

EDUCATION UPDATE

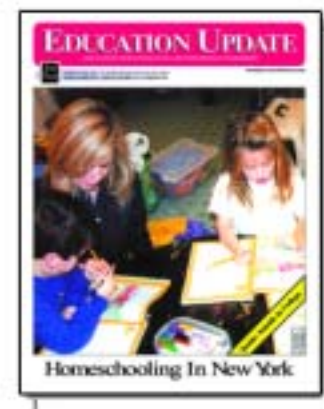
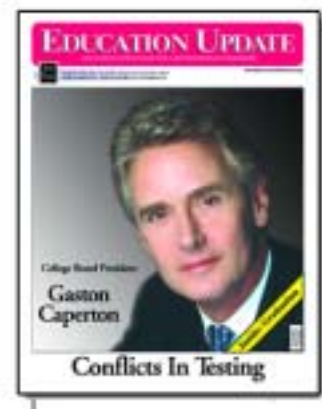
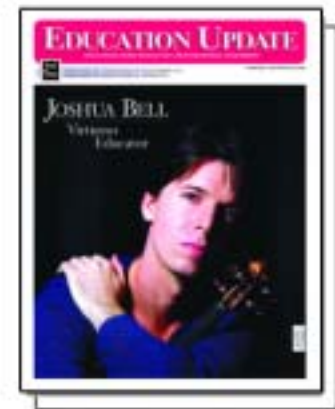
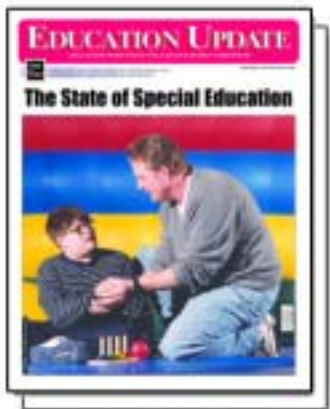
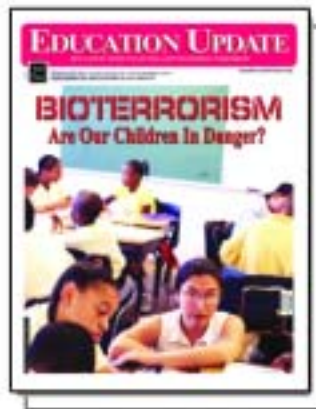
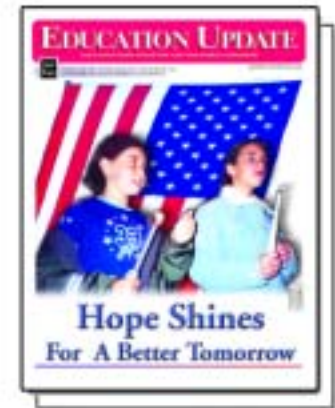
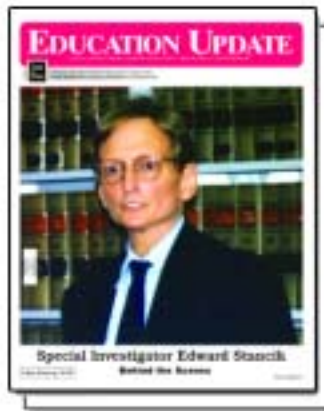
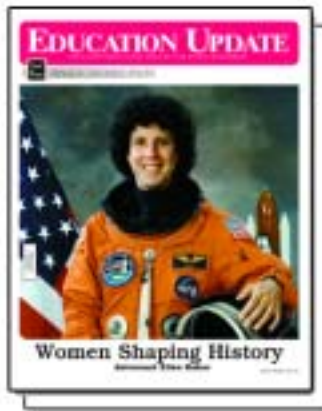
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COMMENTARY

GUASPARI'S TRIUMPH WAS, IN REALITY, A COLLECTIVE ONE

By DEBORAH MEIER

I enjoyed the message of Marie Holmes' article, "Guaspari Makes Music in Harlem" (*Education Update* October, 2002). Roberta Guaspari is a musician worth honoring and the work she is still doing deserves widespread recognition.

But the work of school change could also use the truth! And the truth may have its own virtues, anyhow.

In fact, Roberta Guaspari's work has taken place in the context of three schools—all of them rather remarkable places—and all of them noted for their heavy investment in the arts, and in music: the Central Park East schools. They are a story of the collective triumph of the love of art and good education, and one that has spawned dozens and dozens of copycats in New York City and across the nation.

In fact, it was a triumph that depended also on the existence of a network of schools and an unusually creative district (itself the subject of a wonderful book entitled *The Miracle in East Harlem*). When the first of the Central Park East schools offered Roberta Guaspari a home, they knew it would be tough going, and they were responsible for making it financially feasible. It was a united effort that saved us, time after time, from seriously undermining our work in the arts—or Roberta's program.

At Central Park East I (featured in the film *Music of the Heart*) the school, for 26 of its 27 years, has had another full-time music teacher, Barry Soloway, and he was not and is not the villain portrayed in the film. His job was not threatened by the 1991 cuts, but not because he had more tenure, as the film implies, but because the school's families, staff and kids wanted Soloway first and foremost. He did not simply teach only 30 or 40 kids, but every single child in the school, in regular music classes, plus three choruses; he produced an annual opera and gave recorder classes for all the older kids. His chorus sang throughout the city, worked with world-famous choirs and made numerous recordings of their work. Like the other sister schools, Central Park East also needed to protect a full-time art teacher and art room! Each of the three sister schools managed to devote nearly two positions to the arts for student populations of under 200. In short, we had the equivalent of five art teachers between us—teaching about 600 kids. One of these was Roberta. We were all determined to find a way to keep Roberta—who taught over 100 children in our three schools to love and fall in love with the violin—without losing any other valuable art program that benefited our children's lives. Managing to pull this off was a community-wide triumph.

WHERE DO WE GO FROM HERE?

By STUART DUNN

I shall not take up space analyzing the national elections. Enough has been written about the Democrat suicide and the Republican victory. But, I think it is important to look at the results in New York State and try to understand the ramifications for public education in New York City.

George Pataki won a well-deserved victory. He has, in his eight years of service as governor, matured as a speaker and a leader. His opponent, Carl McCall, came across as a nice guy who was in over his head, with little to offer in the way of programs. Alan Hevesi will be a fine comptroller and Elliot Spitzer has achieved national fame as an attorney general. The assembly and the state senate go along their merry way, gerrymandering the districts to reinforce party control. As usual, issues made very little difference to them in this past election. With the state governance divided between Democrats and Republicans, little help can be expected from Albany.

One thing is clear—we are in for a difficult time, financially. The nation, the state and the city are all looking at significant budgetary deficits, and voters are not inclined to watch their taxes increase. Although some revenue enhancement will be a necessity, New York City's public schools will have to find ways to do more with less. We are fortunate to have a mayor who understands financial management. The question is, will he have the courage to do what is necessary?

Even if it never had an impact on "academic performance," music, dance and the arts are central disciplines for all of our children and must be protected. Roberta is dead right about that.

The three schools she worked with were all inventions of a group of extraordinary teachers—starting in 1974 with the creation of Central Park East I. And all three schools still thrive today because they are examples of whole communities insisting on doing what's right and creating precedents that have outlasted their founders. Roberta was and is one great teacher within three very great little communities, which have a lesson to teach about music and the good life. Studies done about Central Park East schools have discovered that with pretty much the same budget as all other schools, the kids have a substantially greater shot at graduating high school and going to college; interviews suggest that many features contribute to this, including music.

Why do we have the tendency to simplify important stories by turning them into individual triumphs rather than collective ones? The latter is actually even more helpful. It's the real "education update" story that needs repeating.#

Deborah Meier is former teacher—director of Central Park East School (1975–85), co-principal of the Central Park East Secondary School and currently (1997–) co-principal of Mission Hill School, a public school in Boston's Roxbury community.

Let me offer a few areas to be looked at for financial savings, which also might improve the education system: 1) Continue to reduce the administrative bureaucracy; 2) Restructure the special education and bilingual education programs; 3) Resist demands for further compensation increases by the UFT which are not tied to productivity and merit. Look for significant give-backs in the areas of teacher assignment and fringe benefits when negotiating the new contract next year; 4) Speed up the process of getting incompetent teachers off the city payroll; 5) Make better use of technology in classroom education; 6) Find ways to get disruptive students out of the classroom so that teachers can teach and children can learn (I expect this will be far more effective, and cost less, than reduced class size in improving the education of the children); 7) Examine school construction, maintenance and repair costs to eliminate waste and fraud.

Next year will be a very difficult one for public education in particular, and city services in general. Mayor Bloomberg will need all the help he can get in dealing with the budgetary crisis. Let's all try to be as constructive as possible.#

Paul Wellstone Profile in Courage

Senator Paul Wellstone was a true patriot. Unlike many of our elected officials, he never abandoned his beliefs or pandered for votes. He took positions, sometimes standing alone, which he believed were best for the nation. Even those who disagreed with him respected him. His untimely death was a loss to all Americans.#

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GEN. MARCELITE HARRIS, CHIEF OF STAFF, DEPT. OF ED

By TOM KERTES

Air Force Major General Marcelite Harris probably never had a chance—not to be in the field of education, that is.

"I come from a family of educators," she says, relaxing in the spacious fourth-floor conference-room in the Tweed Courthouse. "My great-great grandfather established a school for African-American children. His son, my grandfather, became an architect after being one of the first blacks ever at MIT. My mom was a high school librarian, and her brother is a teacher and principal. He was the Vice Principal at my junior high school, in fact."

Still, throughout her distinguished 33-year career in the United States Air Force, General Harris had little to do specifically with education. But then the call—or, rather, "The Call"—came.

"Richard Howley, the general my husband once worked for, was on the phone and said that I should expect a call from Chancellor Joel Klein," Harris recalls. "He told me it was a big job in New York City, but wouldn't exactly tell me what it was about. All he would say is that 'when they told me about the kind of individual they wanted, you immediately came to my mind.'"

As it turned out, New York City's brand new Schools Chancellor was searching for someone who was a self-starter with deeply ingrained discipline, who was good at implementing strategies and tactics and who had the outstanding leadership qualities and stubborn drive to serve as his Chief of Staff. Given these requirements, looking for a person with a lifetime of stunning success in the military was perhaps not as unusual as it would seem at first

glance.

"He said the military discipline is the kind of discipline he wanted—and I couldn't say no," General Harris says. "Joel came across as very dedicated and enthusiastic. You

kind of feed on that—it's catching. It felt like a mission. It almost felt like destiny."

The first military person hired by the city's new Department of Education? Why not—Harris' life is full of firsts: she was the first woman aircraft maintenance officer for the U.S. Air Force; she was the first woman deputy commander for maintenance; she was one of the first two women air officers commanding at the U.S. Air Force Academy; and she is the first African-American woman Major General ever in the U.S. military.

At the time of her retirement in 1997, Harris was the highest ranking female officer in the Air Force.

In her "spare time," General Harris, who majored in speech and drama at Atlanta's Spelman College, dabbled in singing and acting. She also served in President Carter's White House and, after her retirement from the military, she became Director of Operations Support and Logistics Processes for the United States Space Alliance, the company contracted by NASA for the launch and recovery of the

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General Harris

Profiles in Education

Dr. Rae Alexander-Minter Vice Pres., Metropolitan College

By SYBIL MAIMIN

Dr. Rae Alexander-Minter gets things done! Smart, enthusiastic, and blessed with advantage, she is determined that opportunities be given to others so that they may have a chance to experience the "precious possibilities of life." Currently vice president for governmental and public affairs at Metropolitan College of New York (formerly Audrey Cohen College), where she is making a difference by burnishing the school's image and gaining it recognition and support in Washington, Albany, and New York City, she has also been a productive and innovative director of the Paul Robeson Cultural Center at Rutgers, The State University of New Jersey and director of public programs and education at The New-York Historical Society. Alexander-Minter continues the traditions of an illustrious family. Her father was one of the first African-American graduates of the Wharton School of the University of Pennsylvania and one of the early black graduates of Harvard Law School; her mother was the first black to receive a Ph.D. in economics in the United States and the first woman of her race to pass the bar in Pennsylvania and practice. She is the grandniece of Henry Ossawa Tanner, a renowned artist and student of Thomas Eakins, whose painting, once owned by her mother, is now on the wall of the Green Room of the White House—the first African-American to be so honored. Her husband, Dr. Thomas K. Minter, was assistant secretary of education in the first Department of Education in Washington and was deputy chancellor of the New York City Public Schools.



Dr. Rae Alexander-Minter

Dr. Alexander-Minter has been particularly active in promoting the contributions of African-Americans to the nation's culture and history. Her doctoral dissertation in anthropology and education at the University of Pennsylvania involved a research study of a 19th-century African-American community in northeast Philadelphia, which utilized public school students as "junior historians." The study, entitled "Boundary Living," found that the residents of this black enclave largely determined their self-identity and life choices through boundaries and "knowing one's place." At Rutgers, she directed an ambitious Paul Robeson Centennial Project that brought the life of the legendary actor, singer, and political activist to more than one million people across the nation. She was instrumental in developing

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LETTERS

To the Editor:

Thank you for giving me an opportunity to express my ideas about the importance of the arts, an integral part of a well-balanced education.

I think it is particularly meaningful that the studio in which I teach is housed in the encyclopedic Metropolitan Museum of Art. This institution takes extraordinary care to display and conserve great works of art. By experiencing first-hand the tools and materials of artists, our students' subsequent gallery experiences become particularly meaningful.

I deeply appreciate the high quality of educational standards set by Director Philippe de Montebello and Associate Director of Education, Kent Lydecker, as well as by the Trustee Education Committee and many others of the museum staff.

Muriel Silberstein-Storfer, Founder, Doing Art Together & Parent-Child Studio Workshop at the Metropolitan Museum of Art

To the Editor:

I am writing to express interest in obtaining the forensic science curriculum that Court TV has developed. I have been teaching forensic science at the college level for the past eight years and at the high school level for the past four years. There has always been a high interest in the course and would love more ideas on topics to add to the course.

Kay Sirianni, Brooklyn, NY

To the Editor:

Excellent information; we are always looking for grant programs.

Samye F. Lynom, Las Vegas, Nevada

To the Editor:

We must ensure that teachers are assessing our children based on mandates and not personal opinion. I will definitely be at the Chancellor's next meeting on Dec. 5th!

Rochelle Sessoms, Flushing, NY

Reuel Jordan, Principal, Bank Street School for Children

By MARIE HOLMES

On the third floor of the modest, red brick building that houses Bank Street's School for Children, a small girl with long blonde braids is wielding a large saw. She holds the toothed tool, almost taller than she, in the air, leaving the visitor to wonder whether progressive education might be, literally, a dangerous idea.

Shop classes for seven year-olds are not simply a perk of private school facilities—they also exemplify Bank Street's child-centered approach to education. Children, principal Reuel Jordan affirms, are capable of doing "real work."

"They actually do have the confidence to be careful and understand where their bodies end and others' start," he explains with a smile.

Many people think that child-centered means "the child is in control," says Jordan. What it actually entails, he asserts, is "education professionals who understand children and their development." Another common misconception, he claims, is that progressive education doesn't have "high expectations." The School for Children, he says, has high expectations for its students "because they have to be productive members of society." The school is subject to the same scrutiny as other private schools, as anxious parents seek out programs that will guarantee future admission to selective high-schools, colleges and universities.

In New York City, says Jordan, who also serves as President of the Guild of Independent Schools, which he describes as a "support group" for headmasters and principals, there is no shortage of high-quality private instruction. "The issue is about how we do it."

At Bank Street, 'how they do it,' both in the School for Children and the affiliated College of Education, means progressive education.

He recalls a new parent asking about the progressive approach, "So this is the reason why my three year-old doesn't study the solar system?" In a way, says Jordan, that parent was correct, as the school's commitment to creating developmentally appropriate curriculum generally discourages memorization of names, dates or facts. A three year-old can learn the names and the order of the planets, says Jordan, although the child won't know what he's talking about; the child's recitation is "like a parlor game."

The progressive model, on the other hand, focuses on material appropriate to the child's age and abilities. "The idea of respecting each child as a learner is important for us," he says.

The curriculum at the School for Children is social studies-centered. Three year-olds concentrate on themselves, four year-olds learn about families, 5/6's and 6/7's (students are grouped by age and ability rather than traditional grade levels) move into thinking about neighborhoods and 7/8's begin looking at "long ago." In their last year at the school, 13 year old students study government. "It's your social world expanding," Jordan says of the curriculum's progression. Additionally, as many as 30 trips per year are planned for various classes. One group of students visited a clay pit in Long Island, bringing back their own material for school art projects.

Spanish language instruction is introduced to the youngest children, and at age 11 students

decide whether they will continue with Spanish or begin studying French.

Jordan believes that instructors "can't just march through curriculum." Students, he says, must have time "to make meaning" as well as "put an investment into what they're learning." Ideally, students will have ample opportunity to "invest" in the topic at hand, "digest" the information and then apply what they've learned, a process which Jordan refers to as an "experiential" approach.

Classrooms are divided into two spaces: a "meeting area," so-called to express the expectation that students will participate rather than passively listen to the teacher, and a work area with four-person tables for group assignments. "It's important for kids to learn from the environment and the teacher, but also [from] each other," says Jordan. Students at the School for Children learn that they are dynamic members of a class, he says. One of the things that they take with them as they move on to high school, says Jordan, is the ability to ask probing questions.

The School prides itself on its diversity. "It's not about assimilation, it's about inclusion," explains Jordan, "and that's very, very hard because someone has to give something up to let [someone else's] perspective through."

A students of color group for children in the Upper School (ages 10-13) holds regular meetings, as do similar groups for teachers and parents. "We don't pressure kids to come," says Jordan. Occasionally, each group holds 'open-door' meetings so that white students, teachers and parents can sit in.

Connections forged in parts of the Bronx and Harlem in the 1980's, when the school first began trying to improve its racial diversity, provide a steady flow of Black and Latino applicants. Approximately one-third of the students also receive some financial aid. Jordan believes that the School has the second highest financial aid (as a percent of the budget) among private schools in New York City, providing for a certain measure of socio-economic diversity as well. Jordan is vocal about extending this commitment to diversity to include gay and lesbian parents and their children. At sessions for prospective parents, Jordan tells them that if anyone have a problem with this, then they probably should not apply. "I've had people get up and leave," he notes.

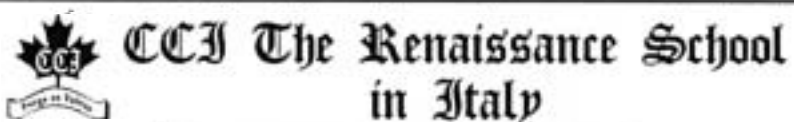
While defending the School's (and also the College's) ideals of progressive education and diversity requires a continuous effort, and, by Jordan's own appraisal there are "scores and scores" of good independent schools in New York City, the Bank Street School for Children continues to attract families "from lots of different backgrounds," according to Jordan. "[That] they come from different political persuasions is interesting," he adds.

"They are looking for their child to grow up in a diverse society," he says, and they "understand how a developmental approach is good."#




Reuel Jordan,
Principal

"It's important for kids to learn from the environment and the teacher, but also [from] each other."



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MICHAEL DIPIANO: TEACHER, COACH, TRANSPLANT RECIPIENT

By TOM KERTES

These days, messages such as “follow your dreams,” “have a positive attitude,” or “you can accomplish anything if you just work hard” are so commonplace that they often seem trite. Except, of course, when they come from a man like Michael DiPiano.

DiPiano has been the Athletic Director at St. Benedict Preparatory School in Newark, New Jersey since 1976 and, for 20 years, was also the school’s wrestling coach. He’s had severe diabetes since the age 17 and, as a result, had a kidney and pancreas transplant in 1997.

“I did not grow up with the illness and that made it even tougher for me to deal with it at such a difficult age,” he says. “The first thing I tell people these days is not to neglect their illness just because they’re young and feel invincible. It’s not about being young and strong. It’s not about taking a little extra insulin, as I was told so often. It’s about taking care of yourself early on so you won’t have the pay the price later . . . as I did.”

DiPiano had to have a toe amputated at the age of 40, developed kidney failure, suffered from brittle bones, was in a cast for four months, and needed diabetes-related retinal surgery which later caused cataracts. Before his transplant, he fell in a coma “right after returning from working as a volunteer at the 1996 Atlanta Olympics. They didn’t know whether I had pneumonia or Legionnaire’s Disease. Fact is, diabetes is an illness that affects just about all of your organs,” he says. Still, DiPiano’s indomitable spirit wouldn’t allow the disease to change his lifestyle, much less to conquer him as a person. St. Benedict fields teams in 13 sports; they’re often nationally ranked in basketball, soccer, and fencing. DiPiano himself was a champion wrestler, first at Orange County Community College, then at Montclair State, while injecting insulin into his body several times every day. He accomplished all of this while a number of doctors were telling him that he’d have to abandon athletics completely. “I was not going to give up just like that,” he says with a smile. “So I searched, and searched until I found a doctor who told me otherwise.”

DiPiano’s athletic background ended up serving him well throughout his illness. “Even though I was sick, I was never sickly,” he says. “The relatively good physical condition I was in made me an excellent candidate for the organ transplants. And I was told that it also made the operation itself unusually successful.” The rigors of doing sports at a high level also put DiPiano into a frame of mind that proved extremely helpful. “Three times a week, I’d go

through dialysis in the morning from 6-10, then go to work,” he says. “But there were people there on Mondays who could only think about going through this procedure again on Wednesday. They’d be extremely depressed—the place was like a morgue.”

“So I’d find myself coaching there as well, trying to get them in a positive frame of mind and telling them not to waste their lives worrying about things they couldn’t control.”

DiPiano feels that organ donation is extremely essential but much misunderstood by the general public. “People are afraid of all kinds of silly stuff, such as not being kept alive when they’re sick or that their organs might be taken before they die,” he says. “That’s nonsense, of course. The truth is, organ donation is one of the most important things you can do. It quite literally saves lives.

“I have the pancreas of a 21 year-old kid who died in a car accident. It cured my diabetes. I thank him silently every day. I would not be alive without him—and I feel that I keep part of him alive.”

When DiPiano received the National Wrestling Coaches Hall of Fame Medal of Courage Award, he spoke of his donor family. “That’s *real* courage,” he said in his acceptance speech. “Do you have that kind of courage? And if you do, what are going to do about it?”

Through his experience, positive attitude and generosity, DiPiano has kind of become everybody’s Dad at St. Benedict. “My son succeeded me as the Wrestling Coach here,” he says. “That’s a real thrill. But you should

see my house on Father’s Day. Literally dozens of kids from the school come over to the house or call.”

“If anyone wants to get in contact with me to talk about diabetes, or organ donation or whatever may be on their mind, please e-mail me at mdipiano@sbp.org. A growing awareness about these things is very, very important. So I’ll be more than happy to share my experiences with any person who wants information.”#



Coach Mike DiPiano

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www.aasa.org/awards_and_scholarships/awards/civic_star.htm

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http://eds.com/community_affairs/com_tech_grants_03.shtml



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Afterschool Educational Options Are Essential for Our Children



By **MATILDA RAFFA CUOMO & MARNIE PONCE-WHITE**

The recent aggressive budget cuts continue to affect the infrastructure of our school system on both administrative and academic levels. As educators, the increase in accountability and the emphasis on standardized math and reading scores to measure the success of the quality of education in the New York City public schools leave little, if any room, for the arts, sciences and human development. Who then is responsible for providing our children with a well-rounded education if day-school educators are consumed with the monumental task of making sure their students score well on standardized tests?

Traditionally, the after-school setting was a place for children to participate in a variety of activities that they might not have had an opportunity to experience if they were home. Community-based organizations that were at the forefront of after-school planning like the YMCAs of Greater New York gained popularity from their basketball camps, hockey leagues and arts and crafts classes. However, today after-school activities have become essential to complete the necessary work of education that is not done in the day-school classroom. One important question remains: how can we collaborate to utilize the needed after-school programs while assuring maximum efficiency and competence in the instructors?

Bank Street College has taken an active role in creating a series of workshops for after-school educators designed to help meet the

needs of the after-school programs. Reflecting on the extensive work that Bank Street's Department of Continuing Education has done with after-school programs through New York City over the past three years, three basic content areas were identified as needing development: curricula, integration of the arts, and creating effective learning environments for the diverse population that the programs serve.

Workshops offered by Bank Street College's Division of Continuing Education that integrate the arts and sciences include: "Music Therapy," "Woodworking," "Instrument Making and Playing," and "Architecture," to name a few. The workshop for "Literacy and the Arts" in two sessions explores the wonderful world of books, poetry, and the arts for Elementary, Middle, and High School students. Participants will learn how to identify and make content connections with reading, writing, and the arts; and learn how to design a literacy curriculum that integrates music, movement, sculpture, drawing, and architecture to help support and enhance a student's experience.

Albert Einstein said it best, "The purpose of education is to awaken joy in creative expression and knowledge." That is the ultimate challenge that educators, policy makers, parents, and community members must confront head on when addressing the needs of our children.

Bank Street College is proud of the support it is providing, as are many other not-for-profit organizations that make their own specific contribution to the daunting effort to meet the

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REFLECTIONS ON LEADERSHIP: 2002



By **JILL LEVY**

No pessimist ever discovered the secrets of the stars, or sailed to an uncharted land, or opened a new heaven to the human spirit.

—Helen Keller

I'm not particularly nostalgic. I don't pine for the good old days because I am not certain that the "good old days" were all that good. But I must admit that I do look back often to evaluate where I am in relation to the course I have set for the Council of School Supervisors and Administrators (CSA) and myself. Those of us in education leadership positions know that constant evaluation serves to help us either stay or modify the course. We need to know our history so that we can move forward.

Last year at this time, we were still reeling from the events of 9/11. Our spirit was dampened. Our sense of safety was shaken. We clung to each other for solace and support. We shelved our personal fears so that we could sustain the equilibrium in our school communities and give strength to students, parents and faculty. We didn't have time to equivocate or evaluate. Clinging to our respective visions, we used every skill we possessed to meet the challenges of the moment and those yet to come. We did what we do best; we led.

In spite of the shifting sands of politics, policy and power surrounding education, we forged ahead. The shadow of the previous mayoral administration gave way to the unknown in the form of a newly elected mayor and political unknown, Mike Bloomberg. Calling for control of the Board of Education, he talked and he testified. We talked and we testified. Everyone who cared, talked and testified. Ultimately,

control over education was transferred to the new mayor with one caveat—if this new governance structure fails to meet expectations, it will "sunset." (CSA advocated for this provision in the governance law.)

Harold Levy continued on as Chancellor. And the few years of educational "plenty" came to an abrupt end when the city and state surpluses suddenly disappeared. There was the promise of a court ruling in favor of equity funding for NYC students and suddenly it was whisked away into the abyss of judicial appeals. Then just as suddenly, Joel Klein of Microsoft prosecutorial fame was named Chancellor. No matter the speculation, the whispers, the arched eyebrows and the voices of the cynics, we concentrated on teaching, learning and leading the way. We challenged the cynics and welcomed the opportunity for renewed focus on school leadership.

The Board of Education became the Department of Education. No matter, we forged ahead in our schools and in our respective offices. Looking at data, evaluating the quality of instruction, staffing our schools, working with parents, we only hoped that the promise of more flexibility would come to pass. Some did, but it hardly matched the promise that was extended to us. Chancellor Klein introduced his new team.

We wonder about the rhetoric. We wonder about the commitment to public schools. While the teachers settled their contract along the pattern we set in our last contract, CSA members are still without a contract and our Day Care/Early Childhood members have been told that there is no money for their contract even though they hold the future of our public

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INSIDE THE SUPERINTENDENT'S OFFICE

JOHN LEE, SUPERINTENDENT OF QUEENS HIGH SCHOOLS

By ADAM B. KUSHNER

Worlds are coming together in Queens high schools under Superintendent John Lee's watch.

As in many other of districts of the New York public school system, there is an intense intermingling of cultures. Lee's 75,000 students—his is the largest high school district in New York and is larger than the entire public school system in Boston—hail from New York as well as India, Korea, China and other nations. In fact, 12 percent of his students every year are English language learners, and there are several bilingual programs to accommodate them.

"It brings a great richness to our student population and we celebrate that," he said in a telephone interview. "But at the same time, there are challenges that accompany that: one, preparing these students to be part of society, and then two, to be able to meet all of the standards and graduation requirements."

There is even an entire Newcomers High School, which was founded in the early 1990's to serve newly-arrived immigrant students. For younger students in ninth and tenth grade, it's a language-intensive transitional school to prepare them for the New York school system. It's the sort of thing Lee understands, as a first-generation American whose family came from China.

But Lee is also looking at the melting pot from an educational point of view. He is bringing new collaborations to his traditional curricula. Lee has implemented all sorts of new programs in his district to teach business, the arts, law enforcement, and information technology.

He helped bring Virtual Enterprise to Queens from Europe in 1997. The program, in which as many as 80 students simulate an actual business, runs in nine schools. "It's a wonderful opportunity for students to take their learning and really apply it as they learn about the real world," Lee said.

"We transformed classrooms into what look like offices. Students create a business and they have to develop a business plan. You have a CEO, you have a personnel department, a sales department, marketing, public relations.



Superintendent John Lee

They participate in local, national, and international competitions," he said, explaining that many of his students go to Europe to compete. His counselors and teachers also encourage troubled students to enroll, many of whom excel in the program.

This merging of the business and academic worlds is representative of what Lee sees as educational innovation, but business isn't the only nontraditional discipline Lee has brought into his high school classrooms.

With the moral and financial support of Tony Bennett, he opened the Sinatra School of the Arts just over a year ago. "It's a school that has 5 art studios," Lee explained. "We have dance, we have drama, we have vocal music, orchestral music, and fine arts. Of course, Tony Bennett is really the driving force behind the creation of this school and is a staunch partner. In a short time, the school has gotten quite a number of accolades."

To expose students to the arts, Bennett helps bring in popular guest artists and speakers. Modeled after Manhattan's LaGuardia High School, the Sinatra school also sends students into Manhattan to see galleries, museums, and concerts as part of the curriculum.

Another new school affiliated with York College in the city's university system will "tap into the specialized testing program that you're familiar with in terms of Stuyvesant, Bronx High School of Science, and Brooklyn Tech." The new collaborative magnet school, Queens High School for the Sciences, will have an

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LITERACY EFFORTS AROUND NEW YORK CITY: PART I

Literacy for Preschoolers: The Blue's Clues Way

By **DR. ALICE WILDER**

What is literacy for preschoolers (ages 2-5)? They can't "read" in the way that adults think of literacy. Yet so much of what a preschooler

does everyday involves literacy-related skills.

- Experimenting and making meaning out of everything that they do
- Absorbing new vocabulary words and

using them

- Observing and learning sequences of events
- Role-playing
- Understanding and thinking about others' points of view

At Blue's Clues, we understand that these sorts of literacy-related skills are important to a child's future success as a reader. Blue's Clues has two basic philosophical tenets when it comes to literacy for preschoolers. First, it is essential to expose children to stories, conversations, and the value of books and writing as well as provide a rich and stimulating language environment. Second, children need a balance of whole language and phonics instruction in order to learn to be a reader—one has to want to read in order to sit down with text, and one has to be able to sound out words in order to decode that text.

Every episode of Blue's Clues includes elements of literacy that model these two basic philosophical tenets.

- Blue's Clues *is* a book (take another look at the beginning of the show)
- The Handy Dandy Notebook, a book in which we write down and remember all of our clues
- Looking for Clues demonstrates the logic of problem solving
- Blue's Favorite thing to do is to read, and so she reads many stories with us
- Mail time encourages writing and telling stories and conveying it to others
- Rhyming—in scripting, we play with words whenever we can

In addition, we have written a number of episodes specifically designed to encourage preschool literacy skills and a love of reading, including:

"Words, Words, Words": This entire episode is spent with a big bag of words with which we play. There are words all over the house, all visually supported by the object that they represent. Each time a word is pulled out of the bag, the object that word represents appears in front of the viewer, demonstrating the power of words. For example, Blue pulls out the word 'Lion' and a lion appears in front of us.

"Blue's Book Nook": We are playing Blue's Clues to figure out what Blue wants to read about. Throughout the episode, Blue and her friends show us that books serve different purposes; some are for information while others are stories that can be interactive. In addition, we help our librarian, Marlee Matlin, find a book in the library.

"Alphabet Train": In this 26 letter episode, we help Joe and Blue make an alphabet train. Each letter is a box on the train. Throughout the episode, the preschoolers help Blue as she looks for an object that goes in each letter box. To figure it out, we sound out words, match written letters, and "read" words.

Preschoolers are highly literate, but just to be sure that our intended message for Blue's Clues is being conveyed to preschoolers we test every episode three times during its production by showing it to the preschoolers themselves.#

Dr. Alice Wilder is Director of Research & Development/R&D Producer for Blue's Clues.

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Literacy continues on page 18.
Look for Part II next month. If you want to respond to these articles log on to www.EducationUpdate.com

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Ask Dr. Rosen

A new column answering parents', educators' and students' questions about special education, in response to the flood of letters and e-mails we have been receiving at Education Update.

Dear Dr. Rosen:

I am a counselor in Sandy Creek New York (upstate) and I am trying to help one of my seniors who has CP. He is interested in finding scholarships for people with Cerebral Palsy, and I don't know where to tell him to look. Do you have any information?

Danielle James, High School Guidance Counselor, Sandy Creek, New York

Dear Danielle:

While I do not know of any scholarships specifically for persons with Cerebral Palsy, it would be worth checking with some organizations for people with CP. One such organization is United Cerebral Palsy of New York, 330 W 34th Street, New York, NY 10001, 212-947-5770, www.cerebralpalsynys.org.

The Yes I Can! Foundation awards scholarships for persons with disabilities who are entering post-secondary education for the first time in their lives. You can write the Yes I Can! Foundation at 1110 North Glebe Road, Suite 300, Arlington, VA 22201.

The Chairscholars Foundation grants scholarships to physically challenged college-bound students. The contact person for the New York Chapter of the Chairscholars Foundation is Andrew Fox. You can write him at Club Planet, 485 Madison Avenue, 2nd floor, New York, NY 10002, or e-mail Andrew@way.com. For more information, you can also visit the Chairscholars' website at www.chairscholars.org.

The following organizations might also be of help: The George Washington University HEATH Resource Center; National Clearinghouse on Postsecondary Education for Individuals with Disabilities 2121 K Street, NW Suite 220 Washington, DC 20037 202-973-0904 or toll free 1-800-544-3284, e-mail: askheath@heath.gwu.eduweb; www.heath.gwu.edu

The Association on Higher Education and Disabilities (AHEAD)

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For additional questions & answers visit www.EducationUpdate.com. Please address your queries & comments to Dr. Rosen at publisher@educationupdate.com.

Dr. Adler Lectures on ADHD

By M.C. COHEN

In support of the Program for Academic Access For Learning Disabled Students at Marymount Manhattan College, Lenard A. Adler, M.D, spoke to a full lecture hall at the school's Manhattan campus on Attention Deficit Hyperactivity Disorder (ADHD). Dr. Adler, the Director of the Neurology ADHD Program and Associate Professor of Clinical Psychiatry and Neurology at New York University, is considered one of the country's foremost experts on ADHD. Dr. Jacquelyn Bonomo, Learning Specialist for the Access program, arranged for the presentation because of what she said was "the need for more comprehensive, current information on a problem experienced by so many of our students. This knowledge sometimes makes the difference between academic success and failure here at the college."

In his thoughtful and concise 45-minute lecture, followed by a question and answer session, Dr. Adler covered the historical aspects of ADHD in this country to the new treatments now available. And for those who are skeptical that ADHD is a real disorder, and something not to be taken seriously, Dr. Adler, had a clear message, "I spend a good portion of my day dealing with people who have this disorder," he said. "It's real. It's a neuropsychiatric condition."

With ADHD affecting 6-9 percent of school-age children and 3-6 percent of adults in this country, these numbers, in fact, may not reveal the true extent to which this condition exists. "ADHD is vastly under-diagnosed and under-treated in children," said Dr. Adler, "and espe-

cially in adults."

Thus, regardless of a person's age, ADHD affects virtually every aspect of existence. From unsatisfactory personal relationships to failure in school or the work place and just to an overall chaotic approach to any organizational task, ADHD is indeed debilitating.

"I can't tell you how often the spouses of an adult with ADHD will come in and say 'they just don't listen to me,'" said Dr. Adler, while describing the symptoms of ADHD, "I know they mean to, but they just don't get what I'm telling them." He continued, "those with ADHD have trouble breaking down large projects. Term papers are a big deal. Finishing that little assignment that's due the next day, successful adults with ADHD know they can knock it out and not leave it around. But a term paper is much bigger and we have to plan for it and keep things in mind."

While Dr. Adler left no uncertainty to the audience about the serious effects of ADHD for those with the disorder and their family and friends, there was some in the crowd who were not in total agreement with Dr. Adler's method of treatment.

During the question and answer session, inquiries were made about diet, behavior therapy or coaching as a means of treating ADHD, but Dr. Adler left no room for gray area on the subject: "There is no replacement for medication."

"I thought it was great," said Jean Marie Drucker, a parent of two elementary school children. "It was very well presented, articulate, and as a special ed teacher, I thought his physiological analysis was excellent."#



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Council Member Eva Moskowitz Hosts Forum on Special Education

By TOM KERTES

If an expression of curiosity and caring at an open forum on the part of "government" goes a long way toward solving problems, the "Forum on Special Education" in Community School District 2, headed by Council Member Eva Moskowitz, can be termed an unqualified success. "I have a four year-old at home with learning delays—so my involvement is personal as well as professional," Moskowitz, the Chair of the Council's Education Committee, said in her opening remarks.

The exceptionally informative panel of speakers touched on a broad range of issues of concern to the one hundred-plus in attendance. "Following the new continuum recently put into effect, we at the Department are looking at special education services in a variety of different and novel ways," said Linda Wernikoff, Deputy Superintendent of Special Education reform at the Department of Education. "Due to the upcoming budget cuts, we are also trying to maximize the limited resources we are able to spend by rethinking our services and the ways we are delivering them."

"Our main focus is on the following points," added Wernikoff. "We used to rely on segregated special ed classes. Now we are looking at how to expand services so the majority of these kids could be in a general educational environment. We are looking at referral patterns; minorities and foreign language students are clearly over-represented in the special ed population. And, in order to improve the overall quality of our services, we are also looking at the de-certification process. This is going to be done in order to see how we can best transition children into the general education population."

Panel Member Shane Humphries, a District 2 parent, was not overly optimistic. "My personal experience is that the new continuum looks good on paper," he said. "But, in practice, it seems to be a road to nowhere, at least for now. When we call for action or a follow-up under the new rules, no one at the school or at the Department of Education steps up to the plate in order to translate words into action."

On the other hand Sarita Rein, Chair of the Committee on Special Education in District 2, saw the cup as half full. "The new continuum

allows for a wider than ever variety of ways to educate our special ed kids," she said. "In our district, our collaborative teaching classes—which have a regular teacher and a special ed teacher in the same classroom – went up in numbers from 2 to 49 just in the past school year. Have they been perfect? Have they been the most appropriate way to help every child? Of course not. But overall, we can safely say that they've been a great success."

Advocate Miguel Salazar, Program Director for Public Education, Resources for Children with Special Needs, was far more cautious in his evaluation. "As expected, implementation of the new continuum has been a case-by-case struggle," he said.

Dr. Katherine Garnett, Chair of the Special Education Department at the Hunter School of Education, spoke of the problems as both nationwide and systemic. "What I'm trying to get across to you parents is that, wherever I go in this country, the same forces are trying to unravel the laws in force, and the funding currently in place, for special education," she said. "So, in order to counter these forces, you as parents and advocates must congregate together and speak as a powerful, unified group with one voice."

Opening the floor to the public, Moskowitz asked to "focus on implementation. Yes, the problems can be overwhelming at times," she said. "And we will look at all of them, large or small. But I'm sure there are some of them we

can start to solve right here and right now."

Such as a non-working answering machine at District 2, the subject of the complaint of a beleaguered Melissa McNeese who was the first parent at the microphone. "It's impossible to get through," she said. "We'll make it possible," Moskowitz promised. Then things got tougher: frustrated parents spoke passionately of everything from "impossible overcrowding in classes where no instruction can be done," to "an absence of sufficient flexibility in the new continuum." There was also widespread agreement among the public to the effect that "inclusion and decertification is not for everyone;" they also called for a profound change in attitude toward special ed kids and parents by principals and schools. "There is a systemic, general environment of disrespecting parents," one speaker said. "Truth is, many principals look at us as a necessary evil they must somehow tolerate. We may need a complete reeducation of those in authority before real change can be effectuated."

As the evening wore on, it also became clear that the overall lack of funding—which is about to get worse due to the upcoming budget cuts—often makes even the best intentions impossible to implement. "I promise that we will do our level best to change things," Moskowitz said. "We, in government, must hear what you the public has to say from close up. That is why I came here. And that is why we are going to have these town meetings very often from now on."#

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By BERNADETTE M. FLYNN, Ed.D.

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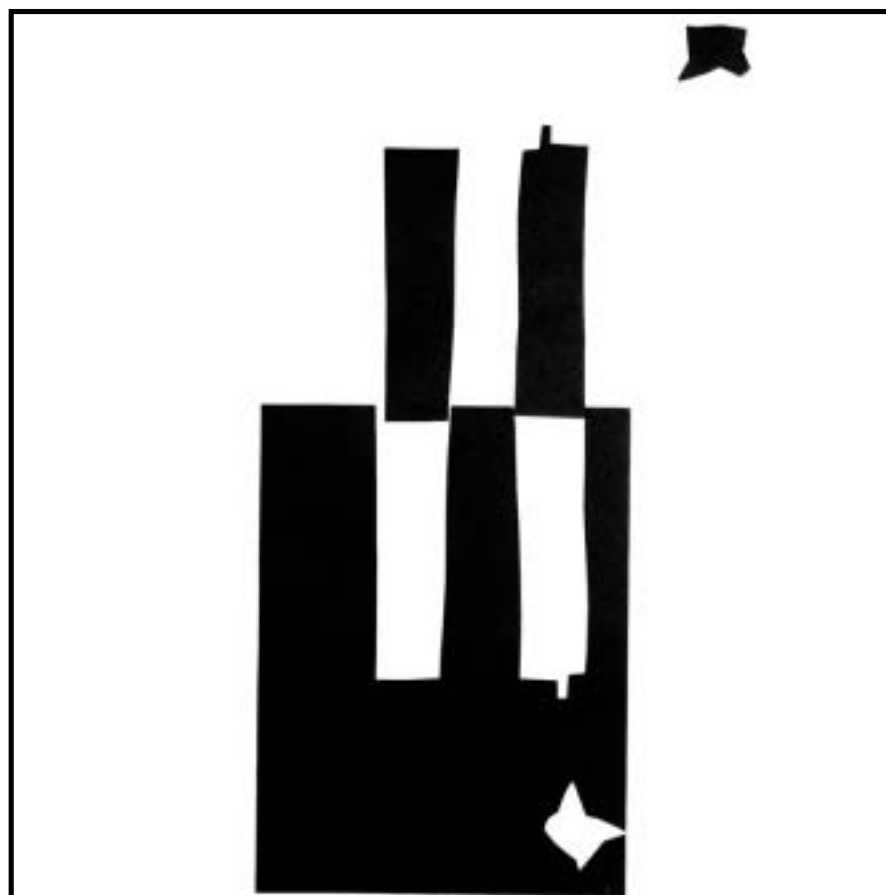
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Jacques d'Amboise Shares Passion for Dance with City Students

By TOM KERTES

"Most of them will not become dancers," National Dance Institute (NDI) founder Jacques d'Amboise smiles warmly while looking out at the group of four-to-sixth graders practicing an unmistakably Russian-flavored routine at the LaGuardia High School of the Performing Arts. "But I'm quite sure that all of

them will become better students and better-rounded people through this."

"This" is the NDI program, founded 26 years ago by d'Amboise. NDI is not-for-profit—"Boy, is it ever!" he groans—because d'Amboise strongly believes that "the arts have a unique power to engage children and motivate them to excellence." A high school dropout from the seedy Washington Heights streets at age 15, d'Amboise became a principal dancer at the New York City Ballet by the age of 17 and remained one of America's top ballet stars until his retirement in 1984. In 1976, he founded NDI "to give others the gift and enrichment that I enjoyed all my life through the arts."

As envisioned by its founder, NDI is unique. "In other programs, an artist will go to a school

to perform to the kids," says d'Amboise, a boyish 68 in beat-up sneakers, sky blue work shirt to match his lively eyes, and jeans. "But what we do is send professional artists—dancers, musicians, choreographers—to the schools to get the children to perform." Over 2000 of them do annually, from all kinds of schools—"rich, poor, and everything in-between" says d'Amboise—all over the United

States, many of them sacrificing their after-school leisure hours and weekends. Looking at their faces—flushed, smiling, thrilled from the accomplishment—it's safe to say that not one of them would change a minute of their schedule.

In addition to giving of his time and talent, d'Amboise brings the world to these kids. Today's guest teacher is Shamil Yagudin, Ballet Master of the world-renown Bolshoi Ballet who also choreographed the piece the kids are practicing. "I first saw Shamil dance in 1958," says d'Amboise. "He was wonderful. He could fly." "I come to America every year to bring new dances, judge competitions, teach all over the country, and help Jacques," says the 70-year young Yagudin in his thick accent. "I'm not Russian, you know. I'm Tartar. This is Tartar music, yes? Anyway, it's much nicer to come to USA now. Before 1989, every time I looked behind me on street, I saw KGB." Today, no matter where he looks, all he sees is kids hungry for his every word, drinking in each movement he shows them.

"Jacques is good friend for very long time," says Yagudin. "He ask, I come."

The forty-plus kids at this practice are members of NDI's Celebration Team, comprised of the "most talented, most enthusiastic, and most willing of all our participants," says d'Amboise. NDI, however, is far more than "just" the best of its best: it is in 20 elementary



National Dance Institute performers

schools in all kinds of neighborhoods throughout the City every single day, its program part of the regular curriculum. Each year the practice sessions lead up to a big "Event of the Year"—200 kids traveling to different schools to perform—as well as more than twenty smaller school events where students perform for their peers. Do the students mind the hours? "I am having so much fun with Jacques and Shamil that I can't even tell you how much fun I'm having," one pigtailed fourth-grade girl says while taking a rare "five" during the exhaustive workshop.

"We've worked with over one million kids so far," d'Amboise, who went from active NDI leader to "something like a roving ambassador" a couple of years ago, says. These days, he travels all over the country—all over the world, in fact—training teachers and checking on the progress of NDI-related programs. "We've touched so many lives. This is not just about dance, you know. This is about changing lives. It's about music, poetry, acting, and scenery making. It's about creating a real theater experience. It's about opening up a wonderful new world to some kids who otherwise may not ever have the chance to see that world. And this is about how these children grow up to be more confident, and better-disciplined, adults who will perhaps become more successful in whatever they choose to do with their lives due to this experience."#

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Reflections

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schools in their hands. They provide the early education so vital for success in school. Yet, because we so fervently believe in public education, we dare not give up hope.

Times of plenty have become times of fiscal poverty. The phrase, "Do more with less!" is an echo of the past and one that has been disastrous for our schools. Our state educational standards are among the highest in the country and our NYC funding is the lowest in our state. Still, we are moving forward into uncharted waters. The promise of a dramatically different organizational structure and a renewed focus

on school leadership offers exciting possibilities.

Leadership is not static. It demands continuous learning, redefining and honing our craft. Constant evaluation and modification provide the ability to persevere in pursuit of a vision. According to Chris Agyris, when leaders are subjected to an organizational culture that makes them "dependent, subordinate and submissive," frustration and conflict will lead to diminished results. The culture of our organization(s) must change, if we are to move forward effectively. Change is both exciting and unsettling. Yet, I believe we are ready to view constructive change in a new light and wrestle with the challenges that will most assuredly be presented to us.#



A warm welcome to Sophia Bailey, new baby daughter of staff member Steve Bailey and his wife Kim.

Sophia will be an intern at Education Update in 2018!



Students and Teachers Benefit from Music Instruction in District 75

By MARIE HOLMES

Margot Sorace, sitting at her keyboard, hits a few chords and then tells the class to stand. Before beginning to play "Santa Claus is Coming to Town," which the students are practicing for holiday concerts and caroling, she gives her students a brief pep talk. What should they keep in mind while singing?

"Be proud!" offers one ebullient performer. "Think good thoughts," adds another.

On this particular day, the chorus class doesn't lack enthusiasm. A few bars into the song, Sorace stops them. "When you sing," she says gently, "you're excited, but you also have to sing the right notes."

They try again, noticeably more on-key this time, and then move on to "Feliz Navidad." Several girls model the dance steps that they've put together to go along with the song.

Not all of the students are singing today. Several more severely disabled students enjoy the music from their wheelchairs, listening, watching, and occasionally smiling or waving a hand. One young man who is not participating sits in the back of the room, arms across his backpack. He quietly watches the other students belt out Christmas carols, attempting their dance steps, and smiles.

These high school-aged students attend P933 on the fourth floor of the enormous Long Island City HS complex. Like many of the other sites that District 75 oversees, P933 is housed in more than one location. District 75, the "city-wide district," is responsible for special education services throughout the five boroughs, from services for hearing and vision-impaired students to occupational therapy centers and hospital instruction.

Primarily, says Sorace, the students in her

chorus class are in special education because of emotional disabilities. "But they're not mean," she asserts, rather, "they're needy."

With the help of a couple paraprofessionals who sat next to the students, singing along with them, one of whom managed to keep a young woman's need to change seats from becoming a distraction, the chorus class was, on this afternoon, incident-free. What her students' special needs really boil down to, in Sorace's words, is "a lot of nurturing."

Yet modifications for varying levels of ability don't necessarily trump learning content, particularly in today's outcomes-driven environment. Sorace uses the Wynton Marsalis' *Jazz for Young People Curriculum*, which District 75 has made available to all of its music teachers. She's teaching them some of the jazz basics: call and response, riffs, grooves, improvisation.

It is this sort of "commitment to the arts" that earned the school district a Professional Development for Music Educators grant from the U.S. Department of Education, according to Andrew Buck, District 75 Director of Arts Education. With almost \$1 million from the grant, plus city ProjectARTS and other funds, the district will offer professional development training to 20 of its music teachers, providing them with workshops and "Partnering Teaching Artists" (musicians who teach, as opposed to teachers of music). In addition, 20 paraprofessionals with music backgrounds who are interested in becoming music teachers will be selected to attend Saturday training institutes.

The arts receive plenty of attention in District 75, says Buck, because "they are part of our expectations for student learning as articulated by the New York standards—no different than

anybody else." At the same time, music and art lessons have a particular urgency for students with special needs, as well as their teachers. "The arts are a valid means of understanding and communicating about the world. Dance and music and the visual arts transcend language."

Educators often tout the arts as a means for students who do not excel in math or languages to show their teachers, and themselves, that they have other talents. For students with limited means of communicating, art and music

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ASK DR. MCCUNE

Discovering Literacy is Like Discovering Language

By LORRAINE MCCUNE, Ph.D.



It is sometimes said that "writing is talk written down". If this were true, the major problem in learning to read would be linking up the message on the printed page with something we might express in speech or sign language. While speaking and writing are two modalities for expressing meaning that are clearly linked for adults, children need to actively forge this link as they learn to read, since they will not immediately grasp the connection. Like the initial discovery of language, literacy is a discovery of its own.

There is a strong analogy between learning to talk and learning to read. Just as infants do not know what language is or even that there is language, pre-readers do not know that there is literacy or that written words are "just like" spoken ones. And just as we cannot teach children that there is language, we cannot teach them that there is literacy. To promote language in infants, we bathe them in sounds, words, song, communication—even in reading! Adults pair words with fun pictures that little children can enjoy; children begin to recognize that the pictures match up with fun sounds that they can mimic at interludes in the story. These experiences lead to the mysterious discovery: "There is language!". We can only be sure that children have discovered language when they begin pointing to unfamiliar objects and asking, "What's that?". And

we do not really know how they do it! My guess is that children build the notion of language in their minds and spirits in differing ways. I know what some of the building blocks are, but I believe children integrate the components of language in different ways, even if they are all learning the same language.

Reading is another discovery of mind and spirit. Experienced and successful teachers of Pre-K, Kindergarten and the early grades know this and use a variety of approaches with children in their care. For some children, the route to reading is writing. One preschooler asks her mother how to spell the names of the children in her class, then laboriously writes them all in a row... no spaces between! Another reads off fast food and chain store names as sight words. Both hear stories and pretend to read themselves, telling the stories in picture books. Neither really knows there is literacy. Formal instruction will add structure to these playful efforts, including letter/sound correspondences, writing, reading for fun, learning labels, and a panoply of other activities that teachers know about. The magic moment will come when the child points to a written word, and, like the infant noting an object, will say, "What's that word?" From this foundation all of literacy can grow.

The best way to help children build literacy is by offering all of the building blocks they might need, and sensitively watching each individual

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FROM THE SUPERINTENDENT'S SEAT

Welcome Back, Madame Secretary Elaine Chao

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

I was so pleased when U.S. Secretary of Labor Elaine L. Chao accepted my invitation to return to Syosset High School and receive our very first Alumni Award of Distinction. Secretary Chao graduated Syosset High School with the Class of 1971. Administration, faculty, students, and parents were all eager to meet her.

It was a wonderful visit, and Syosset Schools rolled out the red carpet for our former student. We greeted Secretary Chao with the requisite ruffles and flourishes and "Stars and Stripes Forever" played by our 50-piece marching band. Yet with all the fanfare, the strongest lesson of the day was that success comes from hard work and the strong support of family. It's not necessary to be the star student in high school to achieve success as an adult. The Secretary brought along the people who were most important to her—her parents and three of her sisters and their families, and it was truly a nostalgic visit for all of them to return to Syosset.

The first order of the day following introductions was to show the Secretary some of our classes in action. As Labor Secretary, she was particularly interested in our business and technical courses.

A lot has changed since Secretary Chao was a student at Syosset High. When we went into a computer multi-media class, the teacher was the same woman who had taught Elaine L. Chao shorthand when she was a student. There were no more typewriters or steno pads in the room, and the Secretary was delighted to see that the teacher as well as the students had adapted to using the very latest technology.

At a luncheon reception in her honor, admin-



Supt. Dr. Carole G. Hankin (L) and U.S. Secretary of Labor Elaine L. Chao

istration, faculty, students, parents, and community leaders had a chance to meet the Secretary, and she graciously expressed her admiration of what she had seen of the present-day Syosset High School. "This is quite a magical place," she said. "I've been so impressed with all the students and faculty I've met, and how you are learning in a state-of-the-art environment here."

After lunch, the Secretary addressed an auditorium filled with about 700 students. She shared the truly fascinating story of her family's immigration to the United States when she was eight years old. It was the quintessential American Dream success story, and it was very real to our students, especially when she related some of her own high school experiences, and mentioned some of her favorite teachers who are still on the faculty today.

"I didn't have to worry about dating," she said, "as my parents wouldn't let me. I was kind of shy, quiet, but I joined some clubs like yearbook and the theater club (where I worked behind the scenes), and I worked hard."

Chao went on to Mount Holyoke College

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Verlinda McGough

PS 87, Queens
Arlyn Brody, Principal
Joseph Quinn, Superintendent



Verlinda McGough's main focus throughout her career in education has been Bilingual and Special Education. Verlinda and her marvelous team, which consists of other teachers who cooperated to form a Bilingual/Monolingual co-teaching partnership in Kindergarten, have proven that with a strong educational background, and with tremendous love and motivation, all students can learn.

At PS 87 in Queens, Ms. McGough has been the school's main cheerleader for Dr. Mel Levine's "Schools Attuned Program," Dr. Gardner's "Multiple Intelligence Approach" and Lucy Calkins' Reading and Writing Workshops. Her expertise is eagerly shared among other staff members, and her energy level is always at its peak.

This summer Verlinda joined a team from PS 87 in Washington, DC, to accept a CVS Foundation Grant in an effort to continue spreading Bilingual/Monolingual co-teaching partnership to the other grades. As a charismatic leader in education, she is often called upon at her school to play host to the many visitors to PS 87 each month. In addition, Ms. McGough is an enthusiastic supporter of brain research, inclusion and quality instruction.

Adele Leibowitz

Canarsie High School, Brooklyn
Joel Shapiro, Ed.D., Principal
Charles Majors, Superintendent



Adele Leibowitz is a nursing teacher par excellence. She has created the type of learning environment often only available at private and specialized schools. Ms. Leibowitz has created a comprehensive career education program that enables high school students to gain "hands-on, minds-on" education in the nursing sciences, which gives them a chance to do nursing at a local residence for senior citizens.

Ms. Leibowitz does not confine herself to a regular workday; her day is as long as it takes for her students to achieve success. Her devotion of time is also reflected in her unique ability to form relationships with her students and know them personally. She is actively involved in the upgrading of curriculum and recruitment of youngsters into this most worthwhile area of learning.

OUTSTANDING TEACHERS OF THE MONTH

The **Outstanding Teachers of the Month** for December 2002 have each been nominated by their colleagues, students, parents, principals and superintendents. *Education Update* has selected six nominees for their outstanding work on the "frontiers" of education.

Congratulations to this month's **Outstanding Teachers of the Month** in recognition of the vital role they play in our children's lives.

Maria Croce

Edward R. Murrow High School, Brooklyn
Saul Bruckner, Principal
Charles Majors, Superintendent



Marie Croce (left) is a highly respected language teacher at one of Brooklyn's premier high schools. Her success lies with her ability to focus on student empowerment through independent learning. As a teacher genuinely concerned about students' needs, she makes herself available as a tutor outside of the classroom and extends herself both before and after the school day. For example, she provides afternoon and morning sessions for students who wish to take the National Italian Examination and to those who participate in national language contests. Her compensation for all her hard work comes from the high praises of her students.

Ms. Croce demonstrates sensitivity toward all students and meets all challenges with eagerness and enthusiasm. It is not uncommon to find Mrs. Croce actively involved with students, engaging their minds with cultural and current event issues. She respects students and validates their opinions. She is the moderator for the Italian Culture Club, which promotes cultural unity and has raised hundreds of dollars for charities including the September 11th fund.

David Johnson

Martin Van Buren High School, Queens
Marilyn Shevell, Principal
Norman Strauss, Ph.D, AP, Soc.Studies
John Lee, Superintendent



David Johnson is on a mission. His mission is to educate *all* children. A man of immense dedication, Social Studies teacher David Johnson

is both a scholar and a gentleman. Just as an actor needs a stage to be truly appreciated, Mr. Johnson needs a classroom full of students to sparkle.

David Johnson teaches a heavily subscribed class in African-American History, and acts as faculty advisor to the numerous in-schools clubs including the Filipino Club, the Pakistan Club and the African-American Club. As a scholar, he has been awarded numerous N.E.H. and Fulbright Grants for study both in the U.S. and abroad. He has also been selected to participate in a number of Gilder-Lehrman History Institute Programs during the summer. In each instance, his students become the benefactors of his scholarship.

Mr. Johnson also believes in making outside connections for his students inside Martin Van Buren High. He invites guest speakers, and through his involvement with the China Institute, the Japan Society and the Korea Society, he has helped to open the minds and eyes of our students.

As a reward for his greatness as a teacher he was recently selected as Social Studies High School teacher of the year by the A.T.S.S.

Ellen Blond

P.S. 16 Queens
Audrey Murphy, Principal
Joseph Quinn, Superintendent



Ms. Bond joined forces with the Board of Education in 1996. It was a lucky year for Community School District 24. Ellen has worked her way into her position of an excellent early childhood teacher—she began as a paraprofessional in the city's schools—and now ranks, in the opinion of her Principal, as one of the top kindergarten teachers in Queens, if not the entire city. The mother of two young girls, she is now in her second year of teaching.

Ellen Bond is a woman of an unassuming nature and ability to consistently examine and question teaching practices. She is so conscientious, she often asks herself: "Am I doing the best possible job I can do for these children?" Despite having only one and a half year's experience, her development in such a short time is extraordinary. Recently, she has volunteered her time to attend extensive math training in Math Their Way and to serve as model classroom in Reader's and Writer's Workshop for America's Choice.

Lillian Hopkins

I.S. 72, Staten Island
Peter Macellari, Principal
Christy Cugini, Superintendent



Lillian has been a teacher for over 30 years and she *still* loves teaching. When asked when she's retiring, she smiles and says, "I'll miss it so much."

Lillian teaches math. Despite her years of experience, she is always looking for new, innovative methods that will help her to get through to her students. She sacrifices her lunch period to offer tutoring to those students who need extra help. She has served as a team leader for her eighth grade classes, organizing team brunches, parent meeting and trips for the students. She is constantly volunteering on different committees to help her students and the school community. Even in what may be her final year of teaching, she has volunteered to be the Penny Harvest chairperson for her academy and is encouraging students to donate money to different charities.

Not too long ago, Lillian was thrilled to receive a letter from the publication, *Who's Who in Teaching*. A former student had recommended her. Lillian had obviously made a lasting impression on that student, as she has done with so many of her students.

Lillian Hopkins is truly a special person, teacher and colleague. She goes far beyond the call of duty for her beloved students and school.

**"I touch the future,
I teach."**

-Christa McAuliffe

Education Update honors teachers each month for their outstanding work on the "frontiers" of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in one or two paragraphs, what is "special" about them. In June, we will invite the teachers, principals and superintendents to a luncheon to celebrate their achievements. Please include a photograph with each nomination, the principal's name and superintendent's name.

Teachers are the backbone of our educational system. They richly deserve the recognition that *Education Update* plans to give them.

Dr. Pola Rosen, Publisher

Please email recommendations, with photographs, to: ednews1@aol.com, or mail to:
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MEDICAL UPDATE



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• 16

TREATING ADOLESCENT ADDICTION: AN ONGOING CHALLENGE

By **DRS. RICHARD FRANCES
& AVRAM MACK**

The use, abuse and treatment of substance abuse in children and adolescents has been a major focus of attention for parents, school personnel, law enforcement officers and mental health professions. The prevalence of Substance Use Disorder in this age group is rising, the age of first usage is dropping, and the progression of the disease and the mortality rate is increasing. Substance abuse can interfere with natural growth and normal interaction and development: relationships with peers, academic performance, attitudes toward law and authority and acute, chronic organic effects. Drug abuse by 12 to 17 year olds has climbed from a low of 5.3 percent in 1992 to a fluctuation from 9 and 11 percent since 1995. Furthermore, the age of first usage of drugs or alcohol has dropped. More than 50% of 6th graders have tried alcohol or other illicit substances.

Warning signs of adolescent drug use include a drop in school performance, irritability, apathy, mood change (including depression), poor self-care, weight loss, over-sensitivity to questions about drinking or drugs, and sudden changes in friends. Screening devices should

include routine medical examinations and the use of urine analysis to confirm a diagnosis when necessary.

Peer group, school environment, age, geography, race, values, family attitudes, risk-seeking temperament and biological predisposition all contribute to adolescent substance abuse. Whereas non-users are more likely to describe close relationships with parents, users more frequently indicate they do not want to be like their parents and do not need their approval or affection. Frequently there is a positive family history of chemical dependency. Children of divorce have a greater risk of substance abuse.

In the treatment of substance use disorders, the role of the family is more important to adolescents than to adults. Inpatient or residential treatment is recommended for adolescents whose drug problem has interfered with functioning in school, work and home environments, and those who could not maintain abstinence through outpatient treatment. Depression and suicide inclinations, hyperactivity, chemical dependence and drug overdoses all indicate need for inpatient treatment.

Intoxication with drugs and alcohol in ado-

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Pro-Drug Websites Pose a Danger for Students

By **SANDRA S. BENNETT**

Last year physicians at Boston's Children's Hospital used the Internet to search for information about street drugs. They found that the most popular sites are those that condone and promote drug use. Gravely concerned, the physicians published an extensive letter in the August 2001 New England Journal of Medicine about the misleading and inaccurate information on these websites and the failure of the sites to warn about potentially lethal consequences associated with the use of illicit substances. The researchers encountered one site that suggested, as a "cure" for poisoning from psychedelic mushrooms, the use of carbon tetrachloride, a chemical that can destroy the liver. Another alarming finding was that 24 percent of college students use the Internet to get information about club drugs and other illicit substances, and 27 percent of college students who use the Internet reported "that internet use increased the likelihood that they would use drugs." One of the more popular pro-drug websites, DanceSafe, was given a poor review by the researchers who lamented that sites with "reliable information" such as federal government sites, are given such low priority by search engines that this information is rarely accessed by students.

To further add to this conundrum, proponents of drug use and legalization have gained access to many high school and college campuses and are heavily recruiting participants to help them undermine and defy national and international drug policy and embrace harm reduction ideology. "Harm Reduction" sounds beneficial but under this banner the comfort and needs of drug users takes precedence over all else, with no regard given to the immense harm that drug use inflicts on the rest of society. Although there is not one ailment of society that isn't caused or worsened by the use of psychotropic substances, hemp clubs and other pro-drug organizations are allowed to flourish on high school and college campuses.

Students today have access to such a Pandora's box of information that it can be an exhausting chore to distinguish fact from fiction, particularly when the sites of those who promote drug use are so seductive. Unfortunately, the welfare of students is not a priority on such websites. If it were, the sites would acknowledge that marijuana is now a leading factor in drug-related medical and psychiatric emergencies, that marijuana users are three times more likely to suffer psychiatric problems than those who abstain, and it seriously undermines the body's immune system. Marijuana also causes apoptosis (premature

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DRUGS & STUDENTS: VIEWS FROM AROUND THE NATION

ECSTASY IS AGONY

By KEVIN A. SABET

It was a crowded Saturday night at a local rave. Having passed out over 4,000 "This Is Your Brain on Ecstasy" post-cards to ravers waiting to get into the club, I moved over to one side of the line and saw what appeared to be a 22-year old man under a tree, curled up in a ball, being comforted by one of the club's "bouncers." I approached them: "Is everything all right?" I said.

"Yeah, he's just a little messed up. It's no big deal. I called a cab for him," the bouncer stated.

"Um...can he talk? What has he taken tonight? He looks very bad," I said, frustrated at the obvious indifference the bouncer felt toward the guy.

He replied, "He's fine," as a woman, the club promoter, approached.

"Hey, I think this guy needs to be taken to the emergency room," I exclaimed.

"Nah, he is okay. This is what happens to people sometimes. It's not our responsibility to take care of him. We didn't make him take whatever he took," she assuredly stated.

"Maybe, but that doesn't mean that he doesn't need help," I said.

"He is breathing and conscious, he does not need to see anyone," another club promoter came and said.

The promoter continued, "We could get sued for this—for drugs in here. Do you know how many times we have gotten calls from angry relatives of people who we sent to the emergency room, because they wanted to sue us for the medical bill?"

I placed an emergency call to 911 but had to wait for two hours. The boy was finally rushed to the hospital.

Scenes like these are commonplace at today's raves [all-night dance parties at clubs or warehouses—any large open space—that first started in the late 1970's as an alternative to the club-disco scene]. Often knowing that drug use is occurring and realizing the profit potential of such use, club promoters turn a blind eye. For those who are worried about the threat that ecstasy poses on today's minds and today's raving culture, the pending federal RAVE Act should serve as a sigh of relief. The bill would effectively target a growing and threatening drug culture that surrounds the current dance scene. Unlike other illicit drugs, ecstasy use

has been on the rise over the past twenty years. With more use, deaths have increased and these drugs, according to the latest scientific literature, have been linked to long-term brain damage. Contrary to what groups like "Dance-Safe" will tell you, there is no such thing as safe drug use.

Like cocaine in the late 1970's, ecstasy is often looked at as a harmless drug. In fact, some of the same people who tout ecstasy use as being benign are also guilty of doing the same about cocaine twenty years ago. Ecstasy was developed eighty years ago for psychiatrists; scientists soon noted that the drug was being abused and that, compared with other drugs, its medical use was ineffective. Some of the latest scientific research points to evidence that ecstasy can lead to long-lasting, perhaps permanent, changes in the brain—specifically in the synthesis of the hormone serotonin (used by the brain for mood and memory, among other things) and in its neurotransmitter. The amount of ecstasy given to the subjects was standard, if not lower than the usual "raver" intake.

We need federal legislation to make young people safer. The RAVE bill would make it harder for drugs to enter raves and would impose serious consequences on club promoters hungry for profits. The legislation, currently in the US Senate, is a bipartisan effort (sponsored by Senators Durbin (D-IL), Hatch (R-UT), Grassley (R-IA) and Leahy (D-VT)) that expands the 1986 "crackhouse laws" to target promoters who "knowingly and intentionally" throw a party where drugs are present.

The rave culture of the 1980's, as many would argue, was not about drugs—it was about the dancing. Sadly, today's raves are almost always connected with rampant, widespread drug use. To return to the original culture—and to prevent greedy club owners from profiting from other people's addictions—these legislative efforts are a move in the right direction. Coupled with strong prevention and education efforts—based on science, not urban myth—they have the potential to strongly impact the destructive rise in ecstasy use and deaths. #

Kevin A. Sabet is a Marshall Scholar at Oxford University currently working on his Ph.D. in drug policy.

BEYOND THE STETHESCOPE

If you are a physician with a hobby (photography, poetry, etc), we invite you to share it with our readers. Our newspaper is distributed to 35 hospitals and the deans of every medical school in NYC. The general public has access through schools, streetcorner boxes, apartment buildings and subscriptions.

THE SYCOPHANT

(Pachyderma adalans)

By DR. DONALD FEINFELD

A herd of Sycophants stomps in, surrounds their leader, trumpets flattery in his sail-like ears flapping the way praise flows. Lucky the inmost mob: they delight to sniff the shape of greatness, exhale a dissonance of yeses. Those on the fringe trample all in their path to approach the king, snouts raised in hymns; each blast

holds a bleating tremolo. Hunters, seeking long tusks white with lies, shoot lead or stone that bounces off the fawn-colored hide. The sovereign feeds on adulation, but ordinary Sycophants don't starve; they scoop trodden loot in their trunks, flush it down to fire an oily belch. Following their chief, they leave flattened earth spattered with dung.

Donald Feinfeld, M.D., Chairman, Department of Medicine, Nassau University Medical Center is a published poet.

Pro-Drug Websites

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death of germ cells), a fact that has likely contributed to the epidemic of infertility in baby boomers who smoked pot in the 60's and 70's. For students, the fact that marijuana absolutely

impacts short-term memory should be of primary concern. Students who come to school stoned are unlikely to retain what is being taught and often see their grades drop dramatically. In this highly competitive world, being stoned or doped is a self-inflicted handicap that can do nothing but cause harm and endanger one's future.

Drug Use Condoned on College Campus

By HOPE GLASSBERG

"I got here with a little drug experience, I'll leave with a lot more. I'd never hallucinated before I got here; I'd rarely done a line of anything, definitely never dropped any E. I have now," said Mark*, a student at a private college in New York City.

"Recreational," "informal," "non-existent": these are the varying phrases students at one private college in New York City use to describe their college drug scene.

College and drugs have gone hand-in-hand since the heyday of the 60's, when marijuana was as essential a part of the college protest movement as a healthy distaste for authority.

But what is the drug scene at one New York City college like today?

By most accounts, doing drugs is as accepted and integral to the social scene as drinking. And marijuana is the drug *du jour*.

"I think for the most part people use weed and I think that there are fringe elements that use other drugs but in the mainstream it's mostly marijuana," Jenny, a junior, said.

Mark echoes these sentiments: "I would guess that 70-80 percent smoke weed at some point in the 4 years they are here. Probably 30-60 percent with a monthly habit, and maybe 5 percent who smoke daily. Weed is the most common and accepted drug at school."

Danny, a sophomore, uses marijuana and says that his college experience and friends would be different had he chosen to abstain. Even so, students say the drug scene is stratified along the lines of the drugs themselves.

"I would say most if not all people abuse drugs in their own way. It is not a collaborated scene, but very split up and disjointed," Danny said.

Stephanie, a sophomore, also says "people tend to group into stoners or coke users. The overall culture for those drugs are separate."

Students say these harder drugs are not as com-

mon as marijuana, but are there for the taking if one wants them.

"In the past 2 and a half years, I've met five students who do heroin—one group of friends. [Mushrooms] are probably the second most popular, rivaled by coke. Coke users tend to use it more frequently and habitually, but it seems to me that more people are willing to associate with shrooms. Ecstasy is also quite popular, probably used more frequently than acid, as well as being more socially acceptable. K is probably the least popular of the drugs I've mentioned, but its presence is still known," Mark said.

The stakes for being caught with drugs are potentially very high. The 1998 Higher Education Act (HEA) held that students convicted of any drug-related offense will be denied eligibility for federal financial aid for one year or more. Even more immediate to most students, residents caught using drugs can be subject to academic probation and can, in some rare cases, be kicked out of the dormitory. Yet students seem to hold little regard for these possible consequences. Jenny says that she often smokes weed unbeknownst to her resident advisor (R.A.).

"People still do [drugs] even with [these policies]. Even if people have strict R.A.s there are still many ways of getting around that. Like my R.A. right now, I live on a different floor so I smoke with my door wide open. There would be no way for her to know. Control is not very strict," she said.

Mark says he has had friends who have gotten caught smoking marijuana but that "the administration does its best to ignore it." He adds that "the anti-drug policies have never had any effect on my life."

Sarba is a resident advisor and says she tends to turn a blind eye to her residents' drug habits unless those habits become explicit. #

**Names have been changed to protect students' privacy.*

Treating Adolescent

continued from page 16

lescents or children may lead to a lack of inhibition, violence and medical complications. Most adolescents entering inpatient drug and alcohol treatment programs have additional mental health problems, such as attention-deficit disorder, anxiety disorder and eating disorders. Treating attention-deficit disorder in adolescents significantly reduces risk of developing substance abuse patterns in later life.

Suicide ideation and behavior is common in adolescents with substance use disorders and if there is family history of suicide or depression, the risk is increased. Increased alcohol and drug abuse in adolescents is often associated with risk-taking behavior linked to the spread of HIV infection.

The treatment of adolescents requires both structure and flexibility. Most programs rely heavily on a therapeutic environment with individualized treatment planning. Programs that are most successful are structured,

encourage openness, peer support, spontaneous expression of feelings, allow patients to engage in independent decision making and use cognitive and behavioral approaches. Relapse prevention for adolescents is often more difficult than for adults, and the goal of total abstinence becomes more difficult to achieve. A patient should not be rejected. #

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Dr. Richard Frances is President and Medical Director of Silver Hill Hospital. Dr. Avram Mack is a Child Psychiatry Fellow at Columbia Presbyterian Hospital.

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Education Update's website,
www.EducationUpdate.com
receives 1.5 million hits per month.

Some excellent websites are: www.drug-watch.org, www.cesar.umd.edu, www.nationalfamilies.org/publications, www.dfaf.org, www.eurad.net, www.whitehousedrugpolicy.gov.#

Sandra S. Bennett is Director of the Northwest Center for Health and Safety in Portland, Oregon.

Looking at Literacy for Ages 0–3

By PAMELA WHEELER-CIVITA

As a teacher in a mixed age inclusion-setting classroom for the very youngest children, what does literacy look like for my students? Letter and number recognition is not always the most important goal for these children. It is really more about the shared experience of reading together, as well as increasing the child's knowledge base of his or her expanding world. So how do I instill and support a new and growing love of reading and curiosity about the world?

We have a variety of books that are readily available to all the children in the classroom. They are facing outward on our bookshelf. Some are board books, and some are the more traditional paper paged. Even our youngest babies and our children with fine and/or gross motor delays enjoy maneuvering the heft of the board books and learning how to turn pages to get to the next picture. We have stories that reflect our community, with characters that look like the children and situations that may sound familiar to them. For example, if a child is expecting a new sibling, we make sure to have stories about that in the classroom. There are a number of children's books that reflect growing diversity in our communities and we try to tap into as many of these wonderful resources as we can. Beautiful pictures, colorful pages, poetry, rhyming books, and fun and silly books are wonderful ways to entice children to pick one up. But I don't think a literacy rich environment is simply about the materials you make available to the children.

Literacy for young children really comes alive when it is experiential. The loveliest of examples is *The Snowy Day*, by Ezra Jack Keats. In this story a little boy experiences the

joy and wonder of newly fallen snow. He drags a stick through it, leaving his own trail, and makes snow angels and a snowman. He fully feels the presence of the snow and feels his own presence in it as well. Imagine reading this story to young children, and then going out into the snow with them. *They* can drag sticks, and make snow angels, and snow people. Snow will have so much more meaning for the listener now, and so will the story, because it all has become part of her or his personal experience.

Another aspect of experiential literacy, and one of the most rewarding as a teacher, is the sharing of the experience. A favorite story in my classroom is Eric Carle's *Polar Bear, Polar Bear, What Do You See?* The children love to hear it over and over again, at almost every circle time. Recently, while on a walk together, we saw a peacock that one of our neighborhood churches keeps in their garden. The excitement and recognition that even the youngest toddlers had was tangible. "Peacock, peacock what do you see?" someone shouted out, mirroring the text of Carle's book. That day back on the carpet, our favorite book was pulled out, and we talked a great deal about the peacock we saw in the garden on our walk. I shared in their excitement as we talked and remembered seeing that beautiful, large bird. We discovered that it was much bigger than even our biggest picture in the book! Literacy in a mixed-age, mixed ability group is essential and joyful, especially if it is a shared experience.

Our growing coziness and intimacy as a group had been enhanced, as we all snuggled in a little closer and read the story again. #

Pamela Wheeler-Civita is a teacher at the Bank Street Family Center.



Original art by Vera B. Williams

Literacy Part II will continue next month with experts Professor Peggy McNamara, Diane Snowball and others.

READING REFORM FOUNDATION HOLDS 21ST ANNUAL CONFERENCE

Inside the New York Hilton and Towers recently, 600 teachers gave up the Sunday of a three-day weekend to attend the twenty-first annual conference of Reading Reform Foundation entitled, "Effective Techniques for Teaching Reading, Writing & Spelling." Sixteen speakers, who conducted twenty-four educational workshops, also gave up their day and donated their time to provide teachers and administrators with new information and ideas.

Linnea C. Ehri, Ph.D., Distinguished Professor of Educational Psychology, Graduate Center of the City University of New York, and Judith C. Hochman, Ed.D., Program Consultant, Windward Teacher Training Institute, White Plains, New York, delivered inspiring keynote speeches. Dr. Ehri's overview of recent research findings indicated strongly that phonetic methods are the most effective strategies for teaching reading and writing. Dr. Hochman stated the perils of ignoring such research. The audience responded to her impassioned call for a multisensory approach to teaching reading, writing and spelling with a standing ovation.

A highly successful seminar was conducted for administrators, thirty-two principals, assistant principals and school district staff mem-

bers. Several principals praised Reading Reform Foundation's courses and twice-weekly in-classroom mentoring for public elementary school teachers in the teaching of reading, writing and spelling through multisensory instruction.

Professor Margaret Jo Shepherd (professor emeritus at Teachers College) described *Young Readers at Risk*, a professional development program for certified K-2 classroom teachers working with urban children, at Fordham University's Graduate School of Education and the Hello Friend/Ennis William Cosby Foundation. Administrators encouraged Reading Reform Foundation to reach out further to the supervisory and administrative community and offered to help.

Gloria Schwartz, an outstanding community leader who is director of the Harbor Literacy Center, received the Leona D. Spector and Dr. Philip J. Spector Award, named for the Reading Reform Foundation conference organizers for the last twenty years.

The day motivated participants to bring new information and energy to their schools. One teacher said, "All these workshops were fabulous: no-nonsense approaches that will work. I am ready to try some of these approaches now." #

A Personal Journey to Reach Out & Read

By TRISH MAGEE

Progress in any field occurs in steps, one after another, one building on the other. Each new insight builds and expands on earlier breakthroughs. This is certainly true in the field of literacy. If you were to ask ten educators who influenced their thinking, it is likely that you would come up with ten different lists. This is because each of us comes from a unique set of experiences and point of view, which insures that the voices that move, inspire and motivate us will vary. To know who has moved you is important, but of equal importance is to know why and how.

Here is my list.

Dorothy Butler

A New Zealander, Dorothy Butler wrote *Babies Need Books*. When I read this book in the late 1980s it helped me understand that to create a life-long reader, one must experience the sheer joy of being held snugly on a lap while helping to turn the pages of a book. It answered key questions like, how do we go about introducing books to children? Which books should we share? When should we begin?

Jim Trelease

In 1982, Jim Trelease, a sports writer for the Springfield Daily News in Springfield, Massachusetts wrote the *Read-Aloud Handbook*. One town over from where we were living, I met him at a book signing. This book became a best seller because it made so much sense. It set a goal of reading aloud to a child at least fifteen minutes a day by parents, grandparents, aunts, and uncles all across America and was a wonderful resource for helping parents choose appropriate read aloud books. It also subtly made the point that literacy required a partnership that spanned the divide between school and home.

Ernest Boyer, Commission on Reading, The National Institute of Education

In 1991, Ernest Boyer of the Carnegie Foundation produced a landmark paper called *Ready To Learn*. His research explored the creation of environments that would best support early learning. The role of the individual, the

family, the community and society were flushed out. Structural institutions like community health clinics were envisioned for the first time as potential early learning sites for literacy and in Philadelphia, I had the opportunity to help create one of these innovative sites.

Barry Zuckerman, M.D., Robert Needlman, M.D. and Perri Klass, M.D.

While in Philadelphia at The Ready To Learn Program at Woman and Children's Health Services, I read a paper by Dr. Robert Needlman. He had been working with Dr. Barry Zuckerman at Boston City Hospital. The research showed that parents were four times more likely to read aloud to their children, age 6 months to 5 years, if their pediatricians had advocated reading aloud as part of the well-child check-up. A prescription to read was not only a unique and effective concept, but validated what most educators had for many years appreciated, that literacy fundamentally impacts on human potential, health and self-esteem. Doctors Zuckerman and Needlman were soon after joined by Doctor Perri Klass and Reach Out and Read was born.

Vera B. Williams

Over the years with our four children, I have collected a wide range of books that were favorites of theirs and mine, and remain a source of comfort and enjoyment to all of us now as adults. With our first grandchild, Anabella, on the scene, I can see my children carrying on the reading behaviors I modeled for them many years ago. One book that we especially treasure is Vera B. Williams, *A Chair For My Mother*. Last year, Reach Out and Read of Greater New York had the privilege of hearing Vera speak at our annual fund raising event. Looking out on the audience of educators, doctors, and parents, young and old she said, "Remember, if it weren't for adults reading books to children, our books would be silent." #

Trish Magee is the Executive Director of Reach Out and Read of Greater New York. She is the author of Raising a Happy, Confident Successful Child, Adams Media.

MATH CONTROVERSY RAGES AMONG PROFESSORS

MATH IN THE CITY: A VIEW FROM THE COLLEGE CLASSROOM

By STANLEY OCKEN
& ROBERT FEINERMAN

Kim Brown's recent article, "Math Adds up at CCNY Teacher Training Program," [*Education Update*, Nov. 2002] paints a warm picture of Prof. C. T. Fosnot's *Mathematics in the City* teacher training program. We are writing as professors of mathematics, engaged in both teaching and research at the City University of New York. We are profoundly disturbed by the philosophy of mathematics education proffered in that article, by the weak content of many curricula that have been implemented on the basis of that philosophy, and by the effect of both on students who will be entering college mathematics classrooms in the next decade.

The curricula we refer to, developed during the last decade and now being implemented nationally, are those based on the vision of the 1989 NCTM Standards. That vision (later revised in the Year 2000 update) called for a de-emphasis of the formal algorithmic and algebraic component of the curriculum, a call that was heeded in the most extreme way by curriculum developers and graduate schools of education. Concerning such curricula, the draft report of the Commission on Mathematics Education, convened by former New York City Schools Chancellor Harold Levy, asserts: "despite their many strengths, the NCTM standards do not contain the rigor, algorithmic approach, formal methods, and logical reasoning which are required" of students who will go on to become scientists, engineers, mathematicians, computer scientists, physicians, and educators of mathematicians."

We fully concur. Judging by their product, the developers of NCTM standards-based curricula were motivated by sentiments expressed in Ms. Brown's article, each of which is italicized below and followed by our reactions.

[Teachers] are submerged in a mathematics environment where math is not a foreign language...

Mathematics used in college courses is formulated in a difficult symbolic language. To succeed in those courses, students need twelve years of carefully structured instruction in order to learn the language fluently and to use it to solve hard problems. Those who lack fluency will be shut out of careers listed above, with the greatest negative consequences for children of immigrants, a group whose entry into the mainstream of American society has historically been facilitated by demonstration of mathematical rather than linguistic competence.

Children need to understand the meaning behind the math.

In much of mathematics education literature, the "meaning" referred to is provided by reference to a concrete or pictorial model. That's not enough. If the K-12 curriculum does not offer a coherent path for moving from concrete/pictorial to symbols (and many NCTM-inspired curricula do not) then students will be totally unprepared for advanced mathematics courses. The world's highest performing students use the Singapore curriculum, whose driving principle is that children must begin with "the concrete

and pictorial stages, followed by the abstract stage to enable them to learn mathematics meaningfully." [emphasis added]

Just understanding rules doesn't enable you to do the math.

Understanding rules, knowing when and how to apply them, does enable you to do the math. Students are flunking advanced algebra and calculus courses not because they don't understand the "meaning" of mathematics, but rather because they are afraid and unable to deal with symbolic expressions used to represent real-world problems. Their failure rate will only increase if they are raised on a K-12 diet that is deficient in algebra and mathematical formalism.

Mathematics is about ongoing observation of the world around you.

Mathematics is about many things, including modeling the outside world. Bridge design requires deep mathematics. One certainly has to calculate, to a very high degree of precision, exactly how long the bridge should be. Unfortunately, prominent mathematics educators disparage the idea that math problems have "single answers." Bridge-builders, take note!

They also wanted to help them [the teachers] see themselves as mathematicians

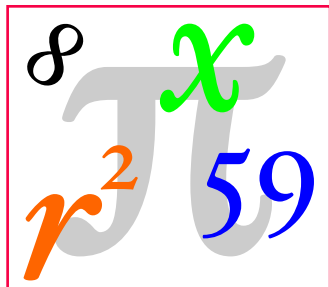
We are unfamiliar with the above usage of the term "mathematicians," which ordinarily refers to researchers at the frontiers of mathematics knowledge who publish their work in refereed journals. The objection here is not a quibble about redefining membership in our profession, but rather is conditioned by the attempts of mathematics educators to redefine the nature of mathematics itself. Fosnot's unconditional rejection of all of the views:

"that meaning can be passed on to learners via symbols; that whole concepts can be broken into discrete subskills; that concepts can be taught out of context;" while formulated as a vision of pedagogy, forces a redefinition of mathematics content diametrically at odds with the needs of college mathematics and science students.

Our nation's K-12 classrooms need not mathematicians, but rather mathematics teachers who are knowledgeable in content as well as pedagogy. Revitalizing the teaching workforce can be accomplished only when curriculum developers recognize their responsibility to prepare students for the rigors of college mathematics, and when university mathematics departments play a substantive role in teacher training and professional development programs.#

Stanley Ocken is Professor of Mathematics at the City College of the City University of New York, where he is working, together with preservice teachers, to develop a text and software resources for their introductory math content course.

Robert Feinerman is Professor of Mathematics and Computer Science at Lehman College of CUNY, Department Chair, Chair of the CUNY Math Chairs, was CUNY's representative to Chancellor Levy's Commission on Mathematics Education and is a member of Community School Board #10 in the Bronx.



Realistic Math Makes Sense for Students

By EVE TORRENCE

I am a mathematician. I am a college professor. I am a mother. From all three perspectives I have been following with interest the controversy over the current mathematics education reform. Last year I had an experience that finally brought clarity.

My husband, who is also a mathematician, and I had a sabbatical at the University of Utrecht in the Netherlands. We enrolled our eight year-old son, Robert, in a local Dutch school. In doing so we were unconsciously starting a very interesting experiment. At home Robert had been experiencing a traditional mathematics curriculum where a great deal of time and effort is spent on learning the carrying and borrowing algorithms for addition and subtraction. The mathematics curriculum at his Dutch school was very different. The students were working on problems at the same level, but they were encouraged to develop their own techniques for doing the problems. They were not taught the carrying and borrowing algorithms. This approach has been used successfully in Holland for almost thirty years.

At the same time Robert was adapting to a new curriculum, I was studying at the Freudenthal Institute at the University of Utrecht—a world-renowned center for research on mathematics education. I was learning that the curriculum he was experiencing is called Realistic Mathematics Education (RME). In RME, the mathematics is introduced in the context of a carefully chosen problem. In the process of trying to solve the problem the child develops mathematics. The teacher uses the method of guided reinvention, by which students are encouraged to develop their own informal methods for doing mathematics. Students exchange strategies in the classroom and learn from and adopt each other's methods. I also learned that much research has been done on this approach, that it is based on what we know about child development and the development of numeracy, and that it is this body of research that is driving the math education reform in our country.

When we first arrived in the Netherlands and I began to learn about RME, I spent a little time quizzing Robert on how he would solve a few addition and subtraction problems. I was

shocked by the rigid attitude he had developed at his school in the U.S. When asked to do any addition problem with summands larger than 20 he would always invoke the addition algorithm. He would sometimes make mistakes and then report an answer that made no sense. He was putting all his confidence in the procedure and little in his own ability to reason about what might be a sensible answer. When I suggested there was a simpler way he could think about the problem he became upset and told me, "You can't do that!"

After a few months in Holland, I began to see an amazing difference in Robert's number sense. He was able to do the same problems more quickly, more accurately, and with much more confidence. For example, I asked him to solve 702 minus 635. He explained, "700 minus 600 is 100. The difference between 2 and 35 is 33, and 100 minus 33 is 67." When he tried using the algorithm he made a borrowing error and became very frustrated. I asked him to compute 23 times 12. He explained, "23 times 10 is 230, 23 times 2 is 46, 230 plus 46 is 276." This multiplication problem was much harder than anything in the curriculum at home. I was very impressed with the flexibility and range of methods he had developed in only a few months.

What happened to Robert in those few months has had a profound effect on my perception of learning and on Robert's understanding of mathematics. My child learned to think. He learned he could think. He was encouraged to think. He learned to see mathematics as creative and pleasurable. This independent attitude towards mathematics will remain with him forever and serve him well. It is this fact that has convinced me of the value of de-emphasizing algorithms in the elementary years.

Unfortunately, Robert is once again back in a school that focuses on the teaching of algorithms. The other day as we were driving to soccer, out of the blue Robert asked from the back seat, "Mommy, wouldn't it be crazy to do 5000 minus 637 using borrowing?" I smiled proudly at him and said, "Yes, honey, it would."#

Eve Torrence currently teaches at Randolph-Macon College.

Students & Teachers

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sometimes allow them to "speak" to their caregivers. Among the numerous works of student art on display in the lobby of District 75's headquarters is a computer display of paintings and drawings, a number of them quite sophisticated, by autistic children. The teacher's commentary about her students' work reveals not only her understanding of her students but also how the artwork provides her with another way of understanding them.

For higher-functioning children, like those in Sorace's chorus class, there are band, jazz and choir groups; lower-functioning children may receive arts instruction via music therapy sessions. Teachers are encouraged to integrate the

arts into other subject areas. Buck cites the example of reading a book, such as *Where the Wild Things Are*, that contains many repeated phrases, and having students associate sounds with the poetic refrains, thereby enabling them to "perform" the story as the teacher reads.

With what Buck refers to as "medically fragile" students, music and arts education is sometimes more about quality of life than state standards. "Some of our kids are in pain," he says, "[music or art] helps reduce some of that, helps release some of that."

As for Sorace's music students, they'll be performing at a nearby senior center and at their school, and perhaps going caroling, under their collective stage name, the "Just Ourselves Chorus."

"They picked out the name," Sorace proudly reports.#

Math Controversy continues
in Part II next month



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DR. MARLENE SPRINGER, PRESIDENT, COLLEGE OF STATEN ISLAND

By JOAN BAUM, Ph.D.

Colleges may be scooping up corporate heads for their presidencies but for the last eight years at The College of Staten Island (CSI) the CEO has been a Ph.D. in English Literature, who has an MA in American Literature and an additional specialty in women's studies from Indiana University, Bloomington. The record also shows an impressive list of scholarly publications and an extensive history of teaching and administration in the academic world here and abroad, including positions as vice chancellor for academic affairs and graduate studies, associate dean, chair of department, and service on national education commissions and memberships on numerous and prestigious international, national and regional boards, councils and committees.

Has this solid intellectual and academic background played a significant part in Dr. Marlene Springer's achievements at CSI? The response is firm and focused, softened by a still discernible Southern drawl and by a fast sense of humor. In fact, she points out, with a lilt in her voice, when she was an undergraduate at Centre College in Danville, Kentucky, she complemented her English major with a minor in Business Administration. Later on, when she



Dr. Marlene Springer, President,
College of Staten Island

decided that being head of a college was more important to her than becoming president of Coca Cola, she took a "crash" course in administration as a fellow at the University of Kansas where, among other mentors in her life, she met Gene Budig, who left as Chancellor of the University of Kansas to take up the leadership of the American League. She admires that kind of wide reach.

There is also, of course, the simple fact of mettle: Marlene Springer has spent a lifetime exercising independence in pursuit of convictions. A stint in India when she was but 20 years

old, on a Rotarian fellowship, brought her to Calcutta all alone, prepared to study Indian philosophy. She chuckles, recalling the actual "practice" behind the "theory" of her visit: "everyone was on strike," and thus she spent a lot of time ("life changing experience") joining in celebrations for various Muslim and Hindu holidays, and at one point, wound up working with Mother Theresa. This broad international perspective has obviously served President Springer well in advancing programs at CSI that stress excellence and diversity.

She will not be drawn into any one else's curriculum vitae packaging. More than her research and scholarship, more than her administrative experience, Marlene Springer credits as her "most valuable" preparation for the presidency of a comprehensive institution that awards degrees at the associate, bachelors, Masters and Ph.D. level the fact that she moved up through the ranks, at both smaller colleges and research institutions. She has served "in every faculty position, from part-time lecturer to visiting professor abroad." To have been a faculty person gives her, she says, insider appreciation of promotions and tenure, not to mention credence among all professorial ranks. In a forthcoming textbook, *Pathways to the*

Presidency, she reflects on her experience and views. Significantly, the book will make its first appearance in China, where CSI has a strong teacher-exchange program, particularly in the teaching of English as a second language. In fact, CSI is the flagship school in CUNY for international programs. The President pauses to note that she just got back one and a half days ago [!] from Vietnam, where she was lecturing.

Though she says the idea of finding a perfect "fit" between president and college is a "myth," it would seem that in selecting this strong, independent woman to lead CSI the CUNY Board of Trustees put in charge a unique person for a unique place. CSI is the only public institution of higher education in a borough of 450,000 (approximately 75-78% of the student body is from Staten Island, 2,000-3,000 from Brooklyn, with a smattering of brave souls who come from the Bronx, traveling three hours each way). CSI is also the only college in the CUNY system that has been virtually rebuilt on the grounds (and infamous reputation) of Willowbrook, thus allowing for various program emphases, particularly undergraduate research in the sciences, to enjoy significant

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Provost Podell & Chair of Ed. Sullivan Discuss College of SI

By JOAN BAUM, Ph.D.

The words “unique” and “collaborative” come up often in conversation with David Podell, Acting Vice President for Academic Affairs and Provost at the College of Staten Island (CSI) and Susan Sullivan, Chair of the College’s Department of Education—and for good reason. Both pride themselves on enhancing a curriculum for students, teachers and administrators that draws on CSI’s history, location, and strengths. The product of a merger many years ago between a community college and an upper-division liberal arts institution with a strong program in interdisciplinary studies, CSI has taken advantage of its relative seclusion from the rest of the CUNY system and its status as a public college in a borough with many private colleges by forging ties with neighboring school districts that allow for close exchange and evaluation. The results, say Drs. Podell and Sullivan, is an education program that integrates liberal arts and pedagogy in a way that has built effective “community” among both students and faculty and between the College and its placement schools. No conflicts here between history majors and prospective public school teachers of history, for example. The CSI Department of Education nurtures a course of study that requires all prospective teachers, K- 12, to study subject matter.

But there’s more to be proud of, they say. Dr. Podell, whose previous positions at the college were as Chair of the Department of Education and as Dean of Humanities and Social Sciences, speaks of the way in which CSI also embraces special education. A Ph.D. from NYU in Educational Psychology, with a publications history in special education placement

and teacher efficacy as well as in computer-assisted instruction for students with learning disabilities, Dr. Podell, whose undergraduate and Master’s level work was in history, is particularly eager that teachers come to teaching with wide and deep exposure to the liberal arts. In Dr. Sullivan, formerly of Bank Street College, where she was Associate Director of the Leadership Center, Dr. Podell has a supportive and highly experienced colleague.

Central to what both Dr. Podell and Dr. Sullivan cite as success is the College’s Science, Letters and Society program (SLS) which ensures that undergraduates are solidly grounded in content areas. This “philosophy,” as Dr. Podell calls it, is reflected in the fact that there is no education major at CSI. Students concentrate in an area in liberal arts and take education courses. So now, Dr. Podell says, with a playful sense of irony, “the State Education Department has finally caught up with us!” Does this subject-laden requirement at CSI mean that undergraduates who want to teach take more credits? The answer is Yes, slightly more, but obviously, students feel that the extra time and preparation are worth it. SLS makes it clear that those who want to teach must demonstrate the ability to do so. Evaluations, in other words, are built into CSI’s programs.

Another “unique” feature to be stressed is what happens at CSI at the post-Master’s level. Teachers who come from not only CSI but other colleges, among them Brooklyn College, St. John’s, Wagner, and LIU, are nominated by their principals for CSI’s Educational Administration program. What is noteworthy,

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Provost Podell


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says Dr. Podell, is that CSI's education programs manage to exist without the benefit of a separate School of Education. Instead there are local and interdisciplinary support groups, such as the Teacher Education Advisory Committee (TEAC) composed of liberal arts and education department faculty which has

been meeting for years to discuss their mutual estate.

Actually, Susan Sullivan has another favorite word about CSI's collaborative efforts with local area high schools—"cohort." Working closely with District 31 in particular, CSI organizes groups of student teachers, a "learning community," who work with a group of senior faculty mentors. Success? How about a

continued on next page



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Provost Podell

continued from previous page

“zero dropout rate”! The “cohort” idea extends to CSI teaching fellows or instructors “who lead courses in at-risk schools, as they continue their education at CSI,” says Dr. Sullivan. Beyond assisting new teachers, the cohort idea also benefits the seasoned colleagues, who take courses together, on sabbatical, and thus build their own learning community. A federally and state-funded Discovery Institute, an in-service professional development program for teachers in the high schools, also reflects the cohort philosophy by bringing together groups of teachers at CSI to work on curriculum development and discover new interdisciplinary links.

Now it's the Provost's turn again to offer up another key word—“cycle.” What goes on in education, says Dr. Podell, begins early with

high school seniors, who are recruited to consider careers in teaching. “If you want to change a culture,” have a different attitude toward teaching, you have to begin early and reinforce at every step, from the freshman year through the post-Master's phase. “There is a gap between the system and teacher preparation, particularly in the high schools,” but there could be no better time to meet the challenges. The recent wave of retirements has opened new lines. Of the 20-member CSI Department of Education, 14 faculty were hired within the last seven years. And of course, the Provost might have added, there is support in the press. The papers seem to be 100 percent behind efforts such as those that seem to have been in place for years at The College of Staten Island. It's a sure bet, however, that neither Dr. Podell nor Dr. Sullivan will be resting on any laurels. Probably “forefront” is going to be their next favorite word.#

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Product Review **Thinkwave Educator**

By MITCHELL LEVINE

Although a few New York City schools are still struggling to meet the October 2001-dated mandates, the vast majority of our districts now have networks and broadband access capabilities which were only available to higher education a brief time ago. Unfortunately, without enterprise software capable of attaining the ultimate goal of complete interactive communication between parents, students, and teachers online, the \$1.1 billion investment in hardware the Department of Education (and the old Board of Ed.) has made is useless. In fact, many institutions in the city try to provide the functionality of a specialized utilities suite by simply jury-rigging Microsoft Office components into a loose-fitting configuration as a stop-gap.

That's no longer necessary because Thinkwave Software has produced an integrated, reasonably priced solution, their Thinkwave Educator and Thinkwave Administrator applications. After downloading the trial version of the Educator software, I was quickly able to create a gradebook for a (fictitious) class in minutes, complete with an attendance list, a syllabus, course objectives, grades, reading lists, and more. With a single click, I then immediately posted the entire thing on the Thinkwave Grades Online site. A simple security code would allow parents and students to thereby access crucial class information. Not only was the

process easy and relatively painless, but additionally also highly customizable, even allowing, for example, non-traditional letter grading systems like the new protocol introduced this year. Teachers with extensive enrollments will greatly appreciate the powerful import/export function, which is capable of subsampling current data lists from popular database applications like Microsoft Access and Filemaker Pro.

For less than a hundred dollar initial investment, as well as an approximately five dollar monthly fee to subscribe to the site, any educator in either the public and private schools can reap the benefits of the vanguard expansionism of the last several years of institutional technology procurement, as well as set an example of how best to use its attendant resources.

Although I was not able to survey the Thinkwave Administrator product in time for this review, which, according to the manufacturer, allows for school and district-wide implementation, if it's anywhere near as seamless, feature-rich, and easy-to-use as the Educator suite, I feel confident that it should be given due consideration by all progressive 21st century education professionals. A free trial version of both products can be downloaded at the company's site, [#](http://www.thinkwave.com)

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Why Technology Students Need Shakespeare

By DIANE ENGELHARDT

Ophelia: 'Tis in my memory locked...

(Hamlet Act I Scene 3)

Hamlet: Yea, from the table of my memory I'll wipe away all trivial fond records...

(Hamlet Act I Scene 5)

Has Ophelia forgotten her password? Is Hamlet promising to delete all his files in order to be able to download the Ghost's program? Probably not, but they sound as if they did. Even if we do not think that Shakespeare predicted the rise of the computer, we can be certain that everything the human hand has created existed first in the imagination.

Teaching our students about the imagination of the past, we fuel the imagination of the future. More than ever before, employers value the tremendous role of creativity and imagination in our high tech world. Today's businesses, ranging from healthcare institutions to government agencies to electronics manufacturers, are in the market for people who know technology. But they need more. They're looking for employees whose backgrounds are broader and interests more expansive than just the latest technological advance—individuals who have the aptitude for growth and development that will enable them to contribute to the company in multiple ways.

Successful employees bring more than just "know how" to the table. They bring perspective. They bring critical thinking and problem solving abilities. They can relate to others, individually

and as a team, and appreciate diverse personalities and different cultures.

As such, a focus on developing "soft skills"—skills that are easily translated into any business environment—must be at the core of any higher educational program. Students need to learn how to address their superiors effectively, how to handle criticism, how to disagree about a substantive issue in a productive way. They need to be able to make presentations that hold an audience's interest. They need to be able to write. That's why technology students need Shakespeare.

At DeVry, which offers associate and bachelor degree programs in technology and technology-based business, we've made general education courses, which encompass communication skills, social sciences, humanities and general sciences, a key element of our curriculum. We've found that such courses directly relate to our graduates' ability to succeed in the workplace. In fact, based on feedback and the unique interests of our faculty, we've continued to expand our offerings.

Some students initially approach these classes with skepticism. How is learning Shakespeare going to help them get a job, they ask. The answer is this: to achieve a person's true potential in his or her career, that person must not only learn skills, but learn to think and to relate those skills to the outside world. Or as Hamlet said: "The play is the thing..."#

Diane Engelhardt is president of the DeVry Institute of Technology in Long Island City, New York.

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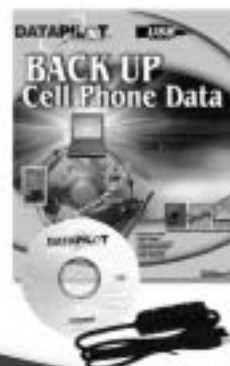
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Dr. Christine Cea Inducted into College of Staten Island Hall of Fame



Pres. Springer (center) & Dr. Christine Cea (3rd from left) surrounded by honorees

By POLA ROSEN, Ed.D.

Recently, the College of Staten Island honored six distinguished alumni for their successful careers and outstanding service to the community. Christina Cea received her education as an adult "grateful to CSI for having programs that allow adults like myself [married and mother of two young children at the time] the opportunity to return to school and continue their growth." Dr. Cea has spent a major part of her life working on behalf of people with developmental disabilities. She is currently the associate director of the Developmental Disabilities Project at the Fordham University Center for Ethics Education. Her research deals with assessing and enhancing the ability of adults with intellectual disabilities to give informed consent with the goal of influencing public policy. Dr. Cea is the recipient of the Claire Thompson Award for outstanding achievement in the field of psychology. Other awardees were Marsha Darling, an associate professor of History, director of the African American and Ethnic Studies Program at Adelphi University and a Fulbright

recipient; Virginia Friedman, a documentary producer and Emmy-winning writer for a film on race, *Where Do We Go From Here?*; Terry Golway, editor and author of books focusing on Irish American history; filmmaker Bahman Maghsoudlou and Joan Migliori, coordinator of the CUNY/ITALY Exchange and Study Abroad Programs. President Marlene Springer [see the profile on page 20] praised the graduates for their outstanding contributions, dedication and creativity.#

Marlene Springer

continued from page 20

space on the college's beautiful 204 acres. Dr. Springer's flawless articulation of ideas and examples suddenly takes enthusiastic flight. She is delighted at the million-dollar microscopes, the science labs.

CSI is also unique, she adds, in its having had relative success in merging the upper-degree experimental college it used to be under the name of Richmond with the needs of an open-admissions community college. CSI faculty in both divisions now are promoted and granted tenure according to the same criteria; outdated associate-degree programs have been dropped; new articulation agreements strengthened; and the college's largest major—teacher education, "600 teachers a year"—is thus served with a strong liberal arts base. Standards are up, she points out, placement scores

higher, with a greater number of students graduating. Retention, a nation-wide concern, is being aggressively addressed.

Although Dr. Springer jokes about having good "pinnacle days" she has obviously been enjoying a pinnacle professional life. It was just a couple of weeks ago that she ended her tenure on the Mayor's City Charter Revision panel, having been surprised at being appointed and then being made vice chair ("I think I was the least politically connected," she modestly avers). The panel went out of business after the election and the Mayor has not yet signaled reappointments. Surely her expressed desire to collaborate with her fellow panel members, who included among others Herman Badillo and Judah Gribetz, to recommend "a roadmap for legislators to bring our great city into the 21st Century," reflected some of the mental and real-world traveling she has done all her life.#

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John Lee

continued from page 8

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Of two more new schools, one will focus on law enforcement and public safety, and the other on information technology. The first works with the John Jay College of Criminal Justice, as well as the NYPD and other professional organizations that allow students access and internships. The students focus on law, forensics, and other aspects of enforcement. Lee hopes to grow the information technology high school to 1,000 students in the near future because there such a large demand for IT development.

When his district holds staff development seminars on information technology for teachers, for example, the sessions are swamped. "We had so much interest in tech that we had almost six hundred teachers. We had to open up two different sites," he said.

Other schools focus on teaching, the liberal arts, and sciences; American studies; community service; arts and business; and even aviation. They collaborate with St. John's University, York College, LaGuardia Community College, and others to prepare students for college or the mastery of a craft.

"The colleges have been very receptive to working with us," Lee said.#



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KURT THOMAS AIMS TO TEACH STUDENTS FINANCIAL LITERACY

By TOM KERTES

Incredible, but true: sometimes spending time with a lawyer can be a good thing.

"One day, about five years ago, I was just sitting around talking to my attorney kind of randomly, about all kinds of things," Knicks center-forward Kurt Thomas said. "Then, suddenly, he stopped me in my tracks by asking one simple question: 'what are you doing with your money?'"

The answer was "nothing." "I was already in the NBA, so I had something saved," Thomas recalls. "But, frankly, it was just sitting there." However Thomas, who was an excellent student as a psychology major at TCU, didn't need much encouragement to change the status quo. "I was galvanized," he said. "Once my attorney mentioned some avenues about how I could actually make my money work for me, I was on my way."

To the library, at first. Following many months of research—"I read all the information available," said Thomas—he gradually became as knowledgeable a player in the stock market as he is on the basketball floor. "This experience was opening up a brand new world for me," said Thomas. "And I realized that if I somehow could have learned all this at a younger age, I would be so much further ahead in my life."

The next step was a natural for Thomas, a man who's been profoundly involved in helping others—especially young people—all of his adult life. A power broker famous for his physical play and withering glare on the basketball court, he was already the recipient of the 2001 "Beyond the Game" Award by the Humanitarian Sport Hall Of Fame for consistently "going beyond the boundaries of the court into the community to lead by example and serve others." Now he saw an opportunity to impart his economic know-how to New York City Public School students. "I thought it was important," he said. "This is knowledge that kids, especially in the inner city, have no way of receiving. Financial literacy is not taught anywhere, unfortunately. And, since outside of school this would not be a part of these students' lives, this would be something new and exciting, not to mention very useful, to them."

Thomas touched base with the team's Community Relations Department; it did its own research and discovered the "Stock Market Game". "Actually, 'The Game' has been around since 1977," said Damon McCord, Dean of Students at Edward A. Reynolds West Side High School. "And it has been widely acknowledged as the best possible way to experience, and learn about, the market. But it was never known, or available to, public school students before. And it probably never would have been—if it wasn't for Kurt."

Putting their heads together, Thomas and McCord created the "Kurt Thomas Investment Challenge", a fast-growing program about to embark on its third year. "In 2001, we started out just in my school, with about 30 students," McCord smiled. "Then last year we were already in five New York City schools with over 300 students playing."

The on-line game, which became part of the schools' standards-based economics high school curriculum, involves teams of 3-5 students playing the market with an imaginary \$100,000. "The main thing is the reading, all the studying you do about the companies and the markets, the hun-



"That stuff—the look, the glare, all the bumping—is just part of the game," says Kurt Thomas.

dreds of hours of research," West Side student Kerry Collymore said. "No exaggeration, this was an experience that totally changed my life." To say the least: Collymore, a winner of one of the six paid summer internships with Merrill Lynch the "Kurt Thomas Investment Challenge" provided, wanted to be a mortician but now aims to earn a career in corporate finance. And his friend, fellow-winner Hector Villalone who had "no idea what he wanted to do" with his life, is currently in Monroe College preparing for a future in investment and economics. "I would have never gotten involved in this game if it wasn't for Kurt Thomas," he said. "I was a big Knick fan—and, frankly, there's nothing like the power of celebrity to draw you into something that otherwise would be so alien to all your previous experiences in life."

As the students were milling around thanking Thomas at the Game's year-end banquet, the 6'9", 235-pound big guy with the ornery on-court demeanor couldn't get a huge grin off his face. "I averaged a 20 [points]-10 [rebounds] in college and a double-double in the NBA last year," he said. "Those accomplishments were sweet. But this is sweeter."

In grateful acknowledgement of his crucial role in creating the "Investment Challenge", and "for helping our young people in so many ways", Thomas received the "Wealth Creation" Award from Bedford Stuyvesant's Bridge Street Development Corporation in a touching, yet often mirthful, ceremony. "Kurt, thank you for everything you've done," Chairperson Monique Greenwood said. "And thank for your gorgeous, handsome presence as well."

"It is my parents who deserve the thanks," said Thomas. "My father is an engineer and mom works for the post office. And, growing up in Dallas, Texas, all I heard about at home was how important it was to help out friends, neighbors, and people in need. So I learned at an early age that that is what makes you the person that you really are."

"And you don't do it for publicity," Thomas added. "These kids are sharp. They'll tap you for a phony in a New York second. So the credit must go to my mom and dad; they instilled in me that the single most important thing in the world is doing the right thing."

Thomas is such a gentleman's gentleman off the basketball court that it's almost impossible to believe that the same guy is the Knicks' wild-

United Way of America. As Secretary of Labor, of course, she sits on President Bush's cabinet, an experience she described as the most exciting in her career.

But it is very clear that Secretary Chao has never forgotten for a moment the two people who



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eyed enforcer on it. "That stuff—the look, the glare, all the bumping—is just part of the game," he says with a smile. "But working with these

were most instrumental in helping her to achieve her goals. Her parents, Dr. and Mrs. James Chao, were her own guests of honor at her visit back to Syosset. I'm sure that all the parents appreciated the respect and gratitude she showed to them.

The students of Syosset High School greeted the Secretary with unbridled enthusiasm. They were very excited to meet someone who had

kids to make their lives better, that is what it's all about. That is real."#

moved from where they were sitting today to the White House Cabinet.

"I didn't go to the prom when I was here," Secretary Chao told them, "but it really didn't matter. With hard work all of you can achieve anything you set out to do. Remember, don't count out that quiet boy or girl sitting next to you. One day they may be a cabinet member, too."#

Welcome Back

continued from page 14

after Syosset, and then to Harvard where she earned an M.B.A. Her career includes serving as Director of the Peace Corps and CEO of the



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addition there are some book groups that meet at Logos. Starting on Wednesday, November 27 from 7 to 8:30 P.M., continuing on Wednesday, December 11, 2002 and restarting in 2003 on Wednesday, January 15 at the same time, Logos Bookstore will be hosting a study and

discussion of Augustine's *City Of God*. On Wednesday, December 4, 2002, Kill Your TV Reading Group (KYTV) will discuss *Last Of The Wine* by Mary Renault, and on Wednesday, January 8, 2003, KYTV will discuss *Harry Potter And The Goblet Of Fire* by J.K. Rowling. Both meetings will be at 7 P.M. The Children's Story Hour continues on Mondays at 3:30 P.M. Come visit us these holidays!

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Upcoming Events At Logos

Wednesday, November 27, December 4, 2002, Wednesday, January 15, 2003, 7 to 8:30 P.M., Augustine's *City Of God* study and discussion group.

Wednesday, December 4th, 2002 at 7 P.M. KYTV will discuss *Last Of The Wine* by Mary Renault. Wednesday January 15, 2003, at 7 P.M. KYTV will discuss *Harry Potter And The Goblet Of Fire* by J.K. Rowling.

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OUF My young cousin loves southern food and country music...
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Silent T Our voices soften and our eyes moisten as we listen...
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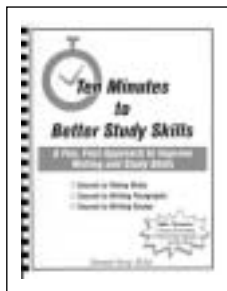
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- Bonnie Terry, M. Ed.



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Discovering Literacy
continued from page 14

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double discovery. #

Dr. Lorraine McCune is a professor at the Rutgers University Graduate School of Education and serves as advisor to educational toy company, General Creation. She can be reached at www.generalcreation.com in the "Ask Dr. McCune" section, or at www.educationupdate.com

EDUFACT

The quill pen was a writing tool for about 1,300 years, from 500 to 1803 AD. An English engineer called Bryan Donkin patented a steel pen point in 1803. In 1884 Waterman patented the first fountain pen.

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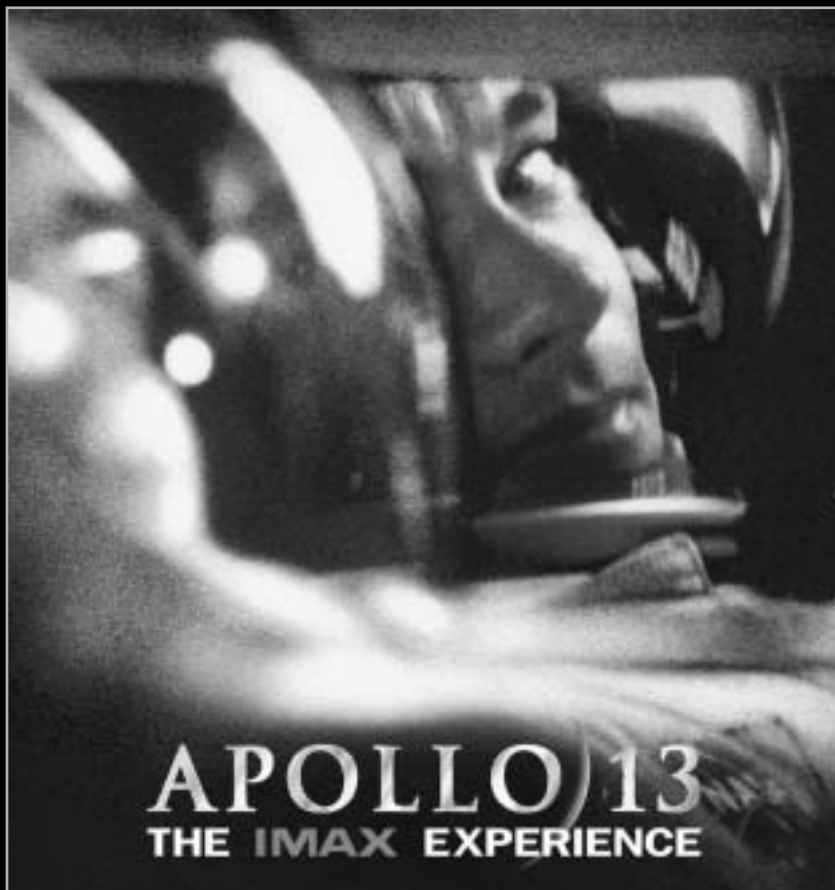
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Calendar of Events **December 2002**

<p>Entertainment</p> <p>Three Hot Shows - <i>Beauty & The Beast</i> - <i>The Lion King</i> - <i>AIDA</i> Call: 212-703-1040 or 800-439-9000 Fax: 212-703-1085 Email: disneyonbroadwaygroups@disneyonline.com Web: www.disneyonbroadway.com/groups</p> <p>Events</p> <p>Winter Fest is the annual winter solstice celebration at the Bank Street School For Children. The performance features choruses, instrumental ensembles, folk dancing, and theatre. All are welcome to attend the performances, which will be held on Wednesday, December 18 and Thursday, December 19 in the auditorium. Performance times are at 1 and 7 PM. For ticket information, please contact Kecia McQueen at 875-4421.</p> <p>Portraits of Remembrance: An Artist's Response to the Holocaust. The Work of Diana Kurz November 10- December 18, 2002 Seton Hall University Walsh Library Gallery Monday - Friday, 10:30 AM - 4:30 PM, FREE (973) 275-2033</p>	<p>The Sister Rose Thering Endowment for Jewish-Christian Studies' Annual Holiday Colloquium with artist Diana Kurz December 8, 2002; Seton Hall University Kazlowski Hall Auditorium 1- 3 PM, FREE; (973) 761-9006</p> <p>Open Houses</p> <p>Although it is not specifically requested by every school, readers are strongly advised to call schools to confirm dates and times and verify if appointments are needed.</p> <p>Community School District 3: Gifted & Talented Program, (212) 678-2897, Marilyn Carella 300 West 96th St., NY 10025. Program is available at 8 different schools in Manhattan.</p> <p>The Sterling School: (718) 625-3502 299 Pacific Street, Brooklyn NY, 11201 February 24, 9:30 AM March 26, 5-7 PM April 3, 9:30 AM Or by appointment.</p> <p>Smith School: (212) 879-6354 7 East 96th Street (between 5th & Madison Ave.), New York, NY Call for appointment.</p>	<p>Green Meadow Waldorf School Introductory Session - 12/13 (8:30 AM) 307 Hungry Hollow Road Chestnut Ridge, NY, Rockland County (854) 356-2514</p> <p>Workshops</p> <p>The ADD Resource Center Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call in NYC (646) 205-8080 or Westchester/CT (914) 763-5648, addrc@mail.com</p> <p>Resources for Children with Special Needs, Inc. 2002/2003 Free Workshops Series: What's out there and how to get it... Workshops for parents and professionals about programs, services and systems for New York City children and youth with disabilities. refreshments served.</p> <p>In the Bronx At the New York Public Library, West Farms Branch, 2085 Honeywell Avenue, 10460 Transition from School to Adult Life December 11, 2002, 10 AM - 1PM In Manhattan At Resources for Children with Special Needs, 116 East 16th Street, 5th floor, 10003 Preschool Services for 3-5 Year Olds January 29, 2003, 10 AM - 1PM</p>	<p>Bringing Liberty Science Center to You! Host LSC at your school, afterschool program, or community event. Through assembly shows and classroom workshops, we bring the excitement of LSC right to your location!</p> <p>Classroom Workshops Our classroom workshops, like our "Science Playground" program, are 30-45 min. in length and are designed to accommodate up to 30 students per session. The initial program fee covers 4 workshops at the same site, on the same day. Additional programs can be purchased for an additional charge.</p> <p>Assembly Programs Our assembly programs are 45 min.- 1 hr. in length and are designed to accommodate up to 350 students at a time. The initial program fee covers one assembly program. An additional program fee is kept low to encourage to break-up audiences of various ages into smaller groups for a more meaningful, age oriented experience. There are five assembly program topics from which to choose, including our new Weather assembly, debuting in October 2002!</p> <p>All our current workshops and assembly programs can be viewed under Educational Experiences at www.lsc.org.</p> <p>Please call (201) 451-0006 and speak with either John Herrera x218, jherrera@lsc.org, or Jim McGlynn x340, jmcglynn@lsc.org, for further details.</p>
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We will help teachers arrive to the theater prepared. For every show Disney has developed study guides that help teachers develop projects, discussion and activities. And, for those students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on Disney on Broadway souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, with seating of over 2000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.

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YENTL, A HEART-WARMING PLAY FOR THE HOLIDAYS

By POLA ROSEN, Ed.D.

Even if you don't understand Yiddish, (headphones with simultaneous translation are provided for those who need them) *Yentl* transcends language, time and place. Its theme deals with the place of women in a society that views them as "married with children," the old

"Kirchen, kuchen, und kinder" that allows no room for following a profession or being a scholar. Just as Edna in Kate Chopin's 1901 novel *The Awakening*, *Yentl*, cast in a religious community of the 1870's in Russia, needs intellectual stimulation and wants more than anything, to be a Talmudic scholar. Edna has to leave her husband and children to find personal fulfillment; *Yentl* has to "pass" as a young boy to enter the realm of scholarship. She weeps as she cuts her hair to look like a boy but is determined to proceed with her plans. The pathos and conflict in wanting to please her parents and yet pursue her dreams is rendered most poignantly by Eleanor Reissa.

A comedy of errors of sorts ensues when *Yentl* falls in love with one of her fellow students and is teased for not going swimming in the nude with all the male students. The subterfuge continues when one of the prettiest and wealthiest girls in town falls in love with "him" and a marriage takes place. The hugging, kissing and warmth between *Yentl* and her/his bride lead to the resurfacing of the triangle of *Yentl*, the wife and the Yeshiva student.

This play, written by Nobelist Isaac Bashevis Singer, and performed in Yiddish with perfect accents (this reviewer speaks Yiddish fluently), is just as timely today as when it was written in 1962. For anyone interested in the passage of women in our society, Yiddish or not, this play is "the thing"—moving, evocative and riveting. #

For tickets: (212)307-4100; for lectures, children's theater (in English) and other events see www.folksbiene.org



Eleanor Reissa
in the role of Yentl (foreground)

'Emperor's Club' Hails Education

By JAN AARON

Paying tribute to *Education Update's* seven years, the December movie spotlights education. While the Greek and Roman classics may be rare in today's classrooms, many modern educators will identify with Kevin Kline's plight in Michael Hoffman's *The Emperor's Club* as the dedicated assistant headmaster, William Hundert, who tries to use his considerable skills to instruct the spoiled, Sedgewick Bell (Emile Hirsch). Based on Ethan Cronin's story, "The Palace Thief," the film is a bit stuffy and old fashioned. Kline plays the devoted educator just right, from his striding on campus to his neat handwriting on the blackboard. He believes in the school's motto: "The end depends on the beginning." Standing in for the film's upscale academy is the prestigious Emma Willard School in Troy, New York.

The action begins in the present as Hundert, now retired after 34 years of teaching at St. Benedict's Boys Academy for Boys, is at a lavish estate as a guest and muses over the past. It's the mid-seventies and he's back at school playing den mother as well as teacher to dedicated students like Deepak Mehta (Rishi Mehta) and the moderately mischievous, Louis Masoudi (Jesse Eisenberg). When the smart, but unruly Bell, a senator's son, enrolls as a freshman, his antics

upend the classroom and he involves the other boys in pranks like trying to seduce girls at a neighboring private school. Immediately, Bell and Hundert become embroiled in a battle of wills which again surface 25 years later. St. Benedict's encourages excellence with its Mr. Julius Caesar Contest involving essays and a pop quiz featuring three finalists. Hundert bends the rules to give Bell a spot at the top but is deceived by Bell's cheating during the contest.

Now, in the present, the contest will be held again at the grown up Bell's palatial resort. Here, the movie missteps a bit: The adult men don't resemble themselves as youngsters. Will Bell, now a powerful corporate CEO and U.S. Senate candidate, carry his flaws into manhood by cheating in the contest re-run? See "The Emperor's Club" and find out. (PG-13, 109 minutes, Universal Pictures release; call 777-FILM.) #



The relationship between student Sedgewick Bell (Emile Hirsch) and professor William Hundert (Kevin Kline) is turbulent.



New York City's Best Days Are Still Ahead

By MAYOR MICHAEL R. BLOOMBERG

The newspapers are full of doom and gloom these days. But let's get one thing straight: New York remains the greatest City in the world. It's no secret City government faces tough budget times. But that's not keeping us from going ahead with projects that improve the quality of life for all New Yorkers. I know our best days are still ahead of us. Let me tell you a few reasons why:

Last Monday, I joined youngsters on Manhattan's Lower East Side to celebrate the opening of renovated ball fields, playgrounds, and basketball and volleyball courts at East River Park. Completing that job is another major link in opening up our city's waterfront to greater public use and enjoyment. By next summer there'll be an interim walkway/bike-way running all along Manhattan's waterfront—including through East River Park—for nearly 32 miles, creating wonderful recreational opportunities for all New Yorkers.

Small business remains the backbone of New York's economy. More than half of all New Yorkers in the private sector have jobs with companies that employ fewer than 100 workers. And writing more small business success stories is crucial to our economic future. That's why I went to the Bronx last week to announce that we are establishing satellite business assistance centers in each of the boroughs. These

centers will offer small business owners one-stop access to information about everything from tax incentive programs to bidding for City contracts. Bottom line: We're working to increase jobs and opportunity in all five boroughs.

We're also getting our economy back on track by making New York a more attractive place for major corporate employers. The recovery of Lower Manhattan took a big step with the unveiling of plans for a new 52-story office building to go up on the site of Seven World Trade Center. Construction of this building has already begun. When it opens in 2005, it will provide businesses with nearly 1.7 million square feet of new state-of-the-art commercial office space. And by restoring auto and pedestrian traffic on Greenwich Street, the design for the new building will foster nearby stores and restaurants. That will help make downtown Manhattan a lively and attractive hub of business activity.

And finally, last week's Compstat report from the NYPD was full of more goods news. Crime in New York continues to fall to historic lows. Crime is 5.5 percent lower than it was a year ago and down nearly 65 percent from 9 years ago. Murder is down an astonishing 12 percent from last year. And we're going to keep building on that progress to protect the lives—and the quality of life—for all New Yorkers. #

General Harris

continued from page 3

space shuttle.

Now "on a steep learning curve" as the Chancellor's Chief of Staff, she says, "the Chancellor has dubbed me as his implementer," a person who knows how to get things done. "And I feel that it's also my job to make sure that the Chancellor looks good all the time," Harris adds. "He's so busy that he can't possibly cover all the little things that happen all at once. So I make sure that he is prepared for anything."

Harris' get-things-done skills—she was once responsible for organizing, training, and equipping a workforce of more than 125,000 while

managing an annual budget of \$20 million—will be immensely important to the new administration's eventual success; experience shows that, in education, many times the best—and best-intentioned—policies never to come to fruition. Will this administration manage to bring about the much-needed changes in public education? "I would say that if we don't, you should hold us accountable," General Harris says.

The Chancellor's "Children First" program is currently in its "listening" phase; meetings with thousands of parents, students, teachers, business, community and faith-based groups are being held in all five boroughs on a daily basis. "The Chancellor and myself are all over the place," General Harris says. "We are very curious about peoples' input. So I would say, speak up! Make suggestions! This is the time to get your voice heard. We are listening. We don't want any parent not to get an answer. Joel is a Chancellor who is really involved. He insists on reading every single e-mail. He always says to me 'this is really important. This is my connection with the real world out there.'"

"We aim to raise the level of learning significantly," General Harris said. "The main problem is that a large portion of public school children are not reaching the standards. And we view the standards as minimum—we are reaching above and beyond that. What we are reaching for is excellence." #



Public's Turn to Have Say on School Board Reform

By ASSEMBLYMAN STEVEN SANDERS

A very important part of the landmark New York City School Governance Reform enacted into law earlier this year, will be played out during the next few months. As the State Legislature gave greater authority and accountability over our schools to the Mayor and his hand picked Chancellor, the law also envisions public participation in issues dealing with local community representation. How local school boards should be constituted and with what powers is the question that the public will be asked to weigh in on.

Although the law abolishes the current community school boards as of June 30, 2003, the law also requires public hearings to help determine what should replace these school boards so that we may begin a new era of genuine and effective community representation and input on local school issues.

I am pleased to have been named as co-chair of a special task force appointed by Assembly Speaker Sheldon Silver and Senate Majority Leader Joe Bruno, to conduct public hearings and develop a plan for new community representation to be submitted to the State

Legislature and Governor.

The other co-chair of this task force is Terri Thomson, who also served for several years as a distinguished member of the New York City Board of Education representing Queens.

We and the other eighteen members of this task force, representing every borough of the City, are determined to listen carefully to public comment and then formulate a coherent proposal to maximize community involvement in local education issues.

The schedule for these hearings are: Tuesday, December 10 in Manhattan; Thursday, December 12 in Queens; Thursday, December 19 in the Bronx; Monday, January 6 on Staten Island and Thursday, January 16 in Brooklyn.

For more details concerning the location and times of these hearings call (212) 312-1464. It is anticipated that there will be a daytime and an evening session for each hearing so as to make these hearings as accessible as possible to as many persons who may wish to testify. #

Steven Sanders is chairman of the NYS Assembly's Committee on Education. You can contact him at 201 East 16th Street, New York 10003 (e-mail: sanders@assembly.state.ny.us) or phone him at (212) 979-9696.

Dr. Minter

continued from page 3

a curriculum on Robeson that was adopted by several public schools. Her work with the New-York Historical Society included initiating outreach to public schools and developing community programs that stressed the city's cultural diversity. She has contributed to scholarly research and literature about African-American culture and education and is particularly concerned about the importance of role models and the need to increase the number of educated black males.

Metropolitan College of New York, an accredited, non-traditional urban school with sites in Manhattan, the Bronx, Staten Island, and Queens, is benefiting from Dr. Alexander-Minter's expertise, charm, and connections. She has further diversified the board by drawing in two young African-American women and has developed advisory councils with key people for each borough. A unique Welfare to Careers program (180 students at Metropolitan), in conjunction with Medgar Evers College (CUNY) and Pace University, is attracting attention and funding; Alexander-Minter was key in obtaining a significant grant from Congress. Alexander-Minter is now working to broaden the College's outreach to the Southern African country of Malawi, to seek funds to train the country's fieldworkers in the Metropolitan College's landmark Human Services curriculum. She is working closely with Malawi's Ambassador to the United Nations, the U.S. Agency for International

Development and administrators in Malawi.

The college offers a chance for a better life and connects learning with work (students must have full-time jobs or internships while studying full-time, attending classes scheduled to complement their hectic lives). The average age of the 1,700 students is 32, and 70 percent are people of color. Women comprise 80 percent of the student body and many are single parents. Students receive a B.A. in 2 years, 8 months, or an M.A. in 1 year, by attending three semesters annually and utilizing the workplace as a classroom. Degrees can be earned in business, human services, public administration, management, and media. A masters in education is being established and a curriculum for a degree in health care is being developed. Dr. Alexander-Minter would like to see the student body broadened to include more young people and males. Working hard and staying out front, she welcomes the challenge to make Metropolitan better known and to pass on her "appreciation of education and allow for a more egalitarian and equitable access to life's opportunities." #



Interested in International Adoption?

Infants and toddlers are available for adoption for singles and couples. Programs include children from China, Korea, Russia, Cambodia, the Ukraine and others. For more information call Lisa Doyle at 212-570-3793 days. It's never too late to build a family.

Attend the Winter Banquet of Phi Delta Kappa of Columbia University honoring Superintendents Shelley Harwayne and Susan Erber. E-mail selevy@pipeline.com to make your reservation.



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Glorious Music Around the City

During the holiday season, New York turns into a musical wonderland reminiscent of the Salzburg and Vienna of Mozart's time. Here's a guide to help you see, hear and feel the pulse of the greatest city in the world—our New York. [Ed.]

Cathedral Church of Saint John the Divine
1047 Amsterdam Avenue (near 112th Street);
Box Office: 212-662-2133; General Info: 212-316-7540
Ninth Annual St. Nicholas Celebration,
Wednesday December 4 at 7:30 P.M.
Cathedral School Chanukah Service, Thursday
December 5, 2 P.M.
Russian Christmas, December 7, 3 P.M.

Handel's *Messiah*, December 14, 7:30 P.M.
Winter Solstice, December 19 and 20 at 7:30
P.M.; December 21 at 2 P.M. and 7 P.M.
Baroque Christmas, Christmas Day, 3 P.M. and
8 P.M.

St. Patrick's Cathedral
460 Madison Avenue (50th & 51st St.); 212-
572-3060 or 753-2261

Children's Concert, December 8, 2:30 P.M.
Handel's *Messiah*, December 10, 7:15 P.M.
Christmas Concert, December 22, 4:45 P.M.

**American Society for Jewish Music at the
Center for Jewish History**
15 West 16th Street; 212-294-8301
Concert, December 8, 5:30 P.M.

Trinity Church/St. Paul's Chapel

Broadway and Wall Street

At Trinity Church: *The Jupiter Symphony*,
December 9 at 2 P.M. and 8 P.M., December
12 at 1 P.M. At St. Paul's Chapel: Handel's
Messiah, December 15, 3 P.M.

At Trinity Church: Handel's *Messiah*,
December 16, 1 P.M.

Marble Collegiate Church

One West 29th Street (off 5th Avenue)

Free Holiday Youth Concert on Saturday,
December 14th, 2002

150 high school kids, ages 15 to 18, from six
youth choirs city wide, will sing during a free
holiday extravaganza.#

Afterschool Options

continued from page 7

educational challenges faced by today's children. One of them is Mentoring USA. Mentoring USA's specific emphasis is providing children at-risk with one-to-one mentoring

for a one-year commitment as mentors by devoted, trained adults who complement the parental presence in the child's life and are a great support for the teacher. In addition to assisting the child with the regular day-school curriculum, Mentoring USA's mentors and their mentees participate in a whole range of after-school activities designed to supplement their classroom studies, including reading books of ethnic heroes learning about other cultures in order to understand and deal with global diversity and resolving conflict resolution. Thanks to Mentoring USA's BRAVE Juliana program (Bias-Related Anti-Violence Education) all the mentors are retrained to help our youth gain an appreciation of their own heritage and respect for people around them.

Often these activities involve cooperative efforts with partner institutions like Strang Cancer Prevention Center's initia-

tive, "Healthy Children Healthy Futures." Mentoring USA will have programs in all five boroughs dealing with the problem of obesity and primary health care. The Dare to Dream component of Mentoring USA provides exposure for our mentees to learn about future careers, and the Juliana Valentine McCourt Children's Education Fund fosters harmony, peace, and understanding among children of the world. Communities in Schools assists Mentoring USA to expand our volunteer recruitment of mentors for at-risk students.

The special value of the Mentoring USA approach is the bond developed by the one-to-one relationship unavailable in most classrooms but essential to Mentoring USA mentoring. Nothing helps educate a child more or better than the sure knowledge that his mentor's only purpose in the relationship is to guide and counsel his mentee. No wonder mentoring is considered by General Colin Powell who led America's Promise, and other great Americans, to be one of the most effective support mechanisms for children at-risk in today's America.#

Matilda Cuomo is Founder and Chair, Mentoring USA. (www.mentoringusa.org, musa@mentoringusa.org)

Marnie Ponce White is the Coordinator of Professional Development for After-School Educators, Division of Continuing Education, Bank Street College of Education.

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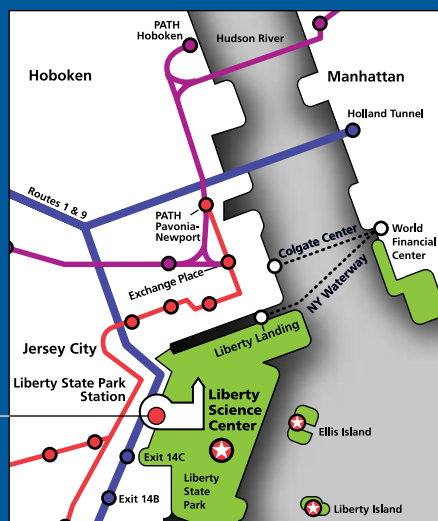
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Current Exhibitions:

Psychology:

It's More Than You Think (Sept. 28, 2002 - January 12, 2003)

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Kid Stuff:

Great Toys From Our Childhood (May 25, 2002 - January 6, 2003)

If you built it, played it, or created it as a kid, chances are that it will be part of this traveling exhibition. The exhibits are a remarkable presentation of more than 200 of the most popular toys of the past fifty years, from Tonkas and Tinkertoys, to Raggedy Anns and Radio Flyers. The Sciences of Toys, an onsite demonstration designed to bring science to this exhibition, will debut in September! It will provide some fun, interactive learning experiences on topics such as polymers, and the mechanics of an Etch-A-Sketch!

In the IMAX® Dome Theater:

Jane Goodall's Wild Chimpanzees (October 12, 2002 - October 2003)

Take a giant screen journey into the hearts and minds of wild chimpanzees with the world's most famous field researcher, Dr. Jane Goodall. The film weaves together the story of a chimpanzee community and the work of scientists seeking to understand the lives of these remarkable creatures. Jane Goodall's Wild Chimpanzees chronicles Dr. Goodall's more than 40 years of legendary work among the chimps at Gombe Park in Africa, and leaves viewers with an important message about conservation and an awareness of chimps fragile existence in the wild.

Lewis & Clark: Great Journey West (May 18, 2002 - February 2003)

Relive an amazing tale of discovery and exploration as National Geographic Films brings to life the first crossing of what would become the United States. With careful research and meticulous recreations, this scientific expedition lives again on the big screen. Two hundred years after their epic journey, go back in time with Lewis, Clark, their guide Sacagawea, and their brave Corps of Discovery, as they discover the adventure, danger, and wonder of the unmapped West.

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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.

BOOKS

Bank Street Bookstore, 112th St. & Bway; (212) 678-1654
Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

Logos Books, 1575 York Avenue, (@ 84th Street), (212) 517-7292

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CAMPS

Sol Goldman YM-YWHA of the Educational Alliance, 344 E. 14th Street, New York, N.Y. 10003, (212) 780-0800

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.

COLLEGES

December Events at Sarah Lawrence College

PERFORMANCE: Cecilia Vicuna, Chilean Poet, Filmmaker and Artist to Perform at Sarah Lawrence Monday, December 2, 5 PM
Titworth Lecture Hall, Free

A performance and poetry reading by Chilean poet, filmmaker and artist Cecilia Vicuna will be held at Sarah Lawrence College on Monday, December 2 at 5 PM. Vicuna is the author of fourteen poetry books, published in Europe, Latin America and the U.S. Her visual work was recently included in "Abstraction: The Amerindian Paradigm", Palais des Beaux Arts, Brussels (2001), in "Quotidiana", at the Castello di Rivoli, Itlay (2000), and she has had solo exhibits at Museum of Contemporary Art in Boulder, Colorado (2002), Galeria Gabriela Mistral in Santiago (2001), and Art in General, New York (2000). Her most recent book is Instan, Kelsey St. Press, 2002. Her films and videos have been exhibited at internationally prestigious institutions including MoMA in New York, Museo Reina Sofia in Madrid, Museo de Arte Contemporaneo de Barcelona and the Pre-Columbian Art in Chile, among others. For more information, please call (914) 395-2411.

PERFORMANCE: "From Our House to Bauhaus:" A Cygnus Ensemble Performance Wednesday, December 4, 8 PM

Reisinger Concert Hall, \$10/\$8 Senior Citizens
The internationally acclaimed Cygnus Ensemble, one of New York City's most innovative and exciting new music chamber groups, will perform at Sarah Lawrence College where they are in residence throughout the 2002-2003 academic year. This concert will be the first of two performances, open to the public, that will highlight the year. It will include world premiere performances of works by Stephan Wolpe, who was the center of an important circle of composers in New York from the 50's through his death in the 70's. 2002 is the centennial year of Wolpe's birth and Cygnus is contributing to the extensive celebratory concerts. The Cygnus Ensemble members include Tara Helen O'Connor, flute; Oren Fader, guitar; Susannah Chapman, cello; Cal Wiersman, violin and William Anderson, guitar, mandolin and banjo. For more information, please call (914) 394-2411.

READING: Alumnae/i Poets Read from Recent Works Wednesday, December 4.

Esther Raushenbush Library, 6:30 PM, Free
Sarah Lawrence College Alumnae, April Lindner, MFA '89,

who teaches creative writing at St. Joseph's University in Philadelphia, Elaine Sexton, MFA '00, a publisher of special interest magazines in New York, and Margo Stever, MFA, '88, author of Frozen Spring, will read from their work on Wednesday December 4. Lindner won the Walt McDonald first book prize in 2001 for SKIN. Sexton, who has had poems published in several journals is the author of Sleuth, a collection of her poems, that was a finalist for three competitions and will be published in spring 2003 by New Issues. Stever's work won the 2001 Mid List Press First series Award for poetry. For more information, please call (914) 395-2411.

PERFORMANCE: Ensemble Galilei to Perform Irish, Scottish, Early Music and Original Works Wednesday, December 11.

Reisinger Concert Hall, 8 PM, \$10/\$8 Senior Citizens
The Ensemble Galilei, a group of five women who focus on the music of Medieval and Renaissance Europe and its progression through the centuries, as well as Irish and Scottish music will perform at Sarah Lawrence College on December 11. Their performance will display their work with these themes and include original pieces composed by the group. Ensemble Galilei members are Liz Knowles, fiddle; Deborah Nuse, Scottish small pipes and fiddle, Sarah Weiner, oboe, pennywhistle and recorders; Sue Richards, Celtic harp; Carolyn Anderson Surrick, viola da gamba
For more information, please call (914) 395-2411.

LECTURE: One-Day symposium on Robert Bresson Friday, December 13.

Film Viewing Room, Performing Arts Center, 9:45 AM, Free
The Film History faculty at Sarah Lawrence College will present a one-day symposium on French filmmaker Robert Bresson, to be held at the College on Friday December 13, 2002. The symposium will include a film presentation and papers presented by scholars of Bresson and French cinema. Although he only made thirteen feature films and one short film in a career that spanned six decades, Robert Bresson is one of the most original and revered film artists. His films are known for their austere style, their idiosyncratic adaptation of a wide range of literary sources (Dostoevsky, Bernanos, Tolstoy, the Arthurian legends), and their preoccupation with themes such as alienation, grace, faith, and communication. The morning will include an introduction by Sarah Lawrence Film faculty member Malcolm Turvey and a presentation by filmmaker Babette Mangolte on her work in progress Breaking Silence/Les Modeles de Pickpocket, about the making of Bresson's Pickpocket. An afternoon panel discussion in Titworth Lecture Hall moderated by Film History faculty member Gilberto Perez, will include Alan Williams, Professor of French and Cinema Studies at Rutgers University; Brian Price, Professor of Cinema Studies and Writing at New York University; and Tony Pipolo of the Film Certificate Program at the Graduate School of the City University of New York. A reception will follow at 5 PM. This event is sponsored by the Noble Foundation Chair in Art and Cultural History and is open to the public.
For more information, please call (914) 395-2230.

PERFORMANCE: Sarah Lawrence College Chorus and Chamber Choir in Concert Sunday, December 15.

Reisinger Concert Hall, 4 PM, Free.
Program to be announced.
For more information, please call (914) 395-2411.

CONTINUING EDUCATION

JASA, Jewish Association; For Services For The Aged, 132 West 31st Street, 15th Floor, NYC; (212) 273-5304

Sundays at JASA, Continuing Education for Adults 60 and Over at Martin Luther King High School. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

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550 First Avenue, NYC; (212) 263-6622.

The NYU Child Study Center, a comprehensive treatment and research center for children's psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

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The Smith School, (212) 879-6354

The Smith School, is a fully accredited Regents registered independent day school for special needs students (grades 7 through 12) located on the Upper East Side. Our staff is experienced in teaching students with such problems as Attention Disorders, Dyslexia, Phobias and emotional issues. If your child needs an academic setting, extra attention, close monitoring and extremely small classes call The Smith School at 879-6354 because BETTER GRADES BEGIN HERE.

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