard the Campaign for Fiscal Equity vs. New York State (CFE) case, is expected to hand down a final court order to resolve the lawsuit. We need to hold the Governor and our Legislators accountable for enacting legislation that complies with this court order. We do not need to stall and delay children’s constitutional right to sound basic education any longer.

To make our children’s right a reality, the Alliance for Quality Education, a statewide coalition of 230 organizations dedicated to ensuring every child’s right to a quality education, is launching a bill that will establish a statewide school funding system that distributes aid to school districts based on need and complies with the court order.

To date, the plan the Governor has proposed has been insufficient. Special Masters appointed by Judge DeGrasse have recommended that the state provide $5.6 billion to New York City schools, an amount of money also supported by the New York State Regents. To satisfy the court, the state will have to come up with the money for New York City and other high-need districts.

The Alliance for Quality Education released its State of the Schools Report III: No Funding, No Fairness: report last fall that analyzes how the state distributed operating school aid in the 2004-05 budget. The report revealed—not surprisingly—the state school budget creates a funding gap that shortchanges the neediest schools of nearly $1.7 billion. We call this gap a “constitutional funding gap.” It is the percentage difference between what a school district received from the state 2004-05 and what they would have received—as their constitutional right—under the Campaign for Fiscal Equity (CFE) plan.

The Governor may have been applauded for his upbeat message but it was disheartening that he gave such short shrift to the challenges of education. Especially since education is critical to increasing jobs and economic development that he touted in his speech. The Governor spoke about crime reduction, yet everyone knows that providing quality public education is the first step in crime prevention.

If this is the year to complete “unfinished business,” as the Governor stated, then show us that Albany can work to fix a broken school funding system. Regina M. Eaton is Executive Director of Alliance for Quality Education.
Reproducing Best Schools

By JOAN BAUM, Ph.D.

“There aren’t enough good schools.” He knows the remark sounds clichéd, but John Elwell, Ed.D., President of Replications, Inc., is impassioned about strategies to address problems in the city’s public schools. A former Peace Corps volunteer, middle and high school teacher, and administrator for a number of alternative school and district networking projects, Elwell is realistic and surprisingly frank about the modifications he’s had to make in Replications, which he started in 1998 with a colleague, Mary Hinton. An articulate, imaginative entrepreneur who loves the game and knows most of the players downtown and around town, both in the private and public sector, Elwell says, “You can do two things about failing schools—either try to fix them or make new schools.” For him the answer has always been obvious: you can’t fix them, there are too many reasons why they’ve failed, people and policies are too entrenched, political pressure often forces a quick fix. In implementing change, he says with a wink, “you have to proceed with all deliberate slowness.”

Elwell’s not talking about reproducing best practices but cloning an entire school. If Frederick Douglas I and Frederick Douglas II are succeeding, then create Frederick Douglas III. Is Mott Hall doing well? Then “steal from them,” he smiles. And he does, with Mott schools copying what he and his staff consider winning strategies.

Why not just one model for all? Neighborhoods differ, as do the personalities of educational leaders. Besides, the basic idea of Replications is not pedagogical or curricular but a matter of amicability—importing “essential features” that make a school stable and desirable, changing its “culture.” There are, however, ideal common denominators: limited enrollment, benchmark criteria for attendance and discipline (which may or may not mean uniform dress code), and a concentration on an activity that defines the mother school, whether it’s art, music, technology, or at the Mott schools, chess. At some cloned schools, curricula may be handed down. Elwell’s analogy, which might raise eyebrows for many in education, is to McDonald’s and Burger King. Got a practice but cloning an entire school. If Frederick Douglas III is doing well? Then “steal from them,” he says with a wink, “you have to proceed with all deliberate slowness.”

Elwell’s grins again: applications came in like mad in one district, after he replicated in 2002 a program in one middle school, and seven middle schools and six high schools already in existence several more will be opening in 2005, including Metropolitan High School in Region 2 in the Bronx, which will replicate the Noble Street Charter High School in Chicago. And five of seven middle schools in the annual (Clara Hemphill) publication on Best Middle Schools are Replications models. Elwell grins again: applications came in like mad in one district, after he got himself and his family personally involved in sending out mailings to parents, telling them about the new school. He’s also made arrangements with HBO which will air videos of successful schools and show these at high school fairs.

Dr. John Elwell

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The NYPL locations offering Live Homework Help are located in the Bronx, Manhattan, and Staten Island. Call your local library for locations and hours.

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Corporate Contributions to Education

INTERVIEW WITH EUGENE LANG

By NAZNEEN MALIK

“Everything that happens in life is that which is not worth

ing seems to be a coinci
dence,” muses Eugene Lang, prominent business
man, and founder of the I Have A

Foundation (IHAD). Indeed, fortune has favored the

85 year-old philanthro

but one must recognize that his choices, ambitions,

and persistent dedication to

education have played a sig

ficant role in shaping his life’s trajectory.

“I live very intensively,”

states Lang, “and I couldn’t

live otherwise. I’m here at

7:30 in the morning, six days

a week.” His Fifth Avenue

office at the Eugene Lang Foundation has the warmth

and familiarity of use. On one side stands a desk,

smothered in papers—a speech is being written.

The walls are decorated with photographs, cata

loging the important and memorable moments of

his life. There is a picture of Albert Einstein

with a much younger version of himself sitting

below the framed Presidential Medal of Freedom

awarded to him by President Clinton.

The story of Lang’s educational development

and subsequent philanthropic tendencies begins

with a high school education from Townsend

Harris, and a dishwashing job at a local restaurant.

Back then, students at the high school completed

a four-year education in three years, were taught

by college professors and assured a free educa

tion at City College. Lang was content. What

would be his future alma mater, Swarthmore

College, was not even a possibility until a man

by the name of George Jackson entered the scene

when Lang was 14. The two met by chance,

when the waiter who normally served Jackson,

an antique shop owner and regular customer, was

indisposed and replaced by Lang. It was Jackson

who introduced Lang to Swarthmore and pushed

the young man to apply. The result was admission

with a full scholarship.

As a freshman at Swarthmore, Lang volunteered
to be a club leader at the Friends Neighborhood

Guild, a settlement house in the slums of

Philadelphia. “I would come in on Monday eve

ings,” he says, “the program involved 13 to 14

year internship programs in conjunction with

the Museum of Natural History and New York

Presbyterian Hospital for aspiring scientists and

medical professionals in the seventh grade. “I have

realized,” says Lang with undeniable sincerity

“nobody has enough money to be able to pay for

the sense of reward you feel when you see oppor

tunities that you’re not even conscious of giving

these kids suddenly blossom into young people

who are really making their mark in this world.”

Eugene Lang’s Vision Makes Dreams Come True

The Chairman of Newmark, a

leading commercial real estate

firm, Jeffrey Gural, recently

offered to 40 first-graders who

live in the Elliott Houses, a

public housing development in

Manhattan’s Chelsea neighbor

hood, the most incredible gift of

Their lives at P.S. 33

in Chelsea, Gural and the “I

Have a Dream” Foundation

New York announced a fan

tastic offer—free after-school

programming, extracurricular

enrichment, tutoring and men

toring through the 12th grade

and the promise of assured tuition

assistance for higher education upon comple

tion of high school. In return, the first-graders

committed to being “Dreamers” and all that it

taught—dropping out of school, working

hard, and going to college or vocational school.

The group of Chelsea-Elliott Dreamers was

the 29th group adopted by “I Have a Dream”

Sponsors in New York City since 1981 when

Eugene Lang adopted the first group at P.S. 121 in

East Harlem. Nationally, the “I Have a Dream”

Program has helped more than 14,000

students from low-income communities through

its long-term program of mentoring, tutoring,

and enrichment and its promise of assured tuition

assistance. “I Have a Dream” Sponsors, like

Gural, make a 10-15 year commitment when they

adopt a grade of children from a school or same-

age group from a public housing development.

A team of paid staff and volunteers support the

Dreamers throughout their primary and second-

ary school years. In addition to the children’s

commitment, the involvement of families, school

officials, teachers and other community leaders

is vital to the Program’s success.

The new Chelsea-Elliott

Project is made possible by

the contributions of Gural;

Howard Kaye; Joey Jacobs;

Frank Williams and the New

York City Housing Authority

(NYCHA). Over the next 10-

14 years, the Sponsors will

contribute $250,000 annu

ally for the second Chelsea-

Elliott Project as well as over

$1 million for college schol

arships. NYCHA, which has

already supported four “I

Have a Dream” Projects in

Manhattan, Queens, and the

Bronx, will contribute $50,000

a year to the second Chelsea-Elliott Project.

This is the second group of students to whom

Gural and Kaye made this incredible commit

ment and “adopted” at the Chelsea-Elliott Houses

through the “I Have a Dream” Foundation. Next

year, the same offer will be made to children of

Elliott Houses residents who will be in the first-

grade during the 2005-06 school year. In 1993,

Gural, Kaye and three other like-hearted New

Yorkers adopted 96 second and third-graders at

the public housing site. By this spring, over 85 percent of

those students would have graduated or earned

their GED. 81 percent of the graduates have taken

up Gural’s promise and have enrolled in college or

vocational school. Typically, 40 percent of students

in non-I Have a Dream” peer groups in New

York City are expected to graduate high school.

During the commitment ceremony, Gural shared

with Dreamer parents, community members and

supporters, “The whole object of ‘I Have a Dream’

is to get the kids to college. We look for

ward to getting to know you better. In fifteen years

from now, we’ll be at your college graduations.”

For more information, visit www.ihad.org.

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We strive to help children only have the skills needed to learn, not to learn.
Maureen H. Murphy
Principal: Jeannette Soa
Superintendent's Name: Reyes Irizarry
Not of School: PS 6
School District/Region: District 32/ Region 4
Student Progress: Ms. Maureen Murphy has been teaching at PS 6 for the last thirty-nine years and is still going strong! She has had various positions throughout the years. She has taught second grade, third grade and has always been her favorite. She has also been a cluster teacher in multi-ethnic reading and science and is currently the school librarian. Ms. Murphy has monitored student progress in a number of ways, such as using student portfolios, informal assessments and responses to literature. The students who took standardized tests always showed dramatic improvement due to her diligent instruction. As the librarian she continues to monitor students' reading progress, and makes sure that all students are taking out appropriate books at their “just right” levels.

Innovative Teaching Strategies: Ms. Murphy is renowned for the way she is able to dramatize a story for children. Listening to her read is such a pleasure because she captivates her audience by changing her voice to portray different characters, and keeps the children engaged throughout the story. She is well versed in using the balanced literacy methods, and her personal love of literature shines through in all of her lessons. Ms. Murphy also secures books through Reading Is Fundamental, where she distributes books to the children three times a year. She also sets up dates for the traveling bookbuses to visit our school, ensuring that all students have access to quality literature. Ms. Murphy continues to upgrade her technology skills in order to help the students feel comfortable using the computer to help improve their literacy skills, and search and find information using the internet.

Motivating Students: Ms. Murphy has motivated the students in wonderful ways. She received a Library Power grant which refurbished a bland environment, and created an exciting and inviting atmosphere, as well as updating the entire book collection. At that time, a colorful rug for her storytelling area was put in her room, and a colorful rug was placed outside for the entire book collection. At that time, a colorful rug for her storytelling area was put in her room, and a colorful rug was placed outside for the entire book collection.

The assessments Rebecca uses to learn about her students’ understandings and skills are a first person narrative of a specific immigrant family, and a written scene, complete with costumes and sets that each group of four or five students create for the culminating “living museum” exhibit in our gym in early January. By immersing her students in the world of immigration (see below), Rebecca is able to provide her students with the opportunities to convince themselves that if they could travel back to Hester or Baxter Streets at turn of the 20th Century New York City, they could pass undetected through the crowds.

Innovative Teaching Strategies: Rebecca has written a curriculum that immerses our 8th grade students into the world of the early 20th century immigrants. She does a complete immersion, bringing every single film clip on immigration. The students are divided into groups of four and five students, and have the opportunity to create a living museum exhibit in our gym in early January. By immersing her students in the world of immigration, Rebecca is able to provide her students with the opportunity to convince themselves that if they could travel back to Hester or Baxter Streets at turn of the 20th Century New York City, they could pass undetected through the crowds.

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Outstanding Teachers of the Month - January 2004

Outstanding Teachers of the Month

Education Update welcomes our Advisory Board, Dr. Charlotte K. Frank, Senior Vice-President of McGraw-Hill and former Regent of New York State; Dr. Augusta Souza Kappner, President of Bank Street College of Education; Dr. Alfred Posamentier, Dean of School of Education of City College of NY; Dr. Pola Rosen, Publisher, Education Update; Adam Sugerman, Publisher, Palmuchic Perez; Laurie Tasch Sussman, Chairman, The Center for Arts Education and Honorary Chair, Children’s Museum of Manhattan. The Board makes the final decisions on the teachers to be honored each month.

In 2003, Education Update began the tradition of honoring teachers each month for their outstanding work on the frontier of education. We are now proud to be in our fourth year with Chancellor Joel Klein in attendance. Superintendents, principals and colleagues may nominate teachers by filling out a form online. The information has been emailed to all principals in NYC public schools. If you have not received the email please contact educationupdate@nyu.edu.

Deadline: January 15, 2005

Teachers are the backbone of our educational system. They tirelessly deserve the recognition that Education Update gives them. Congratulations to this month’s Outstanding Teachers of the Month in recognition of the vital role they play in our children’s lives.

—Dr. Pols Rosen, Publisher

TEACHERS OF THE MONTH

Rolling Stone's

Superintendent's Name: Dr. Kathleen Cashin
Not of School: Washington Irving H.S.
School District/Region: District 7/9

Student Progress: A strong component of the immigration studies is the interviewing of families and friends and their own immigration experience. Students learn about their own family histories and are able to further identify with the characters they are creating.

Melissa Meehan
Principal: Jeanmarie Wink
Superintendent’s Name: Dr. Kathleen Cashin
Name of School: PS 6
School District/Region: 27/5

Student Progress: Mrs. Melissa Meehan is a young vibrant teacher who has been a important member of PS 64’s staff for over ten years. Her teaching style brings out the best in EVERY student. She is informative, animated and connects with each of her charges. Just a quick walk into her classroom shows the planning and care that goes into each lesson. Melissa directs instruction so that each child can work at his or her own pace. Her use of learning styles, cooperative grouping, direct and indirect instruction makes every student an active participant in their own education.

Meehan’s standardized test scores consistently show growth within her class year after year. She has found the way to balance fun and instruction so that her students succeed. It is for these reasons that we nominate Mrs. Melissa Meehan as Teacher of the Month.

Cheryl Lee
Principal: Denise DiCarlo
Superintendent’s Name: Allen Dichter
Name of School: Washington Irving H.S.
School District/Region: 7/9

Student Progress: As a Physical Education teacher, Ms. Lee not only instructs her students on the importance of fitness and well being, but she also instills in them good sportsmanship, team spirit, and development of character.

Innovative Teaching Strategies: In her Physical Education classes, she includes such vital academic subjects as writing and mathematics, thus preparing her students for Regents examinations and college entrance.

Motivating Students: Students are eager to attend her classes. They participate actively in the work and they also appear to be having fun. They respond eagerly to all aspects of the lesson.

Parent/Community Involvement: Ms. Lee coaches the Girls Varsity Volleyball team and in this capacity she and the team have represented the school for over twenty years during which period the team has gained the respect and admiration of the high school sports and athletic community.
Profiles in Education: An Interview With Ramon Cortines

Ramon Cortines (RC): My Parents tell me that I came home from the fourth grade and said that I was going to be a teacher and they said, “Are you sure that’s what you want to do? You can go to college and you can make money.” And I said no, that I wanted to be a teacher. And they were very supportive. I’m an adopted child. Education was very important to my parents. They were not well educated. My mother finished community college when she was 57. They always believed that education was the basis of a quality of life. It wasn’t just school going. Growing up in San Francisco, they saw that we went to the museums, to the youth symphony on Saturdays, all sorts of things that I did not necessarily like at the time. But they felt that was an important part of an education. And I continue to be a learner. There’s a term I used to tell you, many times I didn’t do much better than the teacher. And there were times that I settled the situation down. I was at a cocktail party the other day with some friends and someone asked, “What do you do?” and I said, “I’m a retired schoolteacher.” I am a teacher. To me, the teacher is the top of the hierarchy, mainly because I think a teacher in my model is a learner. And I continue to be a learner. There’s a term that I learned when I taught in the army called “observation awareness.” It was really survival skills. But I always used that term and made it applicable to my own career. I observe what is going on. I had a debate teacher who said, “What do you see when you look up?” And I said, “I see the sky.” He said, “Oh, is that what you see? What color is it? What shade is it? You should see all sorts of things in the sky.” I used that example in my work. I didn’t look at the kids’ grades necessarily, and I didn’t look at their behavior patterns. I tried to look at the entire child. And I thought that was very important for me in some of the situations that I had. As a teacher, principal, administrator—whatever, I don’t see a superintendent or a chancellor or an assistant superintendent or principal as anything other than a teacher. Let me tell you the best lesson I ever had to be a superintendent was in my first sixth grade class of 44 kids. It was about management. How was I going to manage that classroom to maximize the potential of those 44 children? Well, that’s what I did as an assistant principal, that’s what I did as an assistant superintendent, and that’s what I did as a superintendent.

EU: Did you become a principal in the school where you first taught?
RC: No, I applied in Pasadena as a teacher and

Continued on page 9
Mini Schools Worsen Overcrowding at Columbus High School Part 1

By SUSAN HONG

For two weeks Steve Cohen, 57, a teacher at Christopher Columbus High School in the Bronx, taught his morning Regents Review course in the auditorium, which has two floors and seats over 300 people. It is so large voices echo there. Columbus High had no where else to put Mr. Cohen and his class because three mini New Visions High Schools have taken up the third and fourth floors, leaving no extra classroom space.

The transition from large school to small school has created several problems, including making an already overcrowded situation worse.

“It makes it very difficult to teach,” Mr. Cohen said about the auditorium. “The kids are distracted, there’s not enough light, and it hurts. It has none of the things a classroom has. There are other kids hanging around the auditorium making noise and I don’t think they’ve even supposed to be there.”

The trend towards small schools has taken place across New York City. This year the Department of Education (D.O.E.) (through a program called New Visions) will open 53 new small high schools. The New Visions program received a huge boost in September 2003, when the Bill and Melinda Gates foundation announced a $51 million donation—the largest donation the D.O.E. (through a program called New Visions) will open 53 new small high schools.

Although the three small schools share the same building with Columbus High, each operates independently, has its distinctly themed programs, and runs with its own principal and administrative staff. Next year each will take on an additional 100 students for a total of 300 more students in the building. The increase in the number of students sharing the same building will only further aggravate the overcrowded situation.

Susan Hong graduated from Wellesley College and Benjamin N. Cardozo School of Law. She is currently a student at Columbia Graduate School of Journalism.

Theodore Kheel Receives Chancellor’s Medal

By NAZNEEN MALIK

At a recent gathering at the CUNY Graduate Center, prominent labor lawyer and mediator, Theodore Kheel, was awarded the prestigious Chancellor’s Medal for his outstanding public service and continued commitment to education. With this rare honor, he joins the ranks of Dr. Jonas Salk, Mayor Robert Wagner, Coretta Scott King, and Cardinal O’Connor.

Hailed by The New York Times as “the most influential peacemaker in New York City in the last half-century,” Kheel has dedicated much of his life to resolving labor disputes. During the 1992 Earth Summit, he shifted some of that focus towards environmental advocacy. However, it was through the process of conflict resolution that Kheel first became interested in environmental issues. The Summit introduced Kheel to the much debated conflict between environmental protection and economic development. “I saw sustainable development as a form of conflict resolution,” says Kheel “and I continue to view the problem from that point of view.”

Consequently, Kheel created the Earth Pledge Foundation, the Carriage House Center on Global Issues, and more recently, Nurture New York’s Nature (NNYN). NNYN’s initiatives include to foster dialogue concerning environmental issues and to create a network of organizations and individuals who support these issues such as artists Christo and Jeanne-Claude.

Kheel succeeded in obtaining permission from New York City for the artists to install The Gates, a temporary outdoor art exhibit comprised of 7,500 saffron-colored gates that will line the pedes-

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THE CHAMPION LEARNING CENTER

In January 2005 the Champion Learning Center will officially open another center location at 121 Park Avenue between East 49th and East 50th streets. For over five years the Champion Learning Center has provided high quality professional and academic support services for students ranging from Kindergarten through 12th Grade.

The program provides individualized tutoring in Reading, Math, and Science, both in personalized small groups and one-on-one, as well as individualized testing services for students on the Upper East Side. The program is designed to help kids keep up and, where needed, pull ahead.

Call (212) 426-8990 for information and registration.
I applied in Covena the same day, and Covena called that afternoon. And so I become a teacher there, and then became as assistant principal in that district. I served in all three high schools in that district. It was interesting. It started out as a teacher position and also my first administrative position. People always gave me the jobs that were very difficult because I never complained. I was eager. I'm just as eager today—even as a senior—about life as I was then.

EU: But you must have been a problem-solver as well.

RC: Yes. I believe that there's a solution for everything. It was very interesting. I am the critical friend of five superintendents right now. And when one of the superintendents was complain- ing, and I said, "I cut the budget every year all six years in San Francisco, and all six years, the achievement went up. I never allowed anything to be used as a straw man for not dealing with the priority of the child that I had." I was trying to help her get beyond herself. See, that's one of the things. When I was teaching at Harvard, they used to ask me, "What is success?" I said, "It's not a sign of weakness. It is a sign of strength." We have neither recognized nor rewarded people who say, "Hey, I don't know." The best thing I do for most people as their critical friend is put them in touch. I was meeting with a superintendent this morning. She is an African-American woman who was a young person in this district in whom I saw potential and, as she says, kicked her in the butt. But I really pushed her to go graduate school and get her doctorate. She did and she'd had many administrative experiences, but she wanted to be a superintendent. So she's a superintendent in probably one of the worst school districts, a small one in California. It's not the worst now. But when a foundation asked what they could do for her, she said, "I'd like to have a friend. It's Ray Cortines." And so they called me.

EU: So are you now in 2004 acting as an advisor to superintendents in various districts?

RC: Yes.

EU: And to boards as well?

RC: Yes. And to some union leaders. In one of the districts I'm working with, the superintendent and the union president don't talk. Let me tell you, you can ask in New York: even though they have been in so many different places and seen so many different things over the years, are we indeed creating a community of contributing citizens? Are we on that path?

RC: I don't think so because we're too busy doing things great. Now not only have things gone up. Now, certainly Howard Gardner is it. He does what from a practitioner's standpoint. He understands the theory and why people respond as they do. I'm convinced that when you don't follow my intuition, I get myself in trouble. I don't believe that intuition just happens. I think you hone it, you train it, and you grow it. And I've told that to students that I've taught at all the universities whether it be Stanford or Harvard or Columbia. I think that's important. Let me tell you that to be a contributing in school you have to have a comprehensive education. When people said, "We have this literacy coach and reading is number one," I said, "Math is literacy. You cannot do math anymore. It's not numeracy. It's reading. It's comprehension. It is an ability to think. It is the ability to solve problems. That's what literacy is." Reading is a foundation for literacy, but it is not all of literacy. That's the reason the arts are so important. That's the reason that I feel that motor development—not just physical education—but motor development for very young children is important. All of them are going to have a life expectancy longer than mine. I saw children in elementary school who had had never motor development. I saw that when they were running, they would fall and it was because they had not had those experiences.

EU: And you think it impacts them intellectually?

RC: Oh yes. It impacts their life. I don't see these things as extras. I don't see things like physical education, motor development, music, arts and health as something you can cut out of a budget. You cannot maximize the potential of a mind if somebody isn't taking care of the temple that the mind is in. It's like this house. And the house is only beautiful because there's a roof over it that isn't leaking. And all I'm saying is that we've gone back in some ways to the song of the 50s, the "Ticky Tacky Boxes." And everything is in little boxes and working with a foundation a week ago and I said, "You have wonderful programs. But who is connecting the dots between these programs? Who is relating what is happening in school training?" It's all isolated and it would be so much richer if the staff were talking to each other.

EU: So certainly you would subscribe to the method of teaching across the curriculum areas. For example, relating the construction of an Egyptian pyramid in art class to what you're studying in history and in math. It's not done very well yet.

RC: We have not done well in providing teach- ers or development. The first grade is the first grade and the second grade is the second grade and we meet in the coffee room but that's it. I don't think interaction should happen after school and on Saturdays and at a little workshop in the summer. I think it should be an ongoing kind of thing. Let me tell you, that's about time and you have to pay for time. What we started in the high school and the middle school, it was just as needed in the elementary where you had a release period but we never helped understand what the release period was. For some, it was an hour they didn't have to do anything. For others, we wanted it at the end of the day because the day is shorter but we never structured it as an integral part of his profession. I'm not saying we should take it away but I'm talking about a dedicated time. Education, teaching, and administration, and management all have to be rearticulated when I taught. I look at what teachers do now. I'm not sure I could do very well and I was a damn good teacher.

PART II NEXT MONTH
Mercedes-Benz Launches First Lab at Automotive High School

By LIZA YOUNG

The progress of the automotive industry depends on the developments and insights of major corporations, but to ensure continued success, the seeds of growth in the industry must be planted at the educational level, and as early as possible within the educational system. This is especially true today due to the shortage of technicians in the field and the rapid advancement of technology reaching the design model of cars, with the installation of computer chips in vehicles.

The people at Mercedes-Benz are fully aware of the critical importance of education in the field of car mechanics to the future of the industry as evidenced by the establishment in 1998 of the Technician Training Program called Elite and recently by the opening of its first lab in an auto school, specifically at the Automotive High School in Greenpoint, Brooklyn. In addition to the creation of the lab being a key resource for the future growth of their company, especially with today’s shortage of auto technicians, it is a very exciting prospect for educators and students.

The Virtual Enterprises Program Has Real World Value

By LIZA YOUNG

Around NY, in boroughs Brooklyn, Bronx and Queens, possible directions for the economy and business are being developed and exercised by students who are below voting age. These students are 16-year-olds who are part of Virtual Enterprises, a business program launched by the Board of Education in 1996.

Students, through the exchange and support of Virtual Enterprises and the sponsorship of major corporations, are able to simulate real world business ventures. As described by Iris Blanc, director of Virtual Enterprises, students, through the program, “have the opportunity to actuate the world of work.”

During the Virtual Enterprise program, students have the opportunity to understand detailed business and financial phenomenon such as optimization of loans and maximizing profits, the global economy including trading in foreign currency, political repercussions on the economy, marketing devices and evaluation of advertising, and fostering of customer satisfaction. Human resource aspects of business are comprehensively encountered, and each virtual enterprise has its own human resource department, which deals with real world issues of cultural diversity, equality for men and women and fostering harmonious functioning among employees.

POLY PREP ANNOUNCES OUTSTANDING EARLY COLLEGE ADMISSIONS

Poly Prep Country Day School is pleased to announce exceptionally strong results in this year’s early rounds of the college admissions process.

In November and December, 52 of Poly Prep’s 172 seniors were admitted to their top-choice schools through early programs. Early decision and early action admissions included: seven at New York University (including one at the highly competitive Tisch Arts Program), 35 at Yale in a very exciting liberal arts, and Sciences. It’s a great experience and of course its nice to see the luxury cars,” stated a junior year student, Travis Wilson.

With the opening of the lab, students will have the opportunity to work with first-rate cars, which have such innovations as a turning signal which has a dimming feature so as not to blind oncoming traffic. Students will also have the incredible opportunity of working with the Mercedes Benz sedan, where students will convert the diesel fuel system that it currently runs on into a fuel system derived from vegetable based cooking oil.

Collaborations between major auto companies and specialized auto schools are fundamental to students interested in pursuing a career in the auto industry. Students have the opportunity for an early start in a field which is interesting and rewarding. According to Wayne Hays, Supervisor Training Aid Design Production, students who complete the program at the Automotive High School, with subsequent additional training at the 16-week program at Elite, have a 96 percent placement rate at a dealership. Mr. Hays described the career as rewarding with the opportunity for upward mobility and an expected salary rate, after completing the five-year training program, in the range of $60,000.

Other schools offering career and technical education in the area of automotive education are William E. Grady High School (Brooklyn), Thomas Edison Career & Technical HS (Queens), Tottenville HS (Staten Island), and Alfred E. Smith HS (Bronx).

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Mercedes wisely chose to collaborate with Automotive High School in the launching of the new lab, as the school is one of the only institutions in the United States that provides a comprehensive automotive education at the level of high school. Graduates of the school are eligible for Certificates of Employability, essentially a guarantor of students’ preparation for the field. Additionally, the programs at the school are in accordance with NATEF, the National Automotive Technicians Education Foundation. Also, students at the school have the opportunity for real world experience, having had, for example, collaboration in the past with Toyota.

Upon visiting the school, it is quite evident that teachers are highly competent in the field in addition to being caring and warm-hearted. The staff is composed of fine instructors such as Thomas Cassino, who was awarded in 2004 with an outstanding career tech award from the United Federation of Teachers. Students at the school are clearly enthusiastic about the program and are of course very excited by the recent opening of the lab. The Automotive High School, in its system that it currently runs on into a fuel system derived from vegetable based cooking oil.

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Although all schools presenting had impressive business displays and skills, the distinction of third place went to Clara Barton High School for Barton Enterprises, manufactures of recycled products, which are designed throughout the year using different environmental themes. Second place was awarded to Fort Hamilton High School’s Printing Depot, a company which keeps up with technological advances through its focus on digital printing. First place went to Edward R. Murrow’s Universal Promotions, designers of promotional products, which will be held in April 2005.
Wallace Foundation Funds New Report on After-School Programs

By SARAH ANN MOCKBECK

After-school programs have long been a staple in our communities and experts agree that children who are engaged in meaningful activities outside of school will benefit more than those students who do not. But until recently only the experts were weighing in on just what is best for a child’s out-of-school time, while the voices of students and parents were not properly considered. However, a new study has been released by the Wallace Foundation, which revealed some surprising findings about those directly affected by the quality and availability of after-school programs.

The Wallace Foundation, an independent foundation whose mission is to enable institutions to expand learning and enrichment opportunities for all people, commissioned Public Agenda—a nonprofit opinion research organization—to survey students and parents on what matters most to them when it comes to how out-of-school time is spent. Christine DeVita, President of The Wallace Foundation, emphasized the importance of a survey that focuses on what children want from out-of-school time, especially when “kids can—and do—vote with their feet.”

Ruth Wooden, President of Public Agenda, calls the study groundbreaking since the findings of the study show that most parents do not look to after-school programs to improve their child’s academic performance. In fact, only fifteen percent of parents believe that programs and facilities that focus on academics are the best reason to involve youngsters in after-school programs. Rather, most parents wanted activities that engaged their child’s curiosities and social development. Moreover, out of over 600 students surveyed only 28 percent said they wanted a program that focuses mainly on academics. This is a crucial revelation considering that many policy makers cite the lack of academic improvement as reason not to fund after-school programs. If that is not a main priority for parents or children, perhaps these same policy makers should reconsider their position.

According to the survey, children do find after-school programs particularly important, with 85 percent of children stating they participate in extracurricular activities. “Better off” than those students who do not. Moreover, 77 percent believed that their peers are being or are not being engaged in organized activities, they are more likely to get in trouble. Perhaps the most revealing statistic produced by the student participants is that 89 percent of them stated that a parental push is sometimes necessary to motivate them to actually get involved in out-of-school activities. An equally important finding suggests that there is a major gap between what majority and higher-income parents want for their children’s after-school experience and what minority and low-income parents want. Unlike their middle- and upper-income counterparts, minority and low-income parents tend to choose academically centered programs. Stephanie Palmer, executive director of the New York City Mission Society, noted at that same time these parents have more difficulty finding high-quality, affordable and trustworthy programs available to their children. In fact, only 37 percent of minority and low-income parents say they feel they have their children’s after-school activities under control, compared with 60 percent of higher-income parents. These findings not only suggest drastic inequalities between the two groups but also a stark difference of opinion on just what the future of after-school programs should be.

DeVita summed up the report with an astute observation: “If there’s a single most important finding in this valuable report, it’s that we need to listen more closely to these different voices as we continue to debate the future of after-school programs and where and how to invest scarce public and private resources.”

Wallace Foundation Funds New Report on After-School Programs

Christine DeVita, President of the Wallace Foundation

Stephanie Palmer, New York Mission Society

Ruth Wooden, President of Public Agenda
Imagine that you are a student with goals and aspirations for your future, but all of your school work assignments come to you on blank pages or, written in a code you cannot decipher. Do you sacrifice your ambitions? Do you give up on learning? What happens when the printed page is an obstacle to your education?

For more than fifty years, Recording for the Blind & Dyslexic® (RFB&D®), a national non-profit organization, has provided a solution for students with print disabilities such as visual impairment or serious learning disability by providing recorded textbooks and educational materials. Based in Princeton, NJ, RFB&D’s unique collection includes RFB&D and four-track cassette is an educational lifeline for students more than 127,000 students in kindergarten through graduate school.

“RFB&D is unique in the number and variety of titles that we provide to students with disabilities that make reading challenging or impossible,” said Richard O. Scribner, RFB&D’s president and CEO. “Our recorded textbooks ensure that access to the printed page does not stand in the way of educational success for motivated and ambitious students.”

RFB&D was originally established in 1948 in an attic space at the Yorkville branch of the New York Public Library. Moved by the plight of blinded World War II veterans attempting to pursue a college education under the GI Bill, New Yorker Anne Macdonald convened the library’s Ladies Auxiliary to begin recording textbooks on a request-by-request basis.

Recording for the Blind, as it was known then, was incorporated in 1951 in response to the tremendous growth in demand for these recorded books. Mrs. Macdonald recruited friends and donors from across the country and began to establish local recording sites or “units” to ensure that education would remain a right and not a privilege for all students, regardless of disability.

As word of RFB’s unique accommodation spread, so did its appeal among students with other physical disabilities, including dyslexia. Students with learning disabilities found that recorded books served as an effective tool to accommodate their reading needs as well. By 1995, this population of individuals with learning disabilities using RFB’s recorded textbooks grew to such a significant size that the organization formally changed its name to Recording for the Blind & Dyslexic.

“RFB&D provided me with the additional tools necessary for me to be an honor roll student at Ridge High School,” says Riam Katherine Heinle of Basking Ridge. “As I listened to the tape I could comprehend so much more. My test grades improved because I was getting so much more out of each book I read,” adds Rachel Russell of Flanders.

RFB&D relies on the service of more than 5,000 highly trained volunteers to read and record books in every subject area and grade level in 28 special recording facilities from coast to coast. The titles prepared by the organization’s volunteers across the country make it possible for RFB&D to circulate nearly a quarter of a million books among students nationwide every year.

Not only has RFB&D expanded to serve more students with an ever-growing collection of educational materials, it has continuously adapted with emerging technologies to make its recorded books more effective and efficient learning tools. In its early days, books were recorded on open reels, and later, on vinylite discs. These discs were eventually replaced by four-track cassettes, and then by a collection of 13,000 of its most frequently requested books on CD.

In 2002, RFB&D introduced its inaugural collection of digitally recorded books on CD called RFB&D’s AudioPlus® textbooks. The content of a standard textbook now fits on a single CD, eliminating the need for students to sort through a series of cassettes to find the page, chapter or section they might need at any given time.

In addition to convenience and portability, RFB&D’s AudioPlus textbooks can be accessed on specialized CD players or with specialized software, on standard multimedia PCs. Having outfitted all of its studios with state-of-the-art digital recording booths, RFB&D now offers a collection of 13,000 of its most frequently requested books on CD.

“I am excited about the new (digitally recorded) books. It is a lot easier and faster to find my place in a book and look up answers to questions,” says Dennis McVeigh, an RFB&D member from River Edge. “I know that college would not be possible for me without recorded books.”

To make RFB&D books even more accessible to students, RFB&D has partnered with over 6,000 schools nationwide to incorporate RFB&D’s Learning Through Listening® programs into classroom curricula. In New Jersey, RFB&D has partnered with 312 schools including most special needs districts to provide students with disabilities with its unique accommodation right in the classroom.

For more information about membership at RFB&D, or to learn about ways to support RFB&D through financial contribution or volunteer service, visit www.rfbd.org.

Legal Services for Children (LSC) presented its Annual Award for Public Service yesterday at the Century Association in Manhattan to The Cooke Center for Learning and Development. The award honors The Cooke Center for providing outstanding educational opportunities to New York City children with special needs.

Founded in 1987 by a small group of parents seeking quality, inclusive schooling for their children with learning and developmental delays, The Cooke Center now impacts 4,600 students around the city with programs that include special education classes, early intervention services, teacher training and vocational training.

Warren Sinheimer, President of LSC, said, “We are always thrilled when a child we represent enrols at The Cooke Center. We know not only that our attorneys will receive outstanding support from Cooke’s staff, but also that the child will be fortunate to receive a terrific education and all the additional services needed to ensure success.”

The award, inspired by an excerpt taken from the 18th Century scholar’s writings, pays homage to the maxim that “the value of a man can be measured by the way he treats someone who can do him absolutely no good.” Long after the children of Cooke’s founders have finished their education, the Board and staff who carry out its mission continue to enrich the lives of thousands of disabled children, without regard to their families’ financial means.

Karen Robards, Board president and a founder of Cooke, accepted the award. She praised the terrific relationship Cooke has with LSC, stating, “We are so lucky to have Legal Services for Children represent our students whose families cannot afford the expense of an attorney. The lawyers at LSC are committed and caring, and provide the highest quality of legal representation to our students.”

Legal Services for Children was established in 1999 in order to provide free legal assistance to the chronically underserved population of disadvantaged children in New York City. In five years LSC has served more than 4,000 children, primarily in the areas of special education and Social Security Disability benefits. In addition to providing civil legal representation and related social services, LSC also offers training and educational programs to families of poor and disabled children in low-income communities.
First Lady Mary Jo Codey recently joined officials from the University of Medicine and Dentistry of New Jersey (UMDNJ) in presenting seven children with a trip to Disney World in Orlando, Florida. The children suffer from serious emotional disturbances and are currently in a residential treatment program at UMDNJ-University Behavioral HealthCare.

“These children struggle every day, and they unfortunately miss out on a lot of childhood experiences others take for granted,” said Mrs. Codey. “This trip to Disney World gives them a rare opportunity to laugh and play and just be kids.”

The First Lady joined Christopher Kosseff, president and chief executive officer of UMDNJ, and UMDNJ President Dr. John Pettilino in making the announcement to the children. This is the sixth year University Behavioral HealthCare has offered the trip, which is planned for January. “We are delighted Mrs. Codey is here for an occasion that is so important to us,” said Kosseff. “The opportunity to send these children on a very special vacation is extraordinary. There is so little chance that we get to develop and facilitate meaningful disposition plans. Maximum length of stay is six months.

The First Lady also toured the University Behavioral HealthCare’s Fiscataway operations. University Behavioral HealthCare provides inpatient and outpatient services for adults, adolescents and children facing behavioral health issues, including drug and alcohol addiction. Photos and audio and video clips from Acting Governor Codey’s public events are available in the Acting Governor’s Newsroom section on the State of New Jersey web page, http://www.nj.gov/gov_newsroom.html.

With Emotional Needs

The Children’s Transitional Residence is a nurturing residential treatment program for children who have been previously hospitalized, and to develop and facilitate meaningful disposition plans. Maximum length of stay is six months. The First Lady also toured the University Behavioral HealthCare’s Fiscataway operations. University Behavioral HealthCare provides inpatient and outpatient services for adults, adolescents and children facing behavioral health issues, including drug and alcohol addiction. Photos and audio and video clips from Acting Governor Codey’s public events are available in the Acting Governor’s Newsroom section on the State of New Jersey web page, http://www.nj.gov/gov_newsroom.html.

First Lady Mary Jo Codey

NJ First Lady Helps Children

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First Lady Mary Jo Codey

National Campaign to Find & Help Special Needs Children

The Center for the Improvement of Child Caring (CICC) has launched a national campaign to help parents, professionals, agencies, caregivers and others better identify and assist young children with special needs. CICC Executive Director and founder, Kerby T. Alvy, Ph.D. said, “It is estimated that approximately 75 percent of the three million children under five who have disabilities and other ‘special needs’ are NOT being identified and treated by professionals before entering school. As a result, these vulnerable children usually do poorly in school, suffer insults and hardships, often become anti-social, and require remedial and legal services costing taxpayers billions of dollars.”

Dr. Alvy, author of several books on parenting, points out: “The sooner children with special needs can be identified, the faster they, their parents and their families can get the services they require and deserve.”

As part of the campaign, CICC has developed and put on the Internet, the CICC Discovery Tool and Referral System. Consisting of a series of age-specific questions, it helps parents and others quickly identify a variety of learning, communication, motor skill and behavioral problems that may not have been recognized or simply overlooked. It also connects them immediately to important community services and agencies throughout the United States that can help.

The CICC Discovery Tool and Referral System has been used successfully throughout the nation by thousands of parents of young children, caregivers, agencies and professionals in the early childhood education field. It is unique in that it provides—simultaneously—the following three types of services on-line: educating parents and staff about normative child development during their child’s first five years of life, assisting in identifying whether a young child may have special needs that require professional attention; and connecting users of the Tool to a wide range of professionals, community resources and educational materials.

The results of the Tool are in the form of a Developmental Profile that can be printed out and shared with others. Parents, grandparents, other family members, child advocates, child care workers, civic, professional and religious groups, community agencies, government departments and private companies can learn more about how to become partners with CICC in this national campaign by going to the Partnering page on the CICC Web site, www.ciccparenting.org, or calling toll-free 1(800) 325-CICC (2422).

Established in 1974, The Center for the Improvement of Child Caring is a private, non-profit community service, training and research corporation.

Please join us for our January Lecture

“The Social, Emotional, and Academic Education of Learning Disabled Children”

Speaker: Jonathan Cohen, Ph.D.
Director, Center for Social and Emotional Education
Thursday, January 20th, 2005, 7:00pm

Dr. Cohen will focus on how parents and teachers can foster children’s social, emotional and academic learning: how we can promote a child’s social and emotional competencies; and how these competencies provide the foundation for a child’s ability to learn, to solve problems, and to be a good friend and life-long learner.

Dr. Cohen will talk about a series of concrete suggestions and guidelines that further our ability to support children’s healthy development and capacity to learn.

For further information, please call the Churchill Center, 212-722-0610 x3100

NYU Child Study Center Pediatric Weight Management Program

The NYU Child Study Center offers ShapeDown®, a comprehensive family-based program for overweight children and adolescents.

The 10-week treatment program includes a nutritional and psychological evaluation.

For more information, or to make a referral, contact (212) 263-8916.

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

32nd Annual Conference on Dyslexia and Related Learning Disabilities

Monday, March 14 & Tuesday, March 15, 2005 Marriott Marquis, New York City

- Attend the region’s premier event in the field of learning disabilities!
- Listen to hundreds of noted experts in the LD field, covering topics such as diagnosis, teaching approaches, math, spelling, comprehension, ADHD, social issues, early intervention and more.
- Visit our exhibit hall and learn about teaching resources, assistive technologies, schools with programs for students with learning disabilities, and other related items.
- Share information with co-workers, colleagues, professionals and others.

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

NYB-IDa is dedicated to meeting the needs of parents, professionals, and most fundamentally, the many thousands of children with dyslexia in the New York area.
New School & NYU Foster the Culinary Arts

continued from page 16

of writing and food, New York University provides a course entitled “Becoming a Food Critic.” The course emphasizes the importance of incorporating a multi-sensory description of the food experience while engaging the reader with a fresh and innovative approach. Career development in the field is additionally fostered through teaching students how to pitch ideas for articles to editors and publishers. The course may be used to count towards a completion of a certificate in journalism.

TOPICS:

- Myths and realities about ADHD and Learning Disabilities
- Deciphering what these terms mean clinically, educationally, and legally in plain language
- Methods of coping for parents, family and child
- Active techniques to prevent home from becoming a battleground
- How to advocate for your child
- Exploration and sharing of strategies that help and of pitfalls to avoid

10 WEEKLY SESSIONS BEGINNING JAN 13, 2005
$40. per person per session
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THERE IS A 10% DISCOUNT FOR PREPAYMENT OF SERIES

By POLA ROSEN Ed.D.

Distinguished entrepreneur, world-renowned businessman and dedicated philanthropist George G. Gellert recently received the prestigious George Washington Award from the American Hungarian Foundation. The award was inspired by the statue of Washington erected in the City Park of Budapest in 1906. It was a gift from Hungarian immigrants living in America. For the immigrants the statue served as an expression of gratitude to the land of their birth. The award honors persons whose eminent contributions are in the broad field of human knowledge, the arts, commerce, industry, the sciences and the understanding among men and nations.

Gellert, whose father immigrated to the United States from Hungary at a young age, has maintained his ancestral culture by ensuring Hungary’s entry into the global marketplace. As president of Atalanta Corporation, he led the battle for Hungary’s Veterinary Agreement approval from 1986 to 1989. This new status enabled Hungary to export pork to the United States and led to Atalanta’s cumulative pork purchases exceeding $1 billion. He personally lobbied for Hungary’s nomination as a Most Favored Nation, which Hungary was awarded in 1978, and thus Hungary was able to expand its exports. Among the international honors Gellert has received are the Humanitarian Award by the Emanuel Foundation for Hungarian Culture, the Cross of the Commander of the Order of the Lion from the Republic of Finland and the Ellis Island Medal of Honor.

By MARSHA MACK FRANCES

Mrs. Miller, age 72, is still heartbroken at the death of her husband Justin, a plastic surgeon, 2 years ago. She lived in a 9 room apartment on Park Avenue where they raised their son and daughter. Her daughter, age 45, is a prominent pediatrician and married to a surgeon and is happily living in the Village. Her son, age 41, is a teacher married to a teacher and they both work at Ramaz school, where they have two daughters on partial tuition scholarship. Though reluctant to part with the home she has loved, Mrs. Miller made the move for good reasons. She wanted to help her son buy an apartment in the neighborhood and support her granddaughter’s expensive school tuitions. She also realized she might soon require expensive home healthcare for her arthritis, and she did not want to be deprived of some of the luxury she had through her marriage. Before the sale of her apartment, she was relatively cash poor as the $6,500,000 value of her apartment comprised most of her wealth. She had wanted a reverse mortgage, but her co-op board would not allow one.

First we talked a great deal about the stress of these changes. I instilled hope that indeed she would be pleased with the results, and then I found her an excellent buyer. Together we determined that she wanted to sell and could get a lovely 2 bedroom, that was nearby on Park Avenue for $1,900,000 and a 3 bedroom on 75th and Second near to Ramaz and to Mrs. Miller for $1,450,000

have received are the Humanitarian Award by the Emanuel Foundation for Hungarian Culture, the Cross of the Commander of the Order of the Lion from the Republic of Finland and the Ellis Island Medal of Honor.

First we talked a great deal about the stress of these changes. I instilled hope that indeed she would be pleased with the results, and then I found her an excellent buyer. Together we determined that she wanted to sell and could get a lovely 2 bedroom, that was nearby on Park Avenue for $1,900,000 and a 3 bedroom on 75th and Second near to Ramaz and to Mrs. Miller for $1,450,000 for her son’s family. Then she consulted with her daughter who was happy to help her brother and nieces and considered her father’s legacy to be money for good health care, education, and a home for his family. At the closing I took her hand and put it in her son’s and somehow felt the presence of a great and loving man. This proud and vibrant woman taught me something about how to gracefully make difficult life transitions.

Death of a spouse, births, divorce, retirement, wanting a change of pace from suburban living, receiving a large bonus, job relocation, and empty nests are some reasons people give me for want- ing or needing to relocate. For many people, mov- ing is due to a major life transition. All of these involve emotional issues and it is up to real estate brokers to empathize with and assist, not only in the decisions around the move but in helping the families deal with and talk through the major transition that is taking place in their lives.

The late Gerald Klerman, M.D. and Myrna Weissman developed interpersonal psychother- apy to help people through life transitions and avoid having excessive grief and anxiety turn into depression and anxiety disorder. I feel read- ing their work is useful to my job. Cognitively making hopeful and helpful comments, working with clients strengths and providing support and coping skills aid clients in adjusting to change are part of the broker’s job in addition to meeting the psychosocial needs that have to be tailored to each family in choosing neighborhood, price and condition of the investment. In my work, I apply these principles in helping clients deal with the high challenge and stress of a move and to talk out all issues, show them they can do it, and help out in any way I can with all their needs and to learn from experiences with clients like the Millers how to do a better job.

Marsha Mack Frances is the Senior Vice President of Douglas Elliman Real Estate, (212) 650-4829.
Dr. Francis Barany Named to “Scientific American 50”

Edited By HERMAN ROSEN, M.D.

Dr. Francis Barany, a scientist at Weill Cornell Medical College in NYC, has been named to the 2004 “Scientific American 50”—“Scientific American” magazine’s prestigious annual list recognizing leadership in science and technology from the past year. Dr. Barany is included as “Research Leader in Medical Diagnostics,” for his leadership role in the development of a universal array genomic chip that allows for rapid and accurate detection of cancers and other diseases—especially breast and colon cancer.

The universal array, unlike previous mutation-detection methods of its kind, is the first programmable array—that is, it doesn’t require a redesign each time a new gene is discovered. The universal array’s unique design involves a ligation primer that guides a fluorescence-labeled sample to the array “address” that denotes a particular disease. Currently, there are matching ligation primers for hundreds of mutations that cause disease. Subsequently, Dr. Barany developed a companion technology known as Endo/ Ligase mutation scanning technology—a tool used to scan DNA sequences and find new mutations.

According to Dr. Barany, these two technologies are able to detect a mutation in a concentration as little as one percent, which is important for real clinical samples where tumor cells are often mixed with a majority of normal cells. This level of sensitivity is impossible to achieve by either DNA sequencing, which requires a concentration of 50 percent, or old-style (non-universal) arrays, which commonly have false positives and negatives.

“As an avid reader of Scientific American since the age of 10, I was honored to be recognized for our work in DNA chips and mutation detection,” says Dr. Barany, Professor of Microbiology and Immunology at Weill Cornell Medical College.

In 2003, Dr. Anthony Fauci, who obtained his medical degree from Weill Cornell Medical College in 1966 and interned at New York-Presbyterian/Weill Cornell through 1968, was named to the “Scientific American 50” as a Policy/Medical Treatment Leader for his role in persuading the Bush administration to commit $15 billion to combating AIDS in Africa and the Caribbean.

Dr. Fauci is currently Director of the National Institute of Allergy and Infectious Diseases.

Dr. Herman Rosen is clinical professor of medicine at Weill Medical College of Cornell University.

In any bioterror attack, vaccines that provide a rapid, effective defense against the pathogen will be key to saving lives. However, in the case of anthrax, vaccines available today can take weeks or even months to be effective.

Research underway at Weill Cornell Medical College may provide health officials with a much quicker option. Using gene transfer technology, investigators there are able to introduce the gene against anthrax in just 12 hours. “That’s important, because in the event of an attack those in the passive kind, whose effectiveness tends to diminish over time,” he explained. But active vaccines have one major drawback: they need lots of time to develop. For example, the anthrax vaccine provided to U.S. Army troops following the 2001 attacks requires that troops receive six doses stretched over 18 months.

Populations threatened by the sudden dispersal of deadly anthrax spores won’t have the luxury of that much time. So Dr. Crystal and his team turned their attention to faster-acting passive vaccines instead. “We looked especially at the use of gene transfer technology—introducing genes that can manufacture antibodies against key components of the anthrax toxin,” he said.

Genes need a live means of entering the body, however, so Dr. Crystal’s team incorporated the gene within a harmless organism called an adenovirus. Once inside the mouse’s body, the gene began producing an immune-system antibody targeted to a key component of the deadly anthrax toxin. “The adenovirus delivers the gene to the mouse, and then the gene goes to work—telling the animal’s body to make this antibody against anthrax,” Dr. Crystal said.

The result? “Mice were immune to anthrax within 12 to 18 hours of vaccination,” he said. Compared to other vaccine technologies, this gene transfer strategy works very quickly. While gene transfer has been used to deliver antibodies in other clinical settings, “to our knowledge this is the first time it’s been used in a strategy against bioterrorism,” Dr. Crystal said.

Of course, many hurdles remain before this type of vaccine might be ready for public use. Because humans are so much bigger than mice, dosing issues remain. It might also take two or more years of testing in animal models before the vaccine is deemed safe enough to test in humans. Passive vaccines might never fully replace active varieties, Dr. Crystal said. In fact, the new vaccine will probably work best when used in combination with an active vaccine.

“Remember, passive vaccines like this one can lose their effectiveness over time, whereas active vaccines do not,” Dr. Crystal explained. “We’re now developing a strategy where we might give people both the active and passive vaccine. With the passive vaccine you’d get protection that would last a couple of weeks, but that would give you a safety margin while your body is developing more active, long-term immunity.”

Douglas Elliman
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Marsha Mack Frances, Senior Vice President 212-650-4829

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Excellent space in big End Ave building with east and north exposure. Apartment has great potential to be very comfortable as well as very elegant. It’s a great opportunity! $1,350,000

180 East End Avenue

A new health care initiative for medically underserved children in Harlem and Washington Heights has been announced by a partnership, including the Morgan Stanley Children’s Hospital of New York-Presbyterian, Columbia University College of Physicians and Surgeons, the New York City Department of Education, the New York City Department of Health, and a coalition of five other community-based organizations. “We weren’t necessarily thinking about the Healthy Families program...” says Anita Lee, program director for the HSHF Coalition. (continued on next page)
By NAZNEEN MALIK

If you are thinking of a career in the food industry, why not apply to the French Culinary Institute (FCI)? Located in New York City, the FCI is one of the most prestigious culinary institutions in the world and offers some of the most diversified degree programs to its students.

In addition to culinary business courses and specialty programs for amateurs seeking to refine their culinary skills, the FCI offers three-degree programs for students interested in pursuing a career in the culinary arts. The six-week Art of International Baking Program prepares students for bread baking in fine restaurants and bakeries. Both the Culinary Arts Program and the Classic Pastry Arts Program can be completed in six months during the day or nine months by night. Students begin cooking from day one under the supervision of Chef-instructors.

Students in the Culinary Arts Program are taught the basics of French cooking, and gradually refine their skills as the program progresses through four distinct levels. Students learn everything from knife skills with baguette and other ingredients, and of cooking, they are also required to spend 20 weeks in working in L’Encole’s (the FCI’s restaurant) kitchen and prepare every dish on the menu. As a final test of culinary ability and creativity, students are given direct responsibility for planning L’Encole’s daily menu as their final exam. In the Classic Pastry Arts Program, students are taught the art of fine pastries and learn everything from handling equipment to making fine chocolates.

Unlike instructors in other culinary schools, the chef-instructors at the FCI repeatedly demonstrate high levels of professionalism and provide hands-on instruction to students, in one with students to help them properly use techniques and understand underlying principles. Anyone with a high school diploma and a demonstrated passion for the culinary arts may apply to the FCI. Prior experience is not required since the institute starts from the basics and students learn all of the 250 competencies that form the foundation of Western cuisine. To allow students to complete the programs in a relatively short period of time, the training is very comprehensive. In the six-week course, students get a little bit of everything. Culinary arts, and even a little bit of law experience working in a professional kitchen and with fresh ingredients; however, experience is not necessary to apply.

Students tend to work under other chefs as preparation for future ambitions. The admissions policy at the CIA is rather unique. Sixteen entry dates a year are broken down into four seasons: early fall, late fall, winter, and spring. The college accepts a new class of students every three weeks. In order to gain admission to the programs, students are required to have six months of experience working in a professional kitchen and with fresh ingredients; however, experience is not necessary to apply. Students simply need it prior to beginning school.

Prospective students can participate in the college’s Shadow Program, which provides them invaluable experience, and allows them to sit in on classes. Ms. Birchwood urges students to visit schools to look at different programs. She asks students to get a little bit of everything and see if they like the professional kitchen. "My overall advice," she continues, "would be that if they feel passionate about food and cooking and understand the industry to really explore it because a successful graduate from the CIA [is one who] brings that passion and enthusiasm to his or her education.

The Admissions Department at the CIA recommends that students apply to the school with a demonstrated passion for the industry and a clear understanding of their goals. The college also offers financial aid to qualified students.

The French Culinary Arts Program is located in New York City and offers a variety of degree programs, including the Culinary Arts Program, the Pastry Arts Program, and the Hospitality Administration Program. Students can choose to concentrate in one of four areas: Food and Beverage, Restaurant Management, Hotel Management, and Tourism.

For more information about the French Culinary Institute or any of its programs, visit www.frenchculinary.com.

The New School and New York University Foster the Culinary Arts

By LIZA YOUNG

The New School provides a culinary arts program that is comprehensive; in addition to cooking and baking courses, there are classes in wine appreciation and in career training. Additionally, the school offers, to select students, the learning opportunity of serving as kitchen assistants in the New School and New York University’s community kitchen, POTS. POTS serves more than one hundred people daily, and students pitch in with meals to more than one hundred people daily, and students pitch in with meals to more than three-hundred people at the Part of the Solution (POTS) community kitchen in the Bronx. It’s the ways to synergize with the Culinary Institute that are unmatched. We also feel great about doing something charitable during the holiday season. Comments heard from the POTS clients included “delicious”, “spectacular” and “scrupulous”. One satisfied customer was heard to exclaim, “This food couldn’t be better!”

The Monroe College Culinary Arts program is part of the college’s Department of Hospitality. In 2012, The Hotel School was named by the magazine, Chef’s (r). College, is located in MacMenamin’s Grill in New Rochelle. For more information about any of Monroe’s programs, contact the Admissions Department at 914-632-5400 or in the Bronx at 718-913-6700 or visit www.monroecollege.edu.

The Cornell School of Hotel Administration is highly selective and is based on a student’s academic profile, a requires an interview, and a demonstrated passion for the hospitality industry. Last year 82 percent of admitted students had some form of hospitality work experience, they say.

The Cornell School of Hotel Administration has one of the most comprehensive hospitality programs in the world. Founded in 1922 as the first of its kind, the Hotel School has been a leader in the hospitality field. The Hotel School is highly selective and is based on a student’s academic profile. A terminal professional degree program and the average age of admitted students is 25. Many of the students are career changers or are already part of the hospitality industry with at least 3.5 years of experience. Total tuition for the degree program is $48,000.

More than 100 companies come to the Hotel School to offer summer employment and post-graduate jobs. Most graduates often have a job upon graduating and often accept positions in the Food and Beverage and Real Estate industries, Banking and Finance, and Technology companies.

Admission to the undergraduate program at the Hotel School is highly selective and is based on a student’s academic profile, a requires an interview, and a demonstrated passion for the hospitality industry. Last year 82 percent of admitted students had some form of hospitality work experience, they say.

For students who are unsure if hospitality management is right for them, the Hotel School participates in Cornell University’s Summer Scholars Program for High School Sophomores. During the three-week program, students take a course in Managerial Communication from a business perspective. By learning how to write effective business correspondence and making business presentations, students get the opportunity to decide if a career in hospitality management is something they would like to pursue. Walp advises those students who want to work in a business environment, enjoy personal contact, and are excited by selling to seriously consider a career in hospitality management.

For more information on the degree programs offered by the Cornell School of Hotel Administration, please visit www.hotelschool.cornell.edu or call 1-800-285-4267.

The Cornell School of Hotel Administration's website is www.hotelschool.cornell.edu
By DOROTHY DAVIS

Education Update Publisher Pola Rosen and I toured the blockbuster Alexander Hamilton exhibit at the New-York Historical Society one recent morning with James G. Basker, who was wearing his hat as its Project Director. Under his other hats Dr. Basker is President of the Gilder Lehrman Institute of American History and the Ann Whitney Olin Professor of English at Barnard College, Columbia University. As he stood beside the five foot six inch sculpture of Alexander Hamilton in the Historical Society’s main hall, Basker explained that “the average height of men in Revolutionary times was 5’7”. George Washington at over 6’ towered above most others.”

Hamilton, recreated by New Mexican sculptor Kim Crowley, stands before us in the last instant in which he will draw a pain-free breath, raising his dueling pistol high, aiming at ... eternity. He wears tinted glasses. Basker said, “This is the only statue you’ll see of him in glasses. He was facing the rising sun.”

He is bronzed as though glowing in its light that long ago morning, July 11, 1804, which Basker pointed out meant that 2004 was the bicentennial year not only of Hamilton’s death, but also of the founding of the N-YHS, in November 1804. Hamilton’s friends, including his physician Dr. David Hosack, who attended him at the duel, were its founders. “Hamilton would have been one of the founders too,” Basker assured us.

Across the hall at the required number of paces stands a bronze Aaron Burr, also 5’6” tall and also sculpted by Kim Crowley. He was vice president of the United States under Jefferson, but felt he would have been president if Hamilton had not written letters against him to Federalist members of the House of Representatives, who had to break an Electoral College tie. “Jefferson is in every view less dangerous than Burr,” Hamilton wrote. “Burr loves nothing but himself...and will be content with nothing short of permanent power in his own hands.”

Burr’s pistol is aimed directly at Hamilton. The bullet that he is about to fire will not only kill Hamilton but will ruin Burr’s reputation for all time. “Hamilton went into that duel knowing that whatever happened, Burr was finished,” said Basker. “If he killed Burr, Burr would be done as a divisive political force in America and if Burr killed him he was also done politically.”

“What if they both missed?” I asked Pola. “Good question,” said Basker who opined that Burr was probably anyway in political eclipse.

The actual pistols fired in the duel, manufactured in about 1797 and modernized in the 1830s or 40s, were displayed on the wall behind the duelers, on loan from JP Morgan Chase & Co.

“The rest of the fascinating exhibition, which includes an original play, is filled with such things as videos; artifacts, including the tiny leg irons of a 5-year old slave; original documents and letters, such as Benjamin Franklin’s copy of the Constitution, and correspondence written by Hamilton as a teenager; and portraits. “The 35 portraits,” said Basker, “make this the leading portrait gallery of the American founders anywhere in America right now. There are more than $100 million worth of paintings in here. Eighty percent of them are owned by the New-York Historical Society.”

Among the portraits: Alexander Hamilton and his wife Elizabeth Schuyler Hamilton, “who came from one of the richest landowning families in America,” said Basker. Her sister Angelica Schuyler Church, “who was rumored to be romantically involved with Hamilton”. George Washington and his wife Martha, and James Madison and Dolley. “Although Madison and Hamilton were enemies, their wives later spearheaded the movement for the Washington Monument and for the building of great documents in Washington. D.C. John Marshall, the most famous Chief Justice in the history of the Supreme Court who said his own legal mind compared to Hamilton’s was like a candle next to the sun.” John Jay, “famous in many ways, who with Hamilton co-founded the Munamission Society, the Abolition Society, in 1785. Hamilton and Jay were very ardent opponents of slavery.” Albert Gallatin, “a Swiss immigrant who became Secretary of the Treasury under Jefferson [Hamilton had been Washington’s Secretary of the Treasury] was asked by Jefferson to find the nefarious schemes and illegal things he was sure were going on within Hamilton’s work. Gallatin said, ‘I can find nothing wrong. Hamilton’s systems are all perfect. It must have really annoyed Jefferson politically but ironically Jefferson’s Presidency benefited from Hamilton’s strong treasury because the most important thing he did was the Louisiana Purchase, and he could never have done that without a strong presidency and a treasury that could fund the purchase.”

“This exhibit deals with American history, not a new direction for the New-York Historical Society,” according to Basker. “This institution was founded as the historical society in New York. Its founding mission statement says it was to collect and preserve the history of the United States and New York, meaning the state. It doesn’t mention the city. About twenty years ago they started to do more New York centered things, but that was actually a deviation from its mission. The Museum of the City of New York was founded to focus on New York City.”

We happened to run into Susan Getting, Assistant Principal of Teachers College, Hunter High School who was enthusiastic about the show, “It’s one of the best exhibits I’ve ever seen and kids are crazy about Alexander Hamilton. They come away thinking he was terrific. It’s nice to have an exhibit that enables students to embrace history,” she said.

The Hamilton exhibit runs through February 28 and will tour the country for three years (with facsimiles of the documents). This show is a must see for teachers and students. Background multimedia and multipurpose kits are available.

For a virtual exhibition and supporting resource, go to www.AlexanderHamiltonExhibitio
SPOTLIGHT ON SCHOOLS

Makulu Travels Around the World & To Your Class

Recently, Reach the World’s (RTW) 43-foot schooner, “Makulu”, set sail from the 79th Street Boat Basin bound for her third interactive, around-the-world Voyage. The RTW community turned out for the celebration, braving cold temperatures to bid farewell to Makulu’s crew of five educators. The expedition will return to New York City in May 2007 after sailing more than 30,000 miles around the world.

Reach the World, located in New York City, is an organization using technology and travel to bring the world into underprivileged classrooms. Its mission is to link students and teachers in underprivileged schools with real-world, real-time journeys, via an interactive website (www.reachtheworld.org). RTW’s long-term goal is to revolutionize the delivery of the curriculum, enabling all classrooms, at all levels, to connect to interactive resources that bring the world vividly to life within the curriculum.

In New York City, Reach the World provides support to public schools from the City’s most under-resourced regions. These services include teacher training, field trips and hardware support. By providing such extensive support, RTW aims to make it possible for resource-poor schools to fully participate in the Voyage of Makulu via the Internet.

In October and November, more than 800 RTW students visited Makulu as part of the organization’s field trip program, sponsored by Conflidion and the New York City Parks Department’s marinas. Heather Halstead, RTW’s Director of Education Update, “Students’ most common question was, ‘Will I get eaten by a shark?’ They braved their fears,” Halstead concluded, “and despite cold temperatures, we all had a great time.”

As they circle the globe over the next two and one-half years, the Voyage of Makulu crew members will describe their encounters with faraway people, countries, winds, and waters. The RTW web site is a growing library of primary-source resources on topics suggested by teachers and used by students.

OVER-DECORATED CLASSROOMS DO NOT FURNISH THE MIND

By SANDRA PRIEST ROSE

To step into any elementary school classroom in New York City, or all over America, is to step into a room of excessive visual clutter. If the adult visitor doesn’t know which way to look, how can the children? Blackboards are covered with pictures, graphs, and maps. Teachers are forbidden to use the blackboards for teaching as that would conform to child-centered theories of education.

Decorative mobiles are hanging from the ceiling or strung on lines cross-covering the room. All the walls are covered with papers, pictures, and art-work. Rugs have patterns. Confusion is rampant to the eye. Word walls are covered with dozens of words that can only become a confused, meaningless blur.

All of this defies what we know about the teach- ing of reading, writing and spelling. Children need to face the blackboard so that as they write sounds and words on their papers, while their teacher writes on the board. Their eyes are being carefully trained in the left-to-right direction, which is essential to reading English and avoiding letter and word reversals. Seeing and writing sounds simultaneously and then seeing saying and writing these sounds in words, helps the children to read easily and fluently in the proper direction. When they see their teacher writing carefully on the blackboard, they can check their dictation work.

In truth, blackboards can be marvelous tools for teaching. Students enjoy going to the blackboards as they offer an opportunity for children to stand and stretch as well as allow the teachers to see the work of as much as half the class at a time.

The students need uncluttered ceilings, windows and walls so that they won’t be distracted from the essential work at hand of learning to read, write and spell.

Of course, it’s pleasant to have good work displayed and beautiful art work by the children or the world’s great artists, but let us take heed of how the museums display their art. Each painting or sculpture has space around it in which to enjoy it. Libraries have uncluttered tables on which to be able to read newspapers and books.

The excessive decoration does not help learning, does not train eyes in the proper direction needed for reading, writing and spelling, and does not permit children to think the clear thoughts necessary for a well-furnished mind.

Sandra Priest Rose is a reading consultant and a founding trustee of Reading Reform Foundation of New York. For more information, please visit www.readingreform.org.

SCIENCE OPPORTUNITIES FOR HS STUDENTS

Summer Research Training Program runs for eight weeks and enables participants to learn in a series of Academy-run workshops, lectures, and discussion groups in addition to working in a laboratory as a member of a research team. Dr. Li Sun, Director of the Bone Research Laboratory at Mount Sinai Medical Center, was a mentor to Mr. Zaidi a senior at Hackley School in Tarrytown, New York.

Inspired by the Academy’s educational programs for high school students, several professional undergraduates and graduate student societies, including members of the University Scholars Program at the CUNY Honors College, led by Tina Ahmad, and the Chemistry Society for Undergraduate Chemistry at Columbia University, led by Philip Sandick, have signed on to support the Academy in its educational outreach efforts.

These student volunteers will receive a complimentary one-year membership to the Academy in its educational outreach efforts. These student volunteers will receive a complimentary one-year membership to the Academy in its educational outreach efforts.

HIGH SCHOOL NON-GRADS EXPERIENCE MORE HARDSHIPS

Nine out of 10 report that their family finances have not improved over the past year and 36 percent said that they have worsened. Among the working poor, nearly 40 percent of families with a full-time jobholder suffered three or more serious hardships, such as falling behind in rent payments or postponing needed medical care. But education made a significant difference: New Yorkers who had dropped out of high school were twice as likely to face three or more serious hardships as those who completed high school. Higher education reduced the likelihood of hardships still further; two percent of college graduates and 12 percent of those with some college suffered multiple hardships compared to 45 percent of high school dropouts.

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OVER-DECORATED CLASSROOMS DO NOT FURNISH THE MIND

By SANDRA PRIEST ROSE

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Sandra Priest Rose is a reading consultant and a founding trustee of Reading Reform Foundation of New York. For more information, please visit www.readingreform.org.

STUDENTS & TEACHERS 80% 90%
The New Year is a time of new beginnings or a time of pursuing the familiar in new ways. The following books present well-known fairytale tales in such a fashion. Two are from a fairytale collection called Fairy Tale Jigsaw and feature: ‘Snow White’, ‘Rumpelstiltskin’ and ‘Rapunzel in one volume and ‘Puss in Boots’ and ‘Red Riding Hood’. Each tale has two pages of text and colorful illustrations and two jigsaw puzzles based on the tales. There are visual quizzles on character identification at the back of both books. By having such an interactive, tactile experience, especially when playing with the jigsaw puzzles, the children will not soon forget these characters and these tales.

Puss in Boots retold and illustrated by Steve Light is a wonderful new way to look at this familiar tale. In creating the artwork for this book, Light studied the French Rococo artists, especially Jean-Honore Fragonard, as well as French decorative wallpapers. He made hand-stamped patterned paper in varying colors and shades. He collaged the illustrations on these patterned papers, using pen-cil to clarify outlines and to add detail. The result is a whirlwind tour through the tale with a high fashion Puss in Boots. The explosion of colors will delight children. The only thing missing is a whirlwind tour through the tale with a high fashion Puss in Boots. The explosion of colors will delight children. The only thing missing is a new format Puss in Boots. The explosion of colors will delight children. The only thing missing is a new format Puss in Boots. The explosion of colors will delight children. The only thing missing is a new format Puss in Boots. 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From ‘Infantilization’ to ‘Professionalization’

By CSA PRESIDENT JILL LEVY

Enounced in a conference room not too long ago with members of the Teaching Commission, the speaker was immediately aware of the prospective power of the participants, not only as individuals, but also as a group. The speaker was used to his role as a hero, who helped me lower the ball... and 30 tons of party hats, noisemakers, confetti, and paper streamers—all of which were collected and disposed of by our fantastic Sanitation Department, New York’s Strongest, before the break of day.

As 2005 begins, we have good reason to feel optimistic. Crime is down to lows not seen since the 1960’s... fire fatalities are the lowest they’ve been since before the Depression... and traffic deaths are at levels not seen since the turn of the last century. In our school system, we are continuing a sweeping reform, and are on the way to ensuring that all of New York City’s 1.1 million public school students get the education they need and deserve. We’re also in the midst of the largest affordable housing initiative in the past 20 years. And our five-borough economic development strategy is continuing to produce jobs and opportunity in every community. As a result, unemployment in New York is the lowest it has been in nearly four years, and nearly 40,000 more New Yorkers have private sector jobs than did 12 months ago.

“We’ve got a lot to celebrate—but in the process, we should also remember our friends and neighbors in uniform and in harm’s way, fighting for our freedoms overseas. Nor should we forget our responsibility to pray for, and help, the tens of thousands in South and Southeast Asia who lost their lives during last week’s terrible earthquake. Right now, the best thing we can do to help the survivors is donate to the relief effort. There are a lot of aid groups involved in the effort. If you send your donations to the Mayor’s Office, I’ll make sure they go to the most efficient organizations such as the Red Cross and Doctors Without Borders. Please make checks payable The Mayor’s Fund to Advance New York City and mail them to the Mayor’s Office. I’ve given money to the effort and I strongly encourage anyone else who can do so to do the same.

“We’ve got a lot to celebrate—but in the process, we should also remember our friends and neighbors in uniform and in harm’s way, fighting for our freedoms overseas. Nor should we forget our responsibility to pray for, and help, the tens of thousands in South and Southeast Asia who lost their lives during last week’s terrible earthquake. Right now, the best thing we can do to help the survivors is donate to the relief effort. There are a lot of aid groups involved in the effort. If you send your donations to the Mayor’s Office, I’ll make sure they go to the most efficient organizations such as the Red Cross and Doctors Without Borders. Please make checks payable The Mayor’s Fund to Advance New York City and mail them to the Mayor’s Office. I’ve given money to the effort and I strongly encourage anyone else who can do so to do the same.

The year 2005 gives us new opportunities to create a better world. Here in New York, we can look forward to a number of initiatives that will make our city stronger and more exciting. Hopefully, we’ll find out this year that we’ve been picked to host the 2012 Summer Olympic Games. A New York Games would not only mean welcoming the world’s greatest sporting event; it also would produce $12 billion in economic activity, 130,000 new jobs, and a lasting legacy of recreation facilities, parks, and housing that New Yorkers want and need.

I know it’s a little early to be bragging about keeping our New Year’s Resolutions, but I think New Yorkers can be forgiven for talking about one sure thing. In 2005, we’ll continue to go on living our lives to the fullest and building the best future we can for our children—and making the greatest city in the world even greater.

Have a happy, healthy and safe new year.

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High Academic Standards? YES!

By ASSEMBLYMAN STEVEN SANDERS

As an avid sports fan, I find comparisons and similarities between competition in sports and competition in other aspects of human endeavors, including education. Several years ago, as I was watching an impor- tant international game involving the leading greatest basketball player of this generation, Michael Jordan, I remember that at a crucial moment, when the game hung in the balance, Jordan went to the free throw line to shoot two foul shots. With an arena of 20,000 fans holding their breath and tens of millions of television viewers watching with bated anticipation, Jordan proceeded to miss both shots—and his team lost. How could this otherwise super-talented player, who led the league in scoring and would normally make 96 percent of his free throws, miss at such a critical moment? Moreover, if a person only watched that one game (and had just arrived on the planet, and had full appreciation of the sport), that person would believe that Jordan was a mediocre player, at best.

Judging an athlete or a student based on one test or event, particularly when that event is set up to be highly pressurized, or “do or die,” oftentimes results in an erroneous conclusion based upon a subjective and unreliable outcome. The NYSED is in the process of intro- ducing real standards into the assessment of high school students for graduation. And requiring students to take Regents exams as part of that assessment is reasonable.

Next month, however, the Regents have an opportunity to finally make their assessment of students to take Regents exams as part of that assessment is reasonable.

High-Stakes Testing? NO!

By MATILDA RAFFA CUOMO

January 2005 is National Mentoring Month. According to the National Mentoring Month Partnership of New York, a coalition of non-prof- it organizations has developed a major nation- al initiative in support of mentoring. Approximately 100,000 broadcast and cable networks create January National Mentoring Month an annual, concen- trated intense national and local media activity combined with extensive community outreach.

The objective is to make the public more aware of the many benefits of mentoring and to invite support. Mentoring is essential for the future for the American workforce and society at large. The National Mentoring Month effort is a valuable opportunity to provide our model of one to one mentoring that has proven successful in improving the lives of children at risk and improving the lives of people who participate in the mentoring relationship.

The need—and therefore the opportunity is great. Throughout the five boroughs of our city where MUSA operates programs there are long waiting lists of young people who will benefit greatly from a mentoring experience, perhaps as many as 250,000 of them. What we need now are volunteers willing to serve as mentors. Corporate organizations can be particularly use- ful by allowing us to recruit from their employ- ees. Serving as a volunteer mentor is not a complicated undertaking. Men and women eager to be of service to a child in need by serving as a useful, loving dedicated adult presence as part of his or her life need only to commit to spending at least one hour per week for a one year commitment.

Our new campaign, “Who MENTORED You?”, launched in 2004, has been a resounding success. More than 200 celebrities have contributed to our campaign. Their stories, ideas, and encouragement can be found in our book “The Person Who Changed My Life” published with added contributions by Tim Russert, Diane Sawyer, Martin Sheen, Senator John McCain, Secretary Colin Powell and Hillary Rodham Clinton who wrote the fore- word to the book The National Mentoring Month 2005 campaign will feature these celebrities and many others in video clips and written essays. We thank all of these celebrities for their caring, time and thoughtfulness.

The National Mentoring Month 2005 campaign website, www.WhoMentoredYou.org, provides a variety of ways to be involved in different events; the highlight of “Mentor Day” will be celebrated on Tuesday January 25. The Mentoring Partnership of New York also has many events scheduled on their website www.mentoring.org/newyork.

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can study on any continent. Students can earn an International Studies Certificate by taking courses that explore the interaction of US and non-USA cultures and cross-cultural comparisons and completing an international-oriented internship (either at home or abroad).

A campus commitment to internationalism is clearly understood, as we try to integrate an international outlook in every aspect of the University. Students who can’t travel internationally may utilize foreign languages in their science or history classes through the curriculum program, and all students must fulfill a “Global Intercultural Competencies” requirement.

Students also organize international cultural festivals, attend music, dance, and theater performances, and go on study tours in foreign countries, and participate in more than 30 internationally based student groups.

Certainly there is more that Binghamton and other campuses do foster international perspectives with help from local, state and federal government for the support of international students as well as provide incentives for American students and scholars to pursue international activities. We must improve the visa application and oversight processes to facilitate the education of legitimate students. State and federal governments also should provide incentives for the study of foreign languages and cultures by providing subsidized student loans and grants for language students.

I believe that developing these and other programs would help American students develop a global perspective of the world and help us prepare our students for a future in which economies and cultures depend on global ties.

A MICROBIAL TREASURE AT LA GUARDIA COMMUNITY COLLEGE

By ANGELA PARRINO, Ph.D.

When did you last peer through the ocular lens of a microscope? If you found yourself thinking back to when you were a child, remember the magic of the slide. At first, it can be mystifying; if you find Sphingomonas aureus or Clostridium perfringens, your eyes widen, your heart races, and the microscope becomes a passport to another world.

When Dr. Angela Parrino looks into her microscope, she sees the treasure at LaGuardia Community College where she’s housed in the Biology Department of the brightly lit East Building working magic in classrooms and laboratories. Dr. Gail Baker is her name, the proverbial diamond among glass, with each facet of her instructional practice brilliantly perfected from years of professional experience.

I stumbled upon this associate professor who holds a doctorate from Columbia University quite unexpectedly and without recommendation, as I needed a faculty member for a program of study I will soon enter. Dr. Gail Baker is a consummate professional who possesses an extraordinary intellect; she never fails to answer students’ questions and be available for substitute teaching. The moment she makes students look forward to coming to class at the ungodly hour of 5 AM because she effec- tively conveys her material, in one-hour delicious servings of bacteria, viruses, and protozoa whose names roll off her tongue so effortlessly.

BANK STREET COLLEGE’S INFANCY INSTITUTE RECEIVES $5,000 FROM RONALD McDoNald HOUSE

For nearly a century, Bank Street has been a powerful force for innovation and best practices in teaching and learning for children. Its original ideas have shaped a distinctive approach to children’s education that can be found in successful classrooms, schools, museums and other learning environments in communities across the country. Bank Street’s creative approach to teaching and learning takes expression in countless examples. Bank Street has launched successful initiatives to improve urban public schools, helped create Head Start, set new standards for children’s literacy, and developed programs to make parents and their communities more effective partners in the education of children.

The Bank Street Approach educates children who are curious, love learning, are highly motivated, respectful and tolerant of human differences, engaged with the world around them, and prepared to lead lives of consequence.

The mission of Bank Street College is to improve the education of children and their teachers by applying to the educational process available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as a whole. So, for many of those who cannot afford this sort of training are precisely those who most need what the training offers. McDonald’s generous contributions have touched the lives of hundreds of children and care givers.

INTERVIEW WITH BARNARD PROFESSOR CARYL PHILLIPS

Recently, sixteen Barnard students returned from a ten-day trip to Ghana as part of a senior seminar course entitled Literature of the Middle Passage, the brainchild of award-winning author and Barnard English Professor, Caryl Phillips. This unique course was designed to illuminate the fragmented dialogue between Africa, the Americas, and the Western world resulting from its resulting effect on race relations by transforming an intellectual classroom experience into a personal and cultural experience.

Phillips, who is the Henry R. Luce Professor of Migration and Social Order and the Director of the Barnard Forum on Migration, believes the course provides a response to a growing need to address the issues of race, culture, and the human condition. “I began to devise a course which involves students reading literature,” explains Phillips, “but then I realized that when you place them to the place that was reflected in the literature and hopefully meet some of the people they had been studying.” To Phillips, a book is a bridge between societies, between histories because it is written in a global language. It is the product of lived, day-to-day experience.

Unlike traditional study abroad programs that typically lack curricular continuity, Phillips wanted a course that would be fundamentally based in the classroom but had the added bonus of travel. After eighteen years of teaching a summer course on African literary and cultural experience, organized through the center for teaching and learning for children. Its original ide
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.

It’s called Baruch.

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.

What to ‘Say’ in the College Essay

By KATHERINE COHEN, Ph.D.

The college essay is the most important component of the college application in terms of making the applicant come alive in the mind of the admissions reader. Consider the essay as a handshake or most personal introduction to the college admissions committee. Therefore, the first step in selecting a college essay topic is to know yourself by identifying the highlights of characteristics and personal experiences in which to draw from.

Most college admissions committees want to know something about the applicant that they cannot otherwise learn from the rest of the application. A good essay can make the applicant come to life. Therefore, a specific and concise essay concentrating on a single outstanding attribute, experience, or activity (without listing what is on the activity resume) will allow the opportunity to elaborate on something important in specific details. It is important to read through the application to determine the number of essays required and their word lengths; following directions is key. Some colleges ask very specific questions, while others will allow the applicants to choose from a number of topics or select one of their own choosing.

One of the first steps in determining the personal essay topic is to create a list of one’s character traits and then to come up with an experience which reveals these traits without using those words. The applicant may want to ask himself or herself some personal questions to come up with some topics. Typical questions could be: When was I most fulfilled? Who is my hero or heroine and why? What was my biggest failure and how did I respond to it? What have I struggled with in life and how did I overcome it? Where do I see myself in the future? To come up with a list of possible essay topics that express one’s personality and character in the form of a story, ask five closest people to describe what they know about you—what stories best describe who you are and what you stand for. Take notes as the story is told and select the topic that best presents the real you.

When writing the essay, the goal should be to tell a story—one that only you can tell in your own voice—that will lead the reader to determine your personal characteristics and qualities without being presented with a list of superlatives on how wonderful and great you are. As a general strategy, it is always a good idea to have a catchy first sentence to grab the reader’s attention and encourage the reader to read on. Become familiar with successful essays; thousands have been published. Finally, use these essays as an inspiration and learning tool for identifying particularly good examples of what college admissions officers are looking for in a college application essay. Never copy an existing essay or write what you believe the admissions director wants to hear. The more authentic the essay, the more compelling.

Katherine Cohen, Ph.D. is IvyWise President and College Admissions Counselor. IvyWise is an educational counseling service headquartered in New York City. More information is available by calling toll-free to (877) IVY-WISE, or by logging on to the company’s Web site at www.ivywise.com.
By JOAN BAUM, PH.D.

For Regina S. Peruggi, Kingsborough Community College’s new president, and the first woman to hold the position in the college’s 40-year history, the opportunity to come back to CUNY—where she forged her administrative expertise after an earlier career in social work and serving on numerous nonprofit agencies and community institution—is truly “a homecoming.” Prior to coming to Kingsborough (KCC), Dr. Peruggi was the president of the Central Park Conservancy and before that, for 11 years, the president of Marymount Manhattan College. Knowing that it may sound hokey to some, the new president speaks with unscripted enthusiasm about the mission of CUNY and the opportunity to serve at one of the system’s most successful (she also says “unique”) two-year colleges. She doesn’t wait for a question about definition—she’s got data at her fingertips but also an investment of heart. She beams, talking about what she has inherited and what she hopes to enhance. KCC is not only “the most beautiful” of all the CUNY campuses, a 70-acre waterfront complex of, for the most part, interconnected low-scale buildings, right off Manhattan Beach in Brooklyn, but with over 20,000 cred- it and 15,000 continuing education students (with national outstanding GED and ESL programs), many older adults, many working women, one of the most desirable, to judge from an overwhelming majority of those enrolled come from Brooklyn. At the college’s Fall 2004 Convocation President Peruggi, who has a strong record forging and maintaining ties between town and gown, announced to a packed and cheering house at the Leon M. Goldstein Performing Arts Center that she will continue to strengthen links between the college and the borough and especially extend a hand to its “first generation and new immigrants.” And what could be better than the just-established free Winter Concerts—a series dedicated to Sounds of the Big Bands and open to the entire Brooklyn community? (A classical concert is scheduled for March.)

In spite of its large numbers, the college looks, feels, and acts like a suburban campus, an impression confirmed for the president in many informal conversations she has held with students, faculty and staff since her arrival last August. Indeed, on the day Education Update came calling Kingsborough was closing down its annual Clothesline Exhibition against domestic violence but the place was packed with the curious and dedicated. Though an urban, working-class institution, KCC boasts over 80 student clubs and activities, and the president suggests that KCC may have the most long-time and faithful faculty and staff in the CUNY system. Turnover is extremely low, the feeling of belonging high, and the national news promising. President Bush has said on numerous occasions that he considers community colleges vital in the nation’s drive to improve education in the country.

Of course it is too early for President Peruggi to articulate particular plans but she has already made her presence felt in unusual ways—holding lunches and dinners for faculty and student leaders and taking visitors on tours—in a golf cart. On one recent trip, she just happened to meet two students, one an 18 year old, the other a senior, both from one an 18 year old, the other a senior, both from different countries and cultures, but both serving tourism, and health-related areas (nursing, science, physical education). Often students choose KCC even when they can get into one of CUNY’s senior colleges, and the school attracts students who come from other boroughs and nearby states, though the overwhelming majority of those enrolled come from Brooklyn.

Word has obviously gotten out: KCC, which used to be called “the best kept secret in New York City higher education,” now has an enviable reputation for preparing students for professions that lead to real jobs, especially in technology-related fields in business, nautical training programs, travel and tourism, and health-related areas (nursing, science, physical education). Often students choose KCC even when they can get into one of CUNY’s senior colleges, and the school attracts students who come from other boroughs and nearby states, though the overwhelming majority of those enrolled come from Brooklyn. At the college’s Fall 2004 Convocation President Peruggi, who has a strong record forging and maintaining ties between town and gown, announced to a packed and cheering house at the Leon M. Goldstein Performing Arts Center that she will continue to strengthen links between the college and the borough and especially extend a hand to its “first generation and new immigrants.” And what could be better than the just-established free Winter Concerts—a series dedicated to Sounds of the Big Bands and open to the entire Brooklyn community? (A classical concert is scheduled for March.)

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Barnard Professor Examines Women’s Impact on Sex & Politics

By SARAH ANN MOCKBEE

In celebration of her book’s publication, Rosalind Rosenberg, a history professor at Barnard College, recently gave a lecture at Columbia University as the final public installment of “Columbia 250”—a yearlong series of events that has honored the University’s founding in 1754. In her book, Changing the Subject: How Women of Columbia Shaped the Way We Think about Sex and Politics, Rosenberg asserts that Columbia University’s vehement opposition to admitting women to its undergraduate college in the late 1800’s is the very reason Columbia University can now claim to have helped produce some of our greatest female thinkers, innovators and humanitarians of the past century.

Had Columbia University allowed women to be admitted to its undergraduate school at that time, Barnard College, the women’s college affiliated with Columbia, would not have been founded in 1889, and consequently thousands of young women would have been denied the stellar education they have received. Rosenberg is quick to note that Barnard would not have been successful if they had not demanded their own board of trustees, their own president and, most importantly, their own faculty. Armed with some of the most progressive intellectuals of the time, Barnard began turning out confident, strong, independent women who then began helping other underrepresented groups matriculate into the University.

Those in opposition to co-education at Columbia College feared that if women were allowed admission, then other minorities—like Catholics, Jews and African-Americans—might attempt to make way into the University as well. It was not until 1982 that women were admitted into Columbia’s undergraduate college, marking the last Ivy League university to go co-ed. Rosenberg interviewed over 60 people for her book and took advantage of Columbia’s vast archives in order to get the facts straight. Her research was not always found in likely places. She fondly recalls finding prize pieces of information in the back of a forgotten filing cabinet or discarded at the bottom of a closet. Her most treasured find was the 1883 Memorial Petition, nicknamed the “Monster Petition,” which is the original document that called for the admission of women to the University. Ulysses S. Grant and Theodore Roosevelt signed it, among others.

Rosalind ended her talk with a supposition of what those initially opposed to the admission of women might think of Columbia University today—with the success that Barnard College and Columbia College have enjoyed over the past years, they might decide their fears were very much unfounded. Rosenberg’s book chronicles over one hundred years of struggle for equality, and she ended the lecture with an astute observation. “Changing the subject,” she stated, “sometimes takes a very long time.”

CHESS FOR EVERYONE AT CCNY

Maurice Ashley, the first African-American International Chess Grand Master (CCNY ’93), will be offering a new course “Logical Thinking Through Chess” at the CCNY School of Education for 10 weeks during the Spring 2005 semester. The course, designed for educators, is not about how to play the game of chess. Instead the aim is to show how the strategies employed by grandmasters during a game of chess can be utilized to tackle problems in everyday life. The course (2 graduate credits) will be held on Wednesdays beginning February 9, 2005.

For further information, please contact Prof. Beverly Smith at 212-650-5975, or Eric Newman at 212-650-6756. mathed@ccny.cuny.edu.
**Day Camp for Children with Special Needs Becomes the Special Olympics**

**By TOM KERTES**

Throughout the 1960s Eunice Kennedy Shriver—President Kennedy’s sister and the wife of Sargent Shriver, the creator of the Peace Corps—maintained a day camp for children with special needs on her farm in Maryland. The activities that took place at that camp were the original impetus for the Special Olympics, an event that leaves no one who watches it unmoved.

“The idea was to enable children with men-tal (and some physical) challenges to compete in organized sports just like the rest of us do,” said Neil J. Johnson, president and chief executive officer of Special Olympics New York. “The challenge would obviously be so beneficial and enriching to their lives. Yet don’t think for a single minute that bringing to life this wonderfully simple plan was simple or easy.”

Johnson added, “You have to see the films of the first Games, which were held at Soldier Field in Chicago. . . They built an outdoor pool for the swimming events and, at every five feet or so, there was a lifeguard panicking big-time, practically ready to jump. In 1969, people actually thought that persons with mental retardation had no buoyancy, that they couldn’t possibly swim a lick. The common fear was that they’d just sink and drown.”

Of course America, and other countries, have come a long way since—and, in many ways, they have the Special Olympics to thank for that. Today, the Games are a global movement, encompassing 170 countries.

“Of many developing countries, there was no recognition of mental retardation at all before the Special Olympics came in,” Johnson said. “They would just say ‘we don’t have any people like that.’ And even here in the U.S. it took some time to realize that these games are not only wonderfully important for the competitors—in the way of acquiring self-esteem, the joys and pride of achievement, socialization, etc.—but to their families as well.”

“You know how Moms and Dads take tremendous pride in their kids’ participating in Little League or excelling in other sports?” Johnson asked. “Well, it’s no different for the families of children with mental retardation. Not one bit.”

He added, “It is a very healing, very important thing. It strengthens families.”

Over 33,000 volunteers help make possible the Special Olympics, which now has both Winter and Summer Games, held at regular Olympic intervals. The objective of the Games, which provide year-round training for competitors, is not victory but participation.

Although medals are awarded, the competitions operate on a “divisioning” basis. “Everyone can compete, regardless of ability,” said Johnson. “And the ‘divisioning’ concept assures every participant that they’ll compete against others at the same level.”

The Summer Games offer competitions in 22 sports making them a program almost identical to the regular Olympics. “Some of our athletes have really proven their stuff,” said Johnson.

Check in at www.educationupdate.com for summer camp info.

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**A Poly Prep Summer**

*Six programs to inspire and challenge your child*

**SUMMER EXPERIENCE DAY CAMP**

Six weeks of arts, dance, sports, swimming, special events, and fun for children in pre-K through Grade 9, along with a CIT program for students entering Grades 8 and 9.

**PERFORMING ARTS EXPERIENCE**

Professional faculty guide young actors, dancers, singers, and musicians. For students entering Grades 3–8; this five-week program culminates in a musical theater production.

**SUMMER SCIENCE INSTITUTE**

In four distinct one- and two-week sessions, middle schoolers explore forensic science, anatomy, solar energy, and the Mars Rover project through hands-on activities and experiments.

**SUMMER ACADEMIC PROGRAM**

Four-weeks of enrichment and remedial courses for credit for students entering Grades 3–12. Small classes with Poly Prep faculty. This program may be combined with the Day Camp.

**COMPUTER CAMP**

In four one-week sessions, children ages 5-12 explore new technology, learning to create Web sites, use digital imaging and photography software, understand HTML, and more.

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Call 1-212-263-0760 to register.
It may make your child’s summer. And yours.
www.AboutOurKids.org
NJ Makes Flu Vaccine Available

Acting Governor Richard J. Codey announced that Acting Health and Senior Services Commissioner Fred M. Jacobs M.D., J.D. has issued an administrative order allowing health care providers to administer influenza vaccine to anyone under age 65 who requests it, as long as demand from their high-risk/high-priority patients has been met first. The action was based on the recent Department of Health and Senior Services statewide survey of health care providers, which showed that New Jersey will have a significant amount of unused vaccine. Providers who have unused vaccine can begin vaccinating non-high-risk/high-priority individuals immediately.

The influenza season occurs between October and early April, with the peak occurrence typically in January and February. New Jersey reported its first flu case last month, and its flu activity level was recently raised from "sporadic" to "local."

Last month, the federal Centers for Disease Control and Prevention Advisory Committee on Immunization Practices (ACIP) expanded radic” to "local."

January 3 survey deadline. There were 188 and vaccine should be shipped shortly.

Universal Respiratory Precautions including covering the nose and mouth when coughing or sneezing, using tissues to contain respiratory secretions and promptly disposing of them, and washing hands thoroughly and often. It is also recommended that seniors and people with chronic health problems receive pneumococcal vaccine as directed by their health care provider. For those who do get the flu, this vaccine protects against a type of pneumonia that can be contracted as a complication of influenza.

Survey forms may be downloaded from the department’s web site at www.nj.gov/health/flu, but cannot be filed online. #

New Jersey residents should take to protect themselves from the flu and other respiratory viruses: avoid people who are ill, stay home when sick, and practice Universal Respiratory Precautions including covering the nose and mouth when coughing or sneezing, using tissues to contain respiratory secretions and promptly disposing of them, and washing hands thoroughly and often.

Approximately 30 percent of students in grades 4th and 11th grades failed the math portion of the statewide High School Proficiency Assessment this year. The number of 8th-graders failing totaled about 38 percent. These numbers, coupled with a report last month that 215 surrogates are helping students who re-take the math portion of the test, only about 36 percent passed.

Libera said he expects the Mathematics Task Force to do something similar to the report put out by the Early Literacy Task Force, which in 2002 developed a clear statement of the problem of low student performance in reading and writing, gathered and summarized research and best practices designed to address the problem, and offered recommendations for specific actions at the state level. Those recommendations were later used in a variety of reforms designed to improve teacher certification and professional development, curriculum alignment and effective instructional techniques in teaching reading and writing to young children. "Today, we begin a historic undertaking," Libera said. "We have accepted the charge of completing a comprehensive review of critical issues regarding the teaching and learning of mathematics in New Jersey. I look forward to a time in the spring when I can report on the task force’s findings and recommendations." The task force’s recommendations are due to the Acting Governor by February 15.

Upon Codey’s signing of the executive order, Libera named Dr. Joyce Baynes, Superintendent of Schools in Dunellen, and Dr. Bruce Normandia, chairman of the Department of Curriculum and Instruction at Monmouth University, as co-chairs of the task force. Baynes, earned her doctorate in mathematics from Columbia University Teachers College. She earned her master’s degree in mathematics from Harvard University’s Graduate School of Education and her bachelor’s degree, also in mathematics, from Swarthmore College. She is a career educator who has held teaching and administrative positions in Englewood and Trenton before coming to Dunellen. Normandia earned his doctorate in mathematics from Rutgers University Graduate School of Education. He holds a master’s degree in mathematics from Montclair State College, and a bachelor’s degree, also in mathematics from Seton Hall University. He has served public school districts and higher education institutions in a variety of teaching and administrative positions. He was superintendent of schools in Brick Township for six years prior to joining Monmouth University.

School Construction Corp Reports Progress

New Jersey is making tremendous progress in transforming its public schools, but will require additional support to meet its obligation to the state’s children, John F. Spencer, CEO of the New Jersey Schools Construction Corporation (SCC), told legislators today.

Spencer delivered a presentation to Education Commission regarding the SCC’s progress since its creation in October 2002. In addition to discussing project highlights, efforts to build business and community opportunities and future challenges facing the SCC, he told legislators that additional funding will be necessary to support the schools construction program.

“The progress we are making for our children and our future is because the State of New Jersey, the students of New Jersey,” Spencer said. “We have worked hard at the SCC to build modern learning environments in the safest and most expeditious way possible. In just two years, we’ve built numerous schools, performed hundreds of health and safety repairs, and helped revitalize communities throughout this State.”

Free Resources for Teachers & Students

Language arts

Oxford University Press’ “Lewis Carroll Scrapbook Collection” contains 130 newspaper clippings, photos, and materials from a scrapbook kept by Charles Lutwidge Dodgson. Better known as Lewis Carroll, author of “Alice’s Adventures in Wonderland” (1865) and “Through the Looking-Glass” (1871), Dodgson was a lecturer in mathematics at the University of Oxford. (LOC) http://international.loc.gov/intldl/lewiscarroll.html

Mathematics

“Mathematics Across the Curriculum” features an “electronic bookshelf” of materials for teaching math in art, history, literature, and music, as well as

Science

Institute for the Developing of Science, engineering, & other disciplines traditional & cross-disciplinary topics include misrepresenting numbers, bar codes, crime statistics, DNA, data analysis, expert systems, gasoline, information theory, medical testing, music & computers, nutrition, polls, probability, remote sensing, SIDS, vaccines, etc.

Project Links” provides 7 web-based modules for teaching advanced math methods, probability & statistics, differential equations, discrete mathematics, linear systems, & calculus. (NSF) http://links.math.rpi.edu/
FROM THE SUPERINTENDENT’S SEAT:

IS THAT WHAT YOU ARE WEARING?

By Dr. Carole G.
HANSEN WITH RANDI T. SACHIS

Is that what you’re wearing? How many of us recognize that line from our own parenting repertoire? What’s your take on this? Do parents expect their children to be well dressed in the classroom? How is this a reflection of the values being expressed at home? How attached are parents to the individual clothing choices of their children?

The New York Public Library’s annual list of the best books for kids is now available. Children’s Books 2004: One Hundred Titles for Reading and Sharing, selected by a committee of experienced children’s librarians, is a carefully chosen collection that represents the best books in humor, adventure, history, and just plain old fun.

Journeys and quests and the search for family and a place to call home are recurring themes found in many of the titles in this year’s list. “Stories for Younger Children” includes Gregory Rogers’ The Boy, the Bear, the Barou, the Bard, a tale of a wild chase through time where a boy ends up in the streets of Shakespeare’s London looking for his soccer ball. In Baby Brains: The Smartest Baby in the Whole World, Simon James tells the story of B.B. who, after a day in the hospital and a trip into space, still needs his mother’s hug.


Among the selections in “Poetry & Song” is Robert Sabuda’s America the Beautiful, a journey through America that celebrates its national landmarks and scenery with magnificent pop-up art.

In Seadogs: An Epic Poem Operetta, composed by Lisa Wheeler, daring dogs battle dastardly pirates in grand performance. Choosing a book for children ages 5—12 will be an adventure in itself. Among the themes explored are stories of courageous youth who strike out in search of fathers and mothers in a world that seems a bit too high for walking. Will the clothing inhibit the child from fully participating in school in any way? If the clothes pass these tests, try to look away when it comes to color, style, fabric, and design—if they truly represent your kids’ taste in clothing to wear to school. Save fashion vetoes for more formal events, like family weddings and other special occasions. Let them choose what’s right for school. They need to feel comfortable and good about themselves in what they are wearing in order for them to succeed in the school social setting.

Before you make a judgment on what your children select, and utter those words, “Is that what you’re wearing?” take a self-inventory check and determine if your children are indeed in step with their peers. Though your preference might be to see your children in beautifully matching outfits made from quality goods, they may view those clothes as tacky, ugly, uncool, or just not their style. We suggest asking the following questions about a clothing choice before attempting to veto it: Is the clothing appropriate for the season and the temperature? Is there anything unsafe about the clothing? Are heels too high for walking? Will the clothing inhibit the child from fully participating in school in any way? If the clothes pass these tests, try to look away when it comes to color, style, fabric, and design—if they truly represent your kids’ taste in clothing to wear to school. Save fashion vetoes for more formal events, like family weddings and other special occasions. Let them choose what’s right for school. They need to feel comfortable and good about themselves in what they are wearing in order for them to succeed in the school social setting.

Levy

Through experience and research, we know we must compensate teachers and administrators commensurate with other professions to attract high performers. Provide them with the tools to manage students, instruction, and resources. Offer a career ladder to teachers that include classroom instruction with opportunities to impart their skills to others. Provide educators with continuing opportunities to grow professionally at their own rate. Offer administrators opportunities to broaden their careers and take on new and exciting challenges. Compensate those who take risks and most importantly, hold them accountable for their decisions—not the decisions of others. Each one of these steps helps provide a better work environment and thus will encourage retention of teachers and supervisors.

However, if the school system continues to micro-manage its schools, and create hostile environments, no amount of pay or job opportunities will stabilize the system. Without the right to lead, make decisions, acquire adequate and stable resources, have the necessary personnel to share decision-making and implement those decisions, a Principal cannot realistically be held accountable. Change our culture of “infantilization” into one of “professionalization” and we have a chance to build a stable system of professionals. Higher standards are sure to follow.

For me, it is clear that we must begin the discussion on professionalization. That includes having input into creating professional standards, licensing, certification, quality review, suspensions and removals of license to practice, and the ability to design and implement mandatory programs for our own professional development. The commission has certainly started a dialogue with far-reaching possibilities. We must all agree to down the path towards a state-wide transition for our chosen “profession.”

Jill Levy is President of the Council of School Supervisors and Administrators.

Cuomo

MUSA is fortunate to have many compassionate heroes—our volunteers, mentors, school and site coordinators and community friends. We thank the following book publishers who donated books for our mentees at our annual Holiday Party: Random House, Houghton Mifflin, Time Warner Book Group and Bloomingdale Children’s Books.

Our special thanks to Michael Gould, President and CEO of Bloomingdale’s, and all the employees who are mentors for the children at PS 59, MUSA’s largest program. Again, for the 4th consecutive year, MUSA is proud to have Bloomingdale’s devote their Third Avenue corner window to MUSA, displaying a creative mentoring theme. Michael Gould will unveil the outstanding window on Tuesday morning, January 25 and then

host a breakfast for the mentors and mentees from PS 59.

This year, we are thrilled to have the participation of the members of the National Basketball Association and the Women’s National Basketball Association and have them join MUSA for National Mentoring USA programs throughout New York City, please access www.MentoringUSA.org or call our Recruitment Manager Melissa Kelley at 212.400.8286 or e-mail MUSA@MentoringUSA.org@.

Matilda Cuomo is the Founder and Chairperson of Mentoring USA and Janet Poll is the Director of MUSA.
The Salzburg Festival Part 2
Korgold's Die Tote Stadt: Let's Hear This Forgotten Masterpiece More Often!

By IRVING SPITZ

One of the memorable highlights at the recent Salzburg summer Festival was a performance of Die Tote Stadt (The Dead City), an opera composed by Eric Wolfgang Korngold. Pronounced a musical genius at a very early age by no less than Gustav Mahler, Korngold composed this opera when he was only 22 years old. It was widely performed in Europe, particularly in Germany under the baton of leading conductors (Otto Klemperer and George Szell) with prominent vocalists (Maria Jeritza, Lotte Lehmann and Richard Tauber) but with the coming to power of the Nazis, this opera was banned. Meanwhile Korngold had left Europe and was working in Hollywood where he won several Oscars for composing film scores for Warner Brothers. Possibly because of this foray into Hollywood, his reputation as a serious classical composer suffered and after his death, his work fell into complete obscurity. Recently there has been a movement to resurrect his music and the current Salzburg festival staged not only Korngold's Die Tote Stadt but also gave performances of several of his other works.

Die Tote Stadt is a Freudian tale set in the Belgian city of Bruges, not the real Bruges, but a city in the imagination of Paul who is the opera's chief protagonist. The gloomy atmosphere of Bruges reminds Paul of death and his beloved wife Marie. The libretto relates how he tries to escape from his obsession of his dead wife. Paul lives alone except for his devoted housekeeper Brigitta. One room in his house is a temple shrine to his beloved deceased wife. The dream sequences in particularly were most arresting. They began with the back wall of Paul's room disappearing as he fell asleep in an armchair with the room becoming a forest. Decker brilliantly succeeded in blending reality and the dream world.

This opera requires a huge orchestra with much percussion as well as a large choir. It contains two hit numbers, Marietta's lute song and a waltz in Act 2 sung by Frank. The music is late Romantic and reminiscent of Richard Strauss and Puccini. It is not surprising that Korngold was dubbed the "Viennese Puccini." The Vienna Philharmonic under Donald Runnicles gave a riveting performance. "Viennese Puccini." The Vienna Philharmonic under Donald Runnicles gave a riveting performance and succeeded brilliantly in bringing out the melodic harmonies.

Tenor Torsten Kerl took the role of Paul and succeeded in bringing drama, vocal power and pathos to the arduous role. Soprano Angela Denoke, as Marietta and Marie displayed not only vocal prowess but also a flair for acting and dancing, a trait not many singers possess. The only non-German in the cast, Danish baritone, Bo Skovhus, was most compelling in the role of Frank. Mezzo Daniela Derichsberg, sang the role of Paul's housekeeper Brigitta with great sensitivity. This performance led credence to the belief that Die Tote Stadt is one of the greatest, most overlooked operas of the 20th century.

As an artwork that expresses concern for the environment and world peace, the Ark of Hope has traveled around the world, recently visiting the African village of a female Nobel Prize winner. It contains over 600 books handmade by artists, schoolchildren and others. Symbols of faith from traditional religions and indigenous societies surround the top panel, which honors the children and young animals of the world. Inside the Ark’s lid is the Earth Charter handwritten on papyrus paper. The Earth Charter document is an international people’s treaty for building a just, sustainable and peaceful global society in the 21st century.

Conception R. Alvar, Headmistress of Marymount School, said: “Marymount students are excited to contribute to this remarkable art project and to join with people around the world who share a deep concern for the future of our planet. In so many original projects and campaigns, our students have advocated for environmental reforms and argued for the need to make vital resources, like water, available in parts of the world where they are increasingly scarce.”

Marymount School, an independent K-12 Catholic girl’s school in Manhattan, has been selected to house The Ark of Hope, an international art project that contains handicrafted books from around the world. Marymount students were invited to create a book for the Ark in recognition of their presentations at the U.N. Water, Youth and Sanitation conference last spring.

The Ark of Hope at Marymount School

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EDUCATION UPDATE • JANUARY 2005
Michael Radford's *The Merchant of Venice* is excellent for contemporary audiences. Unlike other films that focus on Venice's anti-Semitism and all else. Expertly adapted, the story is set in the city of Venice, with exteriors shot in Venice (studio interiors in Luxembourg). The movie should attract Shakespeare's many fans—and help students appreciate the Bard. Teachers who assign this play in class might suggest first taking in this film before reading the text. The strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as the strong cast is led Al Pacino. Usually bombastic, here he delivers a controlled, subtle performance. Murray and Peter Russotti, soon regarded us as
DEPARTMENT OF ARTS

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Wednesday, February 16

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12:45 – 2 pm

David Rosner, Professor of History and Public

Health at Columbia University, will look at the
date and history behind hundreds of thousands of
children damaged by exposure to lead.

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