

# EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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Learning at Crotched Mountain School. Photo Credit: Ed Judice

**INSIDE: Homeschooling**

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## Special Education: Leave No Child Behind



## GUEST EDITORIAL

## School Failure and School Responsibility

By STUART DUNN

In a recent article on *The New York Times* Education page entitled, "Defining Failed Schools Is Harder Than It Sounds," Richard Rothstein, the author states, "But nobody really knows how to identify failing schools... typically, a failing school is deemed one with low scores. But, while low scores can result from failed schools, they can also result from other causes...parents who do not read to young children, or otherwise support learning at home...inadequate exposure to art and music...insecurity bred of violent surroundings, ... severe economic hardship."

I do not agree with the contention that we cannot define a failed school. A failed school is one in which a large majority of the students are performing significantly below grade average, and in which student performance is not improving. Attributing failure to external factors is nonproductive and unacceptable. After many years of encountering these exter-

nals, it is time the school system accepted the fact that the responsibility for educating the children is that of the schools and the educators, not society at large, not the parents and certainly not the other school children. This responsibility is not abrogated by the existence of societal factors that make the job more difficult. When people chose to become educators, when they accepted jobs in the public school system, they knew the conditions they would encounter. We shall never succeed in educating disadvantaged children if we do not face up to this responsibility.

One of the most difficult areas the schools must address is classroom disruption. Many despair of solving this problem. In a recent discussion, entitled "Trauma, Classroom Disruption – What Some Schools Are Doing About It," led by Professor David S. Seeley, sponsored by the CUNY Center for Urban Education Policy, Greg Greicius, Director of Instructional Support Teams, CSD 10, and a

team from MS 309 addressed their comprehensive approach and its effects. This school suffers from all of the contributing factors apologetists like to call on – health/poverty, language, parent/child, and community issues. Despite these external factors, fundamental to the MS 309 program is acceptance of ownership of the problem by the school community. The results sound very encouraging. If this problem can be dealt within the schools, and by the schools, so can other problems. This is not to say that it isn't helpful if these external conditions do not exist, but they do, and it is up to the schools to work around them. And, it is up to the chancellor and the district superintendents to provide the schools with the help and leadership that they require.

One thing that cannot be accepted is continued failure. Lee Iococca once said, "Either lead, follow, or get out of the way." This should be the motto of a "can do" school system. #

## COMMENTARY

## A Better IDEA: Transforming "Wait to Fail" to "Start to Succeed"

By JAMES H. WENDORF

The passage and implementation of the landmark Individuals with Disabilities Education Act (IDEA) in 1975 guaranteed—for the first time in history—a free and appropriate public education for children with disabilities. Since then, IDEA has helped to improve the lives of millions of children with disabilities who are now learning and achieving at levels previously thought impossible.

Up for reauthorization by Congress next year, IDEA is now the subject of considerable debate as proposed improvements are examined. A particular area in need of change is the specific learning disability (SLD) category, which serves almost half of the six million children and young people covered by IDEA.

While current approaches for identifying learning disabilities and determining eligibility for special education services have helped define and systemize programs and services, they have not fully met students' needs. Recent breakthroughs in scientific research and teaching have demonstrated the need to update the approaches used by school officials to identify, assess and teach students who require special attention.

The heart of the problem is late identification and inaccurate assessment of students with learning disabilities. Too many students are forced to "wait to fail" before gaining access to instruction and support services that can help them achieve to their potential.

A "start to succeed" approach would screen children as young as four years old in early language and reading skill development, just as they are screened for vision and hearing. This pro-

vides adequate time to identify and address problems before they intensify, and enables more effective delivery of services based on students' individual needs.

Currently there is no federally mandated approach to identifying children suspected of having learning disabilities. Instead, each state or local school district has the authority to determine its assessment approach, with most relying on IQ tests. The use of IQ-Achievement formulae to identify learning disabilities is unreliable and cannot continue to be sanctioned.

The National Center for Learning Disabilities (NCLD) advocates the use of instructionally based identification approaches that cover a broad age range and minimize cultural and linguistic bias. Furthermore, eligibility decisions should draw from information collected from a comprehensive individual evaluation using multiple sources of information, be made through an interdisciplinary team, and be based on students' individual needs and strengths.

NCLD has proposed to federal policymakers detailed approaches to identifying learning disabilities for consideration as part of IDEA reauthorization. The recommendations have been tried and tested in states and school districts across the country and have already made a difference in the lives of thousands of children. It's time to take these strategies to scale.

Recommending changes to a system that provides a lifeline of services and support to millions of children demands extraordinary precision and care. It also demands a willingness among teachers, other school officials, and parents to challenge the status quo. Research-based data must

inform our policy recommendations as well as the new practices we seek to implement. It is only in this spirit that we can work together to deliver even greater outcomes to children with disabilities.#

*James H. Wendorf is the Executive Director of the National Center for Learning Disabilities (NCLD), headquartered in New York City.*

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## EDUCATION UPDATE

## Mailing Address:

276 5th Avenue, Suite 1005  
New York, NY 10001  
email: ednews1@aol.com  
www.educationupdate.com  
Tel: 212-481-5519  
Fax: 212-481-3919

**PUBLISHER AND EDITOR:**  
Pola Rosen, Ed.D.

**ASSOCIATE EDITORS:**  
Heather Rosen, Adam Sugerman,  
Rob Wertheimer

**ASSISTANT EDITORS:**  
Marylena Mantas, Marie Holmes

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Neil Schuldiner, Rick Sulz

## ADVERTISING DEPARTMENT:

Martin Lieberman, Manager. Rosalyn  
Bacani, Steve Bailey (212) 721-9444,  
Dawn Clayton, Mitchell Levine, Chris  
Rowan, Andrew Schiff

## GRAPHIC DESIGNERS:

Neil Schuldiner, Rick Sulz

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## A Tale of Two Obstacles

By JILL S. LEVY

These are certainly not the best of times for New York City public schools. They may turn out to be the worst of times, but for New York City school principals it is not "the age of wisdom." For too many of our children, our schools are simply a welfare state, dependent upon the kindness of others. For some it boils down to a legal issue. For educators it is a matter of intellect and commitment.

For NYC principals, there are two obstacles they must face—the budget and standards. On the one hand, principals have been addressing the challenge of educating students to ever higher standards that have been set by the New York State Regents. On the other hand, they have been handed a decision by the Appellate Court in the Campaign for Fiscal Equity lawsuit asserting that a sound basic education including "basic literacy, calculating, and verbal skills" is sufficient for students to eventually serve on juries and vote. As for employment, the court held that education that provided for the "lowest level of service jobs" was sufficient. The question is whether the NYS per pupil funding for NYC students, which is lower than the rest of the state, will support even the abysmally low standards endorsed by the Appellate Court ruling. In addition, according to an independent budget report, NYC school funding has not even kept pace with the increased cost of living.

What is clear is that, as principals and their assistant principals lead their faculties in providing the educational opportunities for their students to meet the higher Regents' standards, there are draconian cuts on the horizon. Not only are we about to lose significant educational resources like smaller class size, libraries, art and music but we are about to lose an incredible number of human resources in each school. With nearly one-third of our schools losing principals and assistant principals (many of whom will not be replaced) and an exodus of

our most accomplished teachers, we are about to embark on a very difficult course.

With a naive sense of what the principal's job really requires, inexperienced teachers will jump into principal positions with little chance of success. Our children cannot afford to be caught in this revolving door through which principals and teachers come and go.

In spite of the lack of adequate funding and in spite of the argument over standards, NYC principals are committed to educational excellence. In a recent survey they told us that their number one reason for becoming a principal was to have a positive educational impact on students and faculties. They are, in fact, charged with maintaining the highest Regents' standards. Their professional standing depends upon how well their schools meet those standards and principals will be evaluated accordingly. To his credit, Mayor Bloomberg has accepted the challenge of improving public education at a time when the political, judicial and fiscal sands are shifting. The stakes are high for our children, our principals, and our city.

The truth of the matter is that the Appellate Court may not be entirely off the mark. Justice Lerner asserts that depressed test scores are related to demographic conditions and suggests that we spend more on addressing underlying social conditions. But, like education, reversing poor social conditions takes time and resources. The children who are in our NYC public schools right now cannot wait for us to eradicate the social ills; they want an education today that is as rich as that of their suburban counterparts. It is not a question of "either/or". We need adequate and equitable resources to address educational and social needs simultaneously. I hope this mayor and governor will help reset this course because we cannot rely too heavily on the courts; they have a way of shifting with the political wind. #

*Jill Levy is the President of the Council of Supervisors and Administrators (CSA).*

## A MURAL GROWS IN A HARLEM GARDEN

By MARIE HOLMES

Climbing up from the subway station at Lexington Avenue and 116<sup>th</sup> street, the idea of green space seems very far away indeed. Windows are boarded up, bodega awnings offer scant shade, and a few thin trees sticking up from the sidewalk provide little comfort if you're looking for something a bit softer than cement.

In these urban areas, community gardens serve as spaces to gather and enjoy simply being outside, pleasures often lost in the daily grind of city life.

Unfortunately, they also suffer from a chronic lack of funds, leaving many gardens in disarray.

This July, students from Summerbridge/Breakthrough used their artistic talents to make two community gardens and a community center façade in East Harlem more pleasant for neighbors that look at them every day.

The students, middle schoolers attending a tuition-free summer program at the Town School in which they take classes taught by high-school and college students, met with Gustavo Asto of SmartWorks, an arts education service group, to plan the mural they've painted in the Block Association Community Garden on East 116<sup>th</sup> Street. Sherwin-Williams, Home Depot, local hardware shops and Materials for the Arts, a division of the N.Y.C. Sanitation Department, donated the sup-

plies, while Met Food Markets provided snacks.

"We told them this is a community garden," says Asto, "and brainstormed about what that means," discussing concepts ranging from garden vegetables to fertility symbols. Asto joined a number of student drawings into a final design, which features gushing water and flowers growing against a brightly colored background. Modifications and additions came along the way. One student began painting smaller decorative flowers, and others followed suit; another noticed that a curling vine looked like the letter "s," and a spot for the Summerbridge logo was found.

"It's very much the artistic process," comments Asto. "[The primed wall] is really unimpressive the first day."

The students admit that they had their doubts. "At first I thought it was going to be ugly," says 7<sup>th</sup> grader Elizabeth Mejia. She now thinks that neighborhood residents will like the mural, "because I enjoy looking at it." During the first steps, recalls 7<sup>th</sup> grader Jennifer Chicon, "it feels like you're wasting your time." Examining the finished product, however, she says, "it looks colorful and it looks real, too."

"[The concept of] finishing is often a difficult thing for kids this age," observes Asto. Painting a mural, he believes, helps them develop a sense of responsibility. "It's often one of the major things they've accomplished in their



## We Need Mentors

By MATILDA RAFFA CUOMO AND JACK M. ADRIEN

In 1987, when we established the New York State Mentoring Program (NYSMP), our vision was to provide children at risk of dropping out of school with the resources, materials and specially trained mentors on whom they could count. The current New York State administration eliminated the NYSMP in 1995. However, Mentoring USA has been successful in keeping that dream alive. Unfortunately, there are still 250,000 children desperately in need of a mentor. We have come far since 1987 when the NYSMP was initiated, but there is still so much work to be done.

David McCourt, who on September 11 lost his wife, Ruth, and daughter Juliana, four years old, has given a grant to Mentoring USA for B.R.A.V.E. (Bias Related Anti-Violence Education) an effective program to "keep Juliana's memory alive" in order to foster harmony, peace and understanding among the children of the United States and the world. The program is now called B.R.A.V.E. Juliana and is designated to educate all children about diversity with books of ethnic heroes and demonstrate ethnic-conflict resolution.

The word is spreading as to the importance of mentoring, but there yet remains much work to do. The need for qualified mentors seems to increase faster than the capacity to recruit and train them. The first step in this endeavor must always be to get the word out.

The role of a mentor is an integral part of a child's life. In my book, *The Person Who Changed My Life*, I was fortunate to relay the personal accounts of professional people from all walks of life actively involved in the arts, entertainment, politics, etc. Each of these accomplished individuals had one thing in common: the guiding presence of an adult who served as a mentor. My book was also featured on "The Oprah Winfrey Show," which originally aired on March 22, 2000 for a segment discussing the importance of volunteerism. Mentoring USA is listed as a volunteer resource for Oprah's Angel Network, and the book will be reprinted as a result of the growing interest and demand for resources outlining the importance of mentoring.

The importance of mentoring is profound; the National Mentoring Project had dedicated the month of January as National Mentoring Month, with the theme in 2003: "Who mentored you? Thank them...and pass it on! Mentor a child." For every child who enjoys the benefits of a mentoring relationship, there

are regrettably five more children waiting for someone to invest time in their future. And as they wait, how many of them fall between the cracks and are lost to us forever? The only way for every person to become aware of the importance and necessity of mentoring is for people to discuss what an important role mentoring has played in their life.

The next step is to tell everyone just what an incredible experience it is to serve as a mentor. Part of the joy of being a mentor is sharing that wonderful experience with family members, friends, and co-workers. Allow others to appreciate the impact that you have had on the life of one special child. This will help to increase the overall recognition of mentoring as well as concentrate on just how pressing it is to find mentors for the children who are not as fortunate as the child you have come to know. The only way to truly encourage understanding is to promote awareness.

Lastly, invite the people in your life to participate in a mentoring program. We are connected to so many different people in every area of our lives. Provide your friends and acquaintances with the opportunity to also take part in a gratifying mentoring experience. The first step is often the hardest, so talk about mentoring with the members of your church, mosque, or synagogue. Involve the members of your Parent Teacher Association, Community Boards, or block associations. Suggest mentoring as a community service initiative to your fraternity or sorority, labor union or civic organization. The involvement in the mentoring process may take many forms. Numerous corporations have partnered with Mentoring USA and have made substantial in-kind donations of computers, books, as well as cash donations to the sites we service. Notably, Bloomingdale's, Hasbro, Inc. and Morgan Stanley have not only actively aided with the recruitment of their employees to serve as mentors, but also have been generous supporters to providing vital resources for the Mentoring USA sites. There are always opportunities available to include someone looking for a way to become actively involved with children but who may not know how to get started. It is the role of Mentoring USA to initiate the new volunteers with training and placement. The mission is to give every child the chance to develop a strong relationship that can last a lifetime. #

*Matilda Raffa Cuomo is Founder and Chair of Mentoring USA. Jack M. Adrien is Mentoring USA's Director of Volunteer Recruitment and Retention.*

young lives," he notes. "Hopefully, that sense of completion will continue with them."

"They're learning that they're doing something for the community," adds Summerbridge teacher and Barnard student Joana Yip. "That in itself is a learning experience for them. When people walk by down the street and they say, 'Wow, you're doing something really nice,' that's when it clicks."

Despite the challenges of the long process and hours spent painting in the summer heat, 7<sup>th</sup> grader Jenna Perez says that she had "lots of fun."



Summerbridge students paint the West Harlem Community Center

"It was fun 'cause actually I like getting paint on my face," volunteers Jhana Meyers. "Gustavo, he said my [paint-covered] shirt looked pretty." #



## Schechter Students Track Screech Owls in Central Park

By LORI SKOPP

Eleven students from Solomon Schechter High School of New York participated in an innovative screech owl field trip in Central Park recently. In September 2001, 18 Eastern screech owls were released into Central Park as part of an effort to restore native species to the park. Since then, scientists from the Parks Department Wildlife Management Program and Fordham University have monitored the owls using visual tracking and radio telemetry. The field trip was led by James MacDonald, one of the urban park rangers involved in the owl study. MacDonald began by showing the students the equipment used to track the owls. Each owl has a radio collar and a unique frequency signal that is transmitted to a portable receiver and antenna. Four nights a week one of the researchers for the proj-

ect walks around the park with the receiver listening for owl signals. The signal helps the researcher to locate the owl. Once the owl is located, its geographic location is recorded, and this information is fed into a computer, with the ultimate goal of generating a map showing the range of the owl's habitat.

The students trailed MacDonald as he tried to receive a radio signal from one of the owls, which he said often nests near the Park's Ramble area. However, even after 45 minutes of searching for a signal, the group was unsuccessful. According to Mr. MacAdams, this is one of the down sides of all biological field research; in some settings a researcher can wait days for an animal to appear. From this, the students learned an important lesson about the pitfalls of field research.

The goal of the field trip was to give Schechter students an opportunity to see biological field research in action. Schechter feels it is important for students to recognize that not all scientific research takes place in a traditional laboratory setting with test tubes and beakers. Rather, a great deal of biological, ecological, and geological research takes place in the field. The field trip introduced students to field research methods, with a project that is taking place literally across the street from the school. (The school is located at Central Park West and 91st Street).

Dorothy Bowser, Head of School, noted, "Our school's proximity to major cultural institutions and to Central Park, as well as the creativity of our faculty, enables us to seamlessly integrate these outstanding resources into our exceptional curriculum."

The 11 field trip participants are part of the school's Science Research Program, which was established in February 2002 based on a model developed by the New York Academy of Sciences and SUNY Albany. Students choose a research topic in tenth grade, and spend summers and afternoons in eleventh grade working in research laboratories throughout the City. At the end of eleventh grade, students write professional quality research papers and participate in prestigious competitions. In addition to the Science Research Program, the school plans to expand its laboratory facilities, upgrade its technological resources, and add elective courses in robotics, engineering, environmental science, and Jewish ethics and science. #

*Lori Skopp is Director of Advanced Studies at the Solomon Schechter School. She was previously Director of Education at the NY Academy of Science.*

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## I.S. 318 Wins Chess Championship

Intermediate School 318 recently celebrated its third consecutive National Chess Championship. Located in the Williamsburg section of Brooklyn, I.S. 318 triumphed over thousands of competitors to bring the top prize back to Brooklyn.

The chess program at I.S. 318 has become a model educational partnership between the school and a non-profit organization called Chess-in-the-Schools (CIS), which is dedicated to bringing the game of chess to inner-city children.

The children at I.S. 318 are central to the success of the coeducational team, which serves students of all abilities and skill levels. The students dedicate an enormous amount of time to improving their play by attending the after-school chess club, practicing at home, playing during their lunch periods, and attending weekly tournaments across the city. The club also reflects the city's great diversity. The team has students from Pakistan, Bangladesh, Russia, Poland, the Dominican Republic, Puerto Rico, Martinique, Haiti, Ecuador, China, and Mexico.

The success of the team would not be possible without the support of Chess-in-the-Schools. Elizabeth Vicary coaches the club during the school day and intensive after-school sessions. World-renowned Grandmaster Miron

Sher, trains and lectures the most advanced students.

The partnership is made complete with the dedicated support of the school and the District. Two teachers, John Galvin and Lauris Murnieks coordinate and chaperone the team to scores of tournaments and trips. Any educator will appreciate the special challenge of chaperoning 36 teenagers in a hotel for six days! Principal Alan Fierstein of I.S. 318 has led the way in the foundation of the team, refusing to allow any obstacle to stand in the way of the team's success. At the District level, Superintendent Patricia Synan has generously and proudly supported the team.

The success of the team over three years has become contagious. The reputation of the school has been enhanced across the city as students have sought admission to the program. The school credits its outstanding 95 percent daily attendance rate and strong reading and math scores in part to the culture of achievement reinforced by the chess team.

The young chess champions from Brooklyn have made the entire school community proud. Miguel Borrero, one of the key players on the team summed up his feelings: "When I got off the plane from Milwaukee and my mom saw the big trophy I was carrying, she was happy. I was happy." #



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## INSIDE THE SUPERINTENDENT'S OFFICE: DISTRICT 1

**Helen Santiago: #1 IN #1**

By JACOB M. APPEL

Helen Santiago and Community School District 1 go back a long ways.

"My father jumped ship and hid out on Essex Street when he was 17 years old," explains the district's superintendent. "He was from what was then called the South Moluccas, which is now a part of the United Republic of Indonesia. For political reasons, when he was 14 he got on a steamer and went around the world once. He decided New York was where he wanted to be, went back and said good bye to his family—and then came to the Lower East Side." Now Santiago, who is also French Canadian on her mother's side and acquired the Hispanic last name through marriage, has come full circle. She is in charge of all the schools in the neighborhood where her father and millions of other immigrants first settled, the gateway to America that remains one of the most diverse school districts in the United States.

District 1 encompasses "the communities between the [Manhattan and Williamsburg] bridges" and includes Chinatown, Alphabet City and the traditional Lower East Side. It extends from the East River to First Avenue and stretches as far north as 12th Street. The district's 24 schools are home to more than nine thousand children between kindergarten and grade eight. Santiago also shares responsibility for the district's two collaborative high schools, the East Side Community High School and the Martha Valle School, which cover grades seven through twelve. The superintendent notes that these two schools stand at the cutting edge of "progressive middle school reform."

According to Santiago, middle school reform

was widely needed when she joined the district. "One of the things we've suffered from is that middle schools were begun in seventh grade," she explains. "When you begin a middle school in grade seven in the climate that we are currently living in, you doom those children. They come in September of seventh grade and they know no one. A year later they have to fill out applications for high schools. If they're coming in challenged already in reading or any other content area, they're so enmeshed in making and creating relationships with each other as kids and with faculty and staff that this consumes a lot of their thinking time and their gray matter—and they never catch up." One of Santiago's goals is to establish more schools that begin in the fifth or sixth grades, when "much greater opportunity still exists to forge relationships with these children before they reach adolescence." This issue is close to Santiago's heart. She once taught at a school that transitioned from a junior high school to a middle school during her tenure.

Santiago's original training is in elementary education. Yet after seven and a half years teaching in New York City, she moved to Biloxi, Mississippi, and then Peoria, Arizona, where she taught eighth grade language arts with an ancillary emphasis on English-Spanish bilingual education. She then returned to New York in the mid-1980s and worked as executive assistant to District 6 Superintendent Anthony Amato from 1987 to 1990. She also developed close professional relationships with now retired superintendents Maria Guasp of District 9 and Jim Mazza of District 3. These three mentors taught her the most important lesson



Helen Santiago

for anybody involved in the art of education: "Always stay focused on kids." She was also heavily influenced by the writings of social scientist Peter Senge and his emphasis on attention to small details. "The question Senge asks," Santiago explains, "is, 'How do you move an ocean liner?' Not with the rudder, but with the trim tabs on the rudder. You make massive movement through paying attention to the little things. And I think that's been part of the work that we've been trying to do here in District 1." When the previous superintendent of District 1 left two years ago, Santiago was appointed acting superintendent by Chancellor Harold Levy.

One of Santiago's first challenges as superintendent was to resolve a two million dollar budgetary shortfall. She did so by reducing her own staff and cutting back on over-expenditures. The superintendent proudly notes that even after these cutbacks, her district remains first citywide in per capita expenditures on children; New York spends approximately \$11,000 per pupil in Santiago's district. Yet she emphasizes that her primary area of interest and expertise is instruction. "Of course a successful superintendent has to be good at both,"

she notes. "And a district has to be run on a day-to-day basis as well." Her duties also include two annual visits to evaluate each school under her charge.

One area to which Santiago has devoted her energies is school choice. While she notes that she opposes the sort of voucher system that provides money for parents to send their children to private schools, she insists that parents need to have real options. "I think that we can do our own equivalent to vouchers through a choice program in our community school districts," she explains. "And I think we can offer a wide range of wonderful schools for our parents to choose from." As deputy superintendent in District 3, Santiago played an active role in expanding the variety of schools open to parents and their children. She now hopes to bring a similar range of options to her own district. She notes that District 1 is now an "open district of choice" where parents can choose to send their children to almost any school in the district.

The key to building a successful district, of course, involves choosing the right leadership team. Flexibility in hiring teachers and administrators, which has increased in recent years, makes this possible. So does District 1's prime location; people want to work in Manhattan. "And with the right teachers and principals," says Santiago, "you can do anything." It can't hurt to add the obvious: in a complex school system like New York's, even the best teachers and principals can only do their jobs with the support of a strong and dedicated superintendent. Santiago seems to know this, and District 1 is already starting to reap the benefits in higher test scores, rapid school development and—just as important in a world of ever expanding choice and competition—a growing reputation for excellence. #

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## SERIES ON OUTSTANDING EDUCATORS

*Profiles in Education: Sandra Priest Rose*

By MARYLENA MANTAS

Since its inception more than 20 years ago, the Reading Reform Foundation of New York has given more than 3,000 teachers the tools necessary to bring their students closer to what the Foundation characterizes as a child's birthright "to learn to read, write and spell accurately."

The Foundation does so through training teachers to teach "by using all four sensory channels to the mind, while imparting a systematic, phonetic approach to the language."

Teachers who "knew that children could read, write and spell well, but that the teachers were not trained to teach them" established the organization, according to Sandra Priest Rose, a founding trustee of the Foundation who spent an early part of her career working as a reading consultant in Community School District 9 in the Bronx.

"I had a wonderful year," she says of her experience in working with one student, but she realized that "the child did not learn how to read." Rose vowed never to allow that to recur. Eager to make a change, she enrolled in a course conducted by Romalda Spalding, author of the *The Writing Road to Reading*. She explained that the course offered her a new outlook on teaching reading that she has promoted through the Reading Reform Foundation ever since.

According to Rose, teachers welcomed the phonetic method and began encouraging their principals to bring Reading Reform personnel into the schools to work with them.

In 1981, 24 teachers were enrolled in the Foundation's courses. In the school year 2000-2001 that number increased to 242. In the same 20-year period, 3,730 teachers attended the Foundation's courses, and 9,483 the Foundation's

annual conference. The 2002 conference is set to take place on November 10 at the NY Hilton and Towers.

The second component of training includes in-school teacher training, which brings a Reading Reform trainer into the classroom to work with a teacher for one year. The consultant—who returns the second year for a brief period to follow up with the teacher and to provide any additional support—assists the teacher in implementing the Foundation's phonetic method.

According to Rose, trainers work in 48 classrooms and 22 schools in 12 school districts located in every borough except Staten Island. The in-school teacher training has touched the lives of approximately 14,000 students.

"We see ourselves as a teacher training organization," said Lauren Wedeles, Executive Director of the Foundation. "The year during which we are working with them, the teachers are also learners."

Some of the courses offered this summer include "Reading, Writing & Spelling: A Multisensory Approach" and "The Writing Road to Reading: A Comprehensive Introduction." According to Rose, the techniques used are based on neurological and educational research.

"We have found that kids need to position themselves on paper," she said, adding that they enforce accuracy in spelling, which is important both for spelling and comprehension. "We are making English logical, intellectual and fun," she said.

The Foundation has partnered with several principals who will assist in tracking the progress made by students and teachers the Foundation has trained.

"Our work is intensive. We would love to expand, but we don't want to lose the quality of



Sandra Priest Rose

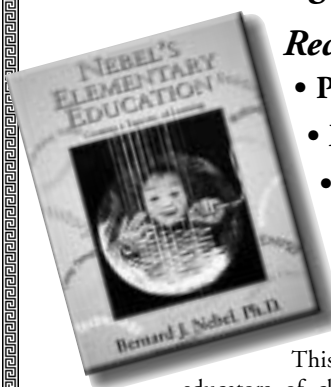
work that we do," said Rose. "We want other people to replicate what we do, but to do it as well as we do."#

For more information visit [www.readingreform.org](http://www.readingreform.org).

**AT FIELDSTON,  
FOREIGN LANGUAGE  
GOES BEYOND  
HAND-OUTS**

By CHRISTINA PERPIGNANO

It's summertime at the Fieldston School in Riverdale and the campus, with its picturesque buildings and landscape, resembles that of Princeton University in New Jersey. Inside one of these buildings, foreign language teachers sit in a temperature-controlled computer room surrounded by 15 Macintoshes and 7 Dell's. They are editing their own bilingual video on making guacamole. The three teachers, Esperanza Cano, Leticia Zervas-Gaytan, and Diane Russcol, volunteered to take part in a weeklong workshop designed to help them incorporate computer technology into their foreign language classrooms. Mary McFerran, the school's Academic Technology Administrator,

*Continued on page 32***NEBEL'S PRESS FOR LEARNING****Introducing A Groundbreaking Textbook****Recommended For**

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# Summer in the City: A Gift of Great Math for Gifted Students

By TOM KERTES

There's really no reason why outstanding New York City high school students who are interested in a high quality summer program in math and science should have to be shipped all over the nation. "It was an untenable situation—but that's exactly what the case has been for what seems like forever," said Daniel Jaye, Assistant Principal of Mathematics at

Stuyvesant High School. "So, a couple of years ago, I made a commitment to do something about it."

In turning his dream into reality, Jaye has received invaluable help from his mentor, Alfred S. Posamentier, the Dean of the School of Education at The City College of the City University of New York. "He basically just said, "great idea, why don't we have it right

here on my campus?," said Jaye. "And then he helped me overcome all the obstacles, bureaucratic and otherwise."

Which were, by the way, plenty.

"Without Al, and his wonderful creativity and energy, I would never have been a math teacher," added Jaye. "And without Al, this program would never have come into existence." And that would indeed have been a great pity: 240 of New York's finest students would have been deprived of what, in only its second year of existence, is already considered a stunningly successful effort.

"Last year we had 90 students," said Jaye. "But the word got out—and we had to respond to the demand." In fact, Jaye had to sort through 800 applications over "not much of a Memorial Day Weekend" before paring the crew down to the "big 240" (140 in math, 60 in science, and 40 in the new addition of 2002, theater arts).

But what kind of a high school kid would want to sit through such a demanding course of study for six long weeks smack in the middle of summer vacation? "Obviously, one who's very focused, mature, motivated, and highly interested in the subject matter," said Jaye. "You are with your peers—this program has allowed me to get away from the limitations of the other students, and even teachers, during the regular school year," added Mark Xue, a 2001 program participant, and 2002 teaching assistant, from Hunter College High School. "I've learned so

much more math.... I feel so much better prepared for a career.... I can't even express how great this has been."

While Jaye admits to attempting to get the "best kids in the City", he was also careful "not to make this some kind of an elitist, 'just a Stuyvesant, Hunter, Bronx Science' thing." Thus, student participants hail from all kinds of high schools—Forest Hills, Francis Lewis, Townsend Harris, Aviation, Brooklyn Tech and many more—from all over the city.

The program, completely free of charge to students, has hired Larry Zimmerman, David Hamblin, and Steven Conrad—three noted authors, and also three of the greatest math minds New York has to offer, as teachers. "It was like hiring the Three Tenors to teach opera," gushed the enthusiastic Jaye, himself widely acknowledged as the leading light among high school math teachers in the City. "It was an unbelievable feeling to work with those gentlemen. And, obviously, wonderful for the kids."

Besides the enormously elevated level of instruction, the students earn six college credits, get free food and free transportation, all thanks to the innovative College Now program that was born out of a rare cooperation between CCNY and the New York City Board of Education. "We wanted to make the transition to college more productive," said Miguel Montes, Acting Director of College Now. "We wanted to connect the disconnect."

The course is six weeks in duration, 9:30-4:30 every Monday through Friday. Along with the intensified instruction in the subject matter, it also includes a daily "Prime Time Lecture" where all the students get together at mid-day—and the subject could be anything. The deadline for application is May 10, "but, next year, we'd like to move it up," Jaye said with a smile. "The word is out—we're expecting an avalanche of applications." #

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## AMERICAN MUSEUM OF NATURAL HISTORY HAS UNUSUAL SUMMER CAMP

By LENA KHIDRITSKY

Kids are running all over a dig site. A gorgeous day in a desert serves as the stunning backdrop with clear blue skies and golden sand stretching out as far as the eye can see. On stepping out of the desert you enter a lab full of equipment. Multicolored lights and pictures of scientists cover the walls, while dinosaur bones and other artifacts lie ready for eager hands. The children, each with their own field journal, are doing research on their own, making observations and learning. All this in the heart of Manhattan on a Wednesday afternoon at the American Museum of Natural History's version of summer camp, a colorful bus parked outside the museum.

Operating as a Movable Museum, the bus also visits other boroughs. Not every day in camp has so 'exotic' a setting, as most of the days are spent within the Museum building itself and not in this colorful bus. Campers are busy and learning all the time. Most campers love it, some don't, but to paraphrase instructor Jenny Lando 'you'll never know unless you try.'

The camp runs for four weeks—July 8 to August 2—each with a different focus, including paleontology, archeology, herpetology and astrophysics. The kids are busy in the classroom, interacting with scientists and participating in hands-on activities. For the paleontology camp those activities include a trip to the Movable Museum, the "dig site and lab". The bus, with walls painted in a desert landscape, is equipped with different workstations in which the campers can practice hands-on all that they have learned. There is also a project to create a mini-museum with each child contributing a mini-exhibit. Many of the children chose to make a clay model of their favorite dinosaur.

For one week of museum fun the fee is \$350. However, if you are interested in signing up you are going to have to wait until next year because this program is booked early. With the reviews that children and the staff give to the program, it's not surprising. Morgan, 11, an aspiring paleontologist, says he likes camp because, "it's interactive and I like being with people who share your thoughts." Chris, on the other hand, "didn't know a lot about dinosaurs." When asked if he was glad he attended camp he energetically nodded.

The staff, made up of full time museum workers and high school or college interns, is equally energetic. "Paleontology is something I love," says Lando. She takes a week out of her regular job to be a part of the summer camp. "I was a teacher for five years and loved seeing how the kids grew over the year. I missed seeing that progression." She therefore jumped at the chance to work with the camp. "They are excited," she says of the campers, "and they keep us on our toes. The kids keep it different."

With all the choices available for the summer, this camp offers a unique twist. Children aged 9 to 11 can participate for all four weeks or pick and choose what they are interested in. From 8:30 to 4:00, excluding a break for lunch, which occasionally takes place in neighboring Central Park, the camp offers them "a

safe place to be with resources that should be shared," says Lando. "The biggest difference is that it's focused on a theme. [As opposed to a conventional camp] it has a foundation in reality. Kids who like science are aware they are part of a bigger community," she adds of the camp's appeal. So what have the children found out so far? "If the dinosaurs weren't well enough to survive in their environment, we can learn from them," says Morgan. And you thought it was just a pile of bones!#



Patrick DiJusto tossing another Mars Lander over the railing at Astrophysics Camp

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## HS Students Learn to Write at Sarah Lawrence College

By CHRISTINA PERPIGNANO

Emily Leavitt, a 14-year-old student at Beacon High School, always had a desire to write. "I don't have to be elated or depressed, but if an idea pops into my head I'll write it down in my journal which I carry around with me," she says.

This summer Emily had the opportunity to build upon the ideas she writes in her journal and to hone her writing skills as one of the 77 students who participated in the Summer Writing Workshop for high school students at Sarah Lawrence College in Westchester.

The program, which has been in existence for five years, accepts students on a first come, first serve basis, according to its Director Myra Goldberg. She added that this year approximately 60 percent of the students who were accepted received Fulbright scholarships. SLC graduate students teach the workshops and lectures that are part of the program, which runs for one week and serves high school students from grades 9 to 11 that hail from both suburban and urban areas. According to Goldberg, this year 50 percent of the participants came from urban areas.

"I'm heartened by the way in which kids from different backgrounds enrich each other's experiences," said Goldberg.

The workshop provides students with the opportunity to better their writing, but also to enhance their presentation skills, as they are encouraged to perform. Students are divided into smaller groups that focus on fiction, theater and poetry. This summer the students made 30-second spot commercials dealing with topics such as passion and justice. Other projects included writing a script, directing and shooting it.

"Because of the nature of pop culture, for



Students in the Sarah Lawrence College HS Writers Workshop discuss their work in poetry class.

example MTV and the Internet, these kids are particularly skilled with mixed media," said Goldberg.

Garineh Galian, a high school student at Emerson High School and one of this year's participants, admits to being nervous when she first arrived at the Sarah Lawrence campus where the program takes place.

"When I first got there, I turned to my mom and said 'Why am I here?'" Garineh said, explaining that she considered herself an amateur writer. However, her fears disappeared when she discovered that her fellow students also had different levels of writing experience. The teaching style of the graduate students also helped.

"Our teachers always said 'different isn't bad or good, it's just different.' I definitely gained more confidence in my writing," says Garineh. "The teachers made the week fun."

Emily agreed and said that she loved the "no judgment" policy that the teachers instilled in the students. Both students recommend the program to other aspiring writers. Emily has only one suggestion. "Make the program longer!" she said. #

## Mayor Bloomberg Appoints Joel Klein As Schools Chancellor

On July 29th, Mayor Michael R. Bloomberg announced the appointment of Joel I. Klein as New York City Schools Chancellor. Klein currently is the Chairman and CEO of Bertelsmann, Inc. Previously, he was Assistant Attorney General in charge of the Department of Justice's Antitrust Division, leading the prosecution against Microsoft. The appointment was recently made official upon the issuance of a waiver by the State Education Commissioner Richard P. Mills, necessary because of Klein's lack of professional education qualifications.

"As a product of New York City's public

schools, I owe my teachers and this City's schools more than I can ever repay," Klein said. Klein does possess some experience in the field of education. During a leave of absence from law school in 1969, he studied at New York University's School of Education and then taught math to sixth-graders at a public school in Queens until he was called upon by the U.S. Army Reserves for Basic Training. While in Washington, Klein served as a member of Mayor Anthony Williams' "Kitchen Cabinet," where they discussed improving the City's schools through the Mayor's plan to take over the school board. #

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## DIRECTIONS IN DENTAL MEDICINE: WOMEN MAKING INROADS

By JOAN BAUM

She recalls clearly what happened 30 years ago when she went to take the national dental boards for New York State. The exams were being held in an armory. Always the precise student, she showed up, information in hand, only to be met by an examiner who told her she had the wrong door. The exam for Assistant Hygienists was being held across the way. No, she insisted, she had the right door. In fact, she had the right professional credentials, being a practicing dentist for 15 years in Israel, having gone through that country's rigorous five-year dental program, three of which were spent studying with medical students, using the same curricula, serving at the same hospitals. There was also the earlier training in dental technical school in Poland, where she was born and studied (first in her class) until immigrating to

Jerusalem in 1957.

Dr. Kristine Keren, a successful practitioner with a thriving practice on Central Park South, in an office she shares with her son, has known considerably more than dentistry. Her story, so bizarre, so ugly, so triumphant, of living in a sewer in Lvov during the Nazi purges, has been the subject of books, articles, and documentaries ([Adl.org/children\\_holocaust/story\\_krystyna.html](http://Adl.org/children_holocaust/story_krystyna.html)). In any case, dental school for any woman in the '70s would have been an uphill battle. Even now, says Dr. David Kratenstein, past president of the New York County Dental Society, Associate Clinical Professor at NYU Dental School, and Executive Director of the Northeast Society of Periodontists, statistics, though quite favorable in comparison with those of Kristine Keren's day, still tell a minority tale. Women dentists in New York State

number only 1,500 out of 13,200, or 11 percent. As a former chair of the Greater New York Dental Meeting, the largest in the country with 33,000 attendees, Dr. Kratenstein reinforces the view articulated by Dr. Keren that those who choose dentistry as a profession are not fallback candidates for medical school but those who really want to be dentists.

Both Kratenstein and Keren are, in their separate ways, strong proponents of educating the public about preventive care and of educating themselves through continuing education, particularly in technology, another area that, until recently, had been traditionally closed to women. No more. Keren notes that in recent years her practice has



Dr. Kristine Keren

become more attuned to cosmetic concerns and to refinements in diagnosis and treatment made possible by advances in technology—digital x-rays, for example. According to Dr. Richard Vogel, Executive Associate Dean for Academic Programs at NYU, the hot new dental specialty is maxillo-facial radiology. Kratenstein notes in this regard that seminars at annual meetings now concentrate on technology.

Clearly dental education has moved dramatically into the 21st century: course work keeps current with technological developments, and admissions data show the growing presence of women. Never has the freshman class been so diverse, Vogel notes, with females making up approximately 50 percent. He points also to program shifts over the years, reflective not only of quantity but quality—from 100 courses, with specific goals and objectives a couple of decades ago, to over 2,000 now, most competency based, emphasizing problem solving, and subject to independent evaluation. Dentistry may prove particularly attractive to women with families now that NYU (one of five dental schools) has put all their textbooks on DVDs (all students must own computers). Regardless, prospective practitioners have a good future in dentistry as practitioners, researchers, administrators, and in Dr. Kristine Keren and Dr. David Kratenstein, fine role models, who have, as they say in the field, made an impact.#

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## Calendar of Events

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The real story behind AD/HD (Attention Deficit / Hyperactivity Disorder) and other children's mental health disorders.  
Date: Saturday, August 17 2002, Time: 10:00am - 4:00pm (lunch served), Location: Louise Wise Services for children and families 55 West 125th Street, Manhattan, New York City

For further information call Chadd of New York City: 212-721-0007 or Email: CHADD.NY@USA.com.

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## LANGUAGES

### English Language Learners Let Down by Board of Education

By PRIYA ATHIAPPAN

Advocates for Children claims English Language Learner (ELL) students are receiving an inferior education. The organization, which provides advice and legal services in the hopes of giving all New York City students fair access to a public school education, recently released a report entitled *Creating a Formula for Success*. The paper details the hardships faced by immigrant students in New York. According to their research, current ELLs have the highest dropout rate of any group of students in the city—31.7 percent.

According to Chancellor Harold Levy's 2000 *Report on the Education of English Language Learners*, ELLs make up about 15 percent of New York public school students. These children, who are not fluent enough in English to enter mainstream classes, are often placed in the bilingual education or English as a Second Language (ESL) programs of the schools they attend. There they are taught academic subjects in their native language (usually Spanish, Chinese or Korean), as well as receiving English instruction. ESL and bilingual education stem from the 1974 Supreme Court case *Lau vs. Nichols*, where it was ruled that public schools had to adequately educate all children, regardless of their English proficiency.

According to Jill Chaifetz, Executive Director of Advocates for Children, too much pressure is placed on students who have recently immigrated to the U.S. "They are expected to meet the same standard as native students. They must master an entire new language," as well as learn how to think from a different point of view. Chaifetz uses global studies as an example. History is often taught from the American perspective, and is especially difficult to excel in for a student who has no American background. When ELLs do not do as well as their English proficient counterparts, it is common for impatient school advisors to suggest that they "drop out and leave, and get their GED." According to Chaifetz, for those ELLs who drop out, prospects are dim. "Many believe they will work, but end up with dead-end jobs with little upward mobility." In fact, the average earnings of someone with a GED are roughly equivalent to those of someone who dropped out of high school.

For the 31.7 percent of ELLs who opt to leave school, the educational services of the Board of Education have failed. While they are supposed to transition into mainstream classes within four years, many ELLs stay in bilingual education or ESL for up to nine years, says Chaifetz. The struggle of ELLs toughened three years ago when New York State "completely revamped the Regents." The new reforms require all students to pass the English Language Arts Regents, as well as a new Math Regents. While the Board of

Regents raised the requirements that thousands of high schoolers needed for a graduation diploma, the corresponding level of educational support for ELLs was not raised. Although a 12-Step Action Plan to help prepare ELLs for the new Regents was passed, most of these students did not receive access to promised classes.

"Yet they still have to meet requirements," remarks Chaifetz. "It seems as though there is a different level of accountability," for the Board of Education than there is for ELLs, who must somehow prepare themselves for the new, tougher Regents in order to graduate high school.

Chaifetz cites several reasons as to why the New York City Board of Education has failed many ELLs. In ESL, there is no prescribed curriculum. Each teacher creates his or her own lessons, and there is "no guarantee who you get." While bilingual education has a consistent curriculum citywide, many instructional materials such as textbooks are not translated from English to the languages of ELL instruction. Thus, there is "no proper provision of services." Since both ESL and bilingual education are received by roughly equal numbers of students, neither program provides a distinct advantage.

A severe shortage of teachers for ELLs is another problem—over 3,000 are needed. Uncertified teachers often fill in these spaces. Possibly, the scarcity is due to the fact that while ESL and bilingual teachers are paid the same as general education teachers, they have twice as much coursework to cover, says Chaifetz.

An anomalous finding of Advocates for Children's report is that former ELLs actually have higher graduation rates than even English proficient students (58% vs. 52.2%). This is probably due to the fact that many of these former ELLs entered the programs when they were younger and had enough time to develop fluency. Therefore, Chaifetz reasons that "some bilingual and ESL programs are doing something right."

One and a half years ago, the Board of Education approved a new bilingual education program, which was outlined in Chancellor Levy's 2000 report. The new initiatives included: the Dual Language/Two-Way Model, where ELLs would be taught alongside fluent English speakers; Accelerated Academic English, where subjects would be taught in English during and after regular school hours; and a higher level of parental involvement. Chaifetz views highly intensive ESL and the Dual Language program as a "tremendous boon" to the education of ELLs. "But very little happened because of budget cuts," she says. The reforms would have cost \$75 million.

Chaifetz believes that in addition to the Chancellor's proposed reforms, the Board of Education must increase accountability in specific schools that have high levels of failing ELLs. Additionally, individual students must receive individual attention. Chaifetz recommends that in order for ELLs to be better served by the public schools, reforms should focus on improving ESL instruction, decreasing the number of uncertified teachers in the system, reforming tests and increasing parental involvement.#

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## SPOTLIGHT ON SCHOOLS

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## FROM THE SUPERINTENDENT'S SEAT



## GETTING READY TO MAKE A FRESH START

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

As we all know, the month of August means one thing: school and September are just around the corner. There's a very amusing television commercial for a stationery supply store that plays that December holiday song, "It's the Most Wonderful Time of the Year," while showing parents enthusiastically stocking up on new school supplies. But our children do have the wonderful advantage of starting each school year with a clean, fresh slate. They may need you, however, to point out why this is truly to their benefit.

School plays a major role in every child's life. Did you ever notice how consistently children link significant events in their lives with the grade they were in when it occurred, or the teacher they had at the time? They will say something like, "My little sister was born when I was in third grade. I remember because Mrs. Black made me a big brother party."

Being promoted to a new grade can provide the motivation a reluctant student may need to try a little harder this year. August is the real time for New Year's resolutions to be made. You can use the time you have with your children on a lazy, hot day to talk about their expectations for the coming school year. Discuss very calmly any subjects that gave them difficulty before and see if together you can come up with a plan to avoid the same thing this year.

Also, talk about the areas in which your child

has been most successful and how he or she can continue to grow and improve in these subjects. What about extra-curricular activities at home or in school? It's not too early to make some plans in August if your child wants to try something new in the fall.

The real magic that happens in September is that your child has the opportunity to make a new start in not only specific subject areas, but socially and emotionally as well. A new class means new classmates and a chance to make new friends. A new teacher (or teachers, for secondary school students) is also an opportunity for your child to form a new, positive relationship that may very well have an important effect on his or her life.

Moving on to the next grade may also be the right time to give your children some new responsibilities or new privileges to show that you recognize that they are growing more mature. You could consider raising their weekly allowance, extending their bedtime, or increasing travel privileges if you deem it appropriate. It will be doubly appreciated if you make the offer yourself, without any prompting or persuading from your children. Remember, it is easier to grant privileges than to revoke them, so take it slowly, one step at a time, and make sure that your children know that they will have to show they can handle the new privileges and responsibilities before they are made permanent. Most of all, enjoy each new year with your child. #

*Dr. Hankin is the Superintendent of the Syosset School District in Long Island.*

## FROM THE BANK STREET COLLEGE OF EDUCATION

## The Pressure to Perform: Stressed Out in Preschool

What are the effects on children and parents?

By AMY FLYNN, M.S., M.ED.

Being the Director of the Family Center has afforded me the opportunity to get to know many children and families. I also have the responsibility of helping the children aging out of our program to move to on-going schools. These children, for the most part, are four-year-olds looking to get into pre-k or kindergarten programs in either the public or private sector. Parents must begin collecting information about on-going schools in the spring and summer—a full year and some months before their child will actually move to a new setting. During the fall prior to the year children will enter pre-k and kindergarten, parents spend considerable time filling out applications, attending open houses and worrying. In the late fall, children interview with schools and take either the Stanford Binet and or the ERB (Educational Records Bureau—the test that is administered is the WPPSI-R, which is a standardized test). In addition, if parents are considering the gifted and talented programs in the Board of Education, they must take the Stanford Binet, which is another standardized psychological test. A licensed psychologist administers both exams. The stress and pressure on parents and children is enormous.

Many parents have told me that whether their child does well or gets into the right school will have lasting effects on their child's entire academic career. Parents take children to places to be prepped for the tests, hire special consultants, attend meetings to prepare for school applications and work diligently with their children at home.

From my vantage point, I have seen the effects of this pressure and stress on children. Children are concerned and worried about their school placements. Some children do not understand that they visit schools that they will attend at a much later date. They become anxious that they are leaving their current school immediate-

ly. Some parents have asked children to be a part of the decision making process, asking children which school they like best. These kinds of decisions and concerns should not be part of the life of a three or four-year-old child.

Some parents, out of concern, are asking preschool teachers to prepare their children for the impending tests and school visits. They now want us to formally teach handwriting, reading skills and higher level math concepts to their preschool age children, although these concepts are well out of their child's developmental range. Most of the children are learning to write, recognize sight words and solve math problems in a developmentally appropriate manner, yet parents are still pressing for more "skills" to be imparted to their children. Letting children have fun, enjoy learning, feel good and competent in their world—essential for all young children—is being sacrificed in order to "get ready for kindergarten."

How unfortunate and sad for children and families that parents must spend this last precious stretch of their child's preschool years preparing their child for the "high-pressure world" rather than enjoying the amazing growth and development that their child has achieved in four short years.

I leave you with a phone conversation I had earlier this year with the father of a young infant. He was looking for a program for his nine-month-old daughter. I told him that we are a full time childcare program for children from six months to four years. He said that his wife is not planning on going back to work, but they wanted to get their daughter into a good school now so that she wouldn't be behind the other children. I told him to relax. I said that he and his wife should enjoy their baby, take her to the park, play, read, and sing to her.

"Is that enough?" he asked. I said "yes." #

*Amy Flynn is the Director of the Bank Street Family Center.*

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Avoid the dog days of August outdoors—come to Logos Bookstore and enjoy the cool air inside as you figure out your vacation reading or choose a card or gift for someone else.

Want to join a reading group? Come join the Kill Your TV Reading Group (KYTV), which meets the first Wednesday of every month from 7 to 9 P.M., and is about to complete its fourth year.

The August meeting is Wednesday, August 7 at 7 P.M. The book that will be discussed will be *Howard's End* by E. M. Forster. The September meeting will be Wednesday, September 4 at 7 P.M., when *Invisible Man* by Ralph Ellison will be discussed. Before the end of each meeting, group members choose the next selection for two months down the road. This August, the selection will be made for October and in September the selection will be made for November. All books selected are available for purchase at Logos. After the meetings there is an opportunity for those who want

to, to go out to dinner together.

Logos' Children's hour of book reading and activities continues weekly every Monday at 3:30 P.M.

For book reading suggestions this month, come visit Logos and see what the staff's suggestions are, all lined up in one of the store windows. Inquire about the Logos Discount Club and find out why Logos is the independent bookstore that saves you money! Come on over!

Transit: #4,#5, #6 Lexington Avenue Subway to 86th St. M15 Bus (First & Second Aves.), M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.)

### Upcoming Events At Logos:

Wednesday, August 7, 2002, 7 P.M., KYTV Reading Group will discuss *Howard's End* by E.M. Forster.

Wednesday, September 4, 2002, 7 P.M., KYTV Reading Group will discuss *Invisible Man* by Ralph Ellison.

## Essential Reading for Parents & Teachers

By MERRI ROSENBERG

Here's an absolutely essential volume that belongs in every kindergarten through third grade classroom.

With this useful, imaginative and creative book in hand, I could finally understand how those pre-school and elementary school teachers managed to come up with all those enthralling activities that had captivated my children during their early school days. As someone who is undeniably arts-and-crafts challenged, I had always been somewhat in awe of those teachers who could read, say, Eric Carle's *The Very Hungry Caterpillar* and help my daughter construct her own famished caterpillar.

Whether it's a treasure hunt inspired by *Mrs. Piggie-Wiggle*, crafting a house from a shoebox from *The Borrowers*, or making a moon necklace triggered by a reading of Thurber's delightful *Many Moons* tale, there are countless projects contained within these pages that

*Games with books: 28 of the Best Children's Books and How to Use Them to Help Your Child Learn—From Preschool to Third Grade*

Peggy Kaye.

Farrar \*Straus\*

Giroux, New

York: (2002)

351pp

would make a beguiling rainy-day activity at home, or a worthwhile assignment at school.

The format is simple and easy to follow. Kaye offers a plot synopsis of each book at the beginning of a section, and then provides at least three activities for each book. In the margins, Kaye thoughtfully includes the materials needed to complete the activity and a

brief listing of the skills that activity will encourage.

I suspect this will probably be more useful, ultimately, to classroom teachers rather than parents. It's a very strong addition to a teacher's classroom bookshelf.#

## PERSONAL STORIES BY PARENTS OF CHILDREN WITH DISABILITIES

By MERRI ROSENBERG

Part wannabe Chicken Soup for the Parent of a Disabled Child's Soul, part heart-wrenching, gut-twisting narratives that are often too painful to finish reading, this compilation of mostly first-person essays by parents of what

are euphemistically called 'special needs' children is a sobering reminder of what the other side of parenting really looks like.

Any mother-to-be who's stroked her abdomen, day-dreaming about the future for her unborn child, would be deeply unsettled by many of these stories. Some of the parents were barely in their twenties, with no sign of any problem during pregnancy, when they received the news that they had a baby with Down syndrome. Others have had several children with disabilities, like the family whose two

sons both have the fragile X syndrome. Still others were given the news about their child's fate while undergoing routine pre-natal sonograms.

No matter when the parents found out, nearly all went through a similar process of grief, mourning the 'normal', healthy baby they had assumed would be their birthright, worrying about the burdens and problems the disabled child would have to endure and letting go of the milestones and events that they had happily anticipated sharing with a child free of disabilities.

Imagine realizing that your child may never walk, may never talk to you and may never experience the simple, uncomplicated pleasure of performing in a school concert or athletic event. Imagine knowing that a genetic mishap means that your beloved and cherished child may never reach adulthood, or will experience it through the muffled, distorted prism of autism.

The parents whose voices are heard here don't sugarcoat the difficulties. While they may

eventually learn how to manage the hazards of daily life, deal with unkind or simply annoying friends and relatives who say and do the wrong thing and come to cherish and celebrate the experience of parenting a disabled child, very, very few claim that it's a carefree blessing. Those whose narratives offer advice, rather than simply their own story, are careful to encourage readers to unburden themselves to therapists, sympathetic friends, or even support networks of other parents whose children are similarly stricken. These parents give readers permission to be angry, to grieve, to feel guilty—and to challenge those in the medical or educational field who are too quick to dismiss their concerns or rush to a diagnosis.

It's almost impossible to read this straight through. The accumulated sorrow of these stories—a young adult stricken blind from her juvenile diabetes; children suffering from obscure genetic diseases like Marfan syndrome, cri du chat or Ausperger's; those who are autistic or have Down syndrome; others with cerebral palsy—ultimately challenges the reader to rethink her priorities, and be grateful for normal, healthy children.

This would be a valuable book for those who deal with special education children, either as classroom teachers, special education teachers, therapists or counselors. The parents who shared these stories are brave; so are their children. Each special needs child has transformed his or her family. Each family could probably write an essay like the ones featured here. And yet each family's ability to deal with the challenges, burdens, and, yes, privileges, of having a special child is distinct and should be honored. #

*You Will Dream New Dreams: Inspiring Personal Stories by Parents of Children with Disabilities*  
Stanley D. Klein, Ph.D., and Kim Schive.  
Kensington Books: New York (2001)  
278 pp.

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## AUGUST BOOK REVIEWS

By SELENE VASQUEZ

### PICTURE BOOK: AGES 5 THRU 8

*The Bugliest Bug* by Carol Shields. (Candlewick, 32 pp., \$15.99). Bugs with antennae, pincers and horns are winging their gruesome way to the Bugliest Bug Contest. The judges—arachnids with wings tied to their backs—are evil impostors arranging the contest in hopes of snaring a meal! Kid-pleasing rhymes paired with funny cartoon illustrations.

### NONFICTION: AGES 5 THRU 8

*The Tide* by Nik Pollard. (Millbrook, 32 pp., \$15.95). Follow the rhythm of the ocean in this vibrantly colored concept book. The tide rises and falls with fishing boats, seagulls, clam diggers, and even a lighthouse illuminating the sights of water everywhere. Expressive text sweeps across the pages like rolling waves. High quality graphics will have readers truly yearning for a great "beach day."

### NONFICTION: AGES 6 THRU 10

*Ice cream* by Elisha Cooper. (Greenwillow, 32

pp., \$15.89). From cows munching on grass to a delivery truck driver transporting tasty goods, this step-by-step description of ice cream will have readers squealing for a scoop. Watercolor and pencil sketches weave their way across the pages of this excellent tribute to summer's most cherished dessert.

### POETRY: AGES 8 THRU 12

*Splash! Poems of Our Watery World* by Constance Levy. Illustrated by David Soman. (Scholastic, 39 pp., \$16.95). Thirty-four poems praising and delighting in the exquisite nature of water. Beautiful photographs capture the forms and uses of water as snowflakes, icebergs, fog, and even bath water. This unique collection of descriptive poetry is perfectly suited for classroom and library programs.

*Selene S. Vasquez is a media specialist for Orange Brook Elementary School in Hollywood, Florida. She was formerly a children's librarian for the New York Public Library.*

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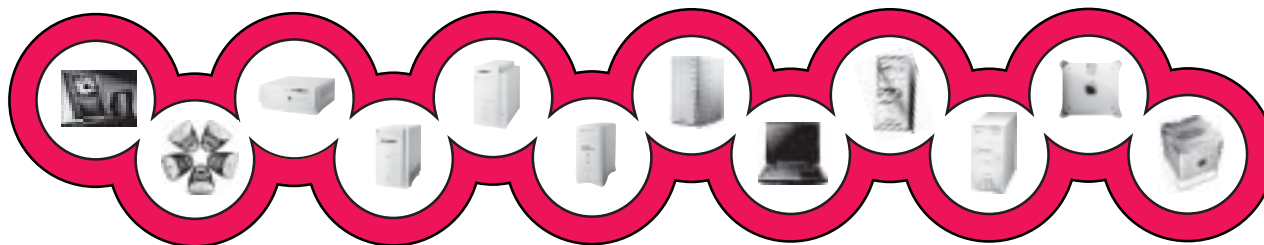
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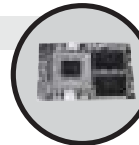


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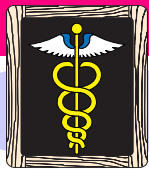


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# MEDICAL UPDATE



New York City • AUGUST 2008  
FOR PARENTS, EDUCATORS

## TEACHERS, STUDENTS AND RESEARCHERS WORK SIDE-BY-SIDE AT ROCKEFELLER UNIVERSITY

BY MARIE HOLMES

Leslie Vosshall, Annenberg Assistant Professor at Rockefeller University, is delivering a lecture on the groundbreaking work done by researchers Linda Buck and Richard Axel, which opened a new chapter in our understanding of the sense of smell. An expert in this particular field of inquiry, Vosshall points at images of olfactory neurons (which are located above the eyes, not in the nose) and employs vocabulary terms that a layperson would likely not recognize, much less comprehend, as though she were delivering a lecture to colleagues—which, for all intents and purposes, she is. It just so happens that all 50 of these colleagues are teenagers.

Expertly modeling the Socratic method, Vosshall guides them through to the conclusions. One student suggests an explanation to a question raised by Buck and Axel's discoveries, articulating what Vosshall confirms is "a very popular theory." Another proposes a method of investigation. "If you'd been in the lab [in the 1990's]," Vosshall informs her, "you would have been doing that experiment yourself."

During July and August, and in some cases on into the school year as well, these students,

along with a dozen K-12 teachers are, in fact, participating in mentored laboratory research.

Before the Precollege Science Education Program was established in 1992, "only a few students—and only from Stuyvesant or Bronx Science—would be doing research here", says Dr. Bonnie Kaiser, Program Director. "There was always a desire to increase the diversity as well as recruit more under-represented and disadvantaged students."

Post-doctoral students interested in mentoring hand-select their mentees from a large pool of applicants. The program has become so popular in recent years that only one in five are offered a summer position at Rockefeller.

Although its NIH funding stopped a couple of years ago, the program remains tuition-free and continues to offer stipends to all participating teachers and some students with the help of private and corporate donations. "We do fund every returning student and every disadvantaged student," Kaiser proudly reports.

As the program has gained recognition and built relationships with more local teachers, its students have become an increasingly diverse group. The current student body is half-female. A number are under-represented minorities,

and/or qualify as "economically, socially, or educationally disadvantaged."

Teachers commit to spending two summers at the university. Over the course of their second summer, they draft an "action plan" for bringing their knowledge of inquiry-based learning practices back to their own schools. A teacher might use grant money to run a professional development workshop in his or her own district, or to purchase the equipment to perform electrophoresis experiments with a biology class. Past teachers have established AP Biology and Molecular Biology courses.

Teachers come from other states and even other countries to participate in the program. Last year the university hosted a teacher from Moscow. This summer, Teach for America teachers working in Oakland, California and a Navajo reservation in New Mexico are participating. Tan Aik Ling, a high school biology teacher in Singapore, is also working with a mentor in the labs. Students in Singapore, notes Kaiser, boast the world's highest scores on math and science examinations.

As for the students in the program, not surprisingly, the majority go on to college. Most have pursued their work in the sciences, enter-



(L-R) Heidi Slatkin, Catherine Belfi, Bonnie Kaiser, Leslie Vosshall, Yelena Fishelivich

ing M.D., Ph.D. and dual-degree programs across the country. "When we first started," says Kaiser, "we were looking for students who had staying power, who were not just looking for something to put on their college applications. Mentors selected those who really love being here." Some returned for graduate study, having attended college elsewhere. Yelena Fishelivich, a postdoctoral student and former outreach student, now has a mentee of her own.

"The students learn very quickly," says Kaiser, "they're highly self-motivated." Their stories are also the products of what she describes as "the purest conditions for great mentoring—great resources." #

## ADD children show undiagnosed vision problems

A free screening may find the cause of your child's concentration problems and these symptoms:

- 1) Avoids reading, incomplete work, eye strain, restless. This is often caused by focus disorder or problems with eye teaming.
- 2) Loses place while reading or uses finger to follow. Omits, inserts, or rereads words. Poor control of eye movements will bring this result.
- 3) Slow work, poor handwriting (may even be a detailed artist). This can be the result of poor eye-hand coordination.
- 4) Poor word recognition, poor spelling, reverses letters, poor reading comprehension. This is often the result of poor visualization.



Dr. Ettinger assists student with a processing speed procedure

learning. The 10-week program has resulted in improvements of 4+ years in concentration in some cases. And this is without medication.

"Reading involves more than 20/20 sight. Readers must have a variety of scanning,

focusing and visualization skills" states Dr. Henry Ettinger, director of a local Vision Improvement Program. "Many of my patients have gone from failing or special ed to A's and B's by the 10th week of therapy."

### FREE EVALUATION

The VIP offers free testing for learning-related vision problems. It's a wonderful opportunity for parents to determine if poor vision is affecting their child's learning. Call the Manhattan office, (212) 265-4609.

*"We were at our wits end. Our daughter was easily distracted and was at risk of failing. Handwriting was messy. Homework became an all-night burden. Now her improvement is remarkable. She loves to read and write now like never before. Her self-esteem has soared and family time together has improved. Your program is literally a God send."*

-Lillian Sanchez-Perez

### RELIEF FROM HOMEWORK FRUSTRATION

The Vision Improvement Program (VIP), a nationally-known program developed by an optometrist, an educator and a psychologist, corrects visual deficiencies that interfere with





## WEILL CORNELL MEDICAL COLLEGE ADVANCES

### EDITED By HERMAN ROSEN, M.D. Recovery of Adult Bone Marrow Stem Cells for Tissue Regeneration

Dr. Shahin Rafii and colleagues from Weill Medical College of Cornell University have discovered the mechanism by which organ-specific adult bone marrow stem cells may be recruited. Stem cells derived from embryos have been the subject of recent ethical debate, but stem cells derived from adult bone marrow may prove to be even more suitable for therapeutic purposes, both as the key to blood vessel formation in tumors and as an alternative source of replaceable stem cells that can be used readily for fighting disease through organ regeneration and gene therapy.

Stem cells derived from bone marrow normally rest there. When stimulated, they proliferate, self-renew, and are mobilized to the peripheral blood, where they incorporate into damaged tissue. The mechanism by which stem cells are stimulated was published in a recent issue of *Cell*. The research provides enormous promise for the development of far-reaching therapeutics. The newly unlocked mechanism may be the key to facilitating future treatments of countless diseases, ranging from heart disease and stroke to diabetes and Parkinson's. By stimulating the production of stem cells from the adult bone mar-

row, thereby facilitating their recovery, doctors may eventually be able to restore the functioning of diseased mature organs such as the heart, muscle, lung, kidneys, pancreas, and brain.

Adult bone-marrow-derived stem cells may have an advantage over embryonic stem cells in that they possess "the appropriate developmental instructions and are more likely to engraft functionally into an adult tissue, undergoing regeneration during development or after injury," said Dr. Rafii. They found that physiological stress, as may occur during tissue injury, activates an enzyme (called MMP-9) in bone marrow cells, and that promotes the release of Stem Cell Factor which leads to the proliferation and mobilization of stem cells from a dormant microenvironment of the bone marrow to an environment that promotes their expansion, differentiation, and mobilization to the bloodstream.

These exciting results lay the foundation for developing strategies whereby activation of enzymes such as MMP-9 or others can function as molecular switches to expand and recover a large population of hibernating stem cells for use in tissue-regeneration and gene therapy.#

*Dr. Herman Rosen is Clinical Professor of Medicine at Weill Medical College of Cornell University.*

## Cal State University, L.A. School of Nursing Expands Baccalaureate Program

The School of Nursing at California State University, Los Angeles has received a pledge of \$178,500 from Cedars-Sinai Medical Center for the education of two cohorts of 10 nursing students over three years in the Bachelor of Science Nursing program.

This support is the function of the Cedars-Sinai Institute for Professional Nurse Development, a newly-formed partnership program with Cal State L.A. specifically designed to increase the number of graduates with Bachelor of Science degrees in Nursing. These nursing students will complete their clinical rotations at Cedars-Sinai Medical Center.

"The school of Nursing is thrilled at Cedars-Sinai's support of Cal State L.A.'s nursing program expansion," said Judith Papenhausen, the

School's director. "Our vision is to increase the numbers of baccalaureate and advanced practice nurses we can produce over the next five years. We are grateful that Cedars-Sinai's strong commitment to our community and to professional nursing recognizes Cal State L.A.'s proven capability to prepare and graduate well-educated nurses during this severe nursing shortage," she said.

In the forefront of nursing education, Cal State L.A.'s School of Nursing currently has approximately 200 pre-nursing majors, slightly more than 200 undergraduate nursing students, more than 100 graduate students and 24 full-time faculty. The Cal State L.A. nursing program has been a unit in the College of Health and Human Services since its inception, and was organized as a department in 1960.#

## Take Steps to Protect Eyes From Harmful UV Rays

By BETSY VAN DIE

Are you a sun worshipper who cannot wait to hit the beach once summer arrives? Do you live in a climate that is sunny year-round or does your profession necessitate being outside a great deal of time? Most people are aware of the potential damage ultraviolet (UV) rays can do to the skin, but are less aware that anyone who spends time in the sun runs the risk of developing eye damage caused by exposure to these same rays.

UV radiation, especially UV-A and UV-B, has been shown to be harmful to the eye.

UV-A penetrates deep into the eye and may injure the macula, the part of the retina responsible for sight in the center field of vision. Photokeratitis, also known as corneal sunburn, is a result of intense exposure to UV-B. It is most common among individuals that spend long hours on the beach or ski slopes without proper eye protection. It can be extremely painful and can result in temporary loss of vision.

Furthermore, UV rays may contribute to various eye diseases including age-related macular

degeneration (AMD) and cataract.

The best defense for anyone going outside is to wear sunglasses that screen 99 to 100 percent of UV rays, or brimmed hats. When selecting sunglasses for children, one should choose glasses that suit children's active lifestyles. The glasses should be made of impact resistant polycarbonate, lenses should not pop out of frames, and the frames should be bendable. In addition, a wide brimmed hat can help maximize protection for children, as it can cut the amount of UV exposure in half.

Prevent Blindness America is offering two free brochures: *Ultraviolet Radiation: A Hazard to Sight*, and *Sunglasses: Selecting Good Protection for Your Eyes*. Call 1-800-331-2020 to receive either of these free brochures.#

*Betsy van Die is the director of media relations for Prevent Blindness America (PBA), the oldest volunteer eye health organization in the United States. With national headquarters located in northwest suburban Chicago, PBA has field offices in 24 states including New York.*

## The Bee's Knees: Common Childhood Knee Injuries and Their Treatment

By DR. FRED CUSHNER  
Beth Israel's Insall Scott Kelly  
Institute for Orthopaedics

Now, in addition to all the other concerns that teachers and parents have about children, there is another cause for worry: one of the populations increasingly suffering knee ailments is children, due largely to their growing participation in sports like basketball, soccer and hockey.

Overuse injuries are the most common. These include bursitis, tendinitis, or sprains and strains. All occur with repetitive activities or repeated or prolonged pressure on the knee. Stair climbing, bicycle riding, jogging, or jumping are activities that can all lead to irritation or inflammation.

One of the most common knee overuse ailments for children, seen usually more prominently among boy athletes aged 11-15, but now increasingly seen in girls, and at earlier ages, is Osgood-Schlatter disease.

Osgood-Schlatter disease occurs during a child's rapid growth years. Since girls begin developing earlier, Osgood-Schlatter begins in active girls between the ages of 8 and 13. The problem consists of an inflammation at the top of the shinbone where the patellar tendon attaches to a bony prominence.

Symptoms of Osgood-Schlatter disease include:

- Pain and tenderness in front of the knee
- Mild swelling just below the kneecap
- A bump at the bottom of the knee or top of the shin

Osgood-Schlatter disease can be exacerbated by activities such as running or gymnastics. However, Osgood-Schlatter disease usually goes away with time. Only rarely does it persist beyond the growing stage.

Home treatment focuses on preventing symptoms and using first-aid to reduce pain when symptoms occur. For treatment, remember the acronym "RICE": Rest, Icing the area for 20 minutes three times per day, Compressing the area with a bandage and Elevating the leg. Decreased activity is also suggested. If the child ignores or plays through the pain, the disease can worsen. Surgery is only considered as a last resort.

With attention and care, we can make sure that overuse injuries in children are avoided, and that children do not grow up to become part of this startling statistic: 4.1 million adults seek medical attention for knee problems each year.#

*Dr. Fred D. Cushner has been an ankle and knee specialist at Beth Israel's Insall Scott Kelly Institute for Orthopaedics in New York City since 1995.*

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## The Day Our World Changed: Children's Art of 9/11

On view at the Museum of the City of New York  
September 11, 2002 – January 19, 2002

An exhibition marking the one-year anniversary of the terrorist attacks on the World Trade Center, *The Day Our World Changed: Children's Art of 9/11* presents the art of New York area children created in the days and months immediately following the tragedy.

The exhibition and accompanying publications are the result of a collaboration between the Museum of the City of New York and the New York University Child Study Center. The participating artists, all from the New York Tri-State region, range in age from 5 to 18.

THE MUSEUM  
OF THE CITY  
OF NEW YORK



The NYU Child Study center is dedicated to the understanding, prevention and treatment of child and adolescent mental health problems.

## AUGUST IN HISTORY

COMPILED By CHRIS ROWAN

The Roman calendar year originally was 10 months and the sixth month was named *Sextilis* (which meant sixth). When Julius Caesar (100B.C. – 44B.C.) came to power he reformed the calendar and divided the year into 12 months. Eventually the Romans changed the name of *Sextilis* to *Augustus*, in honor of Augustus Caesar (63B.C. – 14 A.D.), the nephew and adopted son of Julius. “Augustus” means venerable and comes from a Latin verb *augere*, meaning, “to make greater.”

### Firsts

On Aug. 6, 1945, a nuclear weapon was used for the first time in war when the U.S. dropped an atomic bomb on Hiroshima, Japan.

On August 9, 1974, Richard Nixon became the first U.S. President to resign.

### World History

In 1492 (on August 3), Christopher Columbus set sail from Palos, Spain on his first Voyage to the New World.

In 1806 (on August 6), the Holy Roman

Empire came to an end.

In 1914 (on August 1), Germany declared war on Russia during the opening days of World War I.

In 1945 (on August 14) the Japanese surrendered, ending World War II.

In 1990 (on August 2) Iraqi forces invaded Kuwait.

### American History

In 1814 (on August 24) the British occupied Washington and burned the White House

In 1920 (on August 18) the 19th Amendment to the U.S. Constitution was ratified, guaranteeing women the right to vote

In 1963 (on August 28), Rev. Martin Luther King gave his “I have a dream” speech before some 200,000 civil rights supporters in Washington.

### Our Bloodiest War (the Civil War)

In 1864 (on August 5) yelling, “Damn the torpedoes, full speed ahead!” Admiral Farragut led the Union Navy to victory in the Battle of Mobile Bay.

## GEOGRAPHY CORNER

By CHRIS ROWAN

Question: Where was Montford Point? And why was it important?

Answer: In North Carolina near Jacksonville, in Onslow County. It was a portion of the Camp Lejeune Marine Corps base – and a recruit depot where the first black recruits in Marine Corps history were trained.

Background: In the summer of 1941, President Franklin D. Roosevelt signed the Fair Employment Practices Act, which prohibited racial discrimination by federal agencies. This law required the Marine Corps to accept African-American recruits for the first time in its 166-year history. The order did not integrate the armed services – at that time, all branches of the armed forces were racially segregated, but a separate training facility was built to train blacks within the Camp Lejeune complex – an area that was once a tobacco farm.

The first 1,200 recruits arrived in September 1942. Initially, all drill instructors were white – many were seasoned combat veterans of the early battles of World War II – some weren't enthusiastic about having blacks in the Corps, and were determined to make the rigors of boot

camp more brutal. But over 19,000 marines were trained at Montford during the war (nearly the total number of *all* Marines on active duty in 1938), over 12,000 were shipped overseas and many served with distinction in the battles of Saipan and Iwo Jima (Iwo Jima was the bloodiest battle in Marine Corps history).

On **July 26, 1948** President Harry S Truman signed Executive Order 9981, ordering the full integration of the armed forces, and Montford Point ended its days as a separate training facility for black recruits in September 1949. From then on, all enlisted marine recruits from the east coast were welcomed into the Corps at Parris Island, South Carolina. Montford Point is now named Camp Johnson, after Sergeant “Hash Marks” Johnson, who served at Montford as one of the first black drill instructors. The base is used for combat support services schools.

### Next time:

Which State produced a U.S. President who served for only one day? Who was the “President,” and when did he serve?



## HOMESCHOOLING

### Art in the Curriculum

By MARCIA OSTERINK

Leadership in education lies with those who understand the complex dual functions – verbal and visual – of the brain, and are open to making the creative process the centerpiece of education. These enlightened educators no longer regard teaching visual art as an educational ornamentation. They are making it an essential part of the curriculum.

What did it take for educators to make this shift in thinking? Throwing away old misconceptions, for example that art is a mindless activity involving only the use of hands. Rudolph Arnheim, Harvard professor of the psychology of art, says that all thought processes rely on images. The belief that only those who are “gifted” in art can experience success, is another misconception. No other subject in school is approached with the idea that you need to be good in it to learn it.

Art is a skill everyone could have according to a study done by Roger Sperry at Cal Tech. It shows that all people can learn to draw, as

every brain has the potential for it. It is the right side of the brain specifically that controls imagining and visualizing. By accessing this part of the brain, a person can learn to draw.

Art is not *just* a nice little ability, either. According to educational psychologist Howard Gardner of Harvard University, there are seven intelligences, not just the two that are now tested by the IQ and SAT tests. One of the neglected intelligences, spatial intelligence, deals directly with art.

Once convinced of the importance of art education, planning for a program begins. A program with the principles and concepts of art taught in a sequential fashion. Where line, color, shape, and texture are repeated throughout the grades with hands on lessons. Through art, students can begin to experience a new visual world.#

Marcia Osterink is the publisher and CEO of Arts Attack, an elementary school arts curriculum.



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## ???

By CHRIS ROWAN

(1) “Here he lies where he longed to be, home is the sailor, home from the sea, And the hunter, home from the hill.”

The writer of this poem lies buried under a tombstone bearing these words. Who was the author? Where is he buried? What is the title of the poem?

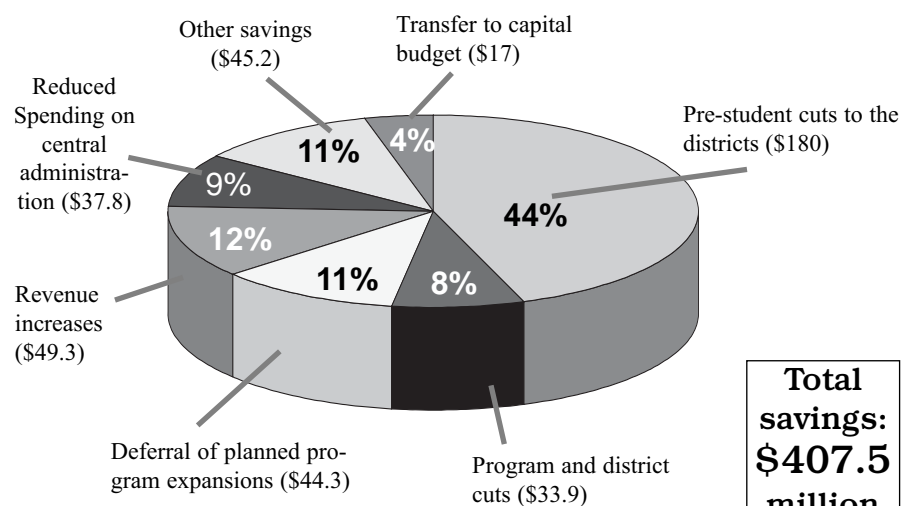
Answers to this month's riddle:

“Island of Samoa. The title of the poem is “Requiem.”  
(1) Robert Louis Stevenson. He lies buried on the Pacific

## Report Card on School Year Spending

### 2002 Board of Education Budget Savings

(Dollars in millions)



By Tamara Wiesen

While the majority of the city's 1.1 million students have put away their schoolbooks for the summer, the Board of Education's (BOE) "budget books" remain open and under scrutiny. Based on current information, the Independent Budget Office (IBO) projects that when the board's books are closed they will show a modest \$150 million increase in spending during city fiscal year 2002. This increase—1.3 per cent over the previous year—was less than the rate of inflation. The 2002 spending boost stands in contrast to the previous four years, a period in which city, state and federal funding expanded the education budget by \$3.5 billion—an average yearly increase of 9.4 percent.

Last year's spending increase proved inadequate to keep up with rising costs, especially

for teachers and other staff. In response, BOE imposed per-student spending cuts and took steps to reduce other costs.

The mandatory cost increases the board faced in city fiscal year 2002 were \$262 million for salary increases (after the new teacher's contract), \$58 million for increased health insurance premiums and \$15 million in cost-of-living allowances for pupil transportation contracts. The BOE also incurred significant expenses as a result of the attacks on the World Trade Center, including relocation costs for Lower Manhattan schools and crisis counseling expenditures throughout the system. Conversely, it is estimated that the board saved some \$32 million as a result of a drop of 7,100 students system-wide and the correlated decrease in staffing needs. # IBO

## Teachers Should Save Receipts for New Tax Deduction

The Internal Revenue Service recently advised teachers to save their receipts for purchases of books and classroom supplies. These out-of-pocket expenses may lower their taxes, thanks to a recent change in the law.

"Many teachers dip into their own pockets when funds for classroom supplies run out before the school year does," said IRS Commissioner Charles O. Rossotti. "A new law gives them a tax break this year and next, and we want them to have the records they'll need to claim it on their returns."

The new deduction is available to eligible educators in both public and private elementary and secondary schools. They must work at least 900 hours during a school year as a teacher, instructor, counselor, principal or aide.

Taxpayers may subtract up to \$250 of qualified expenses when figuring their adjusted gross income (AGI). They will not need to itemize deductions to get this benefit. Prior to the change in the law, educators could take such expenses only as miscellaneous itemized deductions, which must be reduced by two percent of AGI.

Educators who excluded education savings bond interest or payments from qualified tuition programs, or made tax-free withdrawals from an education savings account, will be able to claim the new deduction only to the extent their qualified expenses exceed the tax-free amounts.

The IRS suggests that educators keep records of qualifying expenses in a folder or envelope with a label such as "Educator Expenses Deduction," noting the date, amount and pur-

pose of each purchase. This will help prevent a missed deduction at tax time.

Details on this and other new tax law changes are in IRS Publication 3991, "Highlights of the Job Creation and Worker Assistance Act of 2002," available on the IRS Web site at [www.irs.gov](http://www.irs.gov) or by calling 1-800-TAX-FORM (1-800-829-3676).#



## Summertime Blues: Nearly 15,000 Fewer Summer Jobs for Teens

Despite an increase of \$8 million in city funds for the Summer Youth Employment Program (SYEP), 14,848 fewer New York City teens were able to secure jobs compared to last summer. The program, which provides jobs and wages for tens of thousands of low-income youth each summer, has experienced considerable funding uncertainty since July 2000 when the federal Workforce Investment Act (WIA) went into effect and eliminated funds dedicated specifically to summer jobs for youth. Now, opportunities to stabilize the program are emerging—pending legislation in Albany would create a state-sponsored summer jobs program, and WIA is up for reauthorization by Congress in 2003.

Roughly 35,000 teens started work this month under the program, which is administered by the city's Department of Employment (DOE). The

department budgeted \$44 million for this summer's program, including \$11 million in federal WIA dollars, \$15 million in state Temporary Assistance for Needy Families (TANF) dollars, and \$18 million in city tax-levy dollars. Funding for last summer's program totaled \$60 million.

The youth are placed in jobs at day camps, senior centers, hospitals, and other community service centers, as well as at some city agencies. Each youth employment slot is budgeted at \$1,257 this year. Participants are expected to work six hours per day, four days per week for seven weeks, and they are paid the minimum wage (\$5.15 per hour). The youth earn about \$865 each for the summer.

Legislation has been introduced in Albany to establish a permanent and stand-alone New York State summer youth employment program. #

Independent Budget Office (IBO).

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## SPECIAL ED SCHOOLS OFFER INTIMATE LEARNING ENVIRONMENTS

By HOPE GLASSBERG

In schools across the country, special education facilities have the ignominious distinction of being housed in basements, trailers, and various other tucked away locations. These sub-par facilities reflect, in many ways, once held beliefs about special education. According to Nicky Nichtern, Director of Development at The Churchill School and Center, a private special education institution which offers an elementary, middle, and high school program, “special education was pushed aside because there wasn’t an awareness that not everybody learns the same way.”

These days, the stigma attached to special education has arguably diminished in size and scope. In fact, in New York City, enrollment is up across the board at private special education institutions; these schools—Churchill, The Gateway School of New York, The Gillen Brewer School, the Mary McDowell Center for Learning, The Parkside School, Stephen Gaynor School, West End Day School, Windward School, and Winston Preparatory School—offer smaller, more specialized education programs for students with special education needs.

Both Nichtern and Karalyne D. Sperling, school coordinator for the West End Day School (a K-6 special education school), emphasize that most students at these schools have normal to high IQs but process information in a non-traditional manner.

Parents tend to seek out diagnostic testing

when their child’s progress in school slows. This usually happens at points when school curricula increase in difficulty (kindergarten, third grade, fifth grade, and seventh grade). After testing, some parents find that their child needs outside help (e.g. a tutor) but can continue attending a mainstream school. In some cases, however, a child’s learning disability requires greater intervention and parents start looking into different private schools.

The process of getting into these schools is as involved, if not more so, than applying to college. After a child is tested, parents begin the process of comparing different schools. Usually, after viewing a possible school, parents submit an application detailing their child’s educational history. The application is then reviewed (at Churchill, the application form is reviewed by a team of six people, at West End the application is reviewed by the director of admissions). If the reviewers think the child would benefit from attending the school, he or she visits the facilities. Finally, a determination is made as to whether the child is eligible for enrollment.

Sperling says that the lengthy process is designed to make sure that the student can truly benefit from the school setting. The evaluation also allows educators to place the child in the proper classroom.

“We assess the student from top to bottom, academically, behaviorally, socially, everything, before they are even entered into the school,” Sperling said. “We know the child so

well that we’re able to place them in a classroom where they will succeed.”

Once enrolled, students find themselves in a more intimate schooling environment. At Churchill or West End Day, the typical classroom has no more than 12 students and is taught by both a teacher with a masters degree in special education and an assistant teacher, who either has a masters in special education or is in the process of earning a degree. Most of the schools also have in-house speech pathologists, behavioral therapists, and social workers on their faculty who work with the students.

Curricula are tailored to students’ individual learning styles. At Churchill, students are evaluated and then broken up into smaller reading and math groups in which students have relatively commensurate abilities. At West End as well, students are divided into pull-out groups based on pre-testing.

Nichtern says that tasks in the classroom are designed to integrate different abilities. For example, a child may be asked to describe different parts of a painting they have produced so as to reinforce both verbal and visual skills at the same time. In general, the educational philosophy is “accentuate the positive.”

“We know their academic weakness and try to help them find something they really like. We let that enthusiasm lead their own joy of learning. If a child is really interested in cars, for example, then we’ll let the things they make in art or science [relate to their interest],” Nichtern said.

Teaching proper social skills is also part of the package. West End Day School has several after-school programs with other schools and also has activities such as “girl’s lunch,” when a group of girls in the school get together to socialize. These activities, Sperling says, are designed to “to teach a child how to handle a larger classroom.”

Churchill is the only private special educa-



Churchill School

tion school that offers an elementary, middle, and high school program; significantly more have K-6 programs and assist in placing graduating students in appropriate programs. Regardless of the size of the school and program parameters, all emphasize that they do not want a child to stay in special education schooling longer than they need to. Most special education schools emphasize that they want to return their students to the mainstream. Indeed, a healthy return to the mainstream seems to be the goal of most private school special educators.

“Our hope,” said Nichtern, “is that we can give the children the understanding, the educational strategies they need to be able to return to the mainstream at whatever time is the right time for them to do that.”#

*Hope Glassberg is the summer editor-in-chief of the Columbia Spectator*

### *A Bi-Cultural Program for Children with Special Needs*

By DR. RONALD S. LENKOWSKY

In a classroom in Whitestone, Queens, young children celebrated the New Year by performing the Lion Dance Parade for their peers, playing the dragon’s head and tail, reading aloud books in Mandarin and Cantonese, and feasting on traditional delicacies such as wontons, fish soup and candies prepared by their parents.

It was Chinese New Year and the children of the bilingual Chinese classrooms at the Clearview School were celebrating the holiday. The bilingual Chinese classrooms are part of an innovative program created by the New York League for Early Learning (NYL) to fill an important, under-served area in early childhood education.

NYL is a member of the YAI/National Institute for People with Disabilities network, a group of not-for-profit agencies that serve people with developmental and learning disabilities of all ages and their families.

With almost 12 percent of the students enrolled in the New York City Public School system in grades K-12 of Asian or Pacific Islander ethnicity, there is an increased demand for bilingual Chinese programs, especially those serving children with special needs. In order to better serve this growing population, NYL’s Clearview School has three classrooms dedicated to working with Chinese children.

NYL’s Clearview School serves 15 children of Asian descent. The program consists of one half-day, bilingual Chinese classroom and a full-day classroom. The six bilingual staff members who work with the children come from diverse regions of China and, combined, speak five dialects.

The Clearview School recently received the New York City Outstanding Early Childhood Program Award. The lesson plans designed by the teacher of the half-day classrooms, Hsaun-Mei Chien (Mei), were recognized in conjunction with this award and were recommended

for use as model lesson plans in bilingual early education.

“What makes NYL’s Clearview program so successful is that it not only helps a unique group of children, but it also benefits parents,” said Hilary Tischenkel, Clearview’s principal.

Because the staff share the same language and culture as the children and their families, huge language and cultural barriers are eliminated, allowing a trusting, respectful connection to be established between the child, family and service providers. This relationship is key to the successful provision of services and support to the child.

Mei sends home a newsletter in Chinese informing the parents of the week’s activities. She encourages the parents to check out the book they will be reading in class so that they can reinforce the concepts and vocabulary at home. By having school staff who speak the family’s home language, the parents can become more involved in their child’s education. They can understand forms and notices the school sends home, and participate in parent-teacher conferences.

Additionally, the parents feel more comfortable knowing that the teachers understand the child’s cultural needs and that their culture will be maintained and respected in the classroom. Through the celebration of Chinese traditions such as the New Year or the Moon Day festival, art projects making lanterns and puppets, or singing folk songs in Mandarin, the children learn about their cultural heritage.

Thanks to this very unique and innovative program, young children with special needs of all races and ethnicities are receiving specialized services that better prepare them to succeed in the future.#

*Ronald S. Lenkowsky, Ed.D., is director of the New York League for Early Learning.*

### *Legal Aspects of Special Education*

By HOPE GLASSBERG

Special Education is as much a legal issue as it is an educational one. Several federal laws delineate the ways in which schools handle children with special needs.

**Family Educational Rights and Privacy Act (FERPA):** FERPA states that parents have the right to inspect all of their child’s school records and to correct those records if they are inaccurate. The law also maintains that in most cases, a school cannot disclose information about a child (e.g. academic records) unless the school has express permission from the parents. The school does have the right, however, to disclose directory information about the child, provided the parent is notified. This act has had great legal implications for special education, as parents of children with special needs previously could be kept in the dark if schools made a mistake with their child. Since the passage of FERPA, parents can now vigilantly monitor their child’s progress and the way in which schools deal with their child’s disability.

Sources:

[www.ed.gov/offices/OM/ferpa.html](http://www.ed.gov/offices/OM/ferpa.html); [www.reedmartin.com](http://www.reedmartin.com)

**Individuals with Disabilities Education Act (IDEA):** IDEA was restructured in 1997. The act has four sections: I. General Provisions, II. Assistance for Education of All Children with Disabilities, III. Infants and Toddlers with Disabilities, and IV. National Activities to Improve Education of Children with Disabilities. One par-

ticularly important aspect of the restructuring effort was the changes made to Individual Education Plans (IEPs) for students with disabilities. Also, as the American Speech and Language Association website explains, “The IEP members have also been expanded to include, among others, the special education teacher, and the regular education teacher, as appropriate. Related services personnel may be specified as team members by the school or the parents.”

Source:

[professional.asha.org/resources/legislative/idea\\_summary.cfm](http://professional.asha.org/resources/legislative/idea_summary.cfm)

**The Rehabilitation Act:** Section 504 states that “No otherwise qualified handicapped individual in the United States, as defined in section 706(6) of this title, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.” This law has meaning outside the school setting, but within the school context, it provides, most importantly, that special education students will not be denied financial aid or adequate facilities within public schools. Some private schools are designated as “funded,” meaning that some students receive financial aid.

Source:

[www.edlaw.net/service/29usc794.html](http://www.edlaw.net/service/29usc794.html)



## Beyond Special Ed: Options for Disabled Adults

By MARIE HOLMES

For the past decade, colleges, universities and other institutions have been required, under the Americans with Disabilities Act, to provide "reasonable accommodation" for the persons with disabilities whom they employ and serve. Most schools comply with the federal legislation through an office of disability services charged with providing everything from texts in Braille to a note-taking assistant for a student with a broken arm. The recent spat over the College Board's decision not to flag the SAT scores of students who take the exam under accommodated circumstances—extra time—is evidence of the breadth of the field of special education and the diversity of students served. The concerns of a college-bound dyslexic student, after all, are vastly different from those of the parents of an autistic child.

"Disabled children do not graduate at age 18," says Carol Kasmin of the League School. "Typically," says Ilysa Kramer, Clinical Director of the Morgan-Stanley Day Treatment Program at the League Center, "this population says in high school until they're 21 or 22. They age out rather than graduating."

And when these more severely disabled spe-



GCP consumer at work

cial education students do leave the system, where do they go?

Not as long ago as one would like to think, developmentally disabled persons were often institutionalized in places such as the infamous

Willowbrook School in Staten Island, which closed its doors in 1987. Geraldo Rivera's television cameras caught images inside its doors that sparked a public outcry across the nation, forcing politicians and policy makers to take action. In 1983, Governor Cuomo stated that Willowbrook, where living conditions amounted to human rights violations, must close its doors. In 1975, the State passed the Willowbrook Consent Decree, sparking a wave of reforms in the state and across the country.

While change could not come quickly enough for persons trapped in these inhumane conditions, today, less than two decades after Willowbrook's closure, deinstitutionalization has taken a firm hold in the field.

Despite shrinking education budgets, developmentally disabled persons and their families can now choose from a variety of programs to suit their individual needs. Increasingly, the goal of social workers, clinicians and counselors is not only to bring these persons to the greatest level of independence that they can reach, but also to help them become active members of their communities.

For lower-functioning persons who need constant supervision in a more structured environment, a day treatment program is usually the best option. Terri Ross, of the Queens Center for Progress (QCP), formerly United Cerebral Palsy of Queens, explains that many of these consumers need "hand-over-hand assistance" in completing the most rudimentary daily tasks. Because their disabilities have left them physically contracted, special attention is paid to the act of eating. "One of the problems," says Ross, "is [that] people aspirate food and get food in their lungs and get pneumonia." The staff does not, however, devote entire days of instruction to chewing and swallowing. "We want to do it creatively," says Ross. Physical and speech therapy sessions are supplemented with music, art and even horseback riding, all activities designed to benefit physical and emotional comfort.

"It's amazing to watch people who have severe contraction get on the horse and watch their limbs loosen up with the movement of the horse," comments Ross.

Persons with behavioral problems might also benefit from the highly structured environment of a day treatment program. The League Center runs a program for adults, ages 18-65, who have a dual-diagnosis of a developmental disability and a psychiatric condition—autism and depression, or retardation and schizophrenia, for example.

"We get the people who don't make it in other programs," says Kramer. "We focus on

the behavior that comes out of that [diagnosis]." Consumers work on daily living skills, such as personal hygiene and cooking, at the same time that they learn the ropes of basic social interaction. When one man politely shook hands and introduced himself, the staff praised his progress.

Although now out-of-vogue in the field, the League Center continues to make use of time-out rooms, where consumers can take out their aggression on the padded walls before their behavior escalates to the point that they might hurt themselves or others. Constant supervision and meticulous documentation assure that the type of isolation and abuses that occurred at Willowbrook will not be repeated.

While such emotional difficulties are inherent to their conditions, some of this aggressive behavior has been learned in institutional settings. Among the consumers that the League Center serves, several are former Willowbrook residents.

One consumer, recalls Kramer, was working with a staff person, naming different objects depicted on flashcards. When shown picture of a ruler, he quickly identified the item: "That's what you use to hit me."

Undoing such damage can be a lengthy process, and "success" is a relative term. Many day-treatment program participants are eventually able to move on to less restrictive settings, while others remain in the program for years. "The ultimate goal," says Kramer, "is to get them out into the community."

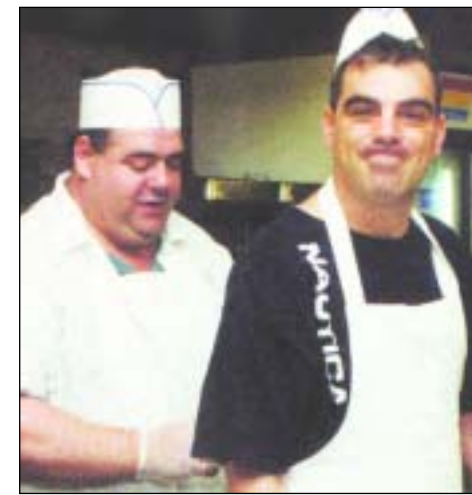
The next step is often a day habilitation program, in which consumers, supervised by trained staff, spend more time outside their treatment centers, using public transportation and doing volunteer work, such as gardening or sorting clothes for the homeless. Another option is what is called a "sheltered workshop," in which consumers, under supervision, complete piecemeal tasks for modest pay. At the League Center, consumers sat grouped at tables, listening to the radio as they assembled ballpoint pens. Their modest earnings, notes Kramer, allow them to take part in the local economy while at the same time increasing visibility of the developmentally disabled.

The least restrictive option, next to unsupervised competitive employment, is a supported work program. A staff person accompanies a consumer to the workplace and provides the necessary support while he or she adapts to the new working environment. Supported work might also take place in a group, with one staff person supervising several consumers in the stockroom of a clothing store, for example.

"The whole vocational rehabilitation move-

ment started after the Second World War, to rehabilitate veterans," explains Charles Houston of QCP. In the last twenty years, it has become the dominant model in programs for disabled adults. "What most agencies like us are doing right now," says Ross, "is done through a supported work model."

"The government agencies that fund and supervise us are encouraging supported employment," she adds, "because it's a more integrated model."



Vocational Training consumers at the Queens Center for Progress

While the great majority of these consumers live in residences run by organizations such as the League Center, QCP and others, gone are the days of cloistered institutional life. Even seriously handicapped individuals can find programs that allow them to get out into the city and perform some kind of work.

Medicaid funding covers the cost of these programs for the consumers, who are also usually eligible for SSI benefits. Families who are looking for help in transitioning a young adult from a special education program or occupational training center can contact the office of Vocational Education and Services for Individuals with Disabilities (VESID). Because the State Department of Education is responsible for both special education in the schools as well as services for adults, the transition from the schools into an adult program is a fairly established process.

Waiting lists can be long, but the good news, according to Ross, is that "metropolitan New York is a very service-rich environment," enabling many people to find a good fit with a program in their own neighborhoods.#

## Integrating the Individualized Education Plan (IEP) into Inclusion

By SHERRYL BERTI

The inclusion program at Chelsea Vocational High School concluded its fourth year in June 2002 with eleven students, five paraprofessionals and a District 75 special education teacher. (District 75, services students with moderate to severe disabilities in New York City's five boroughs.) Having a variety of strengths and areas of concern, three students were fully included in general classes and eight received the support of one study period per day; all received full or part time paraprofessional assistance in their general education classes and the help of the special education teacher during study and/or as needed.

District 75 provided paraprofessionals with individualized support and weekly group meetings

for training in observation, strategies and adaptations. The role of the inclusion paraprofessionals was many-faceted: they encouraged all learners in the class, adapted class work to inclusion students' needs, and monitored the process-oriented goals of each inclusion student's Individual Education Program (IEP).

Colleagues often state that the IEP is a dead document because it is isolated from the realities of the classroom. Breathing life into the IEP is the responsibility of a committed educator. The IEP should be connected to the teaching and learning process so that student's strengths and needs are identified, built upon and addressed.

To fulfill that aim, the inclusion teacher listed abbreviated short-term IEP goals on the student's Priority

Goal (PG) sheet; these were distributed to the student, paraprofessionals and classroom teachers at the beginning of each semester and after an annual review. General education teachers were encouraged to incorporate these goals into their daily lessons (this is easier to write than to see actualized), thus creating a curriculum within a curriculum. Twice a week, paraprofessionals observed and graded their students' progress in reaching their IEP goals; some students learned to self monitor their targets.

The District 75 inclusion teacher maintained students' numerical averages to provide an indication of a student's comfort with a particular objective. These statistics also allowed a comparison of the mastery of an aim in different settings, thus clueing the educator to question causes of success/ failure in a particular

environment. A two- semester average of six insured that the student mastered that goal and no longer needed continual reinforcement.

Process oriented IEP goals and the ongoing assessment of these skills can encourage the teacher to review how (s)he approaches her or his work, give the student a rubric for success, and encourage self-mastery. Incorporating the goals into our lessons provides all classroom participants with the sense that the difficult is indeed manageable.#

Sherryl Berti is a special education teacher at PS721M at Chelsea HS. She recently received a Phi Delta Kappa award for excellence in inclusion teaching.



## The College Board and Disabilities Rights Advocates Announce Agreement to Drop 'Flagging' From Standardized Tests

The College Board and Disabilities Rights Advocates (DRA) announced recently that as of October 1, 2003 the College Board would discontinue the practice of identifying score reports on standardized tests taken by students who require extended test-taking time due to documented disabilities. Such special testing accommodations have been identified on the score report by the words "nonstandard administration," a practice commonly referred to as "flagging."

The decision to discontinue flagging stems from a 1999 lawsuit against the Educational Testing Service (ETS) that resulted in ETS's agreement to remove all flags from the score reports of ETS-administered tests that are not owned by the College Board. ETS develops the test items, and administers and scores the SAT and several other

tests owned by the College Board.

With respect to College Board tests, DRA and the College Board had agreed to convene a Blue Ribbon Panel of jointly selected experts to consider issues related to the flagging of score reports. That panel recommended, by a vote of four to two, that the College Board discontinue flagging the score reports of tests taken with extended time.

"The majority of the panel believed that flagging discourages students from applying for needed accommodations and represents a barrier to equal access to college, and we have agreed to abide by their decision," said College Board President Gaston Caperton. "While agreeing that the rights of disabled persons should prevail over other considerations, we

also recognize the ongoing concerns by guidance counselors and admission directors that the College Board must uphold a rigorous review process to ensure that extended test-taking time is not granted to students who do not require this accommodation."

To help ensure that accommodations are given only to test takers whose disabilities require them, the College Board will continue its process of routine documentation reviews. These reviews ensure that the eligibility requirements are being consistently and fairly applied to all students. Additionally, the College Board will continue to improve its communication of expectations to ensure equity of access for all test-takers.

Disability Rights Advocates, a non-profit law center headquartered in Oakland, California, represented two disability organizations, California for Disability Rights and the International Dyslexia Association, along with

an individual, Mark Breimhorst, in the case that led to the settlement.

"The College Board's decision to end the practice of flagging marks a major achievement for people with disabilities. Other testing agencies that continue to flag should reexamine their policies and follow the College Board's example," states Alison Aubrejuan, an attorney from DRA involved in the case.

DRA's clients were extremely pleased with the settlement. Chris Elms, President of CDR, states, "This settlement is a victory for all persons with disabilities seeking to attend college or graduate school because it makes higher education much more accessible to persons with disabilities." President of IDA Harley A. Tomey, III added, "While IDA wishes the agreement could have been reached sooner and without litigation, we congratulate ETS and the College Board for coming to the understanding that this is the right thing to do."#

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### COLLEGE CHOICES FOR STUDENTS WITH SPECIAL NEEDS

By ZAHER KARP

College is the anticipated fork in the road for many students, but for those with special needs, this shift is far more uncertain. For students who suffer from attention deficit hyperactivity disorder (AD/HD), dyslexia, or another learning disability, what are their postsecondary education options? Several programs and schools have been established to cater specifically to students with disabilities, including Gallaudet University, Landmark College, and the SALT program at the University of Arizona.

Founded in 1864 by an act of Congress, Gallaudet University ([www.gallaudet.edu](http://www.gallaudet.edu)) in Washington D.C. has been dedicated to the education of the deaf and hard of hearing. The bill was signed by Abraham Lincoln, and Gallaudet College was born. It remained Gallaudet College until 1986, where another act of Congress approved university status.

"Gallaudet University remains the only liberal arts University for the deaf in the entire world," said Mercy Coogan, a university spokesperson. This institution teaches approximately 2000 undergraduate and graduate students; numbers that were previously unimaginable from its initial enrollment of eight students. This upcoming semester, for the second time in the history of Gallaudet, hearing students will be admitted. These students have expressed a good deal of interest and are, of course, fluent in sign language. They are often the children of deaf adults.

Landmark College, in Vermont, is the only recognized college within the US designed solely for the purpose of educating "students with average to superior intellectual potential"

suffering from dyslexia, AD/HD or other specific learning disabilities. Founded in 1983, Landmark College first welcomed 77 students in 1985, and now, in 2002, enrolls over 350. The motto of this school seems to be, "At Landmark College, students learn how to learn." From their website ([www.landmarkcollege.org](http://www.landmarkcollege.org)), one can see that the college focuses upon the individual, changing its approach to fit the person. In this two-year college, "We address skill deficits—that is, reinforcing reading skills and critical thinking...making it easier for them to become independent students," says Leatrice Johnson, Dean of Admissions at Landmark.

Within the sprawling campus of the University of Arizona at Tucson, lies the SALT (Strategic Alternative Learning Techniques) Center ([salt.arizona.edu](http://salt.arizona.edu)), which has enabled thousands of disabled students to graduate with degrees. Founded in the 1980-1981 school year as part of the University Learning Center, it all began with a core of three students that eventually expanded to the 520 students in 2002. Diane Perreira, Director of the SALT Center, spoke with great conviction about the level of support that it provides to the students. "One of the things that is unique [about the SALT center], is that it provides students with a number of options for support. This is, unfortunately, often ignored in an academic environment." The SALT Center is not subsidized by the state, but, rather, by private donations and SALT students. Unlike many programs for disabled students, SALT has been widely accepted and is highly praised by the President of the University.#

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Dates: Saturdays Time: 9 AM - 1 PM Fee: \$475 Instructor: Phyllis Bertin, M.S.  
Oct. 5, 12, 19, 26

##### Workshops

- **A WAY WITH WORDS: VOCABULARY DEVELOPMENT IN THE CLASSROOM**  
Date: Tuesday Oct. 15 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: Lydia Soifer, Ph.D.
- **MAKING SENSE OF A PSYCHOLOGICAL REPORT**  
Date: Wednesday Nov. 13 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: David Gottesfeld, Psy.D.
- **WORDS ADD UP: WRITING IN MIDDLE SCHOOL MATH**  
Date: Tuesday Oct. 22 Time: 4:00 - 5:30 PM Fee: \$50 Instructor: Beverly Plaskett
- **PREPARING FOR ELECTRONIC RESEARCH**  
Date: Saturday Nov. 16 Time: 9 AM - 1 PM Fee: \$75 Instructor: Anne Marie Rowley

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- **"RAISING A B+ CHILD IN AN A+ WORLD"**  
Date: Oct. 23 Time: 7:30 PM Lecturer: Elisabeth B. Guthrie, M.D.

For further information call 914-949-1279. [www.windwardtti.org](http://www.windwardtti.org)

Windward Teacher Training Institute is part of Windward School, a co-educational, independent school for learning disabled students located in White Plains, NY.

### SPECIAL EDUCATION RESOURCES

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[www.ldonline.com](http://www.ldonline.com)

[www.dyslexia-parent.com](http://www.dyslexia-parent.com)

**Colleges**

Landmark College

[www.landmarkcollege.org](http://www.landmarkcollege.org)

SALT Center at the University of Arizona

[www.salt.arizona.edu](http://www.salt.arizona.edu)

**Learning Disabilities Association of America**

Phone number: (412) 341-1515

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Link: [www.ldanatl.org](http://www.ldanatl.org)

**Children and Adults with Attention Deficit Disorder (CHADD)**

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Link: [www.chadd.org](http://www.chadd.org)

Coordinated Campaign for Learning Disabilities (CCLD)

[www.aboutld.org](http://www.aboutld.org)



## HOMESCHOOLING RESOURCES

### Higher Aim for Homeschooling

<http://members.aol.com/lpetr14886/>

This website offers clear cut information to the public. It covers approaches to learning, a section on how homeschooling works with the federal government and even includes a kid's corner and a recommended book list.

### Home Education & Family Services/Royal Academy

has partnered with the **National Foundation for Teaching Entrepreneurship (NFTE)** to provide online training for Homeschoolers who would like to learn how to start and operate their own small business and write a business plan. "BizTech" is an internet based curriculum designed to teach simplified "MBA" concepts to middle school and high school age students. High school credit can be earned from the Royal Academy and college credit from the State University of New York is available to those who pass an online college level exam at the completion of BizTech. Email [royala@securespeed.net](mailto:royala@securespeed.net) to order BizTech.

### Home School Legal Defense Association

P.O. Box 3000 · Purcellville, VA 20134-9000  
Phone: (540) 338-5600 · Fax: (540) 338-2733 · E-mail: [info@hsllda.org](mailto:info@hsllda.org)

This website provides tons of current information on all the legal aspects of home-schooling in all fifty states.

### Home School World

<http://www.home-school.com>

A website offering a hodgepodge of information on home-schooling, including a calendar of events, articles and organizations.

### National Home Education Research Institute

[www.neri.org](http://www.neri.org)

A website of information on home-schooling, but better yet one that has a lot of links to other home-schooling sources on the web.

### Home Educator.com

[www.HomeEducator.com](http://www.HomeEducator.com)

A website for all those using an educational alternative, be it home-schooling, independent learning or otherwise.

### Apricotpie.com

[www.apricotpie.com](http://www.apricotpie.com)

This is a website targeting Homeschooling students rather than their parents. The website contains submitted poetry, lists of favorite movies and books, as well as a chat and message boards.

### Home School Corner.com

[www.homeschoolcorner.com](http://www.homeschoolcorner.com)

A collection of all applicable information to homeschooling, including links for home-schooling for children with special needs.

### Home Education Exchange of the Southern Tier

[w.about.com:http://members.tripod.com/~hee/](http://www.about.com/http://members.tripod.com/~hee/)  
An activity and support group for homeschoolers and for those exploring educational alternatives.

### PICC

[\(www.About.com:http://www.amulvey.com/picc/\)](http://www.about.com/http://www.amulvey.com/picc/)

This is a network of parents home schooling, or thinking about home schooling, their handicapped child. The parents of any child who would be labeled by the Committee on Special Education of the public school system would be invited to join PICC. Members have children with a wide range of handicapping conditions such as learning disabilities, attention deficit, cerebral palsy, blindness, and Down Syndrome. There is a PICC Directory and a bi-monthly newsletter. If a family joins PICC (\$7.50 annual membership - check made out to PICC), they get a copy of the (completely confidential) Directory. Then, when families need help or encouragement, they can call someone with a similar circumstance for encouragement or information. PICC also has a lending library containing a wide variety of books, audio tapes and video tapes which can be borrowed for a small fee by its members. PICC is a source of legal information and an advocate for these families. PICC makes available information concerning current NYS regulations, curriculum, and resources for special needs children in New York State. They have representatives on the Home Instruction Advisory Group in Albany advising the State Education Department about home schooling regulation and policy.

### Student Travel Colorado Adventure

<http://www.exploringamerica.com/home-school.htm>

Travel and tour services for homeschoolers all across the U.S. From preset tours and adventures to customized travel.

### A to Z Home's Cool

<http://www.gomilpitas.com/homeschooling/>

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### CottageSchool.net

<http://cottageschool.net/>

Locate other homeschoolers in your area, find a tutor, a bookstore, conventions, an online school, or web tutoring program. You can look for Cottage, Classical, Christian or private schools as well.

### DonnaYoung.org

[www.DonnaYoung.org](http://www.DonnaYoung.org)

This website provides printable worksheets, lesson plans and other tools for teaching. The website covers different subject areas from English to Art to Handwriting.#



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The Grammar Course video is a comprehensive, easy-to-follow curriculum for home schooling parents, teachers, and virtually any individual who wishes to improve their basic English grammar skills. This course is not age specific, and includes two videos with reproducible workbook.

"The Basic Cozy Grammar Course is clearly the result of years of classroom experience...makes grammar painless and is suitable for ages nine to adult. Highly recommended!"

-Library Journal



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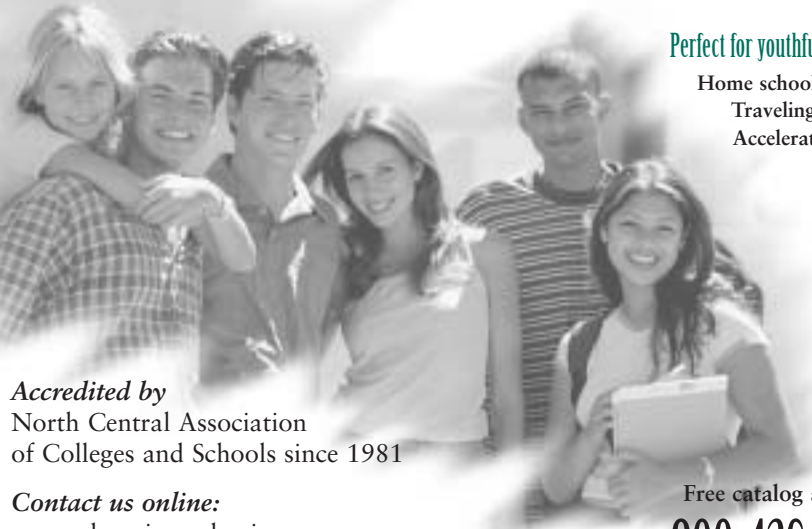


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## HOMESCHOOL CURRICULUM

By ZAHER KARP

From the Rochester Area Homeschoolers Association, a mother who subscribes to the 'Unschool' philosophy allowed her son to study with the Clonlara School. He would work daily under the supervision of a contact teacher via electronic mail and telephone. By leaving her son in the hands of a Clonlara teacher, she did not have to go through the growing pains of working out a curriculum.

She spoke of the experiences she has heard from others in her association. "When parents are just beginning, they tend to purchase a curriculum for a security blanket, and as they grow more confident, they move farther and farther from it," she said.

A correspondence school allows the breathing room of homeschooling combined with the supervision and credentials of a private school. With the bonus of a transcript, the Clonlara School cinches the knot between homeschooling and correspondence schools.

Her son followed the 'unschooler' program, which, staying true to its name, redefines the alternative learning aspect within homeschooling. For example, instead of adhering to a curriculum, one could focus on subjects by interest, such as attending a nearby museum lecture.

Her son, now 20, learned under Clonlara until he was 16, at which point he chose to attend community college, where he followed the 24 Credit Hour Program. As the New York State Education Department has dictated, "A student who has not earned a high school diploma may be issued a New York State High School Equivalency Diploma if satisfactory evidence is provided documenting successful completion of 24 credits or the equivalent as a recognized candidate for a college-level degree or certificate at an approved institution."

Correspondence schools are only one option within the array of education choices available outside of the formal school systems. For homeschoolers, curriculum choices span from pre-packaged "canned" programs to rag doll-esque curriculums pieced together from various choic-

es on the Internet. According to Linda Holzbaur from the Fingerlakes Unschoolers Network, "Most families probably don't use purchased [homeschool] curriculums. They seem to use vague programs [found on the Internet] that allow lots of breathing room."

Holzbaur stressed that homeschooling's greatest strength is its ability to be completely under the control of the parent. She spoke of the great resources of the Internet and how much of a vital tool it is for homeschoolers.

Pam from Long Island Family Teachers United in Prayer (L.I.F.T.U.P.) reinforced the importance of changing a curriculum to fit the child. "Whether the child is an auditory or visual learner decides the curriculum, but many choose purchased curriculums and then change them along the way."

Homeschooling is a trend that seems to be growing. Within the United States, approximately two million children are homeschooled, according to Homeschool Legal Defense Association. In addition, Governor Pataki named the week of May 27-June 2 Home Education Week.

To accommodate the demands of a curriculum, parents often look to outside resources. One such option would be the "Homeschool Days" at the Liberty Science Center. According to Julia Kane, coordinator of the program, "Homeschool Days" occur three times a year—twice in September and once in February. The Center is closed to school groups on these days. The homeschool families pay the lowest entrance fee, the "school group" price. Within the Center itself, homeschoolers can experience the laser show, the massive IMAX Theater, on-site demonstrations and Discovery Challenges. This is also a valuable time to network with other families and discuss one of the more difficult curriculums to design: science. Although many families participate in "Homeschool Days," most belong to the Education Network of Christian Homeschoolers of New Jersey ([www.enochnj.org](http://www.enochnj.org)) or New York City Home Educators Alliance ([www.nychea.com](http://www.nychea.com)).



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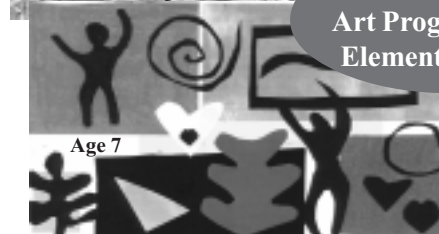
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Homeschooling takes from 2.5 to 5 hours a day. Successful homeschooling families structure their days around their lessons. By creating a "schoolroom" within the home, families often quickly establish an atmosphere for learning.

Additionally, homeschooling families find that educational opportunities abound in everyday life—such as using math skills while shopping. Still, these families enjoy the freedom to pursue other interests, including travel, performance and athletics.

Home teachers come from all walks of life and education levels. A curriculum prepared specifically for homeschoolers with detailed lesson plans, incorporating activities, assignments and discussion questions, helps make

sure families teach the right lessons in the best sequence.

Finding appropriate textbooks, workbooks and other materials can be time consuming and complicated. Although some families gather their own lessons, many families opt for a complete curriculum to ensure there are no gaps in their children's instruction. Relying on education professionals to find the best educational materials and guide home instruction maximizes teaching time—and gives families the peace of mind that comes when their children excel.

Selecting the right curriculum is critical. Completing a pre-enrollment assessment and working closely with a curriculum provider's educational experts for suggestions on accelerated or remedial work help guarantee a child's success in homeschooling.

Homeschooling is legal throughout the U.S.,

although state regulations differ. Contact the Home School Legal Defense Association at [www.hslda.org](http://www.hslda.org) or call them at 540-338-5600 to learn more about the state homeschooling laws.

And homeschooling has proven benefits. A recent Fraser Institute study found that educating a public school student costs about \$5,325

per year, with the average student scoring in the 50<sup>th</sup> percentile on standardized tests. The same study found that children schooled at home cost \$549 each per year and scored on average in the 85<sup>th</sup> percentile nationally.#

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For more info on "Teach Me Some Greek!" [www.greeknstuff.com](http://www.greeknstuff.com)  
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*The Basic Cozy Grammar Course*, a series of lessons on two videotapes with an accompanying reproducible workbook, was released in March by Splashes from the River Multimedia Entertainment. Marie Rackham, an exuberant retired English teacher, coaches her audience through 27 lessons from her idyllic beach cottage "classroom." Rackham softens the instruction of what, for many, is a frightening subject by delivering the lessons in her slippers while enjoying a cup of tea. The materials are formatted for a student to watch a lesson and then complete corresponding workbook exercises. Drawn from the curriculum Rackham used in the Canadian Public Schools, each video contains 14 different lessons, including Kinds of Sentences, Agreement of Verbs, Comparison of Adjectives, Misplaced Phrases and Common Errors. At the back of the workbook are answer keys for all exercises as well as four Grammar Tests. "Live" examples of the concepts being taught as well as Rackham's colorful personality keep students' attention during the lessons, while a classical soundtrack stimulates their thinking. Suitable for ages nine-and up for use at home or in the classroom. Contact Splashes from the River at 1-800-201-2280 or visit [www.splashesfromtheriver.com](http://www.splashesfromtheriver.com) for more information.#

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## Become a Rock Detective!

By **JOAN K. FERGUSON**

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Today Earth Science is taught at all levels. The curricula are sophisticated and integrated into the entire educational experience, but challenges remain for the teacher who hasn't had a sufficiently rigorous course in geology. Available materials often rely on text and media, not tactile experience. We teach good hard and hopefully relevant science, but where is the tactile experience that most children need? There is a huge gap between the curriculum and the rocks! Rock Detective Geoscience Education is a lifeline. It mentors the teacher, and it is the hands-on segue to earth science concepts.

Rock Detective was written and developed by Ruth Deike. Now retired, she spent her career as a geologist with the US Geological Survey. She is a scientist. The scientific information is first rate and aimed at expanding the students' and teachers' understanding, not just learning facts for a test. Ruth, using her own enthusiasm as a vehicle for presenting earth science information, lets the rocks tell their own stories as the students solve mysteries while examining the rock samples.

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The Rock Detective program is flexible. It can be used with the entire class, as is suggested in the manual, individually as a warm up as students enter the classroom, and in small groups with the teacher or an aide. I usually used it in small groups with parent aides. The parents panicked when I first asked them to work with a geology activity, but by the

time they had finished working with the children, they were so excited about what they had learned, they begged to do it again on their next visit to the

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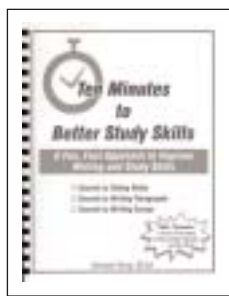
*Joan K. Ferguson is President of Rock Detective Geoscience Education, a 501(c)(3) non-profit organization. A retired teacher, she receives no payment from the organization and, in fact, helps support it. She is involved with Rock Detective because she used it extensively in her classroom and knows how effective and child-friendly and teacher-friendly it is! For more information see the Rock Detective web site at [www.rockdetective.org](http://www.rockdetective.org), or call Ruth at (207)737-4612.#*

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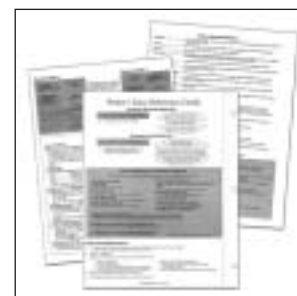
*They used to stare at blank sheets of paper, not knowing how to start. Then I developed fill-in-the-blank writing forms and a writer's reference guide that they could keep in their binder with all the information they would need to pass the state writing proficiency test. I've now made Ten Minutes to Better Study Skills and the Writers Easy Reference Guide, the two books I developed for my own children, available to other teachers, parents, and students!*

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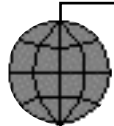
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## Interns Immersed In Coral Research at The New York Aquarium

By TOM KERTES

"The Osborne Laboratories of Marine Sciences is a very special place," said Ariana Chan, a junior at Midwood High School and one of students who have the opportunity to work as interns at the Wildlife Conservation Society's New York Aquarium at Coney Island this summer. "You learn so much. And that's not all: I believe that the coral research program

I participate in is accomplishing something very important."

Coral reefs are indeed ecosystems of enormous biodiversity. They are also in enormous trouble, so the research conducted at OLMS—one of the very few labs in the world capable of conducting controlled experiments on reef-building corals—have the potential to make a great difference.

"One of the professors we work with—John Williams from Columbia University—is currently researching coral's potential cancer-curing properties," Chan said.

"Corals could also be used for bone grafts," added Juan Carlos Velez, another high school intern. "But, besides their medicinal qualities, they are important in feeding some third world countries, saving the seashore from erosion and, due to their beauty, general tourism as well."

"Did you know" asked Velez, of the over 1 million different species on the coral reef, only 10 per cent is presently known to science?"

Chan and Velez are both conducting research projects for the INTEL National Talent Search in Science. Still, they heard of OLMS by mere word of mouth.

"We have no organized tie-ins with schools", Lab Manager for the Coral Research Laboratory Sam Jones said. "But we have 20 applications every summer for five spots. And you don't necessarily have to be a science genius to work here, either. In fact, one of the criteria I use is showing a lot of interest in activities outside of school. I look for some diversity of experience as well, including hiring at least one or two interns who have not done any previous research."

"Clearly, one of our goals here is education," added Jones. "We tell our interns the beginning and the end of your research project. But we urge them to develop their own problem-solving skills in figuring out how to get there."

But just how does a student get to a unique place such as OLMS in the first place? Chan, and volunteer Mike Duggan, a Bowling Green State University major in Marine Science, admit to having "an interest in the ocean from early childhood."

"I was born right across the bay here in Breezy Point," Duggan said. "So, you could say, there's water in my blood." Velez, on the other hand, just had an "inquisitive nature", and was then immensely inspired by two of his teachers. "When I go snorkeling," he said, "I don't just want to look at the pretty things in the water. I'm the kind of person who wants to know what they are and what makes them tick. Still, I would have never achieved this level of interest without the inspiration of Orne (his retired oceanography teacher) and my Earth Science teacher Tufano."

"They encouraged me to get engaged in research," Velez said. "They told me that if I'm really interested in something, I could do anything I want to do."#

## Music, Art and Dance in the City

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The Charles A. Dana Discovery Center, inside the park at 110<sup>th</sup> Street between Fifth and Lenox Avenues. Every Sun. through Sept. 1<sup>st</sup>, 4:00 – 6:00 pm The rich culture of the city is reflected through jazz, blues, Latin and gospel performances.

#### Dancing on the Plaza

The Charles A. Dana Discovery Center, inside the park at 110<sup>th</sup> Street between Fifth and Lenox Avenues Thursday evenings in August, 7:00 – 8:30 pm Learn to swing, salsa, ballroom or disco dance from a professional instructor in an outdoor ballroom.

### Events at Lincoln Center

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#### Diablo Dance Theater

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Pola Rosen, Ed.D. Publisher



## An Ongoing Series of Interviews with Deans of Education

### Dean David Hodges: Hunter College

BY LENA KHIDRITSKY

"If I were a teacher in those schools and I were presiding over the lives of children, I would try to teach them that those streets, those neighborhoods and those dangers by which they are surrounded are criminal and if they are going to be adults who function well in society, they should never make their peace with those conditions." Dean David Hodges quoted these lines from author James Baldwin's speech to the teachers of the elementary school in Harlem that Baldwin attended as a child. Dean Hodges' main goal for teacher education students at Hunter College; to be well-prepared to teach in inner city schools.

"We are not preparing teachers for teaching in areas of "comfort and convenience," but for teaching in areas of "challenge and controversy", stressed the Dean, as he paraphrased the famous lines of Martin Luther King, Jr.

Though a dean at Hunter College's School of Education since September 2001, Hodges has been a member of the faculty for three decades. Times have changed since he first began his career in education and so has the focus of the teacher education program.

During the 1970s the issue of urban education first began to surface. Originally, it was urban education as opposed to rural education. Now urban education has taken on its own meaning: the education needs of the inner city. It is this that Hunter, and Dean Hodges pay special attention to. "We have made a pronounced commitment to urban education and have done a lot more to refine and expand that vision. There are more stakeholders now than before and fewer persons who would devalue it," the

Dean comments. In fact, of the approximately 3,000 students enrolled in the School of Education, most of them do go on to teach in the New York City public schools.

"If you prepare teachers just in content then you are not addressing the real needs of the inner city child; content without commitment does not yield positive results," says Hodges. Therefore, when Hunter College constructed a conceptual framework for the process of accreditation, social justice was a key feature. It became "a bedrock on which our program rests". A passion for social justice, in turn, has become an important criterion for recruiting both students and staff.

The theme of social justice permeates all of the course work and can be seen most clearly in the mandatory class for graduate students "Diversity in American Education." This is but one example of what is available at Hunter. Programs at Hunter, to name a few, include TESOL, a literacy program, an early childhood program, a special education program, a social studies program, a school counseling program, a program in administration and supervision, and a math program. The college places a particular emphasis on mathematics education,



David Hodges

holding regular workshops during the school year for principals and assistant principals of Schools Under Registration Review (SURR). These workshops have received such positive feedback from those who participated that the School of Education is starting a special Mathematics Center to expand this initiative.

Hunter participates with other colleges of the City University of New York in the TOP program to increase the number of math and science teachers in New York City public schools. The program targets career changers offering them full tuition toward an MA in education.

The College participates also in a Teaching Fellows program. This fall, at Hunter, a second cohort of about 70 fellows will start. "I am very supportive of the Fellows because it is a collaboration between the Board of

Higher Education and the Board of Education. I'm a bridge builder and I would like to see cooperation whenever possible", said Hodges. The "dire" need for certified teachers in urban education makes the Dean a strong proponent of the Fellows Program. This program, run jointly by the Board of Education and several colleges, offers concentrated free courses for qualified individuals. There are flaws however, the Dean carefully explained, but they were not insurmountable. Fellows may not receive all the assistance that they need to be successful teachers in this concentrated program. There is

also the problem of other teacher education students who have struggled to pay for their education and have not been in a Fellows Program who do not get concentrated attention and sometimes cannot finish their degrees because of economic hardships. As of now these questions remain unanswered but research is currently underway by CUNY.

As to the Dean himself, he takes pride in the college. "When we confer a Hunter degree we are giving a wonderful gift to the City of New York and to the world," he says. He mentions the two women Nobel Prize winners to graduate from Hunter—Rosalyn Yalow who graduated from Hunter in 1941 won the Nobel prize in 1977 for the development of radioimmunoassay, a pioneer technique to measure concentrations of insulin, hormones, and other substances; and Gertrude B. Elion who graduated Hunter in 1937 and was awarded the Nobel prize in 1988 for fundamental research that led to the development of AZT and other drugs.

During his tenure as faculty member and currently dean, Hodges remembers the enthusiasm and idealism of all the students. As to the change in the attitudes of the student body he observed; "The changes I see are not as much in the students themselves but in what they can expect to get when they come here...the students who come here now are getting more to work with as they prepare to teach in inner city schools." With all the improvements the Dean is still not satisfied. "[In five years] I'd like the School of Education to have the name of being the very best school of education in New York City—public or private—for persons interested in careers serving children within the inner city. I'd like us to have the name for doing that better than anyone else. And, I think that is attainable".#

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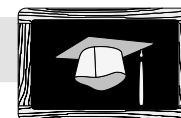
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## Word Watchers Weigh In At MMC Writers' Conference

By JOAN BAUM, Ph.D.

Capping a four-day seminar series on writing and publishing, led concurrently by Ben Cheever, Grace Mirabella and Meg Wolitzer - Marymount Manhattan College recently held its biggest ever 12th Writers' Conference proving that "words, words, words," as Hamlet would say, have not lost their compelling appeal in the age of mixed media. After a breakfast registration of lively chatter and collegial reunions, the existential crisis set in: which panel to attend? Everyone wanted to be everywhere - sessions on literary agents, editors, books, magazines, special genre. Each panel boasted a diverse group of name-draw pros. Asked in advance to note the highlights of his own presentation for the Memoir/Biography panel, the ever-mischievous Malachy McCourt, who seems to have promised his session moderator Mickey Pearlman "to behave," had scrawled, "it's all highlights!" The expression served for the day.

While Elfrieda Abbe, editor of *The Writer* magazine was delivering the goods about what writers should do before sending off a book proposal ("know your market"), at the Editors' Panel, Lloyd Moss, from WQXR, was wowing Children's Panel attendees with a dry-humored account on how he went from playing trombone to authoring the hugely successful *Zin! Zin Zin a Violin*, noting, incidentally, that it never hurts to have a relative in publishing. Meanwhile, down the hall, Susan Orlean from *The New Yorker* was allaying fears of writing on specialized subjects, advising audience members to confess they know nothing and to throw themselves on the mercy of those they are interviewing. Joining Abbe on the Editors

Panel were Pamela Fiori, Jill Lamar, and Enid Nemy. Sharing the Children's session were Louise Borden, Sally Cook, Karen Riskin, Mary Ann MacDonald, Cat Bowman Smith.

Roy Blount, Jr., Bel Kaufman and Toni Sciarra Poynter also delighted the crowd at the Non-fiction panel, while Memoir/Biography also hosted Daphne Merkin, Stanley H. Kaplan, and Judy Light Ayyildiz. Ben Cheever, Patricia Volk, John Searles, Donna Hill, and Arthur Bradford, cum guitar filled out the panel on Fiction writing. Could there be a writers' conference without a Publicity panel? Impossible, as evidenced by panelists Tina Flaherty, Susan Shapiro Barash, Miriam Silverberg, and Jimmy Franco. By late morning, everyone came together for a Plenary session in MMC's Theresa Lang Theatre to hear keynoter Jane Isay, editor in chief at Harcourt and former publisher of Grosset Books (Putnam).

Focused, articulate, with a conversational charm, Isay interwove anecdotes and information as she talked about how writers can best advance themselves with agents and editors. A book has to be "positioned" for marketing, and authors must be prepared for the "social part" of promotion, she emphasized. Approximately 40,000 books come out each year with an average shelf-life of six weeks. "Passion, character, and overcoming barriers" was Isay's overarching theme. She noted in particular that books that make it are books that consider their readers. "My story" has to have universal resonance.



(L-R) Stanley Kaplan, Lewis Frumkes, Karen Zahler and Daphne Merkin

Non-fiction writing generates no followers so writers have to consider their choice of subject.

In any case, pursue what you're passionate about, she concluded. "Passion," in fact, seemed to be on everyone's mind - in the sense of love rather than suffering, though Nancy Kelton at the afternoon Magazine Writing Panel confessed to getting 156 rejections before she succeeded with her first book.

At lunch, a moveable feast greeted the crowd in two senses: a great buffet followed by a great Alan Furst, master spy thriller novelist who gave the afternoon keynote address. Inadvertently recalling advice given to Dustin Hoffman in "The Graduate" Furst said the key word to successful book publishing is ... "titles -70% of getting there." He proceeded to give a humorous, self-mocking account of how he found his own titles, an entertaining account of trial, error, and accident. What really emerged, however, was the impression of a widely read and imaginative author whose curiosity drove him to pursue subjects in WW II historical espionage that had not been written to death.

Afternoon sessions continued to pack 'em in: one Literary Agents panel featured the heads of the Karen Zahler, Joanne Wang, Harriet Wasserman and Richard Curtis agencies, along

with Bill Banks, director of the Harlem Writer's Guild. Those who came to the later session on Literary Agents heard more wise words from Fifi Osgard, Ken Atchity, Lois Wallace, and Marianne Strong. Those interested in acquiring session tapes should call Writing Center director Lewis B. Frumkes at (212) 774-4811.#

## CHANNEL 13 AWARDS GED DIPLOMAS

The 2002 Student Recognition Day, a ceremony for individuals who have recently received their English As A Second Language (ESL) or General Education Diploma (GED) certificates, took place recently on the sixth floor of 450 West 33rd Street. The event, which was sponsored by both Thirteen/WNET New York and the Office of Adult and Continuing Education of the Board of Education of the City of New York, drew around fifty people and was moderated by Andre S. Gleaton,

Director of Adult Education, Thirteen/WNET. A number of individuals spoke at the event, including NYU professor Suzanne Carothers, who also received an honorary degree that day and Richard Fish, Director of the Mayor's Office of Adult Literacy. Fish urged the graduates to contact him in a year to let him know how their lives had progressed since graduation. The ceremony also included student performances (several students read pieces of work they had written) and testimonials.#



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## Dean Posamentier Heads CCNY Pilot: Immersion Helps Math Teacher Shortage

By TOM KERTES

Thumbs up for lunch.

New York City Schools Chancellor Harold Levy and City College Dean of the School of Education Alfred S. Posamentier were enjoying the midday meal one day, talking about – what else? – the shortage of teachers, particularly in science and mathematics. “I think that, with just a little preparation, I could have been a math teacher myself,” Levy mused. “But I was not a math major in college. So I would never have had the chance.”

“Wait a minute,” Posamentier replied. “We may have ourselves the germ of an idea here.”

And it was a great idea, too. What if people with an interest in teaching math who were non-math majors with a mathematics-related background in their business lives, like Levy, got a chance to receive the type of math immersion that would qualify them to teach? “We needed to do something in order to jumpstart the process,” Levy said. “We had to get qualified teachers somewhere. Investment bankers, bond traders, CPA’s and other professionals who show proficiency in math and choose to become teachers need training to know how to teach teenagers. But they shouldn’t have to become math majors to do that.”

A seemingly radical step, yes. But the number of college math majors—a requirement to qualify as a math teacher in New York City public schools – has been dropping steadily. In fact, these days, only about 1 percent of all graduates major in math.

In May, the State Board of Regents approved the pilot program. The question, whether you must be a math major to be a topnotch math teacher, continues to be debated within the academic community.

“I don’t believe that,” said Posamentier. “Experience tells me that you could certainly achieve the required depth and level of knowledge in other ways. And your delivery – the enthusiasm, the inspiration, the creativity you show your students – is equally important.”

The City College pilot looked at the pool of 2000 potential career-changers who applied for Teaching Fellows program with the Board of Education and chose the 120 it felt was best-qualified for its Immersion Program. “We wanted to see what one summer of intensive work could accomplish,” Posamentier said. “The entire alternative certification program is free of charge. The State, wisely, is providing us with a special allowance.” Eventually, 57 candidates were selected, 50 of whom saw the program through to its conclusion “By and large, they’ve done really well on their test,” said Posamentier. “And, most importantly, these people want to teach. They are showing a unique enthusiasm for communicating with kids.”

It’s early, but the signs of success for the pilot program have already been remarkable. “These people are getting jobs,” said Posamentier. “And not just so-so jobs, either. They have high quality jobs in some of the better high schools all over the city.”#

## Columbia Libraries Receive Nearly \$1 Million in Grants

Columbia University Libraries have received nearly \$1 million in grants to support a range of library activities, including research, preservation and the expansion of oral history archives. The Andrew W. Mellon Foundation has awarded a \$542,000 grant to support a new Computational Linguistics for Metadata Building (CLiMB) project, which will bring together the most recent developments in natural language processing to make digital library collections, including images, easier to search.

A \$207,289 NEH grant will enable the preservation of 240 three-dimensional stage models created by Joseph Urban for New York theaters between 1914-1933, including productions for the Ziegfeld Follies and the Metropolitan Opera. The extremely fragile set models will be stabilized and reset so that researchers can examine them safely. Digital images of related stage design documents and drawings will be created and linked to the existing online finding aid as a part of the project.#



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## Fieldston

*Continued from page 5*

guides the teachers and shows them how to create a homepage and a class discussion board, how to use Power Point and how to evaluate web resources.

"This course provides a useful tool for projects," said Diane Russcol, who teaches French at the Fieldston Upper School.

Using a program called iMovie, the teachers edited their video using software that allowed them to enhance it with voice-over, music and visual elements. The teachers hope to master the program, so that they can create similar videos during the school year and enhance their foreign language curriculum and teaching techniques.

"You have to practice a lot so you don't forget the steps," said Leticia Zervas-Gaytan to another teacher as she tries to learn how to edit a portion of the tape. Despite the difficulties they encounter, the teachers appeared willing



**Mary McFerran (standing) with Fieldston foreign language teachers.**

and determined to learn and to meet the goals of the week, which, as outlined by McFerran, include: improving computer skills with Microsoft Office applications, learning how to make a grade book with Excel, increasing their knowledge of PowerPoint, and learning how to use PowerPoint as an assessment tool.

According to Cano, who has been teaching Spanish at Fieldston for 15 years and considers the method "a valuable new tool", the iMovie method has the potential to enhance the cultural reports, which require students to focus on and study a specific country, an assignment she gives every year.

"The kids are always fascinated by visuals. This will capture them," she said.

Russcol agreed. "Students love to work in this medium," she said.

"We will use these tools to learn language and hone our skills," said Cano. The teachers also learned how to post assignments up on the web so students could access assignments from home. They also learned how to make forums where students could discuss different topics. "We are moving away from handouts to web-based instruction," said McFerran.#



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## MUSEUMS AS EDUCATORS

*Exploring Liberty Science Center*

By MARYLENA MANTAS

Enter Liberty Science Center (LSC) on a typical day and expect to find some atypical activity at every corner. While one student-visitor has the opportunity to get a close, hands-on look at the dissection of a cow's eye, others walk through 100 feet of total darkness—the room of touch mechanoreception—and learn what it's like to use all senses except vision. For the past several months, more than 10,000 students had the opportunity to see cardiac surgery as it was being performed at Morristown Memorial Hospital through live video conferencing.

If you don't get to see Stuffee, a six foot tall, stuffed animal—whose belly opens with a zipper to reveal replications of human organs, such as intestines shaped like a carrot—don't be disappointed. As Liberty Science Center (LSC) President Emlyn Koster points out, visitors can enjoy over 300 exhibits.

"Our job is to nurture interest, enhance conversation in the family and classroom and inspire students to be more interested in what they are doing in the formal curriculum," says Koster, adding that the Center remains committed to a hands-on approach to science.

"The hands-on approach is more attractive to children and arguably, according to what teachers say, more impactful on learning than is looking and reading. Learning by doing is better than learning by reading," he said.

According to Koster, since the late 1990s

LSC, located in Liberty State Park in Jersey City, has "stretched its walls" and has extended "a helping hand" to the New Jersey public schools.

"We found ourselves in the position to be a single source contract for the Department of Education in New Jersey and to be of service to all the at-risk districts," says Koster. "We have a rich menu of programs for the teachers, the students and the community.

The \$6.6 million contract, which was established to provide New Jersey public schools with access to the educational facilities and programs of the LSC, has yielded positive results. When the initiative began in 1997, LSC worked only with three school districts—Jersey City, Paterson and Newark. Today that number has expanded to 30 and LSC reaches about 170,000 students annually. According to Koster, prior to the arrangement with the State Education Department only 500-600 students from Jersey City's 32,000 visited or worked with LSC annually. Today, that number amounts to 24,000.

The interaction between LSC and the schools usually takes place through LSC's traveling program. New Jersey schools use Title I Funds to take advantage of the traveling program, which brings science exhibits and workshops to the schools in the hopes that they will enhance the curriculum.

"If you are a collection based museum you don't necessarily approach the medium of exhi-

bition with a sense of how that is going to align itself with the curriculum of the schools that are going to visit you," said Koster. Here, the terms Discovery Trail, Discovery Challenges have been interwoven in the exhibits. Thus exhibitions and the IMAX films and the 3D Laser Shows are all packaged for the teachers in ways that help them help them address the educational standards of NJ and NY.

Teachers can access curriculum guides and workbooks on the Center's website to prepare for a visit to LSC, which also provides teachers with professional development workshops and continuing education credit.

"Our orientation to the community is ingrained and major," said Koster. "All of those groups see us through the interactivity of the experience, through the topical nature of what we cover. The fact that we have the nation's largest IMAX screen theater and an unusual 3D laser theater gives us a unique set of media with which to approach our chosen themes of health, environment and invention. Plus, the location is very unique. Most museums are in downtown blocks after all. And, we are in this open setting and once you've seen Liberty Science Center for the day and just get out and enjoy nature."#

## TECHNOLOGY

## LANGUAGE TUNE-UP KIT AT HOME

Thanks to the Language Tune-Up Kit (LTK), people of all ages can learn to read from the privacy of their own home. The LTK program covers a series of 87 half-hour to hour-long lessons through a CD-ROM, and a card deck to assist in understanding word sounds. The lessons begin by teaching phonemic awareness—learning the sounds of letters, then the sounds of combinations of letters. Eventually skills are built up to the level where the user can combine sounds to make words.

Although the student is basically being taught by the computer, feedback is still received. The computer assesses work and makes recommendations. Words and sentences are dictated by the computer to help students flex their writing and listening skills. Successful work is reinforced with positive responses. Even help messages are spoken by a pre-recorded human voice.

The program is relatively easy to use. In fact, LTK assumes that the user has no prior reading or computer knowledge. It is made for MS Windows but will run on Macintosh systems as well. The LTK program may be slightly tedious for younger students because it lacks diversions such as games. Ideally, it should be used by people over the age of seven. For more information, visit [jwor.com](http://jwor.com).

*Tenement Museum:  
Public Education and Immigrants*

By SYBIL MAIMIN

A celebration of public education was the theme of this year's benefit dinner for the Lower East Side Tenement Museum, and abundant school spirit was evident as guests found chalk wrapped in festive ribbon and an apple at their dinner places, as well as displays featuring old photos and records from nearby PS 42.

One of the City's major educational facilities, the museum hosted over 30,000 school children this past year, fulfilling its mission "to promote tolerance and historical perspective through the presentation and interpretation of the variety of immigrant and migrant experiences on Manhattan's Lower East Side, a gateway to America."

Constructed in 1863 and home to about 7,000 people from over 20 nations until boarded up in 1935, the empty tenement building was discovered and turned into a museum in 1988 by meticulous recreation of apartments of several families who actually lived there. The homes of the German-Jewish Gumpertz family (1870's) and the Sicilian-Catholic Baldizzi (1930's) can be visited. Small garment factories often operated out of tenement homes and the newest restoration, the Levine apartment of 1897, allows visitors to explore issues of labor conditions and the importance of "needle trades" to immigrants.

Programs for students include use of original sources such as census lists, artifacts, oral histories, and death certificates to piece together lives in apartments being visited; questioning and interacting with a costumed educator assuming the identity of an early-century 14-year old; learning about death and mourning rituals by "sitting Shiva," (a Jewish practice) for a 1916 victim of TB; and acquiring knowledge about changing housing codes while conducting "inspections" of the building for violations. College students are involved as interns, and a newly launched Urban Museum Studies Program in collaboration with City

College will award graduate students (mostly immigrants or children of immigrants) certificates for work in museums. Inner city youth are given the opportunity to work with theater professionals and write and perform an original production based on Museum research.

Highlight of the evening's celebration was the presentation by Matthew Goldstein, Chancellor of the City University of New York, of Urban Pioneer Awards to three "important players in the public education system," Dr. Charlotte K. Frank, Jeffrey S. Wiesenfeld, and Chancellor Harold O. Levy. All are very successful products of City public schools and nostalgic reminiscences and expressions of gratitude were warmly shared. Chancellor Goldstein, who grew up on the Lower East Side, remembered that, "We depended on public education to improve our lives."

Dr. Frank, who is Vice President, Research and Development for McGraw-Hill Education of the McGraw-Hill Companies and a tireless advocate for "best practices" and the importance of education to the business community, said she "learned integrity, responsibility, and trust at CUNY." Wiesenfeld, a trustee of CUNY who has served in government and currently works in the private sector, spoke of paying back "his debt to the people and system who subsidized his education."

Reviewing the city's education history, Chancellor Levy remarked that under the new governance legislation we "have come full circle...The public school system is the fruit of the tree of democracy. We as Americans understand that better than anyone, especially after 9/11. We take pride in diversity." Summing it all up, a proud Ruth J. Abram, museum founder, inspiration, and president, told *Education Update*, "public education is the single most important avenue through which immigrants enter the American mainstream and these three honorees have made a difference in that area."#

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## AN OPEN LETTER TO ALL EDUCATORS AND ALL PARENTS

Summer vacation is almost over. So now is the time to seriously consider doing something to help a silent minority attain their rights to an equal educational opportunity. Who knows, you might belong to this unusually silent minority and not even know it.

This fall all across our country our community schools will open with special adult community education classes for all kinds of minorities. There will be classes for such minorities as those who want to learn to program computers, arrange flowers, speak a foreign language, train their dog, improve their keyboarding skills, decorate cakes, play duplicate bridge, etc..

But there is one minority that is being completely ignored. That is, the small minority of adults who would like to know what they can do to help their child (or their spouse) learn to read or spell.

Now don't you think that this minority has as much right to help as other minorities? Why is that there isn't? Good question. Tough to answer.

We talk about the literacy movement and the need for volunteers to help. We have local literacy programs. We have national groups such as Laubach Literacy International, Literacy Volunteers of America, and the AVKO Dyslexia Research Foundation who train tutors. But the largest pool of potential volunteers lies untapped—those in the immediate family who can read.

### Home Schooling in the United States: A Legal Analysis

By CHRISTOPHER J. KLIEKA, J.D.  
New York State

**Compulsory Attendance Ages:** "...a minor who becomes six years of age on or before the first of December in any school year...until the last day of session in the school year in which the minor becomes 16 years of age" or completion of high school. (Cities and school districts with a population over 4,5000 may require unemployed 17-year-olds to attend school. New York Education Law §3205.

**Required Days of Instruction:** Substantial equivalent of 180 days. 900 hours per year for grades 1-6; 990 hours per year for grades 7-12.

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

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

For more information on joining the Home School Legal Defense Association call (540) 338-5600. Fax (540) 338-2733. Visit [www.HSLDA.org](http://www.HSLDA.org) or write to Home School Legal Defense Association, P.O. Box 3000 Purcellville, VA 20134.

Isn't time your adult community education program had classes in tutoring family members in reading? If your school is to have classes for parents this fall, now is the time for them to start planning before the rush to summer vacation begins.

Write for a free pamphlet entitled *How to Set Up a Community Education Course for Adults Whose Children (Or Spouses) Have Reading/Spelling Problems*. Read the pamphlet and then give it to the Community School Director or a principal and make sure they begin planning. For more information visit the AVKO Dyslexia & Research Foundation's website at [www.avko.org](http://www.avko.org) or email Don McCabe at [#](mailto:DonMcCabe@aol.com)

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## Memo to Chancellor: Get into the Middle of Education

By ASSEMBLYMAN  
STEVEN SANDERS

Chancellor-select Joel Klein, a person of extraordinary accomplishment, will have his hands full if approved by State Education Commissioner Richard Mills. Mr. Klein's credentials as a manager and as a person able to oversee a large government bureaucracy are without question, but his appointment by Mayor Bloomberg nevertheless requires a waiver by Mills (as did the designation of outgoing Chancellor Harold Levy) because he lacks the legal requisite *educational* credentials.

Assuming Commissioner Mills does grant the waiver, Mr. Klein can then take charge as the first Mayor-designated Chancellor of the New York City public schools.

Once in office, the new Chancellor will have to tackle many difficult issues, but here are a few that he cannot wait on, if he is to be successful:

First, he must *recruit the finest and most experienced educational minds into his administration*, especially in the key roles of his top deputies. Education isn't just another business; obviously he understands this. But he needs the right people around him who can work as a team to assist him in developing an education vision and a strategy to move this system forward.

Additionally, the new Chancellor must *heed the meaning of the fourth- and eighth grade test scores in English and math*. Without any question, the middle school grades—sixth, seventh and eighth—must be the focus.

It is clear that the State Assembly's strategy of concentrating resources in the early grades is paying off. In New York City we have established a Pre-K program that has created 50,000 new slots for our four-year-olds, giving them a

good head start. And we have supplemented this Pre-K program with a significant investment in class size reduction in grades K-3, with a goal of reducing those class sizes to no more than 20 pupils per class.

These efforts are paying off. All of the test scores in the last several years have indicated that we are experiencing significant improvement in the elementary grades across the board. The number of pupils in level 1, the poorest performing level, has been reduced dramatically.

Of deep concern, and a real warning sign of what's to come, however, is the fact that there is also a noticeable *decline* in test scores after these kids graduate from elementary school and have entered either middle school or junior high school. This means that we must *concentrate our efforts and marshal new resources for an all-out effort to improve learning and results in the middle grades*. We can do this, in part by focusing on professional development and up-to-date learning technology for these grades.

There are probably another dozen things that the new Chancellor can do in these middle grades, and do them he must if these students will be able to emerge from the middle grades prepared for the increasing rigors of high school and beyond.

But there is really no choice here. Either we will succeed in the middle grades or we will continue to see an escalating dropout rate in high schools and unsatisfactory Regents exam scores. Failure is not an option. Go to it, Mr. Chancellor.

*Assemblyman Sanders is chairman of the New York State Assembly Education Committee. You can E-MAIL him at sanders@assembly.state.ny.us or phone (212) 979-9696. His mailing address is 201 East 16th Street, New York NY 10003.*



## NEW PANEL FOR EDUCATIONAL POLICY

By MAYOR MICHAEL  
R. BLOOMBERG

There's a new day ahead for New York City public schools. Last month, Governor Pataki signed a law that assigns responsibility for the school system where it belongs — on the Mayor's desk.

This new law put the old Board of Education out of business. Replacing it is a thirteen-member Panel for Educational Policy chaired by the Schools Chancellor. Rather than micro-manage the school system the way the old Board of Ed did, this new panel will focus on helping the Chancellor set sound educational policy.

Under this new law, the Mayor appoints the Chancellor and seven other members of this panel. Last week, I named seven distinguished New Yorkers to serve on this body. These men and women have rich and varied backgrounds that will help the Chancellor reform our city's schools so that every child can participate in the American dream. The appointees come from neighborhoods throughout the city, and each possesses particular expertise in areas vital to the overall success of the school system.

Philip A. Berry is vice-president of global employee relations for Colgate-Palmolive. His more than twenty-five years of experience in human resources management will prove highly valuable to a school system with more than one hundred and thirty-five thousand employees. Dr. David C. Chang, the president of

Polytechnic University, has made that school a strong center of education in the sciences-subjects that are vitally important to the future success of our public school students. Dr. Ramona Hernandez, a native of Santo Domingo, directs the Dominican Studies Institute of the City University of New York. Her expertise will be especially helpful in meeting the needs of students whose families are new New Yorkers.

Dr. Augusta Kappner is president of Bank Street College of Education, a national leader in improving the quality of teacher instruction. The former director of El Museo del Barrio, Susana Leval has an outstanding relationship with our city's cultural institutions that will strengthen arts education in the schools. Richard L. Menschel is a senior director of Goldman Sachs with a distinguished record of civic service, especially in the field of public health. And Marita Regan, a successful career educator with nearly forty years experience in Brooklyn public schools, possesses a wealth of first-hand knowledge about what works, and what doesn't, in our classrooms.

Each of the five borough presidents will also appoint one member to the Panel for Educational Policy; their members must be parents of children currently in the public schools. Along with the appointments I've just made, these panel members will give the Schools Chancellor a deep reservoir of experience and wisdom to draw from in making New York's public schools the best in the nation.#

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## Art and Education: the Links are Critical

By TOM KERTES

According to *Critical Links*, a compendium of 62 research studies and interpretive essays published by the Art Education Partnership (AEP), arts in education enhance a student's ability to learn and think.

The study, which carefully reviews various forms of art including dance, music, multi-arts, drama, and visual arts "reveals a very strong interrelationship between learning and the arts," said Richard J. Deasey, the Director of AEP. "And this interrelation turned out to be two-fold: art education helped students in their thinking skills, in learning other material — mathematics, languages, etc.—that is totally independent from the arts. And it also helped

students forge more positive social and interactive skills. It became clear through the studies that students participating in the arts became better motivated both toward learning and toward acquiring more positive social interactions and attitude."

"Students studying and performing drama, for instance, became far more socially tolerant," added Deasey. "There was the teamwork aspect to this, of course. But the drama also became a bridge to whatever gaps existed socially; it served to teach the kids to tolerate and enjoy their differences."

According to Deasey, "Economically disadvantaged students appeared to have a particular enjoyment of the arts and used the art-forms as a form of expression not previously available to them." "Special ed students, who had trouble with social engagement in the classroom previously, found another avenue to express themselves. In both instances, the arts somehow served to lower the social barriers."

Perhaps the most dramatic results concern younger students, especially those in pre-K and grade school. Art instruction appeared to enhance a young child's ability to "break the phonetic code" that unlocks written language by associating letters, words, and phrases with sounds, sentences, and meanings. Young children who engaged in dramatic enactments of stories also improved their reading comprehension and ability to read materials that they have not seen before. *Critical Links* also makes several recommendations regarding the future of arts education research, which includes studies that track students over a period of time and examine the impact of the arts on a child's ability to learn; studies that clarify the nature of learning in the arts forms and the appropriate methods for assessing that learning; and studies that determine the optimum contexts and conditions for learning in the arts and the enabling school policies, practices, and resources.#

For a copy of the report visit <http://aep-arts.org>.

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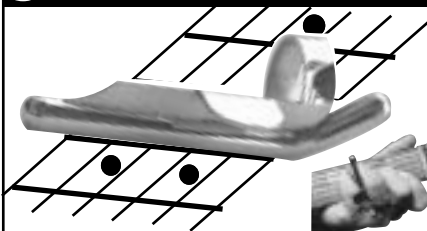


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# Resource & Reference Guide

To most people R & R means rest & relaxation. To Education Update, R & R means Resources & References around the city. The listings that follow will help you gain greater knowledge of the city's enormous and enriching array of offerings.

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The New Town Day Camp, for children ages 2.9-6.0 years, is located at the Sol Goldman Y of The Educational Alliance, 344 E. 14th Street. The camp provides outdoor activities including rooftop playground and sprinkler time, and indoor fun with music, arts & crafts and drama. Field trips to The NY Aquarium, CP Zoo, and other interesting places play an integral part in the camp program. Call 212-780-0800 Ext. 241. The New Country Day Camp, for children ages 5-11.5 years, is located at the Henry Kaufman Campgrounds in Staten Island. The campgrounds feature two swimming pools, boating ponds, athletic fields, and hiking and nature trails. Call 212-780-2300, Ext. 357. The Edgies and Torah Tots Day Camps are located at the Educational Alliance, 197 E. Broadway. Both camps are for children ages 2-5 years and provide outdoor/indoor play, art activities, dramatic play, music, water play, trips, picnics, and more. Torah Tots features strong emphasis on Jewish practice. Call 212-780-2300, Ext. 360.

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