

**A GUIDE  
FOR PARENTS:  
NEW SECTION**

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume VIII, No. 9 • New York City • MAY 2003  
FOR PARENTS, EDUCATORS & STUDENTS

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## The State of Special Education

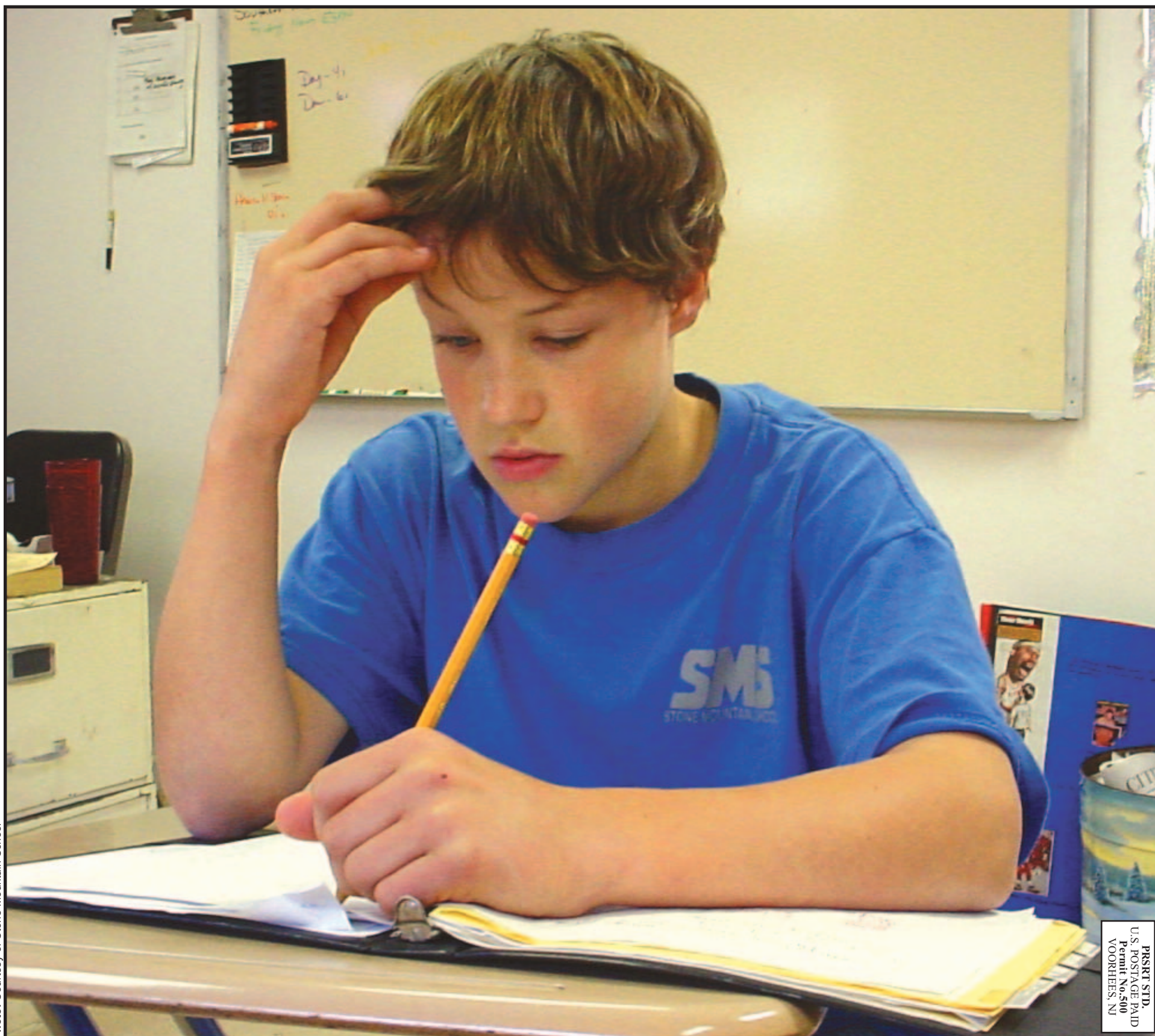


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## EDITORIAL

*The Next Battle in the War Over School Reform*

By STUART DUNN

The sniping has begun. Both sides are rolling out their think tanks and their big guns. Coalitions are forming. The next war in the Middle East? No, the next battle in the war over control of New York City's public schools. You thought that war was over—that Mayor Bloomberg won when he got the New York State Legislature to give him control of the schools. Hardly. What the lords have given, the lords can take away.

Last year, the Mayor succeeded in persuading the State Legislature to eliminate the Board of Education and make the schools into a mayoralty agency. The support of the UFT was crucial in gaining the necessary votes in Albany. The UFT went along because the Mayor would not grant them the contract they needed to bring home to their rank-and-file (with significant salary increases) unless the UFT supported his takeover. This resulted in a temporary truce between the Union and the Mayor. Inevitably that truce was doomed to end when the new contract negotiation started, and, when the pressure of a huge budget deficit required layoffs and Union givebacks.

But that is only the tip of the iceberg. No one

believed the Mayor was really going to take charge so completely, that he was going to shake up the system so thoroughly. When Bloomberg announced his reorganization plan everything changed. Local school boards were relieved of authority—soon to be superseded by ten instructional districts. District Superintendents would either be moved up or phased out at the will of the Schools Chancellor. Administrative staffs were downsized. Curriculum changes were to be instituted and plans for restructuring the Special Education program announced. Long entrenched bureaucracies were threatened, jobs were at stake. The new organization deprived the State Legislators and the City Council Members of influence over local education policy, and even worse, eliminated political patronage jobs at the local school boards. The members of the local school boards were largely silenced, and the opportunity for local politicians to use these boards as power bases gone.

So now the next battle of the war begins. Will the Mayor succeed in consolidating his gains? Will the local politicians, allied with the teachers and supervisors unions, regain control? You won't see this war on CNN, but it will be just

as hard fought as the War in Iraq. And, as usual, the real danger is to the children and their parents. In the long run the battle will be for public support, and the public will have to choose sides. I don't know whether the mayor's reorganization will work, but it's worth a try. I do know that a return to the status quo would be a disaster. The mayor's plans need some revision. He needs to provide greater mechanism for dissent and the opportunity for real parental input. He needs to offer transparency to the City Council so they can exercise some oversight. With these exceptions, I support the Mayor's reorganization plans.

If Mayor Bloomberg hasn't learned yet that being the CEO of New York City is a lot different from being the CEO of a large corporation he is about to receive an education. The budget will be held as ransom. Whispering campaigns will begin about senior staff members. Demonstrations will be organized. The Mayor will have to show that he can be as tough as his opponents and that he cares enough about the schools to risk his political career. If it wasn't for the collateral damage this battle might be worth watching. #

## LETTERS

**Response To: Schools Provide 'Oasis of Stability' to Homeless Children****To the Editor:**

I am a teacher in a NYC Public School in Manhattan. I teach first grade and this year I have several children from homeless shelters. This is indeed a problem that we must bring to everyone's attention. My main concern is that these poor children are transferred from one school to another in the middle of the school year. Just as they are starting to get settled in and adjust to their new surroundings, they are sent away. This is most troublesome to me as a classroom teacher, because it leaves the student to start all over again at multiple times a year (this year I had a student from November to January and my school was his 3rd school of this school year). This not only affects the student, but also the class they have left behind. There must be mandatory regulations as to how many different schools a child in temporary housing can attend per year. Something must be done!

Meredith Schwartz, New York

**Response To: Military Education: Alternative Learning and Living Experiences****To the Editor:**

Oh my God! This really opened my eyes. I wasn't aware of these schools, and I really agree with the bright minded Ms. Accorso. [colleen\\_lowery@hotmail.com](mailto:colleen_lowery@hotmail.com), Stonybrook, NY

**Response To: Teachers of the Month (April 2003)****To the Editor:**

Thank you for highlighting excellent teachers and schools!

Joan Washington, Principal, Queens, NY

**Response To: Building Self Esteem Is Important For All Children****To the Editor:**

I think home schooling is a wonderful idea for a way for kids to learn and I think we can learn better at home than sitting in a class with a teacher.

Jessica Goodwin, Oradell, NJ

**Response To: Stuyvesant Gets High Marks from Principals For A Day****To the Editor:**

Great article, especially for those of us who have fond memories of a great high school.

Steve Wertheimer, Class of 1955, Los Angeles, CA

**Response To: New York City Welcomes Over 8,000 New Teachers****To the Editor:**

Wow! I'm curious about the great need of math teachers in NYC. I'm a math teacher here in the Philippines for 13 years and I believe I could be a great help.

Jocelyn Piñero, Manila, Phillipines

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## EDUCATION UPDATE

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## Take Your Child to Work at NY-Presbyterian Hospital

"Take Your Child to Work Day" at NewYork-Presbyterian Hospital showed children of healthcare professionals the day-to-day functions performed by their parents at the hospital. At both the Columbia Presbyterian Medical Center and the Weill Cornell Medical Center, among the highlights of the day was a giant Game of Operation, an eight-foot long board game based on the one created by Milton Bradley in which children, dressed in full scrubs provided by the hospital, "operate" on a patient without setting off the buzzer.

In addition, NewYork-Presbyterian's other major centers, The Allen Pavilion and the Children's Hospital of NewYork-Presbyterian, provided the children with a look at hospital

life with tours conducted by Nickelodeon characters Dora the Explorer© and Jimmy Neutron, Boy Genius©, respectively at each center.

Children ranging in age from nine to fifteen are expected to attend each center's event.#



## Take Your Daughter To Work: A Priceless Experience

By POLA ROSEN, Ed.D.

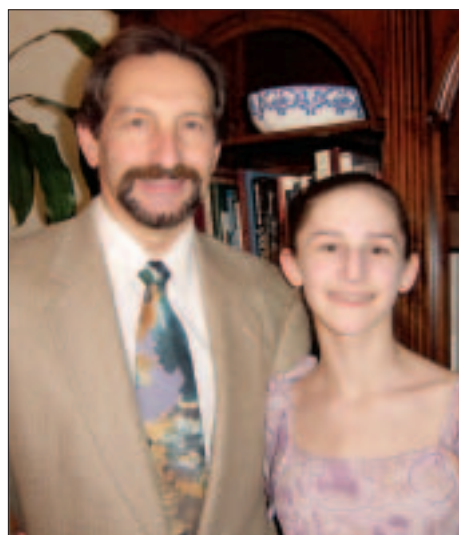
Recently, the waiting room in Dr. Richard J. Mackool's office was crowded with patients requiring procedures for eye ailments ranging from cataract removal and lens implants to lasik and treatment for conjunctivitis. It was an ordinary day in the life of the well-known eye surgeon who has operated successfully on thousands of patients and given them hope for a new life. As each patient was called in turn for a thorough examination, they were greeted by Dr. Mackool accompanied by his white-coated, charming 12-year-old daughter Serena.

"This is the second year I've gone with my dad on 'take your daughter to work' and it's cool", she exclaimed. "I can see what my dad does all day, get to meet his patients and see what they think. I also learn what the instruments are used for," she added. An exciting part of the day was observing her father performing lasik surgery for elimination of eyeglasses. "I didn't say anything. I was careful not to bother my dad or his patients."

Serena is a 6<sup>th</sup> grader at the Western Middle School in Connecticut. Among her favorite subjects are art, English and science. She may become a physician or a ballet dancer, she avers.

Dr. Mackool praises the concept of taking children to work highly having taken his son,

now a surgeon, and his older daughter, now an attorney, to his office when they were younger. "I love sharing my world with Serena; it lets her get to know the other side of me that she wouldn't ordinarily see. I enjoy seeing her enthusiasm as well as the patients' responses. Seeing my daughter makes patients aware that their doctor is humanistic. But, most of all, it enables us to share each other's life in a special way that is priceless."



## Mayor Bloomberg Celebrates Take Our Children To Work Day

Mayor Michael R. Bloomberg today hosted children at City Hall for the second consecutive year to celebrate *Take Our Children to Work Day* in the spirit of the Ms. Foundation for Women. Their public education campaign *Take Our Daughters and Sons to Work Day* was created as a means to encourage girls and boys to share their ideas and expectations about the workplace of the future with the organizations that will someday employ them. The Mayor spent time with more than 80 children, including 5 who lost a parent on September 11<sup>th</sup> from Tuesday's Children, a non-profit service organization that has made an 18-year commitment to every child who lost a parent on Tuesday, September 11<sup>th</sup> 2001.

"Today is an educational opportunity for these children to see their government at its finest," said Mayor Bloomberg. "These children are the future of New York City and today is an important day for them to observe this City working

for them and their families. This is most importantly a mutually enriching experience where kids get to learn about what their parents do, and parents have the opportunity to bond with their children during this unique experience."

*Take Our Children to Work Day* allows these children exposure to the wide diversity of individuals who work each day to improve the quality of life for the people of New York City. The children followed a schedule of events that included guided tours of City Hall, a visit to City Hall Academy, as well as meetings with Deputy Mayor for Policy Dennis Walcott, Deputy Mayor for Legal Affairs Carol Robles-Roman, Sports Commissioner Ken Podziba, and Executive Director for the Mayor's Office for People with Disabilities Matthew Sapolin and his guide dog Compass. The children who participated in *Take Our Children to Work Day* received certificates to commemorate their visit to City Hall.#

## MOTHERS ARE SPECIAL PEOPLE



By MATILDA RAFFA CUOMO

From the beginning a mother knows that satisfying her child needs to be her number one priority, that nurturing, caring and parenting are essential for the child's development. Two generations ago this nurturing would be a full occupation of one

of the parents, usually the mother. Today most children don't have the benefit of that kind of parenting.

With the change in our culture and in the nature of families the role of the parent has altered. Many parents like single mothers now are obliged to leave their children part of the time, to help earn a living for their family. This has required new afterschool support systems to help in caring for the child. On the other hand, mothers today, are generally better informed than they were years ago, and are able to make the decisions that decades ago they would defer to their teacher or pediatrician.

Parents are the most valuable influence in a child's life: children learn more from their example than from any other source. It is usually the mother who checks homework, communicates with the teacher and the school. When parents speak of the importance of edu-

cation and demonstrate their words by attending school conferences, meeting the child's teachers and following up with their homework, their children realize that the parents mean what they say. That helps instill confidence, self-esteem and affection in the child and respect for their school.

Children more than ever, today, need guidance and supervision in their lives. Their environment, media, entertainment and exposure to negative even immoral situations are a bad influence and conducive to their bad behavior. The negative influences in movies, entertainment generally, on the internet and everywhere else in today's environment, require parents and especially mothers as a positive, loving reinforcement. Mothers are the ultimate true friend, loyal companion, teacher, mentor and so much more. As the child develops, this becomes clearer and the older and wiser they get, the more they appreciate and cherish their mother. For many the loss of one's mother is a pain that lasts a lifetime.

On Mother's Day we remember our mothers, and have the chance to express gratitude for her unconditional love. That is a good and useful thing to do, because she is—and always will be—one of the great treasures in life.#

*Matilda Raffa Cuomo is former first lady of New York State and is the Founder and Chair of Mentoring USA. (www.mentoringusa.org, musa@mentoringusa.org).*

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## EUROPEAN TEACHERS TAKE ON CHALLENGE OF NY SCHOOLS

By SYBIL MAIMIN

"Everything after this will be a walk in the park," exclaimed Karin Hammer, a bright-eyed woman from Vienna, Austria who teaches at Alfred E. Smith Vocational High School in the South Bronx as part of an educational exchange program sponsored by the Austrian-American Educational Cooperation Association (AAECA). She was part of a large group of impressive young people from Central Europe

who were recently feted at a reception at the Austrian Consulate for their work as teachers of math, science, and art in some of the most difficult public high schools in New York City.

Begun about five years ago in answer to a need and an opportunity, the program is the brainchild of several people. On a professional visit to Austria, Dr. Alfred Posamentier, dean of the school of education at City College, and a group of high school superintendents were sur-

prised to learn of a surplus of math and science teachers in the region, the reverse of the situation in New York. A light flashed and an idea was born! Among the superintendents was Dr. Joyce Coppin, currently executive director of Human Resources at New York City's Department of Education, who, together with Dr. Posamentier, was instrumental in bringing the teachers here. Also key was Eugene Goldstein, an immigration attorney who addressed new limits on professional working visas by creating a legally acceptable category of visitors who would study at CUNY and work for the Board of Education. The AAECA, which has worked with CUNY for ten years, describes Posamentier as a "mover and shaker." "Our job," explains Ambassador Michael Breisky, Consul General of Austria, "is networking, getting people in Vienna in contact with Posamentier and arranging regular visits between school superintendents in New York and Austria. It is a win, win situation."

The pilot program in 1998 involved 25 teachers and was so successful that today, administered through Vienna, over 1200 teachers are recruited in 12 countries. Applicants must have good English skills, a college degree, some background in math, science, Spanish, or Special Education, and must pass an interview. They are hired for two years, paid the same salaries as American teachers, and take classes in education and English language skills at CUNY. They are placed where most needed which means they work in poorly performing schools and encounter many difficulties.

Alexander Sztranyovszky of Slovakia heard about the program on the Internet. He taught in Slovakia in place of doing military service, went to Oxford in Great Britain to learn English, and saw the American offer as a way of combining his pedagogical and language skills. He requested a "challenging job" and has found it at Thomas Jefferson High School in Brooklyn. His students "don't hate math but are confused because they do not have a good base and do not focus." To be successful, he "needs to develop a different approach than the one in Slovakia." Karen Hammer confesses, "I started one week after September 11. It was really, really tough in the beginning—the worst months of my life." She stayed because she



Dean Al Posamentier & Chancellor Klein at the French Consulate

"had a strong bond with the kids. They have no family support. School and teachers are the only stable thing in their lives. I had to come back for them." Lothar Voeller, from the Black Forest in Germany, read about the program in The New York Times. He taught in Germany for 23 years and now works in Park West High School, a SURR school, and lives in the Chelsea Hotel. Enthusiastic and fascinated by New York, he finds his students "very different from German kids. There, they respect a teacher more. Consequences are more severe." Determined to succeed, he admits, "Sometimes it's discouraging, but I won't give up. It just means I haven't found out how to handle it." Some have given up—typically after two to three months. According to Voeller, "If they survive the first year, they go on." Explains Dr. Coppin, a common problem is the "transition period to a new educational system and new culture. The role of the teacher is different from that in Austria."

Schools chancellor Joel Klein came to thank the visiting teachers. "You bring much needed resources. It is terrific for our kids who grow up in the most international city in the world to have international teachers. It takes a certain kind of person to leave home and go into the most challenging schools to give kids love and attention." Sabine Schubert of Vienna remarked, "There are lots of challenges and discipline problems, ups and downs. But, you cannot pay for this kind of experience. I do not regret a single minute."#

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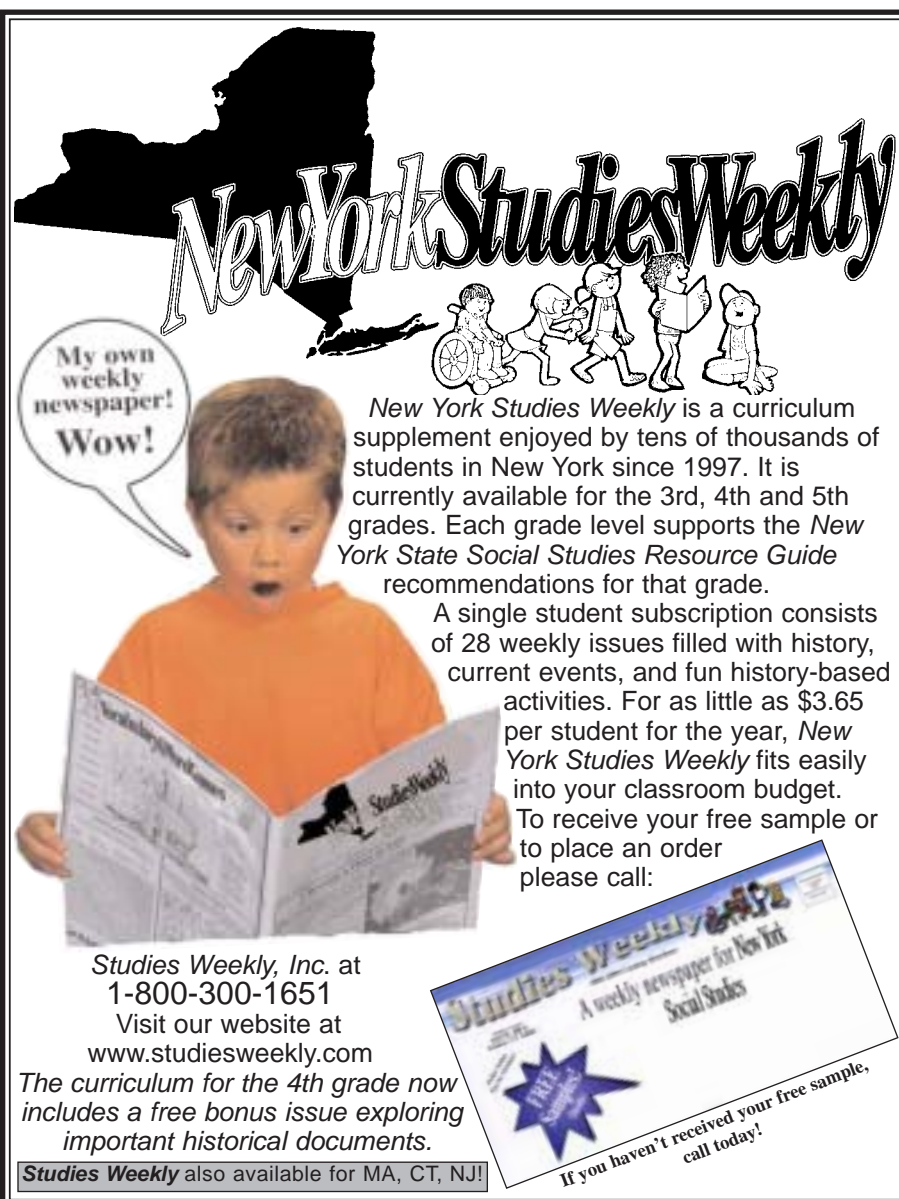
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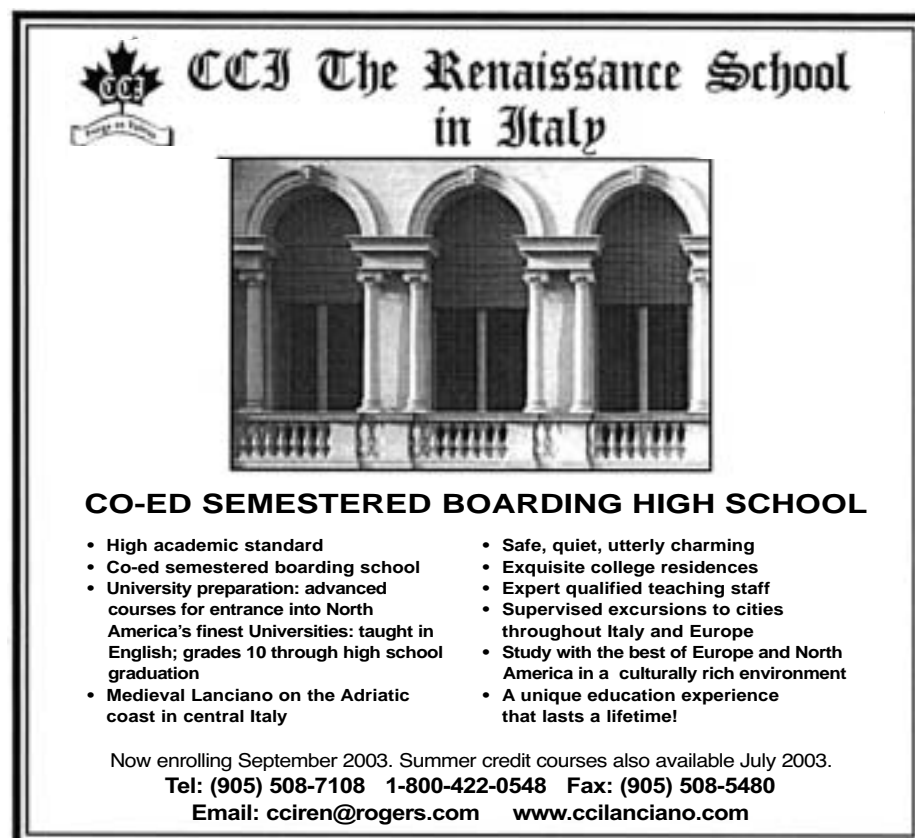
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## CITY HALL ACADEMY OPENS IN TWEED COURTHOUSE

City Hall Academy, a first-rate educational center at Department of Education headquarters in the Tweed Courthouse, is open. The Academy will provide students with rigorous reading, writing, and math instruction consistent with the new citywide instructional program and offer public school children from throughout the city an inter-disciplinary approach to the study of New York City and its history. The Academy will conduct three alternating two-week instructional sessions, or "residencies," serving approximately 70 third grade students per session. The Academy will conduct six "residencies" for both third and seventh graders in the fall. Mayor Bloomberg and Chancellor Klein announced the opening while welcoming students from P.S. 21, P.S. 67, and P.S. 234 to the Academy.

"The opening of City Hall Academy demonstrates our commitment to excellence, achievement, and innovation in the public school system," Mayor Bloomberg said. "City Hall Academy will provide New York City children and their teachers a unique opportunity to study and participate in the cultural and historical fabric of the city. By combining best practices from around the nation with cultural resources available only in New York City, City Hall Academy will bring the city—and its remarkable intellectual, historical, and creative heritage—into the classroom to enrich the lives of our children."

"City Hall Academy is a place where New York City kids can experience and develop respect and appreciation for our extraordinary city," Chancellor Klein said. "Kids will get to

know first-hand not only the city's culture and history but also the kids who live in other boroughs, go to other schools, and come from different heritages."

City Hall Academy will utilize an inter-disciplinary, content-focused curriculum that integrates the new citywide approach to reading, writing, and math, and will help students learn about New York City and its history. For example, this spring's pilot program, which will focus on the Brooklyn Bridge, will allow students to learn about the bridge through classroom instruction, interviews, trips, videos, and readings. Students will examine the bridge's impact on the lives of New Yorkers, as well as its history, mechanics, and engineering. City Hall Academy will also provide professional development for teachers and will partner with the city's cultural institutions to enhance its curriculum and make unique resources available to students. Guest speakers who are experts in their respective fields, cultural events and performances, and field trips and walking tours will supplement the Academy's curriculum. Also, each classroom at the Academy will have an academic theme, such as economics, government, history, literature, fine arts, applied math and science, architecture, or urban planning.

This fall, City Hall Academy will serve approximately 200 elementary and middle school students each school day. In addition, the Academy will conduct multiple programs beyond the regular school day, eventually providing educational services for high school students and the public at large.#

## The Need For Financial Literacy

By WILLIAM C. THOMPSON, JR.

As Comptroller, my primary responsibility is overseeing how the City manages its finances. How we balance the budget, how we manage our debts, how we invest the City's pension funds, and all of our financial decisions, play a pivotal role in determining the resources we have in the present, and what will be available in the future.

The same holds true for family finances. Unfortunately, statistics show that more and more Americans are having trouble managing their money. Bankruptcies are at an all-time high. Credit Card debt has grown, with the average American household carrying over \$8,300 in debt last year. This represents an increase from an average of \$2,985 in 1990.

Additionally, although 70% of Americans feel confident that they will have sufficient funds to retire, almost half of all workers have saved less than \$50,000. Too many Americans are underestimating the resources they will need upon retirement.

Much of this can be attributed to a lack of financial literacy. Families that understand the basics of money management—from selecting a checking account to maintaining good credit—are better able to meet the challenges of today and plan for the future.

I am pleased to be a part of an innovative, new program to help New York families learn basic tips about managing their finances. The program is called MoneySmart, and it was developed by the Federal Deposit Insurance Corporation (FDIC) to increase financial literacy in American communities.

The MoneySmart program is easy to teach and learn. Topics include basic bank services,

obtaining credit and buying a home. Volunteers lead the sessions in their own communities, and local banks offer hands-on educational help.

My office has joined forces with the FDIC to bring the MoneySmart program to communities in all five boroughs of New York City. On April 12th, we inaugurated the program at York College in Jamaica with a special event co-sponsored by North Fork Bank. The volunteers who trained that day will soon be leading MoneySmart seminars at their local religious institutions and community centers—so look out for a MoneySmart event in your neighborhood!

Plans are underway to hold volunteer training sessions in additional communities. I invite members of every community to get involved in this important program, as volunteers or as participants. For more information, please contact Linwood Smith of my office at (212) 669-3078.

Help build a brighter financial future for yourself, your family and your community.#

*William C. Thompson, Jr. is the Comptroller for New York City and former President of the New York City Board of Education.*



William C. Thompson, Jr.

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### President's Advisory Commission Reports on Education for Hispanic Americans

The President's Advisory Commission on Educational Excellence for Hispanic Americans released its final report recently. The commission, formed by President Bush in October 2001, heard from more than 1,600 parents, teachers and experts during an 18 month period, before developing an action plan to close the educational achievement gap for Hispanic Americans. The report, "From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century," describes the plight of the nation's largest minority group.

One of every three Hispanic American students fails to complete high school and only 10 percent of Hispanic Americans graduate from four-year colleges and universities. This not only threatens to leave behind yet another generation of Hispanic children, but also could limit mobility in the labor force, potentially jeopardizing our country's ability to compete

### Curriculum on Death Penalty

An award winning Internet-based curriculum on capital punishment is offering educators the opportunity to take this timely topic from the economically.

The commission recommends six strategies to address the present dilemma: set new and high expectations for Hispanic American children, support No Child Left Behind, reinforce and expand a high-quality teaching profession, launch a research agenda to support Hispanic American children, create pathways to college graduation, create increased federal accountability and coordination.

"Closing the educational achievement gap of Hispanic American children is everyone's business," said U.S. Secretary of Education Rod Paige. "The president and I believe every child can learn and with the reforms of No Child Left Behind, every child will learn. We're not letting any more Hispanic children slip through the cracks. It's a disgrace and it is going to stop." #

headlines of the evening news into their classrooms. The Death Penalty Information Center (DPIC), in conjunction with the Michigan State Communications Technology Laboratory, has prepared this balanced educational tool that uses capital punishment to teach critical thinking skills, group decision-making, persuasive-writing, and civic responsibility.

This Curriculum on the Death Penalty is available at <http://teacher.deathpenaltyinfo.msu.edu>. Using exercises such as role-playing, written reports, quick-writes, learning journals, and simulations, the curriculum engages students' interests and allows them to thoughtfully consider the central issues concerning the death penalty.

"Recent events have confirmed that the death penalty is a particularly timely issue throughout the country," said Richard C. Dieter, DPIC Executive Director. "DPIC is proud to provide this curriculum for teachers to explore current issues in their classrooms, and we are pleased that those educators who have used the curriculum found it to be a valuable and accessible resource."

### Manhattan Borough President's Cup Chess Draws 250 Students

Manhattan Borough President C. Virginia Fields and Chess-in-the-Schools hosted a chess tournament recently at the Cathedral of St. John the Divine for nearly 250 Manhattan borough elementary and middle school students. Students participating in the tournament are part of Chess-in-the-Schools, a nonprofit organization that provides free chess instruction to 38,000 economically disadvantaged children in 160 New York City public schools each year.#

For more info, visit the organization's website at [www.chessintheschools.org](http://www.chessintheschools.org).

Praised by teachers and students alike, the curriculum offers separate teacher and student sites, two 10-day lessons plans, teacher overviews, and objectives meeting national educational standards. In 2001, the Division for Public Education of the American Bar Association used it as a resource.#

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## Profiles in Education

## Helen Lieberman: Education Reformer in South Africa

By SYBIL MAIMIN

With the end of apartheid in South Africa, a new war—one against AIDS, HIV, poverty, and an unprepared society—is being waged, explains Helen Lieberman, legendary, long-time activist in the country's black townships. "The legacy apartheid left is that blacks received a different kind of education from whites and lower expectations." They do not have the basic literacy or job skills to support the new system and create an infrastructure. They must understand basic health issues, such as clean water. Educational facilities are poor and children still "do not get the wonder of learning." Teachers are ill prepared. Residents are now free to leave the townships, specific areas created by the previous government to segregate blacks, but cannot because they "are still chained to poverty." They may also have a language problem because many township schools taught in the local language rather than English.

Thirty years ago, Lieberman, a white speech therapist from Capetown visited a black township and was shocked by the living conditions of her countrymen. And so began her extraordinary journey of grass-roots activism to address overcrowding, unemployment, and lack of social infrastructure and social services.

She started working with communities in small ways and kept a low profile to avoid government obstruction. Projects started to take shape and day care centers, senior clubs, schools, and training centers arose (in keeping with her philosophy, projects and buildings are always owned and run by the community). By 1992, apartheid had been abolished and her projects had so proliferated in numbers and strength that it became necessary to establish a coordinating umbrella organization, Ikamva Labantu ("the future of our nation"). A community-based, non-profit, non-governmental organization, Ikamva Labantu reaches 55,000 people annually with over 1,000 programs. It addresses needs of the homeless and disabled, assists rural community development, builds schools and trains teachers, offers sports programs, and has 525 day care centers, 13 youth centers, 22 senior centers, and 4 disabled children centers. It brings to the schools anti-drug and anti-violence programs and "basic growing up stuff" such as health education, self-image enhancement, and "work shadow experiences" (hundreds of children accompany adults to work to see what, for example, a plumber does). Adult education in life skills such as personal hygiene and managing money is considered vital. Ikamva Lavantu has 6 job skills training cen-

ters and several factories that employ its graduates. Products such as dolls, children's clothing, handbags, back packs, Christmas decorations, and guest towels are sold around the world and the profits used to train and employ more workers, fulfilling the mission of economic empowerment and self-sufficiency. Sixty home care workers have been trained for a new program in home care service for the elderly and frail.

Ikamva Lavantu's motto is, "Nothing about us without us;" each program shares executive power with local leaders who are responsible for its success. A community must initiate a project by expressing a need. In discussions and committee work, each side determines what it can contribute and how goals will be met and measured. Lieberman explains, there are "no hand-outs, no entitlements. A person has got to want to do it. We can open the door and give the space and a bit of money but the person has got to work harder than we do, has got to be productive." The large multicultural staff includes a managing director, program specialists, social workers, teachers, and researchers from universities and medical schools. Seeing how her small initial efforts have blossomed, Lieberman says, "I'm part of an amazing team that's been together for thirty years." Referring to the new era in South Africa, she explains, "there's a wonderful forgiveness on one side and reaching out on the other. People work with their whole hearts with people they

wouldn't have associated with before." It is becoming a model for similar programs elsewhere in Africa.

Ikamva Lavantu receives no funding from the South African government although its ultimate goal is to become redundant as all pro-



Helen Lieberman



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## THE BUSINESS OF EDUCATION

### Vendors Address Widening Achievement Gap

By MATT STEIN

Despite the billions of federal dollars that have been poured into education in the U.S. since the enactment of the Elementary and Secondary Act (ESEA), there is a still widening gap between the achievement levels of students, which generally occurs along the lines of socioeconomic status. In an effort to close the achievement gaps among students across the country, the federal government in 2001 passed the reauthorization of the ESEA, "No Child Left Behind" (NCLB). The legislation was intended to spark sweeping changes to federal educational funding and accountability measures by putting the pressure of raising student achievement squarely on the backs of state, district, and school administrators. While the government's efforts have been lauded as a positive step towards reforming the U.S. educational system, many state and local educators, on whom the majority of the burden of accountability falls, have been left without the tools and/or guidelines to achieve compliance with the ESEA.

Recognizing educators' need for tools to address the ESEA, companies within the education space have stepped forward with innovative products and solutions, ranging from student information systems to assessments to curricula. Many vendors are now claiming that

their products are "NCLB solutions." However, it is still unclear which vendor solutions will truly assist educators in closing achievement gaps. Beyond stamping a self-selected seal of approval on their products, it will be increasingly important for vendors to provide tools that allow educators to address student achievement at the classroom level and on a student-by-student basis.

A number of companies have developed products that can provide immediate and continuous feedback in order to diagnose students' comprehension immediately and adjust instruction and course materials accordingly. Among them are Carnegie Learning's Cognitive Tutor, eLearning Dynamics platform LearnTrac, Scantron's Classroom Wizard, Texas Instruments' TI-Navigator, and LearnStar's software solution. Many teachers, though, may be wary of incorporating such comprehensive technologies into their classrooms. It will be incumbent upon the providers of these new technologies to validate the impact of their products on student achievement. And, in order to accelerate growth, vendors will need to add substance to their own ESEA solutions marketing message.#

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## Secrets at Tweed



By JILL LEVY

A year ago I testified before the New York State Senate Majority Task Force on New York City School Governance. One year later I returned to talk about the way things are

going at Tweed Courthouse. What follows is based upon that testimony:

We are still sounding cautionary notes about Mayoral control and its implications. Our continued monitoring of urban centers shows mayoral control alone does not equal improved student performance.

We also cautioned a change in governance should not be predicated on the personality, politics or management skills of any one individual. A child's education should remain outside the sphere of politics as much as possible.

When the current Mayor took over, this union was optimistic we'd see streamlined management, decreased administrative overload and stronger relationships. We were naive.

Today, the new, "improved" Department of Education (DOE) bombards school principals with e-mail messages. A complaint that nine "Tweedies" sent e-mails with directives to Principals only led to three more people joining the fray.

The relentless communications take principals away from instructional leadership and managing school resources. If this never-ending stream of overlapping orders is an example of corporate mentality and process, spare me.

School supervisors and administrators know the critical importance of a sense of community in a school. Strong school leaders encourage the participation of faculty, parents, community members and students in the development and implementation of ideas. They also expect their leaders to model these essential values and are keenly disappointed.

For example, Tweed announced the closure of all district offices by June 30; some are already closed. Some have literally watched the walls come crashing down as construction crews ripped apart their offices. Our members have not been told whether they will still have

offices and all requests for information have been ignored. In fact, no one at Tweed Palace responds to questions from legislators, community leaders, child advocates or parents. Our new heads of the school system bellow about their great successes in the business world yet their vision of management seems autocratic, secretive and impersonal. I suppose it works if you're making widgets. And if we think our students are widgets, we have succeeded.

The Mayor's plan for special education seems to subvert the legal requirement for community school districts. Thirty-two State mandated Committees on Special Education are reduced to 10. And the clinical supervisory support provided by committee staff members will be eliminated.

Children and employees are paying a dear price to reorganize the DOE. The promised "savings" come from laying off school aides, education paraprofessionals and CSA supervisors and administrators. Many of these cuts are simply to reduce union jobs but these employees insure quality classroom instruction, safety and security.

We see the separation of operations and instruction as only leading to the creation of a more tangled and complex bureaucratic web.

Principals have also now been given additional bosses. The new Local Instructional Supervisors who will help evaluate principals as well as literacy and math coaches will be SENT to schools to work WITH, not FOR, principals and assistant principals.

This top-down management system only increases the micromanagement of a principal's job, creating tighter shackles on creativity and leadership skills.

Our schools are essential to the development of our children. A closed system in the public domain is detrimental to our children's welfare. In this time when transparency is one of the newest buzzwords in governance, we have managed to create a secretive monster at Tweed. Our children will pay for this for a generation to come. It is time to stop the nonsense now.#

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

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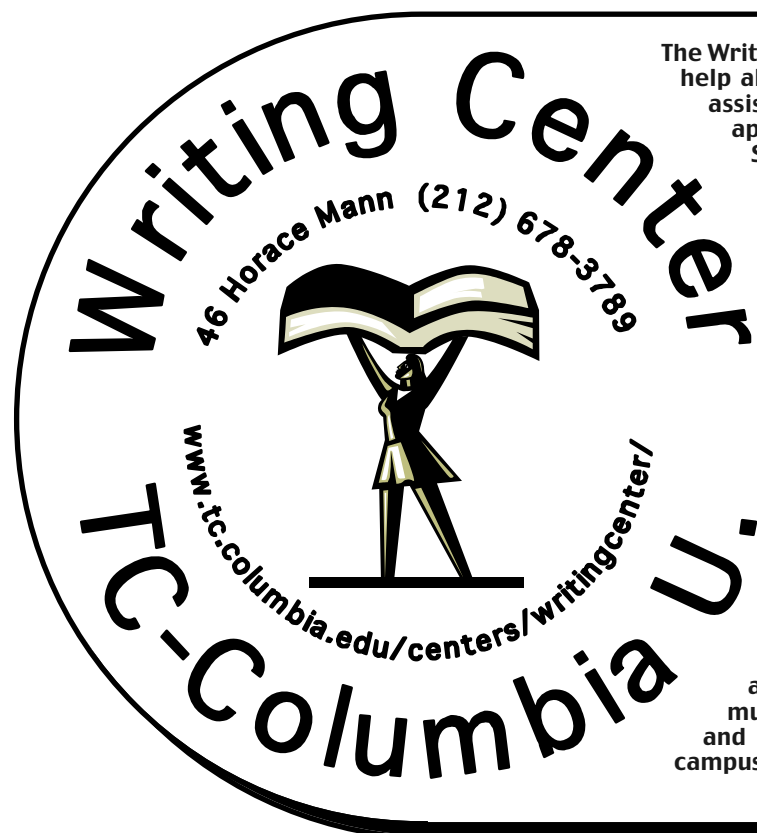
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## Need Help From City Government? Call 311

By MAYOR  
MICHAEL R.  
BLOOMBERG

Getting help from the City shouldn't be a chore. It should be as easy as picking up the phone and dialing one number to get in touch with any service you need.

Now it is that easy. The City has launched the 311 Citizen Service Hotline, which provides easy access to all non-emergency services in the City. (Remember, for an emergency, you still should dial 911.) No more going through the phone book to find the right number; no more spending hours on the phone trying to find the right person to talk to. Now all you need to do is dial 311 from any phone within the City. (You can also call 212-NEW-YORK from outside New York City.)

When are alternate side of the street parking rules in effect? Call 311. Need to report a pothole or quality of life problem? Call 311. Want to find out how to reserve a ball field? Call 311. Anytime you need any non-emergency service from City government, 311 is the one number you need to know.

311 is open 24 hours a day, 365 days a year. When you call 311, you'll be talking to a trained Citizen Service professional who will help you get the information you need. 311 call takers answer questions, take service requests and refer callers to City government agencies. And in the world's second home, 311 offers translation services in more than 170 languages.

When you call the 311 Citizen Service Hotline, the operator will give you a service request number. You can use this number to follow up on your request. Soon you will have the ability to request services, check the status of requests and search for other information on

the city's web site, [www.nyc.gov](http://www.nyc.gov). Wherever you are, online, at home or on a cell phone, the 311 Citizen Service Hotline gives you the information you need when you need it.

311 is also saving the City money and making government more efficient. Instead of having over 40 call centers around the City, 311 lets us have one Citizen Service Hotline that can be used by every City agency. 311 also helps the City better manage our scarce resources and measure how effective we are at delivering them. For the first time we will know how long it takes to fill potholes, fix a leaky fire hydrant, or repair a broken street light. Now, we will be able to see problems and can address them.

For example, the 311 Citizen Service Hotline is helping the NYPD combat quality of life violations. 311 allows the NYPD to track all quality of life complaints on a system similar to CompStat, the computerized crime tracking system that helped bring down crime in New York City to record lows. 311 gives the NYPD the tools to rapidly address quality of life complaints and plan proactively to prevent such problems in the future. For example, if you call 311 with a complaint about loud noise in your neighborhood, that complaint will instantly show up on a computer screen at your local precinct with all the information necessary for the police to take action.

The 311 Citizen Service Hotline was created to make interacting with City government easy. Now, you have two numbers that you can call: 911 for emergencies and 311 for everything else. To get action from City government, New Yorkers will never have to search for another number again. With the 311 Citizen Service Hotline, the information you need is a phone call away. #

## NEW BEGINNINGS FOR DISRUPTIVE STUDENTS

By TOM KERTES

Although school crime has decreased eight percent in 2002, important issues of school safety remain. The number one dilemma remains the same: how to deal with constantly disruptive, rowdy, and dangerous students who, in spite of repeated discipline in a mainstream setting, continue to prevent their classmates from learning.

In order to help these chronic problem-students, and to ensure a peaceful learning environment for their classmates at the same time, Schools Chancellor Joel Klein has hired ten community-based groups to help run 17 new neighborhood reform schools, schools safety chief Benjamin B. Tucker said at a joint hearing of the City Council Education and Public Safety Committees. The creative part? These minischools, with 40-60 students each, will not mimic jails where nothing positive happens, but shall squarely aim to rehabilitate their charges so they can eventually return to regular schools.

These New Beginnings Schools will be set up as satellites to the City's 17 most troubled high schools at a cost of \$1.8 million. Each school

will have 2-3 teachers, along with professional staff from nonprofit groups.

"The underlying objective of the centers places an emphasis on providing the support services needed to effect positive change in student behavior and attitude," Tucker said. "At the same time, removing these chronically disruptive students will yield broad benefits by creating a more orderly environment."

"Teachers can not teach, and students can not learn, if they don't feel safe," said Education Committee Chair Eva Moskowitz in supporting the measure. "But, since it's been shown that a third of all the problems occur in only ten percent of the schools, I welcome these steps toward a solution."

The Department of Education's Office of School Safety and Planning, under Mr. Tucker, has begun implementing a comprehensive school safety agenda with an emphasis upon identifying those schools with the highest criminal incident rates, and ensuring the more effective use of disciplinary strategies to address the behavior of disruptive students. A critical com-



## Public Education is not a Private Corporation

Bloomberg and Klein Must Accept Debate and Dialogue and Adhere to State Law

By ASSEMBLYMAN  
STEVEN SANDERS

In late April, I chaired an important oversight hearing of the Assembly Education Committee to review how Chancellor Klein and City Hall are doing now that the first school year under the new governance system is drawing to a close. There is widespread concern and dismay from many corners of the education community about some actions of the Chancellor, who of course acts as the appointee of the Mayor.

Chief among these is the virtual evisceration of the 32 community school districts and their absorption into 10 gigantic regions, as well as the rendering of the new Board of Education (arbitrarily renamed the "Panel on Educational Policy") as nothing more than a silhouette, its members barely consulted, participating in little or no debate, and summoned to news conferences almost as props.

I was the sponsor of the law that granted the Mayor substantial—but not *absolute*—control over the City schools. My legislation also abolishes community school boards, though what parent- and community-based entities they will be replaced with has yet to be determined by the Legislature. While this major overhaul of school governance—the biggest since decentralization over 30 years ago—does provide for the end of the existing school boards, the law does not in any way abolish school districts.

Some of our existing local community school districts are already larger than school districts in over 99 percent of the country. They cannot be made so large that parents have no points of entry, no reasonable access to an accountable local superintendent. *The districts are not supposed to be mayoral fiefdoms.* Effectively tripling the size of school districts renders the local center of power entirely inaccessible. Schools can't be franchise outlets, with corporate headquarters miles and miles away.

In fact, when I negotiated Mayoral control with the Bloomberg administration last year, there was never any discussion of eliminating the districts (as opposed to the local school

boards.)

The Chancellor/Mayor can do almost anything they want in managing and supervising district superintendents. They can have regional superintendents oversee the performance of the district superintendents. They can have superintendents report to whomever they choose. But State law requires a superintendent for *each* school district, a superintendent whose jurisdiction is solely that one school district, not three or even four districts.

If the Mayor wants school districts abolished, or their lines changed, then he must ask the Legislature for such changes. Whatever may be said, good or bad about our governance reform, one fact that is not rationally disputable is that the Legislature certainly did not grant the Mayor or the Chancellor absolute authority to do absolutely anything and everything they choose, by edict, or in violation of State law.

Similarly, the newly modeled citywide Board of Education has the legal authority—and *obligation*—to discuss, consider and vote on important policy matters. The legislative intent was to maintain public debate and awareness about important educational policy. What is wrong is for the Mayor to, once again, ignore or evade State law and pretend that the "Board"—or "Panel"—has no role.

The City Department of Education (itself another fiction, actually—under State law it remains the Board of Education, a State-created entity) has no legal authority to merely dictate every structural change, however radical, with the public totally locked out, even of an opportunity to comment.

I, along with my colleagues, share the hope that Chancellor Klein will succeed in professionalizing our public school system to give each student the best possible education, to bring New York City's schools up to a level of excellence across the board. #

*Steven Sanders is chairman of the NYS Assembly Education Committee. You can contact him at 201 East 16<sup>th</sup> Street, New York, NY 10003 (e-mail: [sanders@assembly.state.ny.us](mailto:sanders@assembly.state.ny.us); tel.: (212) 979-9696).*

ponent of this agenda has been the office's cooperation and coordination with the New York City Police Department, in particular the School Safety Division. The Police Department has assumed responsibility of the recruitment, hiring, and training of over 4,000 School Safety agents operating in New York City Public Schools.

The New Beginnings Schools, ready to begin operation in a matter of weeks, are a fruit of this cooperative agenda. Students attending these centers will be engaged in project-based learning and will receive requisite credit-bearing instruction in literacy and numeracy.

"We believe these centers will augment the Department's existing disciplinary policy," Tucker said. "They will ensure a swift and certain response for those students who persistently disrupt the school environment. Yet, at the same time, the centers will also offer opportuni-

ties for students to get the support and assistance they need to be productive." #



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## Arts in Education

By SCOTT NOPPE-BRANDON

As Executive Director of Lincoln Center Institute, an arts and education organization of Lincoln Center for the Performing Arts, I appreciate this opportunity to invite, challenge and promote dialogue among the many readers, print and web-based, around issues pertinent to everyone involved in education—teachers, school leaders, artists, arts organizations, parents, community members and policy makers of all ilk.

Many of us in the world of the arts, especially those of us who live in both the arts and education are trying to be more precise in exploring and implementing how the arts relate to the entire curriculum. Fortunately most people understand that the arts should be part of the everyday school curriculum, evidenced by public opinion studies (Gallup, Roper), which state that the general public (over 90%) wants the arts within public education. If dissent arises it usually surfaces around questions of how the arts fit into the already crowded (and growing increasingly more so with current mandates) school day. Yet this discussion occurs within the reality that most school districts either employ too few certified arts educators or districts engage the expertise of arts organizations on a “vendor” contract rather than on a “partnership” contract. This distinction is important as a vendor can best be described as someone who sells or peddles a product while a partnership implies a relationship in which each party has equal status, a certain independence and implicit obligation to the other. If arts organizations were selling #2 pencils to schools this would make sense but not when the relationship is curricular in design. As noted by Dr.

John Goodlad, these casual or vendor relationships create an environment where “commitment and recommendations, like virtue, are commendable but insufficient in themselves.”

To avoid that insufficiency this discussion must lead us in to a non-vendor way of partnering between school systems and arts organizations and arts educators? The challenge to all educators and artists is to value this part of the human experience as a significant dimension of the learning process and to realize that what we have in the arts is a potent force in the struggle to ensure that the next generation will be able to function freely and inventively in the imaginative domain. This way of working will establish a different type of public-private relationship. It is my conviction that only then can our discussion about how the arts fit into a crowded curriculum, how they enhance learning, how they foster our ideals about life, democracy, imagination be better understood and implemented across the school day, across the curriculum, across teaching and learning.#

*Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute. He will be a regular contributor to Education Update.*



Scott Noppe-Brandon

## The Young People's Chorus Of NY

By STU DUNN

Education has many facets. One of the most interesting and satisfying is the Young People's Chorus of New York (YPC). The YPC is a performance-based choral group of some 300 young people, ages 8-26, in five choral divisions. In residence at the 92nd Street Y, it performs public and private concerts.

Under the co-direction of Francisco Nunez and Cara Suzanne Tasher, performances have taken place throughout the city, nationwide and internationally. They have appeared before such dignitaries as the President of the United States, Kofi Annan at the UN, Prime Minister Yizhak Rabin, President Nelson Mandela, and numerous royalty. They have been featured on ABC, NBC, FOX, and WQXR. The YPC received First Prize in the Children's Chorus category at the prestigious 2002 International Chorus Competition held in British Columbia, 3 First Prizes and a Gold Medal at the 1999 Des Moines International Choir Competition, and a Silver Medal at the 1997 Prague International Choral Competition. While these performances and awards talk to the commitment to excellence of the YPC, even more important is its commitment to providing an atmosphere where young people of diverse ethnic, racial, and religious backgrounds can further their personal and artistic growth through the study and performance of music. The YPC has been recognized for its commitment

to urban and at-risk children by the NYS Assembly, the Mayor, and the Manhattan Borough President's office.

Participation in this program is very demanding, and the young people who make up these choral groups not only learn music they learn self-discipline. Recently, the Concert Chorus, consisting of forty singers, ranging in age from 11 to 17, gave a performance entitled “Transient Glory” in which they performed eight works, six of which were world premieres. The evening was hosted by John Schaefer of WNYC. The works were performed both a cappella and accompanied by piano and instrumentalists. The outstanding performances brought the audience to its feet to applaud these young people and their director, Francisco Nunez. One can only imagine the work that went into preparing for this concert. Those who despair of educating inner city children should attend one of the YPC performances. They will not only have a wonderful evening, but will see what skillful leadership, talent and hard work can accomplish.#



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# TEACHING CHORAL MUSIC

By JOAN BAUM, Ph.D

The heavens may be "telling the glory of God," as Haydn declares in "The Creation," but an inspired delivery of that message depends upon voices on earth. If James ("Jim") Johns, Assistant Professor of Music and Director of Choral Activities at Queens College has his way, that message will be memorably delivered by the Queens College Choral Society (QCCS) on Saturday night, May 10. For the youthful conductor, who assumed his post just this academic year, bringing with him not only his bride, Emily, a harpist and also a soprano in the Choral Society, the experience will be a fabulous first. The 120-member group will be augmented by voices from a smaller ensemble at the college and by the choir at the United States Merchant Marine Academy at Kings Point. Daunting, exhilarating and, to judge from this energetic pair, eminently do-able.

The two musicians sit chatting with a visitor, addressing envelopes, fielding questions from students who keep dropping in, commiserating with a colleague in minor moan mode who is leaning in the doorway. The phone is ringing, the computer is blipping away, and Emily is playing lost and found with a lunch (or dinner) snack. No problem, the dynamic duo doesn't miss a beat. Life is allegro and they love it.

The position of Choral Director is a first for Queens College, with its well known Aaron Copland School of Music. Before that, the college's four different vocal groups had been led by separate adjuncts—not the best way to advance musicianship or music. It was the faculty itself that advocated for a full-time professorship. In Johns, the college found not only a fine musician—and tenor—but a music educator dedicated to choral singing and to providing amateurs with professional opportunity to become as musically literate as possible, to engage little known as well as familiar works in the repertoire, and to appreciate the joy of ensemble music. Not untypical of choral groups that are open to the community as well as to undergraduates, QCCS attracts those who can sight read and those who have finally decided to step outside the shower. The mix of levels and voices (typically, a plethora of altos and dearth of tenors) creates challenge, but Jim and Emily Johns (who met in a choir) make it clear by their own example that harmony can

be enhanced by difference.

For Jim, conducting is a natural way to link his love of study (history, musicology) and teaching. "A conductor must always be concerned about others." Emily, who loves working one on one, sees the good teacher as perforce a good performer. At rehearsals the Maestro puts his good-humored and modest manner to the service of hard-driving perfectionism. Sections proceed meticulously until rhythm, pitch and diction are exactly where he wants them. For Emily, who has inaugurated an informal series of musicianship classes prior to rehearsals, the name of the game is fun (at a recent session older members of the QCCS competed for right-answer "stickies" and went away chanting, "rhythm is our friend." Between them, what Jim and Emily Johns have secured is the original sense of the word "amateur," lover, in this case, of choral singing.

Indeed, a phenomenon in the country is the extraordinary growth in choral societies, as any weekend concert listings in newspapers will attest. As school music programs are cut or flounder for lack of funds, Emily points out, savvy parents seek out alternative solutions, with the result that children's choirs are flourishing because parents are concerned that the arts remain an integral and essential part of education. But, to judge from the increasing numbers of adults nation wide who are joining choral ensembles, the attraction to belong to has wider prompt. What choral societies offer non-academics is a sense of belonging at a time, as Yeats might say, when the center does not hold. Music is, like mathematics, the world's only universal language. Above history, across cultures, in spite of war, music endures, and when it engages voices in community it demonstrates, particularly in a hard time, faith in humanity.#



Professor James Johns

## CAREERS

### Tad Crawford: Publisher & Founder of Allworth Press

By MICHELLE ACCORSO

Have you ever wanted to make your own movie, publish an article, or exhibit your art, but not know how to start? How many times have you wished to fulfill your dreams if only you knew how to go about it? And how can you protect your rights? Fortunately, with the help of Tad Crawford, founder and publisher of Allworth Press, these aspirations can become a reality.

Crawford's passion for writing developed as an undergraduate at Tufts while studying economics. After law school, he began to teach writing at the School of Visual Arts in 1973. He soon noticed the majority of his students, though very motivated and talented, knew little about the legalities involved or the rights they had as artists. Crawford's goal became clear. He created a course entitled Law for the Visual Artist in 1975. It did not take long before he became known as an artist's rights advocate.

Overcoming the lack of an appropriate textbook for his newly created course, he wrote the book *Legal Guide for the Visual Artist* in 1977, which has sold approximately 90,000 copies to date. Spurred by his success, Crawford took on new responsibilities and new writings also becoming General Counsel to the Graphics Artists Guild. "I spearheaded a coalition of fifty creators' groups to try and change the copyright law in a way that would be favorable to creative people," he says. Crawford was soon asked by arts groups to publish books of their annual art shows. As a result, Crawford formed a company and from 1982 to 1988, fulfilled the needs of members. In 1989, Crawford decided to found Allworth Press in order to provide helpful advice for creative professionals.

"I came to publishing as a career in an indirect way. I began as an attorney and taught at the School of Visual Arts and it was that combination of teaching and meeting many artists, being involved in many arts groups and then being asked to publish books that ultimately led me to publish the kind of books that I felt would be most helpful to people," he says. He recently founded a new imprint called Helios Press that focuses on humanistic psychology and current affairs.

As a publisher, Crawford says the biggest challenges lie in the business aspect of the company, from finances to publicity, but that he is fortunate in having found a key element: the readership. Since he has gained such close relationships with art groups, he says he is grateful to already have that fellowship of supporters. His background in law gives him insight and knowledge that is extremely helpful in publishing.

Crawford considers Allworth Press an independent company and feels strongly that independent publishing companies offer great opportunities for writers since they are generally more open to new and interesting ideas.

Although Crawford has not practiced law since 1986 he does occasionally offer brief advice to those artists seeking information. However, much of this information is in print already, and artists often express their gratitude to Allworth Press for the help provided in the books.

Allworth Press aims its books towards professionals, beginning professionals, and college students. Nonetheless, high schools may want to consider the benefits offered in these "how-to" books as a way to help their students get a head start in learning about all aspects of the art field. For example, *The Artist's Complete Health and Safety Guide* teaches those who work with art materials about the health and safety risks involved, including a chapter on safe use of art materials in the classroom. *Technical Theatre for Non-Technical People* is another example of a book with great interest for high school teachers, especially those responsible for drama classes and productions.

Tad Crawford, in creating Allworth Press, has helped to give artists the information needed to better their craft, as well as the knowledge required to further their careers. Perhaps one day he'll even publish a book on how to become a publisher.#



Tad Crawford

### MAY IN HISTORY Compiled by CHRIS ROWAN

#### Mother's Day

In 1872, Julia Ward Howe, who wrote the lyrics to the *Battle Hymn of the Republic*, proposed the idea of an observance called *Mothers for Peace Day*. The idea evolved into a day honoring motherhood. On May 9, 1914, President Woodrow Wilson declared the *second Sunday in May* as a national day of observance to honor the nation's mothers.

#### Memorial Day

On May 5, 1866, residents of Waterloo, New York, gathered to honor Americans who died fighting for the Union in the Civil War. They called the event "Memorial Day." It became a national day of remembrance, first observed on May 30, 1868. Now it honors all Americans who died in war and is observed on the *last Monday in May*.

On May 30, 1945 New York City held its last **Memorial Day** parade sponsored by Civil War veterans.

#### Firsts In Education

On May 3, 1765 the first medical school in the 13 colonies opened in Philadelphia.

A Downtown Community Chorus



## Spring Choral Concert



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# A Tribute to Grandmothers on Mother's Day

## IN THEIR OWN WORDS

### Matilda Cuomo



Former NYS First Lady Matilda Cuomo surrounded by 8 of her 11 granddaughters

It is my special and unusual gift to be the grandmother of eleven wonderful granddaughters. My life has been enriched with all the shared experiences involving their development: their birthday parties, dance and musical recitals, school plays and grandparents' days, etc. The holidays are festive and fun to share together. I hope that some day all of the girls,

from the oldest (a high school senior) to the youngest (two months old) will cherish the memories as I do and know the happiness they have given me. I wish their great grandmothers were alive to share the great pride and love I have for them. We call them our precious jewels and that's exactly what they are!

### Eva Cooper



Top Row: (L-R): Nick 15, Peter 16, Grandpa, Daniel 10, Andy 13, Adam 18. 2nd Row: (L-R) Zoe 11, Grandma, Emme

I have been blessed with "great" grandchildren and have had the opportunity to travel with them and share great times.

### Pola Rosen



Herman & Pola Rosen with their most treasured possession, granddaughter, Emily Wertheimer

Being a grandmother is like a flower opening its petals to the warm sun, like dunking your tickly toes in the ocean, like soaring in the sky like a bird. My love for Emily is so great, it fills my heart with joy. Emily makes me laugh when she says on the telephone, Grandma, I'm sitting

on your son! She amazes me by stating, there are no aliens on earth, only people. As she explores her world with a wonder and freshness that is uniquely hers, I too enter her world and forge the unbreakable bonds of grandmother and granddaughter that will endure over time.

### Carol Cohen



Carol's grandchildren from L-R: Rachel, Leander, and Celeste.

Here are some of the joys of being a grandmother. The first time my tiny, baby granddaughter opened her eyes and fixed a penetrating gaze on me, I thought, "She knows who I am." My older granddaughter, now six, who recently, when admiring an adult friend's ornamental pool, commented, "Isn't that papyrus growing in your pool?" And then added, "I'm obsessed with ancient Egypt." I am to blame, having introduced her to the Metropolitan Museum

and its Egyptian collection. My two-year old grandson grew frustrated with me when I didn't understand what "horse music" referred to, and finally cried out, "Grandma, Beethoven, Beethoven!" Ah, yes, the "Pastoral Symphony" courtesy of Disney's "Fantasia." Being a grandmother means having time for such treasured moments, unconditional love given and received, the spirit to have fun, be indulgent, and the luxury of going home at the end of an exhilarating day.

### Grandparents Council at NYU Child Study Center

**Date:** Wednesday, June 4, 2003

**Topic:** "Grandparents are Still for their Children" Although adult children are often gone from the home, parents still play a crucial role in their lives. As adult children's lifestyles, families, and careers change, parents must adjust their own parenting and grandparenting skills.

**Speaker:** Jonathan Lampert, M.D., Director of Training, Family Studies Program

**Discussant:** Linda Carter, Ph.D., Director, Family Studies Program

**Location:** NYU Child Study, 215 Lexington Avenue, 16th Floor (between 32nd and 33rd Sts.)

**Registration:** 12:00 p.m.

Lecture and Discussion: 12:30 p.m.- 1:30 p.m.

For further information, please call Marie Mompoin, 212-263-3653; Fax 212-263-0484

### Multi-Generational Story-Telling Program Celebrating Mother

On Mother's Day, Sunday, May 11, the Eldridge Street Project will host a multi-generational storytelling program celebrating the extraordinary efforts and sacrifices made by immigrant women on behalf of their families—all over America and specifically on the Lower East Side.

Guests at the program will be treated to a lively performance by emcee Roslyn Bresnick

Perry, a nationally-known storyteller with an inspiring repertoire of stories about families thriving and surviving New York City. Audience members will be encouraged to participate by sharing their own anecdotes and reminiscences of their own mothers and grandmothers.

Space is limited and reservations are required. Please call 212-978-8800.



## Logos Bookstore's Recommendations



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As I write this column, I realize that it has been five years since I began writing this column. So for this issue in the way of celebration, I will feature some of my book reviews from this period of time.

### *The Fight for City and Suburban Homes: A Model For Successful Community Action*

by Anne Ashby Gilbert.

(Coalition to Save City & Suburban Housing, \$10)

In November of 1999, I wrote: *The Fight for City and Suburban Homes: A Model for Successful Community Action* by Anne Ashby Gilbert is a wonderfully concise history of dedicated private citizens organizing a group called Coalition to Save City and Suburban Housing to fight for the complete land marking of the fourteen buildings,

then owned by Peter Kalikow, located between East 79th Street on the north and East 78th Street on the south. This book is one of thanksgivings for the modern day saint-like people who toiled for a decade to preserve the city and suburban homes complex. Included in the book is an appendix for Ten Elements for Community Action, most helpful principles for community work." To this day tours are still given of this housing complex by members of the Coalition. Betty Cooper Wallerstein, one of the Coalition leaders is head of the very active East 79th Street Association. This book is available at Logos and a worthy addition to one's bookshelf of books about New York City.

From May 1998, I wrote: "As a bookstore owner, I find Penelope Fitzgerald's *The Bookshop* (originally published in Britain in 1978, published for the first time in the United States in 1997) a very haunting tale. The tra-

### *The Bookshop*

by Penelope Fitzgerald.

(Mariner Books/Houghton Mifflin, \$10).

dition of *The Bookshop* (originally published in Britain in 1978, published for the first time in the United States in 1997) a very haunting tale. The tra-

vails of a bookshop owner are many and Florence Green's were especially poignant. Living in an old deserted house, running a bookshop and dealing with a small town more interested in a lending library than purchasing books, Green had already major challenges opening a new business without incurring the enmity of a wealthy lady who wanted to turn the site of the bookshop into an arts center. The denouement of this story is quite moving."

I conclude in May of 1998 with the following: "A classic for children and adults alike, E.B. White's *Stuart Little* is a marvelous book for spring, great adventures and new beginnings. Who can forget the sailboat race Stuart has in the Central

Park toy boat with the fat boy named Leroy who wears a blue serge suit with a white necktie stained with orange juice? There is also Stuart's friendship with Margalo the bird who saves him from a garbage truck and then heads up north when spring comes. Stuart sets out to find her and has more memorable adventures on the road of life." Happy Spring!

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

### Upcoming Events At Logos

Wednesday, May 7, 2003 at 7 P.M., KYTV will discuss *Atonement* by Ian McEwan

Wednesday, May 14, 21 and 28, Study and Discussion of Augustine's *City Of God* at 7 P.M.

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

Children's Story Time every Monday at 3:30 P.M.



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Written by Stephanie Bloom  
Illustrated by Kelly Murphy

## Jonathan Kozol's Ordinary Resurrections: Children In The Years Of Hope

By MERRI ROSENBERG

Much has been made in recent months of the problem of fiscal inequality in school spending. No matter who raises the issue—parents, educators, school reformers, or politicians—the concept that spending \$5,200 on a child in the South Bronx, while a Great Neck child receives up to \$18,000 on his education, makes any sense is difficult to reconcile.

And in this compelling, provocative and utterly absorbing account of the lives of some of the children and teachers in the Mott Haven section of the Bronx, author Jonathan Kozol makes it clear why this issue matters so much, for the future of public education, society, and these particular children he cares about so deeply.

This book should make you mad. You don't have to agree with all Kozol's arguments (yes, more money spent on teacher salaries and supplies for children in the South Bronx would help, as would smaller classes, but what Scarsdale and communities like it offer to their offspring goes beyond excellent schools and beautiful campuses) to realize that these Mott Haven children face nearly insurmountable obstacles to obtain simply a basic education.

Kozol, who has previously written about this community, if not these particular schools or children, in *Savage Inequalities* and *Amazing Grace*—takes a slightly different approach here. His goal is to make the reader see these children as wondrous, distinctive, unique personalities in the process of being shaped and developed by their experiences at school, at home and in their neighborhood—and not merely as some abstract statistical reflection of an impoverished underclass.

As he writes, "Children live in a land of candy bars, pencil sets, Elmo dolls"—even these children whose lives have been the subject of so much sociological study. For Kozol,

what matters is seeing these children, who live in a community plagued by AIDS, childhood and adult asthma, absent (read: incarcerated) fathers, drugs and violence, as children who can still be charmed by the arrival of butterflies in a garden, entranced by an adept teacher's reading aloud of a story, or engaged by a sympathetic visitor to confide their dreams and struggles.

Kozol follows a group of children whom he meets at St. Ann's, a local church's afterschool program, whom he visits during their regular school days at P.S. 30 and other public schools. He introduces the reader to gifted and dynamic principals, as well as imaginative and resourceful teachers, who refuse to give up on these children. And he also introduces the reader to the grimmer reality of over-crowded lunchrooms, incompetent administrators and indifferent teachers, in whose hands the fate of so many of these children lie.

Perhaps most depressing about his description of these children's lives is the inescapable economic, environmental and social racism that pervades their existence. Most of these children live near a medical waste incinerator. In nearby Hunts Point, there are some 40 garbage or recycling plants. Kozol writes, "Do children of doctors, financiers and publishers have to look outside their windows at trash burners every morning? Then why should little Mariposa (a four-and-a-half-year-old he meets, who has chronic asthma) have to do so?"

And he rails, rightly, against a distorted system of education that looks at schooling as a way of producing measurable "outcomes" (the wrong way to approach standardized testing) or sees children as so much "investment value." He writes, "Why are we to look at Elio and see a future entry-level worker rather than to see

continued on page 36

## Add Wonder And Inspiration To The Life Of A Young Reader With Biographies

By SELENE S. VASQUEZ

### *Girl Wonder: A Baseball Story in Nine Innings*

by Deborah Hopkinson.

Illustrated by Terry Widener.

(Athenian, unpagged, \$16.95).

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with end papers replicating 1784 advertisements for a hot-air-balloon exhibition.

continued on page 29

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**Carmela Montanile**  
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Ms. Ivy Sterling, Principal  
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District 75



For the last 6 years, Ms. Montanile has served as program coordinator for the summer school program. This assignment includes, but is not limited to, the summer curriculum, planning trips, responding to families concerns, supporting staff new to the school for the summer, and coordinating the induction of new families.

She truly reflects the frontier of education. One that is always learning and pushing the envelope. Ms. Montanile consistently attends workshops and seminars to upgrade her skills.

As a result of utilizing a special grant where she became proficient in using the laptop, Ms. Montanile was elected to the New York State Academy for Teaching and Learning. Ms. Montanile is a consummate educator—passionate, focused, cooperative and sensitive. #

### **Mrs. Askitopoulos-Friedman**

PS 154, Bronx  
Mrs. Ballard, Principal  
Mr. Rivera, Superintendent  
District 7



For more than 20 years, Mrs. Askitopoulos-Friedman has been bringing the joy, exhilaration and wonder of art to public school children and their parents through Doing Art Together, a nonprofit organization she co-founded with Muriel Silberstein-Storfer.

Even after years of teaching thousands of children and their parents, Mrs. Askitopoulos-Friedman retains the same energy for art and for learning she had when she started.

Mrs. Askitopoulos-Friedman grew up in Athens, Greece, and when she first came to the United States felt like she "wasn't totally being embraced because of the language barrier and the different way of thinking." She teaches children and adults who aren't native speakers and may be struggling to fit in. "Art made me secure," Mrs. Askitopoulos-Friedman said, "I was given a chance because of art." #

## OUTSTANDING TEACHERS OF THE MONTH

The **Outstanding Teachers of the Month** for May 2003 have each been nominated by their colleagues, students, parents, principals, or superintendents. *Education Update* has selected these 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.

**Mrs. Ann Marie Palmieri**  
P.S. 14, Accelerated School  
Staten Island

Mr. Frank Carpenito, Principal  
Christy Cugini, Superintendent  
District 31



Mrs. Palmieri is a dedicated educator who goes beyond the parameters of her job description in her role as a teacher. She attends a variety of workshops always with the purpose of improving her craft. Mrs. Palmieri's classroom is alive with children's work. Not only is her classroom warm and attractive, it also demonstrates powerful learning at its best. Personnel from all levels (New York State Department of Education, New York City Department of Education, District 31 and The Accelerated Program) have raved about her instruction, classroom management and model classroom. #

### **Alex Lee**

IS 89, New York City  
Ellen Foote, Principal  
Shelley Harwayne, Superintendent  
District 2

Alex Lee works magic in the hearts and minds of his students. Alex teaches social studies and is one of the founding teachers of IS 89. Principal, Ellen Foote, says he is always willing to give his all and do what is needed. He is a committed, caring and dynamic. Alex enables all of his students to feel that they have something valuable to contribute to their learning environment. He provides support for students with learning difficulties while maintaining high standards of academic achievement for the entire class. In fact his students are so excited about social studies they can often be found speaking to Alex about their projects long after

school has ended. Alex is always available to kids. In addition to serving the academic needs of his students, Alex brings his enthusiasm to the after school sports program as the girls basketball coach. He also runs a basketball clinic for children who aspire to be on the basketball team next year. Alex developed the Big brother/sister program between intermediate and primary 89 students. He has been instrumental in a tradition of annual camping trips for students to foster a sense of community. Alex also finds time to be the school UFT representative.

IS 89 is located approximately 2 blocks away from the site of the World Trade Center disaster. Alex evacuated students to safety that day, before he attempted to reach his brother who worked in the towers. Sadly, Alex lost his brother that day. He continues to be an inspiration to his students and colleagues with his strength and dedication. #

### **Nadya Awadallah**

P.S. 153 The Helen Keller School,  
Bronx  
Julia E. Swann, Principal  
Marlene Filewich, Superintendent  
District 11



Nadya Awadallah has been a Science Cluster Teacher for kindergarten through grade 4 at The Helen Keller School for the last five years. She involves the students in the scientific process by encouraging them to develop hypotheses, experimentation, and collection of data to support their ideas. She has also rewritten the science curriculum for each grade so that the teachers are able to include science activities in their daily plans.

Nadya Awadallah is an asset to The Helen Keller School, from coordinating the Science Fair each year that salutes excellence in science,

to planning development sessions for teachers and paraprofessionals and providing family activities after school during "Family Night." #

### **Rhonda Morman**

Gladstone Atwell M.S. 61, Brooklyn  
Rhonda Taylor, Principal  
Dr. Evelyn Castro, Superintendent  
District 17



Ms. Morman teaches in our Britou-Moore Academy, our gifted program at M.S. 61. Her effect on the students' achievement is immeasurable. She encourages and drives her students toward academic achievement and social responsibility. Her teaching methods embrace a firm approach tempered with a tender touch, which provides excellent results and earns Ms. Morman the respect of staff and students alike.

She possesses excellent teaching skills, utilizing modern teaching approaches coupled with old-fashioned common sense. Among her many credits is her investment literacy course, through which her students have ranked among the top three in the City for the past 5 years, and her honor as M.S. 61's "Teacher of the Year" for two year in a row. #

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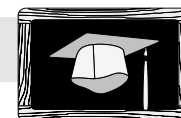
*Education Update* honors teachers each month for their outstanding work on the "frontiers" of education. Students, parents, principals, superintendents and colleagues may nominate teachers by describing, in one or two paragraphs, what is "special" about them. In June, we will invite the teachers, principals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

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

Dr. Pola Rosen, Publisher

Please email recommendations, with photographs, to: [ednews1@aol.com](mailto:ednews1@aol.com), or mail to:

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## DEANS SERIES:

### DEAN JON SNYDER, BANK STREET COLLEGE

By JOAN BAUM, Ph.D.

Talk about speed and interdisciplinary reach! It's been only a little over a year since *Education Update* caught up with the then relatively new dean at the Graduate School of the Bank Street College of Education, Jon Snyder, but in this short period of time, the energetic administrator has moved on three new initiatives. And what is more, he manages somehow to discuss them all the while also making dinner for his 13-year old son. Nothing, however, causes the confident and fast-talking ex-Californian to miss a beat, even as he excuses himself for a few seconds "to take a tortilla off the grill." He knows that in New York education is the real hot spot.

He is "really excited" about the three new programs Bank Street has instituted, thanks to generous funding, and sees each making an important contribution to the "evolution" of better teaching and assessment. Thanks to philanthropic efforts at the Carnegie Corporation, Bank Street is now embarked on the "serious stuff" of gathering evidence about teacher education programs. The dean emphasizes the difference between such evaluation and previous studies that have focused on assessing and revising courses. The Carnegie grant is a program-level study: what evidence can be found for how curricula and embedded assessments work? He calls this initiative "curriculum-linked assessment" and notes that it also takes into account the relationship between instruction and standardized test scores. The purpose of the study is not to create a model of what works but to present evidence about policies "that make a difference to the kids" and ensure that the policy-makers provide support. By "kids" he means the

children in Bank Street's own school, ages 2-3 and those in middle-school. The Carnegie makes it possible for "teams of Bank Street "candidates" (students), recent grads, and senior exemplary teachers to go into classrooms for from 3-5 weeks to observe." Prior to the visits, teachers and candidates conduct pre-interviews about goals.

More particular in its educational mission is the initiative funded by the Kerlin Foundation which will allow Bank Street to train teachers in science for the middle schools. This year the program takes the form of a Summer Institute at Bank Street which will be devoted to teaching college-level physics. A discipline-centered program, the Kerlin involved "interviewing the best college physics teachers in the state" and determining that Richard Steinberg, of The City College of New York, Professor of Physics, would guide the instruction, along with Bank Street teachers, recent Bank Street grads and public school teachers—a deliberate "heterogeneous mix," Dean Snyder emphasizes. Onsite visits will take place the following summer and the hope is that a "network of people" will emerge who will positively affect the teaching of science.

The third prong in the Bank Street 2003 initiatives is a forum funded by Goldman Sachs "to convene educators and business leaders" for discussions on "how to enhance teaching quality." The forum will be co-chaired by Mayor Bloomberg's appointee to the Department of Education, Diana Lam, Deputy Chancellor for Teaching and Learning. The good dean would go on, but as John Steinbeck would say, *Tortilla Flat* calls.#

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## PRESIDENTS SERIES:

## PRESIDENT DAVID RHODES: SCHOOL OF VISUAL ARTS

By JACOB M. APPEL

A visit to the office of David Rhodes is a crash-course reminder that our lives have become increasingly oriented to the visual. From his own professional quality photographs of sea turtles and manatees—although he insists that he is only an amateur—to the design projects of his former students, the walls and shelves are lined with tributes to the increasing ubiquity of imagery in our daily lives. Rhodes, the President of the School of Visual Arts, draws more evidence from the nightly news. “The person who saw the beating of Rodney King would not have been believed if not for that videotape,” he explained. “Viet Nam was a living room war—but on thirty-six hour delay. Now it’s instantaneous. It’s live. Whatever happens happens.” He views part of his mission as a college president as that of training the young men and women who will shape this visual world in the future.

When the School of Arts was originally founded in 1947—the collective effort of David’s father, Silas H. Rhodes, and Tarzan illustrator Burne Hogarth—it was known as the Cartoonists’ and Illustrators’ School. “It was what was known as a GI school,” Rhodes explained. “Most of the students were returning veterans.” In the fifty years that have followed, the school has evolved rapidly in both size and the diversity of course offerings. “The greatest challenge of my career,” added Rhodes, “has been seeing our transformation from an art school with three year courses to an art college with graduate programs.” The school changed its name in 1956 and began to offer BFA degrees in 1972. The first MFA programs were accredited a decade later. Now the school offers undergraduate programs in advertising and graphic design, illustrating and cartooning, interior design, photography, computer art, and film video and animation; the graduate school menu includes programs in fine arts, illustration as visual essay, computer arts, photography and related media, and design. In addition to the BFA and MFA degrees, the School of Visual Arts also award a Masters of Professional Studies in art therapy and has recently established a MAT program for future teachers. “We’ve become an important member of the arts community and also of the art education community,” noted Rhodes. “And it has all occurred rapidly over the past two decades.”

One of the most significant changes has been in the composition of the student body. “Our undergraduates are more and more like college kids everywhere,” observed Rhodes. And demographically, this may be true. They are exceedingly geographically and ethnically diverse: 50% come from outside the New York Metropolitan Area, more than 30% are racial minorities and 15% are foreign. At the graduate level, nearly half the students are from abroad—which Rhodes pointed out, is “not untypical” for such programs in the United States. One third of the school’s 3000 undergraduates now live on campus. Yet there is something distinctive about School of the Visual Arts students. “They bring something with them when they come in and they take it with them when they come out,” observed the college’s president. “That is that they’re focused. They tend to be much more focused than your typical undergraduate at a typical liberal arts college.” Students are admitted directly to a specific program and many know their long-term career goals from the outset. These might include a job in industry, either of the sort with “a title on a desk” like those of art

directors or free-lance positions such as editors, or on to graduate school. Many School of Visual Arts students continue their graduate studies at the institution; among the other popular choices are Yale, Rutgers, UC-Davis and Columbia. Celebrated graduates include the artists behind Mad Magazine and the illustrator Paul Davis.

Although the economic recession and the dot-com bust have witnessed some decline in the number of students majoring in design and computer art, graphic design remains the school’s most popular program. That may be, in part, because the field itself is broadening. “It used to be anything that was done on a flat page was designed by a graphic designer,” Rhodes elaborated. “Now it’s anything done on a flat page, anything on a screen. And it’s no longer just static. We have a whole series of courses that, for lack of a better term, are digital video and they’re moving pages.” As a result, “the boundaries between the various disciplines are becoming more and more blurred as the world becomes more and more digital.” Rhodes offered several examples: “It’s suddenly become much easier, if you’re a photography major, to slide over into video—which is really photography at thirty frames per second.

And if you’re in design, it becomes much easier to slide over into interactive work on the web.” The opportunities for study are expansive, yet these rapid developments pose a challenge to educators. “All of this certainly makes life interesting,” said Rhodes. “You’re constantly changing the curriculum.”

Rhodes—after the caveat that predicting trends is difficult—prophesies an increase of interest in illustration. “A couple of years ago we saw a diminution of interest in drawing, but that has rebounded,” he observed. “What I think we’ll see is, for the near term, a return to doing more work by hand. It has a human touch to it—it’s something that you can’t imitate as readily.... There’s something you cannot yet duplicate on the screen very well that you can do by hand, that you can do readily with pen and paper.” Among the various examples of such work are Francisco Goya’s “Disasters of War,” political cartoons, and graphic novels such as Art Spiegelman’s Maus. He also added some praise for Walt Disney. “The real beauty of Disney is that the animation is splendid, done with extraordinary care, as opposed to the Saturday morning cartoons that are just slapped together.” Yet Disney cartoons “start off as hand drawings.” Rhodes expressed his confidence that illustration—what he calls “storytelling in pictures”—“may go out of fashion, but it never goes out of favor.” Not only was drawing at the heart of the original school’s mission, it remains “at the core” of

today’s multidisciplinary college.

Additional expansion appears to be in the school’s future. “My main goal going forward is to ensure the continued increase in the reputations of our programs,” explained Rhodes. “At the moment that primarily entails us finding additional space, really a building for the graduate programs.” He would also like to add a library and a theater suitable for a film festival. In the longer term, he’d like to add new academic programs. “We need something in advertising at the graduate level, something in copy writing at the graduate level. We need to do a small graduate level film program. And at the undergraduate level, we need to do something more substantial in product design. I also want to do a writing program in criticism. I think that would be an interesting addition to what we do here. We have a large art history program, but we don’t do enough yet in critical writing.” Rhodes is also exploring on-line learning options.

The college president began his own education as a student of philosophy. He graduated from the College of Letters at Wesleyan and then studied at Columbia University. At the same time, he began a teaching career in the Ocean Hill-Brownsville section of Brooklyn.



President David Rhodes

As he became increasingly interested in issues of social justice, he shifted his studies toward economics. Yet as an eldest son, he knew that he would follow in his father’s footsteps and head the School of Visual Arts. “That gave me a certain kind of freedom,” he observed, “to study things that from a monetary perspective might be useless.” Yet these are the very sorts of things—philosophy, the western tradition—that one would hope to find readily at the fingertips of a college president.#



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The United States Holocaust Memorial Museum begins its 10<sup>th</sup> anniversary with a special program recognizing people representative of those whose lives have been deeply affected by the Museum, and who use those lessons in their work as they guide others. This is the first in a year of programs that focus on the power and responsibility of the individual, especially

in the face of evil.

Ranging from a Washington, D.C., public school student to a South Dakota educator, cadets from Annapolis and West Point to a Tennessee pastor, and Holocaust survivors to police chiefs, these individuals will describe their connection to the institution and its continuing impact on their lives.

"Each of these remarkable people and so many more like them have taught us something about the potential of the Museum, a potential we could never have imagined when we opened 10 short years ago. As we dedicate ourselves to the institution's second decade of success, we are particularly grateful to the American people for their grasp of the possibilities of our mission, and the contributions so many have

made to conceiving and developing our programs," said Museum Director Sara Bloomfield.

Since it opened to the public in 1993, the Museum has welcomed more than 19 million visitors, including nearly 6 million schoolchildren and 14 million non-Jews. For more information on special events and the Museum's 10th Anniversary activities, visit [www.ushmm.org](http://www.ushmm.org).

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##### Lewis & Clark: Great Journey West (May 18, 2002 through September 2003)

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

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Public programs are presented in conjunction with exhibitions on view and in tandem with various cultural conversations that address concerns and ideas relevant to art and artists of African descent. Through the Department of Education and Public Programs, The Studio Museum in Harlem offers a range of programs that engage a diverse cross section of artists of various disciplines, including writers, scholars, musicians and critics who share their perspectives on contemporary subjects.

#### Adult Programs

##### Artists-In-Residence Open Studio

Sunday, May 4, 3-6pm

Catch the progress of 2002-2003 Artists-In-Residence:

**Louis Cameron, Deborah Grant and Mickalene Thomas** and visit their studios. Conceived at the formation of the Museum over 30 years ago, the AIR Program remains central to SMH's identity.

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#### Meet Susan Fales-Hill author of *Always Wear Joy*

Thursday, May 8, 7pm

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#### Uptown Fridays! Music, Cocktails & Culture

Fridays: May 9, June 13, July 18, August 1 & 8, September 12, 7-11pm

The weather is getting warmer and the Museum's sculpture court is open for the highly anticipated *Uptown Fridays!* program. Dance to the sounds of New York City's most innovative DJs, connect with others during guided exhibition tours, shop in the Museum's newly stocked store, or have a cocktail and conversation with your friends. Don't miss these fun and festive evenings in Harlem.

#### Sunday Salon

Paying homage to Harlem's rich artistic legacy, *Sunday Salon* is dedicated to highlighting local musicians, writers, poets, singers, and performance artists. Inspired by the vast talent existing in Harlem, this program celebrates the spirit of Harlem's his-

torical parlor scene.

#### Maya Orr, vocalist

Sunday, May 11, 3pm

#### The Artist's Voice

Expanding the scope of conversation on art and culture, SMH is unique among museums through its innovative integration of artists' voices into the institutional fabric. *The Artist's Voice* is a series of public programs, offered in conjunction with every exhibition season, featuring artists discussing their work.

#### Frederick J. Brown

Tuesday, May 13, 7pm

This season the Studio Museum presents one of America's most prominent and prolific portrait painters, Frederick J. Brown, in conversation with **Lowery Stokes Sims**, SMH executive director and curator of *Frederick J. Brown: Portraits in Jazz, Blues, and Other Icons* currently on view at SMH.

#### Director's Dialogue

Thursday, May 15, 7pm

Join **Lowery Stokes Sims** as she interviews **Donna Mussenden VanDerZee** about the life, work and legacy of celebrated Harlem photographer James VanDerZee. This talk has been organized around the release of a new monograph, *James VanDerZee*, published by Phaidon Press.

#### Intersections: Art & Culture

Tuesday, May 20, 7pm

In conjunction with the Bill T. Jones/Arnie Zane Dance Company season at Aaron Davis Hall, SMH hosts a conversation between two of today's most compelling voices in art and culture — **Bill T. Jones**, celebrated dancer and award-winning choreographer, and noted curator **Thelma Golden**, SMH deputy director for exhibitions and programs. For more details call 212.650.7100 or visit [www.aarondavishall.org](http://www.aarondavishall.org).

Aaron Davis Hall Dance performance schedule: Friday & Saturday, May 30 & 31, 8pm; Sunday, June 1, 3pm

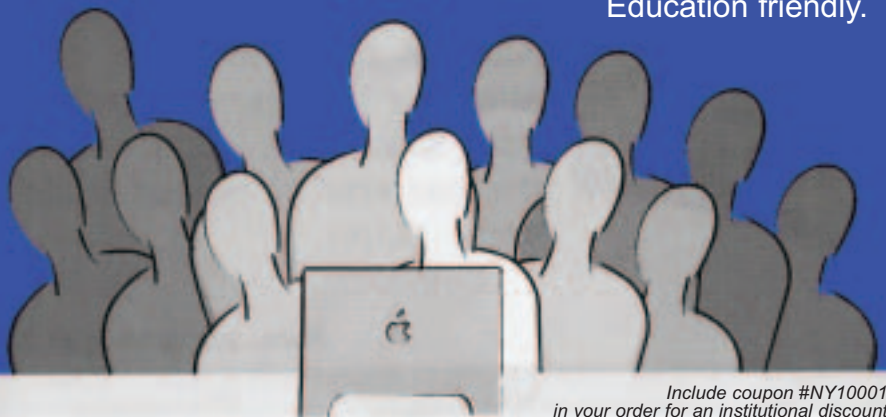
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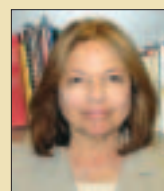
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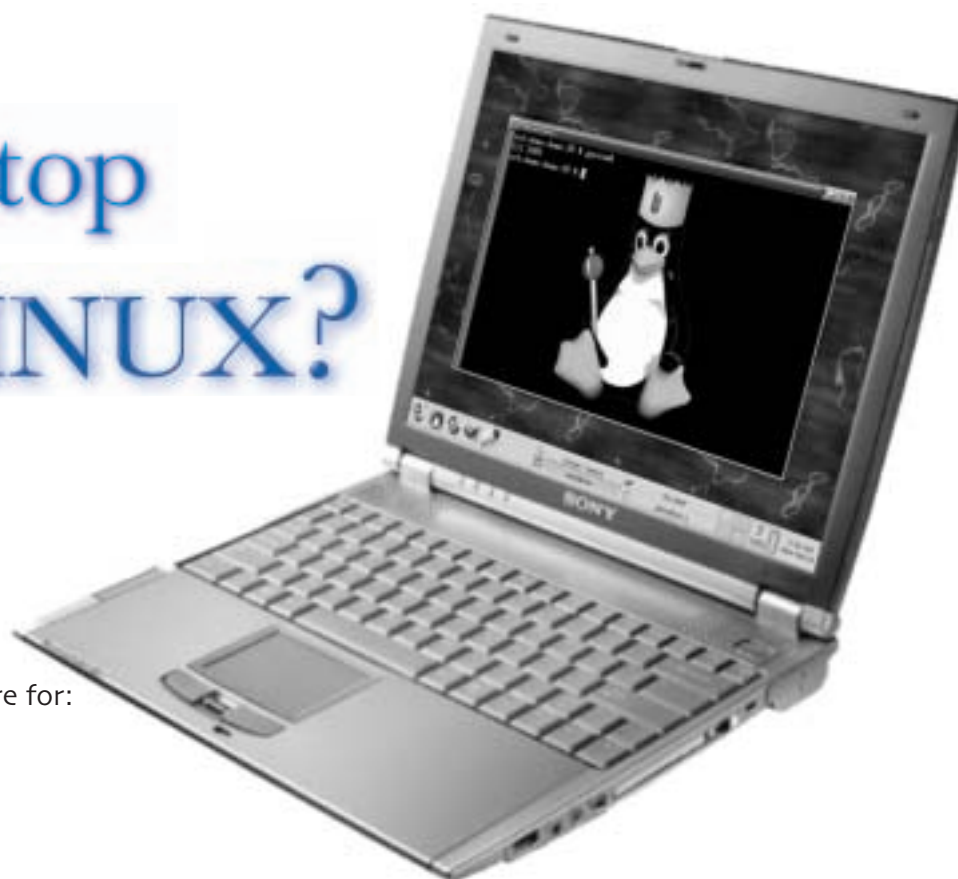
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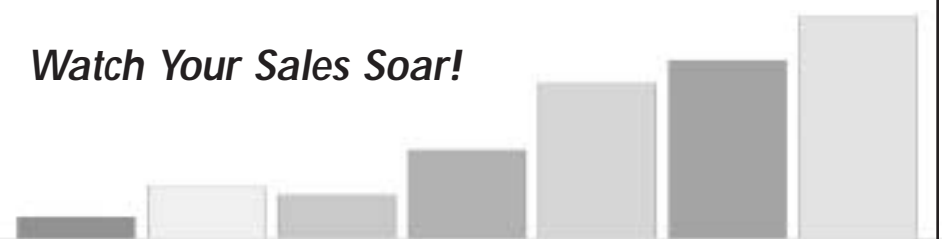
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# MEDICAL UPDATE



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• 24

## NY PRESBYTERIAN HOSPITAL LAUNCHES SCIENCE EDUCATION FOR TEENS

New York Presbyterian Hospital has joined forces with philanthropist Eugene M. Lang to create a pilot program designed to both foster academic success for low-income neighborhood youth and to facilitate their entry into health careers. The Lang Youth Medical Program at Columbia Presbyterian Medical Center, funded by a \$1.25 million grant from the Eugene M. Lang Foundation, will serve as a model for healthcare institutions nationwide to provide an opportunity for inner-city children to participate in a health sciences education program.

Through this collaborative effort, each year 15 seventh-grade New York City public school students who exhibit academic promise are selected to enter a six-year program to inspire them to develop and pursue career and life goals, particularly in medicine, nursing, healthcare, and the sciences. The students, known as the Lang Youth Medical Team, will undertake a year-round medical and health-oriented educational and service curriculum at the Columbia Presbyterian Medical Center campus in Washington Heights.

Each student will participate in the program from seventh through 12th grades. Those who successfully complete the program and graduate from high school will receive scholarships support for college. "Young people are the future of health care and the future of our city. Through this program and the generosity of Eugene Lang, we will be able to impact the lives of these students and our community in a

positive way, says Dr. Herbert Pardes, president and chief executive officer of the New York Presbyterian Healthcare System.

Students and faculty from all of the Health Sciences schools and others at Columbia University will participate in the mentoring program. The program curriculum is designed to provide an educational experience calibrated to the progression of the students' teenage years. Through their participation in the year-round program, students will be exposed to a wide variety of clinical and scientific activities and objectives. Mentoring and teaching relationships with medical students, residents, faculty, staff, and administration will help foster students' ambitions and self-esteem, and develop an appreciation of the meaning of sustained commitment and responsibility.

Students will attend a brief orientation session during the summer preceding seventh grade and then will meet on Saturdays and participate in a four-week summer program. The first three years of the program are designed to develop a basic understanding of the life sciences and to familiarize students with Columbia Presbyterian Medical Center and its role in the community. They will have the opportunity to act as liaisons between the Hospital and the community, and to engage in community outreach and education projects. The final three years of the program will focus on students' individual interests and provide opportunities for meaningful employment, including research work with Hospital faculty.#

## THE BARNARD SUMMIT: WOMEN AND HEALTH

By KIM BROWN

Barnard College hosted a daylong forum on women's health trends worldwide, The Barnard Summit: Women and Health. The daylong event, an initiative of Barnard President Judith Shapiro, brought together a group of twenty-one panelists including U.S. government policy makers, health advocates, journalists, doctors and researchers.

The goal of the summit was a better understanding of women's health trends globally and access to healthcare. Approximately 700 women and men attended the conference, which was supported by the Bill & Melinda Gates Foundation, Merck & Co., Inc. and Pfizer Inc.

The first panel, moderated by President Shapiro, was an assessment of recent health trends. While millions of women around the world lack basic healthcare, there have also been major improvements in recent decades. The changes are due to medical advancements and also "to a growing recognition that women are not small men," Shapiro said.

Research focusing directly on women has been an essential part of the progress. "When we were in medical school the typical model was the 70 kilogram male; it was like the rest of us were in the background somewhere," Dr. Cristina V. Beato said. Dr. Beato is the Principal Deputy Assistant Secretary for Health to the Secretary of Health and Human Services. "We've made incredible strides and I think the key is women in health fields, women in research and women in policy."

In the past, discussions of reproductive organs and breast cancer dominated women's health to the exclusion of other issues. This is beginning to change, yet most women under 45 still seem more concerned about breast cancer or reproductive cancer than anything else, according to Glamour Magazine Editor-in-Chief, Cindi Leive. "The reality, though, is that they are more likely to die from heart disease or even a car accident."

Lack of access to healthcare is another issue that needs to be examined, according to Faye Wattleton, president of The Center for the Advancement of Women, a research, education and advocacy organization. "The reality is that

42 million people in this country, this year, will not have health care coverage and the majority of them will be poor women, working women, women trying to make ends meet," she said.

Lack of access to healthcare was also a major focus of the second panel, Women and Healthcare: A Critical Analysis. "We have a huge problem in the amount of information that's out there and a bigger problem of access to services," said Judy Norsigian, executive director and co-founder of the Boston Women's Health Collective.

Discrimination also plays a role in the quality of medical care women receive. Byllye Avery, founder of the National Black Women's Health Project, told a story about a dentist in Florida who decided to extract her tooth rather than perform a root canal because he assumed she couldn't afford the procedure.

"We live in a country that is still, sad to say, full of racism, sexism, classism and homophobia," Avery said, "it influences the way people are treated and the information they are given."

The improvements in women's healthcare that have taken place are largely due to the grassroots efforts of "women getting together and talking about women's health," said Dr. Vivian Pinn, director of the Office of Research on Women's Health at the National Institute of Health. "Better health for ourselves, as well as our community, has two facets, what the healthcare system can provide for us and what we can provide for ourselves."

While there was consensus among panelists that conditions are getting better in Western countries, they also spoke about the millions of women in developing countries that lack the basic resources to stay alive. Women and World Health: A Matter of Survival was the third panel.

Panelists called for wealthier countries to do more to alleviate poverty in developing countries and to provide access to healthcare. Economist Jeffrey Sachs, special advisor to the United Nations Secretary General and director of the Earth Institute at Columbia University, talked about a recent trip to Malawi where he saw 450 people dying of AIDS in a hospital without medicine. He also met a grandmother who carried one of her grandchildren more than six miles to a clinic only to find there was no quinine to treat the child's malaria.

"You ask, 'what does the United States do?' Tragically little," he said. "We spend about one-tenth thousandth of our average gross national product for health in poor countries."

Women's healthcare cannot be examined in isolation from politics, the environment or socioeconomic concerns. It is important to take responsibility both personally and as professionals, Barnard President Judith Shapiro said. "Intrinsic to being a good citizen is being an informed citizen about healthcare."#

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## HOORAY FOR THE ERBs

By SLOAN ROBERTS

At two -years old, I noted my daughter's somewhat scattered language that was not in keeping with her other skills. She had walked at nine months, climbed out of her crib at eleven months and seemed to understand us fluently before she was one. But I wasn't particularly worried, comforting myself with the knowledge that I hadn't spoken until the age of three. Little did I know of learning disabilities.

When it came time to discuss on-going schools with her nursery school head, there was no question that she was heading for any school of our choosing. That was what it was like until she took the ERBs as they are commonly known. This intelligence test is a must for any child applying to any independent on-going school in the New York City area. We didn't prep, just discussed it like all parents are advised to do. Of course, years ago my niece had it right when she said: "They tell you it's a game, but we all know it's a test." For us these

tests revealed an erratic learning style - the dreaded uneven scores - that parents and nursery school heads know, no matter what on-going schools say can be the "kiss of death" when it comes to the admissions process. Scores such as these, thank goodness, can also be the first indication of learning disabilities or "differences", the PC term preferred by some.

A stunned and sensible nursery school head suggested further testing. That was my first venture into the world of learning disabilities. It was also one moment during which I was very proud of myself, and my husband. We did not race into denial, a common enough and understandable response among parents. On the other hand there have been many moments during my daughter's struggle when I have not felt terribly proud of either one of us. But, fifteen years later as my daughter prepares to graduate from upper school and start her college life, I look back and recognize how much I have learned and understand how much more

I need to know.

During this period I have dealt with professionals who have ranged from fabulous to those who "walk the walk and talk the talk" without doing the work. I learned to recognize biases in professionals within the subtexts of learning specialists, encountered those who had found a new and profitable industry and come up against those who still disbelieve learning disabilities exist.. What it comes down to, for me, has been combining a steep learning curve with a commitment to be my child's advocate and a recognition that I had to many times trust my own intuition.

I call it *learned intuition*. My daughter's first follow-up testing was done by a wonderful woman who told me, "I know you're nervous and worried. So, I will let you know the results in 24hours, but you won't get a written report for months." Her compassion and humor extended into her verbal evaluation and many months, later her written report. Her findings: my child had a variety of learning disabilities that would manifest themselves at different periods in her academic career. Very wisely she told us that: "They won't go away, they'll pop up without rhyme or reason, and she will have to learn to work around them."

Rewind back to the on-going school search. The so-called fast track schools were out. She wasn't a legacy or a sib and, even if they had been interested, we weren't. Nor were we willing, at this time, to look at special ed schools. Nurturing was the buzzword and we found a place that seemed to suit. We also found a dedicated learning specialist. Fast forward a few years. We were mired in the myriad world of tutors. What we had to learn the hard way was that my daughter didn't need tutors. She needed someone who would help her learn the material in the way she learned. The concept was at times as convoluted as the search. It highlighted the fact that the most important thing I could do was understand how my daughter learned. The second most important thing was to impart that information to her school. Getting teachers to understand that visual learners need homework assignments put on the blackboard instead of shouted out as children leave the classroom was invaluable. Dealing with administrators who welcomed information from learning specialists without making them feel harassed was a goal for

which I continuously strived.

My daughter learned about index cards when she was eight. She understood the importance of organization long before many of her peers, but it took her years to accept that what might take a friend ten minutes to do could take her an hour. This was the little girl who always helped out, but came off the stage in tears on the day she "graduated" from middle school. Once again she had watched those for whom "it was easy" win multiple rewards, while she and others who worked hard without achieving top honors never experienced applause. Children who are aware of their learning disabilities, a necessity if they are going to learn compensatory skills, know early on that public recognition is rarely theirs. As a parent you struggle to find somewhere they will shine.

For my child it was sports. We are lucky she's a natural athlete. I'm in awe at her skills in any sport she tries. But we continuously had to balance the time her schoolwork took against the hours required to engage in a competitive sport. It's a balancing act that never stops. Then, finally in her junior year of upper school it all came together. We found a school and she found art.

Many small schools don't have the funds for the extras. We found one that did and my child found something at which she excelled. It was also the time when she could finally opt out of some of the required subjects that only caused her grief, particularly math and some of the sciences. Three years of each instead of four allowed her to take some electives. The left side of her brain was finally let loose. Hours spent in the art room produced work that was good enough to exhibit. Now we had only one small hurdle, the SATs.

For many with learning disabilities, standardized tests are hell. These tests do not take into consideration varied learning styles. They show only what someone who fits the mold knows. For those who do not fit the mold, even extended time is not necessarily the answer. Visual learners, those who can give you any answer verbally and even those who see the possibility of more than one right answer will not do well. Our daughter is one of these people. Also given today's demographics, colleges can pick and choose. Those who excel in just one area, the arts, music, even math or science, are too often

*continued on page 28*



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## Resources, Referrals and Help

Parents of learning disabled children often need information on resources. With web access, Resources for Children's source book (212-677-4650) and the "leave no child behind legislation," one would expect that reliable information is readily available. Yet when the need is for low cost services or very specific services, getting information is still difficult.

Three opportunities have recently become available to parents. One provides free psycho-educational evaluation, one free remediation with a learning disabilities specialist, and one excellent on-line support.

### Free Evaluations:

If you have concerns about your child's academic progress you can request, in writing, an evaluation from the Department of Education. Therefore, one might wonder why a free private psycho-educational evaluation might be desirable. There are two reasons: First to get a second opinion, especially if you find yourself in disagreement with the primary evaluation. Second, the mandate of The Department of Education is to offer appropriate services within a public school setting, not necessarily to provide a diagnostic profile of your child as a learner. The State College of Optometry, Learning Disabilities Unit has recently received a grant to provide FREE evaluations for children in grades k-8 with Medicaid (non HMO) or Centercare. As part of this process your child will also receive a visual and perceptual evaluation. Call 212-780-4960 for information.

### Free Remediation:

Often parents face a difficult problem: they know that their child needs Orton-Gillingham or multi-sensory remediation but they don't know how to go about getting help. While many fabulous well-trained Learning Disabilities Specialists can be contacted by calling The International Dyslexia Association (212-691-1930) options are fewer when families lack financial resources. Lady Liberty Educational Alliance was established to offer instruction in reading and related language skills free of charge to students who have not yet gained adequate skills in a standard school setting despite intervention and who cannot afford private fees. Contact Carol Kanter at 212-744-6212 (10-3). Because Lady Liberty is a charity with all of its monies committed to providing services, it must raise funds to continue to provide remediation.

The Manhattan Jazz ensemble will perform a benefit concert at The Weill Recital Hall of Carnegie Hall on Friday May 16th at 8PM. To support this unique and very worthy program call for tickets at 212-247-7800 or go on-line to [www.carnegiehall.org](http://www.carnegiehall.org).

### On-Line Support:

Finally for those parents new to the process or seeking information about learning disabilities on the web try [www.schwablearning.org](http://www.schwablearning.org). Charles Schwab, of brokerage fame, is dyslexic and has put the considerable resources of his organization to work on creating a guide for parents and educators. Request a parent or educator packet.#



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## Blackman Lecture at Teachers College

By ADAM B. KUSHNER

If it was just another dreary and wet pre-spring day outdoors, the scene inside Grace Dodge Hall at Columbia University's Teacher's College was something else entirely. There, Professor Loraine Masters Glidden was proffering a fresh departure from decades of conventional wisdom about disabled children and their families.

That day, Glidden, chair of the psychology department at St. Mary's College of Maryland, explained how disabled children don't necessarily affect depression, anxiety, and stress in their parents, and often grow up emotionally balanced. She called the talk, which was delivered as the 2003 Leonard and Frances Blackman Lecture, "Positive Psychology and Rearing Children with Developmental Disabilities: Still Happy After All These Years?" And the answer is Yes.

"There really has been a shift in the zeitgeist in the last decade," Glidden said. "People were beginning to look at families who had children with disabilities in a somewhat different light. They were beginning to back off of the notion of chronic sorrow, of crisis, of pathology, and we're beginning to look and find more positive outcomes."

In her talk, she explained how her long-term study of over a hundred families showed that "parents rearing children with disabilities report many positive outcomes," and how parents' personalities "especially general mental health and stability, influence long-term adjustment." Her conclusions, she found, applied to children with all sorts of developmental disabilities, ranging from Down Syndrome (37 percent of her sample) to Cerebral Palsy (15 percent) to

Fetal Alcohol Syndrome (3 percent). And, perhaps most strikingly, her conclusions applied to both adoptive parents and birth parents.

"In terms of the long-term positive adaptation," she said, "the birth families... didn't differ from the adoptive families—who you expect to have good functioning because they chose to do this and were vetted by the agencies. The fact that [adoptive families] were doing real well is not surprising. But that the birth families were doing so well was a departure from conventional wisdom."

Glidden, who is president of the division on mental retardation and developmental disabilities of the American Psychological Association, said she thought the talk went off well.

"Based on the comments I got afterwards, there was a lot of interest. I think basically, the audience was pretty interested in the topic, and there were multiple questions."

Now in its fourth year, the Blackman Lecture is sponsored by the Teacher's College Center for Opportunities and Outcomes for People with Disabilities. Professor Linda Hickson, who helps run the center, said "We all thought it was the best ever."

Leonard Blackman, a former professor at Teacher's College, also attended the conference. He worked with Glidden during the 1970s when she held a post at Teacher's College, and the two shared an interest in developmental disabilities. That, Hickson explained, is why Blackman suggested her for the talk.

Glidden said her findings are in keeping with a sea change in family psychology regarding positive psychology. Past research, she explained, has always been focused on depression and negative emotional indicators, but

researchers in the last two decades have come to regard positive indicators as equally important in explaining family interaction.

"In order to find positive outcomes it is necessary to look for them," she said in her presentation. "We need to study strength and

resilience as much as stress and burden. Optimal human functioning is as important to study as impaired functioning. We must learn to promote the positive as well as prevent the negative."#

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## Hooray for the ERBs

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shut out of just those schools that can offer the richest and most diverse curriculums. So we went on a quest. We found a school that recognized that the SATs don't always paint a full picture of the student. We also found a school that will allow my child to study what she loves. Was the search easy? Let's put it this way, I'd rather have had oral surgery. But as a family we have learned that "alternative thinking" goes hand in hand with "alternative learning." #

### An 11 Year-Old Boy Wonder Wins State Science Fair

Andrew Hsu, age 11, became the youngest winner ever of the grand prize in the 46th annual Washington State Science and Engineering Fair. He will represent Washington State at The Intel International Science and Engineering Fair (Intel ISEF), the world's largest pre-college celebration of science, and widely considered to be the most prestigious science fair at the high school level.

Hsu received special prizes, medallions, a trophy, and a scholarship, for his project, *Identification, Characterization, and DNA Sequencing of the Homo Sapiens and Mus Musculus COL20A1 Gene (Type XX Collagen) with Bioinformatics and Polymerase Chain Reaction (PCR)*. Andrew's project has been awarded the President's Award - Biology Excellence Award, United States Army Award, The Office of Naval Research Naval Science Award, Art Anderson Associates Special Merit Award in Engineering, Senior Division Award: Medicine and Health - First Place, and the Grand Prize Silver Award.

"The project was about a gene that I identified in the human and mouse genome called COL20A1, which encodes for the type XX collagen protein," says Hsu. "To identify it, I used bioinformatics and PCR. Bioinformatics is the process of searching computer databases and programs, and PCR is a laboratory procedure used to amplify targeted DNA sequences. In the future, I hope to discover diseases related to mutations in the type XX collagen, and

continued on page 29

## AN LD PRIMER

**NETWORK** - It's amazing how many people have children with learning disabilities, but you have to talk about it to find others. Parents who are open about their child's needs find there is a wealth of information out there, much of it coming from other parents.

**RESEARCH** - I sat down with a vocabulary sheet provided by my child's first tutor and started reading. I started with books by Betty Osman and Priscilla Vail and went from there. They taught me the importance of being my child's advocate. They also allowed me to gain some insight into the pain she would endure and the hurdles she would have to clear. Lately Jonathan Mooney opened my eyes with an insider's view of the world of learning disabilities.

**TRUST YOURSELF** - When one of the first tutor's I interviewed presented me with a set of rules from which there could be no deviation, I balked. Instinct told me that any five year old would have problems with someone that rigid, let alone a child who needed help. We passed and I've never been sorry. Tutors, administrators, even authors may sometimes be at odds with your child's needs. Learn to negotiate. Learn to listen. But most importantly learn to trust your own learned instincts.

**BE YOUR CHILD'S ADVOCATE** - Even the most well-intentioned school cannot do it all. Establish relationships with administrators and teachers and recognize what you can do to make it easier for them to help your child succeed.

**RECOGNIZE REALITIES** - It's a bumpy ride. No child has just one problem and dealing with these problems is not progressive issue. If you've always believed that hard work can help you solve a dilemma and enable you to move on. Get past it. Your alma mater may not be interested, your family disbelieving and your friends complacent about the fact their children don't have any issues. However, in the end, it's how your child will do in life that really counts.

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## 11 Year-Old Boy Wonder

Continued from page 28

possibly find a cure for them.”

At 2, Hsu already demonstrated his amazing attention span and problem-solving skills by assembling LEGO blocks into a robot as tall as he was. At seven, he was already a fan of Brian Jacques, a popular fantasy fiction writer from England. “*Redwall, Mossflower, The Long Patrol, Martin the Warrior...*” Andrew joyfully recites the titles of his series of novels, each over 350 pages long and totaling a whopping 5,000 pages of writing. “I read them all,” Andrew says. “It was a fascinating world.”

Hsu is homeschooled because he was skipping grades quickly. “We knew we had to do something about it to fill his need to learn,” says David, Andrew’s father.

Indeed, Andrew’s real life sometimes reads like a fantasy. At 9, Hsu started taking courses with the University of Nebraska Independent Study High School. He took just about all the math courses, science, and French. To explain why he took French, Hsu said, “I wanted to

learn French because I admired Médecins Sans Frontières (Doctors Without Borders) and what they are doing.” The organization delivers emergency aid to victims of armed conflict, epidemics, natural and man-made disasters, and to others who lack health care due to social or geographical isolation.

At 11, he recently scored in the 99% on his ACT exams and that put him in the top 0.1% of over 1.2 million ACT test takers. He is ready to start college fulltime next year. He is now working in a University of Washington lab for his genome research. Hsu spoke about his mentor with affection, “Working with Professor Byers is a great learning experience I will always treasure.” He has also had access to Dr. Byers’ laboratory to do experiments and research. “I am also greatly indebted to Dr. Pace for his complete support in lab work. He allowed me to bother him almost any time with questions. He is very precise in the lab procedures and that taught me a lot.”

Hsu also excels in the sport of swimming. He holds team records at various age levels and now holds three in his current age group.

“Swimming occupies a unique place in my heart,” he says. “It acts as a balancing weight for my study and research work, and I wouldn’t feel complete without it. And my swimming friends are fun.” Hsu also compares swimming to his research work. “Continuing to practice one move in swimming is no different than redoing my lab procedures,” he says. “In fact, the frustration of not getting the result I want is exactly the same. Knowing what you are looking for is there and knowing you’ll eventually find it are also the same.”

His academic career is not everything for Hsu. He says the mission of his life is to help others. He has recently founded a non-profit organization with his brother Patrick — the World Children Organization. ([www.world-children.org](http://www.world-children.org))

children.org)

“Through video documentaries and religious affiliations, we have witnessed the gross violations of children’s rights in some parts of the world,” says Hsu. “Children are deprived of the opportunity for education because they need to be working to bring income for the family. In some cases, children are sold as prostitutes or used as child labor or as illegal drug traffickers.” The foundation is currently fundraising to be able to create school and health kits that will be shipped out to organizations providing aid internationally.

Hsu has many goals in his life, and is bound to achieve most of them. He has said he wants to get two Ph.D.’s, one in medicine, and another one in computer engineering.#

## Problems with Standardized Testing

By DIANE K. TRUMBULL

I have been haunted by some clearly wrong assumptions about educating children in some local newspapers; but I decided to write this only after I read a journalist quote that “standards-based education reform assumes that every child should possess a basic set of knowledge and that there is an objective standard for judging whether a child has acquired that knowledge.”

Surprisingly, one of these journalists, C. Barnes, holds the same views as E.D. Hirsch, Jr. (author of *Cultural Literacy—What Every American Needs to Know*) who claimed that students able to learn a mere 5,000 randomly-chosen “facts” would win the ‘key to success’—regardless of what school, school budget, or teaching methods were utilized in the process! Teachers under Hirsch’s *Core Knowledge* teaching system became drill-sergeants, forcing students in grades 1 through 8 to memorize then test on such facts as famous names, places, and book titles to be declared ‘culturally literate.’ It didn’t work; and potential life-long learners came to hate school.

Unfortunately, Barnes agreed with two wrong assumptions made by Hirsch about learning: that there are *right answers* with only one way to learn them; and that learning is linear and takes place only in a set sequence. Both are dead wrong. In fact, information is usually committed to memory if it is grounded in real-

ity and usefulness; and it usually happens when students get to discuss, play, imagine, and/or just plain think.

Since so many writers seem to endorse standardized tests as being a quick, economical assessment tool to measure a student’s progress, my question for Mr. Barnes (and others) is simple: Why would any good teacher embrace a memorize-then test teaching method when they witness how it turns kids off of learning? Also, I have seen first hand that these methods waste valuable, in your face, learning time and that these tests just don’t measure anything of value.

Finally, I keep asking myself some tough questions such as: How can a single performance test given on one day a year compare to student assessments done by teachers over 40 weeks? Wouldn’t it be like claiming to understand a person’s whole life by looking at a single snapshot? And, since drill and test methods promote conformity and regurgitation of random facts rather than critical thinking, aren’t we in danger of losing what really counts as we educate our young citizens of America?

Albert Einstein once said, “Not everything that can be counted counts, and not everything that counts can be counted.” He had a point.

*Diane K. Trumbull is a professional tutor & public school teacher.*

## Biographies

continued from page 13

*River Boy: The Story of Mark Twain*  
by William Anderson.  
Illustrated by Dan Andreasenn.  
(HarperCollins, 32 pp., \$15.99).

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*Beatrix: Various Episodes from the Life of Beatrix Potter*  
by Jeanette Winter.  
(Farrar, 32 pp., \$15.00).

The originator of *The Tale of Peter Rabbit* and his beloved garden animal friends, Potter turned to drawing and writing as a child in the absence of interactions with family and friends. The immediacy of this first-person account underscores her inherent loneliness and creativity.

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

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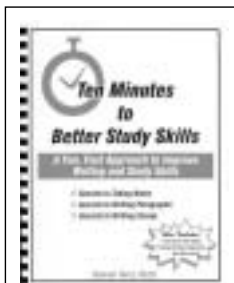
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- Bonnie Terry, M. Ed.



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## Post-Separation Divorce: Facilitating Child Development

By GARY DIRENFELD, MSW

Meaningful parental involvement provides for a lifelong relationship with children. For separated or divorced parents this can be achieved by a dynamic "child-up parenting plan" approach.

The "child-up parenting plan" approach assumes children need and want the best relationship possible with both parents and that the involvement of both parents is important to the emotional health of children now and for their future. Essential to achieving a plan then is an understanding of the developmental needs of children from current age to when they leave home.

Parents may require education on their children's needs and how these needs change as they grow. Needs may be related to education, religion, health, extra-curricular activities, residence and daily care. The child-up approach takes all these into account and then builds upon the resources, availability and desires of each parent to meet these needs over time. If either parent is lacking in knowledge, skill or ability, the plan may also include counseling or parenting classes. The basic belief is that parents will do whatever is necessary to best meet their children's needs and will undertake activities to prepare themselves if necessary.

Parents will have to adapt to different stages according to their children's development. The parenting plan must therefore be dynamic, as it will need to change with time.

With infant children, one parent may be more relied upon to provide day-to-day care. However, the other parent should be provided opportunity to bond and form attachments through frequent visits. As children become toddlers, pre-schoolers and then school aged, they are increasingly exposed to the world. So rather than an arbitrary rule that provides a mid week visit, parents can negotiate and share responsibilities for transportation or swimming lessons or after-school activities. Sharing

responsibilities pragmatically changes parents' duration, frequency, time, activity and exposure to their children in a way that is natural.

In other words, parental time with children is as much task-specific as time-directed. As the demands of school increase, one parent may provide assistance with math homework, while the other with English. The key is to develop the parenting plan for meaningful, goal directed and structured activity aimed towards meeting the needs of children at particular ages. Close parent-child relationships form through positive involvement with typical daily tasks.

Other benefits of sharing parental responsibilities through a "child-up parenting plan" is the reduced risk of one parent taking on the role of the disciplinarian while the other parent develops a kind of fantasyland relationship. Children benefit from access to both parents according to their needs and parental abilities. Further, it distributes the demands placed upon parents and can reduce their stress.

Ongoing parental involvement throughout childhood will determine how well children are able to accept parental guidance and direction come adolescence. This will be vital and protective at this time in their lives. While many people think that peer pressure has more influence on teen behavior, this is only true for teens who have tenuous parental relationships. Parents who have long established, good and significant relationship with their children can actually have more influence on them during adolescence than their teen peers.

Involvement now will determine relationships and well-being later. If a "child-up parenting plan" is developed and followed, both parents can be dancing at their children's wedding and then taking turns babysitting grandchildren!#

*Gary Direnfeld is a child-behaviour expert, social worker, and author of Raising Kids Without Raising Cane.*

## McLaughlin and Cuomo Protest Cuts for Pre-K Education



A recent press conference with Assemblyman McLaughlin and Matilda Cuomo denounced the Governor's budget cuts to pre-K and early childhood education. The Assemblyman and former NYS First Lady met with parents of the

Matilda Raffa Cuomo *First Step Early Childhood Center* to lend support to their program which is dedicated to children with special needs from birth to five years of age and jeopardized by the budget cuts.

### MOVIE REVIEW

## Terrific Latino Teens: Raising Victor Vargas

By JAN AARON

**W**orth seeking out: Here's a modest feature full of heartfelt emotion and human foibles. Raising Victor Vargas marks an impressive writer-director debut for Peter Sollett. It's a perceptive take on teen life, and, while it concerns Latinos, it should appeal to all kinds of filmgoers.

Preoccupied as teens are with sex and status, the movie is more deeply about those new feelings and need for independence that mark the mid-teen years. The picture could promote

classroom discussions about such issues as posturing to impress your peers and being your true self.

Set on the gritty Lower East Side where surprisingly kitchen gardens house wandering chickens, the opening at a swimming pool sets the tone. Victor Vargas is teased about his intimate relationship with the upstairs fatty, so he sets his sights on the neighborhood beauty — the haughty Judy Ramirez (Judy Marte), who immediately snubs him. Working a deal with her brother, the two connect and he tries to get her to come over for visit and a burger dinner. Victor lives with his old-fashioned grandmother (Altagracia Guzman), slightly younger, brother Nino (Silvestre Rasuk) and plus size sister (Krystal Rodriguez). As Victor begins to feel he's too big to live by grandma's rules, the old woman, who grew up on a farm in the Dominican Republic, makes sure they know she's the boss. Grandma (mom and dad are history) constantly reminds them how she wants them to be "good family" and means to achieve this: She takes the kids to church, locks the phone and even tries to turn cocky Victor over to the juvenile authorities.

Little-by-little Judy warms to Victor and the ups and downs on this road to first love allow them to lower their defenses and have a touching and real emotional connection. These love-ly scenes convey the newfound feeling of honestly expressing what you feel.

Sollett, who developed the story with Eva Vives, wrote a script, but let the cast of real street kids improvise it, with excellent results. Their behavior is thoroughly believable. Rasuk is terrific and so, in fact, is the entire cast. But Guzman's grandmother is a scene-stealer. (88 minutes; R, Samuel Goldwyn Films/Fireworks release).

Also tops: Spellbound, the dynamic documentary, about finalists in The National Spelling Bee. It's not so much about the Bee itself, but about the families, the coaching, and other telling details about the self-assured kids who try to finish first. (95 minutes.)#

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## Are Parents Informed About School Choice?

By TOM KERTES

The City Council Education Committee, chaired by Councilwoman Eva Moskowitz, recently held a well-attended emergency public meeting on the subject of school choice. Committee member Robert Jackson and Deputy Majority Leader Bill Perkins were also in attendance.

Why the need for an emergency meeting? Under the federal law "No Child Left Behind" Act, 226,000 public school students are eligible to transfer out of one of the City's 331 Need of Improvement (NOI) schools. But, according to the Council, the Department of Education (DOE) is not in favor of this law and is "doing it's level best to thwart it," according to Moskowitz. "The Department promised a major outreach to parents," said Moskowitz. "And that simply has not happened. So far they sent out one letter, full of misinformation or conflicting information." One of the major points of confusion was the deadline parents had to apply for a transfer. None of the deadlines "give parents sufficient time," said Moskowitz. "We are going to ask the Department to extend it."

Still, and in spite of the signal lack of enthusiasm displayed by the DOE, 16,000 students ended up applying for transfers for the coming school year so far, a far larger number than did so last year (3,670, of which 1,507 were granted)—and a far larger number than was anticipated. An additional 33,000 students requested free tutoring services under the Act. Still, even these numbers remained open for interpreta-

tion: "The facts speak for themselves," DOE spokesman David Chai said. "This is better than last year but still not enough," replied Moskowitz. "A 20 per cent response is not success."

Not surprisingly, DOE officials disagree. They now say a deadline extension—in face of such larger-than-expected response—has become unnecessary. Not so, claims Bruce Ellis, director of the Community Advocates for Educational Excellence. "Every school in Harlem's District 5 is on the NOI list," he said. "The city would have gotten a better response from parents if educators conducted a more effective outreach." Ellis then urged parents to join Harlem Attorney (and former Democratic candidate for Lieutenant Governor) Charlie King's class action lawsuit, as "another way to apply pressure on the DOE and Chancellor Joel Klein to fully comply with the Federal Law."

The suit, filed in state Supreme Court in Manhattan, alleges that the city has: unreasonably refused transfer requests and has a faulty process for accommodating transfers. "This should be a wake-up call to the Chancellor of the desperation thousands of parents are feeling regarding their children's education," Ellis said about the larger-than-expected number of requests to transfer. Meanwhile, each family that has already applied in a timely fashion for a transfer will be offered at least three choices under a new Citywide transfer system. The Chancellor himself has taken over the transfer decisions from the superintendents in order to meet the new requirements.#

From the Superintendent's Seat

## Keeping Calm In Troubling Times

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



These are troubling times for all of us. We cannot open the newspaper or turn on the television without hearing that we are in the midst of war and at the same time that we are on alert for acts of terrorism. The traumatic events of September 11, 2001 are still

vivid in all of our memories, including the memories of our children. What can we do for our children and for ourselves to keep calm and regain feelings of security?

It seems the best thing we can do to feel safe is to plan for the worst and make plans on how to deal with a crisis should it occur. In our district we are again going over our emergency management plans, making sure that each individual knows what are his or her specific responsibilities. We are stocking up on supplies we might need should we have to keep the students and staff in the schools for an extended period of time, and we are doing all of this with the hope that all of our preparations will go unused.

Whether or not children are asking questions, it is certain that they are concerned about the talk they hear all around them. I suggest you try

to be keenly aware of who is in the room when you watch the news and when you express your own fears and worries. Remarks made tongue-in-cheek or in a dark humor meant to defuse feelings of tension may be taken quite literally by young children and give them further reasons for anxiety.

This is also the time to have a discussion about the media with your children. Explain that it is typical of the news business that stories are repeated over and over and that news is sensationalized for the purpose of grabbing your attention and holding it. Point out to them that at times when we get a snowflake or two, the weather service reports it as if we will be experiencing a full-blown blizzard. It's simply exaggeration and overplay to get you to keep watching for further news.

Still, we cannot completely deny that there is a need for added attention to safety. Make sure your children know how to reach you when you are out, and that they keep you informed on their plans when going out to a friend's house or elsewhere. Identify also for them some other family or friends that they can turn to in case of an emergency.

Finally, remind yourself and your children that we are living in a very powerful country where every effort is being made by the government to keep us safe from harm. Try to keep your sense of humor and optimism strong and make time to have great experiences with your family.#

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

## Celebrate Everett Children's Adventure Garden's 5th Birthday

The Everett Children's Adventure Garden celebrates five years of educating children, their families, and their teachers with a wide range of fun and engaging programs and exhibits. The Adventure Garden is a destination for children to experience plant science and freely explore nature. From the moment the Adventure Garden opened its doors to the public in May of 1998 it has been a celebration. In the past 5 years, the Adventure Garden has become one on the Garden's great treasures.

The Adventure Garden is considered to be an innovative and cutting-edge children's garden: a 12-acre hands-on indoor/outdoor children's museum with its interactive learning landscapes devoted solely to the study and playful exploration of plant science. You won't want to miss any of the fun this month.

FOR FAMILIES

NEW! Nature's Ice Cream Parlor: Every Weekend in May 1:30-5:00 p.m. Learn about the plant parts that give this treat its fantastic flavors. From all-time favorites like vanilla and chocolate, to exotic flavors like pistachio and coconut—you have plants to thank for the flavors. Children participate in special activities like making and tasting fruity ice cream flavors! Kids top off their Nature's Ice Cream Parlor experience by making their own "plant part" sundae adding different plant treats including nuts, chocolate, berries, and spices.

NEW! Put Your Plants On Exhibit in the

Bendheim Global Herbarium—Opens Saturday May 3rd!

Put Your Plants On! is a new exhibit in the Bendheim Global Greenhouse at the Adventure Garden. Children have fun learning how plants become the textiles used to make fabrics, clothes and even shoes. Children discover exotic plants and plant parts, watch live silkworms, weave plant-based fibers at the giant loom and try on clothes and accessories made from a closet full of plants!

Coming Up In June...

NEW! Flower Power: June 14 -September 14, 2003, 10-6 p.m.

Flowers are a feast for the senses, and we've got them in abundance! Visit the Adventure Garden and experience the dizzying diversity of color, fragrance, shape, and size found among our blossoms. As children travel along the floral trail they experience the world of flowers through the eyes of a pollinator and use their senses to search the Garden for favorite flowers, while learning about the interaction of plants and animals.

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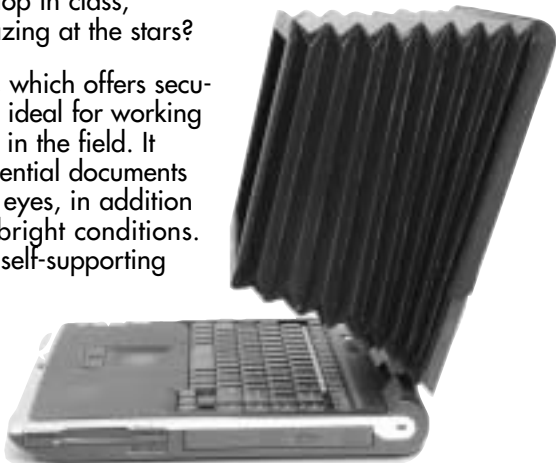
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## Pittsburgh Steeler Brings Technology to Brooklyn School

By SYBIL MAIMIN

Brady Keys, Jr., former All-Pro Defensive Halfback for the Pittsburgh Steelers, is determined to replace the ubiquitous student backpack as main means of communication between parent and teacher. To improve upon the system of hand-written notes, his Keys Technology Group has designed HIP (Helping Involve Parents), a means of communication based on the telephone and the computer. Using software from EPOS systems, which is used by many colleges and universities, as well 1-800 phone numbers dedicated to specific schools, HIP allows parents to access homework assignments, see grades, receive and reply to messages from teachers and administrators, and hear of disciplinary issues or absenteeism. Teachers can assign homework and special projects, communicate with individual parents and students, and lighten their own workload by increasing parent-student interaction. Students can check homework assignments, hear school announcements, and communicate with their teachers. All of the communications and information is secure and available 24/7. In addition, a Family-Life Skills module offers help in time-management, study habits, and child rearing. A Message Center facilitates conversations among users. The Notifier reports events, deadlines, and problems in real time.



Brady Keys, Jr.

Participants receive the same benefits whether using telephones or computers. Keys is keenly aware of the lack of computer literacy (or computers) in some homes, as well as the difficulties some parents have speaking face to face with teachers. In a three-month pilot project in Georgia involving 18 schools, 10,000 students, 10,000 parents, and 1,100 educators, almost equal numbers of parents used the telephone as the Web. Teachers accessed HIP almost exclusively by the Web. Student usage was 65 percent by Web and 35 percent by phone. High teacher usage is key to success of the system. The pilot indicated broad teacher acceptance as well as need for both Web and phone access to HIP.

HIP is being adopted by PS 246, the Walt Whitman Middle School in Brooklyn. Georgina Thompson Brown-Brook, PTA head, is convinced

that "If the system works in the South it will surely work in New York where a school with 1,282 students is so massive, it is a job to try to get information to the parents." She marvels that HIP allows 24-hour parental access to teachers and administrators, "something you pay for in a private school." Melanie Radley, an education planner and reform advocate, is "intrigued that people in the field haven't heard about the system." She believes, "Parents should know this choice is available."

Brady Keys' interest in helping children and including parents in their education goes back to his very successful career as a pioneering African-American entrepreneur in the fast-food business; he was the first of his race to own Burger King and KFC franchises. When he hired a youngster, he always involved the parent. He credits this policy for low employee turnover. Studies have shown that parental involvement is a key component for school success. Keys is determined to couple that knowledge with the revolution in technology for the benefit of children. #

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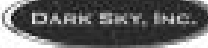
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## Product Review:

## VideoEye!

By POLA ROSEN, Ed.D.

The VideoEye! was designed especially to help people with low vision retain their independence.

It allows many with visual handicaps to continue to read mail, newspapers, magazines and books. The VideoEye!® uses a magnifying camera to

create an image on a large screen, a 27-inch high-resolution color monitor. This makes material easier to see both by magnifying objects and making them brighter. The color rendition was quite natural and realistic. It has automatic focus and light adjustment, making it very easy to learn to use. While reviewing this product, one of us developed a splinter in a finger. Using the VideoEye!, splinter removal became a cinch, because the viewing head is mounted on a precisely balanced spring arm, which stays in place without sagging or floating up. This stability of the arm makes this product ideal for activities that require two hands and superior to other closed circuit TV systems that we have seen.

Many VideoEye! users use their system several hours each day because of its ease of use. The VideoEye! is especially helpful for those people who have had to give up activities that they love because of deteriorating vision. The ability to read critical information on medicine bottles, prescriptions, and medical monitoring devices allows a low vision individual to be responsible for their daily medical maintenance. But being an

excellent reading aid, which alone should be enough to justify purchasing this product, is only one of its potential uses. The versatility offered by the balanced swing arm allows it to also be used for a multitude of other activities. It works wonderfully as a writing aid because users may position the viewing head over the most comfortable writing area. Writing checks and letters—even doing crossword puzzles, once again become possible. While allowing the visually impaired to retain their independence is the primary objective of the VideoEye!, increasing the quality of life comes in a close second. Hobbies that had been given up for lack of ability to see may once again become possible. Sewing, crocheting, card and board games, coin and stamp collecting, drawing and painting—these and many more may all once again become possible. The VideoEye! is also an excellent personal grooming aid. The included mirror attachment allows it to be used as a huge magnifying mirror. Men find that it works well for shaving, and women use it to apply makeup. For further info call 800-416-0758 or [www.videoeye.com#](http://www.videoeye.com#)



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## PRODUCT REVIEW:

## Tuff Cases Portable Workstation

By MITCHELL LEVINE

Long-time readers of Education Update's Technology and Education section already know that mobile computing has been a major concern for New York City schools for some time. Over the last couple of years, thousands of students and teachers have received portable units as part of an initiative carried through by the Department of Education and the Laptop Foundation of America.

Unfortunately, one built-in problem persists: The districts in the public education system that most critically need access to the technology also have the least space to deploy it. And that still leaves unanswered the question as to how the systems can be safely packaged for daily transport by students to and from school.

The portable workstations manufactured by Tuff Cases, inc. can provide a dependable, practical solution to all of the above. Our evaluation model, the company's TFC 101, looks like a stur-

dy, stylish piece of luggage with a 17" by 19" frame and a well-d extendable porter's handle and wheels. Unfolded, it seems to almost magically metamorphosis a compact, precisely engineered station, which when completed with a, provides pretty much anything necessary to work with a laptop: a 33" high work area with a cloth file holder, a two position outlet strip, external mouse platform, and a cloth pouch to house the mouse. No special tools were required, nor any convoluted gerry-rigging to create an efficient computing environment usable almost anywhere. Although our evaluation model was not equipped with one, the manufacturer even makes an option for a printer tray available. For anyone whom would like to be able to both carry and empower their laptop computer in just about any setting imaginable, Education Update recommends the Tuff Cases line of products. For more information, call 513-779-5420 or log on the companies' site at [www.tuffcases.com#](http://www.tuffcases.com#)

## Calendar of Events

## May 2003

### Entertainment

Three Hot Shows  
- *Beauty & The Beast*  
- *The Lion King*  
- *AIDA*  
Call: 212-703-1040 or 800-439-9000  
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Email: [disneyonbroadwaygroups@disneyonline.com](mailto:disneyonbroadwaygroups@disneyonline.com)  
Web: [www.disneyonbroadway.com/groups](http://www.disneyonbroadway.com/groups)

### Events

**Bank Street Bookstore**  
Tel 212-875-4666, Fax 212-871-0622  
**Saturday, May 17th, 11a.m. -Free**  
Come to a storytime and art workshop with author/illustrator Steve Light. His newest creation *The Shoemaker Extraordinaire* is a retelling of the classic illustrated with brightly colored cloth and paper collages. Ages 4-8. Event will take place at the Bank Street Bookstore, corner of 112th and Broadway.

**Monday, May 19th, 6:30p.m.**

Join us for the launch of the Readers Circle tour featuring top children's book authors Louis Sachar (*Holes*), Lois Lowry (*The Giver*), Kimberly Willis Holt (*When Zachary Beaver Came to Town*), Ruth Pennebaker (*Both Sides Now*), Jennifer Armstrong (*Becoming Mary Mehan*), Ruth White (*Belle Prater's Boy*), Janet Tashjian (*The Gospel According to Larry*), and Adam Bagdasarian (*Forgotten Fire*). This special appearance will include a panel discussion of YA literature and a book signing. Event will take place at the Bank

Street Bookstore Auditorium. Call 212-678-1654 for reservations. Ages 10 - adult.

**Explore Herpetology - Reptiles and Amphibians Weekend Comes to Liberty Science Center**  
**Liberty Science Center**  
Tel 201-200-1000

**Saturday and Sunday, May 17 & 18, 2003**  
**10:00 AM - 4:30 PM Sunday Lectures begin at 11:00 AM**  
251 Phillip St. Liberty State Park, Jersey City, NJ 07305  
Slither or hop your way to Liberty Science Center's Environment Floor for a weekend-long celebration of Reptiles and Amphibians.

Get a close-up look at turtles, amphibians, snakes or lizards in one of four focused presentations at the Sky Stage. Participate in activities like "Meet a Reptile," and meet representatives from herpetological societies and organizations from across the State.

On Sunday, Liberty Science Center's Animal Husbandry department, in conjunction with the New Jersey Herpetological Society, will host a series of open lectures by three prominent experts: Eitan Grunwald from the New Jersey Herpetological Society, Ed Kowalski from the Philadelphia Zoo; and Dr. Warren Briggs from the Ocean Animal Hospital.

Dont miss this unique opportunity to spend the weekend celebrating and learning about reptiles and amphibians. Free with exhibit floor admission.

Adults: \$10.00; Juniors(2-18);Seniors: \$8.00. Children Under 2: Free.

Dedicated to inspiring imagination and creativity through adventures in interactive discovery, Liberty Science Center is the NJ-NY area's preeminent science education center.

Located at Exit 14B of the JNJ Turnpike in Jersey City, NJ, Liberty Science Center has welcomed over seven million guests since its opening in 1993. For more information, call 201.200.1000 or visit our website at [www.lsc.org](http://www.lsc.org)

### 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**  
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Call in NYC (646) 205-8080 or Westchester/CT (914) 763-5648, [addrc@mail.com](mailto: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](http://www.lsc.org). Please call (201) 451-0006 and speak with either John Herrera x218, [jh Herrera@lsc.org](mailto:jh Herrera@lsc.org), or Jim McGlynn x340, [jmcglynn@lsc.org](mailto:jmcglynn@lsc.org), for further details.

### Ruby Payne, aha! Process, Training Center

A Framework for Understanding Poverty (Day One) - Freta Parkes, May 19  
Learning Structures (Day Two), May 20  
Application of Learning Structures Through Classroom Strategies - Kim Ell, May 21  
Hear Our Boys Cry: Boys in Crisis - Paul Slocumb, May 29  
Hidden Rules of Class at Work - Ruby Payne, June 9  
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

## North Carolina Outward Bound Helps Parents & Teens Bridge Generation Gap

Imagine addressing issues such as communication, personal responsibility and conflict resolution while backpacking and rock climbing in the Southern Appalachian Mountains. In addition to being fun, these wilderness courses provide mothers and fathers, daughters and sons the perfect forum for strengthening their family ties. After all, it's not often families have a chance to get away from the hectic nature of work, school, and extracurricular activities to spend uninterrupted time together.

In addition to learning technical skills, students also spend time learning about wilderness safety, environmental issues, community service and personal responsibility.

North Carolina Outward Bound offers a variety of courses from mountaineering, backpacking, rock climbing and mountain biking to whitewater paddling and sea kayaking. The School's adventure areas include the Western North Carolina Mountains, North Carolina Outer Banks, Bahamas, Florida Ten Thousand Islands and the Chilean Andes. Courses range in length from four to 78 days, and prices start around \$695.

For more information about Parent/Child courses or other wilderness courses, call toll-free 1-877-77-NCOBS, send an e-mail to [challenge@ncobs.org](mailto:challenge@ncobs.org) or log on to [www.ncoutwardbound.com](http://www.ncoutwardbound.com).

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### Death of Luther Johnson Jr.

Luther M. Johnson, Jr. (affectionately known as "Lu") has recently passed away. Luther served the City University of New York for 35 years as an instructor, dean, and professor, eventually retiring as Vice President of Administration at New York City Technical College. In 1983, he received the Technical College Division of Technology Distinguished Alumnus Award and was named Professor Emeritus by the City University of New York Board of Trustees. He was commissioner and Chairman of the City University of New York Civil Service Commission. Luther is survived by his wife of more than 46 years, their three children, and a host of grandchildren and other extended family.

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## Helping Children Become Better Citizens Through Summer Camps

By JESSIE MARSHALL

"The original summer camp is the most important step in education, in the broadest sense, that America is giving the world," said Harvard University President Charles W. Eliot, over seventy years ago. On this basis we have developed the philosophy of summer camping in which we strongly believe, based on the theory that a democracy cannot flourish without men and women of virtue who will conduct themselves wisely and honorably in public and private life, and who will influence their fellow citizens to follow their example.

Independent private camps have exceptional opportunities to cultivate faith, integrity, and learning in their campers through a program touching every aspect of their lives. It is our duty to make the most of these opportunities.

We believe that camps must do everything possible to promote our program and to encourage them to think and act rationally, critically, and independently. The goal of summer camp is to promote good health to provide training in and opportunities for various activities, and to develop an interest in nature and outdoor living and the wonders of the great natural environment found in the hills and valleys of our great country.

Summer camps are a unique community of men and women, living together in the great outdoors, learning how to get along with their neighbors and learning respect for others and the responsibility that goes with living closely together.

In the words of Nancy Regan, "camps can make a difference in the development of children when we try." At summer camps we should try very hard to build self-esteem and

love for each other amongst our campers.

I think that summer camp is a wonderful opportunity and in the 70 years since my first trip to a boys' camp in West Virginia, camp has been the thing which has supported me through all these long years. The friends that I made as a camper 70 years ago are still my friends. I now see their granddaughters and great granddaughters at the girls' summer camp I own and operate alongside my son. The love and support of the many friends I have made through my camping years has brought me to my 85<sup>th</sup> year. I still get much enjoyment when I hear how our camp has helped guide a young girl in the right direction.

The spirit of camp, without sounding trite to those who have felt it or vague to those that haven't, is something that is shared by many people. Here are a few quotes that help demonstrate what a summer camp can provide:

Girls...come from Colorado to Czechoslovakia, from Texas to New York and everywhere in between. Some come from abusive homes, others "Leave it to Beaver" families. Some do not have a lot of money and others live in mansions. Yet, we spend seven weeks together and our friendships strengthen every day and will probably last forever.

[Summer] camp taught me that it's okay to be me and that there are people who like me for me. It taught me that importance of friendship and open-mindedness...it's the best place on earth. I can never thank my mother enough for passing the tradition on to me.#

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### Literary Riddles By CHRIS ROWAN

I. (a) The character James Flory appeared in which novel by George Orwell? (b) When was it published? (c) In what period was the novel set?

II. (a) The story "An Outpost of Progress" was set on which continent? (b) Who was the author?

ANSWERS:  
I. (a) *Burmese Days*. (b) 1934. (c) When Burma was part of British India. It became a separate colony in 1937 and gained independence in 1948.  
II. (a) Africa. (b) Joseph Conrad.

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## Kid-Friendly Broadway Show A Year With Frog & Toad

By JAN AARON

New at the Cort Theater, *A Year With Frog and Toad* is a charming musical based on the books by the late Arnold Lobel. It's a series of episodes about best friends, Frog and Toad, enjoying all kinds of things together, planting flower seeds, going swimming, baking (and eating) cookies, sledding, and celebrating. (Valuable lessons in friendship here.) For each activity, there is a descriptive song by Willie Reale, backed by a live band. The delightful score by Robert Reale covers most popular musical styles. Grown-ups will enjoy the witty lyrics.

The gentle show, originally produced by the Children's Theater of Minneapolis, was a hit at New York's New Victory Theater last winter. In all respects, the sweet simple, 90-minute musical communicates with a specific new audience for Broadway — kids ages four to seven, and makes a perfect introduction to theater for this set. At this reviewer's recent visit, tots, perched on boosters or cuddled against adults and clutching well-worn teddy bears were thoroughly into the on-stage amphibians' antics.

The cast is terrific. Frog is tall, slender Jay



Mark Linn-Baker & Jay Goede

Goede, (*Angels in America*), calm, serious, and affectionate. Mark Linn-Baker (TV's *Perfect Strangers* and Broadway's *A Funny Thing Happened on the Way to the Forum*) is Toad, short, stout and a bit world-weary. He hates to be seen in a bathing suit, can't fly a kite and doesn't get any mail. A small, energetic supporting cast expertly plays birds, moles, and other creatures of the forest. Watching Toad get ready to sled down a hill especially delighted the preview audience.

The production designed by Adrienne Lobel (daughter of Arnold) and directed by David

Petrarca, sweetly recall the late Lobel's beloved books. Martin Pakledinaz's costumes and Daniel Pelzig's choreography summon up the animals without being literal, allowing room for kids to use their imaginations. For instance, Frog always wears green socks with a dapper suite and the birds wear chic feather-

accented suits, jutting their necks when they walk, but do not have wings. Grownups paying for this entertainment will find their money well spent. #

(\$25-90; Call 212-239-6200; Groups 1-800-BROADWAY; for a Teachers Guide, go to [www.frogandtoadonbroadway.com](http://www.frogandtoadonbroadway.com)).

### DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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

In addition, because we know that you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at all three shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1800 people. The theater and its two historic rooms, The Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

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

For more information or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085, email [BVTGgroupstix@disney.com](mailto:BVTGgroupstix@disney.com). Or visit [www.disneyonbroadway.com](http://www.disneyonbroadway.com).



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## 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.



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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



## New School Announces \$7 Million Gift from Sheila C. Johnson

New School University President Bob Kerrey and Parsons School of Design Dean, H. Randolph Swearer, recently announced the largest single gift in Parsons' 107-year history. Sheila C. Johnson, co-founder of Black Entertainment Television, has donated \$7 million to create a new center of innovation for Parsons, providing students with the kind of technology and access to advanced knowledge that will enable them to push the boundaries of design. The project will redefine a major Parsons' gallery, classrooms, and public spaces, making it possible for students and faculty to better share their efforts with the local and global community.

"We're overwhelmed and truly excited about this generous donation to Parsons School of Design, the largest division of the New School University," said Bob Kerrey, President of the New School University. "This kind of gift helps us to maintain our leading position in design education, just as Parsons' students continue to set new precedents in design."

Dean Swearer added, "Sheila Johnson understands implicitly the function and form of good design. Her visionary gift is a major step towards our future, securing our position to educate designers for generations to come."

A member of the Board of Governors at Parsons since 2002, Ms. Johnson made this grant to reflect her belief in the School's mission to provide unparalleled art and design education.

"Through my involvement with Parsons, I've found that the School strives to provide the best opportunities for young designers," said Johnson. "Parsons understands that educating young artists is vitally important to our growth as a society, both economically and aesthetically. Knowing that my gift is instrumental in this process is a gift in itself."

Johnson's high profile contribution is the most recent in a series of donations that are a result of Parsons' initiatives to enhance its programs and facilities, increase its visibility, and

to attract new levels of financial support. In the past two years, private donations have nearly tripled, with major grants coming from donors such as the Donna Karan/Stephan Weiss Foundation and the Angelo Donghia Foundation.

Entrepreneur, teacher, and philanthropist, Sheila C. Johnson has worn many hats with great success. As the co-founder of Black Entertainment Television, the main provider of African American cable television, Johnson helped build the high-rated cable network into a media powerhouse. Currently, Johnson is the Chief Executive Officer of Salamander Development, LLC, where she is involved in every detail of creating Salamander Inn & Spa, a 40-room inn and spa on 350 acres in Middleburg, Virginia, slated to open in 2004.

An accomplished violinist and music educator, Johnson formed the internationally recognized "Youth Strings in Action" ensemble, a 140-member ensemble for students between the ages of 3-18. She also wrote Young Strings in Action, a textbook detailing her musical teaching methods, which is still used in many schools around the United States.

Johnson's recent gifts in the area of arts education include the development of the Sheila C. Johnson Performing Arts Center at the Hill School, a state-of-the-art facility designed to support children's art education, in her local community of Middleburg, VA. Johnson also serves on the board of the International Centre for Missing and Exploited Children and has served on the board of Carnegie Hall. She is also the President of the Washington International Horse Show.#



Sheila Johnson

tal care—or any of the other basics that middle-class and upper-class children have to even think about.

Despite the innocence and goodness he witnesses among these children on a daily, spontaneous basis that touches Kozol, their predicament is clear. The author recognizes that "Most of these children here, no matter how hard they may work and how well they may do in elementary school, will have no chance, or almost none, to win admission to the city's more selective high schools, which prepares these students for good universities and colleges." Their parents, too, "when they look ahead into the middle schools and high schools of the area,...recognize the outer limits of the opportunities that this society is giving to their children." And that's a pity, and a shame, on the rest of us.#

But just how do the proteins get where they need to go? Rockefeller University Professor Günter Blobel, an investigator of the Howard Hughes Medical Institute, won the 1999 Nobel Prize in Physiology or Medicine for discovering that each cell uses a "ZIP Code"-like system to shuttle proteins to their intended destinations. Now, new research from Blobel's Laboratory of Cell Biology, reported in a recent issue of Cell, provides a more detailed picture of the "sorting" mechanism used in the cell's "post office."#

## Jonathan Kozol

continued from page 13

him, as we see our own kids, as perhaps a future doctor, dancer, artist, poet, priest, psychologist, or teacher, or whatever else he might someday desire to be? Why not, for that matter, look at him and see the only thing he really is: a seven-year-old child?"

While Kozol is careful to point out that the children who attend PS 30, where there is a ferocious advocate in the form of their principal, Ms. Rosa, and St. Ann's afterschool program, are luckier than many in this community, by having access to protective and caring adults, adequate food, books and art supplies, they do not escape the same problems that plague other inner-city children. Few have medical insurance, get eye exams, regular den-

## The Protein's in the Mail

A busy urban post office daily sorts thousands of letters and parcels, guiding each to a particular mailbox somewhere in the city. Each day, every cell of the human body manufactures millions of proteins, which it also must continually sort, and route to their final destinations within the cell. Only when a protein has reached its destination can it do its assigned work.

## Marymount Manhattan College: Literary World pays Tribute to Evan Hunter, aka Ed McBain

The Columbus Club was the setting for the March 12th Eighth Anniversary celebration dinner of Marymount Manhattan College's renowned Writing Center. Director Lewis Burke Frumkes, author and host of the Lewis Burke Frumkes Show on WPAT, gathered an admixture of the best writers in town with the most important players in town to thank them all for their patronage. Guest of honor was Evan Hunter, aka Ed McBain, who spoke for the first time of his recent bout with throat cancer from which he is recovering. His short talk was by turns hilarious, brave, intelligent and inspiring. The crowd, consisting of President of Marymount, Judson Shaver, and writers, Mary and Carol Higgins Clark, Nelson DeMille, Roy Blount, Jr., Lawrence Block, Gay and Nan Talese, Daphne Merkin, Nicola Kraus, and Emma McLaughlin (the nannies from the "Nanny Diaries"), Ben Cheever, National Book Award winner Julia Glass, Cynthia Ozick, Bel Kaufman, Grace Mirabella, Tama Janowitz, Alan Furst, and many others, gave Hunter a standing ovation. Among patrons enjoying the evening could be seen Mortimer and Mimi Levitt, Tina Flaherty, Richard and Iris Abrons, Virginia Mailman, Jeanette and Alex Sanger, Rosalind Whitehead, James and Nancy Berry-Hill, Jones Yorke and Betsy Bartlett, Eugene and Terry Lang, and Karen Harp. Hunter exhorted everyone to find their voices, and use



Mary Higgins Clark, Lewis Frumkes & Carol Higgins Clark



Bel Kaufman & Cynthia Ozick

them. There is nothing more precious or important.

## New Grants

**This column is intended to help schools in a time of shrinking budgets**

### Hewlett Packard

Grants to K-12 schools and school districts to improve technology, math and science education; increase girls' and minorities' interest in technology, math, and science; and provide social services that help youths learn. Grants average \$10,000. Deadlines: 5/1, 8/1, and 11/1. For more information email: [philanthropy\\_ed@hp.com](mailto:philanthropy_ed@hp.com).

### Dell Computer's TechKnow Program

Technology grants for urban school districts for at-risk middle school-aged students. Dell TechKnow gives students critical 21st Century technology skills, builds self-confidence, encourages children to stay in school and gives them the opportunity bring technology into their homes. For more information contact [Dell\\_Techknow@dell.com](mailto:Dell_Techknow@dell.com)

### National Academy of Sciences

Lists of K-12 funding opportunities for science related programs. For more details go to [www.nas.edu/rise](http://www.nas.edu/rise)

### The Barbara Bush Foundation for Family Literacy

The Family Literacy program funds grants to develop and expand family literacy efforts nationwide. A total of approximately \$650,000 is awarded each year; no grant exceeds \$65,000. Family Literacy programs funded through the Foundation's National Grant Program must include all of the following components:

reading instruction for parents or primary care-givers (pre-GED/GED/ESL etc.)

literacy or pre-literacy instruction for children

intergenerational activities where the parents/primary caregivers and children come together to learn and to read.

Email your request to [sooc@erols.com](mailto:sooc@erols.com). Please make sure to include your organization's full name and mailing address or call Patty Limjap at (202) 955-6183.

**The NEA Foundation Innovation Grants** and Learning and Leadership Grants are always available, offered on an ongoing, year-round basis. Over 300 grants of \$1,000 to \$3,000 are awarded each year to fund your ideas. Applications may be submitted at any time. All applications are peer reviewed, and notification of grants awarded is sent within seven months of submission. Grants fund activities for 12 months from date of the award. Visit [www.nfie.org/program/howtoapply.htm](http://www.nfie.org/program/howtoapply.htm) or call 202.822.7840.

### NEA Fine Arts Grant Program

The NEA Foundation for the Improvement of Education (NFIE) now offers NEA Fine Arts grants to public elementary school art specialists through their local NEA affiliates. These grants allow fine arts educators to create and implement programs that promote learning among students at risk of school failure. For more information on eligibility and guidelines, visit [www.nfie.org/programs/finearts.htm](http://www.nfie.org/programs/finearts.htm).

### The NEA Foundation Arts@Work Grant Program

The Arts@Work grants encourage public secondary school arts specialists to collaborate with technology savvy educators and the business community to develop examples of technology-integrated arts curricula that meet high standards for student achievement. This program is supported in part by a grant from the National Endowment for the Arts. For more information, visit

[www.nfie.org/programs/artsatwork.htm](http://www.nfie.org/programs/artsatwork.htm).



## Distinguished New Yorkers Honored At Marymount Manhattan College

Marymount Manhattan College (MMC) will present the 2003 President's Medal to Dr. Stephen B. Colvin, Chief of Cardiothoracic Surgery at New York University Medical Center and Kate McEnroe, President of AMC Networks. This year's celebration will feature the presentation of the first-ever Lifetime Achievement Award to Kitty Carlisle Hart, legendary entertainer and New York arts advocate.

The President's Medal is awarded to outstanding individuals who have distinguished records of excellence in their profession and who are dedicated to the support of humanitarian concerns in the community and society at large. This year's honorees have championed child advocacy and the arts.

Dr. Stephen B. Colvin is internationally renowned for his work in mitral valve reconstruction, a recognized expert in congenital heart surgery and a pioneer in the use of state-of-the-art intraoperative video photography. Dr. Colvin and his team have led the world in perfecting minimally invasive heart surgery, performing complicated heart surgery with remarkably accelerated recovery.

Dr. Colvin has performed heart surgery on children from around the world in collaboration with several international organizations. His vision and passion to help young children with heart disease led him to co-found Project Kids Worldwide, which provides life-saving heart surgery and medical treatment for impoverished children with heart disease from medically underserved countries. To date, children from India, China, Guyana, Nigeria, Jordan, Kosovo and Jamaica have undergone successful heart surgery and returned to their homelands with renewed hope.

Kate McEnroe, President of AMC and WE (Women's Entertainment) cable networks, has been hailed as one of cable's most powerful women. At the helm of AMC, McEnroe was responsible for building the cable service, now

seen in 84 million homes. In 2001, WE was launched to fulfill the need for inspirational programming for women. WE has become one of the fastest growing cable networks, now in 52 million homes. Kate's greatest personal accomplishment is the adoption of her two children from Romania, Christian and Caitlin. Kate is now dedicated to the plight of children in orphanages overseas and her personal passion is to assist families in navigating the difficult political process of international adoption.

Kitty Carlisle Hart's career as an actress and singer spans over seven decades and includes Hollywood movies, leading Broadway and opera roles and work with such composers as Cole Porter, George Gershwin and Irving Berlin. Her most recent Broadway appearance was in the 1984 revival of "On Your Toes." In opera, she created the role of Lucretia in the American premiere of Benjamin Britten's "Rape of Lucretia." Mrs. Hart's early roles include a starring role in the classic "A Night at the Opera" with the Marx Brothers and "She Loves Me Not" and "Here is My Heart," both with Bing Crosby. Later film appearances include "Radio Days" and "Six Degrees of Separation." In recent years Mrs. Hart has lectured extensively throughout the United States, and was a regular panelist on the long-running television show, "To Tell the Truth." An active supporter of arts & culture, she served for twenty years as Chairwoman of the New York State Council on the Arts. In 1996, Governor George E. Pataki named Mrs. Hart Chairwoman Emeritus and dedicated the Kitty Carlisle Hart Theatre in honor of her commitment to the arts in New York State.

Mrs. Hart was awarded the National Medal of Arts from President George W. Bush. She has received appointments to the Visiting Committee of the Board of Overseers of Harvard's Music School and MIT. She penned her own story, "Kitty: An Autobiography."#

## Barnard Introduces Innovative Environmental Science Curriculum to Eight Colleges

Barnard introduced its innovative, multimedia environmental science curriculum *Brownfield Action* to eight colleges on April 11-13 in a seminar aimed at helping other schools adopt the program.

The workshop, led by Peter Bower, senior lecturer of environmental science, drew faculty and other participants from Skidmore, Wellesley, Connecticut College, Trinity University, Spelman, Carleton, Lafayette, and Rhodes Colleges for an intensive two-day seminar funded by The Andrew W. Mellon Foundation's Center for Educational Technologies. The workshop was offered to faculty and administrative staff at colleges and universities in the Mid-Atlantic and New England states.

Bower said: "We feel that the workshop was successful in that the participants responded to it positively and at least half of them came up with concrete ways of how to integrate *Brownfield Action* into their science classes. We will follow up with these schools on how to best package this method for their learning needs. We also received helpful feedback on how to further develop the program as a variety of questions on how to best utilize the curriculum relating to different student bodies, class sizes, and overall science programs were addressed by the representatives from other colleges."

*Brownfield Action* is the foundation for Barnard's Introduction to Environmental Science, taught by Bower, who developed the program with Ryan Kelsey of Columbia University's Center for New Media Teaching and Learning (CCNMTL).

"The seminar was a great opportunity for Professor Bower and me and the CCNMTL staff to share what we've learned through the experience of transforming his course through the purposeful use of technology. It was exciting to see so many of the participants enthusi-

astic about applying what they learned from the seminar to their educational goals at their respective institutions," said Kelsey.

In class, students learn real-world lessons about cleaning up environmental disasters through *Brownfield Action*, a digital simulation that takes students step by step through the assessment of a contaminated mock factory. By navigating this CD-ROM and Web-based learning program, students form environmental consulting teams to assess a contaminated site as they use principles of geology, environmental science, physics, and biology, along with historical, legal and political knowledge gained in the classroom. The goal of the program is that students learn to do in the classroom what environmental consultants accomplish in the real world: walk through the site, investigate it, run tests and examine public records.

According to Bower, the *Brownfield Action* curriculum allows students to retain ideas, concepts and information more efficiently, resulting in more authentic reports, opposed to the traditional textbook methods.

The weekend's seminar consisted of hands-on workshops and laboratory sessions where the participants were shown how to use the main software and the supporting materials, such as maps and other documents; they were also instructed in how to navigate the *Brownfield Action* Web site. The participants were also introduced to the wider curriculum, which includes lectures based on contemporary readings, including *A Civil Action* by Jonathan Harr and *Silent Spring* by Rachel Carson.

A professional evaluator from the Columbia Center for New Media, Teaching, and Learning will assess feedback from the seminar participants and also will provide follow-up over the course of a year on the impact of this seminar. The *Brownfield Action* conference was led by Bower and Kelsey in conjunction with other staff members.#

### KELLER GRADUATE SCHOOL OF MANAGEMENT OPENS 2ND NYC LOCATION

Seasoned academic professor Richard Sheldon to head new Manhattan center.

Keller Graduate School of Management (KGSM), one of the largest part-time graduate schools in the United States, announced it has opened a second New York City location at 120 West 45th Street in Manhattan. It also announced it has named Richard Sheldon as director of the new center, which began offering classes in April 2003.

Catering to adult learners and working professionals, the 10,000 sq. ft. center will feature evening classes taught by experienced industry professionals and offer two degree programs: master of business administration in management and master of science in information systems management.

"For thirty years Keller Graduate School of Management has offered outstanding practitioner-oriented master's degree programs in business and management to individuals looking to improve their skills and accelerate their careers," said Mr. Sheldon. "Today, more and more people are returning to school to further their education, enhance their professional development and make themselves more marketable in a highly-competitive marketplace. With its flexible schedules, convenient locations and top-notch program offerings, Keller is in a class by itself - uniquely positioned to meet this demand. Our new Manhattan location will greatly enhance the post-baccalaureate educational opportunities available to working professionals in the New York metropolitan area."

The New York State Department of Education last year approved KGSM to operate in New York. In September 2002, it began offering classes at its Long Island City center.

Prior to joining KGSM, Mr. Sheldon, who has served in the education field for more than 20 years, held senior administrative positions at the New School University, the State University of New York and Seton Hall University. He earned a bachelor's degree in education and a master's degree in counseling from Seton Hall University and a master's degree in business administration from Pace University.

Since its founding in 1973, Keller Graduate School has utilized an approach to graduate management education that combines management theory with professional business expertise. It includes an emphasis on excellence in teaching by a faculty with both strong academic credentials and professional experience. In addition, Keller Graduate School focuses on the specific needs of adult learners, such as convenient center locations and flexible class schedules. For more information, visit [www.keller.edu](http://www.keller.edu).

Keller Graduate School of Management and DeVry Institute of Technology offer associate, bachelor's and master's degree programs in business, technology and management. The parent company, DeVry Inc. (NYSE: DV), owns and operates the regionally accredited 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 26 undergraduate campuses and 37 adult learning centers, as well as through DeVry University Online. Approximately 9,000 of the university's 52,000 students are enrolled annually in the school's practitioner-oriented business and management master's degree programs. DeVry Inc. also owns and operates Becker Conviser Professional Review, a leading provider of preparatory coursework for professional certification exams. DeVry University is based in Oakbrook Terrace, Ill. For more information about undergraduate degree programs, visit <http://www.devry.edu> and for graduate degree programs, visit <http://www.keller.edu>.#

## Thoughts on Middle Level Education

By JERROLD ROSS, Ph.D.

It is not often that faculty authorize a Dean to speak for them, but I am representing the adolescent education faculty and Department chairs of St. John's University's School of Education to address one of the most critical issues in American education today—what to do about our middle schools.

While peer pressure has the bodies of our middle school children and pop culture has their minds, there is little to suggest ways of recapturing our children from both of these often negative influences. There are all too compelling reasons middle school young people choose NOT to succeed. Every child has to be treated differently at this age. Middle schools must be caring places that attract people; in this case not only the children but their families.

We need a strong, clearly defined statement on middle schools that articulates the difference between this stop along the learning path and the high school model that too frequently becomes the structure under which middle schools operate, by default. Alfred North Whitehead reminded us decades ago of the "romance" permeating the child's desire to learn "precisely." The word

"wonder" which this learned mathematician/philosopher used to try to describe a child's education culminated in his famous statement..."cursed be the dullard who destroys wonder."

We should address: the difference between current junior high schools and a revolutionary middle school approach, how to create a structure that provides room for instructional teaming, and the kind of fascinating interdisciplinary work with literacy as its base that will enable children to comprehend what they are reading and to apply both thinking and feeling skills to the acquisition of knowledge relevant to their future.

Freeing ourselves from a definition of middle schools based on overpopulation, and where any combination of grades 5-9 suffices as the base for a middle school, we should admit that our main problem with middle schools is that, organizationally, most do not make sense. Nor are current school buildings, designed for other combinations of grades, adequate to the task of providing facilities for a learning style setting appropriate to middle school age youngsters. We should address the kind and quality of facilities we need to support a true middle school concept.

For much the same reason we must rid ourselves of the idea that fifth graders are adolescents (again, to compensate for too many children in elementary schools) and focus our energies on a combination of 6th through 9th grades that makes sense in a given community.

Finally, the middle school should be a place of refuge for children who get into trouble from the close of school until 8PM, on weekends and in summers, where excellent teacher/social worker/health professional mentoring takes place. Where there are some good models across the nation they should be studied. There are more than a few where the opportunities of the 21st century are being used fully and where school becomes a place for children to look toward the realization of their natural aspirations to succeed in a changing world. These are happy places in what can be an unhappy period of a child's life. We owe our children this happiness, this romance with education, this freedom to escape to learning, this discipline born of response to the child's current and future needs.#

*Jerrold Ross, Ph.D. is the Dean of Education at St. John's University in NYC*



## 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.ahalprocess.com](http://www.ahalprocess.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](http://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  
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### MAY EVENTS AT SARAH LAWRENCE COLLEGE

**CONCERT:  
Stravinsky's Ballet Pulcinella  
Tuesday, May 6; 8:00 p.m.  
Reisinger Concert Hall; Free**  
Presented by the Sarah Lawrence music program and dance program, featuring the Sarah Lawrence College Orchestra. Conducted by Martin Goldray and choreographed by Laura Manzella. For more information, please call (914) 395-2411.

**READING:  
Carolyn Forché To Read  
Wednesday, May 7; 6:30 p.m.  
Esther Raushenbush Library Pillow Room; Free**  
Carolyn Forché has been widely praised for the passion, lyricism and power of her poems. Her collection

The Angel of History addressed atrocities committed in France, Germany and Japan. The Country Between Us was inspired by her human rights work in El Salvador. She compiled and edited *Against Forgetting: 20th Century Poetry of Witness*, a collection of works about human cruelty and survival in the modern age. In addition to her activism, she has also been a lecturer and National Public Radio correspondent in Lebanon. This event is underwritten through the generosity of the Linda Ashear Fund for Visiting Poets. For more information, please call (914) 395-2411.

**CONCERT:  
"Apt for Viols and Voyces":  
The Music of Orlando Gibbons  
Wednesday, May 7; 8:00p.m.  
Reisinger Concert Hall  
\$10/\$8 senior citizens and students**  
The New York Consort of Viols will present an all-Gibbons program of instrumental and vocal music, assisted by the Sarah Lawrence Concert Choir under the direction of Patrick Romano. Orlando Gibbons (1583-1625), was one of England's greatest composers, most widely known for "The Silver Swan". The program will include instrumental fantasias, consort songs, anthems, and London street cries - hawking wares and services sought by the consumers of 17th-century England. For more information, please call (914) 395-2411.

**LECTURE:  
African American Woman and Political Struggle:  
A lecture by Tera Hunter.  
Thursday, May 8, 2003; 6:00 pm  
Esther Raushenbush Library; Free**  
Tera Hunter will deliver a lecture entitled "African American Women and Political Struggle: The Civil War Era through the Jim Crow Years." Hunter is a professor at Carnegie Mellon University, is a social and cultural historian of 19th- and 20th-century U.S. history. She specializes in several areas of history: African-American, women's, labor and Southern. Her book, *To 'Joy My Freedom*, is a study of the work, family, community and leisure lives of working-class women in the urban South, primarily Atlanta, from the Civil War through the Great Migration. Sponsored by the Women's History Graduate Program. For more information, please call (914)395-2411.

**CONCERT:  
Gamelan Ensemble in Concert  
Thursday, May 8; 8:00 p.m.  
Reisinger Concert Hall  
\$10/\$8 senior citizens and students**  
The Gamelan Ensemble presents traditional music of Bali, featuring Gamelan Anklang Chandra Buana. For more information, please call (914) 395-2411.

**OPEN HOUSE:  
Center for Continuing Education  
Friday, May 9; 11:00 a.m.; Slonim House; Free**  
The Center for Continuing Education will hold an information session for the fall 2003 semester. Meet faculty. Light lunch provided. Reservations required; please call 914 395-2205.

**CONCERT:  
Sarah Lawrence College Chorus  
and Chamber Choir in Concert  
Sunday, May 11; 4:00 pm;  
Reisinger Concert Hall; Free**  
The Sarah Lawrence Concert Choir and Chamber Choir present an evening of English Music. The program includes Aaron Copland's *In The Beginning*, 5 Folk Songs, Vaughan Williams' *Five Mystical Songs*, Daniel Pinkham's *Wedding Cantata* and Benjamin Britten's *Jubilate Deo*. Patrick Romano, director; Linda Betjeman, accompanist. For more information, please call (914) 395-2411.

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