

EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

Part
II
Arts In Education

SPECIAL EDUCATION - p16

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LEADERS IN EDUCATION

GUEST EDITORIAL

The Politics of the No Child Left Behind Act

By STUART DUNN

I find many areas to fault, and few to praise, in President George W. Bush's administration and legislative program. But one piece of legislation he passed which I believe is unfairly criticized is the No Child Left Behind Act. This legislation requires schools to shrink the test score gaps between white and minority students by 2014. Schools that don't improve or fail to meet minimal standards face restructuring or state takeover. The law requires annual statewide tests to evaluate student performance in grades three through eight, with scores broken down by race and income levels. It also requires that teachers have a degree in the subjects they teach. Teacher's unions and some politicians argue that too many schools will fail to make the grade; and that the law forces teachers to "teach to the test", and therefore to neglect non-test topics like music and art. They also argue that the federal government has failed to adequately fund the act. They call for its repeal.

Few argue with the objective of shrinking the gap between white and minority students.

Criticism of the details of the act has some merit. The federal government should provide adequate funding when mandating costly activities. Requiring teachers to know the subjects they teach is obvious, although requiring a degree in the subject may be too rigid. (The problem of recruiting trained math and science teachers is due primarily to the union contract requiring equal pay for all subject areas. It is clear that in today's competitive society math and science majors are more in demand, and therefore, require higher salaries, than physical education or English teachers.) The definition of a failing school probably needs improvement. However, the argument about teaching to the test—the major objection to testing—seems to me to be more a result of teachers not wanting to be evaluated than not wanting to teach to the test. If the tests realistically test what students should know in each grade then teaching to the test is hardly a valid criticism. If this leaves inadequate time to teach non-test subjects the fault lies with the curriculum, the principals and the teachers, not with the test requirement. It is time to stop complaining and get to work.

It has become standard for the Democratic presidential candidates to call for the repeal of the No Child Left Behind Act. Rarely do they offer detailed criticism, or constructive amendments. They just recite the mantra of repeal and their audiences shower them with approval. I believe these politicians are using their opposition to this act to pander for union support and that is very sad. We need nonpartisan support for education. Not long ago education was everyone's number one priority. Now it is down most people's list below the economy (jobs), national security, and Iraq. Not surprising, however, confusing the public on a program as important as raising minority education standards is not statesmanship, it is pure partisan politics.

The nation thirsts for a president who will be honest, fair, statesmanlike and responsible. The Democrats will not win this election unless they present a program, which demonstrates these qualities. Indiscriminately attacking the No Child Left Behind Act is not honest, fair or responsible. It is not too late to get it right. #

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LETTERS

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

To the Editor:

When I was a medical student at N.Y.U. class of 1959, Dr. Eichna was my medical professor. Very frightening, as you had to know your stuff. Many years later he came to Maimonides Hospital in Brooklyn as an OB student. When I introduced myself as one of the attendings there, and explained that I was an ex-student of his, he said, "I'm just a student." He fell in with the other students and we taught him how to deliver a baby.

Alan Lefkowitz, M.D.
Boca Raton, FL

Response to A Hearing Impaired Teacher
Helps Children Discover

To the Editor:

I can so relate to Mrs. Bodner! I was born with a fungus infection in both ears. I was also born premature, which didn't make things any better. I have no hearing in one ear and very little in the other. I don't wear a hearing aid, but do read lips. I too am a special education teacher who also majored in psychology before changing my field to generic special education. I love what I do and look forward to each and every accomplishment that my students make. I feel that my own disabilities make me a better teacher for my students. My hat is off to this neat lady.

Susan Cannaday Russell
By email

To the Editor:

It is very encouraging to read your article. Keep up the good work. I am a teacher of the hearing impaired in India.

Latha Raj
India

Response to The Center for Arts Education
To the Editor:

This is an amazing success story, of the public and private sectors working together. Congratulations to Ms. Tisch for her leadership and for giving so many children an enriched educational experience.

Marydale DeBor
Cornwall Bridge, CT

Response to Teachers of the Month

To the Editor:

I am very impressed, but not surprised, by Mrs. Trum's achievements.

Angela Glaser
Newport Beach, CA

Response to About Bilingual Education

To the Editor:

What would you do about non-English speaking students whose native language is not Spanish? How would you teach them? Don't they deserve the benefits of bilingual education? How would you address this if there were one student who spoke Indian in a group full of Spanish-speaking students? These are the questions that still need to be addressed.

Samantha
Bethlehem, PA

Response to Step Back In Time: Historic
Richmondtown, Staten Island

To the Editor:

I enjoyed this article. My teacher wanted us to research Richmondtown because we are going there soon and this was the perfect website to help me do my research. Thanks!

Joseph Pascalino
Staten Island, NY

EDUCATION UPDATE

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PROFILES IN EDUCATION

Anthony Drexel Duke: Founder & President of Boys & Girls Harbor

By DOROTHY DAVIS

Anthony Drexel Duke sat on a sofa in a beautiful Park Avenue apartment one recent sunny, spring morning, a wiry, genial octogenarian at ease with himself and his surroundings. He was elegantly dressed in a dark gray suit, the jacket of which he'd neatly folded at his side, white shirt, red patterned tie and suspenders.

"Because of the Depression I saw poverty as a boy," he said, between sips of black coffee. "Unemployment, people on street corners selling apples supplied by the government, crowded tenements, unhappiness. It made me think how fortunate I was to live in a good house and eat good food. But when I was 19 something happened that impelled me to do all I could to help."

It was 1937. He had just graduated from St. Paul's School in New Hampshire and was headed for Princeton in the fall. "If I tried to go to Princeton now they wouldn't accept me," he said matter-of-factly, as he nibbled on a cookie. "It was a different era. I got in because I was a good quarterback."

When he was 15 and still at St. Paul's he belonged to several clubs, including the Missionary Society, which ran a camp for "delinquents," a common name then for poor immigrant boys, whom many people considered inferior. He thought it would be something different to do, rather than spending the summer on the beach in the Hamptons, so he went up to the camp as a counselor.

"There," he said, his eyes alight, "I met some of the most interesting people you can imagine: Greeks, Irish, Germans, Yugoslavs, Italians, Poles and every nationality of Eastern Europe. They were very poor and wild, but not evil. They were a wonderful bunch! I went up there every summer for three years and was counselor for the same group of boys, and I made good friends among the counselors."



President Anthony Drexel Duke

Their last year at that camp he had a very rickety old Ford pick-up truck and decided to bring his boys home. He knew they lived in what were called slums, but he was still upset when he saw them. "I couldn't just leave them there and do nothing," he said, "I had to do something. I had to help my boys. So I decided to start a camp for them."

His mother, Cordelia Biddle Duke Robertson, author of the bestseller, *My Philadelphia Father*, encouraged him: "If this is what you want to do, do it!" She suggested he see a Mr. Tilton, who owned 600 acres on Peconic Bay in eastern Long Island, now the Morton Wildlife Preserve, which he only used in the winter. Duke leased it for a dollar a year. For a few hundred dollars more he built Duck Island Camp.

His first counselors included John Lindsay, later Mayor of New York; Paul Moore, later the Bishop of New York; Claiborne Pell, who became the U. S. Senator for whom the Pell grants are named; and Walter McVeigh, who also became a Bishop.

The boys who attended the camp became successful adults. Some came back to help with Boys and Girls Harbor. Three or four of them are still with him.

"We had three great summers before World War II. We all grew up together. Then we went off to

war. Some of us got to be officers and NCOs."

He served in the U. S. Navy from 1941 to 1946, rose to Division Commander, fought in the Battle of Normandy and the Atlantic and Pacific Theaters, winning three Battle Stars; in the Philippines and Okinawa Campaigns, earning a Bronze Star Medal.

"After the war I got some of the alumni together and they said, 'Let's get going again!' So I started Boys Harbor."

The Harbor Today

Boys & Girls Harbor, as it is now known, works with about 6,000 young people a year. All told it has helped more than 44,000 individuals. With an annual budget of \$15\$18,000,000 it runs a year-round camp in East Hampton and a Charter School at One East 104th Street in Manhattan and offers a range of after school and weekend programs for children and their parents. Among its graduates: a New York State Supreme Court Justice, successful attorneys, business people, and professionals in many fields.

The Harbor is bursting at the seams, with a growing demand for its services; so much of Duke's time is spent fund raising to further his dream. He is just as committed to helping the poor as he was in 1937, and has a great staff in place to back him up.

And he loves what he does. "My greatest joy," he said, "is to see some kid who didn't feel so good about him or herself when they came become a real entity in our society, and I've been lucky enough to have seen plenty of them!"

Anthony Drexel Duke is a prince of a Duke who has and is accomplishing so much for others, all because as a young boy he could not turn his back on his friends in their need. #

Boys and Girls Harbor has been very successful in helping underprivileged youth. Why is that? Here are some insights from its Founder and President Anthony Drexel Duke:

You Are World Citizens! "I teach a class called Modern History at the Harbor. We talk about what's going on in our complicated world and I get the kids thinking about how they are going to face it. I'm trying to show them the world beyond the street they live on. I tell them, 'You are world citizens!'"

Get Real! "I tell them to get real as fast they can. Learn that real success and happiness comes from doing something that you really like to do, and do it and study hard to do it. Develop the self-confidence that comes with learning something well. Then when the slings and arrows of outrageous fortune arrive, you can stand up to them."

The Joy of Teaching! "I would love for more people to be teachers. 10% of our staff are alumni now in their 30s who got their Masters in Education. I'm not an intelligent person. I have ADD, have a tough time with a lot of stuff. But I can pick good people. My luckiest asset—I have been able to make friends with teachers and those who have had their heart and soul invested in working with children and doing their best by them."

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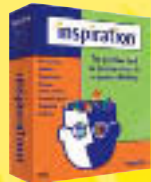
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Christopher Marblo: New Headmaster at Town School

By JOAN BAUM, Ph.D.

This summer, when Christopher Marblo completes his first year as head of The Town School, a small, quiet pre-K to 8, tucked away on a cobblestone street off The East River at 76th, the 91-year old school will have already moved on one of his recommendations—to increase diversity among both students and faculty. A director of diversity, a new position, is already on board and will be implementing plans in the fall in accord with the headmaster's commitment to maintain and enhance The Town School's reputation for delivering rigorous academic preparation with compassion and sensitivity. Town School students do well, Marblo notes, and gain acceptance at some of the most prestigious upper schools in the city, among them Trinity, Columbia Prep, Horace Mann and Fieldston, not to mention the high-achieving public high schools. Admitting a greater percentage of students of color and of children from financially disadvantaged families—a population recently cited by the president of Harvard as a target admissions area—is just one of Marblo's carefully considered enthusiasms, and given his affable, forthcoming, low-key manner, it seems fair to say that what for many institutions might constitute a collision course of tradition and innovation will be integrated with ease at The Town School.

Tone is set at the door. A visitor is immediately aware of an atmosphere of welcome, a sense reinforced by new headmaster's sunny confidence. He is also remarkably frank and modest, citing as one reason the 382-student school rarely if ever experiences difficulty, the fact that it does not run through the 12th grade. A native Long Islander who is delighted to have come home after years working in Maryland K-8 and middle schools, Marblo seems to know intuitively that the key to success in education is involving a school's various constituencies. The Town faculty, parent, and trustee

committees that meet regularly, formally and at monthly coffee sessions, serve in significant capacities without being intrusive. Marblo seems to have managed a course between administrative support and hands-off trust, with the result that the school seems unusually relaxed—"stretched but not stressed"—secure but not smug. There's something civilizing in the air, a culture of respect for the value of courtesies and customs, a recognition of the importance of a ritual such as dress-up Fridays, where everyone comes together to hear students read poetry and perform.

Mentoring is central to The Town School mission, with older children, Marblo's particular research focus, serving as buddies to younger ones, that is, when faculty and staff and the head master himself are not doing so. How many headmasters can play mean guitar in the school band? (A son in the 8th grade has struck out on his own—on drums). Music, in fact, was Marblo's first major in college, before he went on to pursue English literature, ethics, philosophy, religion, and finally, on fellowship, education at Teachers College, Columbia. His interest in adolescents, "who may be among the most maligned group in America," thanks to irresponsible media exploitation, has led him to expand the media and literacy program and devise a media and ethics course which he himself will teach. Teachers are attracted to The Town School, he says, because of its emphasis on real world modeling of the disciplines. That means that teachers are not only specialists in their subject but know how professionals work. Of course, there is also the school's generous support of faculty by way of professional development, funds for travel, graduate study, and special summer projects, all designed to encourage interdisciplinary study and a collaborative exchange of ideas. Clearly, at The Town School community is at the heart of educating the mind.#



**Christopher
Marblo**

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JAPAN SOCIETY EMBARKS ON NEW PATHS

By POLA ROSEN, Ed.D.

Recently appointed as the President of the Japan Society, Dr. Frank L. Ellsworth is a staunch believer in public education. Leaving his position as President of one of the Claremont Colleges in California, Ellsworth has the strong support of Michael Sovern, Japan Society chairman, who states that Ellsworth's leadership will enrich an understanding of Japan at a time when geopolitical issues and cultural trends are evolving in East Asia.

At a recent meeting at the Japan Society,

Ellsworth discussed plans for opening two public schools: one in Manhattan and the other in Tokyo. The school in Manhattan would emphasize Japan and would teach Japanese. The one in Tokyo would emphasize the United States and would teach English. Both would be community-based public schools because, according to Ellsworth, a significant portion of what students learn today is outside of school. Both would focus on what teachers need to succeed with an emphasis on exchanges between teachers and students.

Elaine Vukov, Director of the Education

Department for nine years, has focused on professional development for teachers in New York, first by taking them on annual summer trips to Japan, creating haiku contests and now, reaching out to the wider education community through a cutting edge, interactive, informative website. The material on the website comes from experts and scholars to ensure accuracy and reliability.

Vukov introduced two teachers, who had been to Japan and were incorporating their knowledge into courses at Columbia Preparatory School and at the Institute of Collaborative Education. David Morss from Columbia Prep started teaching Japanese History several years ago. In his words, "Our school has a pretty extensive Japanese language program, so I thought there would be a natural interest and a need for a Japanese History course. Luckily, my school gave me the freedom to invent a Japanese History course. And I was fortunate that the Japan Society Education Department existed as an incredibly wealthy resource of materials and advice I could draw

on as I constructed and taught the course. Every couple of weeks I would make a pilgrimage down here to visit their resource center and draw on the various materials they had—slides, lesson plans, books, videos, you name it. After that, I was

invited to go with 11 other teachers from a variety of different schools, on the Educators Study Tour to Japan, which proved to be one of the most fantastic experiences of my life as a person and as a teacher."

Grace Kin Raffaele from a public school, the



Dr. Frank L. Ellsworth

Institute of Collaborative Education, told the group, "I teach a 6th grade interdisciplinary course titled "Language and Communication." About 7 years ago I did my graduate work at Teachers College and then became an active participant in the NYC Writing Project of Lehman College. Not since then has my teaching been so inspired and informed as it has been this past year through the Japan Society. There were many things that I brought back from my hands-on experience from Japan that was not available in

any other way. My first trip to the website brought me a wealth of information, a timeline, pictures, everything that I could bring right into my kids—it was amazing how much information was there, and how accessible it all was."

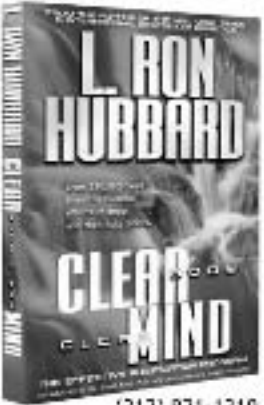
Vukov summed up the riches now available on the new website: "Over the past 8 or 9 years, we have been bringing the wealth of the Japan Society to a greater audience. For educators, we know they don't have time to look around and find stuff so we are here to help them and to make it easier for

them." Education Update looks forward to revisiting the Japan Society, an exciting new place under exciting new leadership behind the tranquil entry of stone and soft sounds of flowing water.#

www.japansociety.org/journey



Elaine Vukov



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LEARNING LEADERS HARNESSES THE POWER OF 13,000 PARENTS

By DIGNA SÁNCHEZ

Of all the changes encompassed in the Children First agenda for the NYC public schools, the most positive impact is being generated by the hiring of 1200 Parent Coordinators. The creation of the paid Parent Coordinator position in every NYC public school demonstrates the city's commitment to invest in and partner with parents. As the country's largest public school volunteer organization, Learning Leaders, has joined forces with the Parent Coordinators to recruit, train and support the thousands of parents that have stepped forward

to volunteer.

No other public school volunteer program has focused on parent involvement with anywhere near the scale and scope of Learning Leaders. The skills, which the parent volunteers learn through our training, are used to help struggling students in school *and*, as importantly, their own children at home. The Parent Coordinators requested our services in 120 additional schools, bringing the Learning Leaders program to a total of 970 schools.

Parent volunteers have an incredibly posi-

tive impact on schools. According to a study of Learning Leaders done by Arête Corporation, parent volunteers spend more time helping their children with homework, speak to their children's teachers more often and are twice as likely to join PTA's and SLT's. Language barriers, limited education and/or lack of confidence hinders so many parents from believing that they can help their children be successful in school. After becoming volunteers, these parents gain the self-assurance and support to contribute to their children's educations and become active in their school communities.

Parents want the best for their children. By providing them with skills that enable them to help their children succeed, we are truly empowering them. As children see their parents become more engaged in their education, they become more enthusiastic about school. Education becomes a family enterprise, not the independent endeavor of

a single teacher. With parents as active partners, teachers' jobs become more manageable, because they are no longer alone in what they expect from their students.

The unprecedented growth of Learning Leaders affirms that the hiring of Parent Coordinators was long overdue and shatters the myth that parents from diverse racial, ethnic and language groups don't care about their children's education. Learning Leaders is honored to play an integral part in these changes that have mobilized parents, and we stand behind our belief that parental involvement is crucial for changing NYC public education for the better.

Digna Sánchez is president of Learning Leaders, with 13,000 volunteers helping nearly 200,000 children in 970 NYC public schools. For more information, call (212) 213-3370 or visit www.learningleaders.org.

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CAREERS:

Interview with David Neeleman, CEO of JetBlue

By MICHELLE ACCORSO & POLA ROSEN, Ed.D.

All you have to do is compare the lines at the airport; JetBlue is leading the way in the air travel world. *Education Update* recently had a chance to speak with the man who created it all.

Ed. Update: Tell us about your education.

David Neeleman (DN): My schooling was actually not very long. I graduated from high school and after that attended the University of Utah for one year. I was fortunate enough to go on a church service mission to Brazil for two years. When I came back, I had the intention of going back to college but ended up starting a small company that really took off. I never actually graduated from college.

Ed. Update: Who were some of your mentors?

DN: I had a difficult time in school because I had what was later diagnosed as Attention Deficit Disorder (ADD). I didn't really get good grades or do well on standardized tests.

My 4th grade teacher, Miss Hatfield, told me "All you need to do is grow up, be successful and hire someone to organize your life. You can do really well, you just need some help with your organization." She said, "If you can get to that point you can be really successful in life." She

saw the seeds of success in me early on and knew that even though I wasn't doing well scholastically, I had certain abilities.

Ed. Update: Can you describe your first airline business?

DN: The airline that I was first involved in was a travel business that ultimately had 41 employees, did about 6 to 8 million dollars a year in sales at the time. I didn't have any background in travel or business and was only 22. Suddenly the airline called and told me we were out of business. A travel agency then contacted me to help them do the same thing I had done at the first business. I was there for 10 years and created a very successful airline called Morris Air. I learned a lot of lessons from the first business. We later sold that company to Southwest Airlines for 130 million dollars. It's the only airline that Southwest has ever purchased.

Ed. Update: You have nine children so obviously schooling must be very important to you. What is your involvement in the schools?

DN: I'm on the Pencil board and had the privilege of being "Principal for a Day" at Martin Van Buren high school in Queens. They always want to show you the kids that are the best and the brightest in the school, but I wanted to meet the kids with the learning disabilities, to talk to them

and let them know that I didn't do well in school but that I worked hard and tried my best—and now all the kids that did better than I did are working for me! I just tell them to work their hardest, not to use their disability as a crutch, and to keep a great attitude. We don't hire intelligence at JetBlue. We hire attitudes. People with good attitudes are the ones that can really get the job done.

Ed. Update: What advice would you give to students who have problems?

DN: Don't give up. Do your best in whatever you do. If you show up to work on time with a good attitude you're already better than 80% of people out there. Don't get discouraged. People who have a good attitude and take care of each other are rewarded.

Ed. Update: What is your formula for success?

DN: JetBlue's formula is all about its people. You have to take care of your people first. By taking care of them, and treating them right, and making sure they have a good place to work where they feel they are respected and that they're valued, their opinion matters, etc., then



David Neeleman

they go out and take care of the customer. The customer feels that so then they come back and everybody wins.

Ed. Update: What type of training do your employees undergo?

DN: We set high expectations. We tell our employees, "We're going to take really good care of you but we expect a lot from you as well. We expect you to treat our people well and take care of our customers." We have profit sharing so everybody at JetBlue feels like they're an

owner...because they are. They own a piece of the company. You hire the right people, you train them well, pay them well, make them feel like they're part of the team, and success follows.

Ed. Update: Who was it that attracted you to the airline field?

DN: I'm the only guy I know who started three airlines and never worked for one. I didn't really have any mentors. I think the gift and the curse of ADD is that on the one hand you have a deficiency that make people wonder how you survived, but you also have the creativity streak that other people don't have. I've always been able to look at a situation, simplify it to the lowest common denominator and really see what the possibilities are. I'm the person who invented e-tickets. Morris Air was the first airline to ever have e-tickets.

Ed. Update: Do you feel that the other airlines are emulating your formula?

DN: Absolutely. For us, we know that it's more than putting a TV in the seatback or coming up with slick marketing or painting the plane a different color. It's really the experience people have on the plane every day—that's not usually something that can be duplicated. Competition hasn't really affected us that much.

Ed. Update: What was the magnitude of

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CEO of JetBlue

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JetBlue's suffering after 9/11?

DN: That was during the beginning of our company. We just stuck to our principles of taking care of our customers and it worked out fine. We were able to succeed in a very difficult business. It's a great testament to if you do things for the right reason, you'll be successful. We've done

a lot better than our competitors since that time.

Ed. Update: When JetBlue began, it had a limited number of cities that it flew to. What cities are next on the agenda?

DN: We don't really discuss cities we are going to fly to for competitive reasons. We have a lot of places that we want to fly into. We're getting a new plane, a 100-seater (not your typical uncomfortable, scary smaller plane), that can stimulate more markets, and when we do, it's really going to afford us an opportunity to add new cities and

increase frequencies to smaller cities. We have noticeable holes in our out-system, in the mid-west and mid-Atlantic regions, so we'll be going into those places quite a bit.

Ed. Update: Do you encounter problems getting access to airports?

DN: I haven't really found it to be a problem. Maybe just about 3 or 4 airports in the whole country that we have problems getting access into.

Ed. Update: How did you find out you had ADD?

DN: When I found out I had ADD in my early 30's, I was quite relieved. Up to that point I thought I just wasn't very smart. My little brother was diagnosed with it, and when he was diagnosed, my mother sent me a book by Ned Hallowell, a now friend of mine. When I read the criteria for those

with ADD, I knew immediately I had it.

Ed. Update: What are your thoughts on the corporate link/responsibility to education?

DN: I think it's important. JetBlue's going to do some things for Martin Van Buren High School such as go there and help with the computers and host a trip out to the airport for a career day. JetBlue employees can then answer questions from the students on how they got their jobs. It's important to give back. What I saw in that school were teachers that were really making a difference in the lives of these kids.

Ed. Update: What are some of your hobbies? What do you do in your free time?

DN: [Laughs] I don't have any free time. I'm very involved in my church. I have 9 children. I'm very busy with this company. I'd say my kids are my hobby.#

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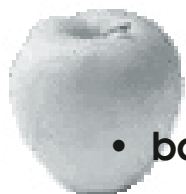
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AN INTERVIEW WITH LAURIE TISCH SUSSMAN

By POLA ROSEN, Ed.D.

Education Update (EU): What contribution in education is of prime importance to you?

Laurie Tisch Sussman (LTS): First and foremost, is the Center for Arts Education, most importantly because of its focus. We directly run programs in 80 schools and with over 150 cultural organizations to whom we give direct grants. We give many more grants to Parents of Arts Partners Program—smaller grants that come directly from the Department of Cultural Affairs to set up programs with parents and their children. The money goes right to the schools and the programs are incredibly successful. We have a large outreach in career-training programs. That started in 1996.

We have influenced the system. Now, for the first time, we have 70 million dollars a year that's part of the school budget and is specifically for the arts. That hasn't happened since the cuts in the 70s. This is city money. Part of it is because we work and advocate with the city. When we gave out our first round of grants 7 years ago, about one third of the schools applied. The mayor, then Guiliani, saw the tremendous need and desire for arts to come back in the public schools.

Almost everything I do in my foundation is either geared to the arts, education and NYC life. I also serve on the newly formed Mayor's Cultural Advisory Commission and the NYS Council on the Arts. We received the Governor's Arts Award in 2001.

EU: Can you expand on the Career Training Program Component?

LTS: High school kids (juniors and seniors)

suggested to us by their guidance counselors who have a B+ average attend a two-week spring break "boot camp." They learn how to do everything from talk, dress, etc. Then they're matched as interns with the most interesting array of not-for-profits.

EU: What are some of your new endeavors?

LTS: Something new that I'm doing is an outgrowth of chairing the strategic planning for Teachers College. What came out of that was that TC needs some additional focus and direction. After two years of planning we came to the very obvious conclusion that educational equity is the primary issue. Teachers College will be moving toward educational equity in everything it does. We are trying to create a high-level think tank and Arthur Levine [President of TC] has asked me to chair the think tank. Its papers will be disseminated throughout the nation. It will really make Teachers College the leading venue for experts and policy-makers on the issue of educational equity.

I'm also on the board at the Whitney and Children's Museum. Twenty-one years ago I was introduced to a tiny institution called Manhattan Laboratory Museum/GAME (Grow through Art and Museum Experience). It was a little jewel of a place that nobody had heard of. One thing led to another and I became Vice Chairman and then Chairman. One of the things people don't know about the Children's Museum is that a huge portion of the budget goes to public programs—teen parents, disadvantaged kids, etc. We also have a tremendous number of public school programs.

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AN INTERVIEW WITH ANN TISCH

By POLA ROSEN, Ed.D.

EU: What was your motivation in starting the Young Women's Leadership School (YWLS)?

Ann Tisch (AN): The idea came to me when I was working for NBC as a correspondent. I was doing a story for NBC Nightly News with Tom Brokaw. It was a school in the inner city of Milwaukee, which had constructed a daycare center for teen moms so they could come back to school and graduate. It was during an interview with one of the teen mothers when the idea came to me. We asked her where she saw herself 5 years from now. She openly, quietly wept. At that moment I thought, "I don't think we're doing enough for these girls. I think the answer is to put them on a completely different path. Maybe someday I'll do something like that."

That was the idea and then I started getting involved with NYC public education through the Principal for a Day Program, and getting a look at what was going on locally. It seemed to me that many elementary schools were doing a good job and looked very good, but that the unraveling began soon after that.

EU: Why did you found an all girls' school?

AT: First of all, it is an option and a choice that is available to affluent, parochial school girls and I thought, "If it works in those communities, why wouldn't it work in an inner-city community?" I thought it addressed a number of things—the crisis of teenage pregnancy, which keeps girls in really a pernicious cycle of poverty. The choice simply didn't exist for girls in inner cities and that's why I thought it would be a good idea. I

thought the inner city girls should have exactly what girls in other communities have—a first rate education complete with college prep—not a gifted program, but one that would offer them a completely different path in their lives—a path straight to college, wherever that college might be with whatever structure it might have. The mandate was to break the cycle, get them to college, get them to graduate, and then the rest would take care of itself.

EU: It's remarkable that YWLS has a 100 percent college acceptance rate. How did you accomplish it?

AT: I can't take credit for the idea. It came from Arlene Gibson, head of the Spence School. Arlene was one of our earliest supporters and has been very active in the single-sex girl schools all her life. She came up to our school very early, before she was at Spence. She advised that I hire a first rate college guidance person and "the rest will take care of itself." I was smart enough to listen to her. We still have the same person we hired in 1998. He works with all grades. We replicated his position when we began a program called "College Bound" which is now in six NYC public schools. We have seven counselors and served 300 some-odd students last year city-wide; we brought in 4.5 million dollars in scholarships and financial aid. The average grant for our college-bound students is \$10,000 per year. We hire college counselors, train them and place them in each school full time with a case load of about 75 to 100. If there are more students in a particular school, we add another counselor.

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AN INTERVIEW WITH MERRYL TISCH

EU: Which one of your educational contributions has been most important to you?

Merryl Tisch (MT): As a member of the New York State Board of Regents, I bring a slightly different perspective than perhaps the other people in my family that are engaged in education. They deal in very subject specific areas—be it single-sex education or arts education or the rebuilding of the fields for public schools. What I do is marry all of those disparate interests and create policies around schools, particularly public schools, such that physical education, arts education and high academic standards come under my purview. I'm constantly engaged with different people coming from different perspectives. For example, we're now redoing middle school education. One of the proposals coming out of that is to cut the amount of art and music that middle schoolers in New York State would receive. Knowing first hand the work of Laurie's group and the difficulty they had in putting arts back in the schools, I'm able to advocate in a real sense, with a lot of power and documentation behind me, just how important it is to get the arts put back in the school. As a policy board, the last thing we should consider is taking art out of the schools.

EU: Are you the lone voice on the Board of Regents, advocating arts in the schools?

MT: No, I don't think so. I think by persistently talking to my colleagues about it, making a case and talking about how particularly in urban settings where kids have depleted lives in so many other ways, the ability to incorporate some art and music as a part of their education is really very important.

EU: What are some of the issues you're dealing with now?

MT: As a state policy board we are going to look at the effect of the assessments on the kids in the school system to see if it's time for us to readjust what we require for graduation. I'm very interested in whether or not the dropout rates have been affected by the five high school exit exams. What do you do with the kid that passes 4 exams but doesn't pass the 5th? Do you deny him that high school diploma? I'm interested in whether or not students with disabilities get access and opportunity to comparable alternatives so they can be part of the higher academic requirement system.

At a time when we are looking to make the high school diploma in NY State a rigorous and worthy diploma, it's incumbent on us to see what the unintended consequences are of these very stringent policies.

I'm very interested in making pre-kindergarten

mandated in NY and having that put in as part of the regents budget proposal. I believe if you want to really close the performance gap, focus with teeth, money and a policy on early beginnings. What's the difference between a parent on the upper east side who really vies to get their kid into the 92nd Street Y program and other parents? Why shouldn't everyone have that access and opportunity to an enriched program for 3-year-olds. The overarching goal is whether we, as a board, are putting into place, policies that address the achievement gap.

EU: How and where do you receive information to shape your decision-making?

MT: We have decided to do it as part of my committee work. I co-chair the elementary, middle and secondary committee and special education. We set up a list of agenda items based on the testing.

I engage to a large extent with the Chancellor's office in NYC. I kind of bridge the dialogue between what NYC needs and what they're trying to do in NYS. I'm very involved in working with Randi Weingarten and alongside the Mayor's office.

EU: Who were some of your mentors? Can you tell us about your own education?

MT: One the greatest mentors was Regent Saul Cohen. Harold Levy, Saul and I would travel together to Albany meetings and the ability to

listen to Saul talk on certain key educational issues became, what Harold and I referred to as "our own private university." I'm also beginning to engage with the new head of NYU School of Education, Mary Brabeck, I think she's going to be a great and exciting leader. I am fortunate to have Arthur Levine as the chair of my dissertation committee—he's a great thinker.

From the CUNY side I have a very close relationship with Al Posamentier, Nick Michelli and Matthew Goldstein. I am fortunate to have the ability to double-check my thoughts with this group of great thinkers in the field.

I went to the Ramaz School and then on to Barnard College. I was an excellent student at all schools, including graduate school, except college. I used to be on the Board of Trustees at Barnard, which was unique—women coming back to putting these institutions on the map.

As the president of a large poverty agency, I saw the needs of children in school environments and teachers under the strain of being social workers as well as psychiatrists.

EU: What advice would you give to young people today?

MT: The most important thing to do is never burn a bridge, always build trust in others. The greatest skill I've learned is to always keep yourself open to hear what other people have to say.#



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Multiculturalism at Historically Black Colleges & Universities

Alcorn State University, the Southern Education Foundation, the Association of American Colleges and Universities and other partners hosted the inaugural National Leadership Institute on Multiculturalism at Historically Black Colleges and Universities (HBCUs) recently. Participants discussed the challenges and opportunities inherent in increasing racial and ethnic diversity, multiculturalism, and internationalization on campuses originally created to educate African Americans.

Dr. Clinton Bristow, Jr., president of Alcorn State University explained that the convening is important not only because of the judicial fiats, but also because, "our colleges and universities must prepare students to work and live in this globally independent world." Attorney Lynn Huntley, executive director of the Southern Education Foundation, a project partner, agrees. Said Huntley, "In order to prepare students to live in a new world of diversity wrought by globalizing economies and the revolution in technology, our nation's colleges and universities must themselves become models of inclusion, and intergroup and international understanding and learning."

The goals of the National Leadership Institute are: (1) to begin developing new knowledge and understanding by opinion makers, policy shapers, senior executives and other stakeholders about the unique role HBCUs play in the national effort to foster and reap the educational benefits of diversity; (2) to identify and promote

policies and practices that will strategically position HBCUs as foremost free-standing, mission-based higher education institutions and as pipelines through which students attending two-year Hispanic Serving Institutions, Tribal colleges and other two-year institutions can complete a four-year baccalaureate degree at moderate and low-cost institutions; and through which historically and predominately white institutions can secure a "critical mass" of multicultural, academically well prepared students for graduate and professional schools; and (3) to lay the foundation to formulate, disseminate and promote the use of "Principles and Standards of Good Practice to Maintain Multiculturalism at HBCUs."

"AAC&U is especially pleased to be a co-sponsor for the upcoming National Leadership Institute at Alcorn State University," remarked AAC&U president Carol Geary Schneider. "We all recognize that higher education still has much work to do in expanding educational opportunity, teaching all students about America's struggles for democratic inclusion and justice, and providing all students with the intercultural skills they will need in a diverse and still fractured world. Historically Black Colleges and Universities and other minority serving institutions have always played a pioneering role in American society. It is especially appropriate, then, for HBCU's to take the lead in shaping new forms of intercultural learning. This important meeting promises to be a landmark event," added Schneider.#



Dr. Clinton Bristow, Jr.

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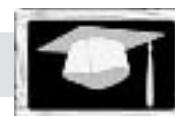
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COLLEGE PRESIDENT'S SERIES

DR. JOSEPH W. POLISI—PRESIDENT, THE JUILLIARD SCHOOL

By JOAN BAUM, Ph.D.

In what must surely be one of the most unusual reversals in the academic world, Joseph W. Polisi, in his 20th year as president of The Juilliard School, announces with pride that under his leadership he has decreased enrollment at the prestigious institution from 900 to 700, while also garnering support from a successful capital campaign to start building a new wing. At the same time, he points to a more diverse application pool, an enhanced curriculum in the humanities and liberal arts, including an exchange program and a joint degree program with Columbia and Barnard, new collaborative arrangements with Lincoln Center, a strong and growing mentoring/outreach initiative, and obviously, with reduced numbers, a more competitive audition and acceptance process and more rigorously controlled distribution, in music, of various instruments—12 of the different woodwinds, while violinists (120) now top the piano students (100). But the new wing will give everyone more rehearsal and performance space, he promises.

Of course, Dr. Polisi himself is unusual—a professional bassoonist who still performs and makes CDs (his father, William Polisi, was principal bassoonist of the New York Philharmonic)—and an administrator who holds a Bachelor of Arts degree in political science, a Masters in international relations from the Fletcher School of Law and Diplomacy, and, oh, yes, several graduate degrees in Music from Yale. Before coming to Juilliard Dr. Polisi honed his administrative skills as dean at the University of Cincinnati College Conservatory of Music and at the Manhattan School of Music, and prior to that, as Executive Officer of the Yale University School of Music.

Each position, it seems, has deepened his commitment to students as both emerging artists and citizens who will “give back” to the wider community. Juilliard students, he says, seem to have an inborn passion for social change that he is



Dr. Joseph W. Polisi

delighted to encourage. On their own, for example, they have organized groups to perform at Rikers Island and have established in Homestead, Florida, so devastated from Hurricane Andrew in 1992, a two-week arts camp for underprivileged kids.

Performers, Dr. Polisi feels—musicians, dancers, actors—have a “moral responsibility” to connect the arts to the world, a theme he articulates

in a course he teaches at the graduate school, “American Society and the Arts.” The theme reflects his strong belief that Juilliard students are “educated,” not “trained,” a distinction that infuses everything he has done at the School and continues to plan. He is especially pleased with the increasing number of programs for youngsters, bringing to Juilliard about 100 underprivileged children for a kind of musical head start, an initiative that involves parents and care givers; a 300-student pre-college program of lessons in performance, history and theory that draws young people from all over the country and Canada; a 30-week student-as-teacher enrichment collaboration with West Side schools, grades 3 and 5; “significant” outreach also by word-of-mouth, whereby over 100,000 people come to Juilliard student plays, dance recitals and music performances; the June Noble Larkin Program in the Humanities, an interdisciplinary mentoring program for undergraduate and graduate students that links students in one discipline to faculty in another, so that, a violinist may be working with a dance major. There is more, but his eyes light up: he wants to note Juilliard’s Centennial in 2005–6, plans that include 18 commissioned new works, tours of the country and of Europe, lunchtime concerts around the city, and the continuing involvement of Juilliard students in civic life. If students are to be “effective missionaries,” understanding and promoting the politics, economics, and culture of the arts, as well as performing, they must be persuasive writers and speakers. Look to that new wing to extend this vision. #

Teachers who want to connect with Juilliard students should call Dr. Aaron Flagg, Director of Educational Outreach: (212) 799-5000, ext.298.

RICKEL FOUNDATION CREATES NEW SCHOLARSHIP

A new scholarship program has been created to help fill the great need in the New York public schools for teachers of math and science at all levels by the Annette Urso Rickel Foundation, working to enhance the quality of primary and secondary school teachers by supporting students in math and science education at The City College of New York. “By offering financial support to top flight students with an interest and talent in math or science, who commit to complete an education degree at CCNY, the Rickel Foundation will bring smart, ambitious young people, who might otherwise not have considered teaching, to the all important career of math/science teacher. This will make a major contribution to solving the critical shortage of first-rate teachers in these important areas,” said The City College’s Dean of the School of Education, Alfred S. Posamentier. “Rickel Scholars who complete their math or science majors and graduate with a teaching degree are virtually guaranteed of a teaching job in the public school system.”

According to Dr. Rickel, President of the Foundation, “The Foundation is particularly interested in bringing more students of color into the teaching profession. Currently, members of minority groups represent only 13% of the teachers in the New York public school system, although students of color comprise nearly 85% of its enrollment. We need teachers of color as role models and mentors.” Through these scholarships and other means, the Foundation is committed to helping solve the teacher shortage problem in the New York metropolitan area.

Students may apply to the Rickel Foundation during their senior year in high school or their freshman year at CCNY. Applications will also be accepted for student transferring to the College. #

To apply for a Rickel Scholarship visit www.teachingscholars.org.

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STRATEGIES FOR ACADEMIC SUCCESS

By EMILY LEVY

When your child reads, can he identify topics, main ideas, and supporting details? Can he summarize what is read in his own words? Is he able to organize his thoughts into well-written sentences and paragraphs? Does he feel confident when taking tests?

If you answered "NO" to any of these questions, then, chances are, your child lacks effective studying, reading comprehension, test taking, or writing strategies—strategies which are critical to school success. This lack of effective strategies often leads to frustration, poor grades, weak motivation, and a dwindling self-esteem.

The following is a reading comprehension and study skills technique, one of the many strategies

that are important for giving your child an edge in understanding material, studying for tests, attacking text books, and taking notes. It is a strategy that is used by some of the most successful students.

The PPORA method has been proven to strengthen reading comprehension and study skills. The acronym stands for Preview, Post-it, Organize, Review, & Answer.

Preview—read all headings, sub-headings, picture captions, bold words, and questions to get an overall picture of what you're about to read. This will prepare you for what is to come.

Post-it—read each paragraph. At the end of each paragraph, stop and describe in your own words what it was about. Then, using small-size

Post-it notes, write a 23 words, which summarize what the paragraph is about. Place these Post-it notes on the margins next to the text.

Organize—After you have written Post-it notes for the entire section, create a graphic organizer using the information on the Post-its. There are many types of graphic organizers. You should choose one that best suits your learning modality. A visual learner, for example, would probably benefit from a spider-like organizer. To create this type of organizer, write the main idea of the section in a circle in the center of the page. Next, create "legs" containing the text from each Post-it note. Underneath those legs, list bullet points of the important details, in your own words, from the text.

Review—Review the information on the graphic organizer, including the main points and supporting details.

Answer—Answer the questions that are given at the end of the section. By this point, the answers should be a piece of cake!

I have seen students' comprehension abilities improve many-fold using this technique, in just a short time period! It is one of the many structured and systematic techniques that are crucial components of academic success.#

Emily Levy runs summer strategy programs, after-school workshops, and one-on-one tutorials in Manhattan utilizing these techniques. For more information, contact EBL Coaching at 646-342-9380.

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Bank Street College of Ed & Goldman Sachs Prepare Students for Top Colleges

By SYBIL MAIMIN

After four years of rigorous academic, entrepreneurial, and leadership enrichment activities, the 43 students in the first class at the Institute for Leadership, Excellence, and Academic Development (I-LEAD) at Bank Street College

of Education, are about to graduate. Known as Goldman Sachs Scholars, participants come from six inner-city Catholic High Schools in New York City. Founding partners The Goldman Sachs Foundation and Bank Street hope to level the playing field and prepare bright, highly motivated

youngsters for selection to top colleges where they can receive the education necessary for community leadership and participation in the global economy. As explained by Maxine Roberts, academic advisor to this year's class, parochial schools are chosen because, "public schools get a lot of services, but Catholic schools are seen as having a wealth of knowledge about their students but not the services to help them succeed in getting into select colleges." The results, as seen through this first class, are encouraging. In the benchmarks of enrollment in Advanced Placement classes, PSAT and SAT scores, and acceptance to top colleges including the Ivies, I-LEAD students are outperforming peers in their high schools as well as national averages.

The program offers opportunities that would otherwise not be available to these youngsters and includes summers, Saturdays, and after-school requirements. The first summer involves a 3-week residential academic program. Leticia Domenech of Cardinal Spellman High School attended Polytech University in Brooklyn where she studied writing, chemistry, business, and college exploration and had the college-like experience of living away from home. "It was very challenging, but it all pays off in the end," she says confidently. The second and third summers involve the options of travel abroad, attending a college program for high school students, leadership experiences, or community service. Dyan Wright of Spellman studied political science at Howard University. "I didn't think it would be this much work but I realize that in the end the work has a purpose," she reports. Others have attended an 11-day youth leadership conference in Washington, DC, and some have traveled out of the country. So far, I-LEADers have gone to 15 countries in 6 continents including Ghana, Thailand, Australia, Chile, Spain, and the Sioux Nation. At Bank Street sessions, in addition to academic enrichment, participants take PSAT

and SAT prep classes and college application and essay writing workshops which include tips about financial aid and interviewing skills. Two 3-day tours to look at colleges—to upstate New York and to New England—are offered. This hands-on experience is an eye-opener for many and opens up questions about college "fit" which might not have been considered previously.

The dedicated staff of I-LEAD sees their responsibility as going beyond helping the youngsters get into competitive schools. They want them to stay and succeed. Maxine Roberts hopes to help her advisees learn about summer internships while in college, an experience "that mattered most for me." I-LEAD Director Richard Rivera concurs. "From my perspective, the success of this program will be in four years when they graduate from college. Getting them in is just the beginning. Graduation is what it is all about." He will also measure success by how much "they give back, their sense of service and helping others."

At an open house at Bank Street where the impressive young scholars showcased their program and accomplishments thus far with films of their activities and witty and sophisticated skits and performances, Goldman Sachs partner Steven McGinnis spoke of the "tremendous opportunity for students. It will pay off and will give you a chance to differentiate yourself from others. Don't let anyone tell you that you can't do something and please do not take the program lightly." Speaking to the many proud parents in attendance, he advised, "Help them take risks. They will fall down but they will get up. Victory tastes better after you fall down." Bank Street Dean of Continuing Education Fern Kahn praised the staff of I-LEAD for their tireless work and good instincts. Addressing the fact of the demands of the program, she enthused, "I feel good about them working hard and being stressed out. It means something is happening." Participating in I-LEAD are All Hallows, Aquinas, Cardinal Hayes, Rice, Cardinal Spellman, and Academy of Mt. St. Ursula high schools.#

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Mary Pride, Practical Homeschooling Magazine, Jan/Feb 2002

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INNOVATION IN
TEACHING AND LEARNING

VOCATION ISN'T A DIRTY WORD

By JAMIENNE STUDLEY, J.D.

On Broadway Avenue Q is packed with youngsters who laugh ruefully at songs like "What Can You Do With a BA in English?" and "I Wish I Could Go Back to College." As the characters, engaging puppet/human college graduates, search for jobs that will pay the rent, the notion that what they are really searching for is "purpose" hits them like a thunderbolt.

That reaction was a vivid reminder to me, a recent college president and long-time advocate of liberal education, that we need to be clearer about the relationship among learning, work, and purpose. Our students want to know how to connect their values and goals, their intellectual passions and capacities, the myriad of learning experiences in which they engage during college, and the work of their lives.

Too often students are introduced to the world of work and the process of career planning the same way they learn about sex—on the playground from their peers. The results are often similarly distorted, incomplete, and even risky. As with sex, learning how to connect one's education and life's work is best done thoughtfully and with responsible adult involvement. It's high time for us, as educators, to think about what that would look like in undergraduate education.

College mission statements testify to the integral connection between liberal education and preparation for work, leadership, and service. Lately,

academia seems to be consciously embracing the importance of integrating all aspects of the undergraduate educational experience, including academic, co-curricular, residential, volunteer, spiritual, and athletic life. But even with this comprehensive vision, the dimension of work, past, present and future, is typically left out of the integrative model. Some institutions and educators treat students' fascination with their future pursuits as irrelevant, a distraction, the province of a few specialized staff. Skilled career services staff offer self-assessment, counseling, and other resources to help students plan outward for career choices and job searches, and faculty are typically happy to let them do it. The problem is that these career development processes are not woven into students' central educational endeavors where they could provide powerful material and expand motivation for learning.

The goal is to broaden students' vision instead of narrowing it. The rising enrollment in undergraduate business degree programs is driven in large part by students' expectation that jobs in business will be more readily available to business majors than to others. But the best teachers, including in the business department, tell students that it is most important to pursue subjects to which they bring intensity, curiosity, discipline, and a desire to learn, and that students of every subject find rewarding work when they have done their best and developed essential capacities.

Those of us in midlife know that finding our vocation(s) and meaning in our work, and linking them to our values, knowledge, and capacities, is a lifelong challenge. Understanding that, we should give our students a strong foundation for conducting that process of exploration, reflection, adaptation, and learning—and we should seize the chance to do it as they make the critical early choices of their college years.#

Jamienne S. Studley is the former President of Skidmore College.



OUTSTANDING TEACHERS OF THE MONTH

We are now continuing the tradition of recognizing outstanding teachers which will culminate in a ceremony in June 2004. Superintendents, principals and colleagues may nominate teachers by filling out a form online. Some of the criteria are how students in the teacher's class have shown progress in their work, how and when the teacher uses innovative teaching strategies, how the teacher has motivated the students to be more involved in classroom activities, and how the teacher has increased parent and community involvement. The url has been emailed to all principals in NYC public schools. If you have not received the email please contact ednews1@aol.com. Deadline for Submissions: **May 20, 2004**.

Teachers are the backbone of our educational system. They richly deserve the recognition that Education Update gives them. Congratulations to this month's Outstanding Teachers of the Month in recognition of the vital role they play in our children's lives.

—Dr. Pola Rosen, Publisher

Education Update welcomes our Advisory Board, Dr. Charlotte K. Frank, Senior Vice-President of McGraw-Hill and former regent of New York State; Dr. Augusta Sousa Kappner, President of Bank Street College of Education; Dr. Alfred Posamentier, Dean of School of Education of City College of NY; Dr. Pola Rosen, Publisher, Education Update; Adam Sugeran, Publisher, Palmiche Press; Laurie Tisch Sussman, Chairman, The Center for Arts Education and Honorary Chair, Children's Museum of Manhattan. The Board makes the final decisions on the teachers to be honored each month.

In 2003, *Education Update* began the tradition of honoring teachers each month for their outstanding work on the "frontiers" of education. In the 100-year history of the New York City Department of Education, teachers had never been recognized in this way. In June, there was a rousing culminating ceremony at the Harvard Club attended by Chancellor Klein, Channel 11 TV news (and broadcast that evening), principals, superintendents, teachers and family members. One proud mother came all the way from Hawaii to honor her son.

loss of a special and enjoyable learning environment. One of the most interested ways Mr. Bloom motivated students was to build activities around a common book the class read together. One book was Sadako about the young Japanese girl who was burned in Hiroshima. He divided the class into groups: one group studied Einstein and atomic energy; another leukemia; and another Japanese culture. The groups did different presentations to the class—a play with Kimonos and arranging a presentation on disease. Mr. Bloom then took the class to the Museum of Natural History to see the exhibit on Einstein. It was amazing to see 9 and 10 year olds interested in correspondence between Roosevelt and Einstein on the morality of atomic weapons. Mr. Bloom had made them excited about a story and all its ramifications.

Parent/Community Involvement: Mr. Bloom always engaged parents when we came to class. One way was to create game shows where parents and children had teams and played Jeopardy-like games with information from recent lessons mixed with trivia. This year he is running the afterschool basketball program until spring. And he is always an active participant in the school fundraising festival.

Name of nominator: Jennifer J. Raab, President, Hunter College

continued on page 15

Steven Bloom

Principal: Mark Levine

Superintendent's Name: Irma Zardoya

Name of School: PS 24, Bronx

School District/Region: District 10

Student Progress: Mr. Bloom teaches the 4th grade honors class. The 28 children are selected from tests scores (3 and 4), another test, and teacher recommendations. The evidence of his talent is that he keeps these gifted children involved and engaged. There are no behavior problems in his class. Almost all the children in his class were selected for the 5th grade honors class and almost all had high 3 and 4s on the 4th grade ELA. This was the highest achieving 4th grade class in the entire Bronx last year and will probably be so again this year.

Innovative Teaching Strategies: Mr. Bloom

had a special gift of being able to make learning fun and engaging. One example was his use of practical cartoons to teach social studies and current events. Most teachers require students to clip an article every week and present it to the class. Most children find this boring and a chore. To motivate the children to learn about current events, Mr. Bloom taught them how to understand political humor and cartoon symbolism. Sometimes they would select cartoons from the papers at home; other times he would pick the cartoon. He had them deduce meaning from symbols, i.e. that a donkey means democrat, etc. They learned to interpret symbolic humor as well as understand the parodies in the events of the day. Mr. Bloom invited an editor of a major newspaper to discuss how he selected cartoons for the paper. The children were challenged, engaged

and didn't even know how much they were learning about current events, social studies and interpretive skills. Mr. Bloom also motivated the students by getting into their mindsets. He would often tell the students that he would do something they considered funny or crazy. He once told a particularly messy student that he would shave off his beard if the student kept his desk clean for two weeks. He actually kept his word and shaved his beard!

Motivating Students: Perhaps the best evidence of Mr. Bloom's ability to motivate children comes from one of his pupils, on the first day of the year with a new teacher. With a sigh, she said wistfully of 4th grade, "Last year we had the time of our lives with Mr. Bloom, and we didn't even know it." All the children, who moved from 4th to 5th grade honors at PS24 immediately felt the

Do Students Learn More from National Board Certified Teachers?

Utilizing a sophisticated model built from 600,000 North Carolina elementary student test scores during a 3-year period, an independent research team has found that National Board Certified Teachers (NBCTs) are far more likely to improve student achievement as measured by the state's highly touted standardized testing system. The research team, led by labor economist Dan Goldhaber of the University of Washington and the Urban Institute, has noted that these findings "provide direct evidence that the National Board for Professional Teaching Standards (NBPTS) is identifying and certifying teachers who will raise student achievement" and they "could put to rest some of the controversy in education circles surrounding the national certification." In particular, the study concluded that National Board Certified Teachers (NBCTs):

Are more effective at raising student achievement than teachers who pursue, but fail to obtain, NBPTS certification; are more effective at raising student achievement—outside of the year in which they apply—than teachers who do not pursue NBPTS certification; have a greater impact with younger students; have a greater impact with low-income students.

Students of NBCTs improved an average of seven percent more on their year-end math and reading tests than students whose teachers attempted but did not earn certification. The influence of NBCTs was most pronounced for younger and lower-income students whose gains were as high as 15 percent more when taught by NBCTs. This is the first large-scale study using standardized tests to link NBCTs and student achievement, and study results confirm that the NBPTS assessment process identifies teachers who systematically produce larger achievement gains.

For a more complete analysis of the study, see www.teachingquality.org

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Conferences

"Brown Plus Fifty: Renewed Agenda for Social Justice"—NYU Hosts May Conference

New York University's School of Law, Wagner Graduate School of Public Service and Steinhardt School of Education's Metropolitan Center for Urban Education will host *Brown Plus Fifty: A Renewed Agenda for Social Justice*, May 17 to May 19, on the NYU campus. The conference—dedicated to Robert L. Carter, the lead attorney in two of the five cases that comprised *Brown*—will begin on Monday, May 17, exactly 50 years after the landmark Supreme Court decision.

The conference will be held at the Kimmel Center for University Life in the Jack H. Skirball Center for the Performing Arts, 60 Washington Sq. South (at LaGuardia Place). To register go to <http://www.nyu.edu/education/brownplus> or call Dr. La Ruth Gray at (212) 998-5137

The Sterling School & The Bay Ridge Prep School Present: *Children of the Code The Brooklyn Presentation: May 18, 2004—6 to 9 pm—Bay Ridge Prep School Auditorium, 81-01 Ridge Blvd., Brooklyn, NY 11209*

Drawing on over 60 hours of in-depth interviews taped for The Children of the Code PBS TV Series, The Children of the Code Brooklyn Presentation will be a comprehensive, state-of-the-art and out-of-the-box exploration of reading. From the invention and history of the code, to the cognitive, emotional and cultural processes involved in learning to read it, the presentation will extend and enrich your understanding of reading.

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SPRING 2004: APRIL 28 - JULY 4

Fred Wilson: Objects and Installations: 1979-2000 is the first retrospective of the internationally recognized artist and political activist Fred Wilson, US representative of the 50th Venice Biennale, summer 2003. Organized by the Fine Arts Gallery of the University of Maryland, Baltimore County and Maurice Berger, Senior Fellow of the Vera List Center for Art and Politics, New School of Social Research and Curator of Fine Arts Gallery, UMBC, this exhibition centers on Wilson's sustained and cogent inquiry into the complex relationship between the art object and the museum. His oeuvre consisting of "mock" museum installations into which the artist places provocative and beautifully rendered objects, explore the question of how the museum consciously or unconsciously perpetuates racist beliefs and behavior. The exhibition consists of more than 100 objects, each reconfigured to re-create sections of

Wilson's original installations. Catalogue available.

FAMILY FUN

Looking for something fun to do on a Saturday other than watch the cartoons on TV? Bring the family as we explore the Fall 2003 exhibitions! Become an artist in a hands-on workshop and create your own works of art! SMH acknowledges the need for families to spend time together. Hoping to nurture bonds between parents and their children through art, the Museum offers programs and activities that allow families to share in the creative process.

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(Janetta Rebold Benton)

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Teachers of the Month

continued from page 14

Margaret Breen

Principal: Jayne Godlewski

Superintendent's Name: Peter Heaney

Name of School: Seward Park High School, NY

School District/Region: District 71/Region 9



Student Progress: Since she has a tendency to easily connect to students, a skill that she developed while working as a dean, her classes are always well attended and thoroughly enjoyed. She has taught a wide range of activities and

has been cognizant of diversifying lessons that motivate and interest students. As a result, she became the driving force behind the preparation of a proposal, which resulted in the receipt of a significant amount of money, which was utilized to open a state-of-the-art wellness center.

Innovative Teaching Strategies: In concert with academic standards, Margaret has incorporated literacy-based activities and critical thinking into her physical education classes and tailors instruction to ensure student success on all levels. In contrast, when students need additional support, she manages to find the time for them to complete an independent study project.

Motivating Students: Margaret has participated as the team leader in a Board of Education sponsored Health Institute and created an action plan which sensitized the school community to the need for improving their health via several activities which culminated in a one-mile walk-run. Due to Margaret's leadership, this event has since been added to the schedule of school wide activities and is one that both students and staff alike always enjoy.

Parent/Community Involvement: Within the last three years, she has become certified as a conflict resolution specialist. In fact, her involvement in our mediation program has strengthened and enhanced it, as well as helped to prevent numerous situations from escalating into physical altercations.

Name of nominator: Jayne Godlewski, Principal

Ronald Burger

Principal: Judy L. Mittler

Superintendent's Name: Martin Koppelwitz

Name of School: IS 125, Queens

School District/Region: Region 4



Student Progress: Students have shown progress in their work through formal assessment, portfolios and performance examinations. At least 97% of Mr. Burger's students consistently pass the New York State Regents.

Innovative Teaching Strategies: To this day his lessons are perfection. Ideologies have come and gone over the years, but Mr. Burger educates, always embracing the new, and honing his craft to the ultimate level. Recently, a group of principals visited our school. They very politely greeted each teacher and stayed for the obligatory few minutes. Upon reaching Room 501, they were mesmerized by the lesson Mr. Burger taught on trigonometry. They stayed the entire period and raved about his stellar performance and how engrossed they, themselves, were in the content. As educators, they were aware of the "textbook" use of questioning techniques and the intense engagement and rapport was evident between teacher and student.

Motivating Students: Ronald Mark Burger chose to be an educator of mathematics. With his capacity for knowledge and his intense intellect, he could have been a success in other careers. He chose the profession that is the most important to our future as a people. That is teaching. He believes that teaching, or education as he prefers

to refer to it, makes the supreme contribution to our world. He has made a significant difference in the lives of over 5,000 impressionable adolescents in a stellar thirty-four year career.

What makes this man worthy of such accolades? In all his years as a teacher, he has brought out the best in his students. He has encouraged, illuminated and enriched the lives of his intermediate school students of IS 125. One of his first students is now a very successful multi-millionaire. Those who are in the field of education realize the intensity of the task of teaching and the commitment one needs to be successful.

Parent/Community Involvement: Mr. Burger has been a constant resource to the IS 125 school community. Each new year presented opportunities for him to augment the quality of his educational learning environment. He has served as Math Team Coach, teacher mentor, school treasurer and programmer. He completed all of these tasks, always, with accuracy and expertise. His math teams won district-wide as well as citywide competitions. He has motivated several new teachers to commit to a career in education. In fact, one of his former students actually teaches math in our school. He helped IS 125 run smoothly and efficiently and has made a critical difference over the years.

Ronald Mark Burger can look back upon a flawless career with a sense of satisfaction. His effort and high expectations are most evident in his instruction of his students. He is able to present his extensive knowledge of core concepts in mathematics clearly so that our students can internalize them, test them against their own knowledge, and challenge them to better understanding. Mr. Burger creates a learning environment where students are comfortable and willing to share ideas. He is a constant source of motivation and professionalism. He is an educator bar none.

Name of Nominator: Brenda McClellan, Assistant Principal

Beth Rodger

Principal: Mr. James Philemy

Superintendent's Name: Mr. Walter O'Brien

Name of School: P.S./I.S. 208, Queens

School District/Region: District 29/Region 3



Student Progress: According to our in house assessments, and Princeton review, our students are achieving at a higher level than the beginning of the year.

Innovative Teaching Strategies: Mrs. Rodger has implemented the Teachers College Readers and Writers workshop model and has managed to incorporate her own creative techniques

Motivating Students: Her 6th grade students have become more interested in the new curriculum and more willing to approach learning in an apprentice point of view.

Parent/Community Involvement: Mrs. Rodger runs the Random Acts of Kindness club that has raised money for various communities based organizations. She meets with the club on a regular basis and creates fundraisers.

Name of nominator: Ilyssa Mandell, Assistant Principal

Giovannie Sosa

Principal: Eileen B. Taylor

Superintendent's Name: Reyes Irizarry

Name of School: Aviation High School, Queens

School District/Region: District 24 Region 4



Student Progress: Over the past 4 years we have seen an increase in the number of students seeking admission and enrolling into our Fifth Year Honors Program. As Senior Advisor, Mr. Sosa has aggressively overseen student's deficiencies and

worked with them to seek corrective action and meet graduation requirements. For the past two years, we have seen a one hundred percent graduation rate from our Fifth Year Honor Students under Mr. Sosa's leadership. Through his motivational speaking and presentations he has reshaped student's attitudes towards education and their school. He has made students cognizant of the value of school culture tradition and camaraderie

Innovative Teaching Strategies: Mr. Sosa's style could definitely be described as innovative. In a school system, where classes are overcrowded, Mr. Sosa has found a way to personalize his lessons to reach every student. Mr. Sosa has a way of motivating the most challenging student. His message resonates well with our youngsters. He has taken failing students under his wing and has become their mentor. The results of Mr. Sosa's motivation are students who look forward to doing well in school. He provides individual attention to students at risk and serves as a role model to all. Mr. Sosa instills confidence, motivation, and self esteem in his students

Motivating Students: In addition to the personalized style Mr. Sosa utilizes, he has created a number of informative brochures and newsletters, such as, The Senior Profile, Tools For Success, and The Honor Roll List. He has created bulletin boards that reflect the school's strengths and performance. Throughout the building, he highlights key dates such as "days left to graduation", "days left for regents exam", "days left for Fifth Year Application," etc. Students react to these reminders posted throughout the building. He has initiated these strategies to keep students informed and in tuned to the school environment. Mr. Sosa does all of this unconditionally, never asking recognition.

Parent/Community Involvement: Mr. Sosa involves himself in all school functions such as the School Leadership Team, Parents Association, Color Guard and Drill Team, The Vocational Industrial Club of America, and the Senior Advisor.

In his personal life he serves on the School Leadership Team in his children's school. He serves the United States Government as a Designated Mechanics Examiner for the Federal Aviation Administration and a Warrant Officer in the United States Naval Reserve.

Mr. Sosa represents a tremendous asset to Aviation High School. He believes that all youngsters deserve an opportunity to reach their fullest potential. He exemplifies this in all he does. He continuously demonstrates loyalty and devotion to the Aviation High School Community. He has earned the greatest respect from his colleagues, parents and students. We take great pride in recommending Mr. Sosa for Outstanding Teacher of the Month.

Name of nominator: Mrs. Eileen B. Taylor, Principal

Lynette Vazquez

Principal: Elba Lopez-Spangenberg

Superintendent's Name: Irma Zardoya

Name of School: PS 33, Bronx

School District/Region: Region 1

Student Progress: Miss Vazquez has been a teacher in our school for the last 12 years. Without fail her students show remarkable improvement in their reading, math and social studies tests. Her students produce the best writing and the best research projects in our school.

Innovative Teaching Strategies: Miss Vazquez integrates math, science and technology with all the academic subjects. She implements the workshop model in all her lessons. She was selected by our region as a lead teacher. She is leading other teachers in our school to improve their teaching practices.

Motivating Students: Her students write books of poetry, complete science research projects for the region's science expo, their notebooks are exemplary, with ample evidence of rigorous schoolwork. Their school attendance is excellent and their overall achievement is outstanding.

Parent/Community Involvement: Poetry reading, celebration of literacy, science expo, school play *Man of La Mancha*.

Name of nominator: Elba Lopez-Spangenberg, Principal

Sharon Weissbart

Principal: Julia Rivers-Jones

Superintendent's Name: Laura Rodriguez

Name of School: Seton-Falls Elementary P.S. 111, Bronx

School District/Region: District 11, Region 2



Student Progress:

Ms. Weissbart is a gifted teacher. The students in her first grade class are writing, speaking about their writing and demonstrating their understanding of the creative process. Their Writer's Notebooks are exceptional. The students have beautiful work folders and the classroom is replete with samples of their outstanding work.

Innovative Teaching Strategies: Ms. Weissbart has created the most positive learning environment you can imagine. She expects the best from her students and uses every opportunity to lay a strong foundation in academics and behavior. Children take responsibility for their learning and are eager to share their work with any visitor fortunate enough to enter Mrs. Weissbart's room. Children understand that the classroom is their work environment and they approach the learning task with pride and commitment.

Motivating Students: Our school is participating in Nationwide Learning's Student Treasures writing program. This program will help our children become published writers and Mrs. Weissbart's class is actively engaged in producing products worthy of publication. Additionally, the class has one of the best attendance records in the school, which attest to the fact that children love to be here.

Parent/Community Involvement: Parents are actively engaged in reviewing and supporting their child's academic progress and growth.

Name of nominator: Julia Rivers-Jones, Principal

COLLEGE OF NEW ROCHELLE HONORS SANDRA PRIEST ROSE & INDRA K. NOOYI



(L-R) Sandra Priest Rose, Dr. Steven Sweeney (CNR President) and Indra K. Nooyi.

The College of New Rochelle paid tribute to alumna Sandra Priest Rose and Indra K. Nooyi recently. Sandra Priest Rose is a founder of the Reading Reform Foundation, a literacy organization devoted to the mission of training classroom teachers to teach reading, writing and spelling effectively. Today, 25 trainers from the Foundation are working directly with teachers in over 60 classrooms in NYC and Mt. Vernon public schools.

Indra K. Nooyi is the President and CFO of PepsiCo, ranked by *Fortune* magazine as "one of the most powerful women in American business."#



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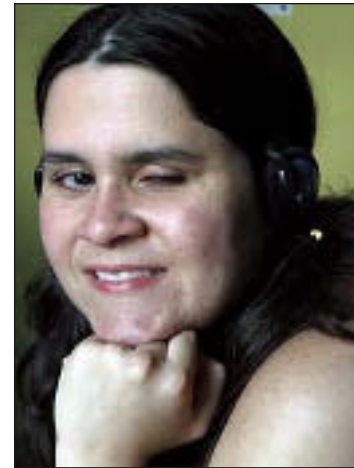


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Legally Blind College Student Honored in Washington DC

Brooklyn, NY resident Helaine Blumenthal was welcomed into the offices of two of Washington's most powerful and influential policy makers recently as part of the celebration of her National Achievement Award (NAA) from the national nonprofit Recording for the Blind & Dyslexic. The award is given annually to four college seniors with visual impairments who have demonstrated exceptional scholarship, leadership, enterprise and service to others. "It is a privilege to meet young people of such accomplishment and character," said Secretary Paige. In eighth grade, Helaine's eyesight began to seriously decline. She soon realized that "joining RFB&D was a matter of academic survival." With RFB&D's help, Helaine graduated from Edward R. Murrow High School in Brooklyn in the top one percent



Helaine Blumenthal

of her class and was an Intel Science Talent Search semifinalist. Legally blind, she continued her education at Swarthmore College, graduating with a 3.64 GPA. Via the Upward Bound Program, she also tutored high school students from underprivileged backgrounds. In the fall of 2001, she studied in Prague, Czech Republic. While there, she engaged in cross-cultural dialogue regarding the treatment of people with visual impairments. Helaine hopes to attend graduate school and earn a PhD, something she says she "could not even think of doing without the knowledge and confidence that RFB&D will be there."#

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INTERNATIONAL PERSPECTIVES ON AUTISM PRESENTED AT NYU CHILD STUDY CENTER



Dr. F. Xavier Castellanos



Sir Michael Rutter



Dr. Harold Koplewicz



Superintendent Susan Erber



Dr. Catherine Lord

By POLA ROSEN, Ed.D.

At a recent all-day conference focusing on state of the art developments in autism organized under the aegis of Dr. Harold Koplewicz, Professor of Child and Adolescent Psychiatry at the NYU School of Medicine, Director of the NYU Child Study Center and Vice-Chairman, Department of Psychiatry, evidence was offered on mitochondrial disorders, specifically the identification of three genes associated with autism. According to the findings of Dr. Joseph Buxbaum from Mt. Sinai Medical Center, while idiopathic autism is likely genetic and the genes are very difficult to identify, the good news is that there are effective treatments available; the earlier and more intensive, the better.

Sir Michael Rutter from The Institute of Psychiatry in London, respondent to the brilliant array of presenters from around the country stated that "autism is probably multi-factorial which means there must be nongenetic factors. We know nothing about environmental factors; they may play a role as well. The evidence suggests that there may be some synergistic effect."

Dr. F. Xavier Castellanos, moderator of the conference underscored the fact that parents and advocates started the scientific rigor that we see today. Currently, there are about 400 families in

a data base that is being shared nationwide: the url is agre.org. While elements of the disorder have been around for a long time (e.g. dyslexia and language disorder), some researchers think that gene strategies will be the approach of the future.

Dr. Catherine Lord from the University of Michigan, discussed her longitudinal study of children starting at age two. Ongoing for nine years, the numbers of children in one study are 102 and in another, 68. Tests that she used to look at autism were ADOS and PL-ADOS. The two main criteria in diagnosing autism are repetitive behavior and lack of social communication. Lord's findings interestingly include a presence of complex language at age nine, in 40 percent of the population studied.

Lord ended by discussing the pattern of word loss accompanied by the loss of social skills. Questions still to be answered are why some children with autistic spectrum disorder (ASD) have greater social-communication skills than others prior to age two and then lose them. Lord postulated that the "loss of words could be a specific marker for ASD."

An important question posed by Dr. Koplewicz was "How do we teach school systems to evalu-

ate these children in order to ensure that they get services?"

The consensus of opinion was the importance of a multi-disciplinary, multi-field assessment. A

ten hour evaluation is unrealistic but so is a one hour session. The importance of having evaluators experienced in working with two-year-olds was underscored.#

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MAY EVENTS @ the NYU CHILD STUDY CENTER

The Second Annual Child Mental Health Lecture

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Wednesday, May 5 from 10 - 11am

Presented by

Harold S. Koplewicz, M.D., Director

with a panel of other NYU Child Study Center faculty members

From eating disorders and obesity to peer pressure and bullying, this event will provide strategies and advice on keeping your child both physically and mentally healthy.

NYU School of Medicine, 550 First Avenue, Farkas Auditorium

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S T R I N G S

LET THE VIDEO STREAM WITH
VIOLINIST MARK O'CONNOR

By JOAN BAUM, Ph.D.

It isn't the typical press conference that opens with a well-known musician playing a toe-tapping folk waltz, but when Grammy Award-winning violinist and composer Mark O'Connor picked up his fiddle recently for a live webcast to help inaugurate a new nationwide digital arts education partnership, he became "content" as well as spokesman. An ardent supporter of arts education, O'Connor has been for years involved with Arts4All, a leading provider of digital arts, arts education and entertainment that was founded by another violinist—the world famous Pinchas Zukerman, along with the chairman of the Board of McDonalds Restaurants (Hong Kong). In partnering with United Learning (UL), a division of Discovery Communications, Inc. (Discovery Channel, and more), which is an Internet-based video streaming "on demand" or real-time delivery system (video, audio, multimedia), Arts4All wants to ensure that audiences around the globe will have access to an even more extensive video world of art—classes, courses, world-class performances, archive data bases, interactive events, including video conferencing, and live demos.

His involvement with arts education began, O'Connor said, because he had a hard time when he was a kid getting such an education, though he was lucky to have supportive parents. An incredibly busy artist, both performing and as co-founder of the international Mark O'Connor Fiddle Camp and Strings conferences and camps (not to mention the numerous other professional activities that claim his attention), O'Connor sees the Arts4All/UL alliance as an "extraordinary opportunity" to reach schools and students in underserved areas who otherwise would not have access to the partnership's powerful, technology-driven offerings. The press conference conveyed the impression of the democratic goal at the heart of the collaboration. As though to underscore this theme, O'Connor appeared without make-up, and even his fiddle had a slightly worn, working-class appearance, a not inappropriate look for the



Mark O'Connor

founder of the newly formed chamber ensemble, Appalachia Waltz Trio (featuring a cello and violinist as well). After all, arts for all really means, for everyone.

Also in attendance at the press conference was Arts4All CEO Richard Humphrey, who said he was "thrilled" to be working with United Learning. Arts4All, he noted, started out as a series of master classes but with affiliations such as UL would be expanding art resources, an area that teachers nationwide have indicated is their number-one need. The history of innovative educational technology shows that medium seems to evolve faster than message. By providing original content—eleven video programs have already been developed by Arts4All—this partnership seeks to ensure that form follows function, and that arts programming is not viewed as add-on. As Beth Ida Stern, VP of United Learning points out, "students participating in arts programs in school do better academically overall." And as Mark O'Connor has said many times, "I am a believer in the inclusion of music in traditional curricula...we all realize that technology, used properly, enriches the educational experience tremendously." It would appear that Arts4All and United Learning have taken up Picasso's challenge: "Every child is an artist. The problem is how to remain an artist once he grows up."#

See www.arts4all.com and www.unitedlearning.com for further information.

YOUNG AMATEURS SHARE STAGE WITH
GRAMMY AWARD-WINNING TALENT

Macmillan/McGraw-Hill sponsored a live performance of "From the Top," a national radio program featuring young musicians during the 2004 Conference of the National Association for Music Education (MENC) in Minneapolis, Minn., recently. "From the Top" travels across the country throughout the year for performances which showcase classical musicians who are 9 to 18 years old. Participants are often featured in music curricula used by elementary schools nationwide. The concert is one of many sessions planned to celebrate the importance of music education in all schools. "From the Top's" mission is to encourage and celebrate the development of youth through music.

Macmillan/McGraw-Hill spotlights musicians from the radio program in its supplemental materials for elementary schools. Biographies about featured "From the Top" musicians accompany the lessons, which are available on compact discs.

"Macmillan is committed to providing unique opportunities for music education," said Sari

Factor, president of Macmillan/McGraw-Hill. "Our sponsorship of 'From the Top' allows students to showcase their skills both inside and outside of the classroom."

"From the Top" recruits young musicians through national talent searches each year. Among those recruits is 18-year-old Greg Haro, a native of Apple Valley, Minn., and senior at Eastview High School. Having more than eight years of experience as a trumpeter, he currently performs with the Minnesota Youth Symphony and the Greater Twin Cities Youth Symphonies.

The "From the Top" radio show is produced in association with WGBH Radio Boston and New England Conservatory of Music. For more information,

call (617) 437-0707 or visit fromthetop.org.

Macmillan/McGraw-Hill is a leading pre-K through Grade 6 publisher of print and technology-based materials that help teach every child in today's classrooms. It is unit of McGraw-Hill Education. Additional information is available at mcgraw-hill.com.#

Sari Factor,
Pres. McGraw-Hill

D A N C E

BALLERINA MARGOT FONTEYN
CELEBRATED AT LINCOLN CENTER

In 1949, the Sadler's Wells Ballet (later the Royal Ballet) introduced Margot Fonteyn to America at the Metropolitan Opera House as Aurora in *The Sleeping Beauty*. Her luminous stage presence, profound musicality, and exquisite line so captivated the audience that her performance passed into legend overnight. Beginning May 18, the exhibition *Margot Fonteyn in America: A Celebration* will be on view through September 3 in the Vincent Astor Gallery at The New York Public Library for the Performing Arts, 40 Lincoln Center Plaza, New York, NY. Admission is free.

Margot Fonteyn in America: A Celebration will coincide with the international observance of Frederick Ashton's centennial, a focus of the 2004 Lincoln Center Festival. At the time of her New York debut, Fonteyn was already celebrated as the British choreographer's muse, having created roles in many of Ashton's works. Then, in 1962, she began a partnership with Rudolf Nureyev that extended her career into the 1980s. Many Americans were introduced to ballet through the dancing of this prima ballerina assoluta.

Featuring costumes, personal and professional photographs, and films, the exhibition progresses from the pointe shoes Fonteyn wore on that magical opening night in New York to a photograph of a stage heaped with flowers at the curtain call of her final Aurora in the United States—and beyond. It will guide visitors through Fonteyn's remarkable career in this country, focusing on her collaborations with Ashton and Nureyev, as well as her iconic roles in ballets from *Swan Lake* to *Romeo and Juliet*. Going beyond dance, the exhibition explores Fonteyn's elegant personal style



Sketch by Keith Money of Margot Fonteyn

through some of her glittering dresses designed by Yves St. Laurent, and indicates the strong impression she made on the social life of the time.

Materials for *Margot Fonteyn in America: A Celebration* come from the Jerome Robbins Dance Division of The New York Public Library for the Performing Arts and from private collections. Costumes are on loan from The Royal Opera House Archives, Covent Garden; the dresses are on loan from the Fondation Pierre Bergé Yves Saint Laurent in Paris.

"Margot Fonteyn was undeniably the most famous and most beloved ballerina of the second half of the 20th century. Her performances throughout the United States were a force in the growth in popularity of ballet," noted Jacqueline Z. Davis, Executive Director of The New York Public Library for the Performing Arts.

The New York Public Library for the Performing Arts houses the world's most extensive combination of circulating, reference, and rare archival collections in its field. #

For further information, call 212.870.1630, or visit www.nypl.org.

THE CHRYSALIS PROCESS:
ARTSGENESIS

By KATHLEEN GAFFNEY

I have had the privilege of speaking on a variety of arts in education issues in almost every state in the United States. Invariably, I am asked about my personal philosophy of arts education. As Founder and Artistic Director of Artsgenesis a private non-profit arts-in-education organization my philosophy runs through all our programming. I believe that the arts can make the invisible world visible through our symbol systems. I believe that the arts connect and illuminate the deep meanings which education wants to uncover but often cannot because of the demands of testing for information. I believe that subjects taught through the arts can have profound resonant meaning.

Arts in Everything: Ten years ago, I was asked to facilitate a state conference in New Mexico on the subject of inclusion for the people with disabilities. One hundred artists, and administrators from arts organizations and cultural institutions from across the state were included in a three-day session. Leaders and artists from the Lakota, Ogallala, Pueblo, Black Foot, and Navajo were also in attendance. I began my presentation and was twenty minutes into it, when one of the tribal leaders, who also was an artist, raised his hand. "Excuse me," he said, "I mean no disrespect but those of my nation have a problem with this word art. In my language we have no word for art because it is not separate from us. You Anglos, and I mean no disrespect, have taken the art out of everything and put it over here." He motioned to another room. "You have made it something separate. For my people, what you call art is in our breath. It is in our clothing, our food, and it is in our healing. It is in everything we do every. It is as close to me as my skin."

This exquisite explanation captured an idea that I had always felt but had not been able to articu-

late. My personal mission is to encourage us to put the arts back into everything in terms of learning anyway. We, as a society, need to bridge our differences through the arts. They are the common language of our global psyche.

Utilizing the talent and passion of an artist in the classroom just makes sense. I was awarded the United States Department of Education, John Stanford—Hero in Education Award in 1998. I did research on this man John Stanford, a former US General; he was brought to the Seattle public school system as the new superintendent. The presumption was that a general could bring order and discipline to the district and its schools and classrooms. John surprised everyone when he spent the first several weeks sitting in classrooms witnessing teaching and learning. He called a press conference and shocked everyone when he said, "A child cannot learn from a person who does not love him or her."

We all know the truth of this statement. When an artist comes into the classroom they bring a passionate love for their art form with them. The elements of connection, making invisible visible and large doses of love that the arts supply forms a chrysalis that transforms rote learning into the magnificent, significant process we envision.

In addition to the Learning Standards, the arts standards, educational theory, higher order thinking and positive aspects of character these core beliefs inform all the work Artsgenesis creates with teachers and students. We've been doing it for twelve years and feel our journey has just begun. #

Kathleen Gaffney is President, Artsgenesis.



Kathleen Gaffney



By **SCOTT NOPPE-BRANDON**

Several issues ago, I presented my concern that the arts are not part of the educational policy discussion at

the national level and asked for reader feedback about why this is so. A number of people have responded, posing a variety of opinions.

Mainly, they agree, the root cause of this situation is the kind of political leadership we have nationally today. As tempting as it is to embrace a simple answer to a complex question by blaming a political party, I do not believe this position can be defended historically. We need to keep digging deeper. And time is of the essence.

A crisis regarding the role of the arts at the national education level does seem to be brewing. A wonderful, newly released "study of American K-12 students' access to a complete curriculum in the liberal arts" titled *Academic*

IMAGINE: A NATION WITHOUT THE ARTS

Atrophy: The Condition of the Liberal Arts in America's Public Schools, published by the Council for Basic Education with support from the Carnegie Corporation of New York, found "ample evidence of waning commitment to the arts (along with foreign language, and elementary school social studies, civics, and geography)". Even more distressing is the fact that this trend is worse in urban areas with high-minority populations, the group of schools and students where historically art and education have suffered most.

I fear that one of the most important reasons for this is the view that the arts are an exclusive, elite domain that has no bearing on how the vast majority of the student population face their daily lives and interact with the society they live in.

This is, to put it mildly, unenlightened thinking.

At Lincoln Center Institute, where our work is based on the writing and teachings of John Dewey and Maxine Greene, among others, we

emphasize how study of art can open up new possibilities for students, fostering democratic principles and leading them to a greater sense of social justice. As Greene says, rather than being a fringe or a frill, aesthetic education is "integral to the development of persons—their cognitive, perceptual, emotional and imaginative development." In this sense, it is essential for the development of citizens. Citizens who, through education in the arts avoid "passivity and boredom and come awake to the colored, sounding, problematic world." Or, as stated by Benjamin Barber, "...art and democracy share a dependency on one extraordinary human gift, imagination. It is the faculty by which we stretch ourselves to include others, expand the compass of our interests to discover common ground, and overcome the limits of our parochial selves to become fit subjects to live in democratic societies." Once again, Greene states that urgency behind developing "what we are calling a social imagination—a capacity to envisage

a transcending of the violence, the unfairness, the alienation, the carelessness we see and feel around us..." I am convinced that the work of social imagination, both in the arts and apart from the arts should be focal in fostering visions of a better state of things and, hopefully, transforming them into palpable realities.

So I ask, how can we, the people, allow the liberal arts, especially art and imagination, to not be part of the national agenda for educating our nation's youth? This is more urgent than ever at a time when we, as a country, face such tests of our imagination, our will, and our sense of freedom. I have never believed that the arts are more important than the other academic disciplines, but certainly we can not, should not, must not, become a nation that believes that we are truly educated without the arts and their capacity to develop the imagination. That thought is quite frankly beyond my wildest imagination.#

Scott Noppe-Brandon is the Executive Director of the Lincoln Center Institute.

MAYOR'S AWARDS FOR ARTS & CULTURE REVIVED AFTER 10 YEAR HIATUS

Mayor Michael R. Bloomberg, Cultural Affairs Commissioner Kate Levin and the Cultural Affairs Advisory Commission were joined recently at Gracie Mansion by hundreds of members of the City's cultural community to honor the 2004 recipients of the Mayor's Awards for Arts & Culture. The City presented the awards to individuals and organizations that have made outstand-

numerous awards for his contributions to arts education.

Charles Biasiny-Rivera, an award-winning photographer, is Founding Member and Executive Director of *En Foco*, a Bronx-based non-profit photography organization. Since 1974, *En Foco* has been providing support for photographers of African, Latino, Asian, Native American and Pacific Islander heritage through grant making, exhibition space, and the publication of the photography journal *Nueva Luz*.

Dorothy and Lewis B. Cullman are among the country's leading philanthropists, providing essential guidance and support for non-profit organizations in the arts and education. Many of the Cullmans' gifts have been to New York City institutions—among them the American Museum of Natural History, the Museum of Modern Art, the New York Botanical Garden, the Metropolitan Museum of Art, the New York Public Library (including the Library for the Performing Arts), Thirteen WNET and Lincoln Center. A member of the Academy of Arts and Science, Mr. Cullman serves as chairman of Chess-in-the-Schools, a New York City public school program serving 38,500 economically disadvantaged children annually. His book, "Can't Take It With You—The Art of Making and Giving Money," was recently published by John Wiley & Sons.

Gloria M. Guzman is principal of Public School 150 in Queens, which welcomes children from all over the world, many of



William B. Harrison Jr.



Lewis B. Cullman



Dorothy Cullman



Joan Maynard

whom are English language learners. Guzman emphasizes arts education as a way of engaging students and involving their parents. In addition to providing a top-notch arts curriculum, she has been credited with significantly improving students' reading and math scores.

J.P. Morgan Chase & Co., under the leadership of Chairman and Chief Executive Officer William B. Harrison, Jr., is one of New York's finest corporate citizens. As a lender supportive of non-profit cultural initiatives, the firm finances many projects critical to the City's creative life. The firm's Foundation plays a major philanthropic role in New York City as well as globally. In 2003, it provided more than 4,700 grants totaling \$85 million. Of that, almost \$10 million went to arts and culture organizations.

Joan Maynard, founding member and Director Emeritus of the Society of Preservation of Weeksville and Bedford Stuyvesant History, has led the fight to preserve Weeksville, a 19th-century settlement in Brooklyn, which was at one time the largest free African-American community in the Northeast and home to the first African-American Police Officer in New York City. Maynard, a Brooklyn-born visual artist, became the Society's first executive director in 1974, and served until 1999.

Jennifer Tipton is well known for her groundbreaking work in lighting design for dance, theater and opera. Unique in the breadth and scope of her work, Tipton has advanced her art form by emphasizing the three-dimen-

2004 INTERNATIONAL VSA ARTS FESTIVAL TO BE HELD IN WASHINGTON D.C.

Held every five years, the 2004 International VSA Arts Festival is an opportunity for the public to witness and celebrate the creativity and talent of people with disabilities. Over 200 artists from around the world will showcase their talents through a variety of media including: metal works, painting, performing arts, media art, photography, sculpture, wood, ceramics, computer generated art, drawing, fiber, glass, graphics/printmaking, installation art, and jewelry. The organization's largest and most important event, the Festival gives participants an exciting opportunity to discuss, learn, and explore issues in the arts that are significant to people with disabilities.

Artists from around the world to participate in weeklong celebration

VSA arts, an international organization that provides opportunities in the arts for children and adults with disabilities, will host the 2004 International VSA arts Festival, on June 9-12, 2004 in Washington D.C. The theme of the Festival is "Odyssey: DARE to Imagine..." and the celebration will mark the 30th anniversary of the founding of VSA arts.

Over 200 artists from around the world will showcase their talents through a variety of media including: metal works, painting, performing arts, media art, photography, sculpture, wood, ceramics, computer generated art, drawing, fiber, glass, graphics/printmaking, installation art, and jewelry. Seventy-nine international groups will perform on stages throughout Washington, D.C. The Festival will include visual art exhibits, dance, theater and musical performances, and educational seminars at venues throughout Washington, D.C. including: The John F. Kennedy Center for Performing Arts: opening ceremonies, performances, and exhibits; Union Station: visual and performing arts at the historical landmark; The Smithsonian Institution: master artist workshops and demonstrations at one of the nation's most treasured art venues; Millennium Arts Center: Festival artwork on display at a seven-wing, 150,000 square foot arts facility; The National Press Club: a Festival exhibit in its headquarters.

Held every five years, the 2004 International VSA arts Festival is an opportunity for the public to witness and celebrate the creativity and talent of people with disabilities. The organization's largest and most important event, the Festival gives participants an exciting opportunity to discuss, learn, and explore issues in the arts that are significant to people with disabilities. For profiles of the artists, examples of their work and more information please visit the Festival Web site at www.vsartsfestival.org.

VSA arts is an international non-profit organization founded in 1974 by Jean Kennedy Smith to promote education and lifelong learning opportunities in the arts for people with disabilities. Nearly five million people participate in VSA arts programs annually through a worldwide network of affiliate organizations across the nation and in more than 60 countries. VSA arts programs in music, dance, drama, creative writing, and the visual arts develop learning skills, encourage independence, and promote access and inclusion.#

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ing contributions to the cultural life of New York City.

"The ceremony renews a proud tradition in our City that was established in 1976," said Mayor Bloomberg. "The Awards for Art & Culture are an excellent opportunity to celebrate the central role that arts and culture play in the life and well-being of our City. The arts are a vital component of our diverse communities and transform our neighborhoods, create jobs and give our City its distinctive character and energy. I congratulate the award winners tonight and thank the Cultural Affairs Advisory Commission for bringing these awards back to life and helping us celebrate all that the arts mean for New York City."

"This awards ceremony marks an exciting moment to recognize and celebrate the individual artists, organizations, sponsors, and audiences who collectively make New York such a livable, vibrant and world-class city," said Commissioner Levin.

This year's honorees include:

Jacques D'Amboise, the founder of the National Dance Institute, is one of the finest classical dancers of our time. In 1976, while still a principal dancer with the New York City Ballet, he founded the National Dance Institute, a non-profit organization that introduces thousands of school children each year to the world of dance. He has also served as Dean of Dance and a professor at SUNY Purchase. D'Amboise has received

ARTS IN EDUCATION – PART II

Professor Anna Deveare Smith: Playwright, Actress, Educator

By JOAN BAUM, Ph.D.

Though she can easily lay claim to a number of professional lives—playwright, winner of a 1996 MacArthur Foundation “genius” grant, stage, film, TV star, educator—Anna Deveare Smith says that the word “actress” best describes her work, though the media keep referring to her first as a “performance artist,” a phrase she feels is politically charged and that suggests she might be a “provocateur.” No way. Although her award-winning plays *Fires in the Mirror* (1991) and *Twilight: Los Angeles* (1994) tackle issues of race and community in America, they do so by taking on interview-based voices and words of characters on all sides, depicting with mimic brilliance diverse points of view. What “provocation” exists is the impulse to think.

She thinks of herself as someone who “engages” others, whether they are the audience who

has come to see her theatrically groundbreaking one-woman shows or her students at NYU, where she is a tenured professor in the Tisch School of the Arts and an adjunct in the School of Law, teaching a course on the art of listening. At NYU she is also continuing the work she started at Harvard, as founder of the Institute on the Arts & Civic Dialogue, which has as its mission “trying to think about what art [can] do to convene people and get [them] talking a fuller way than they might if they were basing all thought, conversation, and action on what they were reading in newspapers and seeing on television....” Articulate, exacting in her choice of words, Anna Deveare Smith draws a keen distinction between those who see her in the theatre and the freshmen and graduate students whom she teaches every other semester. “Students definitely are not audiences.” Audiences expect a finished product,

she says, and constitute an unseen, anonymous public before whom she performs rehearsed (though seemingly improvisational) social commentary. Students—her students—have to be known and then she can draw them into a kind of Socratic dialogue. With students, she points out, it is she who is the audience, appreciating and challenging them to “deal with darkness, ambiguity, anxiety.”

What a different environment from when she went to Beaver College in the sixties and was one of 7 “nice Negro girls” in her freshman class. Colleges, then, didn’t encourage the kind of engagement she feels is essential, but those who sought it, found it on the fringes of university life. She was an “active citizen.” Teaching came if not easily (“it’s hard work”) then inevitably: her mother and her aunts were all teachers. Prompted, she recalls one of her most satisfying moments in a teaching career that goes back 30 years—when a student complimented her on having been “brave” enough to let go of being the one and only authority in the classroom. Perhaps one reason the comment stands out is that it reflects the perception that inherent in all good teaching is risk taking.

Students today, she says, are less liberal and not as trusting as she thought they would be, given her celebrity. They come in with pre- and misconceptions about her. “I have to tell them I am not the National Security Advisor, I just act on *The West Wing*.” She’s also critical of college as much too expensive and consumer driven.

Education needs to be about questions and inclusion. She cites as people she particularly admires, Maxine Greene, philosopher of aesthetic education, who held that education should show what we don’t and can’t know, and the pace-setting Harvard professor of law, Lani Guinier, who recently wrote about affirmative action ignoring the poor. The very afternoon *Education Update* caught



Anna Deveare Smith

up with Anna Deveare Smith, she had just come from a meeting of the Fund for Public Schools (“public schools are at the core of democracy”). She thinks that some collaboration between public and private schools would be advantageous. Meanwhile, she hopes to influence those who might make such decisions to get there by questioning themselves and others. With this tactic the teacher and the actress meet as one.#

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Mayor's Awards

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ties of live performance. A professor of lighting at the Yale School of Drama since 1981, Tipton has been the recipient of nearly every professional award in the field.

The Tribeca Film Festival, co-founded in 2002 by Robert de Niro, Jane Rosenthal, Martin Scorsese and Craig Hatkoff, celebrates and promotes New York City as a center for major industry and independent filmmaking. Attracting thousands of people and generating millions in revenues for local businesses in a neighborhood hard-hit by 9/11, the festival is poised to expand



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its impact with year-round humanities programming and a theater initiative. Craig Hatkoff accepted the award.#

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ASTRONOMY

Section Sponsored by: 2sky.org

DR. ANNE KINNEY LENDS SUPPORT TO THE AWARD-WINNING EDUCATIONAL INITIATIVE

Anne Kinney, Ph.D, a leading astrophysicist with NASA, has been selected as a national spokesperson for Space Day 2004...Blazing Galactic Trails. Dr. Kinney, who exemplifies the spirit of exploration, will provide an excellent role model for the next generation of space explorers, scientists and inventors. The international Space Day 2004 celebration on May 6 will culminate a year of educational activities.

As Division Director of NASA's Astronomy and Physics Division, Dr. Kinney is involved with finding planets beyond our solar system. She oversees 35 space-based telescope missions including the Hubble Space Telescope, Chandra X-Ray Telescope and the most recent Space Infrared Telescope Facility (SIRTF). Launched in August, SIRTF will be sending never before seen infrared images back to Earth around Space Day. Dr. Kinney's division is also laying the groundwork for a telescope powerful enough to spot Earth-like planets around nearby stars.

"I'm thrilled to be a part of the Space Day initiative," said Dr. Kinney. "Space exploration is such a terrific way to ignite kids' imagination. We must continue to convey to students the criti-

cal role of science, technology, engineering and mathematics in the 21st century. I look forward to sharing the huge range of career possibilities that are open to young people with backgrounds in these disciplines."

Prior to joining NASA, Dr. Kinney spent 14 years with the Space Telescope Science Institute in Baltimore, where she was an Instrument Scientist on one of the original instruments to fly with the Hubble Space Telescope, the Faint Object Spectrograph. She also worked in education and public outreach with the Hubble Space Telescope and was involved in creating the program "Amazing Space," an educational Web site for children to learn basic principles of science, mathematics and astronomy. In addition, she was guest commentator on NASA's Space Science Updates.

"We're very pleased that Dr. Kinney has agreed to provide her time and experience to help inspire our next generation of scientists, astronomers and space explorers," said Buzz Bartlett, Chairman of the Board for the Space Day Foundation.

The Space Day educational initiative is co-chaired by Senator John Glenn and supported by the nonprofit Space Day Foundation, as well as

75 Partner and Associate organizations. NASA has been a Partner since Space Day was established in 1997. Lockheed Martin is the founding sponsor of the Space Day Foundation that supports the Space Day educational programs.

The mission of Space Day is to use space-related activities to inspire and prepare youth for careers in science, technology, engineering and mathematics. Each year, millions of students, teachers, parents and space enthusiasts participate in Space Day educational programs and celebrations across North America.

"As Division Director for Astronomy and Physics I am responsible for 35 missions that extend beyond the solar system. What's particularly exciting is our effort involved in 'planet finding.' We know there are 100 billion stars in our galaxy, but we don't know how many stars have planets around them," explains Kinney, "The new SIRTF observatory, launched in August 2003, provides us with infrared images that will allow us to peer into regions of space that are hidden from optical telescopes."#

For more information about Space Day visit www.spaceday.org.

NEW GAME: PATRIOT CHALLENGE

An all-new board game called Patriot Challenge™ is a board game that celebrates America using reproductions of U.S. postage stamps to help tell the story of our nation and test game players' knowledge of the United States of America. Patriot Challenge™ is the first game about America to feature U.S. postage stamps.

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Patriot Challenge™ was created by a former sales and marketing executive, Christine Nelson. "My focus with Patriot Challenge™ has always

been on having fun and learning something along the way," says Nelson. "While I was not a history buff before I conceived the game, developing it has given me a greater appreciation for our country, our system of government,

and the freedoms we enjoy. If that happens for those who play the game, it will be my contribution making a difference."#

For more information visit www.patriotchallenge.com.

MAY IN HISTORY

Compiled By CHRIS ROWAN

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

On May 5, 1866, residents of Waterloo, New York, gathered to honor Americans who died fighting for the Union in the Civil War. They called the event Memorial Day. It became a tradition and a national holiday (first observed on May 30, 1868). Memorial Day now commemorates all Americans who died in war and is observed on the **last Monday in May**.

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

On May 25, 1765 the first medical school in the 13 colonies opened in Philadelphia.




In 1607 (on May 14), the first permanent English settlement in North America was established in Jamestown, Virginia.#

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THE ULTIMATE GIFT OF LIFE

By KHALID M.H. BUTT, M.D.,
FRCS, FACS

Organ transplantation is the one of the most outstanding achievements of modern medicine.

It prolongs life and improves the quality of life for the majority of patients so they can live a full life and pursue their interests and life goals. It is, however, only possible with the participation of another human being providing the healthy organ.

The ability to diagnose death by neurologic criteria provided the opportunity to recover functioning organs from deceased donors. Unfortunately, cultural and social advances have lagged far behind scientific advances, and only about 50 percent of the families of the deceased who may be appropriate donors give their permission for removal of the

organs and tissues for transplantation. Although all the major religions have endorsed the act of saving lives through organ donation, many myths and misconceptions abound that continue to result in the wastage of these priceless human organs. In the U.S. alone, six to eight patients die each day while waiting for an organ.

There are more than 300,000 patients with end-stage kidney disease on maintenance dialysis in this country, and the number keeps increasing at a rate of approximately 8 percent per year. With the recognition that a kidney transplant gives 10 extra years of life, the demand for kidneys has



Dr. Khalid Butt

escalated. Fortunately most of us are blessed with two kidneys, and parting with one to help another human being does not in any way impair the health and well being of the donor, nor does it shorten life. The challenges inherent with hospitalization, surgical pain and recuperation have all immensely improved with the laparoscopic technique of kidney removal. With these facts becoming more widely known, living donation of kidneys is being embraced by an increasing number of family and friends of prospective recipients. I am often asked, "... If we need only one kidney why do we have two?" In response to that question, I cannot help but think that God gave us two kidneys so that we can donate one to someone we care for, someone in need.

Despite the extremely low risk of living kidney donation, when someone volunteers to donate to any patient on the list who has the closest match and has been waiting the longest, without receiving any reward in return, it is truly an altruistic act. It is a most extraordinary expression of the finest of human behaviors. Such a gift outclasses the proverbial "Gift of the Magi" and is the ultimate gift of life.#

Khalid M. H. Butt, M.D. is Professor of Surgery, New York Medical College & Director of Transplantation and Vascular Surgery Services, Westchester Medical Center.

KIDNEY DONOR SPEAKS OUT

By SYBIL MAIMIN

"It was the right thing to do. People have to help each other, and it was a way to improve someone's life." With these simple words, David Koster explains why he donated his kidney to a stranger. In 2002, Koster read a newspaper ad for a kidney and realized there was a need that he, a

healthy man in his fifties, could respond to. He answered the ad and learned that he did not have the right blood type. Determined to help someone, he responded to two more ads and on the third try, learned that his blood was compatible with that of a man in San Francisco whose Long Island son had placed a notice for the organ in a New York paper. Koster's four grown sons were okay with his plan although some friends thought he was crazy; he won them over. The prospective recipient, whom he met before the operation, told him, "You can't imagine how I look at you."

A possible hurdle was the Ethics Committee at Westchester Medical Center, where the surgery was performed. They interrogated him to determine his motives and ensure that no money was being exchanged (It was not). The committee approved his plan and in a 3-hour laparoscopic procedure, surgeon Dr. Michael Edey removed his kidney, which was then implanted in the needy recipient. Koster's recovery was quick and uneventful. He suffered little pain and was back at work after a week and a half.

David Koster describes the experience as "fantastic." "It has given me a new lease on life, and the only problem is I don't have 50 kidneys." He advises, "If people knew what is going on in my mind, they would all rush to do this." An average of 2 kidney transplants a week (between relatives) is performed at Westchester Medical, but he was

the first person to donate the organ to a stranger. He is very enthusiastic about this opportunity to give life-saving help to a fellow human being and encourages others to do what he did. He still answers ads from people looking for kidneys to give them encouragement and to speak from experience to those who are considering becoming donors. He has spoken at seminars on the subject at Westchester Medical Center where he points out, "the benefits far outweigh the risks." His rewards have been unexpected

and manifold. "I had no idea what I was getting into when I started this," he explains. "Before the operation, I had one sister. Now I have two additional brothers and a sister (the recipient's children)." He attended a social function with the recipient's family where "I was a celebrity," he says incredulously. And best of all, the new kidney (his old one) "is functioning well."#
David Koster is "eager to talk to anyone" needing a kidney or considering becoming a donor. He can be reached by phone at 718-854-7789; or e-mail, dhk613@aol.com.



David Koster

Children's Defense Fund & Aetna Eliminate Disparities in Children's Health

The Aetna Foundation and the Children's Defense Fund (CDF) recently announced a groundbreaking project aimed at identifying and eliminating disparities in health for minority children. The focus on pediatrics is unique—most previous efforts to eliminate health disparities have focused on adults, especially regarding cardiac, cancer and stroke prevention and care. Aetna, a leader in addressing health disparities, has awarded CDF a grant of \$225,000 over two years to support the project.

"For Aetna, this is not just a philanthropic issue. It is a central objective for our business," said Aetna Chairman and CEO, John W. Rowe, M.D. "For the past two years, we have leveraged our information and research capabilities to determine how to best address disparities in our member population. With CDF as our partner, we have a tremendous opportunity to expand these efforts and fully explore the removal of barriers necessary for improving the health status of children."

The Aetna/CDF project will seek to determine the extent of disparities in health between minority and white children, especially the disparities between minority and white children of similar incomes and/or health insurance status. Working with doctors, nurses, researchers, advocates and others in the health care field, the project will identify the most promising methods of intervention for closing the gaps between groups of children.

"The Children's Defense Fund is proud to be joining Aetna in combating the racial disparities in children's health," said Marian Wright Edelman, president of CDF. "Every child deserves a healthy start in life, but America has not

invested the resources or shown the commitment to making sure that minority and poor children have the same access to and standard of care that all other children have. This partnership between the Children's Defense Fund and Aetna will produce the kind of evidence and concrete steps that can result in the reduction of disparities among children based on race. When racial disparities in children finally disappear, another roadblock to equal opportunity and success will be removed."

Because the project is the first of its kind to focus on children, it is likely to produce a wealth of valuable new findings on how to address disparities among children at the local level. Project elements will include original analysis of survey data to quantify health disparities, identification and dissemination of best practices, convening of leaders in the field, and development and implementation (especially at the local level) of action plans that incorporate the best practices.

Founded as Aetna's independent charitable and philanthropic arm more than three decades ago, the Foundation has taken a leadership role in working to address racial and ethnic disparities. In 2003, the company provided nearly \$3 million in funding to programs focused primarily on addressing disease prevention and disparities in health.

The mission of the Children's Defense Fund is to Leave No Child Behind® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.#

For more information about Aetna, visit the company's Web site at <http://www.aetna.com>

Dr. Lishan Aklog Is Named As One of New York's Top Black Doctors

Dr. Lishan Aklog, Associate Chief of Cardiac Surgery at The Mount Sinai Medical Center, has been named as one of The Top Black Doctors in New York by *The Network Journal*, a magazine dedicated to educating and empowering Black professionals and small business owners. Dr. Aklog, 38, is the only heart surgeon named and is one of only five doctors selected to be profiled.

Dr. Aklog specializes in the surgical treatment of all types of heart disease but is particularly passionate about the increasing role of new technologies that facilitate performing "minimally invasive" procedures. He is a nationally and internationally recognized expert on this type of surgery, which aims to correct heart problems and relieve suffering through smaller incisions and results in less trauma and a more rapid recovery for the patient. He lectures extensively on this topic and directs courses to teach other surgeons these new techniques.

"Heart disease is currently the number one killer in America, and heart surgery is our most common major surgical procedure, with over 500,000 surgeries performed each year," said Dr. Aklog. "Despite the fact that African-Americans are disproportionately affected by this epidemic, we are 30%-60% less likely to receive life-saving treatments such as heart surgery, even after taking into consideration factors such as socioeconomic status. This was recently highlighted in a landmark report on racial disparities in health care by the Institute of Medicine." He added that, "Without proactive solutions, these disparities are likely to widen as we push the technologic envelope with new costly devices."

Dr. Aklog's academic and clinical pedigree is remarkable. He was born in Ethiopia, one of the world's poorest nations, into a family of considerable prominence and achievement. His father was the country's first cardiologist, and his mother was the country's first woman to receive a graduate university education, at Harvard. Two years after arriving in the United States, fleeing political violence in his country, Dr. Aklog enrolled at Harvard College at the age of 15. He continued on to Harvard Medical School where he received his medical degree and completed his clinical training in cardiothoracic surgery before joining the Harvard faculty as its youngest heart surgeon ever.

Soon afterwards, Dr. Aklog joined the first wave of heart surgeons to embrace "off-pump" or "beating-heart" coronary bypass surgery, which eliminates the need to stop the heart and put the patient on a heart-lung machine. Today, he performs this surgery on nearly every bypass surgery patient. Dr. Aklog was also one of the first few surgeons in the United States to use surgical robots in patients undergoing heart surgery. The robot does not perform the surgery but enables the surgeon to work with better precision in tightly confined areas, making the most of evolving minimally invasive techniques. Other high-tech tools in his armamentarium include "anastomotic devices" which automatically connect blood vessels on the heart without using sutures and a high-powered laser that can offer relief to patients who are not candidates for bypass surgery or stents.#

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Independent Voter Support for Ending Bush Limits on Stem Cell Lines is Strong

Two out of three voters in 18 key states support overriding the Bush administration's limits on federal government funding for stem cell research, according to a new survey conducted by Peter D. Hart Research Associates on behalf of the Results for America (RFA) project of the Civil Society Institute. The survey also shows that a crucial bloc—*independent voters*—support funding for stem cells over and above the Bush restrictions by a wide 58-point margin (70 percent to 12 percent).

The 18 states covered in the RFA survey are Ohio, Michigan, Pennsylvania, Maine, New Hampshire, Wisconsin, Minnesota, Iowa, Washington, Oregon, New Mexico, Nevada, Arizona, Florida, Louisiana, Arkansas, Missouri and West Virginia.

In August 2001, the Bush administration established a new restriction on federal funding for embryonic stem cell research. The restriction means that research on stem cell lines created before August 2001 can receive funding, but funding is prohibited for research on stem cell lines developed after that date. The new survey results show that voters overwhelmingly oppose this restriction and favor funding for research using newer stem cell lines. Fully 65 percent of voters support expanding federal government funding for stem cell lines created after August 2001, including 50 percent who feel strongly, compared with only 17 percent who support maintaining the Bush administration's August 2001 restrictions.

Civil Society Institute President Pam Solo said: "Stem cell research is something that Americans want to see advanced in an ethical and expeditious manner, using fertilized eggs from fertility clinics destined to be discarded for research. Hundreds of millions of Americans are touched directly or indirectly by chronic illnesses and physical conditions that could be cured or treated more effectively as a result of embryonic stem cell research. The vast majority of Americans, regardless of religious affiliation or political party, understand the need for moving ahead with stem cell research. As a student of theology and the parent of a child with Type 1 diabetes, I find these survey findings to be hopeful both on moral grounds and in terms of the prospects for life-saving research."

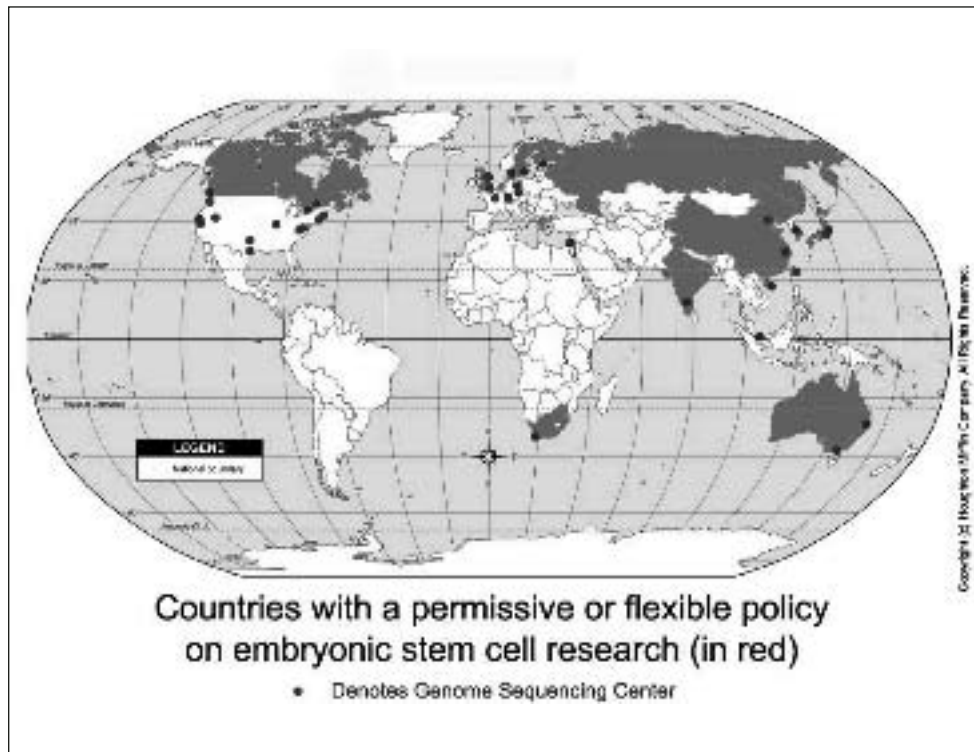
Nearly all voters have a personal connection to the issue. More than two-thirds (68 percent) have some experience with cancer, and more than half (58 percent) have been affected by heart disease. Aside from these two more widespread diseases,

49 percent of voters report having a close personal friend or family member who has suffered from Alzheimer's disease, Parkinson's disease, juvenile diabetes, or spinal cord injury—and thus could be affected by medical research on stem cells. Almost nine out of 10 voters (86 percent) report having a family member or close friend who potentially could benefit from stem cell research.

Voters strongly support federal funding for medical research. Even when compared with other items such as national defense, transportation, or education, 59 percent of voters say that federal funding for medical research should be a high priority, including 31 percent who say that it should be a very high priority. Another 35 percent say that funding for medical research should be a moderate priority. Just 6 percent do not see medical research funding as a priority for the federal government. Support is higher among Democrats (64 percent) than among Republicans (46 percent), and is highest among the politically important independents (67 percent).

Independents strongly favor stem cell research. Democrats and Republicans tend to have different views on embryonic stem cell research in general. Democrats favor stem cell research by a 46-point margin (65 percent to 19 percent), whereas Republicans oppose stem cell research by a narrower nine-point margin (47 percent to 38 percent). However, independents have a view that is much closer to that of Democrats than Republicans. Independent voters favor stem cell research by a 32-point margin (55 percent to 23 percent).

Support grows with more information. Support for embryonic stem cell research increases 13 percentage points to 66 percent when people are informed that couples are donating unwanted embryos that otherwise would be discarded. After hearing a more detailed description of embryonic stem cell research and the diseases it can help cure, support grows even more. Overall, three in four (76 percent) voters support stem cell research after hearing the following description: "Embryonic stem cells are special cells that can develop into every type of cell in the human body. The stem cells are extracted from frozen embryos in fertility clinics, donated by couples that no longer want or need the embryo. This process destroys the embryo. These stem cells can then reproduce on their own, creating what is called a 'line' of stem cells that many researchers can work with. Scientists believe that there is a good chance that stem cells can be developed into



cures or treatments for diseases such as cancer, Parkinson's, Alzheimer's, juvenile diabetes, and spinal cord injuries."

Arguments for expanded stem cell research are more persuasive than the arguments against it. Two-thirds (65 percent) of voters agree that our government should support rather than stand in the way of research that will help ease the suffering of more than 100 million Americans who are suffering from Alzheimer's, Parkinson's and other diseases and conditions. A similar level of (63 percent) of voters are convinced by the argument

that if embryos that donors no longer need are not used for research, fertility clinics will simply discard them with no benefit to medical research. An equal proportion find the support of the American Medical Association, the National Academy of Science, National Institutes of Health, the Juvenile Diabetes Research Foundation and the Alzheimer's Association of research on new stem cell lines a convincing reason to lift the August 2001 restrictions on federal funding.

Full survey findings are available online at <http://www.ResultsForAmerica.org>.



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WOMEN AT THE TOP GIVE CAREER ADVICE AT NYWICI

By SYBIL MAIMIN

Spring was in the air recently and New Yorkers were happy to come out from an especially harsh winter. Inside the W Hotel, the mood was even more festive as New York Women in Communications, Inc. (NYWICI) held a 75th anniversary conference to celebrate their many years of service and support to women communications professionals. In a day that aptly started with "A Breakfast at Tiffany's" (after all, diamonds are the traditional gift for 75th anniversaries) and went on to a series of informative panels at the hotel, attendees learned from those who had reached the pinnacle in their fields, engaged in networking, and delighted in all that women have achieved. The advice and comments based on the experiences of the "movers and shakers" who made up the panels were directed at women in communications but could be just as useful to others, especially students about to embark on careers.

In a discussion of attaining fulfillment along with success, the importance of family life was stressed. Ann Moore, chairman & CEO of Time, Inc. reported that her company has a childcare center. "If we can afford it in the expensive space in Rockefeller Center, everyone can afford it," she said, adding, "It makes the whole company more cheerful to see kids in the cafeteria." The possibility of being a good parent and a good businessperson was addressed, with an emphasis on lowering stress levels and integrating parenting and business abilities. It should be okay to discuss these matters in the office, all agreed. As for success, "No career goes straight up. There are twists and turns along the way and many paths." Pamela Thomas-Graham, president & CEO of CNBC.com, NBC, Inc., mused, "You learn the most from a job with lots of challenges. That's when you find out what you, your boss, and your team are made of." Moore regretted that "so many people end their careers badly. There

are so many things to fix out there." Touting the concept of a second career, she praised Schools Chancellor Joel Klein for leaving the law "to fix New York City schools."

A panel about the meaning and use of power touched on the double standard applied to men and women as they assert themselves. Nancy Barry, president of Women's World Banking, an organization that provides financing to women, noted that, "power is worth having because it can help you change the way the world works." Karen Elliot House, senior vice president, Dow Jones & publisher, The Wall Street Journal, said, "Power is an overrated word." Of real importance is the ability to "persuade", to "influence" and "affect an outcome."

A highlight during a day with many special moments was a delightful conversation over lunch between broadcast journalist Donna Hanover and director/choreographer Susan Stroman. The winner of five Tony awards including ones for "The Producers," "Contact," and "Crazy for You," Stroman spoke of growing up with a piano-playing father in a house always filled with music. Calling herself "a writer of dance," she explained that choreographing for theater is different from that for ballet because she must be guided by the plot and "move the story forward." She does research on the period and region of the play and immerses herself in its world. She "thinks in story terms" as she observes the life around her. "The more prepared you are for any project, the more you can improvise when you get there," she advises. She has been asked by Mel Brooks to direct the movie version of "The Producers," which will star Nathan Lane, Matthew Broderick, and Nicole Kidman, an exciting opportunity for a charming, vivacious, and very talented woman who grew up in a house filled with music. Joannie C. Danielides is president extraordinaire of New York Women in Communications, Inc. #

A COLUMN EXPLORING COLLEGE MAJORS

SO YOU WANT TO BE AN ART/ART HISTORY MAJOR?



Victoria Fedrigotti

By SARAH N. LYNCH

For Stella Zagori, a sophomore at the Parsons School of Design, art has always been her passion. But although Zagori is well versed in traditional art forms like painting, drawing and sculpting, her classes at Parson's have taken her in other artistic directions.

"I'm kind of a non-traditionalist," Zagori said. "I don't use paint or really draw, not that I can't do those things, but I find that expression to be a little stale. I prefer using paper and fabric, and cutting things out or using transparencies, photographs, tissue papers, glitters or any translucent material."

For students at Parsons like Zagori who are working towards their Bachelor in Fine Arts, or BFA, they must follow an extremely rigorous curriculum. Starting their freshmen year, students take required "foundation" courses: a selection of design classes which include 2D design, 3D design, drawing, digital design, art history and English composition. The following year, sophomore students have yet another set of requirements to fulfill. "At Parson's the courses are all scheduled already for you," Zagori said. "You take the required studios, which for me are painting, drawing and sculpture every semester. Each of those is 6 hours long and three credits each...For sophomore year you kind of have to follow the curriculum, and for sculpture you have to build things out of different materials. You have to use clay, make a model out of plaster, learn how to weld and use metal in some way."

Junior and senior year at Parsons, however, the students begin to explore concentration areas. Because Zagori is interested in "non-traditional" mixed media, she has taken to creating art out of old books. Zagori said she is the only student she knows of who creates 3D art out of books. The project she is working on right now involves hardcover books by Virginia Woolf and Katherine Mansfield that she purchased at Strand on 13th and 3rd.

"I re-use old books and compile them into one and make compartments and sides and windows," she said.

But while some people enjoy creating art themselves, there are others who are fascinated in learning about the history of art. Victoria Fedrigotti, an art history major at the School of General Studies at Columbia University, started out as a history major. But when she began covering the art gallery scene in Buenos Aires for the Buenos Aires Herald one summer, her interests shifted and she changed her major. Now in her senior year at Columbia, Fedrigotti has recently completed her senior thesis, which studies two paintings by Francisco de Goya. "I feel like the course that made me fall in love with art history was the Methods and Literature of Art History, which is required of all majors," Fedrigotti said.

"That was an amazing course. It was multi-departmental, it covered all time periods and all methodologies."

Fedrigotti chose to write about Goya in part because she was born in Spain and has a strong interest in Latin American and Spanish art. Currently, she is interning in the Latin American Art Department at Christie's.

"My thesis topic was 'Goya's Asylums and the Personal Aesthetics of Insanity,'" she said. "I just looked at the two asylums that Goya painted and came up with a theory that in order to represent insanity, it has to be through an intensely personal lens because Goya encountered madness in several episodes of his life, and his art was infused with a very biographical aspect."

Art history majors have to take survey courses that teach them about art from different time periods, including Renaissance, modern, non-western, 19th century and medieval. In addition, they must also take an art studio course.

"It makes a lot of sense [to take a studio art



Stella Zagori

course] because in order to understand art history, you have to understand what is involved in the creation of art, so whether it's drawing or silk screening or print making, you have to understand what's involved in creating a work that compliments art history and vice versa," she said.

While majoring in art and art history can be fascinating and extremely satisfying, both Zagori and Fedrigotti said it might not always open up as many career paths. "It's either teaching, or being in a museum as a curator, working at an auction house or a gallery or art journalism," Fedrigotti said. "But I enjoy what I'm studying and I'm ready to apply it any way I can." #

Literary Riddles

By CHRIS ROWAN

"There is always one moment in childhood when the door opens and lets the future in."

(1) This line comes from which piece of work?

(2) Who wrote it?

(1) *The novel The Power and the Glory.* (2) *Graham Greene.*



Museum Education Program at Bank Street College Enhances Literacy

By ELISABETH JAKAB

"Literacy isn't merely about learning how to read and write. Literacy is about being an educated person in the most profound sense of the word. Museums are in an excellent position to promote an expanded definition of literacy, one in which meaning and understanding, not merely decoding, are central," says Nina Jensen, Director of Bank Street's Museum Education Program. "Literacy is about understanding the human spirit through reading literature, and by looking at and studying art, artifacts from the past and from

other cultures, and specimens from the natural world."

"Museums are traditionally about the things they collect; one can learn to 'read' them in many ways, including visually," adds Leslie Bedford, Director of Bank Street's Museum Leadership Program. "The challenge for educators is how to provide context, clues, and roadmaps, so that the collections and exhibits speak to them and relate to their lives."

Once palaces of privilege where the elite admired art and artifacts only they could afford

(and in some cases had donated), today museums are seeking broader audiences through differently focused exhibitions. Part of this outreach is the immense growth in the past fifty years of museum education programs for both children and adults.

It was in response to this cultural shift that, in 1975, Bank Street started its Museum Education Program.

While many of its graduates teach in schools and use museum resources to enhance their teaching, others go directly into museum education.

Museum educators offer online and in-house opportunities for research; professional development for teachers so they can create their own museum programs and prepare their classes before coming to a museum; information on how to use museum teaching ideas and resources in their classrooms; and advice on teaching with pri-

mary sources, such as artifacts of another culture, or scientific specimens."

The Museum Leadership Program, which began in 1978 in response to the desire of museum educators to attend Bank Street while maintaining their jobs, is geared to people already in the museum field who want to learn how to attract audiences by designing exhibits and educational programs, and also to acquire the management skills to implement their ideas effectively.

"When museums understand that their mission is to serve their communities, they approach their work from the perspective of the educator," says Leslie. "They create experiences for visitors that make connections between the objects and exhibits and the people encountering them."#

Elisabeth Jakab is Senior Writer at Bank Street College.

Studio Museum in Harlem Reaches Out

By SYBIL MAIMIN

Among the many exciting initiatives created by the Studio Museum in Harlem (SMH) to further its mission of interacting with the community and making art accessible to all, is "Expanding the Walls" (ETW). A unique intergenerational program, ETW brings youth, seniors, and families together around the art of James VanDerZee, the famed photographer whose extensive and important work in the Museum's collections records a rich and vibrant Harlem during the first half of the twentieth century. The youth component of ETW is intensive and comprehensive. During an eight-month (January through August) period, about 15 high school students meet with SMH curators, educators, artists-in-residence, and guest speakers to learn about art, museums, photography, American history and culture, community and identity, and communication and leadership skills. Their commitment to the project is seven hours a week during the school year and twenty hours a week during the summer. Photography plays a major role. Elderly residents of local senior centers meet with the youth and share their experiences using the VanDerZee images as jumping off points for their own stories of life in the

community. The Museum provides special visiting days for seniors and during the summer ETW youth serve as their guides. SMH also believes parents and children can bond over art and offers various hands-on art-making activities for families as well as interactive tours of the VanDerZee and other museum exhibits and walks in the Harlem neighborhood. Some of the tours are led by ETW youth. The Museum reaches out to its membership, community organizations and schools for participants in these programs.

Expanding the Walls began in 2001 and grew out of a desire, shared by many museums, to reach beyond the traditional museum visitor. SMH, in particular, felt a need to develop relationships with the youth, seniors and families in its Harlem neighborhood, especially long-time residents, and determined that interactive, non-traditional programs would best accomplish this goal. The renowned VanDerZee photo archive has proven to be an ideal catalyst for the bringing together of generations and for discussions of art, history, culture, and social movements.#

The Studio Museum in Harlem is at 144 West 125th Street. Telephone is (212) 864-4500.

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Join New York's Brightest

By MAYOR MICHAEL
R. BLOOMBERG

Everyone knows New York's Finest, Bravest, Strongest, and Boldest—they are the men and women who serve us so well in the Police, Fire, Sanitation and Correction Departments. Now, to attract the very best to become New York City public school teachers, we've launched a new ad campaign with the slogan: "Join New York's Brightest. Teach NYC."

Teachers are the lifeblood of our school system. No profession touches as many young hearts and minds. Here in New York City, the challenges that teachers face are great, but the rewards are even greater. There's no better place to make a difference, and there's no better time than now. After years of bureaucracy and neglect, we're transforming the school system so every student has a chance to succeed. That's why we need the Brightest leading our classrooms.

Finding them, however, is a tough task. Each year, we must hire a small army of teachers to replace those who retire and leave the system. We must ensure that these new recruits are well qualified to teach the grades and subjects to which they're assigned—and lately we've had good success. During the current school year, the Department of Education has hired a record number of new teachers: 9,480 through January. Even more impressive is the fact that 96.5% of these teachers are state certified.

Compare that to the school year that began in 2001—when only about *half* of the approximate-

ly 7,500 public school teachers the city hired were certified. While our record is good, we're going to make it even better. The launch of "Join New York's Brightest: Teach NYC" takes us one step closer to the goal of giving every New York student the education they deserve.

Want another reason the Brightest will love teaching here? They'll be smack dab in the middle of the best classroom in the world—with our unparalleled diversity, our fascinating history, and our remarkable cultural vitality. Think of the field trips! Our theaters, museums, concert halls and galleries are already the best in the world—and, if this week is any indication, they'll keep getting better.

We recently announced a campaign to transform the Lincoln Center campus and turn West 65th Street into the "Street of the Arts." Soon after the doors opened to the newly redesigned Brooklyn Museum—home of the 2nd largest fine arts collection in the country! Not a bad week. Many other institutions are in the middle of exciting change: MoMA...the Brooklyn Children's Museum...the New Museum of Contemporary Art—and the list of projects goes on. So does the list of the world's greatest architects working on them—all of whom have been drawn to the creativity and vitality of New York.

It's not surprising. Whether in culture or education—in finance or fashion—New York has a unique opportunity to attract the best and the brightest. And that is exactly what we are going to do. #



Leadership with a Heart

By JILL LEVY,
PRESIDENT, CSA

I recently returned to the classroom to lead a professional development workshop for CSA members, many who are aspiring principals. But, as I went over my lesson plan, I saw the material was misaligned with what is happening in our school system every day. Everything in my presentation i.e., what "should be," seemed to be at odds with "what is," i.e., the school system's current approach to leadership.

How could I put forward a set of attitudes and characteristics so far removed from what my students, supervisors and administrators in the NYC public schools, witness every day? Would it be possible to help my adult students overcome their feelings of oppression and fear, common emotions experienced under the present regime. Would the expectations for leadership performance to which I subscribe conflict with what the school system expects of them?

Leadership to me is the ability to inspire and lead others to form a shared vision for an organization, and to implement a strategy to make that vision a reality. Isn't that at direct odds with the Mayor's autocratic, top-down approach?

With a good deal of trepidation, I went into the classroom. In my lessons, I try to emphasize two points: a) effective communication skills and b) the ability to include every individual and group who have a stake in the organization's future. But my students told me that these ideas have little relevance in the world in which they work.

CSA members say that their participation in decision-making is more limited than ever. They say use their skills to carry out orders from on

high, but they are not allowed to exercise true leadership within their schools. As for communication, nobody knows how decisions are made or policies developed.

In the past, I generally spend time discussing how leaders must have a clearly articulated vision for their organizations. But no compelling vision is forthcoming from Tweed. My students report that they hear nothing more than empty slogans. There's no inspiring vision, they say. And CSA members are not involved in developing plans so they lack what we call ownership of any long-term design.

A good leader communicates his vision to subordinates through honest dealings with them and through consistent actions each day in his or her dealings with those who have a stake in the success of the organization. I don't think CSA members experience those qualities of leadership from this administration.

School supervisors and administrators have quickly learned that their mission is to carry out ideas that belong entirely to other people, and they do it accordingly. But they remain curious about two things: "How is it," they ask, "that people who know little or nothing about educating children see themselves as experts, and why does the public so readily accept the views of non-educators?"

CSA members must learn that whether the dictatorial behavior is fueled by hubris or arrogance, in the end, it is the professional leadership, which every school leader exercises that will determine how well our children are educated. #

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



Grade Retention Policy Must Address Learning Disabilities

By ASSEMBLYMAN
STEVEN SANDERS

Last month I devoted this space to draw attention to the need for Chancellor Klein and Mayor Bloomberg to have sound, educational planning for children who will be held back as a result of the high-stakes third grade tests, noting that experience has shown that merely holding back a child who has not demonstrated minimal mastery of subject matter at a particular grade level has failed to produce good outcomes where individualized assistance is not provided. This month, I follow up on that with a focus on children with special needs.

I have written to Chancellor Klein and demanded that all children whom the Department will identify based on the 3rd grade high-stakes reading or math exams as those that cannot be promoted to the 4th grade be screened for learning disabilities or attention deficit hyperactivity disorder (ADHD), and other impairments or developmental disabilities. And at the statewide level, I am introducing a bill that would require every district to provide such screenings before holding back any elementary school child as part of a district's implementation of grade retention policies.

It is a certainty that some of the children who have not demonstrably achieved threshold scores on a standardized test are not achieving because of a variety of factors requiring special intervention, including a learning disability, ADHD, or a hearing or vision loss that has gone unidentified and unaddressed.

To simply place such a child in an intensive summer school program or have that child repeat the grade is senseless and a waste of resources. Early identification and appropriate intervention are the keys to providing children the targeted resources they need to meet their full potential, and it is both right and essential to make sure that the reason the child has not demonstrated minimal academic success isn't because the child has a previously undiagnosed or untreated disability or deficit.

How much better it is to catch these students at third grade, rather than have them repeat a grade and be on a doomed academic trajectory, unassisted and without the right interventions. In the long run we will save money, and I don't think this is an exaggeration—save *lives*—in terms of quality and fulfillment of these children's true potential, by addressing their special needs early so that they have the tools they need to learn and succeed.

Proceeding with a plan to hold thousands of young students back without the screenings would be absolutely irresponsible. We'd just be ensuring that many of these youngsters will fail again. As has been said, insanity is doing something that doesn't—and in this instance cannot—work, over and over again.

The screenings should identify which children who have not performed well academically have either a learning disability, a developmental disability, or conditions that include ADHD, autism, or impairment either of a child's vision or hearing.

According to figures obtained from the U.S. Department of Education, the National Institute for Mental Health, and experts, somewhere between 15 and 20 percent of public school students have either one or more learning disabilities, ADHD, or both. Undoubtedly, the percent of students with undiagnosed disabilities will be higher from among students who the city has deemed to have failed.

Chancellor Klein has often spoken about providing children with the tools they need to learn and succeed. To do that, we cannot treat every child the same, without identifying those who have a developmental or learning disability and then making sure the special instructional support services are in place for them. Yes, all children can be held to high standards. But only if we give each of them a *real* chance. #

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

FREE BOOK TALK AT TEACHERS COLLEGE

Education Update, The Alumni Council of Teachers College and Phi Delta Kappa of Teachers College are co-sponsoring a book talk and response panel at Teachers College on June 17th from 5-7 p.m. Harvard trained pediatricians Dr. Perri Klass and co-author Dr. Eileen Costello will discuss their latest publication, *Quirky Kids*.

Refreshments will be served.

This free program is appropriate for teachers, administrators, special educators, parents, college and graduate students, professors and pediatricians.

Please email your RSVP to
klass@educationupdate.com.



SPECIAL EDUCATION

READ NATURALLY: THE FLUENCY SOLUTION

For over fourteen years, the READ NATURALLY strategy has been a highly successful solution to the fluency problems of students nationwide. READ NATURALLY provides a method to motivate students and accelerate their reading achievement and fluency. The READ NATURALLY strategy combines three powerful tools for improving reading fluency: teacher modeling, repeated reading, and progress monitoring.

Picture in your mind one of your struggling readers. You would probably describe that student's reading as word-by-word, halting, slow, and laborious. Students with these characteristics associated with their reading have a fluency problem. Educators often describe reading problems in terms of fluency, and research demonstrates a strong correlation between reading fluency and comprehension. Consequently, teachers need to develop the fluency of their students.

Struggling readers do not read enough, which significantly impedes their fluency development. Students become fluent readers by reading. Yet in our elementary schools, students read an average of only five to ten minutes per day. Struggling readers read even less—hardly enough time to become proficient at something as difficult as learning to read. Struggling readers cannot or will not read independently. When asked to read quietly, they sometimes pretend. Often these students cannot read the basals and anthologies used in their classrooms. Also, poor fluency is a self-perpetuating problem. Struggling readers read so few words during

their instructional and independent reading time that the gap between them and their peers continually widens.

Thus, it is clear that struggling readers need to become fluent. To do so, they need a safe, structured, and highly motivating opportunity to engage in reading on a daily basis. Research supports each of READ NATURALLY's three components of teacher modeling, repeated reading, and progress monitoring as powerful ways to involve struggling readers in the act of reading, to improve their fluency, and to accelerate their reading achievement.

Teacher modeling, which consists of a proficient reader modeling good, correct reading for a less able reader, improves the reading fluency of students. Repeated reading improves fluency as well. Repeated reading is a strategy in which the student reads a story of 100 to 200 words many times until able to read it fluently. Finally, daily monitoring of student progress improves student achievement. The student becomes more involved in the learning process, and the teacher remains aware of each student's progress.

Combining teacher modeling, repeated reading, and progress monitoring thereby creates a powerful tool to improve the reading fluency of struggling readers. READ NATURALLY effectively combines these three strategies into a powerful and successful program that has accelerated the reading achievement and fluency of struggling readers nationwide for over fourteen years. #

For more information, please visit our website, www.readnaturally.com, or call 800.788.4085.

Gearing Up For Camp! Preparation is the Key to a Successful Summer at Camp

Millions of children will get their first taste of independence at a resident or day camp this summer. More than 12,000 camps across the country are preparing to give children the experience of a lifetime and parents should be doing the same. Preparation is the key to a successful summer at camp. Not only does a child need to be prepared, parents also need to prepare themselves.

"Sending your child away to camp is a major milestone for most parents—one that is often marked by excitement, anticipation, and perhaps even some anxiety," states Bob Ditter, licensed clinical social worker, specializing in child, adolescent, and family therapy. Parents think that if their child is far away from home, he or she will be more anxious. In reality, it is usually the parents who suffer concern for having their child away from home. Most children come into the camp setting and immediately begin to develop a support network—and the distance from home simply doesn't matter. "One of the most important things parents can do to help prepare children for camp is to talk with them before they go," says Ditter.

Ditter makes the following suggestions to help families prepare for camp: Prepare for camp together: Decisions about camp—like where to go and what to pack—should be a joint venture, keeping in mind the child's maturity. If a child feels a part of the decision-making process, his/her chances of having a positive experience are improved.

Talk about concerns: As the first day of camp

nears, some children experience uneasiness about going away. Encourage children to talk about these feelings. Communicate confidence in the child's ability to handle being away from home.

Have realistic expectations: Camp, like the rest of life, has high and low points. Not every moment will be filled with wonder and excitement. Encourage children to have a reasonable and realistic view of camp. Discuss both the ups and downs they may experience.

When families make the decision to offer their children the benefits of a camp experience, they are giving them the opportunity to grow and develop in a caring, positive environment that is safe and fun. With careful planning and preparation, a camp experience can be an experience of a lifetime.

The American Camping Association helps families find ACA-accredited camps that can serve almost any interest, ability, budget, age, and personal schedule through a widely used Online Camp Database and an annually published Guide to ACA-Accredited Camps.

Founded in 1910, the American Camping Association is a national community of camp professionals and is dedicated to enriching the lives of children and adults through the camp experience. ACA is the only organization that accredits all types of camps based upon 300 national standards for health and safety. #

For more information visit www.ACAcamps.org.

Marymount Summer 2004 June 21 - July 23



SUMMER SCIENCE & TECHNOLOGY CAMP Girls and Boys ages 8-12 Hours: 9:00 am - 3:30 pm

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Develop the skills of acting, singing and dancing while exploring all aspects of play production, including makeup, scenery, costume and prop design. An enhanced visual arts program uses neighborhood museums to inspire and teach young artists. Specialty workshops with Broadway artists and a trip to a Broadway show complete the performing arts experience. Camp includes sports and swimming and will culminate in a full musical production in Marymount's recently renovated theatre facilities.



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It's not about me. This simple statement suggests it is about something or someone else. It is also the title of a new book, *It's Not About Me* by Max Lucado, which has on its cover an interesting subtitle: *Rescue from the Life We thought Would Make Us Happy*. Some startling ideas are put forth here especially for us New Yorkers, who are used to thinking everything is about us, and are always striving to be successful and happy. Lucado points out that since Copernicus discovered that the earth revolves around the sun, the earth is not the center of the universe and therefore people are not the center of the universe. As it is physically so is it spiritually and mentally; God's focus is on His purposes not on answering all our prayers the way we want them answered. The author presents Moses as someone who is faithful to God and by his faithfulness gets God to be patient with the Israelites and to let Moses be witness to His glory. Lucado believes that all of us need a good dose of God's glory. God is ever present amidst the change in the world: Lucados lived for years in one house, but eventually moved out, Lance Armstrong is in top form for bicycling, but eventually he will give out, but God remains strong in His purposes.

Throughout the book, the author summarizes in light gray little boxes the key ideas present in

It's Not About Me
by Max Lucado
(Integrity
Publishing)
\$18.99

each chapter.

This is most helpful in making clear to the reader the important concepts amidst the anecdotal narrative: There is an accompanying study guide arranged by chapters of the book with thoughtful questions that will make this book a natural for group study. Experiencing God's love and glory when following God is to Lucado more fulfilling and joyous than focusing on one's own self.

It's Not About Me is indeed a rescue from our self-centered lives and a ticket to more rewarding ones. Meanwhile, at Logos, it is that time of year of Graduation, First Communion, Confirmation and Mother's Day and there are greeting cards available for those occasions as well as greeting cards for all other occasions and fine music, gifts and bibles to purchase, besides books. Come on over.

Upcoming Events At Logos: Wednesday, May 5, 2004, at 7 P.M., The KYTV Reading Group will discuss *A Gesture Life* by Chang-Rae Lee; Monday, May 10, 2004, at 7 P.M., The Sacred Texts Group led by Richard Curtis of the Curtis Literary Agency will discuss Genesis 37:50; Wednesday, June 2, 2004 at 7 P.M., The KYTV Reading Group will discuss *Life Of Pi* by Yann Martell; Children's Story Time is every Monday at 3 P.M.#

Transit: #4, #5 or #6 Lexington Avenue Subway to 86th St., M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st and 2nd Aves)

GET IN GEAR FOR SUMMER WITH TOYS "R" US

Want to spend your summer with the giraffe who has the coolest toys and games? Geoffrey the Giraffe is hosting a summer camp at every Toys "R" Us store starting Wednesday June 23rd and continuing every Wednesday until July 17th from 2:00 p.m. to 4:00 p.m. Camp Geoffrey is a great place for parents and kids to go and have fun participating in summer activities. Some great activities that Camp Geoffrey has offered are building your own toy, decorating a dress or

illustrating your own story. All Camp Geoffrey activities are free! Kids always get to take home what they make and often receive a free gift from Geoffrey.

Camp Geoffrey is intended as an activity for parents and children to enjoy together. All children must be accompanied by a parent or legal guardian for the entire event.#

For more information on Camp Geoffrey visit www.campgeoffrey.com.

AN INTERVIEW WITH AUTHOR T. CORAGHESSAN BOYLE *Black Humor, Leaning Toward the Absurd*

By JARED FRIEDLAND

T.C. Boyle is downright worried. The fifty-six year old author with steel earrings, a diabolical-looking goatee and pompadour-style hair the color of which most closely resembles the fiery orange-red of tabasco, is eyeing a handful of children the way a paranoid Central American dictator might eye a band of insurgents.

In a Los Angeles Barnes & Noble to promote his latest novel, *Drop City*, Boyle cracks a wise-guy smile before questioning whether the dozen or so well-behaved kids a few feet away from us are merely lulling him into a false sense of security. "They're quiet for now," Boyle deadpans, sneaking a mock suspicious glance at the kids as they turn the pages of the latest Harry Potter. "The moment I'm scheduled to speak, though..." he trails off and laughs, leaving unsaid the tantrums and parent-mortifying hissy fits America's youngest readers may or may not be plotting.

Born Thomas John Boyle in Peekskill, New York, T.C. was a promising if lackadaisical student throughout high school, a phase of life he likens to "penal servitude." At seventeen, saxophone and sheet music in hand, he entered the State University of New York at Potsdam, intending to major in music, but he flunked one of his first auditions and wound up switching majors to history.

It was a decision marked by serendipity, but ultimately frustration. Dr. Vincent Knapp, a history professor who had "made his way up, hand over hand, from the depths of the working class," recognized talent in Boyle's writing and tried to encourage him, but the author wasn't ready to develop his ability and spurned his mentor's advice. "I hurt him," Boyle wrote in an essay looking back on his youth. "He was the second of my fathers, and I hurt him in the way of Allan Sillitoe's long-distance runner and his father/mentor. I didn't attend classes. I hung out with the losers."

Boyle actual father, a school-bus driver with an eighth-grade education, was a depressive alcoholic. "I tried to understand him," Boyle said in an interview with *The New York Times*, "but he was usually extremely morose and insensibly drunk, like his father before him." Many of his Boyle's fictions feature a search for a missing father; one of the author's most affecting short stories, "If The River Was Whiskey", is constructed around Tiller, a young man trying to befriend and understand his alcoholic father as they fish for pike.

Two years after Dr. Vincent Knapp's history course, Boyle took his first class in creative writing, under Harvard-educated Hindu novelist Krishna Vaid. Professor Vaid structured the class like a classic fiction workshop, assigning students to write original pieces, then having them read their work in front of the class. When it was Boyle's time to present, he decided, having recently been exposed to absurdist French playwright Eugene Ionesco, to write an one-act play entitled "The Foot."

A dark comedy about a couple grieving the loss of their only son to the jaws of an alligator (all that remains of their boy is his left foot, which they keep enshrined on the coffee table like a holiday centerpiece), "The Foot" caused Professor Vaid and Boyle's classmates to erupt with laughter and applause, an experience he describes as "one of the sweet surprises of my life."

It would be predictable to say that the author's out-of-the-park homerun on his first attempt at creative writing emboldened him; that he began writing feverishly and never looked back, but Boyle in his early twenties was still like his character Ronnie in *Drop City* -- disaffected and feckless, his only interests drugs, music and women.

Then something happened. A friend's fatal

overdose "scared the holy sweet literature" out of him, galvanizing Boyle to write his way out of the mire. It took two years, but Boyle's efforts finally paid off, when a story published in *The North American Review*, "The O.D. and Hepatitis

Railroad or Bust", earned him acceptance into the prestigious Iowa Writers' Workshop. ("If they'd considered my dismal academic record," Boyle confesses, "I'd never have gotten in.")

At Iowa, Boyle began the most intensive reading period of his life, finding himself drawn to works written "with a certain black humor, leaning toward the absurd." He cites John Barth, Kingsley Amis, Thomas Pynchon, Flannery O'Connor, Gunter Grass and Robert Coover as early influences, adding, "Coover had been

doing everything I wanted to accomplish, but didn't yet have the craft to begin." Flannery O'Connor's widely-anthologized short story, "A Good Man Is Hard To Find" and Evelyn Waugh's 1934 novel, "A Handful Of Dust," were also educational; each showed Boyle the profound effect a writer can achieve by inverting the tone of a piece from comedy to horror. It's a technique the young author quickly assimilated, and one that has come to characterize much of his fiction, from short stories like "King Bee" to his 1998 novel, "Riven Rock."

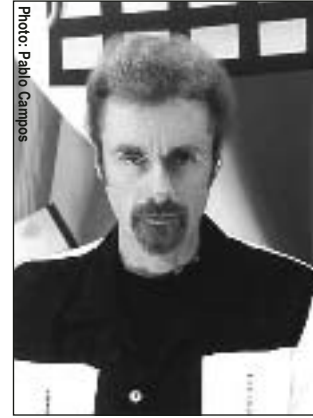
"When I discovered writing, I didn't have a foundation, a classical background," Boyle says, taking a long slurp off a can of Diet Coke. "Until Iowa, I'd mostly read contemporary fiction." Boyle credits his graduate school academic mentor, Frederick P. W. McDowell, with introducing him to, and nourishing his love of, nineteenth-century British literature.

In addition to McDowell, Boyle had the privilege of studying with literary greats Vance Bourjaily, John Cheever and John Irving. In his autobiographical essay on writing, *This Monkey, My Back*, Boyle praises Bourjaily and Irving as having been "exceptionally generous and supportive"; Cheever, who wore a formal suit and bow tie to class each day, he likens to "a wind blowing out of some remote place."

At the helm of his own creative writing classes at the University of Southern California, Boyle strives to introduce his students to as broad a range of authors as possible. "It may sound obvious, but it's vital to teach creative writing in conjunction with writing... students cannot learn to write effectively without simultaneously being exposed to literature." To that end, Boyle recently edited a short-fiction anthology entitled *Double Takes*, so named because it's comprised of two stories apiece by thirty different authors. It's Boyle's hope *Double Takes* transcends his classroom to enrich the curriculum of high school and college English teachers nationally.

Asked whether his style of teaching has changed in the two-and-a-half decades since he arrived at USC, Boyle reflects for a moment before replying, "I'd have to say the only way I've probably improved is in drawing my students out." Glancing at a nearby mother reading to her children, Boyle says he tries to maintain a classroom environment "not unlike an informal party," so that even the most reticent students feel comfortable discussing each other's work.

Boyle makes it plain one of his foremost priorities is "arousing his students' emotions" -- getting them passionate about literature, whether that passion is generated by enthusiasm, resentment, "or even rage." To an author famous for irony, irreverence and nothing-sacred satire, the most effective means of stirring his students up -- of "pollinating" young people with a love of literature -- is getting them to realize writing can be as "subversive an act" as a protest or an angry rock n' roll song.#



T. Coraghessan Boyle

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FROM THE SUPERINTENDENT'S SEAT:

Can We Raise our Children's IQ's?

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



Last week, I was interviewed for a newsmagazine program on the subject of whether or not we can raise a child's IQ. There has been a great deal of scientific research on this subject, and arguments have been written on both sides, but as an

educator I lean toward the side that believes we can have a positive impact on a child's intelligence level, or capacity to learn.

The various IQ tests that are popularly used are usually accurate indications of how academically successful an individual will perform in school. This is one reason that we use such academic aptitude tests when we seek to identify both children with special needs and children with intellectual gifts, but we have to remember that they may not always recognize other exceptional gifts. However, in school, and in life, a number on an IQ test is not how we measure success. Success is more accurately measured by an individual's accomplishments, and "brilliance" is very often associated with original ideas or inventions. I am most concerned with giving our students every advantage in developing their powers of intelligence, which include abstract thinking, reasoning, problem solving, and comprehension of both written and oral information. It is widely accepted that children learn an enormous amount of information while they are young. For example, we have found that both language and music affect brain development, and in Syosset we have a program that introduces our elementary school students to a new language each year, beginning in kindergarten with Russian, then Chinese in first grade, Spanish, French, and Italian in second through fourth grade and finally, Latin in

fifth grade. The goal is not to become fluent in these languages, but for the language study to stimulate the brain to accept different messages and sounds, and increase their receptiveness to learning new information. I feel that if we can increase a child's ability to learn, that is certainly tantamount to having an effect on that child's IQ—whether or not it shows up on a test.

Our students have thrived when we have challenged them intellectually and when we give them the opportunities to use their imaginations and problem solving abilities. While we do have a separate program for those students identified as gifted, we also have our teachers of the gifted work with all of our students in each elementary school, and teach them the advanced thinking skills that are very often only taught as part of a gifted program.

The newsmagazine interview took place in a sixth grade classroom, and after we spoke, the interviewer asked the children what their parents told them would help them to be smarter and why it was important. They answered that their parents said that if they would pay attention and do their best in school, they would be smarter, and schoolwork would be easier. I can add that their parents can also help them by making reading and museum and zoo visits a family affair, and by communicating with and including their children in their day-to-day activities from the time they are very young.

The results of an intelligence test should not have an influence how a parent interacts with their child. Treat your children as if they have already been tested to be as gifted as you can imagine and you will undoubtedly give them the environment to learn all that they are capable. With children, the possibilities are always endless, no matter what number is written on the test score.#

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

CLASSIC TOYS NEVER GO OUT OF STYLE—PART 1

By STEVANNE AUERBACH, Ph.D.
(DR. TOY)

You can count on classic toys. These are the long lasting toys that "keep on playing" long after the batteries and latest fads are gone. Where do you turn for a selection that provides a timeless, fun experience that will hold your child's interest? It's time to turn back the clock! Look for toys that have remained valued playthings since they were first introduced ten or more years ago. These are the lasting favorites of all children who have played with them. The selections of our Best Classic Products are included here and in the next issues.

Briarpatch I Spy Memory Game \$19.99 4-10 yrs. 800-232-7427 www.briarpatch.com

This card game is based on the popular "I Spy" book by Walter Wick and Jane Marzollo celebrating its 10th anniversary in 2002. This game continues to be popular for each generation that rediscovers the fun of rhyming riddles. The instructions are included and now there are extra "I Spy" cards. You can also obtain variations of the game in "I Spy" Bingo and "I Spy" Travel edition.

DaMert Triazzle—Coral Reef \$8.00 8-12 yrs. 800-356-0474 www.damert.com

Each Triazzle has graphic elements that cross over its three edges onto the adjacent pieces that contain the entire puzzle. The pieces vary from nine to twenty four pieces. The object is simple to assemble with all the images matching, but it can be a difficult challenge. The puzzles can be assembled down to the last one or two pieces and be totally incorrect forcing the player to begin again. You remove the pieces from the game board and mix them up but then replace them so that each picture matches. Once you have taken it apart it is not easy to put them back together

again in exactly the same way but once you do you will be rewarded with the challenge of getting them back in place again. The interesting information on the back of the puzzle itself calls attention to the different types of fish that are part of the picture.

Flexible Flyer Play Time \$79.99 2-10 yrs. 800-521-6233 www.flexible-flyer.com

Playtime is a traditional playset that children have enjoyed for many years. This playset is totally perfect for outdoor play. Children will become more physically active playing with the swings, slide, and seesaw. It is easy to set up and strong and has all the features children love. The seesaw is well-balanced and durable. For over 100 years the company has provided quality, durability, and fun for children.

Gamewright Mummy Rummy \$9.99 8-12 yrs. 800-638-7568 www.gamewright.com

Mummy Rummy is a great game that players dig and sift in search of cards that complete pictures of ancient Egyptian treasures. Certain cards have special powers that can transform pictures and can jump from one player to another. The contents of the box include 30 double-image cards, 15 single-image cards, instructions and treasure guides. Children can play together with two to five players. Each game is about 30 minutes. Games like this help children to learn to take turns, be patient, socialize with friends and family and learn other skills of observation and dexterity.#

Stevanne Auerbach, Ph.D., Director of the Institute of Childhood Resources, writes Dr. Toy's Guide (www.drtoy.com) and is author of new book *Smart Play/Smart Toys: How to Raise a Child with a High P.Q. (Play Quotient) Educational Insights*.

BOOKS FOR CHILDREN

Read & Explore the World like a True Adventurer

By SELENE VASQUEZ

Picture Book: Ages 4-8

What Do You Do With A Tail Like This? by Steve Jenkins and Robin Page. (Houghton Mifflin, 32 pp., \$15.00). Strikingly exceptional cut-paper animal science book with intriguing facts. A 2004 Caldecott Honor Book replete with visual surprises.

Crepes by Suzette by Monica Wellington. (Dutton, 32 pp., \$15.99). Francophiles will delight in this charming rendition of Parisian historic buildings, quaint gardens and parks, and city strollers eating Suzette's crepes as she sells them from her colorful pushcart. Mixed-media collages of photographs, stamps and postcards.

Poetry: Ages 6-10

Riddle-iculous Math by Joan Holub. Illustrated by Regan Dunnick. (Albert Whitman, 32 pp., \$14.95). Hilariously campy and often challenging riddles and rhymes based on math, from simple addition to increasingly harder subtraction functions. Quick brainteasers just for fun displayed in simple colorful cartoon format. *Math Fables: Lessons That Count* by Greg Tang. Illustrated by Heather Cahoon. (Scholastic, unpagged, \$16.95). Brief fables told in rhyme with catchy titles such as "Trying Times," "Midnight Snack," and "Gone With the Wind" and ending in common sense moral. Perky computer-generated cartoons compliment the enriching experience of seeing numbers in different combinations or groupings.#

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

SPRING TIME FUN ACTIVITIES FOR CHILDREN AND FAMILIES AT THE NEW YORK BOTANICAL GARDEN

For Families: Nature's Ice Cream Parlor in Everett Children's Adventure Garden—May 1st through the 31st, Every Weekend, 10 a.m.–5:30 p.m., Open Monday, May 31st!

Back by popular demand, Natures Ice Cream Parlor returns to the Adventure Garden for another fun-filled month. During the month of May, children and their families enjoy delicious ice cream and learn about the plant parts that give this treat its fantastic flavors. From all-time favorites like vanilla, chocolate, and strawberry, to exotic flavors like pistachio and coconut. Children participate in special activities like making ice cream and tasting out-of-this-world ice cream flavors! In addition, children make their own "plant part" sundae and top it off with plant treats including, sugar sprinkles, berries, and cherries.

Month of Mothers Day Magic in the Ruth Rea Howell Family Garden—May 1st through the 31st, Tuesday through Sundays, 1:30 p.m.–5:30 p.m.

Children and their families (especially Mom) celebrate Mother's Day throughout the month of May with a bounty of floral crafts and garden activities! Children enjoy spring flowers and hands-on gardening with the entire family this month. Children make fun crafts including a paper flower, or they can create their own unique Mother's Day card, and pot up a special plant for

Mom. *NEW! Plant Patterns*—An Exhibit in the Bendheim Global Green House at the Everett Children's Adventure Garden—May 11th through January 7th, 2005

In this exhibit, children discover some of the infinite patterns found in plants by sorting and classifying plant parts, creating and comparing different bark rubbings, exploring leaf tessellations (tiling patterns), and exploring the Fibonacci number sequence.

Budding Botanists, a drop-in program for 2-5 year olds Tuesday through Friday, 1:30 to 3:00 p.m., is where preschoolers learn their ABC's by doing fun hands-on activities. Children explore plant and garden words that go with each letter of the alphabet. **This month features the letters:** Now through May 7: I is for Insects and Ivy; May 11 through 21: J is for Johnny-Jump-Ups and Jolly Jungles; May 25 through June 7: K is for Katydid and Kites for Kids.

For Teachers: The Sara Lee Schupf Summer Institutes provide a weeklong intensive immersion for teachers, of grades K through 5, in ecology and botanical science led by professional scientists and educators. Participants in this dynamic program learn how to make science fun through field tested, hands-on, inquiry based activities. Teachers discover how to make the Garden an extension of their classroom, while enriching the curriculum

with award-winning resources and more.

Seedlings program for teachers of grades K through 2 July 5th through the 9th or July 12th through the 16th.

Saplings program for teachers of grades 3 through 5. July 26th through the 30th or August 2nd through the 6th.

For more information on the Summer Institutes please contact James Boyer at (718) 817-8177 or jboyer@nybg.org.

Every day the Garden offers something new for children to investigate. Children and their families experience a world of plants, explore nature, and discover the thrill of science. Children have fun while learning about plant science in an engaging, hands-on, real-world way with a variety of indoor and outdoor activities such as dissecting flowers, pressing plants in the herbarium, using microscopes and hand lenses to study plant parts, and take-home activities including making a nature field notebook to record observations, leaf rubbings, and plant and flower sketches, as well as nature art and seasonal crafts.

For a full listing of Family Fun activities go to <http://www.nybg.org/family/index.html>. 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.

UPCOMING PUBLIC MEETINGS, DEPT. OF ED.

The following is a list of public meeting dates. Please note that although meetings are generally scheduled for the third Monday of each month from 6:00 p.m. to 8:00 p.m. at the locations listed below, they are subject to change.

Date	Location
5/17/04	Michael J. Petrides, Staten Island (715 Ocean Terrace)
6/14/04	Department of Education, Manhattan (52 Chambers Street)
7/12/04	Department of Education, Manhattan (52 Chambers Street)
8/23/04	Department of Education, Manhattan (52 Chambers Street)#



ADMINISTRATIVE MARKETING SUPPLEMENT

Dear Teachers and Administrators:

In July 2004, the fiscal year for the New York City Department of Education will begin! It is at this time that budgets and vendors' lists will be formulated and released.

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

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

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



Best Wishes,

Pola Rosen
Pola Rosen, Ed.D.
Publisher



PRODUCT REVIEW

Eset Software's NOD 321 Antivirus

By MITCHELL LEVINE

A scary statistic: according to technology analysts at International Data Corp., computer viruses cost businesses world wide an estimated \$55 billion. Just to take one egregious recent instance, the well-publicized Slammer worm alone cost affected industries in the United States and abroad between \$930 million and \$1.2 billion in just its first five days of operation.

While those projected statistics probably don't take the field of education in consideration specifically, it's difficult to believe that our schools remain unaffected. Most readers of this section most likely believe that they are doing a reasonably diligent job of staying on top of the problem, and it's true that some factors are primarily beyond the control of the average user: numerous security flaws in the most popular operating systems have contributed substantially to the crisis. "I've installed a top-selling security suite, and I have a software firewall," you might say, "I'm covered."

Well, it turns out that name recognition isn't the assurance that you might think. Believe it or don't, the most frequently used and best known packages aren't even close to being the most effective. The industry standard for tracking, categorizing, and analyzing all types of viruses isn't the labs at Symantec or McAfee, it's the venerable technical staff at the Virus Bulletin, the number one peer-reviewed computer security journal.

According to them, the industry leader in virus detection isn't either of the above-mentioned stand-bys—it's the relatively unknown, but unmatched utility, Eset Software's NOD 32—the only product that's been documented

as producing 100% detection of "in-the-wild" viruses. In the VB's most recent test, for example, the best-selling applications, Norton Antivirus and McAfee's Netshield missed 11 and 26 data bugs respectively.

Setting up my laptop with Nod123 was a little more demanding than simply installing off-the-shelf software for a single-user, but I imagine that the school IT tech won't find configuring it any more difficult than the enterprise versions of the standard Internet security suites.

What really struck me was the greatly superior speed of NOD 32 as compared to my usual software. On my system, a full length, in-depth scan of my hard drive can take as long as an hour and a half. NOD 32, by comparison, took only 12 minutes, plus another 5 for my removable data drives. According to the manufacturer the product uses significantly fewer system resources using its compressed algorithm, and, although I didn't have a benchmarking utility available to test this claim, it makes perfect sense to me. Given the burden most school's systems are carrying to comply with the district mandates for virus-resistance, this streamlining should be a considerably valuable enhancement of over-all performance for most institutional users.

I've been lucky, and have somehow managed to avoid any serious attacks by destructive and malicious code, but schools cannot take that chance. Too much is at stake for any educational institution. Even those whom have previously obtained acceptable results should take a serious look at the benefits Eset Software's exceptional piece of security software engineering, NOD 32. For more information, log onto the advertiser's site at www.eset.com/#

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ADMINISTRATIVE MARKETING SUPPLEMENT

PRODUCT REVIEW

YOU SOFTWARE'S YOU CONTROL MENU UTILITY

By MITCHELL LEVINE

So far, 2004 has brought a disappointing harvest of truly powerful Mac OS X utilities across my desk. Fortunately, You Software has broken this trend with their highly useful apps You Control and You Synchronize. For anyone using a systems network—say, three or more stations connected through a LAN—Mac OS X can be significantly more resistant to easy modification and alteration. Lacking a simple, organized central function devoted to tweaking a system registry like Window's Control Panel, institutional Apple users might find it a little more

complex to make substantial changes to their user environment. However, a learning community has considerable needs for flexibility—every class and school is different—and implementing customization in an organized manner should be a priority.

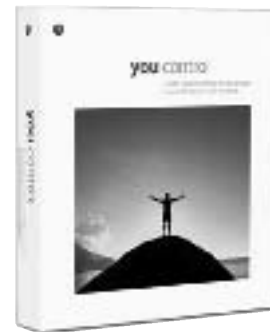
You Control is a specialized solution in this regard, a collection of 15 menu utilities designed to allow a creative IT manager the opportunity to make numerous specific upgrades. In a You Control custom menu, an enabled user can: add an atomic clock, display collected user e-mail messages, view a customizable calendar and schedule

of events, access the OS X finder through an intuitive menu system, and much more.

Most education users have probably encountered the difficulties in menu navigation that OS users have become accustomed to: Unlike Windows users, the typical school IT user simply does not get many alternatives for these types of operations. Not only will You Control give the system administrator to effect all of the above changes, it even allows customization of elements like fonts, colors, and numeral systems. Although I as a typical non-institutional user haven't found making many of these changes necessary, a K-12 school IT administrator might be very interested in being able to systemize many options that Mac OS doesn't make simple—for example, the alternative of adding to a standard

Finder menu an instant record of running processes similar to Windows XP's Task Manager, as a trouble-shooting and productivity feature. Additionally, the Pasteboard module is an excellent addition to the standard copy utilities installed standard with a Mac users operation system.

These features should certainly outweigh the lack of functionality of other of the features within in an education setting, like the iTunes and Address Book manager modules—certainly, the Clock applet alone should be sufficiently advantageous. At \$69.95 for a download (minus any potential education volume discounts), the suite is a little pricy, but is still definite worth a look-see. For more information and a free trial download, visit the company's site at www.yousoftware.com.



TEST DRIVE HIGH TECH CAREERS ON NEW WEBSITE

Pathways to Technology: The Community College Route is a new website and multimedia resource for high school students exploring career options, adults considering a job change, and the teachers and career counselors assisting them. Featuring over two hours of streaming video, visitors to the site at pathwaystotechnology.org will meet students who are currently pursuing 2-

year community college degree programs and the faculty who teach them; see what college-level courses look like; learn about the support services colleges offer to accommodate a diverse array of students; and gain a broader understanding of the rewarding careers available to those with technology degrees. #

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ADMINISTRATIVE MARKETING SUPPLEMENT

PRODUCT REVIEW

SHUTTLE XPC SS56L

By MITCHELL LEVINE

Because of the persistent attention that's been paid to the mobile computing paradigm in education technology over the last several years, a great deal of our editorial focus has been centered on portable systems for some time. It's true that those models have many valuable benefits, but it's also clear that there's no "one size fits all solution" for schools looking to reach their tech mandates.

Laptops have their advantages, but desktop component models do as well: the latter are far more robust, upgradeable, generally stable, cheaper, power efficient, and sometimes even more feature-rich. Mobiles are also infamous for their heat generation and cooling problems. In fact, if portability and space aren't primary concerns, you're probably better off with a desktop, especially in an education environment.

That said, most schools have good reason to desire the advantages of mobile products. One of the largest of all concerns in institutional procurement is space: districts with the most need for technology access have the least room to deploy them in. Is it possible to get the bonuses of the portable form factor without the costs and liabilities?

Thanks to Shuttle's latest entry in the market, the XPC SS56L that's now within the realm of possibility. A highly compact unit, the model's style is referred to with the designator SFF, for "small form factor," approximately half the size of a typically equipped system. This is a bare-

bones package, so a monitor and CD-ROM drive are extra, but the additional specs are impressive: A P4 CPU or a Celeron ranging from 400-800 Mhz; 400 MB DDR memory; support for hyper-threading; an 8x AGP graphics system with 64MB of dedicated visual memory; and 240W SilentX power supply.

Beyond the raw numbers, however, are a number of technologies and features that promise great returns for the education user. The Integrated Cooling Engine heat pipe technology keeps heat flows at a functional level, while avoiding the exceedingly noisy standards of most fan-based cooling solutions—very important in an atmosphere where instructive communication is paramount.



Also superior is the design for airflow mechanics within the product itself, something usually overlooked in traditional manufacturing processes. Heat is the greatest enemy of high technology, and for a community where maximum lifespan is a supreme interest, this feature set should be a paramount benefit.

Because of the extensive customizability options, the curious reader should get further information from the manufacturer's site, www.shuttle.com, directly. For any institutional planner looking to derive desktop performance from a system with a minimized footprint, especially for multimedia use, when time spent configuring isn't a first priority, the Shuttle XPC SS56L should be a serious consideration.#

PRODUCT REVIEW

LAST SOFTWARE'S SKETCHUP

By MITCHELL LEVINE

Although I'm not a visual artist by any means, I've had a great deal of interest in 3D modeling for game design for some time now. Unfortunately, like most people, limited by my experience: most drawing tools for three-dimensional design are constrained by one's ability to think in two dimensions. One's expected to be able to use the building blocks of plane geometry—lines, borders, curves, and so on, to create the solid objects that are of interest in this form of graphics.

SketchUp, on the other hand, allows even an inexperienced user to quickly create their own 3D primitives, and construct complex objects from them immediately, a far more intuitive process than operating from a two dimensional basis. With very little background in CAD, I was able to produce design objects in three dimensions, which, while not looking like the work of skilled professionals, were far from typical novice scratch work.

The documentation included with the software, which allows access to a series of Quicktime videos, seems a little less than entirely optimistic about the speed with which a typical newbie can round the learning curve, but I'm here to tell you

it's misguided: if I can do it, anyone can. While the product seems specifically intended for the most conceptual stages of design, it also offers a powerful set of interfaces allowing its models to be exported to a formidable array of third party animation and CAD applications.

For the education user, another aspect of the company's promotions deserves discussion: the educational program. In exchange for a post-course evaluation, Last Software makes available a free instructor's copy of the software, and additional licenses for only \$10 per student and an additional one-time participation fee. In addition a complete education user's forum is provided online without subscription.

While not every graphics instructor in the schools may be planning on teaching the complexities of 3D design, for those that would like to broach this rich subject area, or just about anyone else that's curious, it would probably be difficult to find a more intuitive, well documented, solid approach for beginners than SketchUp. For a free trial, online purchase, or information about applying for the educational trial, log on to the manufacturer's site at [#">www.sketchup.com.#](http://www.sketchup.com)

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For those creative ideas that lack funding...For that professional development opportunity that's just too good to miss...The NEA Foundation's Innovation Grants and Learning & Leadership Grants can help. Apply by June 1 and receive notification by November 15. Grant amounts are up to \$5,000 per project. All U.S. public school

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Neil Schuldiner,
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HOMESCHOOLING

Teaching & Learning at a Distance

Learning at a distance is similar in many ways to learning in a classroom environment, but there are some significant differences. Teachers of distant learners must accomplish the same general goals as those working in conventional environments, but separation from the learners means some of the teacher's challenges take on special forms.

For example, the learner is frequently insecure in the absence of the teacher and apprehensive regarding his/her progress in the absence of close feedback and perhaps absence of peer learners. The student becomes more insecure if the direction of the course is not very well structured, and if it is not very clear where he or she is in relation to its completion. The phenomenon of "drop-out" is much more common in distance than conventional education, i.e., it is easier for a student

to exercise the option of withdrawing from the relatively impersonal relationship of a distance course than it is from a conventional curriculum. In response to such concerns, the distance teacher has to take various measures to ensure the course is very well structured, with clear objectives and well considered allocation of students' time. The communications media must be used in attractive, rewarding, and therefore motivating ways.

Finally, in every system, no matter how large, while some part of the instruction may be most appropriately mass-produced on audio or video tapes, or in texts, or transmitted by broadcasting, somewhere in the system must be individual instructors who are known to the students and who are skilled in ensuring that materials produced in mass are used by each individual in creating his or her own knowledge.#

To Teach or Not to Teach Evolution

The National Science Teachers Association (NSTA), the largest science teacher organization in the world, has published an updated position paper to reaffirm its standpoint on the teaching of evolution. The statement upholds and reinforces the position of the Association that NSTA "strongly supports the position that evolution is a major unifying concept in science and should be included in the K-12 science education frameworks and curricula."

"This new statement offers further support for science teachers, administrators, and textbook authors and publishers in their efforts to provide quality science instruction for the nation's students," said Gerry Wheeler, NSTA Executive Director. The statement reaffirms the need to better support science teachers "against pressure to promote nonscientific views or to diminish or eliminate the study of evolution;" reaffirms the important of evolution in bolstering scientific literacy; and reaffirms the recommendation that science textbook publishers "should not be required or volunteer to include disclaimers in textbooks that distort or misrepresent the methodology of science and the current body of knowledge concerning the nature and student of evolution."

NSTA, along with other major organizations of scientists and science educators, has concluded that evolution must be emphasized in the science curriculum if students are to develop the level of scientific literacy needed to understand the natural world and to be able to make informed decisions in today's society. NSTA also joins other organizations and scientists in concluding that so-called theories of intelligent design and creationism have no scientific credibility and will lead to many misconceptions about scientific concepts and the nature of science.

"Evolution is included in the science standards of the majority of states and, as a result, teachers are expected to emphasize this important concept. At the same time the misrepresentation of evolution and the ever-present pressures not to teach evolution persist," said Gerald Skoog, Paul Whitfield Horn Professor, College of Education, Texas Tech University and a member of the NSTA Review Committee for the position statement.#

The NSTA position statement on the Teaching of Evolution can be found on the NSTA web site at www.nsta.org.

ASTRONOMY

RENSSELAER CREATES NEW KID'S MOLECULARIUM SHOW & TAKES IT ON THE ROAD

National Science Foundation grant to fund expansion of the project Rensselaer Polytechnic Institute has been awarded a grant from the National Science Foundation (NSF) to expand its Molecularium project and take it global. The animated program is designed to spark children's interest in learning about atoms and molecules using planetariums in a new way for science education.

The Molecularium project is part of the educational and outreach program of Rensselaer's NSF-funded Nanoscale Science and Engineering Center (NSEC) for Directed Assembly of Nanostructures. Rensselaer's NSEC is directed by Richard Siegel, the Robert W. Hunt Professor of Materials Science and Engineering at Rensselaer.

Rensselaer will use the \$659,291 NSF grant to produce two 20-minute multimedia shows intended to captivate students in grades K-3 while exploring the states of matter—solid, liquid, and gas—and the inner workings of a living cell. The Molecularium show is designed to be projected on a dome planetarium theater, but instead of taking people from earth to space, the show will take viewers on an audio-visual journey through the molecular-scale world.

"We want to excite children about the world of science, and the Molecularium program is a tremendous tool to ignite their curiosity," said Shirley Ann Jackson, president of Rensselaer. "Our pilot Molecularium program was well received, and the National Science Foundation's additional support enables us to dramatically

enhance our initial concept and take it nationwide."

"We are pioneering the use of dome theaters for molecular science education and have brought together a team of researchers, artists, museum curators and educators, technology designers, elementary school teachers, students, and professors to reach our goal," said Linda Schadler, professor of materials science and engineering at Rensselaer and executive producer of the Molecularium project. "We are designing the shows to be available to planetariums large and small all across the country and around the world."

Shekhar Garde, assistant professor of chemical engineering said that the first show, *Riding Snowflakes*, is designed to bring to life atoms and molecules as characters that can bond together in order to make all the materials in the universe. The storyline will explain that everything is made of atoms and molecules and that the mobility and structure of gases, liquids, and solids are distinctly different. The audience will be introduced to hydrogen, oxygen, and carbon as they explore materials of all kinds while traveling in a ship that can span length scales from light years to nanometers, as well as move in both space and time. The characters will visit clouds, raindrops, the ocean, and space and will be transformed from gases to liquids to solids.

Rensselaer Polytechnic Institute was founded at Troy, N.Y., in 1824. It is the nation's oldest technological university.#

MOVIES

Bugs! A Rainforest Adventure

By JAN AARON

You may not think of a preying mantis or a caterpillar as movie stars. Well, think again. They are definitely ready for their close-ups in *Bugs! A Rainforest Adventure*. This riveting IMAX film and terrific teaching tool takes you inside the lush forests of Borneo. Narrated by Academy-Award winning actress, Dame Judi Dench, the 40-minute film focuses on the amazing complexity of the insect world. With more than 40 tropical insects playing featured parts—some magnified up 250,000 times their size—and other creepy crawlies in cameo roles, including rhinoceros beetles, leaf-cutter ants, a spunky spiny katydid, tarantulas, scorpions, vipers, and millions of Mulu bats. You witness the births of hundreds of

praying mantis and see one of them snap up a fly for its snack. My personal favorite was watching a caterpillar hatch from a single tiny egg, munch its way to side splitting dimensions, and later, before my eyes, metamorphose into a gorgeous butterfly.

Directed and co-written by Mike Slee (director of the IMAX films *Wildfire: Feel the Heat* and *Legend of Loch Lomond*), who, with his crew, spent six weeks in Borneo's jungles and replicated a corner of the wilds in a UK studio to use for extreme close-ups. To focus on postage stamp-size areas, they built a special 3-ton camera system with a huge assortment of lights. Thus, they can take viewers on a bug's eye view journey through grass, leaves, and sand. #

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COLLEGES

May events at Sarah Lawrence College

CONCERT

1928 Sarah Lawrence College Orchestra in Concert

Tuesday, May 4
Reisinger Concert Hall
8 p.m. Free

In a musical celebration of the college's 75th anniversary, the College Orchestra and guests will perform all or excerpts of four monumental works that debuted between August and December of 1928-Sarah Lawrence's inaugural semester. The program consists of: Kurt Weill's Threepenny Opera, Anton Webern's Symphonie Op. 20, Igor Stravinsky's Le Baiser de la Fee (The Fairy's Kiss) and George Gershwin's An American in Paris. For more information, please call (914) 395-2411.

READING

SLC Faculty Reading

Wednesday, May 5
Esther Raushenbush Library
6:30 p.m. Free

Rachel Cohen's book *A Chance Meeting: Intertwined Lives of American Writers and Artists, 1854-1967* is scheduled to be published in the spring of 2004. Her essays have appeared in *Best American Essays 2003* and the *2003 Pushcart Anthology*. Ann Lauinger won the 2002 Erskine J. Poetry Prize from *Smartish Pace* for the poem "Kyuushu Eclogue" and received the first annual Agha Shahid Ali Poetry Prize for her book *Persuasions of Fall*, due to be published in 2004. Joan Silber's books include the novels *Lucky Us*; *Household Words*, winner of the PEN/Hemingway Award; *In the City*; and the story collection *In My Other Life*. Her stories have been published in *The New Yorker* and *The Paris Review*, and collected in the *Pushcart* and *O. Henry* anthologies. Vijay Seshadri is the author of the poetry collection *Wild Kingdom*, and of poems, essays and criticism in publications such as *Antaeus*, *The Nation*, *The New Yorker* and *The Paris Review*, which awarded him

its Bernard F. Connors Long Poem Prize. The event is sponsored by the Graduate Writing Program's Reading Series. For more information, please call (914) 395-2411.

PERFORMANCE

Plateau #3 by Meredith Monk

Friday, May 7 & Saturday, May 8
Performing Arts Center 8 p.m. Free
The Dance Program presents a special presentation of a new work "Plateau #3" by Meredith Monk. Reconstructed by Andrea Goodman and Ellen Fisher. Reservations are required by calling the Dance Program at (914) 395-2433

CONCERT

Cygnus Ensemble in Concert

Wednesday, May 12
Reisinger Concert Hall 8 p.m.
\$10/\$8 senior citizens and non-SLC students with a current ID
The Cygnus Ensemble celebrates the Ralph Waldo Emerson Bicentennial. Cygnus Ensemble is the ensemble-in-residence at Sarah Lawrence College. This concert will feature student compositions of music set to the poems of Emerson. Student composers include: Josh Davis, Molly Harris, Michael O'Regan and James Welsch. Also, 15 Sarah Lawrence guitar students will perform Steve Reich's *Electric Counterpoint* and other works by various professional composers. For more information, please call (914) 395-2411.

CONTINUING EDUCATION

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

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TISCH WOMEN: LEADERS IN EDUCATION

LAURIE TISCH SUSSMAN

continued from page 9

EU: What's your vision in five years?

LTS: The project with Teachers College is taking off so I hope to come far with that, make a dent and do something for understanding and implementing educational equity. The Center for the Arts has become more international, has become the ombudsman and umbrella organization to ensure that art is integrated into the curriculum and will affect every child. We're the resource for research and demonstration events.

EU: Where were you schooled?

LTS: I lived in New Jersey and Miami and attended public schools until I moved to Scarsdale for high school.

EU: Did your family's philosophy of philanthropy influence you?

LTS: I've never used the term "giving back." I feel like I'm so lucky to have the resources and the ability to actually make things happen. We all get so much mail to buy a ticket for this, a table for that, that sometimes you lose sight of the fact that

you're actually making something exist that didn't exist before. Or making something better. My mother was very influential in bringing attention to AIDS and research. I think sometimes people forget and I really try to get my funders and boards to sites in schools so they can see why they're there, they can see what they're making happen.

A few years ago there was a series of front-page articles in the *New York Times* about the decline of sports in schools, decaying fields, the consequences of no sports, etc. And after I read a few of those articles I called my mother and said, "I think I have a great idea for Bob (my father). He can do for the sports what we, under the guidance of Walter Annenburg, have done for the arts." On the books were 50 fields and I believe 45 have been completed to date. His project is called, "Take the Field."

It's really my family that influenced me. Parents, uncles, brothers, cousins, all are involved in caring about society. Just as I never thought there was a choice—to give—it's never occurred to my family to *not* do community service and it's the same for my children. #

ANN TISCH

continued from page 9

EU: How many graduating classes have you had thus far? Do you have follow-up? Reunions? Tracking?

AT: We very much keep in touch with them. To do a follow-up piece and tracking of our students is a full-time job. What we can say now is that we have a 92 percent retention rate for our kids who have gone to our college, which is fantastic. The national retention rate is 50 percent.

EU: Can you describe your own education and mentors?

AT: All the way up to and including high school, I attended public schools in Kansas City, Missouri. I loved my public school experience—it was one of my motivators. I believed that public education was savable—but not so unless you offer people alternatives. Then I went to Washington University in St. Louis. I had some incredible teachers. You know how magical that can be. One of them was Professor Robert Pittman. He had done a lot of early work in alcoholism and substance abuse. He was just amazing. He stands out in my mind.

EU: What are some of the problems you've encountered?

AT: Public schools are difficult. We are in great transition. There's nothing easy about what we do day in and day out. We have problems like any other school and it's more pronounced in a small school. Jurisdictional issues, financial issues.

I try to put out those fires and use my influence to connect the school to the community. Educating kids is an enormous job with a lot of complications. We have a fabulous security officer who's been with us for many years. We've had our share of kids who are difficult—want to solve their problems with fighting—and we deal with them. In the beginning, the problem was people who wanted to shut us down.

EU: What accomplishments are you proudest of?

AT: I'm the proudest of those kids. Every time I talk to a group of students at Leadership I let them know the reason why the school is doing so well; it is because they are doing such a good job.

Fulfillment level in public education is amazingly great—much different than any of my other jobs—it's so real, if I have any doubt that what I'm doing is important, all I have to do is drive to the school and see the real people who have real lives and real futures and that is an amazing feeling.

EU: What is your vision for the future?

AT: I want to expand the College Bound program. It's one piece of public education that's fixable. It has a profound effect not just on the juniors and seniors who are taking their SAT's and going to college, but it really changes the culture of the school. When the younger kids go up and see the bulletin board of the college trips that the older kids are taking and the excitement with admissions and college fairs—it really does make a difference. Ultimately, I think, once we've been around for more years we will affect the dropout rate. This program gets a lot of bang for the buck.

We have already replicated YWLS in Philadelphia, Chicago, Dallas and are opening in the Bronx in the fall. Oprah has always come to speak to our first graduating class in each city.

EU: What advice would you give to young people?

AT: When embarking on something, don't consider changing the world. Make it small. Otherwise being involved in change and reform and dreams can be much too overwhelming, to the point where people will not act.

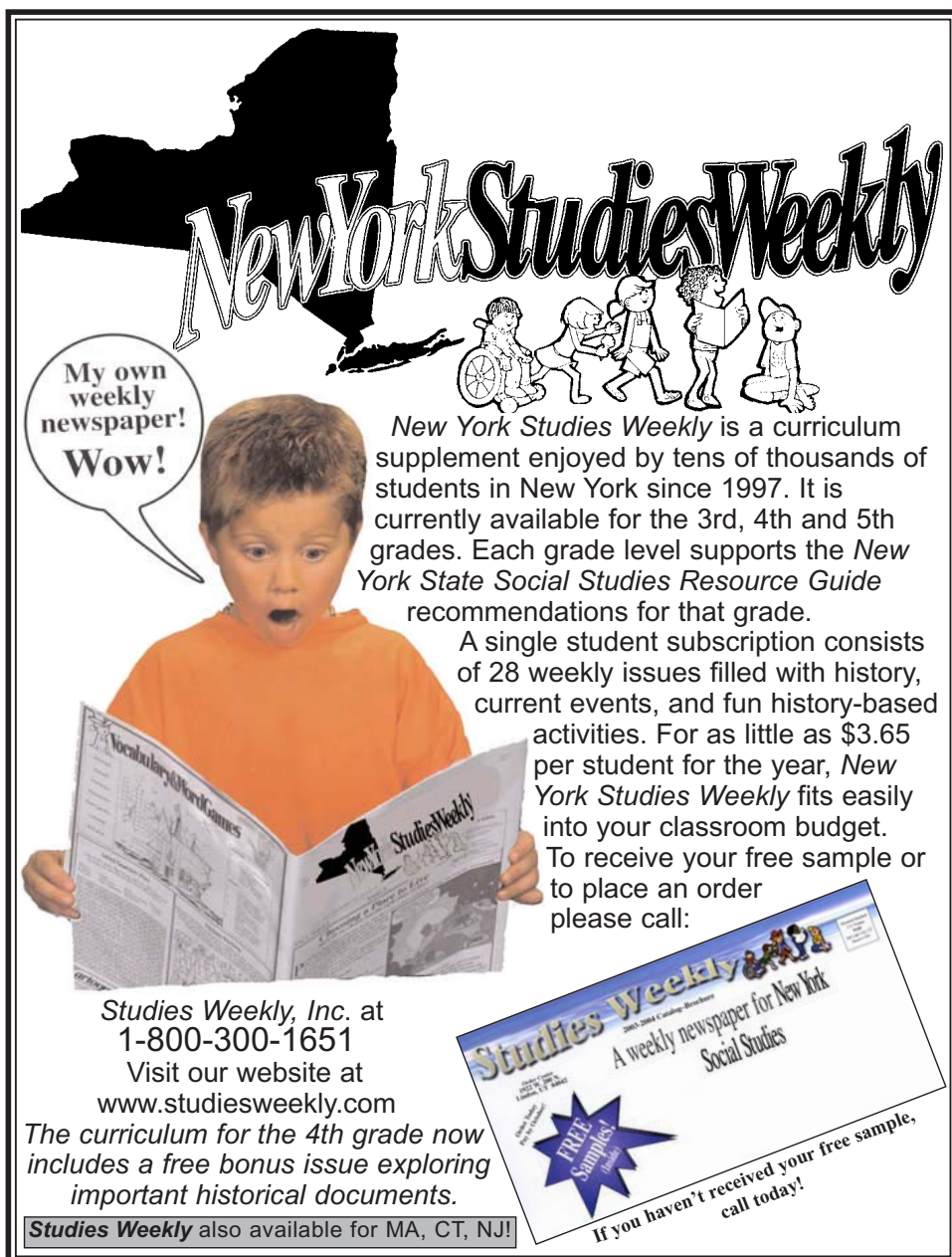
A quote from Mother Teresa has inspired me throughout my life: "If I look at the masses, I will never act. If I look at individuals, I will." #

ALICE TISCH

Alice Tisch is actively involved in many charitable activities. She is President of the Board of Directors of Kids of NYU, a collaboration of parents and doctors to improve the quality of life for children in the NYU Medical Center—a major involvement of hers for the past 9 years. She also serves on the Board of the NYU Medical Center. Alice is also involved with the Jewish Board of Family and Children's Services, a trailblazer in treating social problems, and one of the most respected mental health and social services agencies. Serving on the Board of the Brearley School, she chaired the strategic planning committee and currently chairs the development committee. #

BONNIE TISCH

Like all of the Tisch women, Bonnie Tisch is also involved in many charitable activities. One of her major involvements is her work as a Board member of the Hebrew Union College-Jewish Institute of Religion. She is deeply involved in working on the long-range strategic plan for this educational and intellectual center involving higher learning for scholars of religion and training of rabbis and other educational professionals. #



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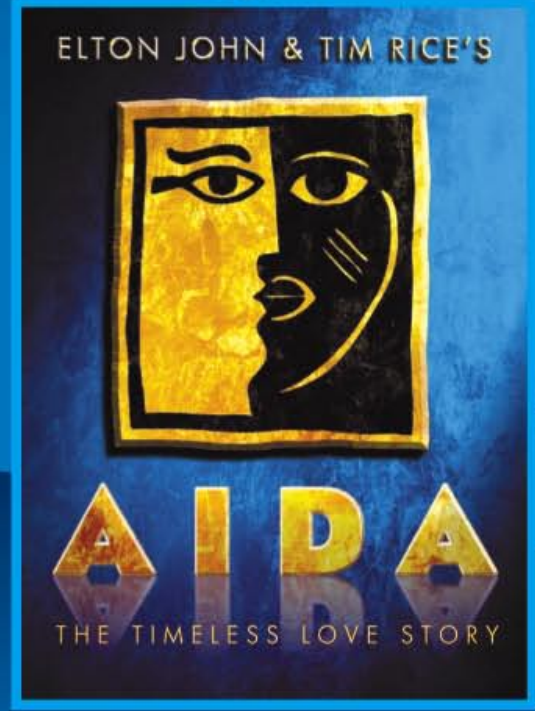
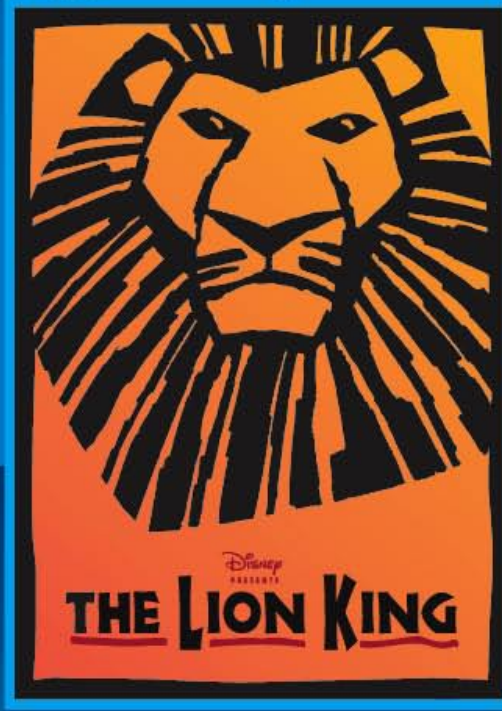
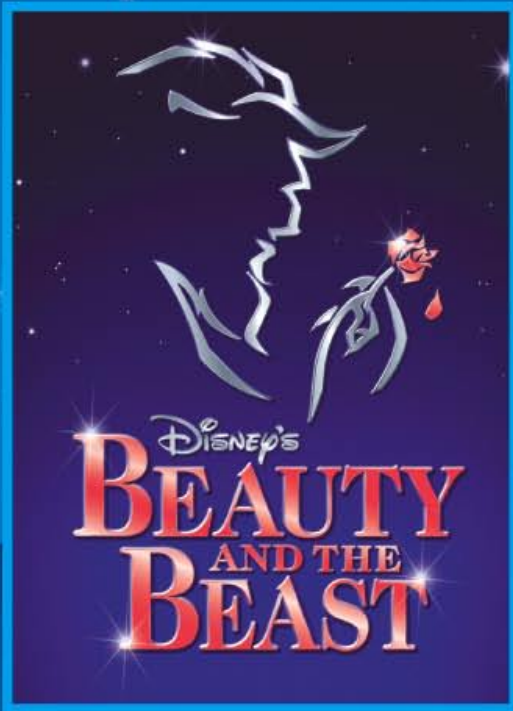
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