

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VIII, No. 10 • New York City • JUNE 2003
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

GRADUATION 2003



PSRST STD.
U.S. POSTAGE PAID
Permit No. 500
VOORHEES, NJ

Baruch College Students Celebrate!



EDITORIAL

Graduation: A Time to Rejoice, A Time to Reflect

By POLA ROSEN, Ed.D.

June is a month of many emotions. For college graduates, it's a time to discover if academic accomplishments can be translated into meaningful jobs and balancing personal budgets. For high school graduates, the excitement of college, new friends and mastery of college level courses lie ahead. For graduating mature adults, the promise of a new career, particularly in these difficult economic times, is eagerly anticipated. For little pre-kindergarten children, the applause and cheers from family members ensures that the graduation ritual will be equated with the flush of success.

"Don't forget to tell my cousins Zachary and Alexandra in California that I graduated," said my bubbly granddaughter Emily, as she ended her first pre-school graduation processional at the age of five.

As a teacher and former college professor, June was a time of reflection for me. I thought of all the students that had been in my classes during the year and the knowledge I had transmitted to them. Had I transmitted a love of learning and a passion for the subject matter? Would the students lead a richer life as a result of having passed through my classes? Knowledge alone was not enough.

I recall with a tinge of sadness, the words of a law school professor who once said to us, "We will probably never meet again after this class. I truly hope you learn a great deal and enjoy our time together." Sharing a class with a group of students is a very special and memorable experience. I can remember vividly several gifted teachers, from elementary school to high school to whom I can directly trace my love of literature and music, poetry and biology. While we never met again, their lessons lingered far beyond the

time we spent together.

In June we are honoring, for the first time in the hundred-year history of the New York City Department of Education, teachers from all parts of New York City, who have been mentors and leaders, who have inspired generations of students to have a love of knowledge. We pay homage to them at an awards ceremony at the Harvard Club in June and will feature them in two full pages next month. Politicians, academics, philanthropists and many others will acknowledge their work.

June would not be complete without a tribute to my father who is 93 years old, my first and foremost teacher, who shared his love of botany, astronomy, music and literature with me and my sister. He is still an active teacher, much beloved by his students who are senior citizens and enjoy the thrill of learning with him.#

LETTERS

Response to:

Realistic Math Makes Sense for Student To The Editor,

I am a math teacher in the elementary schools(5th grade),but my wife and I also team teach a math methods course at a local university. We try to instill in our students the RME methodology based on the NCTM Standards. In our initial class each quarter, we ask them to write a math autobiography. It still amazes me the depth to which "math phobia" is in these college graduates. One thing I do find difficult though, is finding just the "right" problem, or real life situation, that imbeds a concept. Any feedback would be welcome.

Pat Watson
West Chicago, IL

Response to:

History of Women's College To The Editor,

This is the best article I've ever read! If you could please pass along my name and comment to the author of the article, I would appreciate it because I think he's my best friend from childhood. Tell him to email me back.

Andy Kayton
Palm Beach Gardens, FL

[The Reporter of this article was Mark Herz.]

Response to: No Child Left Behind: Research and the Art of Teaching Name To The Editor,

I am searching for scientifically based research that proves the efficacy of tutoring as a "best practice." Can you help me? Thank you!

Bryna Gallagher,
Tucson, AZ

Response to:

Soccer Saga: Bend It Like Beckham Holocaust Harbor: Nowhere In Africa To The Editor,

I really like the article above. I am a really big female soccer fan myself and can't wait to see the movie.

Deana Daniels, Windsor, ON

Response to: Grants for School Districts To The Editor,

I am in need of information about all the grants that are listed above to help my school. I am the Parent Involvement Coordinator for St Anthony's Catholic School in Robstown, TX and we need grants to help improve the school and get our enrollment up and keep the school from closing.

Rosemarie Camacho, Robstown, TX

Response to: NASA's Education Programs for High School Students To The Editor,

Would like to know more about GSFC programs for high school students in the summer.

A program like SHARP but for everybody would be good to know. Is it still possible to apply for a summer program at this time?

Joey Comiso

continued on page 26

SEE THE
**OUTSTANDING
TEACHERS
OF THE MONTH**
ON PAGE 12

IN THIS ISSUE

Editorial & Letters.....	2
Spotlight on Schools.....	3-7
Modern Languages.....	6
Special Education.....	8-10
Children's Corner.....	11
TEACHERS OF THE MONTH	12
Medical Update.....	13
Colleges/Grad Schools.....	14-17
COVER STORY	18-20
Books.....	21
Homeschooling.....	22
Parents Guide.....	23
MetroBEAT.....	24
Camps & Sports.....	25
Movies & Letters.....	26
Music, Art & Dance.....	27
Technology & Education.....	28-29
Marketing Supplement.....	30-34
Resource & Reference Guide.....	35

Manhattan Chamber of Commerce

Board Member of the Year
2001

Dr. Pola Rosen

To
Education Update

FROM
Silver Hill Hospital

Mental Health
Media Award
2000

Education Update



Winner
of the
Best
Business
Award

EDUCATION UPDATE

Mailing Address:

17 Lexington Avenue
Box A1207
New York, NY 10010
email: ednews1@aol.com
www.educationupdate.com
Tel: 212-477-5600

PUBLISHER AND EDITOR:

Pola Rosen, Ed.D.

ASSOCIATE EDITORS:

Heather Rosen, Adam Sugeran,
Rob Wertheimer

ASSISTANT EDITORS:

Michelle Accorso, Kent Kleiman,
Nadia Veliz

PRODUCTION MANAGER:

Rick Sulz

GUEST COLUMNISTS:

Sat Bhattacharya, Ph.D., Mayor Michael
Bloomberg, B.J. Carter, Matilda Raffa
Cuomo, Gary Direnfeld, MSW, Dr. Carole
G. Hankin, Jessie Marshall, Martha
McCarthy, Ph.D., Loraine McCune, Ph.D.,
Randi T. Sachs, Assemblyman Steven
Sanders, Luke D. Schultheis,

STAFF WRITERS:

Jacob Appel, Joan Baum, Ph.D.,
Kim Brown, Alice Chan, M.C. Cohen,
Tom Kertes, Katarzyna Kozanecka,
Adam Kushner, Mitchell Levine,
Sybil Maimin, Merri Rosenberg, Chris
Rowan, Neil Schuldiner

BOOK REVIEWERS:

Harris Healy, III, Lillian Shapiro,
Selene Vasquez

COMICS:

Francis H. Brummer, Bruce Wotring

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugeran

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

POLITICAL COMMENTARY:

Stuart Dunn

SPORTS EDITOR:

M.C. Cohen

ART DIRECTOR:

Neil Schuldiner

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager.
Steve Bailey, Mitchell Levine,
Nancy Kontos

WEB ADMINISTRATORS:

Neil Schuldiner, Rick Sulz,
Tamara Wiesen

Education Update is published monthly by
Education Update, Inc. All material is copy-
righted and may not be printed without
express consent of the publisher.

POSTMASTER:

Send address changes to:
Education Update
P.O. Box 20005
NY, NY 10001
Subscription: Annual \$30.
Copyright © 2003 Education Update

EDUCATION UPDATE is an
independent newspaper.



Excellence in Education
Journalism, 1999-2000
Columbia University
Teachers College, Phi Delta Kappa
Dr. Pola Rosen

Diane Ravitch: Censorship of Language Attacked

By SYBIL MAIMIN

The battles over what we teach our children continue, and Diane Ravitch, author, advocate, and professor of education at New York University, has taken a strong stand against “the new literary terrorists from both the left and the right” who demand that certain words and concepts not appear in the texts our children use in school. She spoke passionately about her book, *The Language Police: How Pressure Groups Restrict What Students Learn*, on a panel at The New York Public Library that included Alan Brinkley, professor of history and incoming provost at Columbia University, and Erin McKean, senior editor for U.S. dictionaries at Oxford University Press. Marlene Springer, President of CUNY’s College of Staten Island, was moderator.

Ravitch explained that at publishing houses, textbooks below college level must be approved by “bias and sensitivity” panels that regularly remove words that “might offend someone.” Publishers, who want to avoid controversy and sell lots of books, “agree to everyone’s objections.” Mega companies that have forced out smaller publishers believe sales and profits are best realized by capitulating to pressure groups and producing bland, homogenous, nonprovocative texts. Ravitch provides numerous examples of bias and sensitivity panel pronouncements. Words and subjects that cannot be used include, “owls” because they are a symbol of death in certain cultures, “Mt. Rushmore” because it is sacred to an Indian tribe, and “peanuts” because some children are allergic to them. African-Americans should not be depicted as musicians or athletes, and Asian-Americans must not be presented as a model minority. Books about slaves and migrant workers are to be avoided.

The elderly must not be depicted as frail, and mothers should not be shown in the kitchen. Ravitch reports that the National Council for Teachers of English bans use of the word “guy.”

Brinkley sees in the sensitivity panels “an enormous level of condescension toward our children.” He explained that, “Our culture has changed enormously in the past 30 years and what was once appropriate no longer is.” It is “good to be more sensitive but that is a long way from the censorship and bureaucratization that have taken hold.” He sees the “institutionalization of right thinking” overseen by “people who are not teachers or scholars.” “What we teach and learn should not be driven by textbook publishers or an institutionalized bureaucracy. Using common sense, writers of educational material should be sensitive to things that are offensive to large groups of people.” He objects to a bureaucracy controlling what we teach and learn, not the attempt to be gender neutral and sensitive to race and cultures.

As an editor of dictionaries, McKean explained, “we are doing our damndest to put words in, not take them out.” She spoke of “teachable moments” that certain words provide. “These words are opportunities to teach about bias. It is not good pedagogy to pretend these words do not exist.”

Ravitch does not call for elimination of bias and sensitivity panels but rather for their work, now behind closed doors, to be open to public view. She believes that teachers or school districts rather than state officials should choose books for the classroom, which would decrease the power of pressure groups and lessen uniformity. She has confidence that “language evolves in response to social change. Lots of words disappear naturally,” she promises.#

CHESS-IN-THE-SCHOOLS: THE ROYAL GAME

By TOM KERTES

The thousand-year argument continues to rage about chess being a sport (or not). But there can be no argument about the avalanche of benefits playing chess provides to public school children.

Without Chess-in-the-Schools, a nonprofit organization devoted to bringing chess programs to schools—and, in particular, to Title I schools-in-need—none of these benefits would exist.

“We started out as the American Chess Foundation, way back in 1955,” CEO Marley Kaplan said. “But at that time we were entirely something else.” The mission of the ACF evolved from supporting American chess grandmasters to bringing chess to school children beginning in 1986. “It was the best move we ever made,” Kaplan said.

“Chess promotes focus, concentration, an ability to plan ahead, sportsmanship, and overall emotional intelligence in students,” according to Kaplan. “There have been a large number of psychological studies made, all supporting these conclusions.” Studies conducted in 1991 and 1996 also support the thesis that playing chess increases reading scores. In addition, anecdotal school data holds that children involved in chess do their homework better, behave better, and have superior attendance.

Chess-in-the-Schools teaches 38,000 students every school year in 160 elementary schools all over New York City. Chess, as a separate subject, is part of the regular school day. In addition, the organization is an after school program, “so that any kid, whether or not he or she happens to be in one of the classes that were chosen for chess, can come and learn to play,” Kaplan says.

One instructor, Chess-in-the-Schools has 53—works with 20 children on a once-a-week basis. “The instructors are all specifically trained by us, in an exhaustive 60 hour training program spread over two weeks,” says Kaplan. “In addition, they must attend refresher-seminars throughout the school year. These instructors don’t necessarily have to be chess grandmasters, though we have a few of those. But they do have to know how to play chess, love children, and be great communicators and exceptional teachers.” Chess-in-the-schools also offers alumni programs to high school students wishing to remain in the game, along with programs in academic tutoring and college preparation.

Though Chess-in-the-Schools is “really about creating better people rather than great chess players,” according to Kaplan, students involved in the program have won several national titles, including taking first place in every section in the recent Junior High School National Championships.

To show his appreciation of and support for the program, Mayor Michael Bloomberg co-sponsored the First Annual Mayor’s Cup Chess Tournament—held at the Tweed Courthouse, right across the street from City Hall. The twelve top Chess-in-the-Schools teams, including P.S. 279, P.S. 124, and The Renaissance School, were invited to the exciting tournament.

The Mayor’s Cup champion turned out to be the team from C.E.S. 70 in the Bronx—but, the fact is, all the kids were winners. “This program is just fantastic,” Askia Davis, from the Department of Education Office of Strategic Partnerships, said. #

SUMMER IN THE SQUARE

UNION SQUARE PARK 2003

14th street union square

Summer in the Square 2003
Every Wednesday, June 11th through August 20th
Center Lawn, Union Square Park. FREE!

12:30pm Concerts
5:00pm Book Signings and Storytelling
6:00pm Dance Presentations

For a complete Calendar of Events call 212-460-1208 or check out our website at www.unionsquarenyc.org

Difficulty with entry-level workers?

Hidden Rules of Class at Work

Ruby K. Payne, Ph.D. & Don L. Krabill



Tools to:

- ◆ Understand the hidden rules of economic class
- ◆ Reduce absenteeism and turnover
- ◆ Raise productivity
- ◆ Identify employee strengths
- ◆ Determine training dollar payoffs

Workshops also available!



To order: (800) 424-9484
www.ahaprocess.com

aha! Process, Inc.
PO Box 727
Highlands, TX 77562



Report Shows North Carolina Leading the Nation in Closing the Achievement Gap

North Carolina is a national leader in student achievement gains by African-Americans, Latinos, and white students on national exams according to a report released recently by the Washington, DC-based, The Education Trust. The report, Education Watch, details student achievement and other indicators of student performance in the 50 states.

In 2001, the National Education Goals reported that North Carolina lead the nation in progress in 4th and 8th grade math in the decade of the 1990's. This most recent report shows that not only did North Carolina lead the nation in progress overall, but its African-American and Latino 4th grade students were making more gains in math than their peers in all other states and were among the nation's

leaders in gains in reading.

North Carolina ranked first in the nation in gains for African-American, Latino, and white students on both the 4th and 8th grade NAEP (National Assessment of Educational Progress) math exams. On the 4th grade reading exam, North Carolina ranked second in gains among Latinos on the 8th grade science assessment.#

The Education Trust's rankings on achievement gains on National Assessment for Educational Progress exams were based on state participation on math, reading, and science tests between 1990 and 2000. For more information, go to www.edtrust.org.

Schools Chancellor Klein Welcomes Support for Reform Efforts

Eight city, community and parent organizations held a press conference at the Department of Education's headquarters in the Tweed Courthouse to express their support for the Children First reform initiatives. The organizations include the New York Urban League, the United Parents Associations of New York City, Inc., ASPIRA of New York, Inc., 100 Black Men, Asian-American Communications, Inc., 100 Hispanic Women, New York City Mission Society, and South Asian Youth Action.

"The support that city, community and parent groups provide to our schools is critical to our reform efforts and to the future of our children," said Chancellor Klein. "I am honored to be joined by these outstanding organizations and proud that they have come here to express their confidence in our Children First reform agenda. Together we will build a school system that provides all of the children of this City with the quality education they deserve."#

EXPERIENCE 140 YEARS OF EDUCATIONAL EXCELLENCE

ADELPHI ACADEMY

"Preparing young people for college, career ad life."

- PRIDE - TRADITION -  - SPIRIT- EXCELLENCE -

1863 ~ 140th ANNIVERSARY ~ 2003

PRIVATE, INDEPENDENT, CONTINUING, CO-EDUCATIONAL, COLLEGE PREPARATORY DAY SCHOOL

Adelphi Academy teaches children how to think, not just learn. The "Adelphi Plan" encourages motivation through involved and hands-on teachers and students. The Academy stresses critical thinking, has a 100% college placement rate and is a regents exempt program. Extra after school tutorials, special morning SAT classes, honor programs and community service programs are available. Faculty and staff members with advanced degrees and specialized training as well as Educational Specialists make up the staff. Adelphi features small classes with an 8 to 1 student-teacher ratio in an intimate, safe and caring environment, state of the art facilities and a wide variety of after school extra curricular activities and athletics. Other programs include an after school enrichment program, before school care, a summer school and summer day camp programs.

THREE NEW PROGRAMS PREMIERING FOR THE FALL OF 2003:

The Adelphi Honor's Academy for Gifted Scholars
Adelphi's SUCCEED Program for Children with Learning Disabilities
The Philip David Stone Fine Arts enrichment Experience for Students of the Arts

OPEN HOUSE DATES:

SCHOLARSHIP ENTRANCE
EXAMINATION DATES;

Wednesday, June 18th, 2003 ~ 7 - 9 PM

Saturday, June 21st, 2003 ~ 11 AM - 1 PM

(718) 238-3308, EXT 213, www.ADELPHIACADEMY.ORG

GERMAN for CHILDREN Language Program



Adult
Program
Available

N.Y. STATE REGENTS ACCREDITED AFTER SCHOOL PROGRAM

Low Tuition

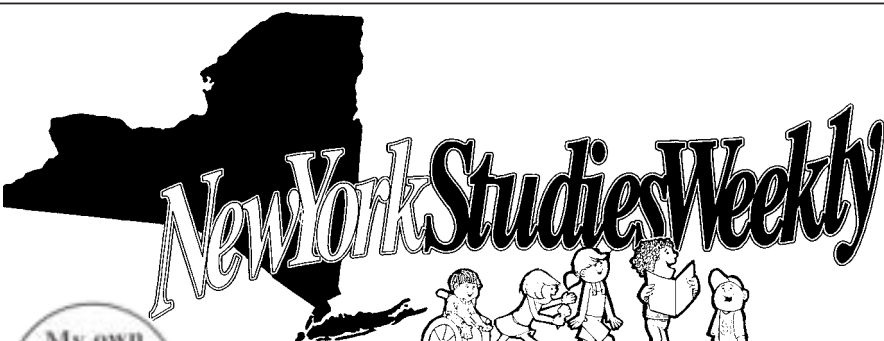
Minimum age: four years
Children's class meets
once a week from 4:30-6:15

No previous German
required. Classes
start Sept. 2003

Four Convenient Locations:
Manhattan (eastside), Franklin Square, Garen City, Queens (Ridgewood)

(212) 787-7543

German American School: Teaching German for 110 Years



My own
weekly
newspaper!
Wow!

New York Studies Weekly is a curriculum supplement enjoyed by tens of thousands of students in New York since 1997. It is currently available for the 3rd, 4th and 5th grades. Each grade level supports the *New York State Social Studies Resource Guide* recommendations for that grade.

A single student subscription consists of 28 weekly issues filled with history, current events, and fun history-based activities. For as little as \$3.65 per student for the year, *New York Studies Weekly* fits easily into your classroom budget. To receive your free sample or to place an order please call:

Studies Weekly, Inc. at
1-800-300-1651
Visit our website at
www.studiesweekly.com

The curriculum for the 4th grade now includes a free bonus issue exploring important historical documents.

Studies Weekly also available for MA, CT, NJ!



If you haven't received your free sample, call today!



CCI The Renaissance School in Italy



CO-ED SEMESTERED BOARDING HIGH SCHOOL

- High academic standard
- Co-ed semestered boarding school
- University preparation: advanced courses for entrance into North America's finest Universities: taught in English; grades 10 through high school graduation
- Medieval Lanciano on the Adriatic coast in central Italy
- Safe, quiet, utterly charming
- Exquisite college residences
- Expert qualified teaching staff
- Supervised excursions to cities throughout Italy and Europe
- Study with the best of Europe and North America in a culturally rich environment
- A unique education experience that lasts a lifetime!

Now enrolling September 2003. Summer credit courses also available July 2003.

Tel: (905) 508-7108 1-800-422-0548 Fax: (905) 508-5480

Email: cciren@rogers.com www.ccilanciano.com



THE LAW AND EDUCATION

State of Religion in Public Schools

By MARTHA MCCARTHY

The federal No Child Left Behind (NCLB) Act, signed into law in 2002, is the most comprehensive reauthorization of the Elementary and Secondary Education Act of 1965. Among its many provisions, the NCLB Act requires school districts to certify to the state education agency that no school policy prevents participation in constitutionally protected prayer in public schools. The law also requires the U.S. Secretary of Education to issue guidance to school districts regarding permissible religious activities. For the first time, federal funds can be withheld from school districts that are not in compliance with the certification requirement.

States were given until April 15, 2003 to submit the initial list of local districts that had not filed the required certification, and such lists will have to be submitted by November 1st in subsequent years. Although a number of school districts and a few entire states had not certified their compliance by April 15th, the Department of Education attributes the delays to paperwork problems and does not anticipate withholding any federal funds.

In February, 2003, the Department issued its Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, which tends to expansively interpret permissible religious activities in public schools. As a result, there are discrepancies between the Guidance and some judicial decisions.

For example, the Guidance stipulates that student speakers at extracurricular events, including sporting events, can express religious views, as long as neutral criteria are used to select the speakers. However, this position is difficult to

reconcile with the Supreme Court's ruling, *Santa Fe Independent School District v. Doe*, striking down student-led devotionals before public school football games. The Court in *Santa Fe* declared that student-led religious expression at a public school event on school property and representing the student body under the supervision of school personnel could not be considered private, constitutionally protected speech.

The Guidance also states that teachers and other school employees can participate in devotional meetings during non-instructional time (e.g., before school, during lunch), which conflicts with a Seventh Circuit ruling that faculty have no First Amendment right to hold prayer meetings in public schools before students arrive. Furthermore, according to the Guidance, students may express religious views in their homework, artwork, and other written and oral assignments. Yet, several courts have ruled that school personnel can censor student presentations to ensure that students are not proselytizing their classmates.

There are other potential conflicts between the Guidance and federal court rulings. Thus, rather than clarifying what religious activities are permissible in public schools, it is likely that the Guidance will actually trigger additional litigation as courts and legislative bodies struggle to identify the appropriate church/state relationship in public education. The balance between protecting private religious expression and guarding against government advancement of religion is a delicate one indeed. #

Martha McCarthy, Ph.D. is the Chancellor Professor, School of Education, Indiana University.

BANK STREET COLLEGE OFFERS INSIGHTS ABOUT 9/11

By TOM KERTES

"Due to the film's raw power," Bank Street College provided "a small, secure place for group discussion" after the showing of "Our School." Not one person took advantage of the considerate offer.

Are we that immune by now to 9/11? Or do people, basically in shock, just react matter-of-factly to unspeakable tragedy? That, of course, is the very theme of "Our School," a film by Lori Hamilton. Hamilton is a parent at P.S. 234, an elementary school with 620 students at Ground Zero, standing approximately three blocks away from the Twin Towers.

"Originally, this started out as just making a historical record for my son who's in the third grade there," said Hamilton. "Then, as I was shooting the film, it evolved into something different practically every day. Just as the meaning of 9/11 does." The movie is comprised of interviews with teachers, aides, maintenance people, and the principal of P.S. 234 months after the monstrous event, just as they began the process of reoccupying the school (which was used as a Red Cross center in the interim).

The movie is majestic in its very mundaneness; the participants' recollections are not that different from anyone else's who's lived through that day of devastation. "As we were attempting to run away from the school—a child holding my hand tightly—and I was stumbling all over the darkness in my three-inch clogs, I realized that not one of us was wearing the proper shoes," one teacher says. Another recalls that, as she expresses fear that the towers might fall right ON the school, one

of her second-graders explains that, "in Manhattan, all the buildings were constructed so they fall *straight* down." "You're seven years old, how would you know something like that?" the teacher asks in amazement.

A school aide, who was instrumental in putting the school safety plan together, confesses matter-of-factly that "the very first moment, the entire plan was out the window." Principal Anne Switzer is in icy control of the unprecedented events throughout the entire morning, only to collapse in hysterics on the steps of a store in the early afternoon when "it was all over and I knew all the children were safe." Teachers go through the gamut of disbelief, shock, consternation, fear, and anger, but never let go of the idea that "the children come first".

None of them display much on emotion on the outside. When all the students gather in the lunchroom, they read books to them and hand out snacks. Some kids begin to make drawings, needing to process the event immediately. An office-guy has a whistle. "As long as I heard that whistle, I knew everything was going to be all right," a young kindergarten teacher said. When everyone must trod into the basement—something that was never done before—the teachers turn it into a game in order to allay the children's fear (shades of Roberto Benigni's Oscar-winning "Life is Beautiful").

Professionals retain control when everything around them is so desperately out of control. And the main focus is always the kids. "Those teachers put the children's safety ahead of all other concerns, even their own lives," Hamilton said. "This film is many things. But, mainly, it is a note of 'thank you'." #

Is your child Dyslexic
or experiencing school failure?
If so, we may be the solution.

We strive to help children not only have
the skills needed to learn, but to want to learn.

The Sterling School



We take our commitment seriously

- Orton Gillingham trained staff
- Small classes with individualized attention
- Art, music, culinary arts, and computers for a rich education

Call 718-625-3502 or contact: Ruth Arberman,
Director of The Sterling School
299 Pacific Street, Brooklyn, New York 11201

Resumes Sought for Teaching Positions
for 2003 - 2004 School Year

Now Accepting Admissions

Harlem Children Society: An Experiment with K-12 Science Education

By SAT BHATTACHARYA, Ph.D.

I am a research scientist at Memorial Sloan-Kettering Cancer Center in New York City. I constantly train and teach young medical students, physicians and other personnel. As a service to the community, I began to extend my services to the public schools in Harlem, giving bright and motivated young kids an opportunity to become initiated directly into the world of science.

With that dream in mind, three years ago, I founded The 'Harlem Children Society', which is now recognized by the city, state and federal governments. The Society is devoted to meeting the scientific education and developmental needs of children and young adolescents living or attending school in under-resourced and under-privileged neighborhoods. Emphasis is placed on the pursuit of higher education and career achievement by providing knowledge, skills, guidance and understanding.

High school students in under-resourced neighborhoods were interviewed and selected for projects which were funded by a grant from the American Chemical Society.

All the students were given a thorough background in the sciences related to the projects.

Other scientists and researchers gave them frequent lectures and tutorials. They were given rigorous training relating to the techniques, safe and proper handling of devices, instruments, chemicals & biological agents relating to the ongoing projects.

At the end of the summer, the students were required to summarize their work and present their results in the laboratory and were encouraged to compete with other students at several regional and national science conferences and competitions.

Among their many accomplishments were: Silver Medal Winner in Medicine & Health in Hudson County Science Fair, The United States Army, Navy, & Air Force Certificate of Achievements Award, 1st place in New Jersey Biomedical Cancer Research Symposium at Rider. Two of the students are presently attending Rutgers and Dartmouth University and two students were accepted at seven year combined undergraduate and medical schools at UMDNJ and Swarthmore University.

This year we have received funding to support nine students as interns in other laboratories and institutions in the city like Columbia University. #

SEE THE
**OUTSTANDING
TEACHERS
OF THE MONTH**

ON PAGE 12

If you would like to attend our
**Harvard Club awards breakfast on
June 20th, send \$25 per person to
Ed. Update, 17 Lexington Ave., Box
1207, NY, NY 10010. Include your
name, title and telephone number.**



Graduating High School: A Triumph in Learning English

By ADAM SUGERMAN

At the TESOL convention in Baltimore this year, I witnessed enthusiastic groups of professionals who were committed to teaching English while recognizing and supporting efforts to help students preserve their own language. It reminded me of one particular soon-to-be high school graduate.

In June, Henry receives his high school diploma. Looking back on his school years, he proudly remembers his triumphs over the difficulties shared by students who overcome linguistic barriers that mar their early U.S. school experience. Like hundreds of thousands of his contemporaries, his K-12 journey has been filled with academic—and social—uncertainty, but he is now ready to continue on his career path.

Spending the first decade of his life in Colombia, his teachers were academically strict, using a rote memorization method to teach and evaluate. Henry's notebooks, filled with his handwriting, was at a much higher level than the writing demonstrated by his peers in the U.S. Students were instructed to organize their notebooks by subject. We see that his teachers' linear approach to instruction allowed Henry to build his thinking from the concrete to the abstract.

When Henry turned ten, his family immigrated to the Midwest. Henry entered the U.S. school system in the fifth grade and became enrolled in a private school with little experience in teaching language-minority children. His parents hoped that his immersion in English would help him acquire the language much more quickly. After three months of

study, Henry showed little improvement in academic and social English. More important, his self-esteem had reached its nadir.

Upon consulting with Henry's teacher and school's principal, Henry's parents decided to enroll him in a "bilingual" program at a neighborhood public school. In the fifth grade, Henry's class studied with second grade textbooks. All classes were conducted in Spanish, with a weekly one-hour class in ESL. The school had insurmountable problems, ranging from discipline and overcrowding to a staff suffering from low morale. For the first time in his life, Henry dreaded attending school. Each day, his grandparents had to escort him past the bullies who tormented their arbitrary victims. Once again, his parents withdrew him and contemplated homeschooling.

In January, Henry's parents enrolled him in another private school. Although the classes were conducted exclusively in English, Henry's teachers doted over him. The school provided tutoring after school. The curriculum was also much more rigorous, the students acted more maturely, and Henry started to thrive. He learned English by understanding content, by his parents translating his homework, by listening to the Beatles ... and by relating English to his personal experiences. By the end of the school year, Henry was able to communicate with his peers in spoken English. It took two years for him to become fluent in social English and another two years in academic English. In the meantime, Henry didn't lose his native Spanish. Today he is completely bilingual!#

Healthy Children Healthy Futures



By MATILDA RAFFA
CUOMO
AND B.J. CARTER

According to the Centers for Disease Control, the number of obese children continues to rise. Recent data from the National Center of Healthy Statistics shows that nearly 9 million children and adolescents ages 6-19 are overweight. This is three times the number of overweight children and teens in 1980. Health problems associated with obesity among our nation's youth include the increased risk for diabetes, high blood pressure, high cholesterol, orthopedic ailments and social problems.

In 2001, Strang and the MetLife Foundation, along with a partner alliance with Mentoring USA, joined forces and are currently implementing Healthy Children Healthy Futures Initiative intended for underserved young people, ages 9-12, in after-school settings. The Initiative provides for children the opportunity to learn about healthy eating and physical activity and motivate them to create compelling messages to encourage their peers to do the same.

Mentoring USA worked with Strang to design both the training and the associated training manuals for the pilot program in the after-school sites in Atlanta, Los Angeles and New York City. Mentoring USA's expertise in group mentoring helped the after-school facilitators—who manage groups of children at their respective program sites—to better understand their roles as "mentor-facilitators." The children, in turn, learned about the value and significance of increased physical activity and healthy eating, knowledge, which they converted into advertisement messages in various media (posters, radio spots, animated TV ads, and short videos) to share with their peers and

families.

Concurrently with the start of the national Initiative, a voluntary advisory board of visionary professionals from the private and public sector who have an interest in the health and welfare of our nation's underserved children was formed. The advisory board, which is chaired by Matilda Raffa Cuomo of Mentoring USA, includes for example, Clarence Pearson, Senior Advisor to the World Health Organization; Angelica Cantlon, Senior Vice President Human Resources, Metropolitan Life; Freddie Greenberg, Editor-in-Chief, Nick Jr. Magazine; Ernest Clayton, United Parents Association; Alwyn Cohall, MD, Director, Harlem Health Promotion Center, Mailman School of Public Health, Columbia University; Judith Pickens, Senior Vice President, Program Services, Boys & Girls Clubs of America; Paula Veale, Executive Vice President, The Advertising Council, Inc; Special Board advisors include: Woodie Kessel, MD, Assistant Surgeon General, President's Task Force on Environmental Health Risks & Safety Risks to Children; Howell Wechsler, Ed.D., MPH, Centers for Disease Control and Prevention, Division of Adolescent and School Health; Terry Marx, MD, Chief Physician for School Health, NYC Board of Ed and Special liaison to the American Academy of Pediatrics. The members of this group are all actively providing their expertise to assist in the development, refinement, and/or the dissemination of the Healthy Children Healthy Futures program.

The goal of the next program phase is to develop a *Healthy Eating, Physical Activity Parent Program* for healthy eating and physical activity. Mentoring USA, working with Strang, will provide the training component to enable parents to become advocates who will then mentor other parents on healthy eating and

continued on page 28

Calendar of Events

June 2003

Entertainment

Three Hot Shows
- *Beauty & The Beast*
- *The Lion King*
- *AIDA*

Call: 212-703-1040 or 800-439-9000

Fax: 212-703-1085

Email:

disneyonbroadwaygroups@disneyonline.com

Web: www.disneyonbroadway.com/groups

Open Houses

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.

Community School District 3: Gifted & Talented Program, (212) 678-2897, Marilyn Carella
300 West 96th St., NYC 10025.

Program is available at 8 different schools in Manhattan.

Smith School: (212) 879-6354

7 East 96th Street; (between 5th & Madison Ave.), New York, NY; Call for appointment.

Workshops

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

Bringing Liberty Science Center to You!

Host Liberty Science Center at your summer camps, school programs, festivals, or other community events. Through assembly shows and classroom workshops, we bring the excitement of Liberty Science Center right to your location!

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.

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! All our current workshops and assembly programs can be viewed under Educational Experiences at www.lsc.org. Please call (201) 451-0006 and speak with either John Herrera x218, jherrer@lsc.org, or Jim McGlynn x340, jmcglynn@lsc.org, for further details.

Ruby Payne, aha! Process, Training Center

Meeting Standards and Raising Test Scores When You Don't Have Much Time - Magee & Kim Ellis, June 13

Tucker Train the Trainers - Beth Tucker, July 22
Tucker Signing Strategies for Reading - Beth Tucker, July 23

All workshops take place in the Training Center, Highlands, TX. For further information please call: 800-424-9484

It takes more than an apple to reach today's teachers...

It takes

New York Teacher

- The most widely-circulated bi-weekly in the field of education
- The official publication of the New York State United teachers
- Read by 480,000 top teachers and other professionals in education and health care
- An alert, perceptive and influential audience

To make your media plan the apple of a teacher's eye, call (800) 448-4237

800 Troy-Schenectady Road, Latham, NY 12110

ARTCARVED - HIGH SCHOOL CLASS RINGS

CLASS RINGS

YEAR - proudly display the year of your graduation

SCHOOL NAME - spelled out around the stone

STONES - your choices are almost limitless

NAME - customize your ring with your name, personal space or mascot name

ENGRAVING - your full name or your initials are engraved inside

Call Mark at Yellin Jewelers
(212) 925-8854 • www.yellinjewelers.com

HIGH QUALITY - CALL FOR A FREE CATALOG

HELP! CHEMISTRY TESTS, REGENTS

OVER 50,000 BOOKS SOLD
HIGH MARKS: REGENTS CHEMISTRY
MADE EASY BY SHARON WELCHER
(College Teacher, Chairperson, and
Teacher of High School Review Courses)

This book is your private tutor-
Easy Review Book for NEW Regents
(second edition) with hundreds of questions
and solutions, **Get HIGH MARKS \$10.95**

Available at leading book stores
or call 718-271-7466

www.HighMarksInSchool.com



PROFILES IN EDUCATION

BEHIND THE SILVER SCREEN WITH REEVES LEHMANN

By JACOB M. APPEL

The film program at the School of Visual Arts has changed dramatically since Reeves Lehmann attended college in the 1970s. "Back then there was a much, much smaller student population," he recalled. "We were also a very mature group of students—many of us, like myself, were coming out of the service, coming back from Vietnam. And the war was still going on, which created a whole different climate." At that time, "most of the student-made films were about relationships, some were documentaries." Maybe because of their personal experiences, the students tended to stay away from political subject matter. "If I can recall," observed Lehmann, "I don't think any of the films had any relation to the war. We just didn't go there with our films." At that time, access to faculty and equipment was also much more limited. According to Lehmann, "Back then you had a choice of five advisers. Now you have the entire faculty of the film department available to be film advisers. Back then there were twenty-five to thirty instructors at the school, now there are one hundred thirty just in this department." All of these faculty are working professionals and experts in their fields. Students in the Department of Film, Video and Animation can now specialize in directing, cinematography, editing, and screenwriting. The driving force behind these changes has been Lehmann himself, whose fourteen years as chairman of the department have seen a revolutionary transformation of the program.

One of Lehmann's first innovations as chairman was the establishment of a film festival, the Dusty Awards, to show the thesis projects of the school's undergraduates. "During the festival," explained Lehmann, "we have people from the industry come here for a private screening of all the work, and they judge the films and make the selections for the most outstanding screenplay, cinematography, film, what have you. We keep that under wraps and then the finale of the film festival, which is actually an awards evening, is where we announce those winners and that's where they get their Dusty." The festival, open to the public, is attended by in excess of three thousand people. "For an undergraduate film festival," noted Lehmann, "that is absolutely amazing." The school invites prominent figures from the



Reeves Lehmann, Chair, Department of Film & Video, SVU

film industry to present the awards. This year Arthur Penn (Little Big Man, Bonnie and Clyde) handed out the directing award. Other recent presenters included screenwriter David Kepp (Spider Man, Panic Room), actor/director Mark Rydell (On Golden Pond) and horror directors George Romero (Night of the Living Dead) and Wes Craven (Nightmare on Elm Street, Scream). "It's quite an evening," declared Lehmann. "And they don't just give out the awards, they impact inspiration and hope to the students." The event is underwritten by such industry mainstays as Kodak, Sony and Technicolor. Proceeds from the screenings are used to fund the thesis projects of up-and-coming students, which can often cost between \$8,000 and \$25,000.

Another of Lehmann's innovations was the hiring of a film festival coordinator to encourage students to compete for external awards in a highly competitive industry. "There are now hundreds of film festivals across the country," explained Lehmann. "It's important to have a film festival coordinator students can go to for advice, not only on determining which festivals their film would be suited for, but also how to prep their film and all the other support materials that go to these festivals." In recent years, School of Visual Arts students have twice won the Motion Picture Academy Award for

Students and have also garnered the Eastman-Kodak Cinematography Award and the prestigious Director's Guild of America—East Award for Outstanding Filmmaking.

One of the distinguishing features of the School of Visual Arts program is its emphasis on acting. "There is no other film school in the country that I am aware of that requires all students, regardless of whether they plan to be directors, cinematographers, editors, or screenwriters, to take acting classes," explained Lehmann. "That's very important to us. Aside from a good script, performance can either make or break your film. An understanding of what an actor goes through, and having the language and the respect and being able to collaborate with the actors, is vital."

Another defining characteristic of the program is the students' unfettered access to equipment. "We are probably the most well-equipped film school per capita on the East Coast, maybe in the country," noted Lehmann, "and we do not put any restrictions on access to equipment. Once they learn how to use the equipment, the students can access it as often as they need it for their productions, which doesn't happen at a lot of other schools."

The most significant transformation in the film department during Lehmann's tenure has not been only curricular, but technological. The advent of digital technology has substantially reduced costs for many students; approximately sixty percent shoot their final project, a ten to twenty minute film, on digital video. But even those who choose to shoot on film, for which there remains a preference, have benefited from the digital revolution. "There are students who still shoot on film and there are students who go to the digital side," explained Lehmann, "but both, regardless of how they shoot, end up editing in the digital realm. There is no more hands-on film editing anymore." Lehmann admits his own preference for film, noting that the "immediacy" of digital video can't compete with the "warmth" and "clarity" of the traditional medium. "The problem with digital, still," added Lehmann, "is that on the large screen it only looks good if you have the most expensive projectors. But who's going to pay for that at all these theaters across the county?" You need someone knowledgeable to show a digital video; film, in contrast, can be "super-

vised by the popcorn kid."

Lehmann is himself an avid cinema aficionado. He worked for several commercial houses, making documentaries, before he arrived at the School of the Visual Arts. His favorite director is France's Claude LeLouch whom he praises as "a true romantic" who "loves cinema" and "whose passion for film making you can see in his movies." LeLouch began his career as a cameraman and gained fame for such films as "A Man and a Woman," "And Now My Love," "Happy New Year," and "Bandits"; many of his films have been remade by American directors. Lehmann readily urges students and any lovers of cinema to watch LeLouch's work. Lehmann's favorite film, "The Holy Mountain," which he describes as "genius in its storytelling," may be a more difficult challenge for movie buffs. It was directed by the Chilean-born Alejandro Jodorowsky and first shown in New York City in 1973. Lehmann obtained his personal copy of laser disk from a friend, filmmaker Roy Frumkes (who is also a fan of A.J.), while visiting Japan; the work has never been released in the United States. And maybe this magical film is symptomatic of the dilemma that Lehmann has spent his career trying to remedy—the plethora of remarkable films that never make it to mainstream theaters and are never exposed to widespread audiences. Needless to say, one of the principal goals of the film program at the School of the Visual Arts is to give its students who have worked so hard, as much opportunity as possible to display their work to the industry and general public. #

The Writing Center is an on-campus tutorial service. We help all types of students with specific writing tasks, assisting them in developing strategies and approaches to writing they can use on their own. Students work one-on-one with a Writing Consultant, receiving individualized instruction to develop competence and confidence in writing. Consultants are selected for their ability to help students through the writing process, from idea formation through final drafts. The consultants have relevant academic and teaching experience and are comfortable working with both native and non-native speakers of English pursuing a variety of degrees. Teachers College students benefit from a special subsidized rate. Non-TC adult and adolescent students are welcomed and accommodated.

To obtain a writing consultant, first register in person at the Writing Center and pay for the first 3 hours of time. Once payment is made, client and consultant are matched; contact your new consultant for an appointment. Consultants and clients create a mutually agreeable schedule of appointments and can meet in one of our tutoring rooms on campus or another location.

Spring Registration hours are
M: 1-4:30, Wed: 1-7, Thurs: 1-6:30,
or call for an appointment
outside these hours.

Free Writing Handouts
Writing Tutors for
Adolescents Available

We specialize in:

- Reaction papers
- Research papers
- Critiques
- Literature reviews
- Dissertations
- APA documentation
- Personal statements
- Cover letters
- Resumes
- College essays and more

We are located at 525 W. 120th St., room 46, in
the basement of the Horace Mann building.

Ph: 212-678-3789

Email: writingskills@exchange.tc.columbia.edu



DEAF AND HEARING STUDENTS PERFORM TOGETHER AS PART OF DIGITAL ARTS PROGRAM

The show will go on at Community School District 25 with a student production that combines live performances and digital demonstrations of classic works such as "The Crucible" and "Romeo and Juliet." The Digital Arts program stems from a Teaching Matters initiative called "Digital Storytelling" that uses technology to help students understand and appreciate classic literature.

In a unique twist, this year's program will feature deaf and hearing students performing together as part of a collaborative effort between District 25 and the Lexington School for the Deaf. The performance will take place at the Lexington School's Ralph and Ricky Lauren Performing Arts Center.

"The Digital Arts program gives students the chance to display their individual talents while

also learning the importance of teamwork," said Arlene Jordan, Community School District 25's Supervisor of Expressive Arts. "Working with local artists, actors, musicians, their teachers, and other students, they discover how each individual contributes to the success of the whole production." In addition to working with the local community, some classrooms also collaborated with students from overseas. New York City students and their "cyber-pals" in London wrote plays set in each other's location, so that each group taught the other about their city, geography, and culture.

Arts programs that incorporate a variety of technologies are particularly effective in helping students learn in the core content areas, especially "hard to reach" students, according to Teaching Matters Executive Director Lynette Guastafarro. "When you expand a student's

horizons, he or she becomes more motivated to learn," she said. "Digital arts are not just about painting pictures. People are surprised by how much reading and writing kids have to do in these types of programs."

Additional collaborators in the Digital Arts program include the Epic Theatre Center, Artsgenesis, Inc, Flushing Council on Culture and the Arts, and the Queens Council on the Arts. Digital Arts is supported by the New York City Department of Education's Project ART's, the New York State Council on the Arts, the U.S. Department of Education and The Helena Rubenstein Foundation.#



Lexington School for the Deaf in Queens

An Appeal for The Children of PS 169 In Manhattan

P. S. 169, The Robert F. Kennedy School, is a special education middle school located on 88th Street between Park and Lexington Avenues. The students who attend the school are learning disabled and emotionally disturbed. Some of them are autistic. Most are economically disadvantaged.

The Friends of P. S 169 is a neighborhood organization started about 45 years ago. We enrich the lives of the children by tutoring them in reading and math and by supporting other literacy and educational programs. One of their major goals is to send as many children as possible to summer camp. This is the reason we write to you each year.

If we can pay for a reading teacher so that a little boy learns to read, his life will be better. If we can send a child to camp for a few weeks to enjoy the outdoors and perhaps learn to swim...we have given a lifetime of memories.

Last year, with your help, we sent 27 children

to Camp Ramapo in Rheinbeck, New York. We hope to be able to send 30 or more children to camp this summer. It costs \$1,750 to send one child to camp for three weeks. We cannot achieve our goal without you. Please help us again by making a generous tax-deductible contribution.

This year has been hard on most folks. We cannot imagine how difficult it must be for the parents of their children at P. S. 169, that is, for those children who have parents. Many are foster children and quite a few are homeless children...but all of them are our children. Please give so that we can build memories. Help us make the lives of those children who are less fortunate a little brighter. If you wish further information, contract Janet Rotner, President, Telephone: (212) 517-3719; Dee Frye, Tutor Co-Chair (212) 570-9793; Janet Kramer, Tutor Co-Chair (212) 876-5566.#

**After June 15th Education Update's
new phone number will be (212) 477-5600**

CHILDREN & ADULTS Assessment & Treatment

- ▶ ADD / ADHD
- ▶ Learning Disabilities
- ▶ Depression, Anxiety

Call for information on upcoming
parent education seminars

Gabriela Hohn, Ph.D.
Clinical Neuropsychologist
106 Charlies Street, Apt. #3
NYC 10014

212.691.0291
geh6@columbia.edu
<http://G.E.Hohn.PhD.att.home.net>

Yes, there is a solution!



LINDAMOOD-BELL
Learning Processes

Our critically-acclaimed learning programs can help your child reach full potential in reading, spelling, math, and comprehension.

"We are overcome with joy at Kyle's progress. He's now reading at grade level for the first time. He's happy and confident. What more can parents ask for?" -A parent

Lindamood-Bell Learning Processes
153 Waverly Place, 9th Floor
(212) 627-8576

Financing Available!

Lindamood-Bell is the only provider endorsed and licensed by the authors of the Lindamood-Bell program.

www.LindamoodBell.com

*Call now to make the
difference of a lifetime!*



A THERAPEUTIC OUTDOOR GROWTH EXPERIENCE

Blackwater Outdoor Experience is a therapeutic outdoor community geared to treat adolescents, young adults and adults who have experienced problems with drugs and alcohol, ADHD/ADD, lack of motivation and adoption issues.



We treat the psychosocial aspects of adolescent development by using an experienced staff of psychologists, social workers, a licensed professional counselor, educational and vocational consultants and a therapeutic outdoor program.



Blackwater Outdoor Experiences
13821 Village Mill Drive • Midlothian, Virginia 23114
Phone (804) 794-8900, ext. 262 Fax (804) 378-2012
www.BlackWaterOutdoor-ahc.com
email: admissions@blackwateroutdoor-ahc.com

*Our philosophy is to treat teens as people instead of patients.
Assess their strengths to accommodate their relative weaknesses*

West End Day School

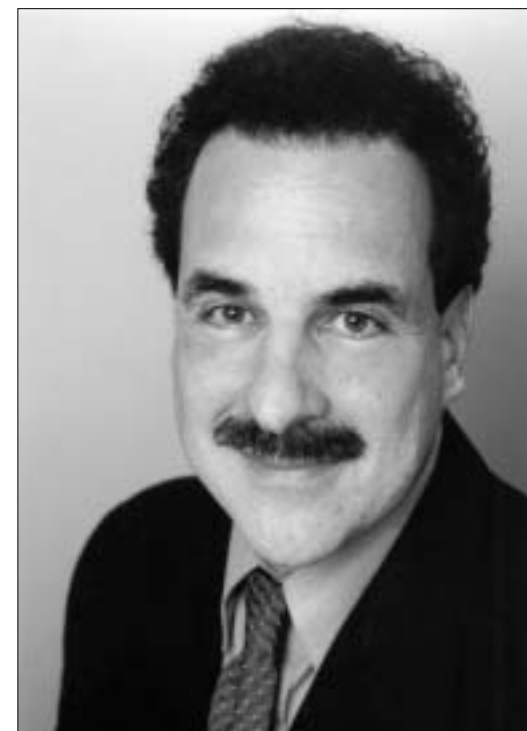
Our mission is to provide an academic elementary school program for intelligent children having learning and/or social issues.



- Full academic curriculum grades K-6
- An intimate nurturing school
- Academically & Socially grouped classes
- Small structured classes

212-873-5708 • www.westenddayschool.org • 255 W.71St. NYC 10023

*Congratulations to
Harold S. Koplewicz, M.D.,
Director of the
NYU Child Study Center,
for his
recent
induction
into New
York
Magazine's
Best
Doctors
Hall of
Fame*



Dr. Harold S. Koplewicz



Changing the Face
of Child Mental Health

The New York University Child Study Center
provides help for children and teenagers with mental health problems including:

- Attention-Deficit/Hyperactivity Disorder
- Anxiety
- Depression
- Learning Problems
- Tourette's Disorder
- Trauma and Stress Related Symptoms

For more information please call:

(212) 263-8916

or visit

www.AboutOurKids.org

NYU Child Study Center
577 First Avenue
New York, NY 10016



Would You Recognize a Troubled Teen?

One of the difficulties parents and educators face when dealing with adolescents is recognizing the difference between a teen going through the normal rebelliousness of adolescence and a teen who is heading down a destructive path. Adults often struggle to find a balance between giving adolescents some necessary independence and reining them in when they push the

boundaries of acceptable behavior. Although some parents may be tempted to compare their teen's behavior to other teens to decide if their behavior is appropriate, remember that one teen's innocent rebelliousness can be another's doorway to truly self-destructive behavior. The teen that wants more privacy is not the same as the teen who sneaks around or lies about their

activities. If you believe your child is heading in the wrong direction, trust your instincts and take action before the situation deteriorates.

The parent who decides to confront behavior head on will inevitably see the tension in the home exacerbated. Your increased interest in your child's activities will be met with suspicion and hostility. You need to prepare yourself for your child's counterattack. First, honestly appraise the situation; do not just examine your teen's behaviors, but your own actions in response to them. When you have implicitly given permission for negative actions by simply ignoring them? When have you not followed through on enforcing the consequences for unacceptable behavior? An honest examination of the communication between you and your teen will help you avoid the same mistakes in the future.

Parents' delay in getting help when they write off problems as "just a harmless phase." For every teen that pushes the edge and sees little or no consequences, there is a teen that has been expelled from school or put into a compromising or dangerous situation because they are under the influence of drugs or alcohol. Never assume teens that are acting out have the skills and self-knowledge to change on their own. As the parent, you can even be held *legally* responsible for your child's behavior in some circumstances. If you approach the problem with this in mind, you will more fully grasp how essential your guidance and discipline is.

Because adolescence is a time of a changing sense of self, your teen is probably less and less inclined to allow you to make all their decisions for them. There is nothing wrong with letting your teen make mistakes. The issues arise when those mistakes are dangerous to them or others.

If you feel your adolescent is out of control, there are many resources available. Counselors



who specialize in child behavior can help parents decide a course of intervention. In cases where the child's behavior has become extreme, many parents find that residential programs are the most effective. The child can no longer be influenced by the negative peer group or manipulate their parents and teachers.

Therapeutic wilderness programs can be highly effective in transforming behavior. These experiential programs teach primitive wilderness skills, responsibility, and the consequences of negative behavior, and they help the child improve self-esteem and self-confidence. Therapeutic boarding schools that emphasize emotional growth as well as academics can help turn around both behavior and school performance of a troubled teenager. Children with learning disabilities greatly benefit from the individualized academic attention they receive in these schools.

Aspen Education Group has proven programs that can help adolescent children who have self-defeating behaviors, learning disabilities, and substance abuse issues. These intensive programs can quickly narrow down your child's issues to help him or her get back on a positive life path.#

Visit <http://www.aspeneducation.com> or call (888) 972-7736 for more information.



SMS

Stone Mountain School

Residential Programs for Young Men
Ages 11-16 at time of enrollment

Certified Special Education **ADHD/LD**

Bright & Unmotivated · Selective Enrollment · Small Class Size

Year Round Admissions · Traditional Academic Environment

Outdoor Components · Skills for a Lifetime

Call 1.828.669.8639

www.stonemountainschool.org



New York University Child Study Center

Changing the Face of Child Mental Health

Has your child been diagnosed with ADHD or a related condition?

The NYU Child Study Center is offering a series of workshops designed to help parents and other family members better understand their child's diagnosis and learn about the most current, evidence-based treatments and interventions available.

Upcoming Sessions:

- 6/9/03 **Sibling issues: Something can be done!**
Presenter: Amy Bobrow, Ph.D.
- 6/16/03 **It's not your fault! What causes ADHD anyway?**
Presenter: Steven M. S. Kurtz, Ph.D., ABPP
- 6/23/03 **Social skills: Helping your child fit in and make and keep friendships**
Presenter: Steven M. S. Kurtz, Ph.D., ABPP
- 6/30/03 **Holidays, vacations and family gatherings with ADHD youngsters.**
Presenter: Steven M. S. Kurtz, Ph.D., ABPP

Monday Evenings from 6:30 - 8:00 pm
Cost is \$15 per session per family

For a reservation, please contact:
(212) 263-8915
577 First Avenue
www.AboutOurKids.org



Assessment Diagnostics Healing & Development

IS THIS SOMEONE YOU KNOW?

Are you or your child easily distracted, unfocused, unable to concentrate, feeling over-stressed or anxious? Are you or your child having difficulty at work, in school or with relationships? Do you need a translator to understand your child's school evaluations? There are solutions. The **Group for ADHD** can help. Often, depressed, addictive, compulsive or anxious behavior are indicative of misdiagnosed and untreated Attention Deficit Hyperactivity Disorder (ADHD) and/or Learning Disabilities (LD). These behaviors become the individual's method for coping with the symptoms of ADHD and/or LD. This is true of all children and adults. The aim of Group For ADHD is to develop strengths out of weakness and to create more effective methods of compensation when necessary.

THE MISSION

The **Group For ADHD** does not believe in a one size fits all therapy. Our Clinicians carefully evaluate each individual using state of the art diagnostic tools. Based upon the findings, we design, together with the individual, an effective treatment plan. We have many tools in our tool box at the **Group for ADHD** to accomplish this, and we employ the methods best suited for each particular situation. The **Group For ADHD** is dedicated to individual adults, children, and families of all ages living with Learning Disabilities and Attention Deficit Hyperactivity Disorder. The goal is to establish alternative and adjunct treatments to drug therapy as well as to offer school and workplace support.

Lenore Ruben, CSW, CHT, EMDR
Orly Calderon, PsyD
Cathy Wein, PhD

250 West 57 Street,
Suite 723
New York, NY 10107
212.586.2135



Dr. Toy Names Metanon Board Game "Best Children's Vacation Product"

By INSTITUTE FOR CHILDHOOD RESOURCES

Metanon: The Biocode Adventure(tm) was selected by Dr. Toy as one of this year's "Best Children's Vacation Products." One of several hundred applicants, the game was selected for its unique design and educational value. As an award recipient, the game will be profiled in Dr. Toy's Guide to Current, Best Leisure Time Products for Young Consumers 2003.

Dr. Toy or Stevanne Auerbach, Ph.D., is a child development specialist with the Institute for Childhood Resources, who has been helping parents locate fun and educational toys and activities for their children since 1995. She reviews hundreds of products annually in a highly selective search for items that are not only fun, innovative and safe, but also cost effective, challenging and skill building. Of those products, only those of the highest quality are selected for the annual Toy Awards and published in Dr. Toy's Guide for parents. Dr. Toy is a frequent speaker and writer on toys and children's products, having appeared on The Today Show, The Donahue Show and many other television and radio talk shows, as well as in a variety of print publications.

Created by kSERO Corporation Inc.(tm), a leading developer of children's products that increase reasoning and logic skills, Metanon: The Biocode Adventure is an innovative, highly engaging board game that teaches children the fundamentals of science and DNA without the complex terminology. With fun space alien characters and brightly colored pieces, the game is ideal for families and children of all ages.

"We're very proud to receive such a prestigious award from Dr. Toy," said Susan Hardwicke, Ph.D., kSERO founder. "It proves that Metanon is a product that fills that critical need for children to develop a number of dif-

ferent abilities while they engage in structured play—and what a better time than the summer for a fun learning game?"

Launched this winter at the International Toy Fair in New York, Metanon: The Biocode Adventure allows 2-6 players to compete as one of six characters racing to repair their spaceships and blast off from the planet Metanon. To complete their mission and return home, players must collect Biocodes, pieces that represent DNA molecules, and assemble them in various patterns of shapes and colors, in the same way DNA appears in genetic code.

In addition to receiving the prestigious Toy Award, Metanon: The Biocode Adventure has been endorsed by the scientific and toy industries alike. The Biotechnology Institute lauded the game as "a great way to introduce children to the important concepts of DNA," while U.S. Kids magazine said, "The game is loads of fun."

Metanon: The Biocode Adventure is currently available online at www.Metanongames.com and in stores throughout the Mid-Atlantic. Included with the game is a parents' guide on how kids learn by playing and the science behind the game. The suggested retail price is \$29.99. kSERO plans to extend the line of Metanon products in the future.

About kSERO Corporation, Inc.:

kSERO Corporation, Inc., creates products that inspire and teach children so that they develop skills needed to participate fully in biology, medicine and life sciences by leveraging advances in cognitive science and linguistics. kSERO produces toys that small children can play with—computer games and other products that will stimulate several areas of the brain simultaneously—thus increasing the ability for learning critical math, science and language skills.#

Research Finds Decline In Outdoor Play

By DR. RHONDA CLEMENTS

With summer approaching, many New York City parents can recall childhood memories involving stickball, sidewalk chalk, handball, jump rope, and a variety of child-created games. Some might even recall when kids in every neighborhood of every borough in New York played stoopball, hopscotch, and tag. One could assume that the current generation of children will have similar memories of outdoor experiences. However, new research indicates that only 33% of today's kids participate in hopscotch, jump rope, and a variety of street games compared to 85% of their moms when they were children.

Mothers find that outdoor play, reduces their child's stress (97%), and allows opportunities for children to be expressive and noisy (93%). Moving vigorously in the outdoors also positively impacts their physical skills (93%). Sixty-seven percent also identified outdoor play as a means for children to interact with children from other cultures. The latter benefit of outdoor play directly reflects increasingly important neighborhood and community goals in New York City.

Has outdoor play decreased? The results indicate that 85% of the mothers agreed that their child or children played outdoors less often than a generation ago. In fact, 70% of the mothers played outdoors daily, compared with only 31% of their children today. Furthermore, when the mothers did play outdoors, 56% of them remained outdoors for three or more hours, com-

pared with only 22% of today's children who play three or more hours outside. This is a major change in just one generation.

Researchers, parents and educators alike know that the benefits of outdoor active play are many. Children can relieve stress, develop leadership skills within varied peer groups, create games and form memories with siblings, increase physical strength, form greater awareness of their surroundings, and start to grow an appreciation of nature to last a lifetime.

Of no surprise, obstacles that prevent today's children from spending more time outdoors include the child's large dependency on television viewing (85%) and computer games (81%). In addition, 82% of the mothers identified safety concerns and crime as limiting factors, and 77% of the parents indicated that they now lack adequate time to be outdoors with their children. These obstacles to outdoor play, in New York City and the rest of the United States, do influence the child's healthy growth and development.

To assist parents in insuring that all children experience the joys of outdoor play, The American Association for the Child's Right To Play will hold a play park event at the Bronx Zoo, June 20-22 which is designed to inspire a child's imagination and encourage cognitive, physical and social development. #

Dr. Rhonda Clements is the President of the American Association for the Child's Right to Play.

NUMBER OF BLACK CHILDREN IN EXTREME POVERTY HITS RECORD HIGH

The number of Black children living in extreme poverty is at its highest level in 23 years, according to an analysis released by the Children's Defense Fund. Despite several years of a booming economy, nearly one million Black children in 2001 lived in a family making less than half the federal poverty line (disposable income below \$7,064 for a family of three). The Bush Administration plans to dismantle Head Start, block Medicaid and the Children's Health Insurance Program, and slash and freeze crucial services designed to help these poorest children.

Recent studies show overall poverty has declined among Black children, but fail to show the record-breaking increase in extreme poverty among these children. Analysis further shows that safety nets for the worst-off families are being eroded by Bush Administration policies that cause fewer extremely poor children of all races to receive cash and in-kind assistance that could help these families.

Children's Defense Fund President Marian

Wright Edelman said these numbers are clear indicators that as a country, we must invest in children now instead of passing irresponsible tax breaks for the rich.

"It is shameful that one million Black children are left behind in extreme poverty," said Edelman. "It is hard to be poor. It is harder to be an extremely poor Black child in America when our President who says we should Leave No Child Behind® is proposing massive new tax breaks for the richest Americans."

The Bush Administration claims its plan to dismantle, eliminate, cut and freeze essential services for children to pay for massive new tax cuts for the wealthiest Americans will spur the economy. The most recent Economic Report of the President, which the President's own Council of Economic Advisers issued in February 2003, explicitly acknowledges that tax cuts are unlikely to pay for themselves—let alone pay for investments in children and working families.#

"Father Of Head Start" Warns of Dangers of Dismantling Head Start

Edward Zigler, Ph.D., the man widely known as the "father of Head Start," was recognized recently with an award at the National Head Start Association's 30th annual national training conference. In accepting the honor in recognition of his four decades of pioneering work in early childhood education, Dr. Zigler cautioned that White House and Capitol Hill proposals to dismantle Head Start and turn it over to the states are "ill conceived and unjustified."

Dr. Zigler is Sterling Professor Emeritus of Psychology and director of the Center in Child Development and Social Policy at Yale University. Professor Zigler is often referred to as the "father of Head Start" due to his leadership role as a member of the National Planning and Steering Committee of Project Head Start. Dr. Zigler's talk emphasized "that Head Start is clearly successful in achieving its primary mission, which is to prepare at-risk children for school ... There is a real and palpable danger to children if you throw out the comprehensive services, parental involvement and community focus of Head Start in trade for an exclusive, cognitive and literacy focus. Learning is not a purely cognitive exercise; to learn, children need to have good physical and mental health and have families whose needs are met."

Dr. Zigler added: "I see none of the needed focus on these non-literacy issues in the ill-conceived proposals now being circulated to hobble Head Start. Instead, I see a waiving of standards in exchange for the promise that such standards will be instituted within two years, which is an astonishing approach to stewardship of federal tax dollars. I have researched the question of whether or not the states can do a better job of running Head Start. We compared state-run preschools to Head Start as it exists today and found the latter a clear winner in almost every category. At this time, Head Start will be a better program if it is in the federal government rather than up to 50 other places. Quality improvements have become a major reality in recent years and the effect of the improvements is increasingly visible. One

example of the improvements is the recent thrust to improve pre-literacy skills through curricula and teacher training."

National Head Start Association President Sarah Greene said, "Edward Zigler occupies a special place in the pantheon of America's outstanding system of early childhood education. Among his many other accomplishments, he founded Head Start, helping the program to get up on its feet and grow. But he also has been a demanding father, refusing to simply give the program he helped to create a 'pass.' This dual role as Head Start's father and its toughest critic has deepened and enriched the contribution made by Dr. Zigler to the betterment of the lives of literally tens of millions of children over the last 38 years. We salute him and vow to redouble our efforts to make certain that his outstanding legacy is not destroyed by this Congress."

The National Head Start Association warned last week that a House bill introduced in May 2003 to dismantle Head Start, would cause serious damage to the program by turning it over to states, of which only three have any track record with providing Head Start's comprehensive services. Such proposals would make a "dead end" of Head Start in five years or less, due, in part, to the plan's reliance on budget-deficit crippled states that currently are slashing funds for early childhood development and education.#



Subscribe to Education Update. Only \$30 per year!

212-477-5600

ALL MAJOR CREDIT CARDS ACCEPTED.

Roberta Guaspari Tzavaras
East River Elementary School
Sid Massey, Principal
Evelyn Castro, Superintendent
District 4



As a first-grade student of Roberta Guaspari Tzavaras, I never quite knew what it was about her that made her seem so magical to me. I knew only that I revered her and that I would do anything to please her. She was tough and uncompromising, but the most caring teacher I have ever had. As an adult and a violin teacher myself, with 75 ninth graders in the South Bronx, I recently spent a day in Roberta's classroom trying to figure this out more objectively. I watched as students who had behaved poorly in other classrooms became enthralled in trying to get their C sharps high enough. I concluded that it is Roberta's dedication to making good musicians, and her ability to communicate this goal to her students, that makes her so effective. She persuades her students to believe that for that 60-minute period, there is nothing more important in their lives, or in hers, than playing the violin—and playing it well.

In addition, Roberta is an incredible role model and an abundant resource for me. She always takes time from her hectic schedule to discuss with me such mundane things as, "How far before the spring concert should I stop introducing new songs?" And, "How do you make your students play in tune?" She is always humble, though I think she knows how much I take her opinion as fact.

Roberta is the teacher whom all students remember and whom all teachers aspire to emulate. She transcends the classroom; she changes lives. I know, because that first day of violin class certainly changed mine. Now, I teach violin because Roberta taught me that the lessons learned from playing such a difficult instrument skillfully go beyond application in the classroom. Through Roberta's faith and perseverance, students learn that they have the resilience and strength to overcome incredible obstacles through discipline and dedication. The larger lessons that Roberta espoused are what make Roberta's instruction so complete, and what inspired me to teach the instrument myself. Each day I attempt to employ the same methods and practices in my own classroom that Roberta uses. My dream is to one day be able to provide my students with the type of instruction that Roberta gave to me. Her presence in my life was a gift too great to keep to myself.#

Raemon Matthews
Samuel Gompers Vocational &
Technical HS, Bronx
Mary Ann Hawthorne, Principal
Joseph N. DeJesus, Superintendent
Division of High Schools

Mr. Matthews was praised by U.S. Secretary of Education Rod Paige during his visit to the

OUTSTANDING TEACHERS OF THE MONTH

The **Outstanding Teachers of the Month** for June 2003 have each been nominated by their colleagues, principals and superintendents. *Education Update* has selected those 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.

school on September 25, 2002. As a result, Mr. Matthews was invited to Washington, D.C. as one of the facilitators representing C-SPAN and cablevision where he demonstrated the use of multimedia in the classroom.

Through his involvement with the *Teaching Interdisciplinary Problem Solving Through Educational Technology Program (TIPS)* Mr. Matthews has initiated and implemented extremely creative interdisciplinary lessons and projects.

Mr. Matthews teaches global studies to honors students and special education students. He has achieved 100% passing rates in all of his classes for both levels of students.#

Carol Eisenstein
Louis Pasteur Middle School 67Q,
Little Neck
Mae Q. Fong, Principal
Ms. Claire McIntee, Superintendent
District 26



Ms. Eisenstein has been the Student Organization Faculty Advisor for the past 12 years (since my appointment as Principal of MS 67Q). With a firm belief that excellence in education can only be achieved by involving the children for whom we dedicate our lives, our school vision of the S.O. has evolved in the following manner.

During September and October students are encouraged to 'campaign' for student officer positions in the S.O. These positions include: Class representative, Grade representative, Student Store Manager, Recording Secretary, Vice President and President. During grade assemblies, all candidates present their innovative ideas on how to make Louis Pasteur Middle School 67Q a better place. The traditional ideas of more student dances, better menus in the cafeteria, prettier bathrooms and more choices in the S.O. store prevail. Sometimes, a candidate comes up with an idea that captures the imagination and really does take hard work to accomplish.

These ideas are presented to students during Town Hall Meetings. All students have the chance to ask their representatives questions. A productive exchange is encouraged. During the most memorable years, the S.O. under the supportive leadership of Carol Eisenstein have written and adopted a Bill of Rights (duly passed and signed and then blessed by a parent, Supreme Court Judge Buckner), an articulation dance with incoming 5th graders, installation

of a microwave oven in the store so that children can prepare popcorn and this year, the S.O. led the modification of the MS 67 Q Homework Policy. This was a magnificent process ... from student petitions to presentations to the faculty, PTA and School Leadership Team. Their commitment to making teachers aware of the need to reduce projects and other assignments over vacations so that they can spend quality time with family and friends was admirable.

Great things happen because great educators care and nourish the imagination of children. Carol Eisenstein is that special teacher at Louis Pasteur Middle School 67Q. The children adore her. In addition to her work as S.O. Faculty Advisor, Carol was on the parent teacher transition committee when JHS 67Q was changed into MS 67 Q in 1991. Carol has also served on the School Leadership Team as a teacher member. She is also chairperson of the School Based Option Personnel Committee.

Harvard professor Roland Barth believes that it is the *culture* of a school first and foremost that determines the success of a school. Carol Eisenstein is the core of the spirit of giving and caring that characterizes the faculty of Louis Pasteur Middle School 67Q. It is with great honor that I strongly recommend Carol Eisenstein for the well-deserved recognition of Teacher of the Month.#

Eileen Sonnenberg Alba
The New Vision School, P.S. 69,
Bronx
Maria Custodio-Guzman, Principal
Dr. Betty A. Rosa, Superintendent
District 8

I take great pleasure in nominating Eileen Sonnenberg Alba as outstanding teacher of the month. For the past 36 years, Eileen has devoted all her energy, time and devotion to teaching children and training teachers. For the past 6 years, she has been the glue that held P.S. 69 together during turbulent times. As the new Principal at P.S. 69 in 2002-2003, she welcomed me, and worked collaboratively with me to move the school forward, as evidenced by the positive school climate and increased student achievement. As a classroom teacher, Literacy Coach, UFT Chapter Leader and Chairperson of the School Leadership Team, she has clearly demonstrated her commitment to the school and community through her skillful leadership and her passion for children. She teaches, she shares and she cares! Eileen's focus has always been to motivate, guide and teach children as well as teachers to be successful in their personal and educational growth. Eileen is retiring this July, and should be recognized for her year in, year out, month after month contributions to P.S. 69.#

We are honoring **Outstanding Teachers** at a ceremony at the Harvard Club on June 20th. If you are interested in attending call (212) 477-5600.

Jeanne Cirone
P.S. 276, Brooklyn
Diane Weiss, Principal
Paula LeCompte Speed,
Superintendent
District 18



Jeanne Cirone is a 3rd grade teacher at PS 276 in the Canarsie section of Brooklyn. For the past several years she has participated in the Theatre for a New Audience World Theatre Project which introduces young people to the works of William Shakespeare. Learning the language of Shakespeare is a daunting task for 6th grade students (the grade level the program is focused for) let alone 3rd grade students. But because Ms. Cirone is so dedicated to the project and such a great teacher her students excel in this program. Walking into Ms. Cirone's classroom, one can tell this is a fun place to be and conducive to learning. Children's art work and writing hangs from every imaginable space and the children are always actively engaged in the learning process. They will, on request, recite the speeches of Mark Antony and Brutus, characters from the play as well. The children are excited to be in the classroom and clearly having a good time learning. In addition to her usual duties, Ms. Cirone wrote for and received a Parents as Arts Partners grant from the Center for Arts Education. With this grant, parents were able to participate in a Shakespeare workshop with their children after school. It was an exciting learning experience for all those involved. For these reasons she is our choice for Teacher of the Month.#

Evelyn Knight
PS 5, Manhattan
Wanda Soto, Principal
Jorge Irizarry, Superintendent
District 6

Evelyn Knight has been teaching the second grade at Public School 5 in Washington Heights for the past five years. Prior to that she was a kindergarten teacher.

A visit to Evelyn's class will see enthusiastic students in an orderly environment, but the air is electric with all the learning that is taking place. It is evident that the children feel secure, but that they are also accomplishing a great deal in this classroom.

Ms. Knight was trained in an Orton-Gillingham approach to teaching reading, writing and spelling in 1999 by Reading Reform Foundation, and she has used this phonetic, multi-sensory way of teaching reading ever since.

She combines this structured approach to accurate spelling and reading with exciting applications in various themes of study with the children, such as animals or folk tales.

Ms. Knight claims her first and foremost hobby is, appropriately enough, reading, but she also enjoys traveling. She brings back her experiences to her students to enrich their lives in yet another way.#



Mothers Giving Birth Donate Record Number of Life-Saving Umbilical Cord Bloods

Mothers giving birth at New York-Presbyterian Hospital Weill Cornell Medical Center and The Brooklyn Hospital Center—both members of the New York-Presbyterian Healthcare System—voluntarily donated a record number of life-saving umbilical cord bloods to New York Blood Center's National Cord Blood Program last year, representing 41 percent of the Program's one-year cord blood donations. The Program, the largest public cord blood bank in the world, provides half of all unrelated cord bloods for transplant. Patients worldwide have benefited from cord blood treatments for diseases such as late-stage leukemia, and scientists use cord blood to research promising new treatments. In effect, many mothers are now giving their "gift of life" twice.

In 2002, New York Weill Cornell Medical Center and The Brooklyn Hospital Center donated 1,779 cord bloods to The National Cord Blood Program, with 929 from New York Weill Cornell and the remaining 850 from The Brooklyn Hospital Center. Additionally, the largest single-month cord blood donation in the history of New York Blood Center (238 cord bloods) was made by New York Weill Cornell and The Brooklyn Hospital Center last October. And an impressive 98 percent of mothers giving birth at New York-Presbyterian Hospital Weill Cornell Medical Center have chosen to donate their cord bloods.

These cord bloods have been used in life-saving transplant operations worldwide, from New York-Presbyterian Hospital in New York City to hospitals as far a field as Alabama and Brazil. Hospitals are also using cord bloods in research that may one day treat such diseases as diabetes and heart disease.

Cord blood, a source of "younger" stem cells, is commonly used as an alternative to bone marrow transplants. According to The

Journal of the American Medical Association, each year as many as 15,000 Americans who need bone marrow transplants are unable to find suitable donors. Unlike bone marrow, cord blood transplants do not require as strict a genetic match, and cord blood is available very quickly.

Dr. Michael Schuster, Professor of Clinical Medicine at Weill Cornell Medical College and Director of the Bone Marrow and Blood Stem Cell Transplant Program at New York-Presbyterian Hospital Weill Cornell Medical Center, initiated the cord blood program at Weill Cornell along with Dr. Joan Kent, Clinical Instructor of Medicine and Assistant Attending Physician at New York Weill Cornell.

"Expectant mothers now have the chance to give life twice," said Dr. Kent. "In the past, umbilical cord blood was not used. We now know that this blood is far too valuable to go to waste. A mother can donate her cord blood to the public cord blood bank, or save it for the rare case that a family member may benefit from its use." Similar to a regular blood bank, cord blood is frozen and kept for future use.

Dr. Schuster has performed numerous life-saving cord blood transplants. Commonly, patients with late-stage leukemia will search in vain for six months or more for bone marrow. Cord blood can be available within 24 hours. After a cord blood transplant and recovery, complete remission is standard.

Dr. Schuster is also one of several New York-Presbyterian physician-scientists currently researching future treatments that use cord blood, such as gene therapy and cell regeneration. These experimental therapies will potentially benefit treatment of a wide variety of diseases, including heart disease, diabetes, liver disease, muscular dystrophy, spinal cord injury, and stroke. #

Dental Professor wins County College's Top Teaching Award

Adental professor recognized as a role model in teaching, departmental leadership and dentistry has won the top instructional award available to Camden County College faculty.

Dr. Catherine Boos of Blackwood received the 2003 Lindback Distinguished Teaching Award during the college's 2003 commencement ceremony. She holds Bachelor of Science and Master of Science degrees in education from Wagner College, Staten Island, N.Y., and a doctor of medical dentistry degree from Fairleigh Dickinson University, Teaneck-Hackensack, N.J.

Boos was hired as Camden County College's director of dental programs in 1988. In addition to directing and instructing within these programs, she has served as co-chair of the college's Professional Standards Committee and Middle States Steering Committee and secretary of its Faculty Assembly. She also has been involved with the college's Curriculum Committee, Teaching/Learning Center Advisory Board, Middle States Interim Report Team and faculty-mentoring project.

"Dr. Boos strives for and achieves excellence in both classroom and clinical settings," said CCC president Dr. Phyllis Della Vecchia. "Under her leadership, our dental students continually score above the national average on their certification exams and our dental clinic has grown into a valuable community resource."

Boos has remained an active dental professional throughout her time at Camden County College, serving as a consultant to the American Dental Association Commission on Dental Accreditation and as a member of many ADA accreditation teams. She also has served as president and secretary of the Southern Dental Society, which is a component of the New Jersey Dental Association.

A faculty committee selected Boos for the \$4,000 award, which is funded by the Christian R. and Mary F. Lindback Foundation in Philadelphia. The previous CCC honorees were Kelly Jackson (2002), Claire Berger (2001), Adrienne Coons (2000), Paul Harris (1999) and Ellen Freedman (1998). #

Ludwig W. Eichna, M.D., 94, Medical Educator and Innovator

By HERMAN ROSEN, M.D.

Dr. Ludwig W. Eichna, former Professor and Chairman of the Department of Medicine at SUNY Downstate Medical Center in Brooklyn, was memorialized at a recent ceremony at Downstate Medical Center. In a program chaired by Alan Josephson, M.D., various prominent physicians from NYU School of Medicine and Downstate recounted episodes from Dr. Eichna's career. Dr. Eichna was on the faculty of NYU Medical School for twenty years until 1960, when he came to Downstate as Professor and Chairman of Medicine. Saul Farber, M.D., former Dean and Chairman of Medicine at NYU reviewed Eichna's contributions in the field of cardiovascular disease and physiology. He spoke of Eichna's tireless efforts on the wards of Bellevue Hospital. Dr. Arthur Fox, NYU Professor and cardiologist mentioned Eichna's pioneering work in cardiac catheterization and heart failure. When Dr. Eichna came to Downstate he recruited Drs. Hugh Carroll and Paul Dreizen to come with him to Downstate. They went on to develop academic prominence at Downstate. Each spoke, pointing out Dr. Eichna's pivotal role in their academic career.

Also on the program were Drs. Eli Friedman and Raymond Damadian. Dr. Eichna rose to the highest ranks in academic medicine, serving as President of the Association of Professors of Medicine 1969-70. He was elected President of the Association of American Physicians in 1971; his presidential address "Verities in Chaos" is still quoted and is on the web. When Dr. Eichna retired as Chairman of Medicine in 1974, he went on to another unique career. He entered Downstate as a medical student, completed the course of study and was awarded a second M.D. degree in 1979. Although he participated in classes and clerkships as a medical student, his former students and colleagues who were now his "teachers" could not help feeling intimidated. Eichna published his perspectives as a medical student in the *New England Journal of Medicine* in 1980. This extraordinary teacher, dedicated physician and researcher had a major impact on American medicine and will always be remembered. #

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

Mount Sinai School of Medicine: Fastest Growing Research Program in NYS

Mount Sinai School of Medicine is ranked 22nd among the nation's 125 medical schools in receipt of funds from the National Institutes of Health (NIH). NIH awards to Mount Sinai School of Medicine in Government FY02 totaled \$142.2 million. With this year's funding representing an increase of 16.7 percent over last year and an 80.5 percent increase since 1998, Mount Sinai is the fastest growing medical school research program in New York.

Mount Sinai faculty received grants from 20 of NIH's funding Institutes and Centers. Approximately 2,350 research projects of all types were active in Academic FY02 with the federal government. Of the 31 research areas individually ranked by NIH, Mount Sinai ranks

in the top 20 in 14 and in the top 10 in 3. In FY01 Mount Sinai received \$121.9 million in NIH support and was ranked 24th in the nation.

"The dramatic rise in NIH funding is a reflection of Mount Sinai's dynamic enhancement of research programs, the addition of new research-oriented faculty, and strong performance by our many dedicated scientific investigators," said Kenneth L. Davis, MD, Dean of Mount Sinai School of Medicine and President and CEO of The Mount Sinai Medical Center. "Mount Sinai's physicians and researchers work together to translate the breakthroughs made today in the laboratory into tomorrow's medicine. The first to benefit from this synergism are our patients." #

Dog Bite Prevention

Children make up 60 percent of the 4.7 million bitten by dogs each year. Dog bite attacks occur year round and can be harmful and sometimes deadly.

Plastic surgeons, certified by The American Board of Plastic Surgery, repair thousands of children injuries from dog attacks. The American Society of Plastic Surgeons (ASPS) notes that children who are attacked by dogs are frequently bitten on the face, which can result in severe lac-

erations, infection or scarring. Because children are still growing, plastic surgeons take special care when repairing the skin and tissue on an injured child's face. They also provide added assurance that the wound will heal properly, with as inconspicuous a scar as possible.

The ASPS has developed the "Beware the Bite!" outreach program to educate the public about the issue of dog bites and how to prevent them. Find the "Beware the Bite!" safety tips for parents children, and dog owners at www.plasticsurgery.org#



COLLEGE & UNIVERSITY DIRECTORY

- ①
- ②
- ③
- ④

SARAH LAWRENCE COLLEGE

For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.

1 Mead Way
Bronxville, NY 10708-5999
Tel: (914) 337-0700
e-mail: slcadmir@mail.sl.c.edu

Certificate of Advanced Graduate Studies

Brief residencies Licensure options
Studies in School Psychology, Leadership, Educational Administration, Guidance, Community Psychology, Integrated Studies

Vermont University
THE UNION INSTITUTE

Montpelier, Vermont 05602
800/336-6794 vcadmis@tui.edu
www.tui.edu/vermontcollege



Touro College
Associate & Bachelor Degrees

- Business Management • Health Science
- Human Services • Education
- Computer Science • Liberal Arts & Sciences
- ESL Classes

• Day & Evening Classes • Transfer students welcome
• Financial aid for qualified students

Manhattan: Midtown: 212-463-0400 ext. 500
Uptown: 212 722-1575 ext. 101
Brooklyn, Queens: 718 2-School ext 1003

THE BANK STREET APPROACH



Learn how to be a great teacher.

Bank Street Graduate School | Bank Street

610 West 112th St, NY, NY 10025
www.bankstreet.edu | 212.875.4698



⑤

Explore your talents.



University of
West Florida

(800) 263-1074 • online: uwf.edu

⑥

A FAST TRACK TO A TRADITIONAL DOCTORATE IN EDUCATIONAL ADMINISTRATION

Earn your doctorate in two years, with 10 weekends and two four-week summer sessions and a cohort of outstanding educational administrator colleagues.

SETON HALL UNIVERSITY

400 South Orange Avenue
South Orange, NJ 07079
www.shu.edu

FOR MORE INFORMATION call 800-313-9833 or e-mail exceedd@shu.edu or go to <http://education.shu.edu/exceedd>

⑦


Earn Your Bachelor's Degree In Just Three Years In :

- Business Administration • Computer Information Systems • Computer Technology
- Electronics Engineering Technology • Telecommunications Management

You can also earn an Associates Degree in Electronics and Computer Technology in 20 months

30-20 Thomson Ave., Long Island City, NY 11101
888-713-3879 Ext. 6724, www.ny.devry.edu

DeVry Institute of Technology



Please mail to:
College Directory - Education Update
17 Lexington Ave., Box A1207
New York, NY 10010

Mail this Coupon

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone (incl. area code): _____

I Am Interested In Applying As		My Status	
<input type="checkbox"/> Freshman	<input type="checkbox"/> Transfer	<input type="checkbox"/> H.S. Student	<input type="checkbox"/> College Student
<input type="checkbox"/> Day	<input type="checkbox"/> Evening	<input type="checkbox"/> Teacher	<input type="checkbox"/> Working Adult
<input type="checkbox"/> Weekend	<input type="checkbox"/> Graduate Student		

Please circle catalogs you wish to receive:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

PLEASE INCLUDE YOUR PHONE NUMBER JUNE 2003


Mario Vergara:
UWF Sophomore
Major: Finance
Tennis Team

Explore your talents.


You know what you like...
now take those talents to the limit.

With about 9,265 students, the University of West Florida offers a uniquely **personal touch** to education. Discover small classes and **award-winning programs** that will help you develop your individual potential and take you where you want to go.

(800) 263-1074
admissions@uwf.edu
online: uwf.edu



Visit UWF's campus in Pensacola Florida, or take our online tour.
Apply June 23 through August 22 for fall semester.



studyabroad.com



SEARCH
VIA COUNTRY, SUBJECT
LANGUAGE or PROGRAM TYPE

EXPLORE
12000+ PROGRAM CHOICES

DISCOVER
WHERE MILLIONS HAVE
LOCATED THEIR IDEAL PROGRAM

Studyabroad.com
is the #1 online resource
for study abroad information.

<http://www.studyabroad.com>
A service of Educational Directories Unlimited, Inc.



PROFILES IN EDUCATION

Colvin New Director of Hechinger Institute on Education & Media at Teachers College

Richard Lee Colvin, an award-winning education writer with the *Los Angeles Times*, is the new director of the Hechinger Institute on Education and the Media at Teachers College. Colvin joined the Institute last summer as deputy director. He succeeds Gene I. Maeroff, the institute's founding director, who will remain with the Institute as a senior fellow.

The Institute organizes seminars for journalists that feature top policy makers and researchers on timely issues in education. The seminars are tailored to the interests of different groups of journalists, including editorial writers who write about education, education editors, reporters who specialize in higher education issues, and reporters new to the beat. The institute also commissions books and reports that background journalists in key education topics. Colvin, 49, said he is honored and grateful for the opportunity to lead Hechinger. Over the past eight years under Maeroff, Hechinger has become highly valued by writers and their editors and supervisors. Many journalists make a trip to a Hechinger seminar an annual tradition. "Gene has created a precious asset and I intend to do everything I can to make sure it continues to serve my colleagues well," Colvin said.

Colvin said his priorities include expanding the Institute's involvement with broadcast journalists, helping journalists handle the often conflicting and confusing claims of education research and to continuing to assist journalists in their coverage of the federal No Child Left Behind act. Colvin also said the Institute has received a \$485,000 grant from The Wallace Foundation to help journalists explore the role of principals and superintendents in boosting academic achievement. That work will be carried out over the next three years. Colvin said that since joining the

Institute he has continued working as a journalist, writing commentaries, magazine articles and a chapter for an upcoming book, and will continue to do so. Maeroff, the author, editor or co-editor of 11 books, will continue to work on Hechinger projects as a senior fellow. But stepping down from day-to-day responsibility for the Institute will allow

him to spend more time on outside writing projects. Before joining the *Times* in 1989 Colvin covered education for the *Oakland Tribune* and the *Hayward Daily Review*, in Hayward, California. He wrote about housing, gangs and development issues until 1994 when he joined the education team to cover statewide issues. He has been writing about national education issues since 1997.

Colvin was a Michigan Journalism Fellow during the 1999-2000 academic year. He also has been a Media Fellow at the Hoover Institute, Stanford University and has won numerous state and national education writing awards, including two in 1995 from the Education Writers Association. An article by Colvin published in the *Los Angeles Times* last summer about the struggles of a large, troubled California high school was honored in April with a first prize for feature writing by the Education Writers Association in its annual award program.

He is a graduate of Oberlin College and has an M.A. in journalism from the University of Michigan.



Richard Lee Colvin

Xiang Lanxin Named Kissinger Scholar at Library of Congress

Librarian of Congress James H. Billington has appointed Xiang Lanxin, professor of international history and politics at the Institut universitaire de hautes études internationales in Geneva, Switzerland, as the new Henry Alfred Kissinger Scholar in Foreign Policy and International Relations at the Library of Congress, effective Sept. 2. Billington made the appointment upon the recommendation of a six-person selection committee consisting of members of the academic community and high-ranking foreign policy experts.

Xiang is the third scholar to occupy the Kissinger chair since the position was created in 2000 through the generosity of friends of the former secretary of state to honor him and emphasize the importance of foreign affairs. Aaron Friedberg, director of the research program in international security and acting director of the Center of International Studies at Princeton University, was the first to hold the position. The 2002-2003 holder of the chair was Klaus Larres, Jean Monnet Professor, European Foreign and Security Policy at the School of Politics, Queen's University of Belfast, Northern Ireland.

The Kissinger chair program offers outstanding thinkers and practitioners a unique opportunity to pursue advanced research in the largest and most international collection of library materials in the world. As occupant of the Kissinger chair, Xiang will spend 10 months at the John W. Kluge Center at the Library of Congress. He has chosen "The Idea of

Democracy and Sino-U.S. Relations" as his area of research. Xiang earned his doctorate from the Paul Nitze School of Advanced International Studies of Johns Hopkins University in 1990. He is the author of numerous articles and books on both 20th-century and contemporary Chinese history and on Chinese domestic and international affairs in the Cold War and post-Cold War periods. He is a noted authority on the changing relationship between China and the West. Xiang's most recent book, *The Origins of the Boxer War*, was published by Curzon Press in 2002. Other published works include *Mao's Generals* (University Press of America, 1998) and *Recasting the Imperial Far East* (M.E. Sharpe, 1995).

Through a generous endowment from its namesake, the Library of Congress established the John W. Kluge Center in 2000 to bring together the world's best thinkers to stimulate, energize, and distill wisdom from the Library's rich resources and to interact with policymakers in Washington, D.C. The Kluge Center houses five senior Kluge Chairs (American Law and Governance, Countries and Cultures of the North, Countries and Cultures of the South, Technology and Society, and Modern Culture); other senior-level chairs (Henry A. Kissinger Chair, Cary and Ann Maguire Chair in American History and Ethics, and the Harissios Papamarkou Chair in Education); and nearly 25 post-doctoral fellows.#

The Hechinger Institute is named in memory of Fred M. Hechinger, who was a reporter and editor at the *New York Times*, specializing in the coverage of education. It is supported by grants

from many foundations including the Broad Foundation, the Carnegie Corporation, the Ford Foundation, the John S. and James L. Knight Foundation and the Wallace Foundation.#

We are pleased to congratulate the 2003 winners of the Bank Street EARLY CHILDHOOD TEACHER AWARDS

AWARDEES

Catherine Conway
District 13, Pre-K, P.S. 8, Brooklyn

William Fulbrecht and
Andrea Rousso
Team Teachers
District 15, K, P.S. 321, Brooklyn

Joan Gallagher
District 27, Pre-K, A Child's Place, Queens

Sol Maria Martinez
District 32, K, P.S. 151, Brooklyn

Catherine Mullaney
District 15, 1st, P.S. 372, Brooklyn

FINALIST

Melitina Hernandez
District 2, Pre-K, P.S. 111, NYC



Bank Street College
Early Childhood
Teacher Awards

Celebrating outstanding
early childhood practice
in public schools

Bank Street College of Education
610 West 112th Street
New York, NY 10025



THE BANK STREET APPROACH

"You know
a teacher's
been trained
at Bank Street
the minute
you walk into
her classroom.
It's a place
where children
love learning."

BANK STREET COLLEGE ALUMNA

Learn how to be a great teacher.

Bank Street College Graduate School of Education
610 West 112th Street, New York, NY 10025-1898

www.bankstreet.edu | 212.875.4698

Bank Street



INNOVATION IN
TEACHING AND LEARNING



Diversity in College Admissions: A Common Sense Approach

By LUKE D. SCHULTHEIS

While the worthy debate over affirmative action and quotas in college admissions attempts to reconcile philosophical and political objectives, it does not completely address how to make higher education accessible to many minority students.

The trend for too many college recruiters has been to buy SAT mailing lists, utilize website marketing, and narrow the focus for prospective students to select high schools. Unfortunately this serves to discourage admission of qualified inner city youth who may not be reached in any of those mediums. As colleges continue to shape the middle class, it is imperative that those in lower economic status be given equal opportunity.

Colleges should actively recruit inner city youth. By developing close relationships with applicants, colleges can fulfill the dual objective of a more diverse student body and making higher education accessible to qualified members of a previously underserved population.

Some inner city high school guidance counselors have told me that too many of their students don't set their sights high enough and overtures from colleges might encourage more of them to apply to college. Those students could be successful in college, but their families often don't consider higher education an option because their children need to be wage earners after high school. As a result, they don't

even take the SATs!

It's important that colleges and universities make an effort to reach those capable students. They can do that by visiting community centers and high schools that are not traditionally thought of as fertile ground for college recruitment. At those presentations, admissions reps should be prepared to become educators. They can teach families about options and opportunities in higher education financing and explain the realistic benefits and risks of loan programs.

In this competitive era, it is also essential that colleges not only design elements of their curricula and programs so they lead to realistic careers, but they must support practical education with aggressive job advice and development. Parents of prospective students will be more willing to support the notion of higher education if they believe it will mean broader employment opportunities and greater chance for financial stability and future success. Too many minority families think that the phrase, "To get a good job, get a good education," is a cliché meant for someone else.

Experience has shown that if we meet prospective minority students on their own turf and engage their families in the process of admission, then freshman classes will be more ethnically diverse and higher education will begin to be more accessible to all.#

Luke D. Schultheis is the Director of Admissions, Monroe College, Bronx, NY

STUDIES IN EDUCATION

BACHELOR OF ARTS MASTER OF ARTS MASTER OF EDUCATION
CERTIFICATE OF ADVANCED GRADUATE STUDY

• TEACHING • ADMINISTRATION • LEADERSHIP • GUIDANCE • SCHOOL PSYCHOLOGY • COMMUNITY PSYCHOLOGY • HIGHER EDUCATION • LEADERSHIP • CURRICULUM AND INSTRUCTION • TEACHING • INTEGRATED STUDIES • COMMUNITY PSYCHOLOGY • ADMINISTRATION • LEADERSHIP • PROFESSIONAL DEVELOPMENT • LEADERSHIP • COMMUNITY PSYCHOLOGY • TEACHING • INTEGRATED STUDIES • COMMUNITY PSYCHOLOGY • CURRICULUM AND INSTRUCTION • TEACHING •

What do YOU want to study?

Individualized Study
Brief Residencies
Licensure Options

Vermont College

of THE UNION INSTITUTE

36 College Street, Montpelier, VT 05602 • 800.336.6794
vcadmis@tui.edu • www.tui.edu/vermontcollege

To subscribe to
EDUCATION UPDATE,
an award-winning newspaper
fill out and mail to:
Education Update
P.O. Box 20005
New York, NY 10001

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Credit Card Type: Visa / MC / AMEX
Credit Card #: _____
Exp. Date: _____
Amount: \$30 for 1 year / \$50 for 2 years

Start College Now @ Interboro

Interboro Institute, Manhattan Admission Center
254 W. 54th St. at 8th Ave, 16th Floor, NY, NY 10019
212 399-0091

Choose course electives in Computer Technology
Earn your Associate Degree in one of these exciting majors:



Interboro Institute Established 1880
Visit us at www.interboro.com

College Centers:
Main Campus Manhattan: 212 399-0091 • Queens: 718 539-6188
• Washington Heights: 212 543-4730 • Yonkers: 914 337-1547

VA Approved/Scholarships

Placement Assistance/Internships - Services available as needed

* Completion of program requires successful completion of some courses at the Manhattan main campus.
** First year of study (50% of program) is available at site. Remainder of program must be completed at Manhattan main campus.

I ACCOUNTING
I BUSINESS MANAGEMENT
I OPTICIANRY
I PARALEGAL STUDIES
I OFFICE TECHNOLOGIES
I SECURITY MANAGEMENT

* Earn your Associates Degree in as little as 16 MONTHS!

* Earn your GED while you study full-time for your Associates Degree

* AFFORDABLE TUITION!

* Financial aid is available to all who qualify

* Flexible Class scheduling between 9:00pm - 4:00pm, Mon - Fri
5:30pm - 9:00pm, Mon - Thurs

College seniors and recent graduates are now actively job hunting, looking to start careers in their chosen fields. This year however, with the economy still sagging, they'll likely have to work harder to secure positions. What can college seniors do to best position themselves for the job market? What's the best way to find a job today?

Diane Engelhardt, president of DeVry Institute of Technology in Long Island City, NY, offers the following tips:

- 1 Gain practical work experience through internships or co-op programs while you're still in school. In the current job market, you will be competing with experienced candidates, thus it is beneficial to have obtained related experience prior to graduation.
- 2 Take an inventory of what you've done during your college career. Look for activities you've been involved with such as projects or presentations that demonstrate "soft skills" like communication and leadership skills or your ability to work effectively with a team. Use these items as talking points on your resume. Too many students don't take into account all that they have to offer a prospective employer.
- 3 Develop a concise description of yourself. Be able to in 30 - 60 seconds concisely convey your interests, abilities, character and personality and what you're looking for. Very often the first question an interviewer will ask is: "Tell me about yourself." Being able to present yourself in a clear and succinct way will also be helpful in networking situations.
- 4 Network. Join or attend meetings and events held by local community, professional or industry organizations. Attend career fairs. Be active in social gatherings. Talk to your friends, family, neighbors and professors about your interests. Read trade journals. You never know who you will meet or who will be in a position to assist you with your search.
- 5 Use the Internet. The web provides a terrific tool for entry-level job seekers. Many sites provide both listings and career advice. It's important to do a daily search for new job listings.
- 6 Use your college. Visit the Career Services Office on your campus, utilize the resources, attend sponsored programs and workshops and make an appointment with a career counselor. Alumni associations can also be helpful in job searches.
- 7 Be flexible. Decide what your ideal job situation (position, commute, industry, size of company) would be, but be prepared to consider other opportunities. For example, today, students graduating with technology degrees may find it easier to land an IT position at a hospital, pharmaceutical or biotech company, or law firm than at a technology industry company. Your ideal position may be down the road. It is important for you to enter the workforce now, gain valuable experience and launch your career.
- 8 Do your homework. Prior to sending your resume to or interviewing with a company, it is important to conduct research to ensure you are knowledgeable about the company, are aware of what it is looking for and understand how you can provide value.
- 9 Stay positive. Job searches can be long, and sometimes arduous, but it's important to stay focused and up-beat. Take care of yourself and stay mentally and physically fit. This you can control. Companies are looking for energetic employees.
- 10 Spend time wisely. While you're searching for your ideal job it is wise to try to gain additional experience or helpful skills. Take a job with a temp agency. Perform contract work. Take additional courses to earn certifications. Employers will always look upon these experiences favorably.

As part of one of the largest degree-granting higher education systems in North America, DeVry Institute of Technology and Keller Graduate School of Management offer associate, bachelor's and master's degree programs in technology, business and management. The parent company, DeVry Inc. (NYSE: DV) based in Oakbrook Terrace, Ill, owns DeVry University, which operates as DeVry Institute of Technology and Keller Graduate School of Management in New York. More than 52,000 students in 18 states and two Canadian provinces are enrolled at its 25 campuses and 39 centers, including DeVry University Online. For more information about undergraduate degree programs, visit www.devry.edu and for graduate degree programs, visit www.keller.edu



Graduation is Sweeter the Second time Around: NYIT

It's never too late in life to go back to school or to begin a new career track. Proof of that are two recent New York Institute of Technology (NYIT) graduates—both African-American women of a certain age—who received advance degrees this spring. One is Michelle Martin, a business professional and mother of two who felt that she could give back even more by entering the classroom as an instructor. The other, Gertrude Evans, is a grandmother who retired after more than three decades of teaching; in turning to NYIT's School of Culinary Arts, she has found a niche helping diabetics improve their diets.

Gertrude Evans, who was born in Lancaster, South Carolina, taught in the Amityville, LI public schools for 32 years. She considered retiring but realized at age 59 she was not ready to sit home and do nothing. At a successful restaurant where she and her family dined frequently, she got to know the owner-chef, a graduate of NYIT's Culinary Arts program.

She was overjoyed when accepted but was sobered by the realization of the hard work and challenges that were ahead of her. "I wasn't sure I was going to get in. Then when I was accepted I was elated at first but then questioned 'what have I gotten myself into?'"

Michelle Martin, a Long Island native who had over 10 years of a successful business career, returned to NYIT at age 35 because she decided it was time for a new and more challenging career track. A 1986 graduate of NYIT with a Bachelors of Fine Art, Martin for several years worked for top corporations as a trainer and administrator.

Though she was doing well in the corporate world with positions at such companies as Itochu International and Reuters America, Inc., "There was a void in my life," Martin says. "I wanted a formal education in what I was doing so that is why I decided to pursue a masters in instructional technology in a trainer track program." The Masters of Science in Instructional Technology and Certification in Business Distributive Education that she receives from NYIT this spring equips her to be a teacher of business/technology in both a middle and high school capacity.

"I had a very good experience at NYIT," she says. I really developed a sense of direction in terms of where I was going, what I wanted to do with my life and what purpose my education would serve."

Gertrude Evans concurs. "I thought I had confidence, was self-assured when I left teaching," Evans says, "but NYIT moved me to another level. I now feel so much better about myself." Evans admits that at times she felt a bit overwhelmed by some of the technology in the course requirements. "The computer programs—that was the real challenge for me. I didn't have many computer skills but the programs we used like menu analysis and power point, it was great to learn how to use them."

It was during the program and a project she had to do for menu class that Evans discovered her niche. "I started collecting recipes for diabetics. I thought this would be a good thing to do because I know some diabetics but it was

continued on page 22

SETON HALL UNIVERSITY

Offers You ...

A Fast Track to a Traditional Doctorate in Educational Administration

Our Accelerated Ed.D. program will allow you to complete your studies in just 10 weekends and two four-week summer sessions over a two-year period. This rigorous program is open to K-12 educational administrators who need a flexible schedule that will not interfere with career responsibilities.

As a Seton Hall Ed.D. graduate, you will be armed with valuable credentials that will give you the decisive edge in an increasingly competitive job market. A cohort approach will build on shared experiences and the expertise of a seasoned faculty and nationally recognized authorities in the educational field.

NOW ACCEPTING APPLICATIONS FOR THE APRIL 2004 COHORT
Financial aid loans cover the entire program cost, regardless of financial need.

College of Education and Human Services
1-800-313-9833

For more information e-mail: excedd@shu.edu
or go to: education.shu.edu/excedd



400 South Orange Avenue, South Orange, New Jersey 07079 • www.shu.edu

Earn A Bachelor's Degree In Three Years Or An Associate's Degree In 20 Months

CAREER ADVANCEMENT IS WITHIN YOUR REACH

DeVry 
Institute
of Technology

Classes start soon at our Long Island City, Queens

Campus for programs in:

Business Administration | Computer Information Systems
Computer Technology | Electronics Engineering Technology
Telecommunications Management

In all DeVry programs, students learn to utilize today's technology to solve the problems businesses face everyday. You'll learn from professors with relevant industry experience and you'll graduate with the kind of practical knowledge that employers everywhere look for.

Flexible Schedules: Days • Weekends • Evenings • **Scholarships & Financial Aid for those who qualify** • **Transfer Credits Accepted** • **Graduate Employment Services**



**For More Information Visit Our Website: www.ny.devry.edu
or Call 1-888-713-3879 ext. 6724**

DeVry University is accredited by the Higher Learning Commission of the North Central Association,
30 N. LaSalle St. Chicago, IL 60602 - www.NCAHigherLearningCommission.org
DEVRY UNIVERSITY OPERATES AS DEVRY INSTITUTE OF TECHNOLOGY IN NEW YORK

BANK STREET GRADUATION BIDS ADIEU TO LARGEST GRADUATING CLASS



Governor James B. Hunt, Jr. receives an honorary doctoral degree.

Bank Street College President Augusta Souza Kappner welcomed "our largest graduating class ever" at the Bank Street College Graduate School Of Education commencement ceremonies.

The 2003 Honorary Doctoral Candidates, led by four-term North Carolina Governor James B. Hunt, Jr., were of Olympian quality as well. Hunt, who served from 1977-85 and also from 1993-2001, was called "the nation's first and only Educational Governor" in an introduction by Dean of the Graduate School of Education Jon Snyder. "Under his leadership, North Carolina led the nation in board-certified teachers," Dean Snyder said. "We need him in New York."

"We are so impressed with the work you do here," said Hunt. "The entire Bank Street approach is unique and wonderful: teachers learn in the same classrooms where the children learn. And, first and foremost, the students are treated as individuals here."

"If you would ask the nation's 50 Governors how they feel about the issue, 40-45 would tell you that Colleges of Education must change," said Hunt. "I feel that this change should be in the direction of the Bank Street approach. In particular, we must stress two most important areas: the first is early childhood education. The initial 2-3 years of a child's life is where he develops his capacity for intelligence, yet I feel that this country is still not serious enough about early childhood. And the second is the field of teaching: it should be a birthright of every child in the USA to have a caring, competent, qualified teacher."

"Even if you find yourself in tough environments, and some of you will, you Bank Street graduates must take on the challenge of transforming America's education," Hunt said.

The next Honorary Doctoral Candidate, Superintendent of the Newark Public Schools, Marion A. Bolden operates in one of those environments. "One of every three children in Newark lives in poverty," Bolden, a former mathematics teacher who's been Superintendent since 1999, said. "Even today, according to all research, the worst place for a child in New Jersey to grow up is in Newark. So, even though we've come a long way in the last couple of years, we have a still longer way to go. As my mentor Marian Wright Edelman said, 'this nation sows its own destruction in its abandonment of children.' We must change our priorities as a country. The village of support our children need must become universal."

"We have the power but we must become a different people with very different priorities and goals," Bolden said. "And number one among those must be our children."

The third Honorary Doctoral Candidate, Joan Cooper Bacchus Maynard, was the founding member of the Society for the Preservation of Weeksville Houses in Bedford-Stuyvesant and has served as the Society's first Executive Director until 1999. "We are starting to build a new museum on the site," Maynard, a trustee emeritus of the National Trust for Historic Preservation, said. "The preservation of communities, and every caring person in those communities, is invaluable. We must save the memories of self; that's what people who like themselves do. The artifacts for our children are precious in this great tapestry of life we know as New York."

"I am here to promote history," Maynard said. "And I am here to do it in this magical space called Bank Street."#

College of New Rochelle Class Of 2003

The 96th Commencement Exercises of The College of New Rochelle (CNR) took place at Maura Lawn on the College's main campus. Approximately 1,400 degrees were conferred at the event. Congressman John Lewis, who represents Georgia's Fifth Congressional District, received an honorary degree and delivered the Commencement Address to the graduates.

"Since CNR was founded in 1904, our graduates have made valuable contributions throughout all segments of society," said Stephen J. Sweeny, Ph.D., president of CNR. "We know that this year's graduates will continue the fine tradition of service, integrity and faith that CNR graduates are known for in the U.S. and internationally."#

Judith Miller Delivers Barnard College Commencement Address

Judith Miller, the Pulitzer Prize-winning correspondent of *The New York Times* and best-selling author of *Germs: Biological Weapons and America's Secret War*, spoke at the Barnard College commencement. Joining her were two other accomplished women, cancer researcher Susan Band Horwitz and philosopher-ethicist Martha Nussbaum, who received the Barnard Medal of Distinction at the ceremony.

Miller, a 1969 Barnard alumna, spoke directly from assignment covering the war in Iraq and its aftermath, including the discovery of what could be a mobile biological weapons lab and the arrest of a senior woman biologist in Iraq's suspected biological warfare program.

Miller, Horwitz and Nussbaum, joined an impressive group who have received the Barnard Medal of Distinction, including Mamphela A. Ramphele and Alice Rivlin (2002), Madeleine K. Albright (1995), Walter Cronkite (1994), Marian Wright Edelman (1985) and Mario M. Cuomo (1983).

Widely respected for her reporting on national security, the Middle East, and terrorism, Miller shared the Pulitzer Prize in 2001 with a team of Times' colleagues for a series of articles on Osama bin Laden and Al Qaeda. The 2002 book, *Germs*, written with two colleagues, William Broad and Stephen Engelberg, topped the Times' Best Seller list, as did Miller's 1991 book, *Saddam Hussein and the Crisis in the Gulf*, the first comprehensive account of the Gulf War and biography of the man behind it. Miller wrote a second book on the Middle East, *God Has Ninety Nine Names*, which explores the spread of Islamic extremism. She joined The Times in 1977, and has covered government, politics, and foreign affairs in Washington and in the Middle East. In 1983, she became the first woman to be chief of The Times' bureau in Cairo, and moved three years later to Paris to cover Europe and North Africa. She currently is based in New York, where she lives with her husband, the publisher and writer Jason Epstein.

Horwitz is a pioneering cancer researcher whose investigations identified Taxol, a drug

isolated from the yew plant, as a prototype of a new class of anti-tumor drugs. She is president of the American Association for Cancer Research and a faculty member at the Albert Einstein College of Medicine in New York City, where she studies natural products as a source of new drugs for cancer treatment. Her groundbreaking investigations into the use of Taxol led to its development by the National Cancer Institute as an important anti-tumor drug in the treatment of ovarian, breast and lung cancers. Her accomplishment has been widely recognized. In 1992, she received the Cain Memorial Award from the American Association for Cancer Research, the international professional organization of 20,000 cancer researchers.

Nussbaum has been called one of the most important philosophers of our time and has been praised for changing the way people think about ethics and social justice in contemporary liberal democracies. Nussbaum, the Ernst Freund Professor of Law and Ethics at the University of Chicago, is known for her efforts to connect Hellenistic ethics and Greek mythology to modern life, and for her writings on contemporary moral and political philosophy and feminism. Nussbaum has written 10 books on the law, ethics, social justice and liberalism. She first attracted notice in 1987 with an attack on Allan Bloom's *The Closing of the American Mind*. In her award-winning 1997 book, *Cultivating Humanity: A Classical Defense of Radical Reform in Higher Education*, she championed changes in the academy, including the study of ethnicity, race, non-Western cultures, gender and sexuality - from the perspective of classical scholarship. She attracted attention again in 1999 for her criticism of radical feminist philosopher Judith Butler. Her most recent book is *Women and Human Development: The Capabilities Approach* (2000), in which she suggests how governments and international agencies can alleviate poverty, particularly as it affects women, in the developing world.#



Judith Miller (L) shares graduation with colleagues and Pres. Judith Shapiro (third from left)

CCNY's 157th COMMENCEMENT



Faithful alums return to CCNY

This year's City College graduating class included 2,500 students, of whom approximately 1,500 are candidates for the bachelor's degree.

The Valedictorian was Silvia Arredondo, who received a bachelor of engineering degree. Ms. Arredondo graduated with a 4.0 GPA and has been awarded a full fellowship for graduate work at the University of Texas-Austin, where she will begin a Ph.D. program in Chemical Engineering next fall.

Her other honors at CCNY have included the American Institute of Chemical Engineers' (AIChE) Donald F. Othmer Sophomore Academic Excellence Award (2000-01); the AIChE Minority Award (2001-02); and inclusion on the National Dean's List (1999-2002). She is also listed in *Who's Who Among Students in American Universities and Colleges*. Ms. Arredondo is considering returning to CCNY to teach upon completion of her Ph.D. program

at the University of Texas.

Wanmei Ou is this year's Salutatorian. A native of Guangzhou, China, who arrived in the United States four-and-a-half years ago speaking little English, Ms. Ou is receiving a bachelor's degree in electrical engineering. She will continue her education on a full scholarship at MIT, in pursuit of a Ph.D. in Electrical Engineering. Ms. Ou, who is also graduating with a 4.0 GPA, was the recipient of a National Science Foundation (NSF) Computer Science, Engineering and Mathematics Scholarship (2002-03); CCNY's Theodore Charos Scholarship (2003); The Professor Paul A. Karmel Award (2002), Zitrin Scholarship (2001), and several other CCNY awards for academic excellence. She is also only the second person in the history of the CCNY Mathematics Department to have won its Annual Math Award three years in a row.#

Archbishop Desmond Tutu Among Honorees at Teachers College, Columbia University

Desmond Tutu, Archbishop Emeritus of Cape Town and former General Secretary of the South African Council of Churches spoke at this year's master's convocation for Teachers College Columbia University. Joining him as honorees were folk singer Pete Seeger and the Reverend James Forbes of Riverside Church.

At a later master's convocation on the same day and in the same location, filmmaker Ken Burns and civil rights attorney Morris Dees were honored.

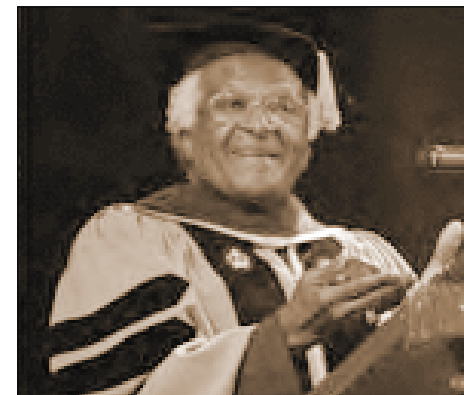
Desmond Tutu is a moral authority in the fight against apartheid and winner of the 1984 Nobel Peace Prize. In his long and sometimes lonely journey as a young teacher at Pretoria Bantu Normal College to his work as the head of the Truth and Reconciliation Commission trial, his objective has always been "a democratic society without racial divisions."

Tutu's remarkable personal memoir *No Future Without Forgiveness*, teaches the powerful belief that "we can indeed transcend the conflicts of the past, we can hold hands as we realize our common humanity."

Pete Seeger's use of music as a means of speaking out against war, racism, poverty and pollution demonstrates his commitment to using his life to educate and make a difference in the world. The stories he tells through song bring a sense of common humanity and shared social vision and provoke compassion, thought and action. His song "If I Had a Hammer" speaks to the possibilities of constructive social change, and his song "We Shall Overcome" was the anthem of the Civil Rights Movement in America. His willingness to live what he believes was evident in his refusal to cooperate with the House Committee on Un-American Activities when asked to give names of people to be investigated. He risked going to jail for 10 years in order to do what he believed was right. Seeger's concern for the environment prompted him to establish Clearwater, a volunteer group whose sailboat traveled the length of the Hudson River to educate children about environmental pollution. Thanks to these efforts, the River is becoming safe again for swimming. In composing songs that originate from cultures around the world, he generously gives part of his profits from the song back to the part of the world where the song is from.

In his work as an ordained minister, the Reverend James Forbes has been called a "preacher's preacher," teaching others through his message. As the Joe R. Engle Professor of Preaching at Union Theological Seminary, he has taught others how to be effective messengers. At Riverside Church, where he serves as Senior Minister to a congregation numbering in the thousands, he inspires many to work to help others. He has been honored by *Ebony* magazine in 1984 and 1993 as one of America's greatest Black preachers and was recognized in 1996 by *Newsweek* as one of the twelve most effective preachers in the English-speaking world.

Reverend James Forbes has been called a "preacher's preacher," teaching others through his message. As the Joe R. Engle Professor of Preaching at Union Theological Seminary, he has taught others how to be effective messengers. He teaches about religious and political intolerance and encourages his listeners to participate in civic life and to let their voices be heard in a respectful dialogue about the direc-




tion of our nation.

Ken Burns has spent more than 20 years making documentary films, bringing history to life for his audiences. The subjects of his films have ranged from American monuments and structures, to government, important historical figures such as Thomas Jefferson and Susan B. Anthony, the American pastime of baseball, and America's original art form of Jazz. The quality of his work is such that his films, such as his series on the Civil War, have broken records for public television viewership. Stephen Ambrose, the historian, has said of Burns' films, "More Americans get their history from Ken Burns than any other source."

Morris Dees is chief trial counsel for the Southern Poverty Law Center, which he founded in 1971 with attorney Joe Levin. What began as a small civil rights law firm is now internationally known for tolerance education programs, its legal victories against white supremacist groups, its tracking of hate groups, and its sponsorship of the Civil Rights Memorial. He has developed ideas for Teaching Tolerance, the Center's education project. Through this project, the Center is teaching people about the need for tolerance and racial equality in our country. He has received the Barnard College Medal of Distinction, the University of Alabama Humanitarian Award, and the National Education Association's Martin Luther King, Jr. Memorial Award.

Cleveland E. Dodge Medal For Distinguished Service To Education was given to Henry A. McKinnell, Ph.D., Chairman and Chief Executive Officer of Pfizer Inc, the world's largest pharmaceutical company. Pfizer was founded in New York City in 1849, remains headquartered there, and has grown to become the third most valuable company in the world. Pfizer's 15,000 research professionals are engaged in the world's largest privately funded biomedical research effort, backed by an investment of more than \$100 million every week. Under Dr. McKinnell, Pfizer has made access to medicine a key company driver, creating partnerships with governments in the U.S. and overseas to provide access to health care for those who cannot afford it. The company has also invested heavily in medical education, including the funding of a state-of-the-art facility in Uganda to train African doctors in the latest therapies to combat HIV. Dr. McKinnell, a 31-year Pfizer colleague, is a member of the President's Commission on HIV/AIDS, a trustee of the New York Public Library, and a director of ExxonMobil and John Wiley and Sons. He earned his doctorate in finance from Stanford University.#




College involves a lot of cramming. Paying for it shouldn't.

Talk to us about tuition planning.

Schedule your Citipro® financial check-up with one of our representatives today. Together, we can work out a personalized strategy to help ensure that you strike the right balance between your finances and other priorities. Like your life, for instance.

To get started, please speak to:

AISHA DAINLEY, CFA
(212)423-1288



© 2002 Citibank
Citibank, N.A., Citibank F.S.B., Citibank (Nevada), N.A., Citibank (New York State) member FDIC.
Citipro and Citipro are registered service marks of Citibank.
Live right is a service mark of Citibank.



Polytechnic University Announces Establishment of Honors College

The faculty of Polytechnic University voted overwhelmingly to approve establishment of a new Honors College. The inaugural Honors College class, the Class of 2007, will enter Polytechnic in September, 2003.

The Honors College was developed by faculty under the auspices of the recently established Othmer Institute for Interdisciplinary Studies at Polytechnic University as part of the Institute's overall mission to encourage major educational innovation. Professor Mel Horwitch, Director of the Othmer Institute stated, "The creation of an Honors College at Polytechnic University clearly constitutes a significant milestone in the long and venerable history of our institution. The Honors College signifies rebirth, revitalization and commitment to excellence in education. It is also truly gratifying to see the determined and creative work carried out by our dedicated faculty—colleagues representing all disciplines at this University—culminating in such an uplifting and forward-thinking undertaking as the new Honors College."

The Honors College comprises an enriched intellectual and social experience for under-

graduates with superior academic records and ability. The essence of the Honors College encompasses close relationships with outstanding faculty who will act as "Faculty Mentors," high-level individualized attention and support, the opportunity to earn BS/MS degrees in as few as four years, incorporation of a global learning experience by encouraging study abroad, and active state-of-the-art learning.

The Honors College is overseen by a Faculty Governing Board with representatives from all disciplines at the University and is headed by the first Honors College Faculty Director, Thomas Potts Professor and University Professor of Physics, Stephen Arnold. Professor Arnold commented, "Having already had the great pleasure of offering Honors Physics sections for several years, it will be all the more fun and exciting to implement a University-wide Honors College. We fully expect that this effort will attract the very best students in the New York City/Tri-State Region and from beyond New York as well, especially now with our new Residence Hall. I know I speak for all our faculty in saying that we are looking forward to working with these terrific young people."#

Stanley Teitel: CCNY Alumni Association's Educator of the Year

By ALFRED S. POSAMENTIER, Ph.D.

At the National Arts Club, The City College of New York Education Alumni Association honored one of its outstanding graduates, Stanley Teitel ('71) with its Educator of the Year award. Mr. Teitel is currently principal of Stuyvesant High School, a position he has held since 1999.

Mr. Teitel demonstrated early on that he had a penchant for the study of science—in fact he has always professed that Albert Einstein was his hero. As a young boy growing up in Brooklyn in the 1950s Mr. Teitel attended P.S. 221 and Lefferts JHS. He entered countless science fairs and even won awards. He was presented with a NYC medal of achievement in science from Mayor Robert F. Wagner. When his family moved to the Rockaways in the 1960s, Mr. Teitel studied Marine Biology at Far Rockaway High School. His talent in Biology led him to attend the prestigious City College of New York where he majored in Biology/Chemistry. After receiving his BA, Mr. Teitel pursued his calling to educate youngsters in New York City and took a Master's Degree in Science Education from Brooklyn College. He also holds a master's degree in Administration and Supervision from Manhattan College.

On November 7, 1971 Mr. Teitel started a career in teaching that culminated 32 years later with the principalship of Stuyvesant High School. At William Howard Taft High School in the Bronx, he served as Coordinator of the College Bound program for students who ordinarily might not have chosen to pursue higher education. He left in 1983 when he was recruited by Stuyvesant to teach Chemistry and Physics, Advanced Placement Physics and mentor Independent Student Research. Under his tutelage, many students entered the Westinghouse Science Talent Search competition and other nation-wide science contests. His work as a science educator was so highly regarded that in 1997 he was selected Assistant Principal of the Department of



Stanley Teitel (L) being congratulated by Dr. Posamentier

Chemistry/Physics. In just two short years, on August 25, 1999, he rose to become leader of Stuyvesant where he supervises over 150 pedagogues and monitors the education of over 3000 of our "best and brightest" students of New York City.

He is currently an active member in the National Science Foundation, the Science Teachers Association of New York State, the National Consortium of Specialized Secondary Schools in Mathematics, Science and Technology, and the Science Council of New York City. Currently, he is serving as leader of the ad hoc committee to improve the results of the Physics Regents for all of New York State.

In January 2003, Stuyvesant had 19 semifinalists in the Intel Science Talent Search, more than any other high school in the nation. Eventually, three Stuyvesant students were selected as finalists in this highly competitive contest. In addition, students win countless awards in the humanities, including poetry contests, the Bertlesmann Awards for Fiction Writing, Speech and Debate national competitions, and Columbia National Press Association Awards for the school newspaper, *The Spectator*. Mr. Teitel's continued excellent "hands-on" leadership has allowed Stuyvesant High School to maintain its standing as the best public high school in the Metropolitan area.#

Dr. Alfred S. Posamentier is the Dean of Education, City College of New York.

New York State Judicial Institute Opens at Pace University School of Law

Thirty years ago, only 13 organizations were providing education to help U.S. judges keep up with pressing social issues that had an impact on their courts.

When it opened on the campus of Pace University's law school in White Plains, New York, the New York State Judicial Institute became the latest sign of how much educational help judges are getting now. It is one of at least 70 state and national organizations in the U.S. offering at least 1,900 programs a year to more than 100,000 judicial branch employees.

The Institute is the nation's first judicial training and research facility custom built by and for a state court system.

It officially opened with remarks by New York State Chief Judge Judith S. Kaye, Chief Administrative Judge Jonathan Lippman, New York Lt. Gov. Mary Donohue, Solicitor General Caitlin J. Halligan, the Institute's Dean Robert G. M. Keating, Pace University President David A. Caputo, and New York State Bar Association President Lorraine Power Sharp.

A year-round "college for judges" and a judicial research center, the JI provides seminars and workshops to help judges with "pressing societal issues such as domestic violence, drug addiction, juvenile crime and environmental abuses," says New York State Chief Judge

Judith S. Kaye, a longtime advocate of such education.

White Plains was chosen as its location because it is convenient to both New York City and Albany, with a downtown containing good accommodations for visiting jurists. The Pace law school, founded in 1976, already is ranked #3 in the nation for environmental law programs.

The Institute's dean, Robert G. M. Keating, is a widely respected former Administrative Judge for the New York City Criminal Court and more recently, Director of the Center for Judicial Studies at the Pace law school. He has been a private attorney and business executive and was Coordinator of Criminal Justice for New York City Mayor Edward Koch.

The programs planned for the Institute's first few months provide a glimpse of what courts and judges must keep abreast of. It will be covering the new integrated domestic violence courts, jury trial innovations, drug court techniques, domestic violence, The United Nations environmental program, litigation involving prison reform, guardianships, and the human genome project.

In the future, Keating says the Institute will bring in judges from countries abroad that are revising their civil systems to make them more predictable for international businesses.#

Students with Strong Technology Skills In Demand Amidst A Challenging Economy

By DIANE ENGELHARDT

It doesn't take more than reading the daily newspaper to know that the technology sector is in distress. We've seen headlines about companies failing as the stock market remains in a slump and funding sources remain on the sidelines. But does this obvious weakness among technology companies mean that there is no longer a demand for workers with technology skills? No. Actually, the opposite is true. Technology has become a pervasive part of virtually every type of business or organization. As a result, people who understand how to work with technology continue to be in demand.

Many employers, whether in healthcare or education or financial services or government, are actively seeking talented professionals to fill positions that require technology skills. In fact, the largest employers of information technology (IT) workers in the United States are non-IT companies. Non-IT companies currently employ 12 times more IT professionals than companies that have IT as their primary business focus, according to a December 2002 report by the Information Technology Association of America (ITAA). For anyone considering pursuing an education in technology or weighing future career options in such an uncertain time, this is encouraging news.

ITAA's report also indicates that IT industry hiring managers across the country will seek to fill 1,183,000 jobs over the upcoming months, increasing the total number of U.S. IT workers above its current figure of 10,129,000. So, while many businesses across the country have reduced their overall spending, they are still hiring skilled workers to fully utilize the technology they have invested in over the last several years.

In the New York Metropolitan region, employers are also increasing their use of and

investments in technology applications—in spite of the economic downturn. New York City is an area that has experienced exceptionally turbulent times in recent years—both economically and culturally and it continues to possess a strong need for skilled technology workers.

DeVry Institute of Technology is seeing this demand first hand. On average, for the past year ending June 2002, 82 percent of DeVry graduates who actively pursued employment or who were already employed when they graduated, held positions in their chosen fields within six months of graduation. DeVry has been impacting the workforce of New York's Metropolitan region for years. Our graduates are currently utilizing their skills in information technology, telecommunications, engineering, and computer information systems, among other disciplines, at local companies throughout the New York and New Jersey region, such as Canon, GE Medical, the New York Stock Exchange and Fordham University. Clearly, businesses nationally and in the New York City Metropolitan area need qualified college graduates armed with degrees in technology-related fields. At a time when competition for jobs is most fierce, the importance of having a strong technology background is greater. The candidates with the most to offer in this area will have a leg up on others. Those of us on the front lines of education also understand that in any environment, individuals who not only are technically proficient, but have a background and knowledge that will help them navigate a changing workforce, will have access to the most opportunities and be best positioned to succeed.#

Diane Engelhardt is President of DeVry Institute of Technology's Long Island City campus.



Logos Bookstore's Recommendations



**By H. Harris Healy, III, President
Logos Bookstore
1575 York Avenue (Between 83rd And 84th Sts.)
New York, New York 10028
(212) 517-7292, Fax (212) 517-7197
WWW.NYCLOGOS.CITYSEARCH.COM**

"It can slowly drain the life force from your body over time. It can kill swiftly without warning. Yet you'll never see it on a medical chart or find it listed on a death certificate. It's called stress." So begins the advertising copy on the back of the book, *Stress* by Herman Todorov, Robert Nadler and I.N. Todorov. The Todorovs are a father and son science team. I.N. Todorov did much of the initial exploration of growth hormone as an anti aging factor in the 1950's. Nadler, the non-scientist in the group, has a major advertising background including Cleo awards and has managed to craft together a readable primer on the scientific processes stress causes to the body, the scientific processes of aging and life extension, the various hormones and agents, their uses, their strengths and their liabilities from the work of his scientist co-authors.

Stress is well-worth reading for its miniature science course on the above-mentioned topics as well as other health and dietary issues brought up in the book. Currently this book is available only through Logos Bookstore in the New York City marketplace. To reserve a copy just call Logos.

Children's story hour, Mondays at 3:30 P.M. continues through June. Kill Your TV Reading Group will discuss *Daniel Deronda* by George Eliot on Wednesday, June 4, 2003 at 7 P.M. and

will discuss *An Instance of the Fingerpost* by Iain Pears on Wednesday, July 2, 2003 at 7 P.M. The Augustine *City Of God* discussion group continues on Wednesday, June 11, Wednesday, June 18 and Wednesday, June 25, 2003 at 7 P.M.

Logos' 50% off sale continues in special sales sections. Regular books are 10% off. There are many books, cards, gift items and music for Dads, Grads and Weddings. Come in and shop.

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

Upcoming Events At Logos:

Wednesday June 4, 2003 at 7 P.M. KYTV Reading Group will discuss *Daniel Deronda* by George Eliot.

Wednesdays, June 11, 18 & 25, 2003, Augustine *City Of God* discussion group meets at 7 P.M.

Wednesday, July 2, 2003 at 7 P.M. KYTV Reading Group will discuss *An Instance of the Fingerpost* by Iain Pears, *Stress* by Herman Todorov, Ph.D., Robert Nadler and I.N. Todorov, Ph.D.#

H. Harris Healy, III, President, Logos Bookstore

CHILDREN'S BOOK REVIEWS

Summertime is a Breeze with these Fine Books. Read and Enjoy!

By SELENE VASQUEZ

PICTURE BOOKS: AGES 5 THRU 10:

There Was A Bold Lady Who Wanted A Star
by Charise Harper
(Little Brown and Co., 32 pp., \$15.95).

A cheery retelling of the favorite song *There Was An Old Lady Who Swallowed A Fly* with a feisty woman roller-skating, bicycling and even rocketing to reach a star.

There's mischief and wizardry in a hat that blows into town, changing people into different animals as it lands on their heads. Whimsical illustrations in watercolor and ink.

BIOGRAPHY: AGES 8 THRU 10:

In the mid nineteenth century, a Victorian artist named Waterhouse Hawkins dazzled the slumbering scientific world with the creation of

monumental dinosaur sculptures. Luminous paintings make this tribute to an ingenious artist a visual masterpiece.

FICTION: AGES 6 THRU 8:

"On a very hot day, an Ice-cream Cone waits...and waits... to be eaten." Nine succinct short stories for very young listeners

delightfully capture the joyous and uninhibited spirit of childhood imagination.#

Things That Sometimes Happen
by Avi.
Illustrated by Marjorie Priceman.
(Atheneum, 32 pp., \$16.95).

The Magic Hat
by Mem Fox.
Illustrated by Tricia Tusa.
(Harcourt, 32 pp., \$16.00)

The Dinosaurs of Waterhouse Hawkins
by Barbara Keeley.
Illustrated by Brian Selznick.
(Scholastic Press, 32 pp., \$16.95)

Selene S. Vasquez is a media specialist at Orange Brook Elementary School. She is formerly a children's librarian for the New York Public Library.

POETRY CONTEST OPENS

International Library of Poetry has announced that \$58,000 in prizes will be awarded this year in the International Open Poetry Contest. Poets from the New York area, particularly beginners, are welcome to try to win their share of over 250 prizes. The deadline for the contest is November 30, 2003. The contest is open to everyone and entry is free.

"Any poet, whether previously published or not, can be a winner," stated Fran Campos, Contest Director. "When people learn about our free poetry contest, they suddenly realize that their own poetic works of art can win cash prizes, as well as

gain national recognition," she continued.

To enter, send one original poem, any subject and any style, to: The International Library of Poetry, Suite 19909, 1 Poetry Plaza, Owings Mills, MD 21117. The poem should be 20 lines or less, and the poet's name and address should appear on the top of the page. Entries must be postmarked or sent via the Internet by November 30, 2003. You may also enter online at www.poetry.com. #

The International Library of Poetry, founded in 1982, is the largest poetry organization in the world.

MATH WONDERS TO INSPIRE TEACHERS & STUDENTS

By MERRI ROSENBERG

Math Wonders To Inspire Teachers & Students
by Alfred S. Posamentier, Ph.D.
(ASCD, \$27.95)

As someone who last took a math class nearly 30 years ago as a high school junior, I have to confess that this wasn't the kind of title that I'd normally pull from the shelves. Math was definitely my least favorite

subject, and there was little effort made by the faculty at my small private high school in Brooklyn to make the topics engaging, accessible, compelling, or in any way relevant to our daily life's experience. I wasn't very good at math, and at no point in my high school career was I made to feel inadequate that math was my weak point.

In fact, one of the first questions that I asked at my Barnard College admissions interview was whether or not I'd have to take a math class to graduate. (For the record, the answer then was no, students are no longer permitted to be as wobbly in quantitative skills as I was).

And that, according to Alfred S. Posamentier, Professor of Mathematics Education and Dean of the School of Education of the City College of the City University of New York, and author of this book, is part of the problem with how math continues to be taught.

"When I meet someone socially and they discover that my field of interest is mathematics, I am usually confronted with the proud exclamation: "Oh, I was always terrible in math!" For no other subject in the curriculum would an adult be so proud of failure. "Having been weak in mathematics is a badge of honor," Dr. Posamentier writes.

Guilty as charged. Sad to say, I still am one of those adults who has little shame about admitting how challenging it is to calculate a restaurant tip, or who nonchalantly skips over a newspaper or magazine article that deals with a mathematical topic.

At first glance, in fact, I wasn't even sure I understood what the section headings meant,

let alone what the topics referred to. Granted, I am not the target audience. Math teachers (and teachers teaching math at the lower grade levels), and by extension their students, are the ones for whom Dr. Posamentier is writing. I would imagine that keeping a copy of this book in a high school math class would go a long way towards dispelling the math phobia that still afflicts so many in my generation.

"It is my inherent belief that the root of the problem lies in the inherent unpopularity of mathematics," Dr. Posamentier says in his preface. "We must finally demonstrate the inherent beauty of mathematics, so that those students who do not have a daily need for it can be led to appreciate it for its beauty and not only for its usefulness. This, then, is the objective of the book: to provide sufficient evidence of the beauty of mathematics through many examples in a variety of its branches. "I would imagine that this book, with its clear examples and illustrations on mathematical subjects would offer a fairly persuasive argument for Dr. Posamentier's point that mathematics can be elegant and amazing.

Topics range from arithmetic, like the Russian Peasant's Method of Multiplication, The Unusual Number 9 or The Fabulous Fibonacci Numbers to algebra, like The Mysterious Number 22, or Using Algebra to Establish Arithmetic Shortcuts, and even geometry, with The Golden Rectangle or The Nine-Point Circle.

There's plenty more: a chapter on what Dr. Posamentier calls Mathematical Paradoxes, like the Deceptive Border or Limits with Understanding, or a chapter on Counting and Probability that explores such topics as Birthday Matches and Anticipating Heads and Tails.

I am sure this would be a valuable, useful and inspiring addition to any math teacher's repertoire (and, of course a turn-on for those lower grade teachers who still need to be convinced of math's beauty!)#

"Best Bookstore for Kids!"

-New York Magazine

Come see why!

www.bnkst.edu/bookstore/

Bank Street Bookstore

CORNER 112TH ST. & BROADWAY • 678-1654

knowledgeable staff • gift certificates • wrapping • phone orders • shipping worldwide

Sign Me Up

Please send me my free copy of your monthly newsletter, **Bookmark!**

Name _____

Address _____

City/State/Zip _____

Mail to: Bank Street Bookstore, Bank Street College of Education, 610 West 112th Street, New York, NY 10023



What Happens to Homeschoolers when they Grow Up?

Do homeschooled children turn out OK? How do they feel about their parents keeping them home for school? Are they angry they don't have a prom to go to? Are their ambitions thwarted by an inability to be accepted to college? Tamra Orr's newest book, *After Homeschool: Fifteen Homeschoolers Out in the Real World* addresses all these concerns. The answers will surprise you! College doors are open, jobs are available and all of Tamra's subjects are stable, happy, cre-

ative members of society. "Those of us who got interested in homeschooling fifteen or more years ago weren't lucky enough to have books like this one!" says Grace Llewellyn in her Foreword, author of *The Teenage Revolution Handbook*.

Also for Summer 2003, two more guides will join the series: *Doing Their Best: Encouraging Children to Earn Good Grades* and *Raising Bilingual Children*.#

HOMESCHOOLING MADE EASIER WITH THE GRACE ACADEMY

The Grace Academy is an independent Christian resource center for homeschoolers in kindergarten through Twelfth Grade. Curriculum is delivered through the Internet and includes a combination of online and offline components including e-texts, traditional textbooks, workbooks, CD-ROMs and other media infused with multimedia intensive interaction. The Christ-centered curriculum uses state-of-the-art technology to provide a challenging and compelling program. This proprietary system is tuned to run perfectly on modem-speed Internet connections as well as high-speed broadband lines.

Grace uses discussion groups, message boards, audio, video and e-mail. Utilizing cutting edge software students will study, receive

syllabi, complete assignments, participate in discussions, take quizzes and tests, collaborate and socialize with other members of this unique online community.

Grace offers students specialized training by its skilled teaching teams to help each student do their best. In addition to this qualified staff, the Grace Academy is unique because of the advanced use of technology and the availability of teaching teams help every weekday during school hours.

The Grace Academy teaching teams provide the lesson plans and assignments while the parent determines the scope, sequence and method of self-paced instruction. Courses are available at anytime, anywhere at any pace.#

Graduation is Sweeter the Second time Around: NYIT

continued from page 17

like I was just pulled in that direction." Now she plans to provide services to this health-challenged community.

"I would be providing them with information, doing cooking demonstrations and showing them how easy it is to shop and prepare healthy meals." With encouragement from her Culinary Arts School instructors Evans is currently writing grant applications, seeking funding for a mobile unit with a kitchen that she can bring to such sites as senior citizen centers and churches to provide people with hands-on demonstrations.

"I was going to work out of my car but after conferencing with one of my professors, she pointed out that there is a need for this and that I could write a grant application. I became very excited and knew that was what I wanted to do. I would like a mobile unit that would keep the food safe. I'm really concerned about food-borne illness so if I had a mobile unit with a kitchen in it, no food would have to go in and out of my home."

Michelle Martin is also excited about her prospects in instructional technology and how she can apply real world business experience in the classroom. As she said in her commencement address: "Genuine education begins and ends with a pursuit to find truth. Making teaching your profession means finding out what your values are and what motivates you to be a true educator."

Both women are currently filled with excitement and promise for the future now that they have met the challenge of embarking on new career paths. And though they also have busy domestic lives—Ms. Martin has two young daughters she is raising with her husband Hans, a stockbroker; Ms. Evans helps her daughter with her teenage grandson—they are ready for the rigors and excitement of new careers.

"Nearly 3,000 students will be receiving degrees from NYIT this spring," notes Dr. Edward Guiliano, NYIT President and CEO. "I am extremely proud of the accomplishments of all our graduates."#

Design-A-Study!

UNLOCK THE LOVE OF LEARNING...

Award-winning books & guides by Kathryn Stout allow you to:

- ◆ Suit the pace to your child ◆
- ◆ Mix and Match appealing resources ◆
- ◆ Encourage understanding & mastery ◆



They provide:

- Objectives
- Activities
- Teaching strategies
- Multi-grade overviews of each subject

"I am so happy I want to shout it from the rooftops!...I finally feel equipped to give my best now." P. Angeloni

"Finally, a resource I can use as a tool to do the job I want to do, instead of feeling like I am the tool to be used by the resource!" K. Feltz

"I just wanted to let you know what a wonderful blessing your materials have been to me!...I feel like your guides give me a framework and confidence...We are all looking forward to school now." J. McDonald

Call (302) 998-3889 or visit us Online

www.designastudy.com

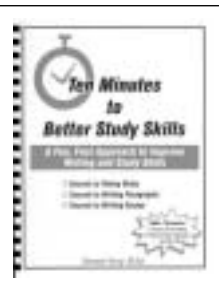
Sign up for Kathryn's free monthly teaching help column.

Do your homeschool children need help with writing?

Mine did. Now writing is easy for them!

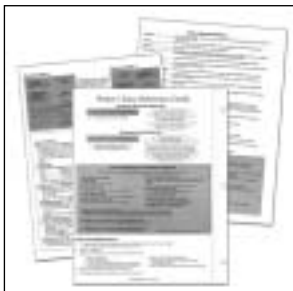
They used to stare at blank sheets of paper, not knowing how to start. Then I developed fill-in-the-blank writing forms and a writer's reference guide that they could keep in their binder with all the information they would need to pass the state writing proficiency test. I've now made *Ten Minutes to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

- Bonnie Terry, M. Ed.



Use 10 Minutes to Better Study Skills for:

1. Note taking
2. Paragraph writing
3. Essay Writing
4. Research Paper Organizers
5. Test Taking Tips & More



Writer's Easy Reference Guide:

1. Paragraph writing tips
2. Writing the four basic essays
3. Steps of the writing process
4. Grammatical & literary terms
5. Writing a bibliography



Teacher created ◆ Easy to use ◆ Comprehensive ◆ Standards-based

Call for Free Sampler and Catalog.

Bonnie Terry Learning ◆ 530-888-7160 ◆ www.bonnieterrylearning.com



Plays like Dominos and Teaches like a Tutor!

MATH SMART™ is a fun and easy way to learn basic math skills! With 100 durable cards, players match the correct answer on one card with the matching equation on another, forming Domino-type patterns.

Subjects available include: Addition, Subtraction, Multiplication, Division and **MATH SMART™** Fractions.



800-433-GAME www.talicor.com
Educational Discounts Available • I.P.O.'s Welcomed



FROM THE SUPERINTENDENT'S OFFICE:



In Praise Of Parents: It's Tradition!

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

This month and last month, we honor the most important people in a child's life: mom and dad. Many of us follow long-time traditions on how to spend the day. If you are the parent of a child you may have challenge of maintaining traditions you've kept in honoring your own parents and helping your children become involved in their own traditions of showing their own appreciation.

But at this time of year, it's also worthwhile to look at how some traditions in parenting have changed, and how these changes have helped to improve the lives of all family members. It's also important to acknowledge that traditional roles of "mom" and "dad" can be successfully filled in all types of families.

"Traditionally," it's the mother who has primary responsibility for managing the children's lives. She maintains the balance between time spent on schoolwork, family time, social activities, and outside interests such as sports, music lessons, religion, and more. But progress is definitely being made to include Dad in the planning and the management of the varied lives we all lead as family members. It's no longer unusual to have fathers attend PTA meetings and to make sure they are present at all teacher conferences. Fathers are getting and staying involved in their children's lives. Many years ago, it was notable that my husband was the "class father," but today he would probably not

be the only dad serving cupcakes at the holiday party.

As parents, you are your children's first and ever-constant teachers. You teach your children actively by reading with them, helping with schoolwork, taking them with you on daily errands, and giving them cultural and educational experiences such as travel, museums, zoos, and even family gatherings. By example, you teach your children how to behave, how to interact with others, the values and beliefs you hold, and the expectations and hopes that you have for them and their futures.

It's certainly not easy to be a parent today. It seems that our children are continually facing tough choices and having to learn and absorb so much information. We can't know the answers to everything, but we can provide the one thing that has proved the test of time. Parents love their children, and by expressing and demonstrating that love through both word and action we give our children the strength and support they need to grow and make their own decisions. Parents know that the love they have for their children is incomparable to any other bond. How many times have you looked at your child and thought, "Can he possibly know how much I love him?" I don't think children really can understand. That is, not until they become parents themselves. As a grandmother of seven, I've seen the love come full circle.#

Dr. Hankin is superintendent of Syosset Central School District. Randi Sachs is Public Information Officer of Syosset Schools.

IF YOU ASK DR. MCCUNE



ABOUT WRITING...

The way to improve student writing is to ask students to write... and then ask them to write some more! If students do enough writing it begins to feel like a natural thing to do... a way to express who you are... a lot like talking, but more formal.

I know a six year old who contributed to her own literacy development by beginning to do self-assigned home work at the age of three. She made rows and rows of variously distorted small circles... progressed to learning some letters and then began asking for dictation... mostly peoples' names. Part way through kindergarten she was suddenly a beginning reader... partly from instruction, partly from sheer practice... practice that was part of her daily play routine, more tolerated than supported by surrounding adults. They supplied paper and crayons or pencils and (sometimes grudgingly) dictated. It was her work and she attacked it with a vengeance!

I know a thirteen-year-old who began a story at age ten about her "alien baby sister", and wrote it for more than a year. It was all written in longhand in a notebook. Many hours were consumed. A cast of characters that was finally too numerous to keep straight emerged. At age twelve she began transcribing her story (now about 20 typed pages) onto the computer. I don't think it will be published, but this writing

marathon has made producing the paragraphs and pages for school assignments an opportunity for expression rather than a daunting task.

I have my college students write every week. They post their comments about visiting schools and reading articles to an online class site. They write comments on one another's work. I join in, commenting too. Sometimes I feel a need to jump in and correct (privately) some really scary spelling... but most often I comment on content and praise the interest and excitement of their ideas. Over the course of a semester the 40 students generated nearly 1,000 postings.

I think the simple process of writing, even more than teacher correction, helps students grow in their ability for written expression. Sometimes we hesitate to assign writing because we worry about grading it. How to be fair, how to find the time. But reading students' writing simply to learn about their ideas can be great fun; the time it takes flies by. So get them writing at any age or stage... and do not feel burdened to correct every paper. Once in a while a "formal writing" can be "formally corrected." If we worried less about "grading" and more about getting them writing their growth might surprise us.#

Dr. Lorraine McCune is a professor at the Rutgers University Graduate School of Education. She can be reached at www.generalcreation.com in the "Ask Dr. McCune" section, or at www.educationupdate.com

FATHERHOOD INITIATIVE IN TWELVE COMMUNITIES

The Department of Youth and Community Development announced that 12 community-based organizations have been awarded contracts under a new Fatherhood Initiative. "This is a significant new program that we are introducing" DYCD Commissioner Jeanne B. Mullgrav remarked, "father absence is very visible and well documented, both in the vast numbers and in the detrimental impact that it has on children. This program will encourage fathers to take an interest in the lives of their children, improve the relationship that fathers have with both their children and the mothers of their children, and will foster responsible fathering and ultimately benefit our children."

Father absence is strongly associated with poverty, high rates of school failure and dropout, early sexual activity and teen pregnancy, youth suicide, juvenile delinquency and adult criminality. Fatherhood can be enhanced through programs that help fathers relate to their co-parent, foster employment and economic opportunities, and encourage personal and economic involvement with their children. Lizzette Hill Barcelona, Executive Director at STRIVE New York, expressed promise about the new program, saying "we get a lot of young fathers coming in for job training so it makes sense that we have a fatherhood program that can help them as well. The goal is to re-connect fathers to their children through various engagement activities. Fathers need to be a part of their children's lives and upbringing, regardless of the relationship they may have with the child's mother."

The concept for a fatherhood initiative developed out of a series of focus groups with community-based organizations. While the results drew specific attention to fathers, certain existing funded programs at DYCD were already incorporating a family-based approach to pro-

viding services and support activities. "If a man is down on his luck and receives help in getting a job, overcoming a problem with substance abuse or obtaining a high school diploma he can then feel good enough about himself to once again face his child" said Cindy Colter, Assistant Commissioner at DYCD. We have high expectations that this will lead to financial support. It's a real win-win situation for the father and child. The child receives both emotional and financial support increasing the chances for a better future."

Sustaining a relationship between fathers and their children is one of the primary goals of the Fatherhood Initiative. According to Dr. Ronald B. Mincy, Professor of Social Policy and Social Work Practice at Columbia University, recent surveys show that a majority of children in New York City who live with their mothers do not also live with their fathers. Close to one-half of nonresident fathers in the City had not seen their children in the past twelve months and only about a third see their children regularly, or more than once a month.

Dr. Mincy, widely regarded as the *father of fatherhood*, stated that "children who grow up with both their parents tend to avoid critical problems that face our youth today. Even when fathers are not living with their children, if they are actively involved, their children do better in school. It may take a whole village to raise a child, but we have made this an excuse to absolve too many fathers of the primary role they should be playing in their children's lives. Like thousands of efforts that have sprung up around the country in the last 15 years, the DYCD programs can help dads make a real difference. For this reason, let's acknowledge these programs and give them our full support."#

"Where Education And Tradition Form The Perfect Balance"

We are committed to academic excellence and to the development in our cadets of self discipline and a sense of responsibility toward the community at large. We instill a system of values and a work ethic which will continue to serve them after their school years.

Ninety-eight percent of our graduates are accepted into the



Country's leading universities and service academies. Discover the difference we can make for your boy in grades 8 through 12 plus one year for post graduates.

For a free catalog, contact the Marine Military Academy Admissions Office at 320 Iwo Jima Boulevard, Harlingen, Texas 78550 or call 956/423-6006, Ext 252.



MARINE MILITARY ACADEMY

320 Iwo Jima Boulevard / Harlingen, Texas 78550 / (956) 423-6006, Ext. 252
E-MAIL: admissions@mma-tx.org / Visit our website at www.mma-tx.org

MMA does not discriminate on the basis of race, color, national or ethnic origin.



Legislature Makes the Right Choice for Private Schools. Veto Overrides Restore \$1.1 Billion to Education



By ASSEMBLYMAN
STEVEN SANDERS

Year after year, Governor Pataki has tried to slash education spending, and year after year, the Assembly restores it.

In fact, prior to this year, the Assembly had successfully restored \$2.8 billion of the Governor's education cuts.

This year was no different. The Governor wanted to cut \$1.4 billion from schools. The Assembly and Senate came together to make a better choice, restoring \$1.1 billion for the coming school year. Both houses voted to successfully override 119 Pataki vetoes. As a result, effective education programs will be spared, and here in New York City, our schools will receive a restoration of upwards of \$360 million—about 85 percent—of the \$422 million cut in the Governor's budget. And this restoration is in addition to the funding that was also included to underwrite costs associated with the second year of the salary increases provided in the New York City teachers' contract, to help the school system, hopefully, succeed in attracting—and retaining—qualified teachers. (Shamefully, the Governor hadn't budgeted even one dollar for teachers' salaries in New York City.)

Neither our state nor our children could afford the Governor's wrong choices. That is why the Assembly and Senate came together in a spirit of bipartisanship to make the right choices for children and to help sustain our most important early education programs.

Had the Governor's vetoes been sustained, elementary and secondary schools would have been slammed with the largest cuts in New York's history. In addition to eliminating early childhood education programs, the Governor's budget would have cut funding for after-school programs, classroom technology and the neces-

sary maintenance of school buildings.

While the Governor wanted to shut the door on New York's commitment to our youngest students, the Legislature's budget continues to invest in universal pre-K, full-day kindergarten and smaller classes. The Assembly has steadfastly championed the merits of early education and the unique and lasting advantage it gives students.

Research shows that smaller class sizes and pre-kindergarten benefit children through higher achievement, lower dropout rates, and less disruptive behavior. Early education investments also save money in the long run by reducing the need for costly special education placements and helping prevent students from repeating grades.

If the Governor had prevailed, approximately 240,000 students would have lost the benefits of personal attention in smaller classrooms, and 60,000 children would have been forced out of pre-K. Another 60,000 would have been denied pre-K this coming fall, losing an opportunity that can never be regained.

To protect these invaluable programs, the Legislature's budget fully funds early education and protects pre-K from elimination by the Governor. At a time when our schools and children are facing higher standards, as chairman of the Assembly Education Committee I remain committed to ensuring, as do many of my colleagues in both parties, that every student has access to a quality education taught in a top-notch school.

The Governor's assault on our schools was wrong-headed and unacceptable. Now we need to move on and hope that the Governor provides the leadership New York is depending on.#

Steven Sanders is Chairman of the Assembly Education Committee. He can be reached at (212) 979-9696 or by e-mail at sanders@assembly.state.ny.us.

Your Neighborhood Parks Have A Lot To Offer This Summer



BY MAYOR MICHAEL
R. BLOOMBERG

With the warm weather months upon us, more and more New Yorkers are getting out to our parks to enjoy ballgames, picnics, concerts and other forms of recreation. In addition to

great zoos and botanical gardens, New York City has by far the largest system of city parks in the nation, with more than 1,500 parks, beaches, playgrounds and gardens covering more than 26,000 acres. And we're working hard to add to New York's network of parks in every borough, and to make our existing open spaces even more beautiful and inviting.

Just in time for summer, we opened the biggest portion yet of New York's newest park: the Greenwich Village segment of Hudson River Park. Work on other sections of the park is also underway. When it's finished, Hudson River Park will stretch from Battery Park north to 59th Street and, for the first time, open up a major stretch of the city's waterfront to public use and enjoyment. We also unveiled plans to renovate or build more than a dozen parks and open spaces in Lower Manhattan. Many of these projects, which will be funded with a \$25 million grant from the Lower Manhattan Development Corporation, will be completed within the next 12 months; all will be finished within 24 months. They'll serve the area's growing population as well as the thousands of workers and shoppers who are in Lower Manhattan every day, and they'll be a tangible symbol of Downtown's con-

tinuing revival.

New York has 578 miles of shoreline, and we're going forward with plans for waterfront parks and open space in each borough. In Brooklyn, we're working with State government and the local community to establish Brooklyn Bridge Park. On Staten Island, construction of Bloomingdale and Charleston Parks on fast-growing South Shore is well underway and both should be completed next year. In Queens, our Administration is committing \$4.6 million to create a nature preserve at Udall's Cove in Bayside. And in a few weeks, we'll begin construction on Baretto Point Park, the first waterfront park in the South Bronx.

Everywhere you go, New York's parks and playgrounds look great. The spring showers have helped. So has the planting of more than 20,000 flowers by the Department of Parks and Recreation. Just as importantly, thousands of New Yorkers have volunteered to clean and beautify parks throughout the city in recent months. I honored nearly 400 of our most devoted volunteers in a ceremony designating them as "park wardens."

Working with City employees and with hundreds of workers who are transitioning from welfare to work, volunteers have helped our parks and playgrounds earn a cleanliness rating of 91% so far this year. Good as that is, there's always room for improvement. Why not consider giving some of your free time to "clean and green" our parks? Just dial 311 to find out how. It's a great way to help the community—and also to enjoy what our wonderful neighborhood parks have to offer.#

Celebrating 150 Years of Central Park

Harlem Meer Performance Festival

Presented by JP Morgan Chase

Sundays, May 25–August 31, 4:00 pm – 6 pm.

Dana Discovery Center 110th Street & Fifth Avenue

June 1 – The Jeremy Pelt Sextet

June 15 – Los Soneros de Oriente

June 22 – The Brawner Brothers

June 29 – James Spaulding & The Sound Spectrum

Metropolitan Opera in the Park

Tuesday, June 10, at 8:00 pm, Turandot by Giacomo Puccini

Monday, June 16 at 8:00 pm, Lucia di Lammermoor by Gaetano Donizetti

Great Lawn at 81st–85th Street

FIFTEEN NEW READING RESOURCES IN ARTS, LANGUAGE ARTS, SCIENCE, & SOCIAL STUDIES ADDED TO "FREE" WEBSITE

Arts

"Drop Me Off in Harlem" is a multimedia exploration of the Harlem Renaissance (1920s-1930s). Students can hear Langston Hughes read his poems, listen to Duke Ellington direct his orchestra, or watch.

"Shorty" George Snowden dance the Lindy Hop. An interactive map displays important cultural, social, & political establishments. Lesson ideas & learning activities facilitate an arts-integrated approach to the study of key works & themes that emerged. (KC).

<http://artsedge.kennedy-center.org/exploring/harlem>

"What Is Jazz?" presents audio excerpts from four lectures by Billy Taylor at the Kennedy Center for the Performing Arts in 1995. Taylor

— a noted jazz pianist, historian, & educator — discusses jazz from its roots in the African-American slavery experience, through the early days of ragtime, & onward through swing, bop, & progressive jazz. Excerpts can be sorted by artist or jazz style. They're organized around questions, such as: Where was jazz born? How did swing become bebop? How is bebop influencing today's jazz artists? Where do ideas for improvisation come from? (KC)

<http://artsedge.kennedy-center.org/whatisjazz/>

Language arts

"Piers Plowman Electronic Archive" offers a hypertext archive of the three versions of the William Langland's 14th-century allegorical poem "Piers Plowman." The poem was reproduced by scribes & early editors, & the surviv-

ing 54 manuscripts are full of errors — some the result of incompetence, others the product of sophisticated re-writing. This electronic edition differs from most printed editions in that it does not suppress editorial disagreement among the manuscripts. It embraces the provisional nature of scholarly editing & proposes a set of solutions to editorial problems without suggesting they will have the final authority. (NEH).

<http://jefferson.village.virginia.edu/seenet/piers/>

Science

"Exploring Earth: Investigations" provides more than 75 earth science investigations. Each investigation is organized around a question: What stories do rocks tell? Could Mars support life? How can one volcano change the

world? Photos & text (& sometimes video) help students answer each question. Among the topics: earth's layers, rocks, volcanoes & plate tectonics, earthquakes & mountains, surface & ground water, wind & currents, atmosphere & weather, climate change, oceans, our moon & solar system, & earth's history. (NSF)

<http://earthsci.terc.edu/navigation/investigation.cfm>

"Red Rock Adventures: A Teacher's Guide to Canyon Country Outdoor Education" provides 100 science activities for Grades 1-6. The guide also outlines 18 one-day field trips. While best suited to the high desert of southeastern Utah, many field trips can be adapted for other sites. (NPS)

<http://www.nps.gov/seug/ccoe/guide.html#>



ASPHALT GREEN

BY CAROL TWEEDY

Asphalt Green is the premier health and fitness non-profit in New York City, serving 42,000 people each year. The sports and fitness activities offered are available to 12,000 neighborhood children absolutely free and depend on generous contributions in order to support the free community activities.

Asphalt Green teaches 2,000 public school children how to swim each year. In addition, it helps 25 schools make recess safer, more inclusive and active as well as providing staff and facilities for 700 children in schools that do not have any physical education classes. Asphalt Green has an after school and weekend competitive sports league so 500 neighborhood youth experience team play. About 250 scholarships are annually given out to children for fee paying classes and camps. The running track, playgrounds, outdoor basketball courts, Astro Turf field, and the park are open for the enjoyment of an estimated 150 children per

day.

Fernando Rios, who attends P.S. 38 on 103rd Street says, "I love swimming at the Asphalt pool. It is very safe and keeps me out of trouble. Thanks to you I cannot stop thinking about Tuesday." That is the day that Fernando's fourth grade class comes to Asphalt Green to swim.

Naomit Saltzman, a teacher at P.S. 38, eloquently described the impact of the program: "Math and reading are not the only ways to grow a child's mind. Water, I've learned, is a great equalizer. When you are in the pool, it does not matter how you did on your math test...You may be the class ace or you may be struggling...but when you hit that water, you're free to be whomever you want."#

Carol Tweedy is the Executive Director at Asphalt Green. For more information call (212) 369-8890 or go to www.asphalt-green.org.

Surf Camp

The summer surf camps located in Wrightsville Beach, North Carolina are like no other programs in the world. For a week, your child will be immersed in the "Sport of Kings" while learning about incredible coastal ecosystems. All surf camps have a student to instructor ratio of 3:1, and are staffed with avid surfers educated in marine sciences. Why not learn to surf while taking advantage of the warm emerald green waters and white sand beaches of coastal North Carolina, and enjoy a week long adventure of fun in the sun? We offer both vacationers and residents alike an ecological surfing experience they will never forget. Separating this camp from so many others is

the ability for the whole family to partake in the wonderful experiences presented. Bring your friends or family, or come by yourself and see why Surfer Magazine rated Wrightsville Beach North Carolina one of America's top 10 surfing towns. You will have an unforgettable adventure that will change your life forever.

Enjoy a streaming surf cam of our local break. Check the surf report at www.gosurf-city.com

Unable to attend a camp? Our surf school can teach you how to learn to surf at flexible times that will get you wet and on your way to gaining confidence in the fundamentals of our sport.#

For more information go to info@wbsurf-camp.com.

Welcome to Greenland



SUMMER FUN IN THE CITY

KIDS SPORTS

Gymnastics Classes | Pee Wee Soccer Classes
Major League Soccer® Camps | Girls on the Run® Camp

KIDS SWIM

Swimming Classes | Learn to Swim Week
Summer Swim Camp | Water Polo

ADULT AQUATICS

Swimming Classes | Adult Swim Labs
Triathlon Swimming Clinics | Water Aerobics

ADULT EXERCISE

Ballroom Dancing | Latin Dancing | Karate
Personal Training: Pilates®, Weights & Yoga

SUMMER ENROLLMENT **June 12 – July 12**

sign up now.

212.369.8890 ext. 225

Asphalt Green

Sports and fitness for a lifetime.

555 East 90th Street | New York | www.asphaltgreen.org

LITERARY RIDDLES? ? By CHRIS ROWAN ? ?

I. "...That's what I'll do after college! I'll get my hands on one of these prairie towns and make it beautiful. Be an inspiration. I suppose I'd better become a teacher then, but I won't be that kind of teacher. I won't be a drone..."

This quote comes from which piece of American literature. When was it published? Who was the author?

II. On June 5, 1851, the first installment of a novel began to appear in the magazine *National Era*. What was the novel?

III. Which American author was born on June 14, 1811?

ANSWERS: I. *Main Street*, 1920; Sinclair Lewis.
II. *Uncle Tom's Cabin*.
III. Harriet Beecher Stowe.

Marymount Summer 2003



SUMMER SCIENCE & TECHNOLOGY CAMP

Girls and Boys ages 8-12
Explore the wonders of science and technology in Marymount's state-of-the-art multimedia labs. From meteorology to velocity and acceleration, campers are introduced to a variety of fascinating topics by a team of experienced teachers and counselors and learn to design, construct and dissect. Camp includes laboratory experiments, computer activities, field trips and sports and swimming, too.



SUMMER PERFORMING ARTS CAMP

Girls and Boys ages 8-12
Study drama, dramatic writing, music and dance taught by a team of professional teaching artists. An enhanced visual arts program will use the Metropolitan Museum to inspire and teach young artists. Explore all aspects of play production, including makeup, scenery and costume and prop design. Through the "Meet the Artist" program, campers will have the opportunity to work with professional actors, directors and designers. The campers will participate in weekly talent shows and a final Cabaret Performance and Art Exhibit. Field trips include a Broadway show.



BOTH CAMPS INCLUDE FIELD TRIPS, SPORTS AND SWIMMING

- Camps are in session from June 23-July 25.
- Camps will be held in Marymount's new, fully air-conditioned Middle School building at 2 East 82nd Street.
- Camps begin at 9:00 am and ends at 3:30 pm, Monday through Friday. Camps are closed on July 4th.
- Performing Arts campers must sign up for the full five weeks.
- Science & Technology campers may sign up for 3, 4 or 5 weeks.

For Further Information Call: 212-744-4486

LET'S GROW TOGETHER!



The Sol Goldman Y's
QUALITY EARLY CHILDHOOD PROGRAMS
(212) 780-0800

GANI NURSERY SCHOOL, ext. 238
Ages 2.0-4.8, Full and Half Day Programs, 2,3 or 5 days,
Nurturing, Experienced Staff, Rooftop Playground,
Shabbat Celebrations

PARENTING AND FAMILY CENTER, ext. 239
Classes for Infants, Toddlers, Two's, Moms, Dads, Caregivers,
Couples and Single Parents, A variety of Play and Discussion Groups,
Days, Evenings and Weekends, Ages Birth-Adolescence

AFTERSCHOOL PROGRAM, ext 241
Exciting Afterschool Program for Grades K-6, Mon.-Fri. from 3-6 PM,
Pickup from Neighborhood Schools Available, Swimming, Art,
Science Workshops, Cooking, Homework Help, Outdoor Play

DAY CAMPS, ext. 241
New Town Day Camp for Ages 2.9-6.0
New Country Day Camp for Ages 5.5-11.6
Music, Arts & Crafts, Sports, Cooking, Drama, Trips

JAPANESE PROGRAMS, ext. 243
Japanese Programs for Children and Parents

The Sol Goldman YM-YMHA of The Educational Alliance
344 E.14th Street, New York, NY 10003
tel: (212) 780-0800 fax: (212) 780-0859



Letters to the Editor

continued from page 2

Responses To: *Building Self Esteem Is Important For All Children*

To The Editor,

I have been desperately advocating for my 17 1/2 year old bipolar son. He has just recently been diagnosed and is not psychotic when he is medicated. His is a dual diagnoses because of marijuana use as well as having a mild language based learning disability. His psychiatrist and doctors at McLeans hospital in Boston strongly recommend a residential academic therapeutic school for him. Every where I turn I am told there is no such thing for him. (dept. of mental health as well as the school dept. have told me this.) Any leads would be appreciated. Surely on God's green earth there must be a place for this bright, gifted writer and young musician.

Anne Breckenridge

FAMILY VACATIONS:

The vacation your children will always remember.

Cabins. Waterfront.

Great Meals.

Loch Lyme Lodge

Lyme, NH 1-800-423-2141

www.lochlymelodge.com

BRING SIX STUDENTS TO WASHINGTON, D.C.

—YOU TRAVEL FREE!

Much more than a field trip, Close Up Washington is an exciting, weeklong exploration of the nation's capital in which government and the political process are experienced firsthand.



YOUR STUDENTS WILL:

* WITNESS CAPITOL HILL "IN ACTION" AND DISCOVER HOW A VARIETY OF FACTORS INFLUENCE LEGISLATORS' DECISIONS

* REFLECT ON THE INTERNATIONAL ROLE THE UNITED STATES PLAYS BY VISITING EMBASSY ROW, MEMORIALS, AND MONUMENTS

* SOCIALIZE AT THE HARD ROCK CAFE AND ESPN ZONE WITH NEW FRIENDS FROM ACROSS THE COUNTRY

* EXPLORE WASHINGTON NEIGHBORHOODS OUTSIDE THE "TOURIST TRACK"

* EXCHANGE VIEWPOINTS ON CURRENT ISSUES WITH OTHER PARTICIPANTS, NEWSMAKERS, AND GOVERNMENT EXPERTS

AND MUCH MORE!

TO LEARN HOW TO BRING A STUDENT GROUP TO WASHINGTON, CALL (800) 256-7387, EXT. 606 AND ASK FOR OUR FREE 2003-2004 PROGRAM CATALOG, OR VISIT WWW.CLOSEUP.ORG.



CLOSE UP FOUNDATION/DEPT. AD13

44 CANAL CENTER PLAZA

ALEXANDRIA, VA 22314-1592

To The Editor,

I think that this article was good for students with special needs because some students don't know how to find resources. They think they can't go to college because people don't tell them. I'm going to Landmark College.

Aisha

To The Editor,

Last summer I developed Osgood's when high school soccer practice began. I probably got it because I had started to grow a lot that summer plus overusing it in the tough soccer try-outs. In a few months soccer practice will start again and I am almost positive that I will still be growing, is there a high risk for me to get it again? Is there anything I can do over the summer besides keeping my knees in shape to prevent it? Any help would be appreciated...

Justin Cholewa

To The Editor,

I have had years of battling the Special Ed department in NYC. I have a 7th grader going to the Science Museum School at MS 44 and it has been a challenge. In many ways my highly intelligent and creative child has regressed from lack of motivation and inspiration. Every year I want to take him out of the program he is in and put him somewhere more challenging but most of the schools have a long waiting list and do not even respond 7 to you, such as the Churchill etc. It is a real shame the way things are. Poor kids! A tremendous waste of mind and life.

Nima Azour

Response To: *Choices: Perspectives of a Patient With Parkinson's Disease*

To The Editor,

Why hasn't Michael J. Fox tried spheramine?

Donnie Johnston

Responses To *Articles on Teenage Depression and Suicide*

To The Editor,

I think it's amazing how much teenagers commit suicide because of depression. There should be some type of help for them to try to avoid these kinds of accidents.

Gabrielle Mendez

San Salvador, El Salvador

To The Editor,

I liked your arguments on depression, but it is quite sad.

Yani, San Salvador

To The Editor,

Students are getting crazy because of too much work and social problems...they should have a counselor or a physiologist in school. Religious activities should help too.

Laura

Kiki, Wisconsin

To The Editor,

I really thought this article was helpful. I am doing a thesis report on teenage depression. If you have any more information that could be helpful would you please send it to this email: DaBaddPrincess14@aol.com. Thank You!

Heather, Carlisle, Pennsylvania

To The Editor,

I recently suffered the loss of my son's best friend who committed suicide 10 days ago. I wish he had the help of a mentor during his school career. He dropped out of high school at age 16 years. I am currently trying to get Virginia Beach City Public Schools to perhaps implement some kind of program to make parents, teachers, and caregivers aware of the warning signs of depression in children and teenagers.

Judy Goodwin

Responses To:

Mary Lou Retton Starts "Flip Flop Shop"

To The Editor,

I would like to meet Mary Lou Retton. I am on a team and would like to go to the Olympics just like she did. I have already met Amanda Borden. She is really cool. So now I would like to meet Mary Lou.

Debbie

Wabash, IN

To The Editor,

I really like this site. I'm doing this research project on Mary Lou Retton and this site really helped me on this project. Thanks a lot,

Megan Murdoch,

Bishop, TX

MOVIES

TOGETHER FEATURES BEIJING SYMPHONY

By JAN AARON

First we meet Liu Xiaochun (Tang Yun), the 13-year-old prodigy violinist featured in Chen Kaige's, *Together*. He is living in a provincial town where his father, Liu Cheng (Liu Peiqi), is bringing him up. From here, the two travel via calm, idyllic waterways to hectic Beijing. Because the teen won a music competition, they are heading to an audition at a music school there. The film swirls with Western classical music throughout. It contrasts the old lanes of Beijing with its new sleek luxury malls.

From the moment they arrive at the train station, young Xiaochun is introduced to a hard-edged new world as he watches a brash call girl, Lili (Chen Hong) bid her latest fling a noisy farewell. Though he places high in the music competition, the youngster can't study at a state run school because he lacks a local residency permit. He is able to stay unofficially and study with a private teacher.

This is the untidy, eccentric Prof. Jiang (Wang Zhiwen). Reduced to tutoring spoiled untalented rich-kids, he welcomes the gifted youngster. The unconventional professor tutors his student in classical music, while the boy teaches him to be tidier in the home he shares with many cats. Settling in by chance in an apartment near Lili's, the father works as a bicycle deliverer and the teen, when not studying violin, is caught up in Lili's world.



When Xiaochun falls out with his old tutor, his father arranges for him to study with the celebrity-maker, Prof. Yu (played by the director) who coolly pits Xiaochun against his girl pupil (Zhang Qing) and turns him against his father. Tang, a violin student himself, plays the prodigy perfectly.

The movie could do a better job of showing Xiaochun's surprise and growth in the big city. Its ending has everyone—the father, the old tutor and Lili—pulling together for a life nobler than a super star violinist. (118 minutes, in Mandarin with English subtitles, PG).

Also see *L'Auberge Espagnole* (The Spanish Inn, in French with English subtitles), a peppy preppy comedy that puts a mixed group of grad students together in a study abroad program in Spain.#

For information on film times and locations call 777-FILM.



Music in the Subways

By MICHELLE ACCORSO
& POLA ROSEN, Ed.D.

It was 9:30 am, a bit past the morning crush of riders heading to work on a typical day in New York City. At the downtown platform of 86th Street and Lexington Avenue, Richard Mirayes, playing acoustical guitar and singing to the admiration of some passers-by, was impervious to the screeching of the trains. Trained at Santa Monica College, he started lessons at the age of 8 and by age 12 was playing drums in bands. At age 14, he began to record and sing in the background to Frankie Valle.

"The subway is the only place to practice where people don't bang on the walls," smiled Mirayes. The money helps to pay for studio time for students and strings, which he changes twice a week. When asked about difficulties with the work, he instead discussed the perks of the subway musician. He gets a brand new audience every 4 minutes and more breaks than with a union job. I'm happy "if I can make people forget that they're in a rat infested subway, so crowded with people." In about 4 hours, Mirayes makes about \$70. On a weekend with tourists coming by, he makes about \$125 for 5-6 hours of work. He's never had a problem. People are very cooperative, he says. His favorite song: Take It to the Limit.

We met Steven Clark at the 34th Street Station. A performer for 17 years, he learned on his own starting at the age of 6, while in the Chicago public schools. "Sometimes I go to Times Square; sometimes I'm outdoors at Yankee Stadium. I feel the spirit behind me and I love entertaining," said Clark. He works 5-7 days per week and makes about \$200-300 per day. One of the problems he has faced is going



to jail for begging. He was held overnight and fined \$50. A high moment in his life was when a woman noticed he was feeling ill and gave him \$50. His role model and inspiration is Michael Jackson.

Eunique Mack, a vocalist at 42nd Street started singing as a little kid. For the past 10 years, he's been in the subways. He's part of the MTA



Arts for Transit. You call them, he explained and request a site. You can work 3 days per week for about 3 hours. "I make about \$20," he said. His favorite musician is Sam Cook.

At 14th street we met Eric Lino and David Murph on the flute and Jimboy on the bongos. The music was jazz and calypso, popular songs. "Smiles on people's faces and little kids that love us, that makes us feel good," the musicians said. They play from 3-8 hours. The worst thing that ever happened was having their equipment impounded before they signed with Music in New York. John Coltrain has been the greatest influence in their music.

In another corner of 14th Street (the station is a large hub for many trains to different boroughs), Sixto Masaquaya, was playing the music of Ecuador that he learned on his own. Only 2 years in the subways of the United States, he was wearing the poncho of his small, native town and playing an instrument called Canacho Quimacho Ouena Zompona, which is made of bamboo. While conversing with him in Spanish, he said a low point was when he was arrested; a

high point of playing was seeing the emotion that his music evoked, seeing people cry.

The next time you pass subway musicians, think of the love of music that they have and want to share with the public, despite the din and roar of the trains. Their music brightens a gray, underground place. Isn't it worth a little spare change?#



Children's Museum of Manhattan Begins 30th Anniversary Celebration with 4 Interactive Exhibitions

The Children's Museum of Manhattan (CMOM) presents NYC's most exciting and enriching schedule of fun, hands-on activities and exhibitions as well as live performances that kids and families can enjoy all summer. Kids can always meet a new friend or see an old one while doing cool things at CMOM this summer.

Summer excitement begins in June. As part of the 30th Anniversary celebration, CMOM is extending their hours this summer! To better serve the community, beginning June 24 children and families can visit and enjoy CMOM six days a week, from 10 a.m. to 5 p.m., Tuesday through Sunday.

Highlights from CMOM's summer exhibitions include:

Adventures With Frog and Toad: Hop into the world of Arnold Lobel's classic books in an interactive exhibit that features storytelling and sing-a-longs. Begins May 23rd and continues to December. Free with museum admission.

Special Frog and Toad featured activities for July and August

CMOM presents daily interactive performances featuring Frog and Toad. As well as appearances every Friday at 2 p.m. by cast members from the hit Broadway show, *A Year with Frog and Toad*.

The Kloos Family Mystery presented by Court TV: Help solve a "caper" by gathering evidence and using such real crime scene methods as fingerprints, fiber and hair analysis, and footprints. Court TV's Kloos Family Mystery

begins May 10 and continues to September 1. Free with Museum admission.

Travels With Ted and Betsy Lewin: Journey to far off and fascinating places by enjoying the ongoing "Seeing The Story" series that features the original illustrations and stories by this creative couple. Begins June 14 and continues to November. Free with museum admission.

My Home Planet Earth: Join a cast of animated characters on an adventure to clean up the environment. Kids will learn how the body uses water, navigate the path of dust particles through a giant nose, investigate careers in science, and make their own environment-saving invention. Begins May 17 and continues to September 1. Free with museum admission.

City Splash: Kids cool off outdoors and dis-

cover the amazing properties of water. Begins in May and continues through September. Free with museum admission.

CMOM offers ongoing exhibitions and art workshops in the Russell Berrie Art Studio, creative activities for young children in the Early Childhood Center and use digital imaging technology to play with color and shapes in the HP Inventor Center. Daily computer workshops are also available. Art Inside Out exhibition includes 40 interactive activities that give children an insider's view of how three great contemporary artists create their artworks. CMOM's Wordplay is NYC's most exciting, stimulating and fun environment for children one-month to four years old.#



Bank Street College of Education Hosts 31st Annual Irma S. and James H. Black Children's Book Awards

Recently, Bank Street College hosted the 31st Annual Irma S. and James H. Black Children's Book Awards held at the Algonquin Hotel in New York City. Pictured from left to right are Earl Engle, Connie Engle Black (Irma S. and James H. Black's daughter), and Bank Street President Augusta Souza Kappner.



Healthy Children

continued from page 6

physical activity for their children and families. The parents will be recruited from the program sites in each of the three cities.

More specifically, it is anticipated that the mothers, fathers or guardians who participate in the parent-to-parent mentoring program will learn from trained parent advocates the healthy nutrition/physical activity information and skills that are necessary to be role models for their children.

More specifically the parents will have the opportunity to learn:

- how many fruits and vegetables to eat daily, easy ways to prepare them and the most economical way to buy them.
- that low-fat or fat-free milk is healthier for children over the age of two to drink than whole milk.
- the kind of lean meats and low-fat cheeses that are the healthiest to include in their meal planning and how to prepare them.
- which beverages – including water – are the healthiest to drink.
- which snacks are healthiest for them to eat and how to prepare snacks for the family.
- which whole grains and beans are healthiest, most economic and best ways to prepare

them.

- ways to be healthy eating role models for their children
- ways to increase their physical activity and ways to limit television and electronic game viewing.
- how to identify indoor and outdoor spaces in their neighborhood where they can safely engage in physical activities.
- how to grocery shop effectively.
- ways to get the most information off of food labels.

We hope the students will show a willingness to participate in school and other community physical activities that are available to them. We also hope that they show a willingness to try new foods, explore ways of preparing meals and a willingness to change some of their eating behaviors. The ultimate goal of *Healthy Children Healthy Futures* is to promote youth advocacy to get the word out about the benefits of leading healthier lifestyles through nutrition/physical activity media messages. Healthy Children Healthy Futures participants can be instrumental in stopping the epidemic of obesity and related illnesses in our cities, one neighborhood at a time.#

Matilda Raffa Cuomo is the Founder/Chairperson, Mentoring USA and B.J. Carter is the Director of the Child Health Initiative, Strang Cancer Prevention Center.

Flower Power "Rules" this Month in the Everett Children's Adventure Garden at The New York Botanical Garden

For Families: NEW! Flower Power–June 14–September 14, 2003, 10:00 a.m.–6:00 p.m.

Visit the Adventure Garden and experience the dizzying diversity of color, fragrance, shape, and size found among our blossoms during this summer's floral festival. See beautiful flower sculptures combined with nature's own bounty. Children match the hummingbird, bee, butterfly or beetle paper pollinator as they travel from one tempting flower to the next, investigating which flowers their pollinator creature likes best and why. Additional activities include dissecting live flowers and studying them under microscopes, crafting paper flowers, and exploring the Adventure Garden on captivating flower hunts.

For Camp And School Groups: What better place to enjoy the beauty of the season? Camp groups are dazzled by the wonders of the natural world in the Garden's 250 acres, including two gardens designed especially for children. The one-of-a-kind Adventure Garden is a unique 12-acre indoor-outdoor museum where children explore, discover, and experience plant science in a fun and engaging way, and the Howell Family Garden is a place where children dig, plant and compost. Kids also learn about plants and enjoy nature in the garden's individual garden plots, playful theme gardens, the meadow, and a compost facility filled with red wiggler worms! Call to register today! Groups select from a lineup of exciting summer programs: Flower Power in the Everett Children's Adventure Garden, How Does Your Garden Grow? Ruth Rea Howell Family Garden, Guided Walks of the Garden Grounds or in the Enid A. Haupt Conservatory, Self-led Tours of the Garden Grounds.

Pea Pod Explorers—for children ages 2–5, through June 27: Two or four session programs in the Adventure Garden for pre-K school groups. Pea Pod Explorers learn about nature's life cycles while participating in activities including singing, storytelling, and scavenger hunts, planting, and making experiments to take back to the classroom. Participants in the four-session program also plant a group garden. Hand lenses and achievement certificates

are awarded to each child at the end of the program. For more information or to register call (718) 817-8181.

For Teachers: Expanded! Teacher Training: Summer Institutes

Led by scientists and educators, The Sara Lee Schupf Summer Institutes provide a weeklong immersion in ecology and plant science. Participants in this dynamic program discover the thrill of science through field-tested, hands-on, inquiry-based activities. Teachers discover how to make the Garden an extension of their classroom, while enriching the curriculum with award-winning resources. Seedlings Workshop for teachers of grades K-2, July 7-11 and NEW! July 14-18. Saplings Workshop for teachers of grades 3-5, July 21-25 and NEW! July 28- August 1

Participation in the Summer Institutes is limited and competitive. There are three options for credit: Thirty units of New York City Department of Education New Teacher Credit. Three "G" in-service credits from the New York City Department of Education. Two graduate credits in education through CUNY Lehman College.

Additional fee and requirements apply for "G" and graduate credits. For more information, or to register call (718) 817-8177.

Ongoing: There is always something to do at the Garden. Every day the Garden inspires children to investigate the world of plants, explore nature, and discover the thrill of science. Children have fun while learning about plant science in an engaging, hands-on way with a variety of indoor and outdoor activities such as dissecting flowers, pressing plants in the herbarium, using microscopes and hand lenses to study plant parts, and take-home activities including making a nature field notebook to record observations, leaf rubbings, and plant and flower sketches, nature art and seasonal crafts.#

For a full listing of family fun activities go to www.nybg.org/family/famevents.htm. For more information call (718) 817-8700 or visit us on the web at www.nybg.org. The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett.

**THINK IT'S OK TO SKIP AN ART CURRICULUM?
YOU COULD BE HURTING YOUR STUDENTS' EDUCATION!
Improve Scores In Core Subjects Up To 20%!**

- 3-Step Program
- Art History - Art Technique - Art Activity
- 4 Age-Appropriate levels
- Standards-Based
- No Art Background Required
- Video-Based Staff Training



A new study shows that students participating in the arts are 4 times more likely to be recognized for academic achievement, and 3 times more likely to win an award for attendance.

MEET THE MASTERS is a self contained, multimedia curriculum providing complete art enrichment for elementary students in grades K - 6. Thanks to **MEET THE MASTERS'** exciting, multi-faceted program, more than 1 million students in over 200 schools nationwide have experienced the benefits that only quality art education can provide!

MEET THE MASTERS.COM
1-866-MTM-4ART

"A blueprint for a cultural renaissance."

-Karen Cochran,
Deputy Director, Cultural Initiatives



Product Review:

AVAION SOFTWARE'S FATFINGER 2.4

By MITCHELL LEVINE

As great as laptop computers are for mobile education, they still have some disadvantages for practical deployment in a contemporary educational setting. Since the concept of the "one to one computing standard"—or one mobile device for every student, teacher, and administrator—is to ensure equal opportunity for techno-literacy, it's an unfortunate fact that the very classrooms that most need access to the technology, have the least space to make use of it. Also extant, of course, is the problem of transporting these delicate, valuable appliances; areas of the city in which students are least likely to have Internet availability and computer use in the home, are the ones, unfortunately, where carrying even a budget laptop is most likely to be a serious security risk for both the child and the laptop.

Thanks to a new generation of products, handheld computing now offers a reasonable solution to the above challenges. Color screens, connectivity options, and solid RAM capacities make wonderful PDAs like the Palm Tungsten series potentially serious players in the educational tech market.

However, even with the most current models available, interface issues have remained a roadblock to their unqualified acceptance. Although adults may find the need to use a stylus or a thumb board only an annoyance, particularly with younger students, suspicion about the appropriateness and ergonomic viability of sustained use of such input methods for students has continued. Accessories like folding keyboards have made some inroads, but they often nullify one of the key advantages of the devices—their favorable form factors for

space-needy classrooms.

Avaion Software's flagship product FatFinger 2.4 provides a new slant on this issue that holds great promise for both juvenile and adult PDA users alike. The software creates a unique way to enter in information without having to use an inconvenient hardware keyboard, or complicated Graffiti hieroglyphics. The inexpensive software application offers a whole series of on-screen keyboards that are large enough to allow the user to type on them to input directly with their fingers—no stylus required. After download, FatFinger can be used with any of the preloaded apps running on Palm OS 3.1 or higher; including Address, Datebook, and Memopad, etc., as well as many third-party programs too. The keyboards include Alpha, Numeric, and Symbol character sets, and are even configured to operate in the dark with their implementation of the Palm backlight.

Soon after install, I was confidently typing much more quickly within a few minutes of using the program. I've never been able to make efficient use of the Graffiti language, and FatFinger even seems faster than my Palm's thumb board mini-keyboard, let alone those awful styli. Although I do have some concern about the effect of extended application of finger oils to my PDA's touch screen, both the manufacturer and Palm themselves assure me that they have found such issues no reason for concern.

For anyone worried about the effect on young technology users of repetitive stress from handheld input—and that should include all New York City education professionals making use of or supervising students with the devices, an

Product Review:

Otterbox Armor 3600

By MITCHELL LEVINE

Almost anyone who's become a serious handheld user has noted a number of wonderful things about those fascinating little digi-boxes: their convenience, versatility, and profound impact on their personal productivity. Unfortunately, one big liability is usually quickly evident—their delicacy. Making them fast, capacious, and flexible apparently doesn't leave a lot of technical capital left over for making them rugged. One thoughtless drop, even from as little as four or five feet, will often just quickly convert your Palm or iPaq from a mobile warrior into a \$600 paperweight. But how can a palmtop student or administrator possibly take advantage of the benefits of today's handheld computing benefits and still ensure their continued existence and functioning without breaking down their capital?

A truly unique product, Otter Products' Armor 3600 PDA case manages to do the impossible. It creates a superlatively ruggedized hard-shell case designed to absorb maximum impact, while still allowing the user complete access to their mobile device's functions. Measuring approximately 8"x 6" x 4", the 3600 provides a high resiliency, shock absorbing outer shell which, when opened holds virtually all

approximately \$15 investment in FatFinger will go a long way towards creating peace of mind. More information about the product, including a free demo for download as well as online ordering, is available at the company's site at www.avaion.com.

major handhelds in Velcro restraints. The latter hold the unit centered on a plastic screen on which the PDA's touch screen can be manipulated for in-case use. Just about anything you can do out of the case can be accomplished while secure fastened within a 3" layer of foam, especially with an optional through-box power pod accessory which allows an encased handheld to be powered with an AC adapter cord. Other accessories include a variety of lanyards and belt clips, and other helpful sundries.

Although the 3600 is a little on the bulky side, considering the fact that, according to industry statistics, over 80% of all accidents result in the purchase of a new PDA, \$99.95 on this product can save not only money, but countless hours of replacing data and documents. For more information, log onto the manufacturer's site at www.otter.com

**Teacher Trusted, Child Friendly,
Parent Approved!**



Your favorite comprehensive education resource has gotten DOGGONE better!

- Teacher Trusted, Child Friendly, Parent Approved!
- FREE, user-friendly web directory appropriate for all ages.
- New educational products and services
- EduPuppy Newsletter back by popular demand!
- Turnkey, innovative total technology solutions
- Bridging divides and building supportive, attainable frameworks for school and families.

We now provide professional development & technology training for any budget!

www.EduPuppy.com
Phone: (203) 269-3536
email: info@EduPuppy.com

EduPuppy fosters industry partnerships, collaborations, and strategic alliances that provide successful educational opportunities for ALL children.

TEXAS PUBLIC SCHOOLS IMPROVE SCORING IN THE "DIFFICULT TO TEACH" SCIENCES OF ANATOMY AND PHYSIOLOGY

As a wide-open healthcare field prods a growing number of students to seek careers in the industry, educators are finding more effective tools and techniques to teach a traditionally difficult subject.

With the proliferation of magnet schools, strict testing standards and omnipresent budgetary concerns, finding new ways to improve student performance without breaking the bank has become imperative for educators and administrators. Unfortunately, finding new solutions—through improved teaching techniques, systems, or tools—is often easier said than done.

However, schools throughout the state of Texas have discovered a way to increase student performance in the normally "difficult-to-teach" subjects of anatomy and physiology in the form of a new kinesthetic teaching system. Championed by the Texas Health Science Technology Education group (HSTE), over 130 schools in Texas currently utilize this system and the resulting educational benefits and learning improvement are being widely praised by administrators, teachers and students alike.

For as long as anyone can remember, the physical sciences of anatomy and physiology have been taught by utilizing a learning system that was developed more than 140 years ago based on a two-dimensional, "dissect the parts from the whole" approach that is supposed to

teach students about the complex, interactive, three-dimensional system that is the human body. For some teachers, this method of teaching was insufficient because it relied on the process of rote memorization to define the numerous parts of the body, which is difficult for even the best students. With accountability for pupil performance and antiquated educational techniques hampering teacher's efforts, generating enthusiasm or teaching students how the information is relevant to their own bodies was a losing proposition.

Discovering a better way to teach anatomy

was just the first step. Teachers utilize a system of atlases, models, and detailed illustrations that cover how these body parts are related, with detailed information on muscles and bones and their relationship. Ewan noticed an immediate change in the student's enthusiasm and in test results.

"On the first class we used it on, even without formal instruction, I already saw the students grasping concepts that they just couldn't get before," says Ewan.#

June In History

COMPILED By CHRIS ROWAN

Firsts in June:

The first Republican national convention was held June 17, 1856.

Samuel J. Battle became the first black New York City policeman on June 28, 1911.

World History:

In 1215 (on June 15), King John of England signed the Magna Carta, considered the first step toward representative government in England.

In 1914 (on June 28), Austrian Archduke Francis Ferdinand and his wife were assassinated.

In 1919 (on June 28), the Treaty of

Versailles formally ended World War I.

Invasions:

On June 6, 1944 D-Day: Allies invaded Normandy Beach in World War II.

On June 22, 1941, Nazi Germany invaded the Soviet Union.

On June 25, 1950, North Korea invaded South Korea, beginning the Korean War.

The United States intervened on the side of South Korea.

American History:

In 1667 (on June 21), the Dutch ceded New Amsterdam (New York City) to England.

In 1775 (on June 15) George Washington became Commander and Chief of the Continental Army.

SCIENCEWORKS

Outstanding standards-based science software and projects for homeschooling.

- Sky Works
- Slide Works
- Dissection Works
- Rocks & Minerals
- Discover The Elements
- The Interactive Periodic Table
- Animal Dissection Simulation Kits for Homeschooling.




Available for:
Elementary, Middle-School,
& High School,
Grade Levels!

Call for product specials!


All of our products run on
Macintosh and Windows computers.

1-800-478-8476
www.k12sciencestore.com

Education friendly.



Include coupon #NY10001
in your order for an institutional discount.




For your teachers and students, having only one desktop is confining, time consuming, and frankly, a little boring. Harness the power of your schools' Macs and give multi-tasking a whole new meaning for educational computing.

Introducing CodeTek VirtualDesktop™ software. It's like having up to 100 monitors available at all times. No need to resize or hide windows, just move to a new virtual desktop. Use every page of a site at the same time. When you need an application or window again, one click will take you back. Having this freedom will make in-class work easier, more productive, and, most important, fun. CodeTek VirtualDesktop.™ A new way to work. A better way to work.

Toll free 866.926.3383

For Mac OS X 10.1.3 and higher



www.codetek.com

CodeTek Studios and CodeTek VirtualDesktop are registered trademarks of CodeTek Studios, Inc.

Dear Teachers and Administrators:

In July 2003, the fiscal year for the New York City Department of Education will begin! It is at this time that budgets and vendors' lists will be formulated and released.

This is the time that education dollars are allocated for the best materials, books, equipment and services to enable our students to achieve state standards.

For seven years *Education Update* has been regarded as an expert and reliable source of information to help our readers, the decision makers in New York City public and private education, choose appropriate materials for their needs. *Education Update* is therefore providing our Marketing Supplement, a curricular and technological resource guide.

We would like to submit these innovative products and services for your consideration, as well as the visionary companies that offer them.



Best Wishes,

Pola Rosen
Pola Rosen, Ed.D.
Publisher



Could the Perfect Education Laptop run LINUX?

We know what you're thinking...

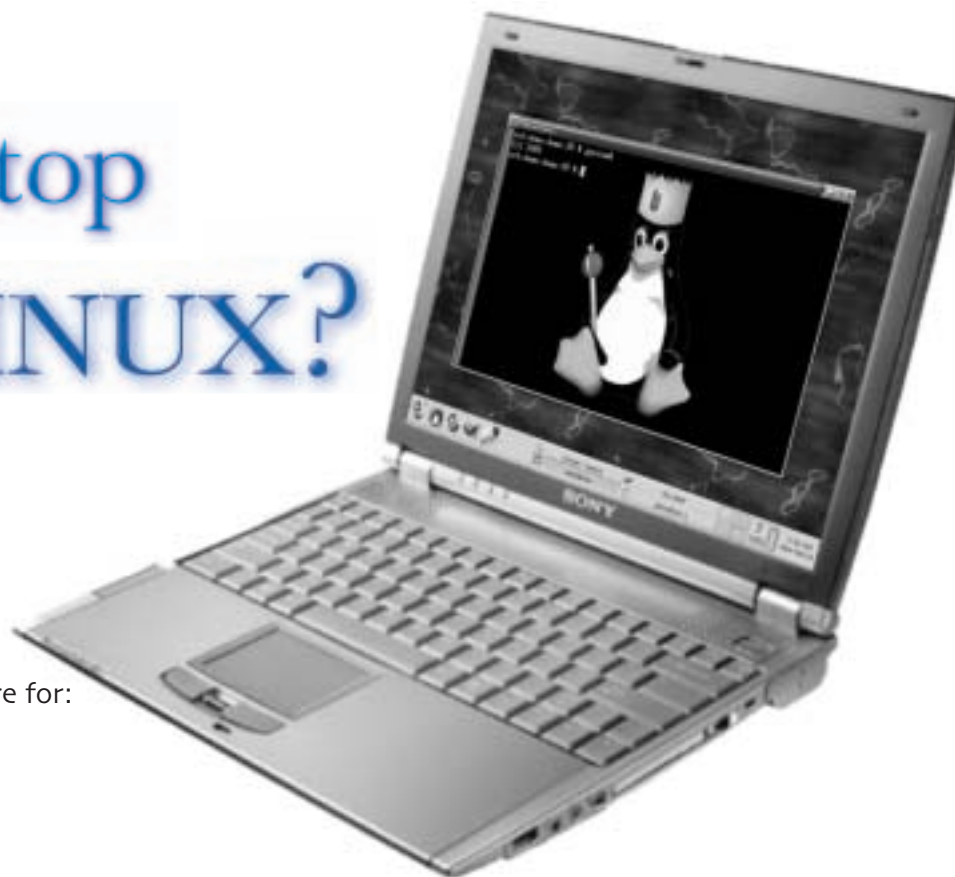
"Servers run LINUX. Why should my school's notebooks?"

Imagine: a high-performance, applications-oriented Pentium III-M mobile computer for under \$2000 with:

- The fastest, most stable operating system available today!
- Built-in wireless accessibility
- Unmatched warranty and tech support
- An extensive collection of powerful & full featured software for:
 - Graphic & Web Design
 - Image and Photo Manipulation
 - MS-compatible Word Processing & Slide Shows
 - MS-compatible Spreadsheet & Database
 - Web Browsing & Email
 - Educational Software: Language, Math, Science

All Linux software titles are Absolutely FREE!

Avoid Costly and Recurring Software License Fees



BlackPerl R (Sony VAIO R505 Series)

1.2 GHz PIII-M | 256 MB RAM, 30 GB HD | 12.1" Active XGA TFT

<http://www.EmperorLinux.com/education>

1-888-651-6686

Institutional Purchase Orders Welcome
Quantity Discounts Available, Please Call.



www.EmperorLinux.com



No Graffiti. No stylus. No hardware. FatFinger for Palm OS.

"Put FatFinger on your 'must-have' list!"
—Dr. Tom Jackson, Systems Administrator/Programmer
University of Kentucky



FREE 14-DAY TRIAL!

CALL FOR EDUCATIONAL PRICING

- Faster and more accurate than Graffiti
- Type with your fingers - no stylus required!
- Works on OS 3.1 and higher, including OS 5!
- Safe - will not harm the screen!

avaion™

(763) 559-7037 www.avaion.com

HOSTS LEARNING IS A TITLE I APPROVED LEARNING SYSTEM FOR READING FIRST SCHOOLS

HOSTS Learning is guaranteed to help your students, too.

Guaranteed results.

Since 1971, HOSTS Learning has succeeded in helping over one million students learn to read. These results have helped us earn the respect of teachers, administrators, and the federal government. In fact, HOSTS Learning systems are the only learning systems referred to by name in the report language of the *No Child Left Behind Act of 2001*. We are committed to creating learning systems that support academic achievement for every student.

Research based.

HOSTS Learning systems utilize simple, effective methods that allow teachers to tailor activities to their student's individual needs, track their progress, and use classroom-based curriculum and textbooks. It's a system that makes data driven decisions second nature. Research studies of HOSTS Learning programs prove that reading success is possible for all children.

It's a big promise.

A promise proven by research and we guarantee results.

Want to find out more?

Contact us today and find out how you can bring the experience of HOSTS Learning to your school and achieve guaranteed reading success.



Trusted Partner, Caring Solutions

LearnerLink
Simplified Instructional Management

HOSTSLink
Structured Academic Intervention

ProLink
Personalized Professional Development

HOSTS LEARNING

1-800-385-2068 • www.hosts.com • info@hosts.com

© 2003 HOSTS Learning, MAd030430-001

OYSTER

Meet Oyster

"One of the most elegant devices I have ever seen for a notebook!"
— Jim Forbes

It's simple.

Open your laptop, slide it into the Oyster and connect your power and USB cables.

Your screen will now be at a more usable height, you can use a full size keyboard and mouse comfortably and the built in USB hub mean your cable management is integrated. All this and no compromise on appearance.



With Oyster the laptop user can enjoy the benefits of portability coupled with the comfort and functionality of desktop computing.

(206) 783-3134

• Institutional Purchase Orders Welcomed •



SHERPAD MOBILE TECHNOLOGY

www.oysterdock.com

Wireless Work



Imagine the convenience of teachers, students & administrators being able to print wirelessly through your Palm OS-based PDA's infrared port, or BlueTooth™!

- Print Word or Excel documents with WordSmith® or DocumentsToGo®



- Work wirelessly with your schools Desktop printer or your mobile!

- Print from up to 30' away, in class or outside!

Educational Discounts Available
Institutional Purchase Orders Accepted

1-866-886-8883

www.IScomplete.com

email: info@iscomplete.com

MUSEUM ON THE WATER IS THE LOCATION FOR SUMMER FUN

By KRISTA KOHLHAUSEN,

Looking for a place where you and your students can spread your wings and discover first hand what it's like to travel on the sea, fly in the air, and float in space? Then join us on the *Intrepid* Sea•Air•Space Museum this summer for an exciting, enriching experience.

The *Intrepid* is more than a museum. Experience what it's like to fly a supersonic jet on the Virtual Flight Zone's flight simulators. Test your physical abilities just like the men and women of the U.S. Armed Forces in the new "Special Forces Challenge"—our new five-person rock-climbing wall. Discover what it's like to live and work on board an authentic aircraft carrier, naval destroyer, and guided-missile sub. Inspect some of the world's fastest planes, including an F6F Hellcat fighter to an A-12 Blackbird spy plane on the *Intrepid's* flight deck.

Your *Intrepid* experience becomes even more enriching when combined with one of the *Intrepid* Education Department's exploration workshops and tours. Led by certified teachers, kindergartners through third graders can learn how boats float and planes fly, building their own models and testing their creations. They can also explore life onboard a "city at sea." Fourth through eighth graders can discover the fascinating world of space exploration as well as the real lives of the real heroes who served our country in the Armed Forces and who made sacrifices at home during World War II. High schoolers can gain a profound understanding of

Korean War, Vietnam War, and Cold War history through discussions and explorations on board the *Intrepid*—a National Historic Landmark that served during all three conflicts. Classes will enjoy Scavenger Hunts, searching for artifacts and items around the *Intrepid* so

continued to page 35

Award Winning

TOTALLY NEW CONCEPT

Age Level 4 and Up
Proficient Reader in 3 to 6 Months

Professor Phonics
with
ME and MY MOUSE

- Intensive Phonics—Self Teaching Interactive CD-ROM
- A Complete Reading Course
- Use with any reading program
- Fun filled Games for Reinforcement
- Reads from the Very First Lesson
- Helps Restless Students Focus

FOR MORE INFORMATION:
Professor Phonics® EduCare© 4700 Hubble Road, Cincinnati, Ohio 45247
Toll-free 866-385-0200 or 513-385-1717 • Fax: 513-385-7920
e-mail: sue@professorphonics.com • WEB: www.professorphonics.com

Zero Launcher

ONLY \$19.95 plus S&H

- ▶ Fascinating to watch!
- ▶ Loft 2-6" diameter (non-toxic water base)
- ▶ Vapor rings up to 14 feet away.

Each Toroidal Vortex is unique.

These dreamy beautiful rings demonstrate physical principles of aerodynamics and fluid mechanics.

Colors Translucent Red, Blue and Purple. Blaster also in Silver.

ZERO™ Educational Discounts Available
www.zerotoys.com
(978) 371-3378

You think the Internet is safe? Think again... NetBarrier & ContentBarrier: The essential security solutions for your schools' computers



ContentBarrier

You don't let your students read just anything, do you? Well, when they surf the Internet, they can see whatever they want, unless you're there to watch over their shoulders.

- Blocks adult websites, sites with inappropriate content and even chat rooms with predatory language
- Multiple users and levels of protection
- Keeps a detailed log of internet sessions
- Password protection for program settings
- Automatic e-mail notification for critical events



NetBarrier

Every computer connected to the Internet is exposed to hackers and vandals; including your school. They want your data!

- Monitors incoming & outgoing data
- Monitors and controls incoming & outgoing data
- Blocks vandal attacks against your computer
- Protects your data: Credit cards, passwords & other confidential information
- Customized protection mode allows you to create your own rules

Download
free trial
now!

CALL FOR EDUCATIONAL PRICING

Licenses available
5, 10, 20+



we protect your world™

www.intego.com

(512) 637-0700





Professional-quality plug-ins for photography and graphic arts students



Eye Candy 4000 is a set of twenty three Photoshop filters that combines practical effects like shadows, bevels and glows with stunning effects like chrome, fire, smoke and wood.



Xenofex 2 provides fourteen more phenomenal effects like lightning, clouds and television. Includes 5 new filters and a streamlined interface.



Splat! delivers frames, textures, edges, borders, mosaics, and more in Eye Candy's easy-to-use interface. Add impact to your images with Splat!



Image Doctor removes blemishes and defects, repairs over-compressed JPEGs, and seamlessly replaces unwanted details and objects. Restore, retouch, repair and reclaim your images.



All our products are Mac OS X compatible.

free demos and tutorials • multipacks and site licenses available

www.alienskin.com
1-888-921-SKIN (7456)



also available from:
Academic Superstore, Journey Education,
Creation Engine, and CCV Software



Thunderstone redefines search technology...again.



Thun•der•stone Search Ap•pli•ance n. 1 a new device that delivers fast and accurate search results to teachers and students, easily exceeding 45 queries per second; **2** easily plugs into your school's network **3** can create unlimited separate collections for multiple websites or restrict searches to specific areas — *see also* **Thun•der•stone n. 1** a company with 22 years of experience; **2** the technology that powers 100 million* searches a day, including The Stern School of Business at NYU.

Educational Discounts Available — Institutional Purchase Orders Welcomed



216.820.2200
www.thunderstone.com

Lapvantage™ Dome The Ergonomic Laptop Stand



Turn Your
Laptop into a
Desktop

- Adjust height to prevent neck and back strain
- Swivel your laptop 360 degrees
- Save desk space with small footprint
- Choose from black or white
- Educational discounts available

www.lapvantage.com

It's Great To Invest In Laptops For Your Students,



But How Will Your Students Protect Your Investment?

Compact Laptop Sleeves

Using the most durable ballistic nylons, our dual-purpose compact laptop sleeves are designed to slide into your student's book bag or our BP3 laptop backpack; they can also be used as a stand-alone padded carrying case with ergonomically-designed shoulder pad. Offering protection for almost any PC laptop, Apple PowerBook and iBook, our economically-priced laptop sleeves are the ideal solution.

Laptop Backpacks

Built "Ford tough"*, our laptop backpacks offer plenty of padded storage space for most laptops and accessories, as well as a stack of books six inches high. Made from durable ballistic nylons and thick foam padding, the backpack's ergonomically designed shoulder straps make carrying heavy loads easier than ever before. Combine it with one of Booq's laptop sleeves, and you've probably got the best laptop protection anywhere.

We welcome institutional purchase orders. Discounts for bulk orders are available.

For more information, please visit www.booqbags.com or call 818.843.2554.



*Chris Edwards, bagreview.com. ©2003 Booq. All rights reserved. Booq and "b" logo and registered trademarks of Booq. 1901 Peyton Ave, Burbank CA 91504.

Now Up-to-Date & Contact

Schedules &
Contacts for:

- Individuals
- Workgroups
- Internet

The #1 Best-Selling
Scheduler and
Contact Manager
for the Mac.

"the best calendar
program I've ever
used."

David Pogue,
The New York Times

Now
SOFTWARE

Try it free
for 30 days.

<http://www.nowsoftware.com>
1-800-344-9160

CROSS
PLATFORM!

What If Your Hard Drive Crashed Right Now?

DupliDisk provides real time data mirroring, so if your primary hard drive crashes, your computer will continue to run smoothly with no data loss.



- Mac & PC Compatible
- Easy Installation
- Complete Technical Support Department Ready to Help You
- Fits Anywhere Inside Your Computer
- Uses No PCI Slots or Bays
- Will Not Slow Your System
- Provides Total Peace of Mind

Education Discounts
Available

Institutional Purchase
Orders Welcome

DupliDisk3
IDE RAID Controllers

ARCO
DATA PROTECTION SYSTEMS

www.duplidisk.com/edu • (800) 458-1666



Resource & Reference Guide

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

ahal Process, Inc. - EYE-OPENING LEARNING
Visit www.ahaprocess.com for Hidden Rules of Class at Work, and all of Dr. Ruby Payne's books, workshops and videos surrounding the issues of poverty, raising students achievement and building intellectual capital. (800)424-9484.

HIGH MARKS IN CHEMISTRY; 1-877-600-7466
Over 50,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor- Easy review book for NEW regents (second edition) with hundreds of questions and solutions. Get HIGH MARKS \$10.95. Available at Leading book stores or call (718) 271-7466. www.HighMarksInSchool.com

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 Ext. 360.

COLLEGES

DeVry Institute of Technology
30-20 Thomson Ave.; Long Island City, NY 11101
888-713-3879 ext 6724; www.ny.devry.edu
Classes start soon at our Long Island City Queens campus for programs in: Business administration, computer information systems, computer technology, electronics engineering technology, telecommunications management. Flexible schedules: days, weekends, evenings, scholarships, and financial aid for those who qualify. Transfer credits accepted. Graduate employment services.

Seton Hall University
400 South Orange Ave., South Orange NJ 07079
800-313-9833; <http://education.shu.edu/excedd>
Earn your doctorate in two years, with 10 weekends and two four-week summer sessions and a cohort of outstanding educational administrator colleagues. For more information email excedd@shu.edu

JULY EVENTS AT SARAH LAWRENCE COLLEGE

Child Development Lecture
at Sarah Lawrence College, July 7

"Nurturing the Remarkable Powers of Children," the 2003 Thomas H. Wright Lecture at Sarah Lawrence College, will be held Monday, July 7, at 11:30 a.m., in Reisinger Concert Hall. Dr. William Crain, teacher, author, and social activist, will deliver the annual lecture that features speakers who are national leaders in the fields of education and child development. The lecture launches the 2003 *Empowering Teachers* Summer Institute sponsored by the College's Child Development Institute.

William Crain, Ph. D. is Professor of Psychology at The City College of New York. The author of *Theories of Development: Concepts and Applications* and *Reclaiming Childhood: Letting Children Be Children in Our Achievement-Oriented Society* Dr. Crain has received several awards for his efforts on behalf of access to higher education. This year Dr. Crain became the new editor of the journal *Encounter: Education for Meaning and Social Justice*.

The Empowering Teachers Program was established in 1989 as a forum for continuing education and support for teachers, administrators and other professionals working with children in early childhood and public elementary school settings. The program has served as a resource and network for more than 250 beginning and experienced professionals from 25 school districts in Westchester and adjacent counties in New York, in Connecticut and New Jersey.

The study of child development has been a central interest at Sarah Lawrence College since it's founding in 1926.

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

New Dance Group Arts Center
254 West 47th St., NY NY 10036, (212) 719-2733; www.ndg.org
Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

MEDICINE & HEALTH SERVICES

NYU Child Study Center, 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.

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

Silver Hill Hospital, 208 Valley Road, New Canaan, CT 06840; (800) 899-4455 www.silverhillhospital.com
The center for excellence in psychiatric and addiction treatment. We provide adult and adolescent care, alcohol and drug treatment, eating disorder programs, inpatient and outpatient services, transitional living, and family programs. Serving the community for over 70 years.

SCHOOLS

The Harlem School of the Arts
645 St. Nicholas Ave., NYC; (212) 926-4100 ext. 304
Learning continues after school at The Harlem School of the Arts, an afterschool conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much more!!

SPECIAL EDUCATION

The ADD Resource Center, In New York City, (646) 205-8080 or Westchester/CT (914) 763-5648 addrc@mail.com
Practical help for living with attention and related disorders, seminars, courses, workshops and services for children, parents, adults, employers and educators. Call for schedule.

Stone Mountain School, (828)669-8639 www.stonemountainsschool.org
Residential programs for young men ages 11-16 at time of enrollment certified special education ADHD/LD. Bright and unmotivated, selective enrollment, small class size, year round admissions, traditional academic environment, outdoor components and skills for a lifetime.

VideoEye!, (800)-416-0758; www.videoeye.com
The Manufacturers of *VideoEye!*, the premier video magnification system for books, magazine, and all other types of print media. For more information call the above toll-free or log onto the company's site at www.videoeye.com.

Talisman Programs (828)669-8639 www.talismansummerncamp.com
Talisman Programs offers four adventure wilderness programs for children and teens 9-17, which specifically address the needs of children with ADD/ADHD and other related behavioral issues, including autism and Aspergers. For more information about Talisman, log onto www.talismansummerncamp.com or call (828)669-8639

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.

The Sterling School, (718) 625-3502
Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Aberman at 718-625-3502.

TECHNOLOGY & EDUCATION

TUFF Cases; www.tuffcases.com; (513) 779-5420
Manufacturers of the Tuff Cases line of ruggedized portable workstation for mobile and laptop computers. Products range from simple cases to complete folding stations with built-in power supplies and optional printer trays. For more information reach the company at the number above or at their website at www.tuffcases.com

TUTORS

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

My Reading Tutor; Specializing in Elementary Grades
Early Reading Program, starting at 4. Personalized programs (LD, regular, & gifted). Multimedia programs tap into children's multiple intelligences. Ivy League educated, dedicated Tutor. Call 917-856-7956.
Email myreadingtutor2003@yahoo.com,
Visit www.myreadingtutor.net.

WEB PAGES

www.AboutOurKids.org
Provides scientifically-based child mental health and parenting information through a continually-expanding store of practical and accessible articles based on the latest research in child psychiatry, psychology, and development. It's a reliable resource for both common challenges, such as toilet training, and more serious problems, such as depression.

WRITING CLASSES / WORKSHOPS

Essay Writing Workshop®, Creating Superior College Application Essays; (212) 663-5586
Write college admissions essays that reflect your passion, integrity and individuality. Ivy grads, professional writers and former Ivy admissions staff offer private and group classes. Editing services. Call New City Workshops at 212.663.5586 for a brochure.

TUTORS

Math & Physics Tutoring
High School & College
All Levels, East Side
15 Years Experience
Private High School Teacher
Degrees in Math, Physics and Education
Patient, Knowledgeable and Caring
at your home
Jay - (718) 398-9572

Math Tutoring
High School & Junior High
2 Sample Hours, No Charge
Arithmetic → Advanced Calculus
212.228.1642
917.297.2389

Tired of feeling like your child is just scraping by? Let us help!



EXPERT TUTORING FOR HIGH SCHOOL, JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS

- All subjects, including test prep
- In-home & home schooling
- Year-round, including vacations
- Remedial and accelerated
- Flexible schedule

Our staff is composed of expert scholars who are also sensitive teachers with years of experience navigating through Manhattan's rigorous private schools. We can help your family maximize its educational potential.

Call for a free initial consultation: 718.624.5999

My Reading Tutor
Specializing in Elementry Grades
Early Reading Program starting @ 4
Personalized Programs (LD, Regular & Gifted)
Multimedia programs tap into childrens mutiple intelligences
Ivy League educated, Dedicated Tutor

Call Me: 917-856-7956
Email Me: myreadingtutor2003@yahoo.com
Visit Me: www.myreadingtutor.net

CLASSIFIED
Assistant Director
West End Day School, New York, NY
Salary Open

Looking for someone who can move into the directorship of an independent, not-for-profit, special education elementary school (grades Kg thru 6), located on upper west side of Manhattan.
Position includes working with the Board of Directors; public relations; fund raising; administration; budget; parent and community interaction; and staff oversight.

Contact: Roland Ostrower, Director
West End Day School
255 West 71st Street
New York, NY 10023-3799
Fax: 212-873-2345
Email: info@westenddayschool.org
Web: <http://www.westenddayschool.org>

Intrepid
continued from page 32

that they can learn on their own while on board.
Summer isn't the only time to plan a visit. The *Intrepid Sea•Air•Space Museum* is currently undergoing a multi-million dollar upgrade and expansion of its exhibits and activities over the next three years. The newly-opened pedestrian walkway over the West Side Highway makes it even easier to visit us at Pier 86 (46th Street and Hudson River Park).
Come visit one of New York's most exciting and enriching experiences. You can reserve a tour or workshop by contacting the *Intrepid's* Group Services Office at (212) 957-3701 or (212) 957-3703, Monday through Friday, from 9:00 a.m. to 5:00 p.m. For more information about the *Intrepid Sea•Air•Space Museum*, visit www.intrepidmuseum.org.
Looking forward to seeing you onboard the *Intrepid!*
Krista Kohlhausen is director of education for the Intrepid Sea•Air•Space Museum. She is a pre-K through 12th grade state-certified teacher for both New York and New Jersey. She holds a BA in English with a minor in Elementary Education from Rutgers College and an MS in Education from Bank Street College.



THREE **HOT** SHOWS.

“The astonishments rarely cease!”

-The New York Times



Disney's **BEAUTY AND THE BEAST**
BROADWAY'S SMASH HIT MUSICAL

“THERE IS SIMPLY NOTHING ELSE LIKE IT!”

-THE NEW YORK TIMES



Disney PRESENTS
THE LION KING
BEST MUSICAL 1998 TONY AWARD® WINNER

“DISNEY'S DONE IT AGAIN! A WINNER!”

-THE NEW YORKER

ELTON JOHN & TIM RICE'S



AIDA
BROADWAY'S TIMELESS LOVE STORY

THREE **EASY** WAYS TO BOOK.

CALL

212.703.1040
or 800.439.9000

FAX

212.703.1085

E-MAIL

disneyonbroadwaygroups@disneyonline.com
www.disneyonbroadway.com/groups

Ask about special group benefits!