

EDUCATION UPDATE

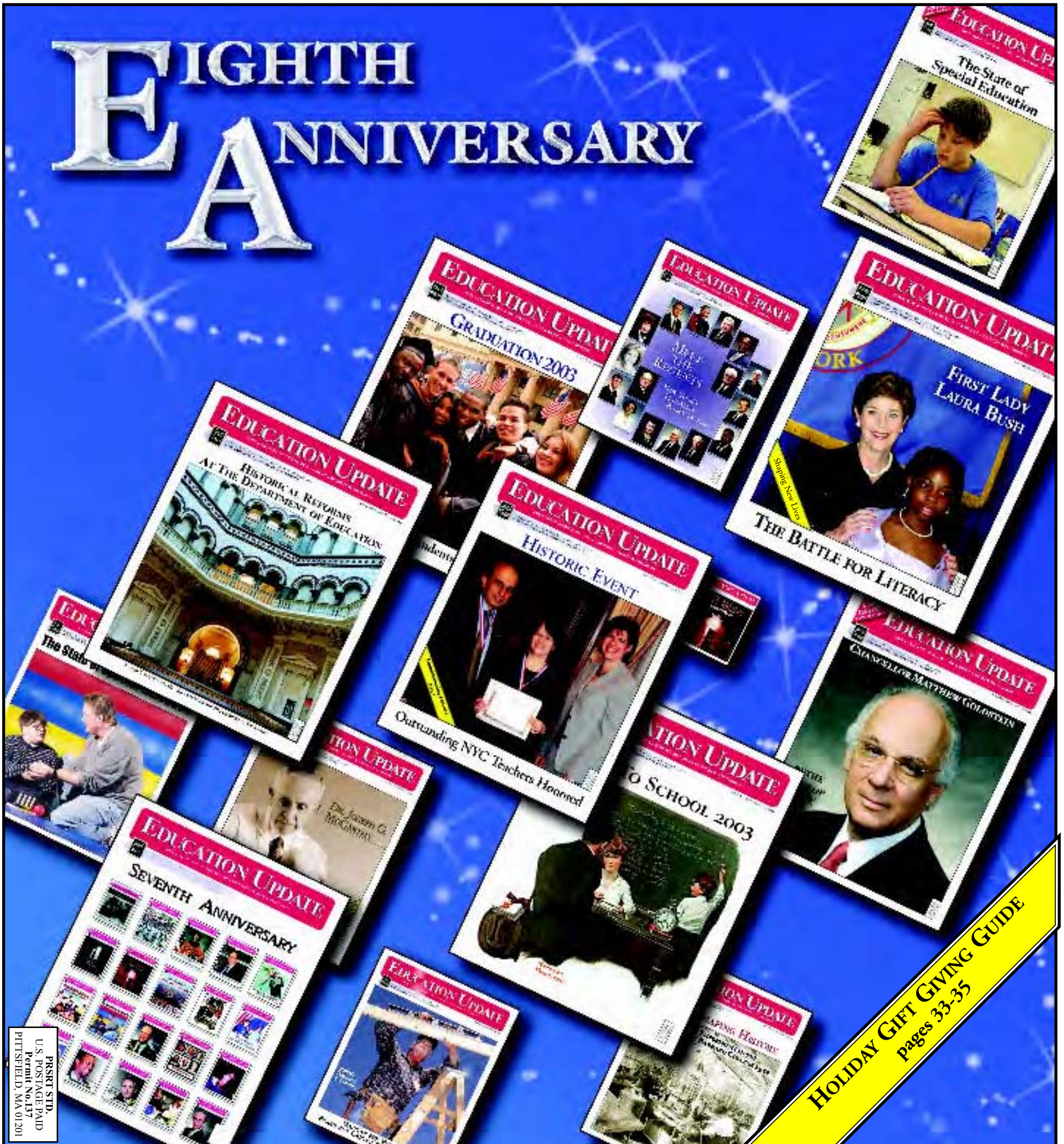
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Volume IX, No. 3 New York City NOVEMBER 2003
FOR PARENTS, EDUCATORS & STUDENTS

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HOLIDAY GIFT GIVING GUIDE
pages 33-35

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GUEST EDITORIAL

Cameras in Schools: An Idea Whose Time Has Come

By **STUART DUNN**

No one argues with the general objective of the No Child Left Behind Act raising American children's proficiency in reading and math. However, details, such as funding levels, progress measurement and remedial action are sources of significant disagreement. Student transfers from failing schools have proven to be illusory because of space limitations in the higher performing schools. This is not likely to change, and it would be far better to concentrate on upgrading the schools then to count on widespread student transfers. Many things would contribute to this: smaller classes; new books, equipment and supplies; counseling for troubled students; tutoring for slower students, and an extended school day. However, two areas stand out. The first concerns the improvement of safety and order—teachers cannot teach and students cannot learn if the schools are mired in discipline problems. The second involves raising the standards, qualifications and performance for teachers and teacher aides.

In both of these areas Chancellor Klein has made a good start. The introduction of a new student discipline code is encouraging, but

monitoring and enforcement will be required if it is to be effective. Certification and training are important components of improving teacher performance. However, there needs to be a better means of evaluating performance, coupled with a program of accountability and reward.

A recent article in the *New York Times* identifies a way to improve both of these areas. The article noted that schools across the country are installing ceiling mounted cameras. It reports that Biloxi, Mississippi has installed video cameras in all of its schools, including its classrooms, recording both teacher and student activities. An official is quoted as saying, "This has made virtually everything that happens in Biloxi's public schools subject to instant replay..."

The use of cameras in the schools raises the issue of government intrusion into private lives. But, with few exceptions, public education does not involve private spaces or private activities. Cameras already monitor many public places such as stores, building entrances, elevators and hallways; airports and rail terminals. Cameras in schools can help to provide

increased safety by identifying threatening situations. Cameras and recorders in the classrooms would permit supervisors to observe and document regular activities. Disruptive or bullying students could be identified. Teachers could be randomly observed and evaluated; coached where necessary and held accountable for their performance.

NYC should follow Biloxi's example and install cameras and recording devices in all of its schools. Installation has actually already begun. In the same *Times* article, Margie Feinberg, a spokesperson for the NYC Department of Education was quoted as saying,

"There are already cameras in 150 schools. It was not clear whether this includes classrooms. It should. Installation should continue, first in schools with poor safety or academic records, and then in all of the schools. The expense of installing cameras would be offset by the need for fewer security personnel. But, even more important, the cost and intrusion are justified by the potential for reducing violence and disorder; and, improving the school learning environment and teaching quality."

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LETTERS

Response to Richard Kogan, M.D.: Music, A Window to the Soul

To the Editor:

Interesting article, but I wanted to point out that Swanee River was not composed by Gershwin, but by Stephen Foster. Thanks for the interesting article.

Lorraine Caputo, Maplewood, NJ

Response to Dr. Joseph G. McCarthy: Shaping New Lives, Buoying Human Spirits

To the Editor:

Excellent article! A realistic and hopeful article. Dr. McCarthy has literally given many of his patients a new face on life.

Ann, Washington, DC

Response to Hearings On High-Stakes Testing Planned

To the Editor:

My child has become a zombie. One exam after another. There is no real learning going on. Regents Diplomas should be optional as they were in the past. If a child is very bright and wishes to pursue higher education, they can be helpful. As a vehicle for determining if a student merits a high school diploma, they are unacceptable. Some children are unable to master all subject areas and wish to pursue a vocational career. There was a time when schools were very helpful in this area.

We now have gone from one regent's requirement to almost 7 in 2007. The dropout rate will escalate.

I commend you on finally taking a stand

against high stakes testing.

Steven Sanders, Long Island, NY

Response to Dr. Margaret Cuomo Maier & Matilda Cuomo Introduce Italian Language To the Editor:

I saw the recent newscast about the above article. I am an Italian teacher and I would like to know if there are any programs in the Rochester, NY area.

Sherri, Webster, NY

Response to Father Of Head Start Warns of Dangers of Dismantling Head Start To the Editor:

I totally agree with Dr. Zigler. Public education is doing a poor job presently. My granddaughter's formative education was in Head Start. She is now a 9th grader and continues to do well in all subjects. She completed the 8th grade in the top 10 of her class.

Marcia Booker, Dallas, TX

Response to Hearings On High-Stakes Testing Planned

To the Editor:

Let me understand this. If a child is a good student, completes all course work, passes midterms, finals, unit exams, quizzes, and all long-term projects, they may still fail a subject. This applies to five subjects! Why bother trying? This will soon be the trend. A nation full of uneducated citizens. Why? High stakes testing, that's why.

Anonymous, Commack, NY

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To
Education Update
FROM
Silver Hill Hospital
Mental Health Media Award 2000

Education Update
Winner of the Best Business Award



Running the Marathon—First Time

Dynamic Duo Dashes Through Marathon: Dr. Alice Wilder & Deborah Reber

By JOAN BAUM, Ph.D.

For Dr. Alice Wilder, the Emmy-nominated Director of Research and Development for *Blues Clues*, the phenomenally successful preschool television series, not to mention the related industry of educational workbooks, CD-ROMs, online magazine, audio, special events, curricula, and consumer products, the prospect of running the recent New York City Marathon had always been terrifying. I was so nervous, fearful, teary, at the prospect of entering. But that was before she bonded with her coach,

Deborah Reber, the innovative Director of Development at Cartoon Network (and former ancillary Business manager of Blues Clues and producer of UNICEF's international animation campaign, *Cartoons for Children's Rights*), who had been a gymnast and runner since the 6th grade. What both women shared, as they discovered, besides a strong professional commitment to children's creative development, with a particular focus on pre-teen girls, was running. Deb in fact is working on a book for girls, 8-12, that will center on the physical and

emotional skills that can be honed running.

Asked once about her work on human cognition and learning, Alice Wilder replied that the only way to understand what children are capable of doing, what appeals to them, and what they know, is to ask them! As Alice tells it, Deb was the real pro, not only a runner but the accomplished author of the inspirational best seller, *Run for Your Life: A Book for Beginning Women Runners*, widely acclaimed for providing the basics in an engaging manner—how to prepare, what to eat, what to wear, how to



Dr. Alice Wilder



Deborah Reber

anticipate and deal with pain, etc.. As Deb tells it, Alice was simply finding out that she could do it, and therein lies an instructive tale for aspirants everywhere. As Alice tells it, watch-

continued on page 5



New York City Marathon

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(September 26, 2003 - January 4, 2004)

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Coming Soon to the IMAX Dome Theater:

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(November 1, 2003 - January 30, 2004)

In celebration of the centennial of flight, we are pleased to show the fascinating story of the history of modern aviation. *The Magic of Flight* takes students on a technological thrill ride and lets them soar with the world-famous Blue Angels as the pilots defy the laws of gravity.



Running the Marathon 22nd Time

Anything in Life is Possible

Dr. Stephen Wertheimer, an orthopedist from Los Angeles, is reflective on the eve of his 22nd marathon.

By **STEPHEN A. WERTHEIMER, M.D.**

I was a non-athlete most of my life, a bookworm as a child. When I went into practice at the age of about 31, I took up bike riding. Endurance riding for 100 miles attracted me the most. As my practice grew, the time I could devote to biking decreased so I started jogging. I couldn't even jog 100 yards! I started to build up to greater distances very slowly until I could finally do 2 miles. It was a revelation that I could do this.

I advanced to a 5K, 10K and finally the New York City marathon in 1978. Then, it was in my blood! I have now run 34 marathons: 22 in New York City, 4 in London, 3 in Portland, Oregon, 2 in San Francisco, 1 in Vancouver, 1 in San Diego and 1 in Greece. I'm lucky there's a new ruling: if you run 15 New York City

marathons, you don't have to be in a lottery. You are automatically in when you apply.

As a result of marathon running, I have a different image of myself. As a non-athlete I can do something most people of my age can't do. Running is also a big stress reliever. It can be a help for a child who is having difficulties in school. The lesson learned is that if you keep plugging away, you'll make the finish line.

I believe running is an example of how you can succeed in life by perseverance. Almost any goal is possible. #



Dr. Stephen A. Wertheimer

Marathon Ideas for the Classroom

By **DR. ALICE WILDER**

For English Class:

Interview someone running in the marathon. Follow their training and track their progress. Get their stories; tell your own story. Run an organized race and write about it. Organize a race and plan it all!

For Science Class:

Nutrition Experiments
Create a food log: 1) Random/Normal day and then chart how you feel the next day doing a specific activity; 2) Eat high protein on a given day and then do and chart how you feel

doing the same activity as #1;

Eat high Carbs on a given day and then do and chart how you feel doing the same activity as #1 and #2;

Eat a completely balanced diet and & then do and chart how you feel doing the same activity as #1 and #2. and #3

Physical Education:

Yoga in school could be such a positive influence on fitness and being in touch with your body and emotions. The idea of breathing and using that and posture/stretching as a tool for living is very beneficial. #

History of New York Road Runners

New York Road Runners was founded in 1958 with 47 members. Since then it has grown to nearly 40,000 members, with a full-time staff of more than 60 people. Encouraged by H. Browning Ross, founder of the fledgling Road Runners Club of American, 40 runners and supporters met on June 4th, 1958 at Macombs Dam Park in the Bronx. There, the group elected its official president, 1952 Olympian Ted Corbitt. Since then the New York Road

Runners has sponsored such events as a six-mile handicap cross country race, the first all-female road race and the first Corporate Challenge race in Central Park, among many others. Appealing to diverse masses of people, the New York Road Runners Club currently includes a competitive Wheelchair Division and allows runners to apply online for the New York City Marathon. #

Marathon

continued from page 4

ing folks cross the finish line was thrilling. She cried, especially when she heard the stories behind the runners' their reasons for entering the marathon, their overcoming odds, their growth in self-confidence.

Running, like a lot of competition, can seem intimidating, Deb says, but if you run, you're a runner, a distinction that has significant resonance for the world of education. Competing against yourself but with others is what's important. You can be a runner even if you are not, as they say, athletic. The women also stress the joy of the social connections, being in a supportive environment. Run with a partner, join a club in your community, and after the race, go have brunch. Alice, still relatively new to running, adds that obviously it doesn't always feel good when you run, but there's that sense of accomplishment, we need this boost mentally. It's good if children see that their parents take risks, train, and run. At

age 2 they're ready, Alice says. Show by example, bring children to the celebration in Central Park next year. And incorporate into the classroom activities that encourage such consciousness raising [see accompanying box for specifics - it's never too early.]

You start out slowly, Deb says, maybe do 3 miles for about 3 months, but get out there and run, or walk fast, or do a combination of both for at least 4 days a week. Have realistic goals, be flexible and be forgiving with yourself. Keeping a running log, an idea Debbie presented as a birthday gift, was particularly helpful to her, Alice says: As I logged my activity, I also found myself logging my goals, food, shoes, and general feelings. Then when I had a good run or a not so good run, I could go back to my log and try to determine what I did that could have made me feel that way. And run with friends, with others, she repeats. The result? Again one thinks of the analogies for the classroom - it is the most incredible experience to cross that finish line, says Alice. She means: doing it, not necessarily doing it first. #

Run for Your Life: A Book for Beginning Women Runners,

Perigee Books, 2002 (An Imprint of Penguin Putnam).

Available on Amazon, Barnes and Noble's website, Borders, Barnes & Nobles bookstores.



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Grades 5 - 8

November 4, 2003
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Grades 9 - 12

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Open Letter to America's Educators: 50th Anniversary of Veterans Day

By ROD PAIGE



On November 11, 2003, we as a nation give thanks and pay tribute to our 25 million living veterans men and women who have risked their lives, including many who are doing so right now, to protect our free way of life and to extend freedom to others.

Please take the opportunity on this 50th anniversary of the Veterans Day celebration to help students understand and appreciate the significance of this day for all of us.

The U.S. Department of Veterans Affairs and other federal agencies have provided resources to help. They include: Patriotic Fact Sheet; Information about America's most beloved national customs, plus a list of possible school activities for Veterans Day.

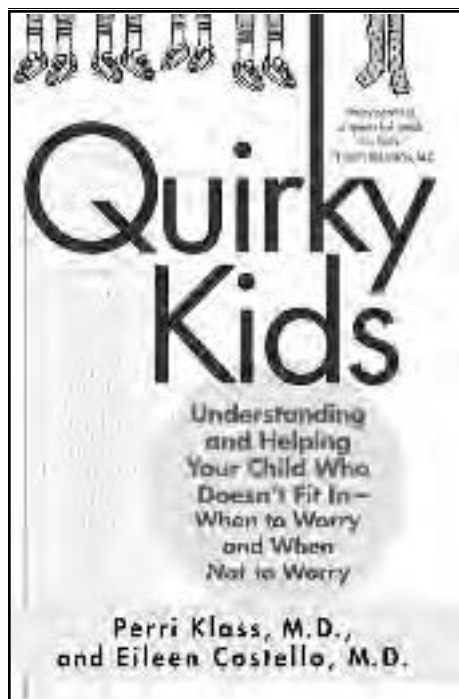
Teachers Guide Honoring All Who Served: The guide includes a history of Veterans Day, suggested Veterans Day programs, information on how to fly the flag properly, statistics on America's wars and a message from President Bush.

Veterans History Project information: This project is collecting oral histories, letters, diaries and photos of America's war veterans and those who supported them.

Students, citizens and organizations are invited to contribute using the project kit, which provides all information and forms needed to interview a veteran. These and other resources are posted on the Department of Veterans Affairs Web site at www.va.gov/vetsday. Also, the Department of Veterans Affairs has mailed to every school principal a video featuring actress and entertainer Jennifer Love Hewitt. The video provides information about opportunities for students to get involved with veterans in your community.

Veterans of World War I, World War II, the Korea and Vietnam conflicts, the Gulf War and Operation Iraqi Freedom contributed to the majesty of this country. I hope you will use these resources beyond this special day to honor our veterans and to help students learn about the sacrifices so many men and women have made in order for us to remain a free, self-governing people. To our veterans I extend a heartfelt thank you for your service to our country. #

Rod Paige is the U.S. Secretary of Education, Washington D.C..



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THE VOICE OF THE PEOPLE

By RANDI WEINGARTEN



If you believe in democracy, it seems to me that you have to take seriously the idea of the voice of the people. Mayor Bloomberg says he believes the same thing, but his recent actions suggest that, in fact, this is true only in certain selected cases, such as the idea of eliminating party primaries. When it comes to other issues studying potential limits on class sizes in public schools, for example the voice of the people seems to be the last thing he wants to hear.

Eliminating party primaries is an issue that has become dear to the Mayor's heart. He has proposed that in municipal elections there would be only one primary in which any and all candidates would run, whatever their party affiliation. The top two finishers would then go on to decide the election in a runoff.

Many people think this is not a good idea, including such traditional good government groups such as Common Cause, the New York City Bar Association and Citizens Union.

These and other critics of this notion say that such a measure would reduce voter involvement and make voters' choice more difficult by obscuring where candidates stand on issues. The primary beneficiaries of this scheme would be candidates like the Mayor himself, although if passed the measure would not affect an election until 2009 who have the money and resources to run a major campaign on their own. What ordinary person could take on a challenge like this without the backing of a party or organization?

But let the people decide has become the watchword of the Mayor and his supporters, at least on this issue.

Contrast with this the Mayor's stance on reducing class size. More than 115,000 voters well over twice the required number signed petitions over the summer to put this issue on November's ballot.

The measure itself would not impose any limits on class size. It would simply create a Charter Review Commission to study the issue and make recommendations that would then be put to voters hopefully in November of 2004. Listed as Question 6, it was slated to be on this

November's ballot until Mayor Bloomberg ordered it removed. He said he didn't want any other ballot questions distracting voters' attention from his proposal, Question 3, and two additional proposals he is pushing.

New Yorkers for Smaller Classes a broad-based coalition of parents, educators, clergy, civic organizations, community groups, labor unions and others that spearheaded the drive to put Question 6 on the ballot went to court. State Supreme Court Justice Louise Gans ruled earlier this month that the Mayor's attempt to bump the class size proposal was unconstitutional and violated the right to free speech.

Now any parent instinctively knows that children are likely to get more attention and a better education in smaller classes. Any teacher who has spent a day in a classroom will tell you the same thing. Dozens of states already have class size reduction legislation in place. And there are reams of research showing the merits of small class size. This isn't rocket science or brain surgery. Most education experts, parents, teachers and the public at large agree that smaller, more manageable classes are more desirable and better for kids.

Ideally, the Mayor would have joined us in such a study commission. If he was unwilling to do that, he could at least have decided that the courts had spoken and let the matter drop. But instead he pushed for an appeal, and the Appellate Division sided with him, knocking Question 6 off the ballot.

Proponents of Question 6 have taken the matter to the New York State Court of Appeals, and as this column went to press, the Court of Appeals had not yet ruled.

Question 3 eliminating party primaries will be on the ballot. If Question 6 the class size study commission does get on the ballot, it will mark a real opportunity for the voice of the people to be heard about something that plays a pivotal role in teachers' ability to give kids a quality education.

Just ask yourself: Which question better reflects the voice of the people? Is it the one supported by more than 115,000 voters who signed petitions for it, along with thousands and thousands of parents? Or is it the one whose principal advocate is a single individual accustomed to getting his way? You decide. #

Randi Weingarten is President of the United Federation of Teachers.

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ELEANOR ROOSEVELT, NEW EAST SIDE HS, OPENS TO GREAT FANFARE

By POLA ROSEN, Ed.D.

The future belongs to those who believe in the beauty of their dreams. This quote by Eleanor Roosevelt permeated the ribbon-cutting ceremony of the new high school named after the great first lady.

Susan Elliott, new principal of Eleanor Roosevelt High School, presided with radiance at the inauguration of the school surrounded by New York City's major political and education leaders. This day was the culmination of four years of arduous work by Eva Moskowitz, Chair of the Education Committee, New York City Council along with Chancellor Joel Klein, and Bill Goldstein and Kathleen Grimm of the school construction authority. The site previously was Sotheby's Auction House. Moskowitz stated smiling, "Thirty years ago, my parents attended a meeting about this school. I was a student at PS 6 then. Today it's a reality. We have the potential to have a school like this in every borough."

Chancellor Klein emphasized, "Every



Chancellor Joel Klein, Principal Susan Elliott, State Senator Liz Krueger



Congresswoman Carolyn Maloney, Chancellor Klein, Manhattan Borough Pres. C. Virginia Fields



City Council Speaker Gifford Miller



City Councilmember Eva Moskowitz

Monday morning we should have a ribbon cutting like this. This is the way to turn education around one school at a time.

Congresswoman Carolyn Maloney, co-chair with C. Virginia Fields for the high school, talked about the great turnout for the first PTA conference at the school: 179 parents met with teachers! What's unique about this school is that it has no specialization. It's providing a

rock bottom solid education.

Gifford Miller, Speaker of the City Council stated, "We, as politicians, are merely amplifying the needs of parents for a school like this. The City Council allocated \$16 million for this project. Any journey is a step at a time and this is a great journey."

C. Virginia Fields, Manhattan Borough President, commented about the amazing par-

ents who, through their commitment and dedication, had shown the way.

State Senator Liz Krueger discussed the opening of 23 new schools this September, congratulating Chancellor Klein. She added, "Every child entering high school should have an opportunity to enter a school like this."

It seems that the dreams of the parents and students of Eleanor Roosevelt High School are on the way to becoming a reality. #

80 Beacon Programs Address Needs of Young People Around the City

By MICHAEL OGNIBENE

When hundreds of young people and community members gather at I.S. 488 in Morningside Heights every week to learn about African dance, the New York City Department of Youth and Community Development (DYCD) celebrates another successful Beacon Community Center. Since the first 10 Beacons were established in 1991, the Beacon Program has developed into an award-winning nationally recognized model of out-of-school time

community programming that serves over 1,200 youth and 150 adults at each of the 80 sites throughout New York City every year.

DYCD provides funding to community-based and other non-profit organizations that operate Beacon programs in schools in all five boroughs. Beacons provide a broad range of services to youth aged six and above, families and local community residents. With each Beacon's program tailored to meet the needs of its local community, services offered during the

hours when youth are not in school often include homework and tutorial assistance, literacy programs, computer courses, cultural activities and structured recreation. Beacons also offer evening programs including English for Speakers of Other Languages (ESOL), financial literacy classes and Adult GED.

Beacons operate year round, including weekends, holidays, and during school breaks, to ensure that activities continue during the times that school is not in session. The Beacon pro-

gram model requires extensive partnerships and linkages with other local entities including police precincts, community district boards, school personnel, religious and business organizations and other government agencies in order to maximize resources and services to participating youth and adults. To find out about a Beacon program in your neighborhood, contact the DYCD Office of External Relations at (212) 442-6009.#

Michael Ognibene is the Deputy Chief of Staff, Department of Youth and Community Development.

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So You Want to be a Biology Major?

By SARAH N. LYNCH

Since high school, Pascale Chrisphonte said she has been intrigued by biology.

Now a senior at Barnard College on the pre-med track, Chrisphonte's passion for the topic has only increased.

In high school I always loved biology, Chrisphonte said. I took AP bio and I loved my freshmen year of biology. I think it's really fascinating how the body works. What's good about biology is that it's a piece of a whole. You can take things apart.

Contrary to popular belief, not all biology majors are on the pre-med track. In fact, according to Barnard College assistant professor Hilary Callahan, an undergraduate degree in biology is very broad-based.

Biology is a liberal arts major, so that's something important to emphasize, Callahan said. It's a major like any other major, and it's not designed as a pre-professional major. In fact, there are myriad career options for biology majors.

You can become a science writer, a researcher, you can work for the Food and Drug Administration (FDA) or work for the government on bio-terrorism, Chrisphonte said. There are a lot of openings. You don't have to become a doctor. I knew a bio major who worked at the Central Park Zoo. You can do plant biology and work in a green house.

But what kinds of courses do biology majors have to take, and how rigorous is the workload? Callahan said that for many biology majors,

especially those who are pre-med, a biology major may have quite a number of credits to juggle. A lot of biology departments will require you to take chemistry and a lot even require organic chemistry, Callahan said.

Some even require you to take physics. That's for the major and it's also for a pre-med roster. Callahan said that in addition to these broad classes, students also have to take a number of biology electives in many diverse areas.

Any department will offer fairly standard courses, she said.

Any department will have genetics, ecology and also cell or molecular biology. Another thing that's really common is the breadth requirement—you have to be broad. Even if a student loves ecology, she still will have to take molecular biology as well.

In addition to the major requirements, students interested in pre-med must also complete a year of biology with lab, a year of chemistry with lab, a year of organic chemistry with lab, a year of physics with lab, a year of English and a year of either calculus or statistics, according to Chrisphonte.

Callahan said that some students enroll in biology hoping to avoid math, but they should be aware that math plays an important role in biological studies. As an undergraduate at Yale, one of the reasons that Callahan decided to major in biology was actually because she loves math.

Sometimes people choose biology thinking it's less math than chemistry or physics or engineering, but a good math background is very

important for success, she said. You always need it. People get overwhelmed in classes. To think it's just plants and animals and microscopes is a big misconception. There's a lot of data to analyze and there's theory.

Callahan also recommends that students who pass their AP or IB high school biology courses should not skip their introductory biology courses when they start college. Every school is different, but it's college level so it's

rare to be exempt from intro, she said. It's not usually wise to place out. It will give you what you need to know if you plan to major. But even if the math and the sciences are not a student's greatest strength, it does not mean that he or she can't succeed. Quite frankly, I didn't make all A's, Chrisphonte said. I didn't make C's, either, but I worked, kept my eye on the goal and I'm not the bomb at science, she said with a laugh. It doesn't come naturally.

Although unsure about what area of medicine she will pursue her college internship experience at Bellevue Hospital in the summer of 2002 has intensified her interests in both public health and obstetrics.

Chrisphonte said the internship was important because it has only solidified her decision to pursue medicine and it gave her confidence. You have to be tenacious, she said. You have to know this is what you want to do. #

Sarah Lynch is a senior at Barnard College and an intern at Education Update.



Pascale Chrisphonte

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PROFILES IN EDUCATION:

BETH LIEF, CIVIL RIGHTS ATTORNEY & EDUCATION VISIONARY

By JOAN BAUM, Ph.D.

Mentors in the professional development of this leading civil rights attorney turned top-level educational leader? She pauses; Beth Lief's really thinking this through, there will be nothing pat, rehearsed in her answer. Slim, almost diminutive, this smart, focused education mover and shaker projects an easy-going manner despite the intensity of her work and the passion with which she pursues her objectives. Yes, there are colleagues whom she has particularly admired over the years, among them Jack Greenberg, groundbreaking head of the NAACP's Legal Defense and Education Fund, with whom she worked, Judge Morris Lasker, for whom she clerked and from whom she absorbed an estimable notion of justice, the education scholar Lauren Resnick, whose emphasis on higher standards confirmed Lief's own course toward rigorous curricula, but most of all *the* mentor of her life has been her father, a Rabbi. Her voice softens, she leans forward as though the intimacy of the recollection might bring back the days when she made rounds with him, when he was chaplain for Legal Aid, ministering in prisons and poor neighborhoods and instilling in her a deep commitment to social justice. His heritage has been her life's work as a moral imperative, first as a public interest and civil rights attorney and then as an articulate advocate for improving urban public education, especially for disadvantaged youngsters, including children in special education.

Even before she went to college (Barnard, a fourth year at Yale) and then, on scholarship, to Law School (NYU) she had been active in her



Beth Lief

suburban high school's Freedom Center, where she came to appreciate the necessity of power in making systemic change. The move to law school was inevitable, and for close to nine

years thereafter, she worked on and eventually headed up the health and housing dockets for the Legal Defense Fund. Among her cases was her suit against Mayor Koch's plans to close city hospitals. More work on class action affirmative action led to her successfully litigating the 1981 Kansas City School Desegregation Case, which taught her an important lesson: she saw that while courts could be a last resort for access, they could not litigate quality. This awareness propelled her into the work she has been doing now for over 20 years.

A son with special education needs also prompted her to join, establish, and head up, in succession, a striking number of important panels on both special and general education for K-12. She laughs, trying to remember all the boards on which she has served, federal, state and regional, but points out that no matter the number, her work is always the same. She is a hopeful realist. She knows, for example, that the city needs 1,400 good leaders, and that we don't yet have them, but is adamant that

improvements in literacy and math can be made and that not enough is being asked of youngsters. There will be schools that don't make it, but cynicism is hardly an answer; it's merely an attitude, you can't do anything with it.

A prime example of her determination was her extensive work as founding president of New Visions For Public Schools, the largest such nonprofit in the city, with initiatives in over 700 schools and national replication under Annenberg and NSF grants. Central to the New Visions mission, says Lief, is the belief that solid principles of learning in small-scale schools can overcome low expectations. Creating such schools was only part of the enterprise, however. Equally important was ensuring that leaders developed others as leaders. You can have all the money in the world but if you don't have sustaining investment in human capital, nothing will last. In the late '80s, early '90s, a heady time for school reform, when technological resources seemed particularly promising, the indefatigable Beth Lief was soon moving around the Department of Education as VP for Strategic Planning, for the Internet-based Teachescape, a venture she enjoyed but that took her away from the nonprofit world. Is it any surprise, then, that this past February she joined the internationally regarded Institute for Learning as a National Fellow to help incorporate high-level performance structures in districts 1 and 2 in the Bronx and to serve as site liaison for coordination efforts linking research and practice.

Back to working in areas of greatest need, back to her professional roots. Her father would have been proud.#



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A Different Way to Think about Accountability: No Drive-by Teachers

By LEE S. SHULMAN

It's hard to open the paper or turn on the radio these days without finding yet another call for educational accountability. It's a reasonable thing to seek. The public needs to know that schools and colleges are delivering on their promises to students and to society. The problem is that the typical mechanisms for ensuring quality (such as external tests or other measures of some sort) often miss much of what actually goes on in classrooms.

A different way of looking at accountability is through the lens of the classroom, where, after all, the proverbial rubber of teaching and learning meets the educational road. Do we need tests and state report cards to take the measure of education's effectiveness as an enterprise? Maybe. Do we need teachers who see student learning and its improvement as their professional, ethical responsibility? Absolutely.

What is entailed in this responsibility? An

analogy is helpful here. Consider the story we read in the news at least once a year. In one version, a passenger on an airplane experiences severe chest pain, and the cabin attendant asks if there is a physician on board. A physician comes forward and attempts to assist the patient, but after several interventions the patient dies. Subsequently, the family of the deceased sues both the airline and the physician, the latter for malpractice. Had the physician remained in her seat and withheld her professional service, she would have been held harmless, no questions asked.

In another version of the story, an auto accident leaves several people by the roadside badly injured. A physician drives by and decides not to stop and render medical assistance for fear that he will be held responsible for any care he delivers. Perhaps he had just read a news story about the first physician. He is later criticized for inaction, for an unwillingness to act professionally. Once a person or a community takes on the mantle of a profession, every act is potentially permeated with ethical questions.

My point is that excellent teaching, like excellent medical care, is not simply a matter of knowing the latest techniques and technologies.

Excellence also entails an ethical and moral commitment what I might call the pedagogical imperative. Teachers with this kind of integrity feel an obligation to not just drive by. They stop and help. They inquire into the consequences of their work with students. This is an obligation that devolves on individual faculty members, on programs, on institutions, and even on disciplinary communities. A professional actively takes responsibility; she does not wait to be held accountable.

Consider the case of one of last year's U.S.



President Lee S. Shulman,
Carnegie Foundation for the
Advancement of Teaching

Professors of the Year (a program co-sponsored by Carnegie and the Council for Advancement and Support of Education). Dennis Jacobs is Professor of Chemistry at the University of Notre Dame. Several years ago, teaching the introductory course in his department, he found himself face to face (often during office hours) with students who were failing his course or dropping out.

This was disturbing for a couple of reasons. For one, these students were clearly bright and hardworking enough to succeed but they weren't succeeding. Second, it was disturbing because failure for many of them meant abandoning long-held dreams and career aspirations.

Now, in some chemistry departments, the student failure rate in an introductory course is a badge of honor. But Jacobs was having none of this. Feeling an ethical responsibility for the success of his students, he designed an alternative

approach to the course, employing small-group study circles and an emphasis on conceptual thinking. And then this is an essential part of the story he set about to document the effectiveness of this new approach. My colleagues and I at The Carnegie Foundation for the Advancement of Teaching refer to this commitment as the scholarship of teaching and learning.

Leaving aside many of the details, Jacobs's approach not only allowed more students to succeed in meeting the chemistry department's high standards (far more students passed the course), it also modeled a kind of professionalism that should be at the heart of our ideas about educational accountability. Jacobs didn't just drive by when he saw what was happening to his students. He stopped what he was doing and gave assistance. He took responsibility for the quality of his students' learning through his own innovations and highly demanding assignments and tests.

Teachers like Dennis represent a kind of teaching excellence that is, admittedly, beyond what we find in lots of classrooms where teachers are content to teach well and leave it at that. It's tempting to say it goes beyond the call of duty, but in fact my point is just the opposite.

Teachers must accept the ethical as well as the intellectual and pedagogical challenges of their work. They must refuse to be drive-by educators. They must insist on stopping at the scene to see what more they can do. And just as is the case on airliners and freeways, many of the needed resources may be lacking. Nevertheless, they must seize responsibility. There is no more powerful form of accountability.#

Lee S. Shulman is the President of the Carnegie Foundation for the Advancement of Teaching.

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Distance Learning at Carnegie Hall

By MICHELLE ACCORSO

The students of Glacier Valley Elementary School in Juneau, Alaska were just finished with breakfast as the students from PS 34 in New York City filed into the Zankel Hall theatre in Carnegie Hall on a recent afternoon. The fourth graders, separated only by distance and a time difference, were ready to embark on an interactive educational video game journey whose emphasis was on music being the international language of the world. Disney Channel's Greg Triggs in New York City co-

hosted the event with radio program director Jeff Brown in Juneau.

Judy and Arthur Zankel Hall, equipped with advanced communication technology, was the perfect place to house the video game which revolved around the story of Ray Vega, the band's trumpet player, who got stuck in Alaska after the band played a show there and was too afraid to fly home alone. Therefore, Ray needed help from the kids at Glacier Valley and PS 34 to overcome obstacles he inevitably faced by traveling cross-country. By answering twelve music related questions, the students guided animated Ray safely across the country and helped him conquer all adventures and tasks he encountered along the way. The live band at Carnegie Hall helped the students by playing along as well as providing entertainment for the entire audience. The event's theme was "How do I get to Carnegie Hall" and the answer was simply the age-old joke, "practice, practice, practice." Through answering an array of questions and learning vast musical knowledge along the way, the students were able to successfully bring real-live band member Ray home to play the final song with the band, none other than *This Land is Your Land*.

The Weill Music Institute at Carnegie Hall will serve as the umbrella for the Hall's current music education programs as well as a catalyst for future educational initiatives. As Carnegie Hall moves forward in expanding its education projects, the creation of the Weill Music Institute will serve to bolster these efforts, creating an infrastructure capable of taking the Hall's educational work to a national and international audience. This global outreach will enable projects to be a conduit for interaction and understanding. #

FIDDLEFEST AT CARNEGIE

Fiddlefest, the 10th anniversary gala concert to benefit Opus 118 Harlem Center for Strings that will take place on December 2, 2003, will bring together at Carnegie Hall some of the greatest musical talents of our time in a highly-charged program of varied musical styles and cultures including classical, jazz and country.

Dedicated to the memory of Isaac Stern, this event will feature stars of the music world including Joshua Bell, John Blake, Regina Carter, Paquito D Rivera, Amanda Forsyth, Dave Grusin, Yo-Yo Ma, Natalie MacMaster, Bobby McFerrin, Diane Monroe, Mark O Connor, Itzhak Perlman, Arnold Steinhardt, Dave Valentin, Pinchas Zukerman, Roberta Guaspari and the students and alumni of Opus 118 Harlem Center for Strings. The Master of Ceremonies will be announced. There will also be a special short film about Isaac Stern (focusing on him as a teacher). The concert is produced by Ettore Stratta and Pat Philips.

Opus 118 is the dynamic Harlem-based music program celebrated in the movie *Music of the Heart* (starring Meryl Streep as Opus 118 violin teacher Roberta Guaspari), and the award-nominated documentary *Small Wonders*. In addition to world renowned musicians, the Carnegie Hall concert will feature students and alumni from public schools in Harlem. Proceeds will benefit Opus 118's year-old community music school in East Harlem which specializes in string teaching.


Isaac Stern, one of the foremost concert artists of our time was also a passionate spokesperson for music education and supporter of Opus 118. Mr. Stern was an inspiring teacher and mentor to many prominent members of the current generation of concert artists. He devoted substantial time to teaching in spite of the demands of his heavily-booked concert

schedule. Shortly before his death, Mr. Stern commented about Opus 118's work, "I went and I watched her [Roberta Guaspari] work. Children know when they are being talked at and when they are being spoken with and there is an enormous difference. It is the chance to make the kids feel that they are somebody that they can do something... make a sound, look at each other and do it together, and suddenly get out of that little horrible area of not belonging... Each child will learn how to look, how to feel, how to touch beauty and that's what makes the difference."

A pre-concert dinner will be held at Carnegie Hall's Rohatyn Room. The black tie dinner will pay tribute to Bobby McFerrin, acclaimed vocalist, conductor and composer, and Sheila Johnson, President and CEO, Salamander Farm and Salamander Touch L.L.C., for their continued commitment to education and the arts. Benefit tickets for the concert and the Meet the Artists Post-Concert Reception are available by calling Arienne Orozco at 212/675-9474. Group sales and all other ticket inquiries should also be directed to 212-675-9474. Tickets for the concert only are available through the Carnegie Hall Box Office at 212-247-7800 or online at www.carnegiehall.org.

Opus 118 had been working within the public schools when cutbacks eliminated two of their teachers. To reverse this situation, Opus 118 started a community music school in 2002 that now services all of Harlem. Here, children have access to music lessons, and young musicians are trained by Roberta Guaspari in her highly successful teaching methods, preparing them to become string teachers themselves. The December 2nd concert will help fund this school. #

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By IRVING SPITZ

A perspective from live performances, DVDs and CDs

The Lucerne Summer Festival is one of the major venues for music lovers, and with its acoustically perfect concert hall on the shores of a lake, there could hardly be a more idyllic setting. This year's festival featured performances by the Berlin, Vienna, Hamburg, Munich and Israel Philharmonic Orchestras as well as the Symphony Orchestras of Pittsburgh, Chicago, City of Birmingham, The Concertgebouw, the Academy of St. Martin in the Fields and several others.

At the first Festival in 1938, Arturo Toscanini founded a Lucerne Festival Orchestra, which was disbanded only a few years ago. Now 65 years later, Claudio Abbado has resurrected the Festival Orchestra. His unique ensemble was made up of members of the Mahler Chamber Orchestra (established by Abbado himself in the mid 90s), members of other great international symphony orchestras including first flautist, Emmanuel Pahud of the Berlin Philharmonic, the Sabine Meyer Wind Ensemble, the Hagen quartet as well as several soloists including Kolya Blacher, violinist, cellist Natalia Gutman and the remarkable Capucon brothers, violinist Renaud and cellist Gautier. All these artists were hand-picked by Abbado, who has worked closely with them in the past and counts them as his personal friends.

The music making was remarkable. In the course of eight days, Abbado successfully welded his colleagues into a brilliant ensemble. To the casual listener, it was as though they had been playing together for decades. The opening concert featured the incomparable Welsh baritone Bryn Terfel as Wotan in the closing scene from Wagner's *Walkure*. The remainder of the program comprised Debussy's suite *La Mer* and his *Martyrdom of St. Sebastian*. In these flawless performances, Abbado and his orchestra proved that they were equally adept at both the German and French repertoire.

In the second concert, Abbado showed his mettle with music of the baroque and gave inspiring and unforgettable performances of Bach's six Brandenburg concertos. Everyone knows and recognizes these works but it takes a really great ensemble to play them well.



Claudio Abbado

Abbado succeeded beyond expectation with the outstanding instrumentalists at his disposal, especially violinist, Rainer Kussmaul.

The real piece de resistance was a performance of Mahler's *Resurrection Symphony*, in which the orchestra was joined by the Spanish Orfeon Donostiarra Choir and two outstanding soloists, Russian soprano Eteri Gvazava and Swedish mezzo Anna Larsson. At the two rehearsals of this work I attended, the unique rapport between conductor and orchestra was readily apparent, indeed almost palpable. At the conclusion of the dress rehearsal there were tears in the eyes of some of the musicians.

Adding to the triumph was the superb acoustics of the Lucerne Concert Hall. Even the softest diminuendos as well as the offstage brass sections could be clearly heard. The orchestra playing was awesome. One could not want more from an ensemble. Abbado projected the flow and structure of the symphony and kept the music moving slowly, slyly and inexorably to its dramatic climax.

As mezzo-soprano Ana Larson told me after the concert, she felt privileged to be part of this unforgettable musical experience. This deeply moving and arresting performance of the Mahler second symphony will remain indelibly imprinted in the minds of orchestra and audience alike. For me, this will forever remain the standard by which future performances will be judged.

The recording company Deutsche Grammophon (DGG) has maintained a unique and fruitful relationship with Claudio Abbado for over 36 years. They have issued hundreds of his recordings, a feat probably unprecedented in the music industry. Coinciding with the current festival they released a live performance of orchestral highlights from Wagner's *Tannhauser*, *Parsifal* and *Tristan* with the Berlin Philharmonic. The Swedish Radio Chorus supply accompaniment in the *Parsifal* excerpts. As is to be expected, the orchestra playing is sumptuous; the beautifully burnished sound of this impeccable ensemble giving us delicately modulated balances from the sweeping strings to the meticulous brass, woodwinds and percussion. This CD is a handsome addition to any collection and is highly recommended.

Arthaus Musik, distributed by Naxos, have recently released two DVD disks featuring Claudio Abbado. One, from a 1985 film by Norbert Beilharz, documents the rehearsal of Verdi's *Requiem* with soloists Samuel Ramey (bass), Peter Dvorsky and Chris Merritt (tenors), Lucia Valentini Terrani (mezzo) and Mònserat Caballe and Cecilia Gasdia (sopra-

nos). The orchestra and choir is that of La Scala.

This absorbing DVD traces the evolution of the *Requiem* as Abbado rehearses the soloists initially with piano accompaniment and eventually with full orchestra. There are scenes where Abbado coaxes and eventually convinces the reluctant Valentini Terrani to make changes in her vocal approach. Especially impressive is how the camera switches back and forth from piano to full orchestra whilst maintaining the sweep and flow of the music.

One gets another perspective of this fascinating musician with another Arthaus Musik DVD, Claudio Abbado, a portrait by Paul Smaczny. Here he is rehearsing and performing with the Berlin Philharmonic, Chamber Orchestra of Europe and the Gustav Mahler Youth Orchestra in 1995. These DVDs reveal a fascinating insight into his working methods. The immense respect of the orchestras for him is readily evident. Different points of interpretation are discussed and he is not averse to suggestions from the orchestra. It is a democratic process but with one final arbitrator.#

Baruch Performing Arts Center

By ERIC KREBS

At last we have a home for the performing arts at Baruch, which will soon be filled with music, dance, theatre and other related events!

After many years of dreaming and planning, the Baruch Performing Arts Center is a reality. The Rose Nagelberg Theatre is an innovative modern black-box theatre space with state of the art lighting and sound equipment and flexible seating configurations. The Engelman Recital Hall is a beautiful classic recital hall, with fabulous acoustics and where the Steinway Concert Grand piano makes its home.

The mission of the BPAC is simple: to serve the Baruch community by integrating the performing arts into all aspects of the life of the college, including the interests of the students, faculty, staff and Alumni of the Baruch Community. In addition we will reach out to the arts community and assist in the creation and nurturing of new projects and classic works.

If you are an undergraduate or graduate student; a faculty member in the math department; an Alum from 1974 or a patron of the arts...whoever you are, we will share with you in the upcoming year a rare glimpse of Joseph Conrad's one-acts with the National Asian-American Theatre Company; colorful Brazilian

dance with Ologunde; Lyceum an exciting concert series presenting innovative thematic programs performed on period and modern instruments; the art of flamenco dance with Andrea Del Conte Danza Espana; new play readings throughout the season; a South Asian Festival; the Silberman Concert Series; The Great Works Readings and hip-hop, jazz, and spoken word performance.

If you think the arts are not for you, think again. What do we remember of Greek Culture, its business or its great plays and sculptures? Or of 18th century Europe, its business practices or its great composers? Exploring and participating in the arts, in music, dance and theatre, in the visual arts of painting, photography, video and film is what all the work is for.

It is difficult to get the news from poems, yet men die miserably every day for lack of what is found there. (William Carlos Williams) Think about it. Celebrate life in the arts at the Baruch Performing Arts Center.

To receive a calendar listing of all upcoming 2003-2004 events at BPAC email performingartscenter@baruch.cuny.edu or call 646-312-4084.#

Eric Krebs is the Director of Baruch Performing Arts Center.

Donations Provide Free Music Education for NYC Schools

Little Kids Rock, the D Addario Foundation for the Performing Arts and drum companies, bring free music classes to under-funded NYC schools. The new support will provide the instruments and training necessary to put 50 new music classes into New York City Schools.

Little Kids Rock is an organization that is critical to the growth of music education, says John D Addario, Jr., President of the D Addario Foundation for the Performing Arts.

We are honored that music industry heavyweights like D Addario, Sonor, Sabian, Evans, Pro-Mark and Latin Percussion have given us their support and enabled us to expand our program, said David Wish, LKR's Executive

Director. With all the school budget cuts that we've seen in recent days, the need has never been greater.

LKR students learn to perform, compose and record their own music from a variety of genres, including pop, rock, funk, blues, rap and hip-hop. In addition to releasing four full-length CDs, the kids of *Little Kids Rock* have also recorded three music videos featuring student-written originals. To date, the *Little Kids Rock* program has served more than 2,000 students in California, New York and New Jersey. Additional LKR programs will be launched in Los Angeles, Boston and Chicago schools within the next year.#

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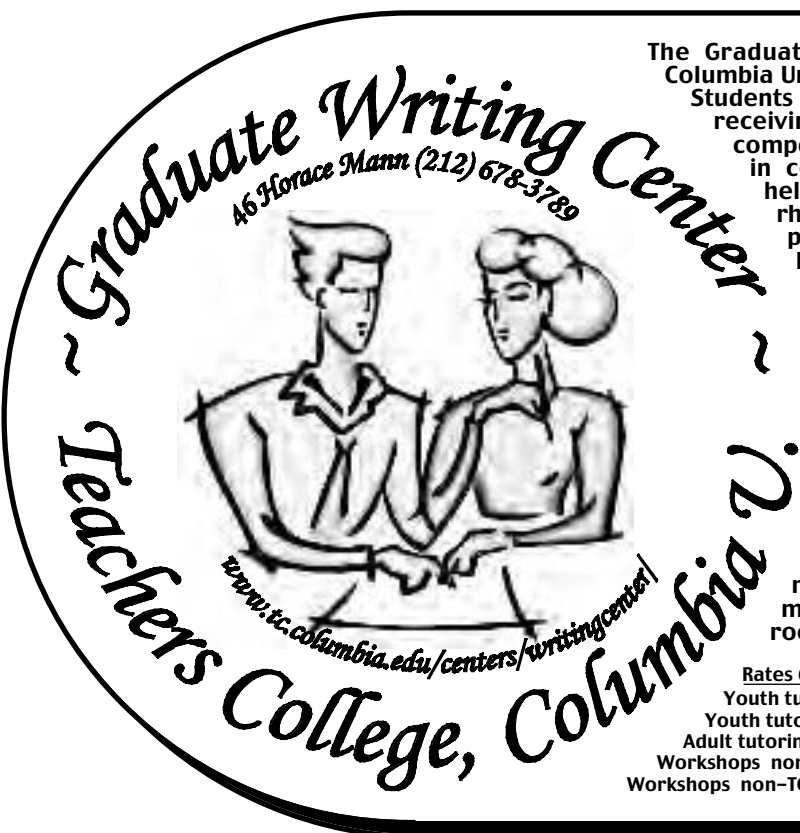
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President Gregory
H. Williams

By POLA ROSEN, Ed.D.

President Gregory H. Williams of the City College of New York, welcomed a meeting of college personnel and high level Austrian education ministers, quoting a letter from Mayor Bloomberg that thanked the Austrians for providing New York City with outstanding math and science teachers to our secondary schools during a critical time of the rebuilding of our school system. Originally focusing only on math and science teachers, the program now includes Austrian teachers in other areas of need. The Austrian government is now funding science research across the Atlantic. The mayor also thanked Minister Elisabeth Gehrler for shepherding the many cooperative, educational programs created during her tenure as minister.

The academic exchange was created by Dean Alfred S. Posamentier, who began the linkage during the 1990 fall semester when he was a Fulbright Professor at the University of Vienna. Dean Posamentier wasted no time in

establishing important links with Minister Elisabeth Gehrler, Federal Minister of Education, Science and Cultural Affairs in Austria. Since 1998, 220 Austrian teachers have been teaching in NYC. Currently ninety still teach in New York City schools. The Austrians this year include Hungarians, Slovaks, Germans, and other neighboring countries.

In a personal interview with Minister Gehrler she explained that there are quality standards for students after ages 10, 14 and 18 years. If the standards are not attained, students must repeat one year. Vocational training is a serious option for students at the age of 14 and leads an apprenticeship program, which is highly regulated by the schools.

Dean Posamentier also mentioned that CUNY's only offshore master's degree, which is given in three cities in Austria, is still flourishing after almost ten years of operation. This program is for Austrian teachers of English to earn a CCNY master of arts degree. CUNY professors teach blocked courses between semesters. During her visit to City College, Minister Gehrler, in an effort to advance the cooperation between institutions, offered to cover the cost of six visiting professors who would each spend one semester teaching and doing research at CCNY.#

BOOK REVIEW

Connecting Character to Conduct: Helping Students Do the Right Things

REVIEWED BY MERRI ROSENBERG

Published by the Association for Supervision & Curriculum Development. Alexandria, VA. 2000, 134 pp.

Here is a slim volume that belongs in every school, if not in every classroom.

In clear, concise prose, the authors map out exactly how a school can succeed in having its students behave in ways that are consistent, and consonant, with appropriate behavior on all levels—moral, ethical, social.

Sounds almost too good to be true (and no one guarantees that following the steps they provide will transform every school into a utopia), but I'm sorely tempted to place a copy in the hands of my daughter's high school administrators. There are invaluable lessons contained here that could be applied to almost any situation in almost any school.

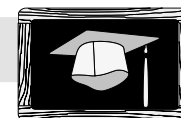
What prompted this work was an exercise where they asked middle school students to describe the most difficult decision they had ever had to make. To their surprise, they found that these students were struggling with matters like figuring out which parent to live with in the case of divorce, what religion to follow, using (or not using) illegal substances with little input or guidance from the adults around them. As a result, they write, our students helped us understand that they are making life-altering, long-term decisions with short-term reasoning skills, insufficient adult guidance and no core frame of reference for making the right decisions for the right reasons in contemporary society.

The authors argue that push-in character education programs, or one-shot assemblies, do little to effectively change attitudes and behaviors. What they advocate instead is something they term RICE (Respect, Impulse Control, Compassion, Equity), a four-step formula, complete with diagrams and rubrics, which detail how a school can implement actual change.

They suggest that using questions like "What Do You Think?" or "Would You Like Some Help," along with statements like "We need some time to consider the best choice in this circumstance" or "Everyone has an important role in helping our group succeed—defuse potentially fraught situations and remind students of how they're expected to behave towards one another. Further, having this plan adopted by every member of the school community, from custodial staff and hall monitors, teachers and administrators, parents and students, makes it more likely that the school community will be a better place.

It's practical in a way that many similar books are not. The authors address such common problem areas as incidents on the school bus, in the halls, during an athletic event, in parking lots, during assemblies or in the lunchroom, leaving the reader with useful take-away information.

They endorse the important role parents should play in a school community (as a parent, something that can't be said often enough), and make a compelling argument for adopting the principles they propose.#



COLLEGE PRESIDENT S SERIES

ST. JOHN S UNIVERSITY: FATHER DONALD J. HARRINGTON

By JOAN BAUM, Ph.D.

Coming up soon on 15 years as the 15th president of St. John s University, Father Donald J. Harrington, C.M. [Congregatio Missionis] actually traces his service back to the 17th century when St. Vincent De Paul, concerned about the impoverished physical and spiritual condition of the poor in France, inspired the founding of the Vincentian community. Though four centuries removed from the French countryside where the Vincentian priests and brothers first established their retreats, the Queens campus, the site of St. John s since the rural days of 1870, has remained the flagship school, with a prestigious graduate center in Rome, an interdisciplinary Management School in Manhattan and colleges on Staten Island and Oakdale, L.I. In true Vincentian tradition, Fr. Harrington regularly visits all the campuses, ensuring that no matter how wide the sweep of the university s beacon light, the mission remains focused on the founders commitment.

Though appearances might argue to the contrary, because of the university s extraordinary growth in the last few years more than 20,000 students, brand new facilities, and a recently instituted innovative policy to provide all incoming freshmen with IBM ThinkPad notebooks for a wireless community the demographic facts bear out the Vincentian mission, which the Rev. Father cites as the number one accomplishment for which he would like to be remembered. He smiles broadly, an athletically trim, savvy, energetic man who not only enjoys his position, but talking about it as well. The conversation is direct, animated, interspersed with humor and anecdotes. He notes his leader-



Father Donald J. Harrington,
President, St. John s University


ship during St. John s transition period from commuter school to multi-university campus, with approximately 25% of students now living in residences. He also cites as significant his having instituted a planning culture at the university. Repeatedly, however, he returns to the Vincentian theme of helping the poor.

He notes, for example, that St. John s is the most diverse institution in the Metropolitan area, with well over 110 countries (not counting non-citizens) and all ethnicities represented (whites constitute a little over 50%), with approximately 40% of all students classified by federal guidelines as in the highest need category. Although financial aid now meets only 35% of those in need, the president says nothing essential has been sacrificed. The university still boasts an 18:1 student /faculty ratio, a top-notch curriculum, a relatively high graduation rate of 68-69%, and diversity, even more important now in the global marketplace. Acknowledging that many urban colleges and

universities make similar claims about whom they serve and how, the Rev. Father, with a twinkle in his eye, cannot resist mentioning that a former CUNY Chancellor once referred to St. John s as City University with theology. Well, yes, as far as access goes, but not values, which Fr. Harrington puts at the center of the St. John s experience.

It was students, he points out, who argued for strengthening the honor code, and he speaks of wanting values to permeate the entire atmosphere. The core curriculum, for example, requires all students, regardless of religious affiliation, to take Introduction to Christianity and then two more courses, which can be in other denominations or in ethics or philosophy. He recalls an incident several years ago when athletes were accused of improprieties but found not guilty. He nonetheless had them expelled because the transcript showed that they admitted to unacceptable acts, behavior contrary to the spirit of the university. This emphasis on values is particularly remarkable given the president s wider professional activities. In addition to the numerous academic and community boards on which he serves, Fr. Harrington also sits on the Board of Trustees at Bear Stearns, the first Catholic priest to serve at a major Wall Street firm. The experience has made him more aware that higher education is a business (one must be faithful to the trust) but not only a business (we re not making widgets). The future? More collaboration with other colleges, not competition, and of course the continuation of values in the etymological and theological sense of being catholic. #


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Exhibitions

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Visit the interactive exhibition on DNA, the first in a series of issues to be covered in Liberty Science Center's newest prototype exhibition... Breakthroughs

Jersey City, NJ (October 20, 2003)
It's amazing how much genetic information is stored on a single strand of human DNA. In fact, it takes 200 phonebooks soaring 32 feet high into Liberty Science Center's atrium just to represent the amount of information found in your own DNA. More astonishingly, among the billions of people in the world, no two individuals share the same genetic code, except identical twins and clones!

This marks the 50th anniversary of Crick and Watson's influential paper describing the basic structure of DNA which forever changes the way we think about genetics. Also in 2003, scientists

announced the completion of the mammoth Human Genome Project, which successfully determined the sequences of the three billion chemical bases that make up human DNA. By successfully unraveling these codes, scientists have opened the door to medical research that might once have been considered the stuff of science fiction. Completely new approaches to disease, such as identifying genetic tendencies towards illness and taking corrective action years before symptoms develop, are now possible and may soon be commonplace.

To mark these significant events, Liberty Science Center is presenting *Breakthroughs: DNA*, the first in a series of dynamic exhibitions that examine current events, topics and issues in science and technology.

Breakthroughs is designed to change every few months, providing guests with deeper insights into issues and landmarks in science they may see mentioned only briefly in the media, states Wayne LaBar, Vice President of Exhibitions and Theatres. DNA was selected as the first Breakthrough, but many others covering a wide gamut of science topics are planned for upcoming months.

Essentially, the *Breakthroughs* gallery will provide an interactive view of what is in the news. The exhibition includes hands-on experiences, computer-mediated practices and interactive demonstrations.

In *Breakthroughs: DNA*, build your own DNA model and learn about the composition of a protein. Through ever-changing onsite demonstrations, including ones that involve protein extractions from plants and humans, explore the forensic applications of DNA. Or debate controversial topics such as the idea of having DNA ID cards that can hold all of your genetic information on a

microchip. Should these ID cards eventually be used in crime scene investigations? You decide.

Breakthroughs is an exciting, ever-changing exhibition at Liberty Science Center that allows guests to be at the forefront of current events. Embark on a journey of individual explorations concerning the issues that shape our world. What will be the next topic featured at Liberty Science Center? Only time and breaking news can tell!

Dedicated to inspiring imagination and creativity through adventures in interactive discovery, Liberty Science Center is the NJ-NY area's preeminent not-for-profit science education center. Liberty Science Center is currently celebrating its 10th Anniversary and has welcomed over seven million guests since opening in 1993.

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IN MANHATTAN

Dec. 3, 2003, 10 a.m. - 1 p.m. at Resources for Children with Special Needs, 116 E. 16th St., NY, 5th Floor.

IN BROOKLYN

Nov. 5, 2003, 7-10 p.m.
Challenge Infant Development Center, 4228 10th Ave., Brooklyn, NY, 11219

IN QUEENS

Nov. 12, 2003, 10 a.m. - 1 p.m. at Queens Children's Center, (UCP-Q), 82-25 164th St., Jamaica NY, 11432

IN MANHATTAN

At the NY Public Library, Jefferson Market Branch, 425 Ave. of the Americas, 10011 (Accessible entrance on 10th Street)
Education Options for Children with Special Needs: Your Right to Know, November 20, 2003, 10:30 a.m.-1 p.m.

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At United Cerebral Palsy, 281 Port Richmond Avenue, 10302
Education Options for Children with Special Needs: Your Right to Know, November 13, 2003 9:30 a.m.-11:30 a.m.

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COLLEGE BOARD REPORTS FINANCIAL AID AT \$105 BILLION

After grants are taken into account, the net price that the average undergraduate student pays for a college education is significantly lower than the published tuition and fees. Evidence of these net prices, along with this year's college costs and 2002-03 student aid funds, which continue to grow rapidly, are documented in reports released recently by the College Board, *Trends in College Pricing 2003*

and *Trends in Student Aid 2003*.

During the 2003-04 academic year, college tuition and fees increased an average of \$579 at four-year public institutions, \$1,114 at four-year private institutions, and \$231 at two-year public institutions. In 2002-03, \$105 billion was distributed in student financial aid—a record amount, which was \$13 billion more than was distributed the previous year. Total aid per full-time equivalent student averages about \$9,100 with \$3,600 of that amount in the form of grants.

College Board President Gaston Caperton stressed the importance of higher education, while acknowledging rising costs: Those who oversee America's colleges and universities believe their institutional importance to economic recovery is undeniable, and they are, in large measure, correct. Still, all of us need to focus on the mounting and troubling hardships of financing an education.

The College Board reports that student aid reached more than \$105 billion in 2002-03, an increase of 15 percent over the preceding year, or 12 percent after adjusting for inflation. While the boost in total aid is encouraging, Caperton said that the relative decline in need-based aid is disheartening. Higher education was meant to open doors, not to close them, and it must remain a conduit to the American dream, he said. With 2004 marking the fiftieth anniversary of the creation of a national system of need-based aid, Caperton said: We must take this opportunity to renew a national commitment to need-based aid. The upcoming reauthorization of the Higher

Education Amendments gives us the opportunity to work toward removing financial barriers to higher education for low-income students.

The price of college may cause concern among many families, but the costs associated with not going to college are likely to be much greater. Within each demographic group, median annual earnings for year-round, full-time workers with bachelor's degrees are about 60 percent higher than earnings for those with only a high school diploma. Over a lifetime, the gap in earnings between those with a high school diploma and a B.A. or higher exceeds \$1,000,000.

In the United States, college is clearly an investment in the future that pays off over a lifetime in both monetary and non-monetary terms, said Caperton. Students from around the globe continue to seek admittance to leading colleges and universities in the United States. These unique and often complex institutions, with proven records of exceptional teaching, creative research, and needed service to society, are envied on the international scene.

Caperton also noted that families are getting more involved in the process of saving for college. Rapidly growing Section 529 college savings plans now contain assets of more than \$35 billion, with an average value of \$6,573 per account.

What all of us need to remember, and tell others, is that America's future and quality of life are tied to the benefits of higher learning, to what transpires in the lecture halls and labs across the country, said Caperton. #

A Message from Chancellor Matthew Goldstein



I am pleased to invite you to visit Open Houses at all 20 CUNY colleges, located in every borough, during CUNY Month November 2003. You will meet financial aid experts, counselors, faculty and students to help you think about the best college program for you.

The best way to find out details on special events during CUNY Month, including college fairs, campus tours, interesting lectures, concerts, theater and exhibits, is to visit our website at www.cuny.edu or call CUNY's hotline at 1-800-CUNY-YES. Ask about our acclaimed Honors College, highly-ranked undergraduate and graduate degree programs, weekend study, English as a second language courses, and adult and continuing education.

To learn about the many faculty stars and career choices available to you, as well as student success, watch CUNY-TV Cable Channel 75, which will premiere the third season of the Emmy-nominated magazine series, *Study with the Best*. CUNY-TV will celebrate CUNY Month every day in November.

Remember, The City University of New York is your University. Make CUNY Month the time to plan for your success in college.

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Dr. Cecelia McCarton Leads Symposium on Learning Disabilities

By JOANNA LEEFER

How can I tell if my child has a learning disability? Will my son be stigmatized if he is officially classified as LD? I'm applying to schools for my daughter. How upfront should I be about my daughter's learning difficulties? These were just some of the questions addressed to a panel of experts at the first symposium on Learning Disabilities presented by Resources for Children with Special Needs, Inc. (RCSP), and co-sponsored by the Parents League of New York and the NYC Parents in Action.

The symposium aptly named *Needles in the Haystack: How to Identify Learning Attention and Behavioral Problems Your Children Might Have* consisted of a panel of experts on learning differences. These panelists addressed a packed auditorium of concerned parents and teachers recently, at the Park Avenue Christian Church.

Panelists included such experts on learning styles as Judith Birsh, President, NY Branch, International Dyslexia Association, Dr. Alan Wachtel, Clinical Associate Professor of Psychiatry, NYU School of Medicine, Joshua David Sparrow, Associate Professor of Psychiatry, Harvard Medical School, and Dr. Paul B. Yellin, National Director, Student Success Programs, All Kind of Minds Institute. Dr. Cecelia McCarton, the founder and director of the McCarton Center for Development Pediatrics, moderated the panel. Special surprise guest Dr. Berry Brazelton, the renowned pediatrician, was present and sat with the panel.

Learning Disorders covers a wide range of conditions that affect the way children learn.

Some of the most common problems include dyslexia, a neurological condition that creates difficulties processing language, and often affects a child's skill in reading, writing, spelling, handwriting and sometimes arithmetic, and attention deficit disorder, the inability to sustain attention for periods of time. Asperger syndrome, another condition that is receiving more attention, is a neurological disorder that manifests itself as a deficiency in social and communications skills. These children have normal intelligence, and can relate facts, but are unable to express or exhibit feelings. One panelist described children with this syndrome as "not good with humor."

Many times children with one or more of these learning differences are mislabeled as lazy, inattentive or daydreaming. They begin school on par with other children, but slowly fall behind. One panelist told the story of a young patient identified with dyslexia describing herself as, "a sailboat without wind." In class, she felt like "everyone was green while I am red." None of these conditions has anything to do with a child's I.Q. These children simply process information in ways not taught in a traditional classroom setting. If left unchecked these children can suffer from low self-esteem, depression, and often go through childhood feeling like failures. Dr. McCarton underscored the importance of diagnosis. It's also important to be honest with the school [about your child's deficits], she stated.

The panelist offered pointers on ways parents can determine if their child has a learning difference. Parents must be inquisitive; they must

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Learning Disabilities

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look for windows in your child's life to find clues. Parents can gain hints to their children's progress by looking through their children's backpack, going to school and looking in their desk, observing their after school activities, and noting how they relate to other children or friends. The best rule of thumb is to trust your instinct. If you think there is something wrong, there probably is. Once you determine your child has learning or behavioral problem, the next step is how to proceed to get a proper diagnosis and seek proper treatment.

Dr. T. Berry Brazelton is one of the pioneers in learning differences. He began working with infants and families 25 years ago. Based on his research and clinical practice, he founded the Brazelton Institute whose goal has led to the development of innovative service delivery models that target the changing health needs of children and families in today's society. #



Dr. Cecilia McCarton



Dr. T. Berry Brazelton

Reforming Special Education. . . Again

By MICHELLE ACCORSO

How can we best serve the city's neediest children? That was the question posed to the diverse array of panelists at a recent special education hearing housed at the New School. Panelists included Jill Chaifetz, an attorney for children's rights, Debbie Edwards-Anderson, whose youngest son, Jabari, was diagnosed 5 years ago with a learning disability, Carmen Farina, Regional Superintendent of Instructional Leadership Division 8, Alan Gartner, noted expert in special education issues, and Jill Levy, a noted educator and advocate for children with special needs as well as President of the Council of School Supervisors and Administrators (CSA). The Moderator, Liz Willen, has covered public education in New York City since 1992 and is most known for her career at *New York Newsday* where she won four awards from the Education Writer's Association.

The panelists, though all from different backgrounds, all seemed to agree on one important matter...finding the best and badly needed way to help children with learning disabilities receive the best education possible.

The discussion, which revolved around Children First (not to be confused with No Child Left Behind), was aimed at the reorganization of Special Education personnel. The overall number of Committees on Special Education (CSEs) will be reduced from 37 to 10 in order to align the CSEs with the school system's new structure of 10 Instructional Leadership Divisions.

To put this issue in perspective, Willen said, this is a school system of 1.1 million children, 1,101 schools, and serves 145,000 kids in special ed from ages 5 to 21 with all kinds of special needs including the most fragile and vulnerable of the city's students.

Willen then turned the discussion over to the panel of experts, starting first with Alan Gartner who expressed his frustration with the current state of special education. We found extraordinary disproportionate themes in terms of minority students in special education, he said. We also found a great deal of redundancy...things that were done in one level were continued on to the next. We also found an extraordinary amount of separation between general education and children with disabilities.

Gartner didn't just focus on the current situation with special education. He brought to the attention of the attendees a federal law passed back in 1975 titled *Education for all Handicapped Children*. The most important



Jill Levy

word in that title is *all*, Gartner said. Congress, in an act of faith, said we believe that the children are capable of learning. We believe education is so powerful, and that the people who work in education, (the teachers, principals and administrators), are so powerful that they can make a difference for the full range of children.

Jill Levy, who has been instrumental in the passage of several state laws, was the next panelist to speak. A mother of a child with a learning disability herself, Levy's passion is obvious when discussing the issues of special education. Levy drew our attention to a more personal view: I had a discussion with my daughter and son the other night and asked them how they want to be treated, Levy explained, They want to be treated like everybody else is treated. They want to have respect, they want to have dignity, and they want to be able to deal with their own issues in their own way. And they want to be accepted in the social world as well, as individuals. They want what you and I want.

This may seem obvious, but as Levy stressed, the labels we are given as children by psychiatrists, counselors, etc. are labels that can stick and unfortunately hinder what a child's true potential may actually be. As Levy stated herself, I myself am not special ed, at least I don't think so. I wasn't labeled as such as a child.

Who are we talking about when we talk about children with special needs? Levy asked, We're lumping them all together in a definition of children with special needs. Every one of those children, like every child, is a unique, independent individual. Some of who have greater needs, or greater strategies or different strategies than others. I've paid exceptional attention to the term of lumping kids with special needs together. We need to understand that we are talking about children who

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have very little cognitive ability whatsoever to children who are extraordinarily bright but they have diversified needs within that and yet we use the lump standard. If we do not recognize that and really address that in this plan or any other, then we are losing the whole idea of serving all children and their diversities.

Carmen Farina, who oversees 143 schools,

spoke next about reforms taking place within the school districts of New York City. I think that this issue is a philosophical one as well as a legal one. You can follow the rules and meet the needs or you can really believe that all kids can learn and then you see this in a very different way.

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Jane Goodall Shares the Spirit of Peace with Teens Around the World

By MICHELLE ACCORSO

Starting with a moment of silence for all those around the world who are suffering, Rick Ulfik, founder of *We, The World*, commenced a videoconference located in a room at the UN not much larger than a Manhattan studio apartment. It was convened by *We, The World* and the Department of Public Information of the United Nations in association with the International Confederation of Free Trade Unions and the Vermont Peace Academy. Over three hundred high school and college students in Vermont and Iowa were linked together with the United Nations where Jacqueline Murekatete, an eighteen-year-old Rwanda genocide survivor, joined several other youth representatives from the Share the Spirit of Peace Youth Summit and the Vermont Peace Academy co-founded by Nina Meyerhof and Jon Schottland.

The featured speaker for this event, which was moderated by Audrey Kitagawa, Advisor for the UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, was Dr. Jane Goodall, a UN Peace Messenger and Founder of the Jane Goodall Institute for Wildlife Research.

The Videoconference Series, *Building Peace and Security in the 21st Century*, was being convened in recognition of Interdependence Day proclaiming either co-existence or no existence, which *We, The World* launched in September 2002 at the World Summit on Sustainable Development in Johannesburg, South Africa, and the UN-designated International Day of Peace, which occurs every twenty-first of September.

The focus of this event was to explore peace education, youth involvement with peace

building, and sustainability as practices of conflict prevention. After Jacqueline Murekatete was finished telling of the horror that took place in Rwanda when her entire family was abused and killed in the genocide, a student from one of the linked high schools innocently asked the date of the Rwanda genocide. The student's question indicated that schools are putting current events like these on a back burner.

I saw a lot of evils, Murekatete stated: People getting killed, kids dying in front of me, children crying for their mothers. After Murekatete learned the news that her entire family was brutally murdered, she put her resentments about the rest of the world aside and came to the United States where she was adopted by her uncle, forced to quickly learn English, and ultimately enrolled at SUNY at Stony Brook. She now speaks in schools and other community gatherings with a man who survived the Holocaust, carrying the message of peace by sharing her story with passionate honesty. When asked by students of one high school what they could possibly do to make the situation better she answered simply, The best thing you can do for me is to educate yourselves so that this doesn't continue to happen.



The conference continued with increasingly compelling stories being revealed. One person from the state of Yugoslavia, along with her family, sought to escape the terror of their country by moving to the United States expecting a life of peace and security. The day they arrived, approximately one half hour after their plane landed in New York City, the first World Trade Center was struck down. It was the unforgettable morning of September 11, 2001.

Kimie Weeks told of his life growing up in Liberia and how after witnessing six-year-olds being trained for the army, realized something had to be done. As early as high school, Weeks knew he had to stop the robbery of childhood. He, too, devotes much of his life to traveling around the world to educate youth. Oran Cohen from Israel takes a slightly different approach. Although also active in the education for a peaceful world movement, Cohen doesn't just focus on children and young adults in hopes of making a difference. He is involved with a youth organization that arranges for Palestinians and Israelis to sit in a room together and talk about anything besides politics. This helps them to relate on a human level, Cohen says. Each one always thinks they know who the other is, but they don't. So they talk about common interests and hobbies and get to know each other as human beings instead of religious or cultural labels.

Dr. Jane Goodall, the last speaker of the day, said, I travel three hundred days a year and meet people who often wonder how they can make a difference. In a world of six billion people, what difference can one

person make? One person actually does make a difference just by the choice of where they buy clothes. Goodall commented that we should focus less on whom not to support and focus more on who to support and how we should treat each other on a daily basis. Chimpanzees have taught us a new respect, she continued. In many ways they are more civil with each other even when they are fighting. Stressing the importance of wisdom over intelligence, Dr. Goodall emphasized that the ultimate goal is to be able to find a way to live in harmony with the world. And who better to begin this process than children?

This videoconference is just one step *We, The World* is taking to educate and inform students around the country with the objective of an improved future. By carrying the message of peace around the world, these youth organizations, and advocates such as Dr. Jane Goodall, begin the process so desperately needed for safe and healthy lives deserved by all who travel this world. As Martin Luther King, Jr. once said, Those who love peace must learn to organize as effectively as those who love war. #

For more information or to get involved with *We, The World* visit www.WeTheWorld.org.

FROM THE SUPERINTENDENT'S OFFICE:

Teaching the ABC's of Peace



The 4th and 5th grade members of the PEACE CHATS

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

For as long as history, there have been wars and conflicts. More recently we have witnessed anger and conflict in children who have changed schools from formerly safe havens to places where they often feel threatened.

In Syosset Schools, we have had programs to teach our students how to get along with one another for some time. This year we have expanded these programs at both ends of the student population. In Syosset High School, we now have a four-year Peer Leadership program. Students can enter the program at any time, or they can begin in ninth grade as Peer Helpers (our newest addition to the program) and continue through grade twelve. A program within our Health curriculum, these students who must obtain teacher recommendations are trained in how to mediate conflicts between peers or even groups of people with opposing views. An important component of this program has been visits to elementary schools, where they hold sessions on bullying and conflict resolution with classes in grades three and four. This has been an enormous success and this year we have decided to expand the program throughout the District to teach peer mediation to our older elementary students.

I had the opportunity to attend the initial meeting of one of our elementary school's newly formed peer mediator groups. This school has named its program PEACE CHATS (Peer Educators Acting on Conflicts Effectively, Chatting About Thoughtful Solutions). At their meeting, the principal told the fifteen students in fourth and fifth grade that they were chosen because they have shown themselves to be responsible, fair, good listeners, and good school citizens.

Each student was given a certificate and a button to wear to let their fellow students know that the program is now in operation. Before they can assume the role of mediators, they will all participate in a program of training. Together, they will learn how to communicate, different approaches to problem solving, and how to apply their critical thinking skills during the mediation process.

The students were very excited about their new responsibilities, and full of ideas on how they could promote peaceful conflict resolution among their peers. They plan to create and display inspirational posters and to design a board game that will teach younger students the right steps to take in finding a peaceful and acceptable solution to a conflict between friends and classmates.

The Peer Mediators will be working both outside during recess and inside in the PEACE CHATS Mediation Center that has been set up in one of the school's classrooms. It was great to see the enthusiastic response that the students, teachers, and administrators have to this new program. It should be noted that the introduction of our Peer Mediation program is not a reaction to an increase in conflict in our schools. We are fortunate to be in a community that supports our children and has elected a forward thinking and proactive Board of Education. But the issue of conflict resolution is one that we can never be complacent about. We are starting with our youth to create leaders who will help maintain peace in our schools and in this world. #

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

Bullying vs. Creating Climate of Peace: Prof. Garbarino at Teachers College

By SARAH N. LYNCH

Bullying was the topic of the Virginia and Leonard Marx Lecture at Teachers College recently.

The lecture featured James Garbarino, the co-director of the Family Life Development Center and a professor of human development at Cornell University. Garbarino, who has won numerous awards for his efforts to aid neglected and abused children, spoke about the findings in his most recent book, *Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence*.

Clearly our country has, in the last ten years, begun to mobilize and get aroused about the issues of bullying, harassment and emotional violence, Garbarino said. The biggest single reason for that is the rash of school shootings in communities around the country.

These school shootings have had, as a common theme, a reaction to bullying, harassment

and emotional violence.

Garbarino pointed out that while the problem of bullying has only recently emerged as an issue of concern in schools, it has always been a problem that Americans just failed to address.

One of the things that strikes me as bizarre about this issue is that it is not a new issue for us. If we probed our memory, we could remember bullying and harassment from our own school days. And yet this issue has leapt into the national consciousness. I think what is happening is we're finally starting to see something that's been before our eyes but has been largely invisible for a long time.

One of the problems with bullying in America is that in many cases, people either ignore it or even go so far as to view it as being preferable, according to Garbarino. Garbarino said that people overlooked the damaging

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GLOBAL CLASSROOMS TEACH POWER OF PEACE

By MICHELLE ACCORSO

Created in 1995, Global Classrooms' main objective is to educate children from grades 6-12 about other cultures and ideas around the world. The United Nations Association of the United States (UNA/USA) spearheaded by Lucia Rodriguez and Ambassador Bill Luers has joined Model U.N. in an effort to teach students the skills and attitudes necessary for living in an increasingly diverse society.

Model United Nations is a well-known organization created to aid in teaching students about how the U.N. works through role-playing. In Model U.N., students step into the shoes of ambassadors to debate current issues on the organization's vast agenda. The student delegates in Model U.N. prepare draft resolutions, plot strategy, negotiate and compromise with others, resolve conflicts, and navigate the U.N.'s rules of procedure—all in the interest of mobilizing international cooperation to resolve problems that affect the entire global community.

The role Global Classrooms has taken differs from Model U.N. in the sense that it teaches children how to live in a diverse, ever-changing world without role-playing. Its main focus is not to teach children how to play a political role, but instead a humanistic one, in the hopes of creating a peaceful world.

At a recent Global Classrooms National Advisory Board Meeting, plans for the future of this program were discussed in the hopes of implementing the best strategies. There are many elements that play important roles in making Global Classrooms a successful and useful tool. Willie Cade, President and CEO of PCs for Schools (www.pcforschools.org) explained how his company takes dated computers and refurbishes them for use in schools. We're attempting to bridge the digital divide nationally, Cade stated. The goal within five years is to have every child, enrolled in school in the United States, supplied with technology in the home. As of now, approximately sixty five percent of homes have computers. Cade expressed the need to supply all families with Internet access, despite income. With donations of old computers and Cade's company refurbishing them, the only real problem lies in the cost of shipping.

The reason why technology is such an important issue is because without it kids are unable to connect with students from other countries. Furthermore, technology offers the ability for Global Classrooms to gain a larger audience.



Dr. Lucia Rodriguez

The UNA student alliance provides four to five day teacher training for those whose students are interested in a program that supports global consciousness. Part of the training involves pre and post-tests that are to be distributed within the classroom.

The tests do not count towards any grade average and the scores are kept completely anonymous. They are simply created so that Model U.N. and UNA/USA can gain a basic knowledge of how much the average student knows about global relations. Some examples of the questions asked are who is the current secretary-general of the United Nations and please circle the five permanent members of the Security Council (twenty choices are given). The test results indicated that students and teachers are frequently wrong. The conclusion is that we simply aren't educated enough about global issues. Often, students have neglected the most fundamental knowledge of all, knowledge of the tools needed for a peaceful and secure future. As Professor Nel Noddings of Stanford University stated in a recent article titled "Children Build a Culture of Peace in a Complex World" in *Education Update* (September 2003, Vol. IX, #1), I think every course should incorporate teaching peace. Before I did my graduate work in philosophy I was a math teacher and if it can be done in math, it can be done anywhere. You have to put a high priority on it.

Fortunately, priority is exactly what UNA/USA is putting on this matter. Currently UNA/USA is in the process of revising its three to five year strategic plan. It plans to spread Global Classrooms, instituting it in twelve cities over the next three to five years. UNA/USA also hopes that the Global Classrooms program will, in essence, become self-promoting, growing on account of its own momentum and success. #

For a student assessment package and more information about Global Classrooms call 212-425-8833, fax 212-480-2176 or visit www.MetisAssoc.com.



Ambassador Bill Luers

Bullying

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impact bullying can have on a child.

It's even seen as desirable by many people, as a right of passage. In newspaper accounts of hazing in sports teams, a substantial proportion of the community says it's good for kids to be sodomized. It's good for kids to have urine poured on their faces because it's a ritual of passage. We did it when I was on the team and they'll do it now.

Garbarino noted that one of the important steps that schools need to take in order to address the problem of bullying is not only to work with bullies and victims, but also with the bystanders as well.

The conventional research on bullying

states that a third of kids are involved in bullying at any particular time, a third of those as victims, a third as perpetrators and bullies and a third as both, Garbarino said.

Some kids are bullies in the morning and victims at night or victims the day before and bullies next Thursday. When you actually look at the psychological reality of the phenomenon, it turns out that the bystanders—the people who are neither victims nor bullies—are as much traumatized sometimes as the victims are. When you look at it this way, virtually all children are embedded in this phenomenon of bullying harassment and emotional violence.

Garbarino said that approaching the problem of bullying is not a matter of going to war, against bullying, but a matter of creating a social context that breeds peace. #

EIGHTH ANNIVERSARY CELEBRATION!

By POLA ROSEN, Ed.D.

I can relate to the reverberations of Martin Luther King's, "I have a dream." I too had a dream, a vision of bringing education news to all people in order to help them make better decisions about their children's education as well as their own. Coming from an immigrant family myself, education was revered as the gateway not only to knowledge but to breaking out of the confines of a circumscribed life to one filled with unimagined adventures, mysterious roads and paths untraveled. Without experience as a publisher or a businesswoman, I decided to take the plunge and learn while doing.

The overwhelming response to this newspaper from people in all parts of New York City has been heart-warming. We have provided unique information for parents of special education children; for teachers these pages have provided information about successful programs that can be replicated; information about colleges as well as private and public schools have graced our pages; corporate outreach efforts, foundation news, grant information to school districts, and scholarship information for students have been utilized by 200,000 readers around NYC as well as 1.8 million monthly hits on our website. Our series have included presidents of universities, deans of education, medical school deans, profiles of outstanding educators and women and African-Americans shaping history.

Innovative ideas have included "Outstanding Teachers of the Month", a monthly column called "So You're Thinking of Majoring In..." career columns and the six major voices in education every month: the mayor, the chancellor, Former First Lady Matilda Cuomo, UFT President Randi Weingarten, CSA President Jill Levy, Assemblyman Steve Sanders (Chair of the Education Committee). We have been honored to also feature Secretary of Education Rod Paige, First Lady Laura Bush, College Board President Gaspar Caperton and many other luminaries around the nation.

Education Update has been a passion and a dream realized. Thank you to our readers and to the constant, unwavering support of my husband, Dr. Herman Rosen and my three wonderful children, Adam, Rob and Heather.





HELPING THE VISUALLY IMPAIRED AT BARUCH COLLEGE

By JOCELYN K. EGYES

It's not everyday that advances are made in technology to benefit the blind and visually impaired. But it is everyday that places, like Baruch College's Center for Visually Impaired People (CCVIP), help improve the lives of those with vision impairments. So to celebrate the center's 25th anniversary, Karen Gourgey, Director of CCVIP, said she wanted to do something special. We really wanted to honor

the people here—those making it better for the community.

CBS Television Network, AI Squared, JP Morgan Chase, and Metropolitan Transit Authority were just a few of the companies honored at Baruch College. Gourgey said that advances in technology are being made so blind people like she can live life to the fullest.

Gourgey refers to the new audio ATM machines called eATMs, which have been

developed by JP Morgan Chase. They don't want to be treated as blind people, they want all the technology as those who can see, said Dmitry Goldman, ATM Technology Development Manager for the Enhanced ATM.

CBS also has a technology for those who would not normally be able to use or benefit fully from their services. Since April 2002, CBS Television Network has been providing video description for the visually impaired. Gourgey said she enjoys the CBS station. When you have people at CBS who are describing things and I can watch TV with my husband, and he doesn't have to explain, that's also something to celebrate.

And those who ride the subway were also celebrating. The Metropolitan Transit Authority was present explaining its talking metro vending machines. In the past, the MTA

has made changes to include platform-edge warning strips and large-print and tactile-Braille signs. Now the audio portion of the vending machines means saving time for some people like Jack Walker who said, normally I have to go to the booth and wait on line.

Blind all of his life; Walker said the event was a great opportunity for him to learn about improvements in technology for the visually impaired. It's so educational, said Walker. There is so much I didn't know existed and if I did know, I didn't know much about them.

Those working to help improve situations for the visually challenged agreed that it was a positive experience. I like being involved in a product that does some social good, said Dirk Swart, Director of Product Marketing for AI Squared. It's rewarding. It puts a smile on your face. #



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NYC's 4th Grade Math Results Reflect Success of Early Childhood Initiatives

By ASSEMBLYMAN STEVEN SANDERS

The recently released figures reflecting an unprecedented rise in 4th grade math scores is a direct reflection, at least in part, of the success of the State Assembly's LADDER (Learning, Achieving, Developing by Directing Educational Resources) program, aiming education aid to early childhood programs and especially for reduced class sizes in grades K-3 and a rolling out of universal pre-k programs for four-year-olds. Begun in 1998, the LADDER initiative, spearheaded by Speaker Sheldon Silver and me, is predicated on the Assembly's steadfast commitment to the notion that investment in early childhood programs makes a tremendous difference in getting our youngest children to acquire learning skills that will establish their academic foundation and set them on a course for future success.

Most educators and leading experts have agreed for years that investing in early childhood education brings tangible results, with children at the most impressionable age acquiring an openness and focus that renders them optimally prepared to learn and to enjoy the acquisition of knowledge and critical learning skills.

This is the first 4th grade class that entered school as LADDER moneys were first allocated in the 1998-99 school year, and these dollars

have clearly paid off. Statewide, the new scores reflect a 10.5 percent increase in the number of 4th grade students scoring in levels 3 or 4, which means they are meeting standards or exceeding them. And in New York City, the number of 4th grade students in the public schools meeting or exceeding state standards in math jumped 14.7 percent, bringing the total number of 4th graders in levels 3 or 4 to 66.7 percent.

These are remarkable results, which is not to say that everything is suddenly perfect in our elementary schools. These numbers, however, do demonstrate how right the Assembly majority has been to fight Governor Pataki's assault on early childhood education each and every year since LADDER was enacted.

It is worthwhile to note that the very exciting results of New York City public school students in 4th grade math greatly exceeds results for 8th graders, where the falloff is dramatic. In New York City, for example, only 34.4 percent of 8th graders achieved scores putting them in the level 3 or level 4 category meeting State standards.

In the aggregate, over the first five years of Ladder's implementation, the State invested close to a billion and a half dollars for reduced class size and universal pre-k, of which approximately two-thirds or a billion dollars went to New York City schools.

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AP Program: Using Global Languages to Advance Cultural Understanding

By MATILDA RAFFA CUOMO & DR. LEE JONES

There is no doubt that the children of the 21st century are citizens of a global society. Almost all aspects of their lives—the economy, the environment they live in, the diverse array of individuals and cultures they will encounter every day—are shaped by the increased internationalization of their world. Yet, unfortunately, increased interdependence and interaction between nations and cultures has often led to tensions and conflict. To help make the global society of the 21st century one of peace and cooperation, rather than one of war and turmoil, many educators believe that our children in school today must develop a deep understanding and appreciation of the diverse cultures of the world. With such understanding comes tolerance and acceptance.

In 1995, Mentoring USA began its BRAVE (Bias-Related Anti-Violence Education) Initiative in New York City, established in response to an increase in violence and hate crimes involving high school students. BRAVE promotes better communication to raise awareness of our global community, and conflict resolution. In 2001, we renamed the initiative BRAVE Juliana, in memory of David McCourt's 4 year-old daughter, Juliana, who

was tragically lost with her mother, Ruth, on the United Airlines Flight on September 11. Thanks to David's generous contribution each mentee receives books on ethnic heroes, and our mentors can attend multi-cultural workshops. BRAVE Juliana strives to foster tolerance rather than hostility in youth, ages 5-18, who are part of the Mentoring USA program, by encouraging compassion, understanding and respect for their own language and heritage and the language and culture of others.

The College Board recently took a bold step forward to advance the understanding and appreciation of world languages and cultures in secondary schools by launching an initiative to establish new Advanced Placement® (AP) courses and examinations in world languages and cultures. The College Board's Advanced Placement Program allows students to pursue college-level studies while they are still in high school. Based on their performance on AP Examinations, students can earn college credit, advanced placement, or both.

Gaston Caperton, President of the College Board, in announcing the new AP World Language and Culture initiative, said, "World events make it ever more obvious that a broad knowledge and understanding of other languages and cultures is essential for our young

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Where is the Promised Help for Principals?

By JILL LEVY, PRESIDENT, CSA

Our nation's urban public schools are a mess. Of course, not all are failing, and some are even models for the educational process. But with the nation's collective eye focused on standardized tests and accountability, schools have been pushed to their limits with mandates far outpacing available resources.

As states come to grips with the federal No Child Left Behind (NCLB) legislation, the grand daddy of all unfunded mandates, the latest Phi Delta Kappa/Gallup poll indicates 69 percent of the respondents admitted not knowing enough about NCLB to give an opinion.

Furthermore, while testing and standards may be the buzzwords in the education field, 84 percent rejected evaluating schools on fixed standards. Instead, they preferred judging individual performance on whether students show reasonable improvement from where they started.

Additionally, eighty-three percent rejected the idea that a single test could adequately determine a child's proficiency in English and math.

The poll also found that Americans want local school boards to decide what is taught in their schools. In most school systems, parents and the community-at-large do play a role, but here in New York City, our new governance laws put control firmly in the Mayor's hands.

The public in public education has been virtually eliminated. In fact, we have no local

school board. We have an advisory panel that, on its best days, simply rubber stamps the Mayor's policies.

In the face of this extraordinary upheaval in the city's school system, our individual school leaders are now providing more services than ever—and despite the denials echoing through Tweed's halls—closing the district offices did have an impact on the administration of schools.

Call the Regional Operations Centers (ROC) the rocks of this new system for help and all too often, no one answers the phone or voicemail boxes are full. And when a human answers, Principals are told, "I don't know the answer. That's not my job."

For this kind of service the city rushed to close the district offices? Could a political agenda have been fanning the flames of haste? Where are the promised resources to help the principals run their schools?

Having provided such reliable help in the shape of the ROCs, Tweed then proclaims that Principals now have the time to focus on instructional leadership. As Eliza Doolittle sang, "Wouldn't it be lovely?" But it's unlikely and here's why. My Principals are getting hundreds of e-mails, some of which are more than 100 pages long. They demand immediate action, responses, and always more paperwork. A one-month stack of downloaded e-mails from one school measured nearly eight inches high.

And with all this information swirling about,

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Tests are a Tool, Not an End

By STATE SENATOR LIZ KRUEGER

Last year I created a high school civics education program to encourage students to think critically about government and politics. Through experiential learning and active participation, they demonstrated a level of civic understanding that I cannot imagine would have been measurable through a written exam. I realize this is a microscopic example, and I do not claim any pedagogical expertise. I am simply recognizing that there are many ways to learn and to demonstrate mastery of complex issues. If our goal is to prepare students to be civically minded citizens who will actively engage in a democratic society, strengthen communities, and meet the challenges of family life and the careers they choose, we must provide them with every opportunity to excel. If high stakes tests have the potential to limit our children's opportunities for success, they cannot be the only road provided to move toward educational attainment.

Public opinion polls show that two-thirds of Americans currently support standardized national tests and curriculum for school children. Standards seem to be a focus at every level—assessing students and schools for proficiency, ensuring quality teaching, providing school options, and funding and enforcing changes at the worst schools.

The dilemma is not the understandable demand for more accountability, but the dangers of moving toward a one-size-fits-all

model of education where our schools evolve into one-size-fits-none teach-to-test factories.

Uniform tests present clear goals and used as an evaluative tool can provide students, parents and schools a way to measure progress toward meeting these goals. But, there are dangers in viewing standardized test results as the end product of education. First, these tests should only be used as a method of determining the progress that has been made and who needs special assistance to move toward target goals. Second, we need to continue efforts to address problems with reliability and validity of standardized tests when they are administered.

All children are different, and using high-stakes testing as the only measure of success is sure to result in failure for those who are not great test-takers. Because of the concurrent pressures on teachers and administrators from standardized testing, they may in turn give up on the children who need the most help, viewing them as not capable of learning because of their lower test scores. We also can't allow our desire to standardize accountability to result in exacerbating the current situation where New York has dismal graduation rates; with documented reports of struggling students effectively being counseled out of school rather than counting toward overall dropout rates.

Setting high standards for every child is a laudable goal. But, the devil is in the details, and we should look to the relationship between fair funding and the standards movement as we make critical education policy decisions. How can we, in

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MEDICAL UPDATE



New York City • NOVEMBER 2003
FOR PARENTS, EDUCATORS & STUDENTS

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BEYOND THE STETHESCOPE

Pole Watching

By DONALD FEINFELD, M.D.

So many people scan
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Mark its track in cracked wood,
Flap from note to note,
A treasure hunt with no end.
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Dr. Feinfeld is Chairman, Department of Medicine at Nassau University Medical Center in East Meadow, New York.

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WOMEN'S HEALTH SYMPOSIUM AT WEILL CORNELL MEDICAL COLLEGE

By JOCELYN K. EGYES

Heart disease is the number one killer of men and women, said Dr. Lisa Callahan to an auditorium full of women at the 21st Annual Women's Health Symposium in New York. If you are not worried about the disease, take a look at your family tree. Thus was launched the Symposium, an educational outreach program to provide a forum for women to increase knowledge about health wellness. This year it was titled: *Stress: RX for Relief*, and included a discussion of how stress affects weight loss, sleep, and the importance of exercise.



Participants at Women's Health Symposium

Callahan, Founder and Medical Director of the Women's Sports Medicine Center at the Hospital for Special Surgery and Assistant Professor of Clinical Medicine at Weill Cornell Medical College, continued, stressing that exercise can help reduce the risk of heart disease by 40 percent.

Exercise is good for everything, said Callahan. You cannot come up with a disease that exercise is not good for.

Moderator and President and CEO of New York-Presbyterian Hospital Dr. Herbert Pardes said stress is a central issue because of our fast moving society, terrorism threats, security, SARS and additional concerns. Information is the number one tool to make choices about our health, said Pardes.

Dr. Orli Etingin, Vice Chairman of the Department of Medicine at New York-Presbyterian Hospital said chronic stress has major health effects on all of us.

I'm always under a lot of stress, said Carol Willumstad who attended the symposium. She said she is stressed because of lack of time and everyone pulling in different directions. I come every year and I feel whatever the topic is, there is always something for everyone. They are not an overview, you always get hands on, useful information.

Dr. Louis J. Aronne, Clinical Associate Professor of Medicine at Weill Cornell Medical College, has done 17 years of research on the difficulty of losing weight. This is not just bad behavior, said Aronne. There are physical

and physiological reasons. Just telling someone to go on a diet and exercise is not the answer. It's what kind of diet and what kind of exercise. It is important to choose an exercise you enjoy. Exercise is not about being thin; it's about taking care of yourself.

Dr. Neil Kavey, Clinical Professor of Psychiatry and Director of The Sleep Disorders Center at Columbia College of Physicians and Surgeons discussed the importance of getting enough sleep. Sleep is an active, complex, physiological and biological process, essential for survival. Kavey said not having enough sleep puts the body and brain under stress. He said catching up on sleep during the weekends is good, but it is important not to ignore the need for sleep during the week.

Symposium attendees had various reactions to the presentations. Elba Montalvo felt the speakers presented it [information] in a way that spoke to me as a working woman. She said she really appreciated the connection between the three lecturers. It's not just exercise and eating right, said Montalvo. It's exercise, eating right and sleeping.

Mary Susnjara said the program changed her way of thinking. I am going to carve out some time to do exercise in the morning. I think it is very important and I think this might just give me the incentive.

Carol Kekst said she enjoyed the speakers. We are lucky that so much more research allows us to know so much, said Kekst. Now I have no excuse. I need to take charge of my day and take charge of myself. #

GOV. OPENS CANCER CENTER IN SOUTH JERSEY

Continuing his personal commitment to make New Jersey a national leader in cancer care and research, Governor James E. McGreevey formally opened the state's first and only multidisciplinary cancer center in southern New Jersey recently.

Created through a partnership between Cooper University Hospital and the Cancer Institute of New Jersey, CINJ at Cooper will be part of the elite group of institutions designated as Comprehensive Cancer Centers by

The National Cancer Institute (NCI). It will bring state-of-the-art comprehensive cancer treatment to the southern New Jersey region.

The Governor was joined by officials from Cooper and CINJ, as well as state and local dignitaries, including Assemblyman Louis Greenwald, Commissioner Clifton R. Lacy, M.D., of the Department of Health and Senior Services and Commissioner Susan Bass Levin of the Department of Community Affairs.#



Innovative Holistic Nursing Program at Bellevue Hospital Center

Through an unprecedented state grant award, New York College of Health Professions will offer its innovative Holistic Nursing program at Bellevue Hospital Center, the first in-hospital holistic nursing training program in the country. The \$600,000 grant, the largest grant award to be received by the College, will be used toward the intensive five-day course that will enable hundreds of Bellevue's Registered Nurses to expand their professional skills in providing holistic patient care.

An acknowledged world leader in the area of holistic medical practice and education for more than 20 years, New York College of Health Professions is offering this course of study on-site at Bellevue Hospital Center dedicated to training nurses already in hospitals on the basic principles of holistic nursing theory, therapeutic massage, nutrition, and Traditional Chinese alternative modalities. It will serve as an innovative model for nursing education throughout the world.

All of us at New York College are proud to be associated with Bellevue Hospital Center in this exciting venture into holistic nursing education. This program will have major impact as it is being offered to all of the nurses in Bellevue, the oldest Western-medicine based hospital in the country, said Board Chairman Donald Spector.

We feel confident that our efforts will have far-reaching implications for practitioners and patients alike, both now and well into the future.

Holistic Nursing has become increasingly important because it is effective in enhancing people's ability to be and stay healthy. We are thrilled to have the college as our partner in this program and we are very excited about the

grant award, said Deputy Executive Director of Bellevue Hospital Center, Theresa Rejrat.

This project has been in test at Bellevue Hospital Center for about one year. More than half of the participants want to continue with their holistic healthcare studies, said New York College Director of Holistic Nursing Joanne Christophers. The nurses are getting an education that enables them to more effectively and completely care for patients while also helping themselves to become familiar with practices for their own rejuvenation and healing.

New York College of Health Professions, in Syosset, New York, has been a leader in holistic education and care for over 20 years. The College offers undergraduate and graduate-level degree programs in Massage Therapy, Acupuncture and Oriental Medicine, and a Continuing Education program in Holistic Nursing. Located on the College's main campus is the professional outpatient Integrative Health Center, as well as the Academic Health Care Teaching Clinics, which provide holistic treatments to the community while providing clinical internship for student practitioners. New York College also maintains a 35-acre modern medical facility in Luo Yang, The People's Republic of China, where students can participate in 3-week or full semester study programs. #

Additional information about the New York College of Health Professions can be found at www.nyccollege.edu or by contacting the College directly at 1-800-922-7337. For professional nursing career opportunities at Bellevue Hospital Center, call Kim Edelberg, Professional Recruiter, at 1-212-562-6404.

Hospital Launches Joint Emergency Medicine Residency Program

New York-Presbyterian Hospital has inaugurated an innovative Emergency Medicine Residency Program, one of the first emergency medicine residency programs between two academic medical centers in the U.S. Residents will practice medicine at New York-Presbyterian Hospital, including Weill Cornell Medical Center and Columbia Presbyterian Medical Center.

New York-Presbyterian residents in Emergency Medicine will benefit from the combined talent and resources of two of the best Emergency Medicine programs in the United States, and their affiliated academic departments at Columbia University College of Physicians & Surgeons and Weill Cornell Medical College, said Dr. Herbert Pardes, President and CEO of New York-Presbyterian Hospital. The residency will strengthen our ability to recruit specialists in emergency medicine for whom there is a great demand and allow us to expand the range and depth of our emergency medicine programs.

The diversity, breadth, and depth offered through our unique training program will be extremely helpful to our residents, said Dr. Neal Flomenbaum, Professor of Clinical Medicine at Weill Cornell Medical College, and Emergency Physician-in-Chief and Attending Physician at New York Weill Cornell Medical Center.

Emergency medicine residents will learn and practice medicine at two Manhattan locations: Weill Cornell Medical Center on the Upper East Side and Columbia Presbyterian in Washington Heights.

Each year, New York-Presbyterian Hospital Emergency Medicine treats more than 150,000

patients, each of whom seek the best care for a wide range of medical conditions, said Dr. James F. Giglio, Assistant Clinical Professor of Medicine at Columbia University College of Physicians & Surgeons, and Director of the Division of Emergency Medicine and Assistant Attending Physician at Columbia Presbyterian Medical Center.

Both Weill Cornell and Columbia Presbyterian have separate Adult and Pediatric Emergency Departments. The Weill Cornell Emergency Department is a certified Level I trauma center (Adult and Pediatrics) and includes the largest civilian Burn Center in the country, treating more than 100,000 patients yearly. Children's Hospital of New York-Presbyterian Hospital is designated as a Level I Pediatric Trauma Center and treats over 40,000 children each year. Both campuses are the home to active research by internationally recognized scholars who work closely with New York-Presbyterian Emergency Medicine faculty members in areas such as the biomedical sciences, robotic cardiothoracic surgery, transplant medicine, burn medicine, stroke research, interventional radiology, and medical error reduction.

Residents will learn and practice state-of-the-art emergency medicine, including the use of Web-based scheduling and procedure logging, an ultrasound curriculum, and use of handheld computers for patient management, said Dr. Wallace A. Carter, Program Director for the Emergency Medicine Residency.

Additionally, the faculty is developing procedure-teaching tools that employ virtual reality technology. #

BRISTOL-MYERS SQUIBB AWARDS \$5.6 MILLION IN UNRESTRICTED GRANTS

Bristol-Myers Squibb (NYSE: BMY) recently hosted the Freedom to Discover awards ceremony, an event recognizing scientists who have made significant contributions to biomedical research. The event, held at the Museum of Natural History, also recognized 12 institutions and principle investigators who this year have received grants from Bristol-Myers Squibb totaling \$5.6 million, and six leading U.S. biomedical researchers who each received a \$50,000 cash prize award for distinguished achievement in their fields. This year's event also featured a special symposium, in which some of the world's leading research scientists participated in a panel discussion about The Future of Medicine.

It is appropriate that we are holding a symposium about the future of medicine at the same time we honor these researchers, said Peter R. Dolan, Chairman and Chief Executive Officer, Bristol-Myers Squibb. For most of their careers, these award winners and those who have come before them have been searching for answers that have profound implications for human health and welfare. Today's grant recipients have the tools to seek solutions to some of medical science's most vexing problems, without having to create burdensome grant proposals or deal with massive administrative details. These grant recipients seek to improve the possibilities for the health and well-being of people everywhere.

Bristol-Myers Squibb's landmark biomedical research awards and grants program is the world's largest industry source of no-strings-attached grants. Since the program's inception in 1977, more than \$100 million has been committed through 240 grants to more than 150 institutions in 23 countries. Sixteen Nobel laureates are among the recipients.

Bristol-Myers Squibb awards unrestricted research grants in six areas: cancer, cardiovascular disease, infectious diseases, metabolics, neuroscience and nutrition. In each area, up to two \$500,000, five-year grants are awarded each year, except nutrition, in which up to two \$300,000, three-year grants are awarded annu-

ally. The total amount awarded each year is \$5.6 million. All of these grants carry no restrictions or conditions and directly support the researchers and their labs.

Each year, Bristol-Myers Squibb also presents six awards for distinguished achievement to individual researchers—one for each of the six areas covered by the Unrestricted Biomedical Research Grants Program. Independent peer review committees, comprised of the principal investigators of Bristol-Myers Squibb Unrestricted Research Grants, evaluate nominees and select the Distinguished Achievement Award recipients.

The award winners have pioneered efforts and made critical discoveries leading to important new therapies, and have greatly expanded vital areas of research in vascular biology; genetic regulation of cell differentiation; bacterial toxins, including anthrax; micronutrients; cancer cell growth; and the transmission of information throughout the nervous system.

This year, for the first time, the two related Bristol-Myers Squibb programs, the Unrestricted Research Grant program and the Distinguished Achievement Awards, were combined under one name: The Bristol-Myers Squibb Freedom To Discover Unrestricted Biomedical Research Grants and Awards Program—and celebrated at one award event.

Freedom To Discover best characterizes what this program supports: unfettered freedom to explore the uncharted territory of biomedical science in any way the researcher sees fit, Mr. Dolan explains.

The goals of the Freedom To Discover program are clear, according to James B.D. Palmer, M.D., F.R.C.P., president of the Bristol-Myers Squibb Pharmaceutical Research Institute: We need to discover, from a basic science, applied technology and social perspective, what's standing in the way of achieving the promise and potential of medicine in this new century. To do that, we must support unfettered research, uncompromising science, and a continued quest for understanding the mechanisms of disease. #



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Guardian Life's Patricia McNeilly Helps Girls Entrepreneurship Conference

By POLA ROSEN, Ed.D.

At a recent meeting of 25 women business executives and college leaders from Montclair State University, preparations were made for the first Teen Entrepreneurship Conference called *Girls Going Places*. The conference, a first for Montclair State U. and New Jersey, attempted to provide mentoring, knowledge and advice to high school girls who are considering careers as entrepreneurs.

The women advisors represented a range of ages, careers and ethnic backgrounds providing a wonderful resource for the teens. Esmilda Abreu, the Director of the Women's Center at Montclair State University, holds an MA from Teachers College and plans events for undergraduates as well as the community at large. Born in the Dominican Republic, Abreu has a



Patricia McNeilly

keen awareness of the needs of girls as well as minority students.

Patricia McNeilly, who brought this program to New Jersey, also arranged for the Guardian Life Insurance Company to fund \$30,000 in scholarship monies for the girls. The other corporate partner is Independent Means, a

company based in Santa Barbara, California. There are about 50 participating high schools in New Jersey with about 100 attendees, who interviewed women in business, developed a product in a box, an exercise in which girls built a product line and decided to whom they would sell it and at what price. #

Email us at pmmcneil@planningalliance.com or visit us online at our website at www.independentmeans.com.

McGreevey to Highlight Reforms that Support Great Teachers

Recognizing that providing our children with the skills to compete in the 21st century economy means supporting great teachers and high teacher quality, Governor James E. McGreevey will demonstrate the progress of his Administration's teaching reforms, as he speaks at the groundbreaking ceremony for Montclair State's Center for Teacher Preparation and Learning Technologies.

During his campaign, McGreevey visited Montclair State and promised to give teachers the tools they need to reach the highest levels of their profession. He will discuss the impact of his reforms, two years later, such as establishing uniform standards and providing incentives for teachers to obtain National Certification. #

Rutgers Aids Understanding of Math

Rutgers, The State University of New Jersey, will be the lead recipient of up to \$10 million over five years from the National Science Foundation (NSF) to conduct a project focused on improving urban students understanding of mathematics.

Rutgers partners in the project are The City University of New York Graduate Center and the University of Pennsylvania, as well as the school districts of New York City, Newark and Plainfield, N.J. and Philadelphia. The diverse partnership includes specialists in mathematics, mathematics education, cognitive science, urban studies and urban education.

MetroMath: The Center for Mathematics in America's Cities is designed to discover how urban children learn mathematics, to equip urban teachers with the most effective instructional strategies and to leverage existing resources in urban communities to help children learn. It will also seek to develop a research-based model for successful mathematics education that can be used in urban schools across the country.

A substantial number of urban students do not attain the mathematical skills and understanding needed for success in today's world, said Joseph G. Rosenstein, a Rutgers mathematics professor and principal investigator on the project. Strategies that work for teachers and students in other environments may not work best in the cities. We need to know what does work.

Co-principal investigators include Jean Anyon, professor of urban education at the CUNY Graduate Center; Gerald A. Goldin, professor of mathematics, physics and mathematics education at Rutgers; Janine Remillard, assistant professor of mathematics education at Penn; and Roberta Y. Schorr, associate professor of mathematics education at Rutgers-Newark. At Rutgers, the project is co-sponsored by the Center for Mathematics, Science, and Computer Education; the Graduate School of Education in New Brunswick; as well as the

Faculty of Arts and Sciences-New Brunswick and the Faculty of Arts and Sciences-Newark.

The center, which will function principally online, will receive \$2 million each year for up to five years. It will offer two-year seminars and mentored internships for 50 graduate students and 100 teachers, each of whom will earn a special certificate. The seminars will be aimed at developing teachers' knowledge of mathematics and their understanding of how it is learned and how it may best be taught. It will also seek to enhance their leadership skills and understanding of urban communities and to prepare them for career advancement. To prepare teachers for these graduate-level seminars, the center will offer professional development programs for more than 300 teachers.

The center will involve the urban communities in supporting mathematics education by soliciting parents to help in mathematics instruction and to advocate for strong schools in their communities. Churches and civic associations will be tapped to promote successful mathematics learning, an approach that has worked in literacy campaigns in the past.

If we make mathematics more accessible to community leaders, Rosenstein observed, they can encourage parents to become mathematical resources in the schools. We need to overcome adults' fears of topics like fractions, which is a gateway to future learning in mathematics, science, and other subjects and careers.

Rutgers is committed to helping improve the mathematical abilities of children in our cities, said Philip Furmanski, Rutgers executive vice president for academic affairs.

Development of these skills is essential in ensuring that our children will succeed in an increasingly competitive and demanding global environment. This program is just one of many that illustrates Rutgers' commitment to the children, families and communities of New Jersey. #

NJ School Districts Improve Mathematics, Science, & Technology Education

The New Jersey Statewide Systemic Initiative (NJ SSI) will distribute approximately \$300,000 to over 20 districts in an effort to implement successful, education enriched programs, focusing primarily on the professional development of teachers.

NJ SSI has distributed these grants since 1997, which have helped schools and school districts from every section of New Jersey and have led to increased student achievement in participating schools, says NJ SSI Project Director, Deborah Cook of Rutgers University.

Due to continued state and federal funding, we can build upon NJ SSI's mission of excellence in mathematics, science, and technology education throughout New Jersey.

NJ SSI invited local districts of New Jersey to submit proposals, including charter and vocational schools, as well as urban and smaller schools. Almost 60 districts applied for the grants. Those selected will receive grants ranging from \$5,000 to \$25,000 which will go towards improving professional development, supporting models of successful standards implementation, and using hands-on, problem-solving approaches to learning.

The goal of the Standards Implementation Grants is to promote effective instruction in schools through the implementation of standards-based curriculum programs and effective methods of assessment for evaluating students and informing instruction. The grants lead to increased student achievement in participating schools, including lower-achieving students and those belonging to groups traditionally under-represented in science, mathematics, and technology.

The New Jersey Statewide Systemic Initiative (NJ SSI) is a unique partnership of schools, districts, colleges, universities, science centers, museums, businesses and industry focused on improving the performance and participation of students in science and mathematics throughout New Jersey. Administered by Rutgers, The State University of New Jersey, NJ SSI is funded through grants from the National Science Foundation (NSF) and by the State of New Jersey. #

For further information call (732) 445-2241 or visit the NJ SSI website at <http://njssi-rutgers.edu>.

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IF YOU ASK DR. MCCUNE:



About Special Education

By LORRAINE MCCUNE, Ph.D.

There was a time when students with disabilities received no education at all. The state of New Jersey by passing laws proposed by a state legislator named Beadleston in the mid 20th century led the nation in guaranteeing the right of all NJ students to a free public education. Before that time children with Down syndrome, cerebral palsy and other disabilities often either received no services or were consigned to institutional care. Since the mid 1980s federal law has guaranteed educational services for all children with disabilities from birth, with states allowed to determine the form and extent of such services in the preschool years.

The amazing result of this national policy has been that children receiving services in early intervention programs are developing the competence to join their peers in inclusive classrooms by kindergarten time, often eliminating the stigma that so often is attached to those who are special. At Rutgers University we have developed the Infant/Early Childhood Specialist Interdisciplinary Studies Certificate Program (ISIS) to provide specialized knowledge to students who will do research or provide services to infants, young children and their families. Through teaching in this program I learn about the tremendous gains and tremendous problems my students (many of them teachers) encounter in their professional lives. Let me focus on the positive.

Children with autism have long been considered unsociable, unable to play, and limited in language ability, the most difficult students to teach. Now autism is considered to be a spectrum of disorders, with children displaying various levels of symptoms. Children receiving early intervention, especially intervention that helps build their relationships with parents and peers now stand a good chance of taking part in all aspects of school life, including peer relationships. We are sometimes told that these are the high functioning children, but their high functioning may be an outcome of their early experience. The magic of early intervention is that it takes advantage of the plasticity of the developing brain and occurs before learned hopelessness

and helplessness invade the child and family.

Inclusion of children with disabilities in regular classrooms is now the law, except in rare cases where such placement would be detrimental to the child's education or well-being. Regular teachers have resisted these placements, pleading lack of training and overcrowding. These situations still occur and limit the success of all children involved. But more and more school districts seem to be providing the support of special education teachers within the full inclusion classroom, offering opportunities for teamwork and learning for both adults and better opportunities for all children.

Gradually the magic of early intervention is creeping up the grade levels. Children with disabilities who have been helped to learn and grow during infancy and early childhood are more ready to learn in elementary classrooms. In my classes now I hear more from teachers who are wanting to figure out how to enhance the learning and social development of their included students than I do from teachers who are frightened by lack of knowledge and lack of support. I see teachers who are being transformed by their relationships with their students. As I have said before, they are all all of our children. #

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



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Children Wrap Up Autumn at The New York Botanical Garden

The fall season is coming to a close but there is still so much on display for all to see. Reds, yellows and other colors in between are shimmering on the trees, vying for attention. Visitors can check out other autumn highlights such as bright red berries peeking out from the shrubs and plump orange pumpkins. In addition to the autumn activities the Garden is also gearing up for the holiday season in preparation for Thanksgiving and Christmas. In celebration of the seasons the Everett Children's Adventure Garden a unique 12-acre indoor/outdoor science museum for children is offering fun activities for children and their families.

Beautiful Birds of Fall: Going on now through November 16, 2003. Observe our winged visitors before some say good-bye for the winter. Children investigate these feathery inhabitants in the Adventure Garden. They learn to look and listen for our special guests and investigate their amazing diversity of feathers and habitat. Activities include making a bird's nest and a bird feeder to take home, start a birding journal, and discover the amazing diversity of feathers, eggs, nests, and songs.

Travels of a Plant Scientist in the Bendheim Herbarium Friday, November 21, 2003 April 2004. An exhibit in the Bendheim Global Greenhouse in the Adventure Garden invites children to explore what life is like for a traveling plant scientist. Children sit in a botanist's tent, use scientific tools, read jungle field journals, and contribute field drawings to the Garden's wall journal.

Gingerbread Adventures in the Adventure Garden Friday, November 21 through Sunday, January 11, 2004. This holiday season

children and their families learn different plants and the plant parts that go into making this scrumptious holiday delicacy. Discover that cinnamon comes from the bark of the tree and ginger root from an underground stem. Children and their families experience hands-on fun grinding pieces of different plant parts raw sugar, cloves, wheat seeds, and bits of ginger. Children make field notebooks and fill it with plant parts, investigate the different plant parts used in a gingerbread recipe under a microscope, make spice scented herbal sachets and decorative ornaments to bring home. Everyone ends the gingerbread experience by decorating a gingerbread cookie with icing and tasting the final scrumptious product!

Holiday Trains and Treats in the Adventure Garden Friday November 21, 2003 Friday, January 9, 2004

Delve into the holiday treat gingerbread in the Adventure Garden, where students discover the plant parts in gingerbread and taste a gingerbread treat.

Budding Botanists, a drop-in program for 2-5 year olds Tuesday Friday, 1:30 to 3:00 p.m. is where preschoolers learn their ABC's. Children get creative and explore fun words that go with each letter.

November 11-21: W is for Wood, Wings, and Woodpeckers; November 25-December 5: X is for Xylem and X-treme gardens.#

Every day the Garden offers something new for children to investigate. For more information call (718) 817-8700 or visit us on the web at www.nybg.org. The Everett Children's Adventure Garden has been made possible by the leadership generosity of Edith and Henry Everett.



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To Be and to Have (*Etre et Avoir*)

By JAN AARON

One of the most touching and interesting movies about education ever made, Nicholas Philibert's terrific documentary *To Be and to Have* chronicles one year in the life of Georges Lopez who teaches kids in the Auvergne region of France. Now 55, he is preparing to retire after teaching for 35 years. In this single room school, the likes of which also are being phased out in France.

Here, he instructs 13 children from ages 4 to 10, each in their own corner. Lopez divides his time between each group, changing his style to meet the students' needs. He speaks softly, rarely telling his students to do something. Instead, he questions them to help them discover their feelings and ideas. When he voices displeasure at misbehavior, it is in a way the kids understand and relate to.

From the hilarious bit of two 4-year-olds trying to master a photocopier to a 10-year-old skillfully guiding a tractor through family fields, the movie provides fresh insight into rural education in France. The school is cozy

and modern with a wood-burning fireplace and computers. Colorful drawings, making and flipping crepes, even sledding down woody slopes are part of the curriculum. At home, a youngster struggles in the kitchen with multiplication tables and it's fun to see his entire family drawn into his situation.

At the movie's start, the weather is harsh as the school van chugs its way to school where they're stern but caring teacher waits. By film's end, everyone has gone to visit the modern middle school the 10-year-olds will attend next year, and enjoyed a picnic under leafy trees.

Lopez, son of a Spanish immigrant farmhand and a French mother, says he always wanted to be a schoolteacher even as a young kid. At the movie's end the children say good-bye one by one. Watching him choke up as the kids go off for the summer is one of many moving moments in this film. The movie is a positive pat on the back for dedicated teachers everywhere who help students become adults. #

105 minutes, in French with English subtitles; call 777-Film for venues

DISNEY'S BROTHER BEAR

By JAN AARON

The tale of three brothers in the Pacific Northwest, set at the end of the Ice Age, Disney's *Brother Bear*, starts and ends with prehistoric story telling and ancient rites. The film's mystical story might be too complicated for the very young filmgoers. Beautiful wide screen visuals, handsome animation, and six new tunes by Phil Collins, including the legendary Tina Turner singing Collins' Great Spirits, make it memorable.

In a nutshell: The youngest of three bickering brothers, Kenai, (voiced by academy award nominee, Joaquin Phoenix) is peeved about the totem he has received to mark his passage to manhood: a carved bear representing love. He thinks it's not as noteworthy as the eagle totem sported by his oldest and bravest brother, Sitka.

Foolishly, Kenai takes off after a bear that has stolen a basket of fish, and brave Sitka sacrifices his life for his brother while trying to kill the bear. The bear survives, and ignoring his elders, Kenai seeks revenge. When the northern lights send heavenly rays down to turn the feisty boy into a bear, the middle brother, Denahi, thinks Kenai is also dead, so forsaking his peaceful philosophy; he sets out to get the killer bear.

Now, the screen expands into an enchanted wood with vibrant colors where animals can speak to each other (but not to people) and two bickering moose are standup comedians using contemporary slang, like hey, dude, ultimately becoming tiresome. Kenai, once a foolhardy boy, has become a cowardly bear. Counseled



by a woman shaman to seek Sitka's spirit atop a mountain, the scared bear grudgingly hooks up with a spunky cub, Koda, (voiced by Jeremy Suarez) who hopes to find his mom at the big salmon run near the mountain. They survive terrible perils, traipsing through glacial caverns, frozen tundra, a sulfurous geyser field, and great gorges, hitching rides on woolly mammoths. They are warmly received at the salmon run from bears gathered there. Eventually reaching the sacred peak, Kenai finally also attains enlightenment. #

Rated G; 82 minutes, call 212-777-Film for more information.

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Special Education Reform

continued from page 19

I'm happy to say that we have started in our district, now our region, one of the first classes for autistic students, Farina continued, We are starting a school for Asperger's syndrome.

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As Jill was saying, it's absolutely true that all kids are not the same, everyone has a different need. She continued by saying that special education classes should not stand out in a way that makes children feel different from their peers. The only difference I should see in a special education classroom is that it's smaller, Farina said.

Jill Chaifetz, an attorney and advocate for special education needs, discussed some of the issues brought to her attention daily by parents of children with special needs. We rarely have parents call and say, Everything's great. Just wanted to tell you. What we hear instead is what is not going well. So what we try to do is individually serve those parents. Some of the most intensive work we do is with parents of kids with disabilities. The new organization has been an extremely interesting time at my office. Either the glass is half full or half empty, depending on how you look at it. Listening to Alan before I was shaking my head realizing that most of us on this panel are in the same place in terms of what we want to have happen, which is actually pretty radical. For many years, there were chancellors that were not interested in change and special education children's rights and needs were not addressed in any substantial manner.

The panel discussion at the New School indicated that reforming special education is an ongoing job. Though we may still be far from where we want to be, it's obvious that the issue of special education is now being taken seriously. #

PRODUCT REVIEW:

NTI's Dragon Burn CD/DVD Utility

By MITCHELL LEVINE

Simply having hardware doesn't necessarily benefit the user. Although this might seem like an obvious truth, it unfortunately doesn't always hit home until it's too late. The investment in technology made by our schools over the last several years, while being the first efforts towards a laudable goal, will do nothing by itself. Educational benefits are only available if all that hardware can be made to do something worthwhile.

For example, having an entire class outfitted with state-of-the-art (by education standards) laptops is quite unlikely to do much more than equalize access to very expensive typewriters, if the entire class can't be coordinated. Interactive technology in the classroom won't really lead to interaction unless a teacher and her class are on the same page: Sharing assignments, demonstrating skills, and simplifying the day by eliminating drudgery like scoring tests by hand.

While it would be nice if every school were able to provide an 802.11a-grade wireless LAN that stretched from one end of the district to another, it's probably not going to happen anytime soon. Until that day comes, parents, teachers and students will have to share files the old-fashioned way—through storage media. Floppies, however, are rather limited, especially given today's extensive multimedia files, and ZIP disks much too expensive. The most practical ones, CDs and DVDs, while capacious and well-supported by education's favorite hardware manufacturer, Apple's stan-

dard options, have traditionally been plagued by poorly executed software applications, an alphabet soup of file types, and generally bad documentation.

NTI's Dragon Burn provides what seems to be the first truly workable solution for the institutional use of CD/DVD burners available for the MAC OS environment. Just listing all the various file types and standards the program can handle would probably take more room than this section can handle, a godsend for design and digital editing classes that must negotiate the potpourri of them those specialties inevitably require.

Other features will be comfortable as well, including support for multiple burning which teachers that accept work or give and grade tests by digital means will undoubtedly appreciate. One clever feature I've actually not seen in another application: Support for multiple document interfaces. With this in place, it's actually possible to create and edit layouts while burning, an excellent time management proposition for the busy AV department.

The product is really too feature-rich to give a complete listing of its potential. I highly recommend that any classroom instructor leading a design or editing specialty program, teacher implementing an enterprise program communicated through CD/DVD, or, most especially, an IT manager/consultant at any large school get the full product details from the company themselves, which can be done at their site, www.ntius.com.

Chancellor Klein Reviews His First Year

By SYBIL MAIMIN

Making a return visit to an issues forum at the Community Service Society of New York after a year on the front lines as Schools Chancellor, a still optimistic and determined Joel Klein reported on the progress he has made. It has been a long and exciting year in many ways, but, he cautioned, even though public education is the single most important domestic issue, we, as a society, don't take it seriously. Two facts, in particular, trouble him: people can opt out of public education if dissatisfied, lessening the policy traction that would result if we were all tied to this together, and everybody knows there is a crisis in education—but there has been little change because education is not a culture built on performance. Nevertheless, the first year has been a good one, he believes, because the culture is starting to change.

He described dividing the city into ten regions with an intense focus on instruction. A rigorous core curriculum is being implemented with the help of in-school coaches, and unprecedented resources and data-driven soft assessment systems are being devoted to professional development. Chancellor Klein believes effective principals are key to successful schools and 50 million dollars is being invested in a leadership academy and intense training of principals, especially for roles in the toughest schools. A new initiative with major funding brings a parent coordinator into every school. Still a work in progress, parent coordinators will, ideally, provide helpful alignments between parents, teachers, and principals. With funds from the Bill and Melinda Gates Foundation, very big high schools are being broken up into smaller, specialty schools. Middle schools continue to be a challenge and much thought is being put into their reconfiguration.

Teacher recruitment and retention are very

much on the chancellor's mind; he seems willing to take on the United Federation of Teachers (UFT) in his efforts to change the culture. Schools need to run on trust, not a contract system where grievances dominate, he explains. He meets with UFT president Randi Weingarten all the time for open and candid dialogues. In labor-management relations,

There are natural areas of alignment and disagreement. Just make sure disagreements don't become disagreeable, and look at issues of mutual interest. He would like to see veteran teachers assigned to the most difficult schools and believes the current practice of placing new teachers in the most challenging situations is not sensible. We must show greater appreciation for our teachers, he advises, and excellent teachers should receive financial rewards.

Regarding the Fiscal Equity Campaign and Governor Pataki's reluctance to comply with the State Supreme Court decision that would give a fairer share of state education funds to New York City, Chancellor Klein stated, "The court is clear. We need a compensatory remedy, not more commissions. I would like to see a political solution. When asked if Mayor Bloomberg is willing to make this an issue, Klein replied, "You've just heard it from the mayor's chancellor."

The Community Service Society is a 150-year-old independent, non-profit organization devoted to helping New York's poor and strengthening communities. It provides direct services, creates model programs, and influences public policy. Efrat Abrams, former chair of the Society's education committee and a keen observer of the city's education scene, liked what she heard from the chancellor. He is listening, he is thinking, he is getting his priorities right. He is trying to make it work, she said approvingly. #

**NY Historical Society:
Children at Risk, 1653-2003**

The New-York Historical Society is pleased to announce the opening of its exhibition *Children at Risk: Protecting New York City's Youths, 1653-2003*, which will be on view November 4, 2003–April 4, 2004.

Developed with support from The New York Times Company Foundation, and honoring its Neediest Cases Fund, *Children at Risk* documents the efforts made over the past three hundred fifty years by New York philanthropists, journalists, reformers, missionaries, government officials, and ordinary citizens to improve the lives of their most vulnerable fellow New Yorkers—impoverished children. The exhibition and a related public program series are curated by N-YHS Senior Historian for Special Projects, Dr. Steven H. Jaffe.

More than any other American city, New York has been the place where changing ways of seeing and understanding the causes of poverty, the character of the poor, and the efficacy of proposed solutions have been aired, debated and put into effect. Ever since the city

fathers of Dutch New Amsterdam first appointed official orphan masters to oversee the financial affairs of the colony's parentless children in 1653, the risks posed to the city's young people have been at the center of charitable endeavor and public policy.

To document the city's historic role in confronting the problem, the exhibition will showcase approximately 500 paintings, prints, drawing, maps, original documents, and photographs from the Society's own collections, as well as rare materials on loan from other institutions such as the Children's Aid Society, the New York City Municipal Archives, and selections from nine decades worth of collected documents from The New York Times Neediest Cases. #

The New-York Historical Society, located at West 77th Street and Central Park West, is open to the public from Tuesday to Sunday, 10 a.m. to 6 p.m. Admission is \$8 for adults; \$5 for students and seniors. For general information, the public can call (212) 873-3400.

	Teacher's Kit & 3 Art Lessons! The Masterpiece Video Series provides a close-up look of the lives & works of the world's most famous artists plus 3 art lessons focused on their individual style. This reinforces the techniques & skills of the artist, and the students will experience them "hands-on". Art Video Productions, Inc. 2308 Crown Point Oxnard, CA 93030 Call/Fax toll free: (800) 437-1066 www.ChildrensArtVideos.com

Look

for our
exclusive interview
with Cynthia Nixon,
actress in
Sex In The City,
next month.
She will be featured in
our career column.

THE Studio Museum IN Harlem144 W. 125TH STREET, NEW YORK, NY 10027www.studiomuseum.org**Youth Programs**

SMH offers free programs outside of the school environment for teens. These programs give young people the opportunity to meet and converse with prominent visual artists, express their ideas through lively discussions and gain important communication and critical thinking skills.

World AIDS Day! Teens Speak Their Minds

SMH invites students to participate in our annual awareness efforts by joining the ranks of World Aids Day Volunteers. Teens can help get the word out by distributing AIDS awareness materials to passersby, or by getting on the mic during our ongoing teen open mic. Teen voices will effect change and raise consciousness about this epidemic in our local and global communities.

MONDAY, DECEMBER 1, 4-6PM



Pre-registration is required. All participants must hand out information. Please call 212.864.4500 x264 to register. Space/seating is available on a first-come, first-served basis.

School Programs are funded, in part, by The Department of Education of the City of New York, The Barker Welfare Foundation, The Center for Arts Education, Consolidated Edison Company of New York, Inc., FleetBoston Financial, L'Oréal USA, MetLife Foundation, KeySpan Foundation, Josephine Bay and C. Michael Paul Foundation, the May & Samuel Rudin Foundation.

School Humor

SUBMITTED By 5TH GRADER
JASMYNE BRENNECKE,
ST. PAUL SCHOOL

One day back in kindergarten, we were having our milk break and I was telling a funny joke I heard to my friends. While I was telling a joke my friend Katie just happened to be drinking milk and when I finished telling the funny part Katie laughed so hard milk came out

her nose like a sprinkler! We laughed so hard when it happened! Katie still hates me for what happened but we're real good friends. But man we all get cracked up about it when we remember each other!

Send in your school humor to ednews1@aol.com. If we print it you will receive \$10.



PRODUCT REVIEW:

Deer Park Turns Internet into Valuable Learning Resource with netTrekker

By MITCHELL LEVINE

Like many school districts nationwide, Deer Park Public Schools in Deer Park, New York faced the challenge of integrating technology and online resources into their K-12 curricula and classrooms. Enrico Crocetti, Administrator for M.I.S. for the district, and a forward thinking technology advocate, wanted to provide his teachers and students with high quality, online resources that would energize their K-12 curricula. He also faced a second challenge with a new data-mining project the district was undertaking, which underscored the need for resources specific to grade level and New York State Standards. In his research to find a tool that met both of these objectives, he discovered netTrekker, the trusted search engine for schools.

netTrekker is an academic search engine specifically designed for school use. Unlike ordinary search engines, like Google or Yahoo, netTrekker saves educators and students time by providing access to only prescreened and educationally relevant online resources. netTrekker contains over 180,000 websites that are hand-selected by a team of educators who evaluate each resource for academic integrity and age appropriateness.

If a student or teacher were researching "Ethan Allen" using other search engines, results for the "Ethan Allen" furniture store are returned. Students and teachers then have to sift through a number of resources that aren't appropriate or relevant to the topic they're researching. With netTrekker, only results that relate to "Ethan Allen" the patriot are returned, so students stay focused on the task at hand.

netTrekker also takes their extensive database of high quality online resources and aligns them with the New York State Standards. Because they are mandated by the state to integrate these standards into their lesson plans and curricula, New York teachers value this capability. With netTrekker, teachers can easily log on, type in a specific New York standard and benchmark that they need to teach that day, and with a click of a mouse, they can find online resources that support and reinforce that particular benchmark. For example, if a teacher needs to find a lesson plan that supports the New York standard regarding "The Bill of Rights", she or he need only go to netTrekker and within seconds, they can find the resources they need.

Over the past year, Deer Park Schools has benefited from being a member of the growing netTrekker community of educators. This success is punctuated by the district's extensive experience with web-based services. Often as the district utilizes services, they come to know their shortcomings. With netTrekker, however, the deeper the Deer Park users delve into the vast array of curricula available, the more pleased they have been with the netTrekker service. As Deer Park continues to develop prescriptions to improve student learning, the district finds netTrekker becoming a more critical component of their teachers' toolbox. According to Enrico, "netTrekker is the most valuable web-based asset we have!"#

For more information on netTrekker, please visit the companies website www.netTrekker.com or call toll free 1-877-517-1125.

PRODUCT REVIEW:

GoKnow's HANDHELD LEARNING ENVIRONMENT

By MITCHELL LEVINE

Although, thanks to the enormous technology initiative now underway in the New York City schools, mobile technology in education has been traditionally associated with laptop usage, in-class deployment of mobile computers isn't the only dimension of the ongoing New York technology adoption process. Most recently, convergent PDAs like the Palm Tungsten series or Sonic Blue's Frontpath have given ultra-portables a run for their money.

Unfortunately, a great deal of effective enterprise software for education has simply not been commercially available in the past. With the introduction of their Handheld Learning Environment software package, developer GoKnow has made an entry into the market with dramatic promise. Almost like a secondary operating system specifically designed for education, the software is in fact the product of ten years of classroom research at the University of Michigan.

The first of the integrated utilities distributed with the suite, PAAM, acts as a coordinated central management utility for Palm OS, enabling teachers to manage and assess students' documents created on their handhelds. When students later sync them, PAAM retrieves all the documents and sends them to a secure server. Parent and teachers can then access the documents to monitor progress and share ideas. After downloading the utility, I was quite easily able to set up a small wireless

network of Tungsten Cs and Ws, and synchronize documents—an amazing statement, as anyone who's ever tried to create such a system without the benefit of a tool like this can tell you. In addition to simply managing documents, the PAAM component also backs up student work automatically, and integrates it into an individual student portfolio.

However, the second component of the package, the Tool Suite for OS, is probably just as much of a practical benefit for the average classroom. It provides a series of applications for text editing, drawing and animating, spreadsheets, and capturing web pages, for those able to surf the wireless web. I had more difficulty with these components, and didn't find them quite as intuitive as PAAM, but that's partially due to the fact that I've been conditioned by using commercial applications not designed for education in particular. A new Palm user may very well find that GoKnow's reconceptualization of the functions these utilities perform actually shortens their learning curve, due to the organization that comes with being built from the ground up.

All in all, I would highly recommend that any technology buyer in the institutions considering the advantages of handhelds for their technology implementation pay some serious attention to this product. More information, including the details of their license-share program, is available at the company's site, goknow.com.#

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“The entire suite of GoKnow software affords teachers and students concrete, meaningful, and engaging classroom applications of handheld computing. These tools increase authenticity, student choice, engagement, and productivity.”

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www.goknow.com





Levy

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contradicting edicts abound. Assistant principals were told they are no longer the instructional leaders; coaches are. But in high schools, assistant principals are doubling as coaches. Principals were told they would get special education support to replace the now defunct supervisor of special education position but the instructional support personnel are teaching, leaving little time for compliance issues.

Principals are told to illegally overcrowd special education classes. When they ask for help with students with feeding tubes, with learning disabilities, with disabilities, they're told they'll have to wait. The medical records, the Individualized Education Plans, the important diagnostic materials they're stored in cartons waiting to be unpacked at some regional office.

But it will be the Principals held accountable for the performance of these students. And, heaven forbid, a child is injured because the wrong medical care is provided during an emergency.

Now I admit, we won't know whether these vast changes will help NYC's public schools meet state or federal standards for many years. But given the daily incoherence and chaos that CSA members presently struggle through, we have no time to look towards the future. Treading water in this whirlpool presents administrators with a daily victory provided they survive from one day to the next.#

Jill Levy is the President of the Council of Supervisors and Administrators which represents the principals, assistant principals, supervisors, and administrators in NYC public schools and day care directors.

Cuomo

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people. As a first step in launching this initiative, last June the Trustees of the College Board approved in principle a plan for four new AP courses and examinations in World Languages and Cultures: Italian, Chinese, Japanese, and Russian. The Trustees also agreed to evaluate support for potential new AP offerings in other fields of history and ethnic or cultural studies, such as African-American History, Latino Studies, and Asian Studies, and in other world languages, including Arabic. The AP Program currently features language courses in Spanish, French, and German.

The first college-level AP Italian courses will be offered in U.S. high schools in the fall of 2005, followed by the first exam in May of 2006. Schools that are interested in the AP Italian course and exam, as well as professional development opportunities, should send an e-mail to apitalian@collegeboard.org including name, school affiliation, mailing address, and e-mail address.

In September, President Silvio Berlusconi of Italy, joined Gaston Caperton of the College Board to announce the new world language initiative, especially the first Advanced Placement Program for the Italian Language, at the Italian Consulate in New York. The hard

Sanders

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When we invest and establish a sound education program at the earliest age, and when we emphasize instruction and getting children off to a good start, they will have continued academic success throughout the succeeding years, enhancing not only their grades, but also their confidence and self esteem.#

Assemblyman Sanders is chairman of the New York State Assembly's Committee on Education. You may contact him at (212) 979-9696, email him at sanders@assembly.state.ny.us or write to him at 201 East 16th Street (4th floor), New York NY 10003.

work, enthusiasm, broad-based commitment, and support of Minister Mirko Tremaglia of the Italian government, together with the three national Italian American organizations are indicative of the effort that will be required to make the College Board's World Language and Culture initiative a successful endeavor to prepare America's students for their roles in an increasingly global society.#

Matilda Raffa Cuomo is the former First Lady of the City of New York. She is Founder and Chair, Mentoring USA and Chair, National Committee for Advanced Placement Italian Language Course & Examination. Dr. Lee Jones is Vice President of The College Board.

Krueger

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good conscience and absent good public policy, demand increasingly high stakes standards from our students while failing to provide the educational supports necessary to ensure success?

Further, no one should have the illusion that all children can hit the bulls-eye in the same educational target. Some of us are better at math than English, and vice versa. A one-size-fits-all measurement is not the answer we need. It's our job not to discourage our children, but to help them find their way.#

Poly Prep Celebrates National Merit Scholars

Poly Prep Country Day School is pleased to announce that nineteen members of the Class of 2004 have been recognized by the National Merit Scholarship Program and the National Achievement Scholarship Program for their outstanding performances on the 2002 Preliminary SAT/National Merit Scholarship Qualifying Test.

Alexander Greeley of Staten Island was named a National Merit Semifinalist, distinguishing himself as one of only 16,000 students in the nation who will advance to the final phase of the Merit Scholarship competition.

Andrew Protain of Brooklyn was named a Semifinalist in the National Achievement Scholarship Program, which honors the academic prowess of Black American high school students. Protain will advance to that program's scholarship competition.

Twelve Poly Prep seniors were named Commended Students by the National Merit Scholarship Program. Commended Students placed among the top five percent of more than one million students who entered the 2004 competition by taking the PSAT/NMSQT. The students are: Ian Cohen (Brooklyn); Devan Flahive (Brooklyn); Douglas Forster (Staten Island); Lauren Gallo (Brooklyn); Samuel Gittle (Queens); Alex Langsam (Manhattan); Nolan Leung (Staten Island); Valentine Pagan (Staten Island); Samantha Pinkowitz (Manhattan); Robert Simmons (Brooklyn); Elizabeth Skolnick (Manhattan); and James Sullivan (Staten Island).

Another five Poly seniors were recognized as Outstanding Participants in the National Achievement Scholarship Program. They are: Felice Baker (Brooklyn); Kevin Carter (Brooklyn); Akiyah Jeffers (Queens); Freda Koomson (Brooklyn); and Xavier Stewart (Brooklyn).

"The overall number of awards this year is impressive," said Bud Cox, Head of the Upper School. "Poly Prep students are serious scholars with outstanding academic promise. We are thrilled that so many members of this senior class have been recognized in these national competitions."#

For further information call Anne Buckley at 718-836-9800 X 340 or email abuckley@polyprep.org.

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 *The Lion King*.

In addition, because we know 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 Time Square location, which, with seating 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 BVTGrouptix@disney.com. Or visit www.disneyonbroadway.com.


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School Choices: True and False by John Merrifield

Merrifield explains why school voucher programs in Milwaukee, Cleveland and Florida are flawed. On the contrary, he writes that California's defeat of Proposition 38 and former New Mexico governor Gary Johnson's school voucher legislation proposal are models to champion based upon the Independent Institute's most recent findings.

Given the current public school funding crisis, Merrifield's call to radically and permanently improve the educational prospects of America's children by liberalizing the market for educational entrepreneurs a reform engine that doesn't raise taxes is more timely than ever.

The Irony of Early School Reform: Educational Innovation in Mid-Nineteenth Century Massachusetts second edition by

Michael B. Katz

First published in 1968, this book quickly became essential reading for anyone interested in American education. One of the first books to survey the relationship between public educational systems and the rise of urbanization and industrialization, *Irony* was instrumental in mapping out the origins of school reform and locating the source of educational inequalities and bureaucracies in patterns established in the nineteenth century. This new and enhanced version of the classic text is now available for the legions of people who have asked for it. It includes an update by the author along with the same cohesive text and criticism contained in the original.

A standard in the field, this work will continue to inspire scholars and reformers with its indispensable information and comprehensive analysis.

Michael B. Katz is the Sheldon and Lucy Hackney Professor of History at the University of Pennsylvania.

Feast on a Cornucopia of Good Reading for November!

By SELENE VASQUEZ

Picture Books: Ages 6 thru 8

Thanksgiving Is Here! by Diane Goode. (HarperCollins, 32 pp., \$15.99). Grandma and Grandpa busily prepare a Thanksgiving feast while each ring of the doorbell brings an increasing flock of happy and hungry relatives. Delightful pen-and-ink and watercolor cartoon artwork.

The Perfect Thanksgiving by Eileen Spinelli. Illustrated by JoAnne Adinolfi. (Holt, unpagged, \$15.95). A tale of two Thanksgivings, whereby a little girl compares her family's chaotic and free spirited holiday celebration with another more genteel family seemingly perfect in every way. Punchy rhyming text full of warm humor.

Fiction: Ages 8 thru 12

Turkey Monster Thanksgiving by Anne Warren Smith. (Albert Whitman, 103 pp., \$13.95). After her mother leaves, fourth-grader Katie and her little brother spend Thanksgiving

lounging in their pajamas, munching on pizza, and watching football on T.V. Embarrassed over her family's plight, she attempts a grand elaborate holiday celebration with unexpected comic touches. Substantial characterizations with a subtle enjoyable theme.

Nonfiction: Ages 5 thru 10

Grateful: A Song of Giving Thanks by John Bucchino. Illustrated by Anna-Liisa Hakkarainen. (HarperCollins, unpagged with CD and score, \$16.99). In a world that can bring pain, I will still take each chance...for I believe that whatever the terrain, our feet can learn to dance. A sweetly rendered song celebrating the beauty of the seasons and the meaning of faith. Celebrated musician Art Garfunkel sings on the accompanying CD.

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.

Logos Bookstore's Recommendations



By H. Harris Healy, III, President

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WWW.NYCLOGOS.CITYSEARCH.COM

As the leaves fall, the days are shorter and the nights longer as Halloween turns into Thanksgiving, a good book can brighten up the darkness or stimulate the imagination. One such book is *Celtic Tales of the Strange* by Joanne Asala.

These eerie stories take only a moment to read, but are so vivid in images, some quite chilling that they stick in one's memory. A Celtic version of Red Riding Hood gives one the appropriate scare, although the little girl, Lorna, does recognize the wolf that only gets her golden hood, which gives it an electric shock. In the tale, *The Water Nymphs*, seductive nymphs as deadly as they are beautiful lure young village men to their death, their only remains, three crimson, bloodlike streaks stretching from the shore out to sea at midnight.

Marlene Ekman's black and white illustrations add atmosphere and flavor to the book. A Celtic Tales Glossary, a Celtic Pronunciation Guide and an index are provided at the back of the book. The tales are divided into such sections as: Demons & The Dark of the Sea, The Howl of The Banshee; Water Beasts, Worms & Creatures of the Supernatural; Miracles, Churches & Holy Wells; Faerie Forts, Stone Circles & The Gap In Time and Wise Women & Witches.

Celtic Tales of the Strange

by Joanne Asala,
illustrated by
Marlene Ekman

(Sterling
Publishing,
\$7.95)

Meanwhile during the upcoming holiday shopping season, one can purchase books at 20% off retail price and other items at 10% off retail price if one has in one's possession a Block Party Card, valid through January 20, 2004. To get one, come to Logos Bookstore and pick one up. There, on the front door is a local merchant map which shows where all the participating merchants are. Buy your books, holiday cards and other items at Logos, then go enjoy free wine tastings, pickle tastings, deluxe gift coffee packages and many other fine deals at the other stores! For more information call Logos at (212) 517-7292 or go online to www.blockparty.com.

Upcoming Events at Logos:

Wednesday, November 5, 2003 at 7 P.M., KYTV Reading Group will discuss: *The Orchid Thief* by Susan Orlean.

Wednesday, December 3, 2003 at 7 P.M., KYTV Reading Group will discuss: *Motherless Brooklyn* by Jonathan Lethem.

Children's Story Time with Denise Dumaine is every Monday at 3 P.M.

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

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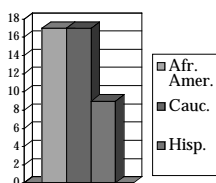
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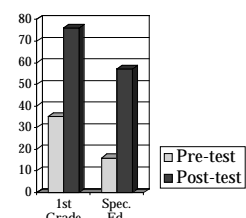
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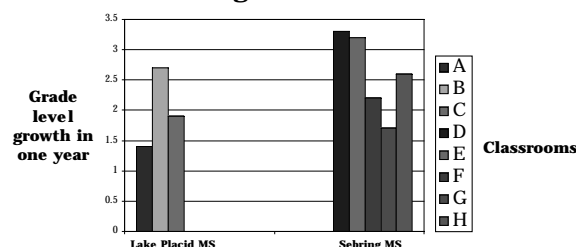
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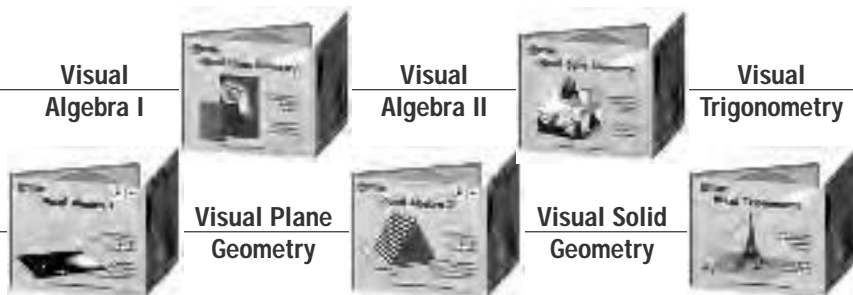
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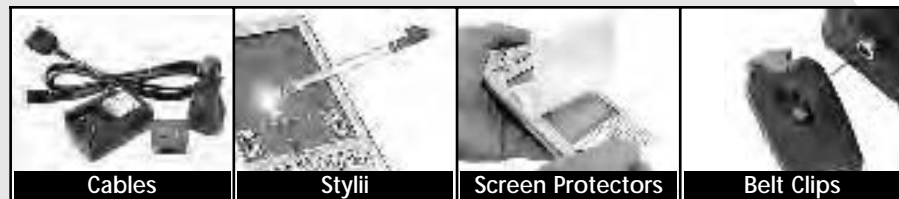
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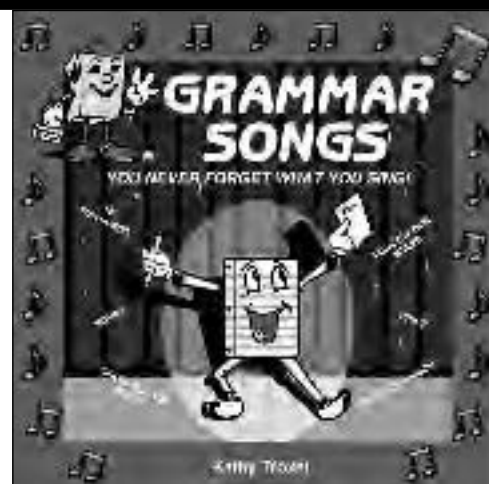


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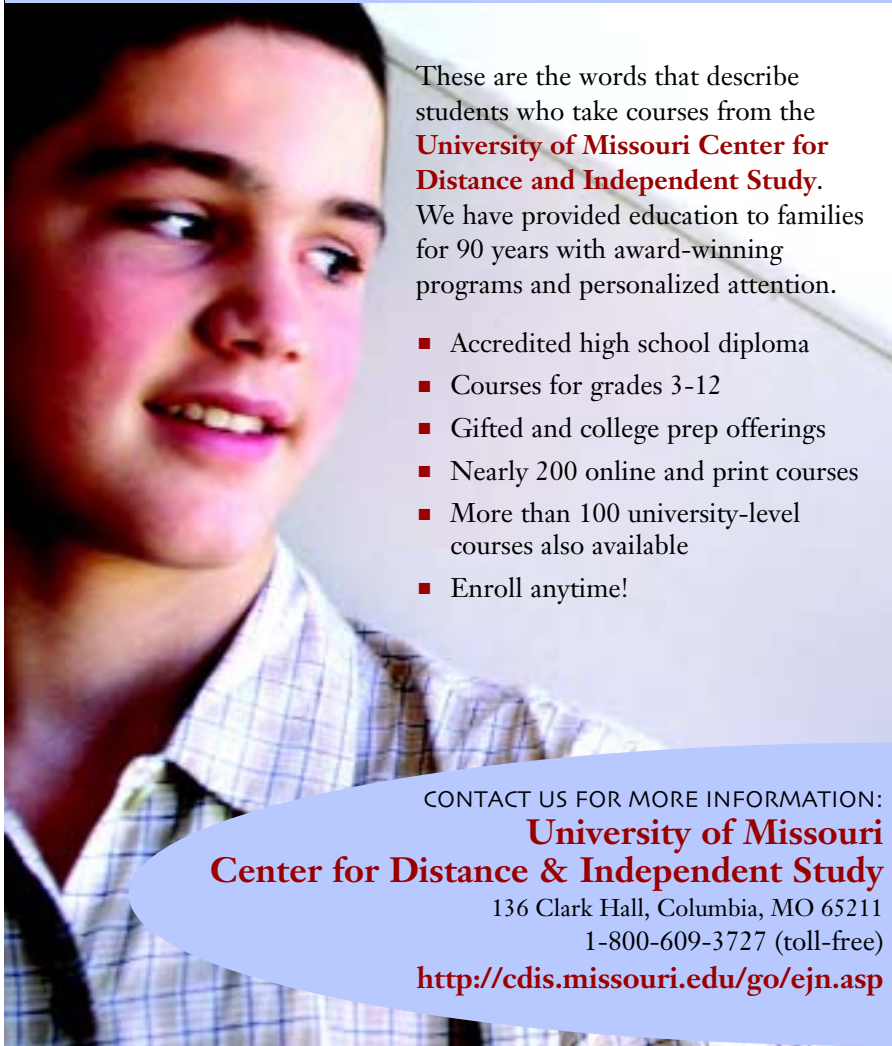
the founders of Garden Schools. This new philosophy is based on the precept that every child is destined for greatness, and with flexible lesson plans and teachers, each child can learn from a meaningful perspective. The curriculum is exclusive to Garden Schools, and is designed to be molded around each student's gifts and abilities.

This is personalized education with a Christian perspective. Your son or daughter can attend classes from the comfort and safety of home in an asynchronous learning environment. You decide the time frames for your child to attend. The teachers are hand selected from across the world and offer the best, most comprehensive curriculum available. For example, a Russian Lecturer teaches Science and Russian. In addition to the best educators, your child will receive a broad scope and perspective as he/she attends classes with students from all over the United States and other countries as well.

The future of Garden Schools is bright. With a plan for summer camps, and a residential living facility for students this school is on track to be the cutting edge educational facility of the future. The

web-site offers student centered Magazines as well as Parent publications to help foster a healthy learning environment. Within the next two years, Garden Schools is planning to offer an International Baccalaureate. The hopes and goals of this school are to prepare your child for a dynamic future in which obstacles are overcome and opportunities will abound both domestically and internationally. With a flexible payment plan and open enrollment, Garden Schools is designed to meet the demands of dynamic families. They understand that you need the flexibility to make personal decisions regarding your child without the hassle of contracts and deadlines. Their philosophy: You are not the teacher, but you call the shots! For more information, contact the school at 417/683-2111, or log on to their site at www.gardenschools.com.

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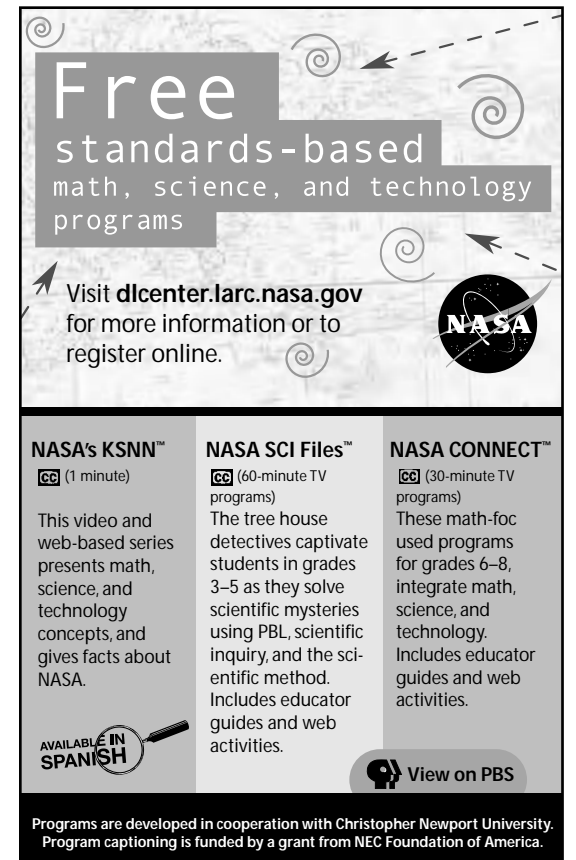
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Now in its fourth season NASA SCI Files™ follows an intrepid band of youngsters—The Tree House Detectives—as they take on a scientific challenge. From investigating the source of a sudden vibration that shakes their tree house to learning why neighborhood dogs have started barking early in the morning and late at night, the group uses scientific inquiry and the scientific method to track down answers. “Love that it is the kids who are doing the problem solving,” Ransom says. “It’s much better than seeing an adult do the same thing. It’s almost like peer tutelage—when my kids see kids a bit older or a bit younger than they are tackling a problem, they can’t help but think, ‘If they can do it, I can do it too.’” Produced by the NASA Langley Center for Distance Learning (<http://dlcenter.larc.nasa.gov>) at the NASA Langley Research Center in Hampton, Virginia, NASA SCI Files™ is rooted in national standards and uses problem-based learning to integrate mathematics, science and technology. An extensive educator’s

guide supports each program with vocabulary, lesson plans for web-based and in-class activities and prints and web resources for students to follow. In addition, the NASA SCI Files™ web site internet sites, a glossary, books and intriguing tidbits of scientific information related to a particular program. The video, guide and web site go hand-in-hand, allowing teachers to integrate technology and print material as best suits their science and mathematics curriculum. “For a teacher I think it is best to go to the guide first,” says Timothy Hatok, a 3rd grade teacher in the Hampton, Virginia city schools. “There are enough activities in the guide that it could stand alone. You could use it as the basis for a classroom science lesson even if you didn’t use the video or the web-based activities. But for the kids, I think you grab them best with a hands-on activity and then go to the show after they have a general understanding of vocabulary and concepts.”#

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COLLEGES

November events at Sarah Lawrence College

Reading

Verlyn Klinkenborg, Wednesday, November 5 Esther Raushenbush Library, 6:30, p.m., Free

Verlyn Klinkenborg's essays on rural life are a regular feature in The New York Times. He has also written for The New Yorker, Esquire, National Geographic and Mother Jones. Klinkenborg is the author of Making Hay and The Last Fine Time. For more information, please call (914) 395-2411.

Concert

"Playin' My Self" Anthony DeMare in Concert, Wednesday, November 5, Reisinger Concert Hall, 8 p.m., \$10/\$8 senior citizens and students

The program includes works by John Cage, Sarah Lawrence alumna Meredith Monk, J.B. Floyd, Henry Cowell, David Del Tredici, Frederic Rzewski and others, plus text by Allen Ginsberg. Anthony deMare, piano; Sal Trapani, director; Anney Bonney, videos. For more information, please call (914) 395-2411.

Reading

A Tribute to Jane Cooper and Her Generation of Sarah Lawrence Faculty, Thursday, November 6, Reisinger Concert Hall, 4:30p.m., Free

An evening of poetry and tributes to poet Jane Cooper, Faculty Emerita in Writing, who taught poetry at Sarah Lawrence from 1950-1987. Prose and poetry writers will honor the exceptional tradition of teaching

and writing at the College. Led by poet Thomas Lux, readers will include faculty and former faculty members Grace Paley, Jean Valentine, and Kate Knapp Johnson. This event is co-sponsored by the Friends of the Sarah Lawrence College Library. For more information, please call (914) 395-2411.

Lecture

Ronnie D. Lipschutz, "Duct Tape of Plastic? The Political Economy of Threats and the Production of Fear.", Friday, November 7, Titsworth Lecture Hall 12:30-2:30p.m., Free

This presentation explores how fear is produced through a political economy of threats and sold to the American public. This argument will be illustrated through an analysis of the Bush Administration's "Code Orange" terror alert in February, 2003. Ronnie D. Lipschutz is Professor of Politics and Associate Director of the Center for Global, International and Regional Studies at the University of California, Santa Cruz. For more information, please call (914) 395-2411.

Exhibit

America-Meet Modernism! The Women of the Little Magazine Movement, November 3-30, Esther Raushenbush Library, Free

A ground-breaking exhibit America - Meet Modernism! The Women of the Little Magazine Movement will feature the original legendary literary magazines founded and co-founded by women 1840-1950. 160 page museum catalogue, original magazines, posters, art, photographs, and films on display. Curated by Prof. Barbara Probst Solomon and eight students in Sarah Lawrence's MFA program. For more information and exhibit hours, please call (914) 395-2470.

Lecture

Riaz Khokhar, November 12, Titsworth Lecture Hall, 5:30p.m.-7:00p.m., Free

Riaz Khokhar, Foreign Secretary of Pakistan will deliver the annual Bozeman lecture. For more information please call (914) 395-2211.

Concert

Music from Copland House, Wednesday, November 12, Reisinger Concert Hall, 8 p.m., Free

American and international music at Sarah Lawrence by the ensemble in residence at the home of the late composer Aaron Copland. Michael Boriskin, piano; Paul Lustig Dunkel, flute; Derek Bermel, clarinet; Nicholas Kitchen, violin; Wilhelmina Smith, cello. For more information, please call (914) 395-2411.

Lecture

Alice Yang Murray, "Historical Memories of World War II in the U.S., and Japan", Thursday, November 13, Titsworth, Lecture Hall, 6 p.m. Free

This lecture presents how different interpretations of the history of Japanese-American internment affected the passage of redress legislation in 1988 that provided an official apology and monetary compensation to surviving former Japanese-American internees. Alice Yang Murray is associate professor of history at the University of California, Santa Cruz. Her publications include Historical Memories of Japanese American Internment and the Struggle for Redress and Major Problems in Asian American History. For more information, please call (914) 395-2411.

Concert

Student Dance Concert, Friday, November 14, Saturday, November 15 Performing Arts Center, 8 p.m., Free

Works will be performed by students in the Sarah Lawrence College Dance Program. Reservations are required. For more information and to place reservations, please call (914) 395-2433.

Concert

Suite Iberia, Pedro Carbone in Concert Sunday, November 16, Reisinger Concert Hall, 4p.m. \$10/\$8 senior citizens and students

One of Spain's foremost pianists plays Isaac Albeniz's Suite Iberia, one of the most difficult and intoxicating works of Spanish Romanticism. For more information, please call (914) 395-2411.

Concert

The Sarah Lawrence College Orchestra, Tuesday, November 18, Reisinger Concert Hall, 8 p.m., Free

The orchestra is conducted by Martin Goldray. For more information, please call (914) 395-2411.

Reading

SLC Writing Faculty Reading, Wednesday, November 19, Reisinger Concert Hall, 6:30 p.m., Free

Sarah Lawrence alumnus and faculty member Melvin Jules Bukiet is the author of the novels Sandman's Dust, After, Signs and Wonders, Strange Fire and the new A Faker's Dozen, due this fall. Faculty member Valerie Martin won the 2003 Orange Prize for Fiction for her novel Property. She is the author of six other books including Mary Reilly, A Recent Martyr and Love, a collection of stories. College alumnus and faculty member Jeffrey McDaniel has written three poetry books: Alibi School, The Forgiveness Parade and The Splinter Factory. And faculty member Victoria Redel is the author of the novel Loverboy; a book of short stories, Where the Road Bottoms Out; and a collection of poems, Already the World. Swoon, a second poetry collection, is due this fall. For more information, please call (914) 395-2411.

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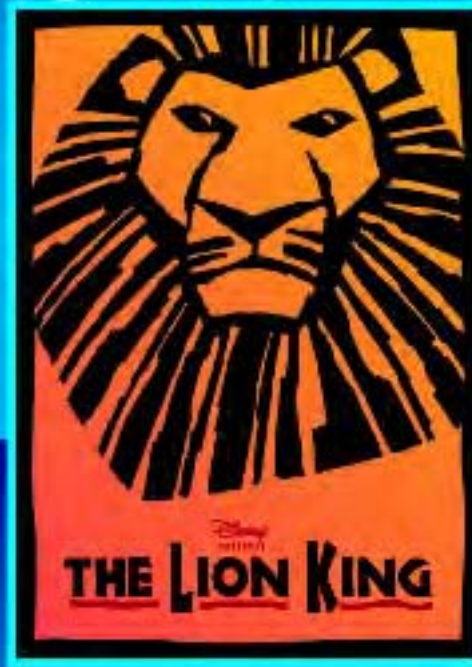
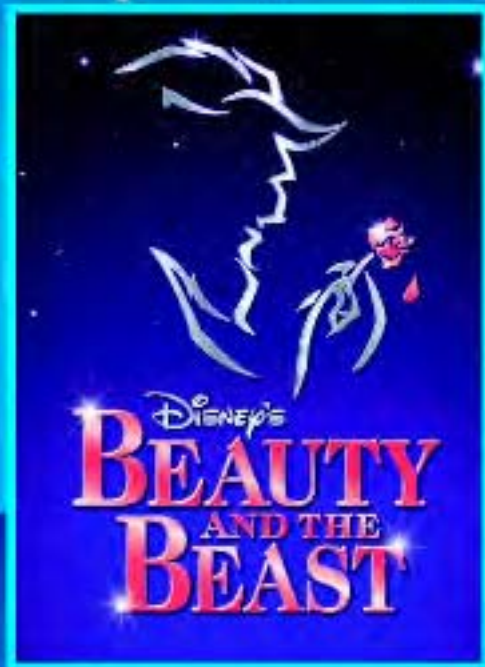
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