

EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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NINTH ANNIVERSARY ISSUE



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GUEST EDITORIAL

AN INTELLECTUAL EDUCATION FOR ALL CHILDREN

By SANDRA PRIEST ROSE

Watching the History Channel at night on the heretofore arcane subject of the War of 1812, I learned that the fires in Washington, D.C. set by the British were eventually doused by a huge thunder and rainstorm followed by a tornado that sent the British scurrying. I also learned Dolly Madison was the last to leave Washington, having been preceded by her husband and all the craven legislators, while she saved important artifacts from the White House. Why wasn't I ever taught these exciting facts in school?

If you ever watch kindergarten children on the first day of school, you'll see that they are all dressed carefully, hair combed or tied in ribbons, and eager to begin school. By fourth grade these bright eager children are slumped over in chairs, listlessly going through the day. Why?

School can be so much more exciting if we give students from day one of their education facts and knowledge about history, science, music and art. They come wanting to learn. Let's capitalize on it.

First, for beginning reading instruction, all children—no matter from what social or economical group—thrive on good, systematic pho-

netic instruction that makes use of all sensory pathways. Comprehension begins with the word, proceeds to the sentence and then to the paragraph. As words are written, their meanings can be discussed. Teachers can help students examine words closely for meaning from first grade on. For example, Sunday means the day of the sun, Monday means day of the moon. Children are fascinated by this, and it is the beginning of a wonderful intellectual journey.

While this foundation for reading, writing and spelling is going on, a teacher can read to his or her pupils about ancient civilizations such as Mesopotamia or Egypt. Together the teacher and the class can look at maps to see where these civilizations were. They can draw time lines and measure with rulers to place 3000 or 2000 B.C.E. on the line. They can sound out and write words and names pertinent to these studies, such as Mesopotamia, Hammurabi, pyramid, papyrus, (all of these words can be taught phonetically) but most important, they can expand the child's world and make knowledge exciting. This is how to develop comprehension.

What child on a visit to the Metropolitan Museum

of Art or the American Museum of Natural History didn't want to (ghoulishly) see the mummies? But the preservation of mummies explains the religion of ancient Egypt. There is one publisher that is publishing introductory materials at first- and second-grade levels on subjects such as these, and of course, the above-mentioned museums have books and kits for teachers and parents. Teachers could also start reading Greek myths and proceed to studying ancient Greece. Soon, with a good direct instruction and phonetic foundation in reading, second and third graders will be able to read for themselves simple books on these subjects.

These explorations will also make the classroom more exciting for the teacher as he or she broadens his own world in trying to find materials for the children. Art, science, even arithmetic become integral to these studies, not peripheral.

All children can absorb new knowledge, then read about the subject on their own level. We just have to expose every child to an education that really challenges the intellect.

Sandra Priest Rose is a reading consultant and Founding Trustee of Reading Reform Foundation www.readingreformny.org

EDUCATION UPDATE

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LETTERS

RESPONSE TO *School Buses Need Seatbelts*

To the Editor:

On October 13, 2001. I was traveling with my son's high school band when our school bus, which did not have seat belts, careened off a bridge and plunged 60 feet into a creek bed. My 14-year-old son Benjamin, along with three other passengers, lost their lives. With 23 million children riding the school bus every day, I continue to wonder why millions of parents put them on school buses not equipped with lap/shoulder belts.

National School Bus Safety Week occurs in October. However, it is always a good time for parents and educators to re-evaluate the need for belts on school buses. We owe it to our children to make their transportation as safe as possible.

*Dawn Prescott
Fremont, Nebraska*

RESPONSE TO *Bill & Melinda Gates: The Gates Foundation*

To the Editor:

This article is one of a kind. Kindly send copies of this article to us.

*M.C. Aninyei
New Mexico*

RESPONSE TO *77 Survivors are NYC's Newest Principals*

To the Editor:

This was an inspiring article well written and well received! I believe we do need the right leadership in the right place at the right time. Send this message to our U.S. President.

*Toby Kaminkow
Boston, MA*

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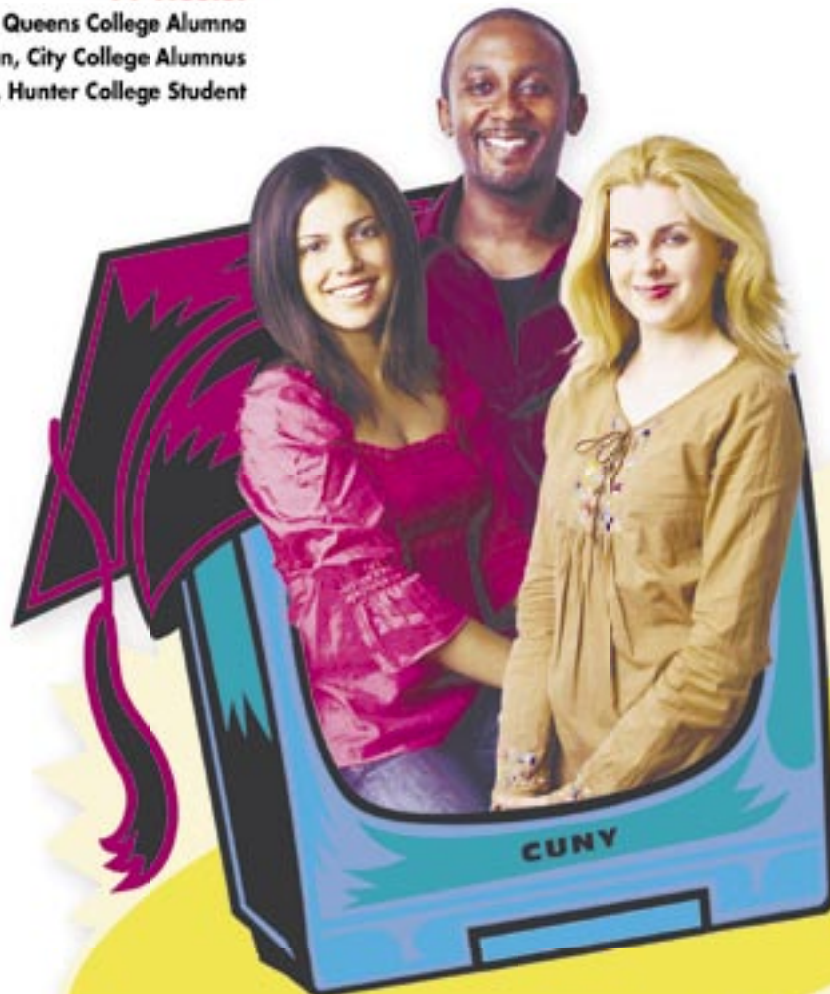
- Valerie Vazquez, Queens College Alumna
- Zyphus Lebrun, City College Alumnus
- Vianora Vinca, Hunter College Student

3

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1. HOW TO ENTER: Individual students in grades 5-12 as of 9/1/04 may enter the contest by writing and submitting an original essay supporting their choice of an important person that had a significant impact on society between 1/01/04 through 11/19/04 and therefore, should be selected for Biography® Of The Year 2004. The essay must explain whether the impact was positive or negative on society. Essay must be legible and is limited to 300 words or less (including I, a, etc.). Each entry must include the student's name, complete address, zip code, telephone number, age, grade, essay word count, parent or legal guardian's name, name of teacher, school, school address, and local cable system (if known). Students may send entries to: BIOGRAPHY OF THE YEAR SCHOLARSHIP CHALLENGE, P.O. Box 7904, Melville, NY 11775-7904. Students may enter as often as they wish, but each entry must be a different essay about a different person and mailed in a separate postage-paid envelope. A teacher may submit multiple student entries in bulk, as long as each individual entry contains the required information. Contest ends 11/19/04 and entries must be received no later than 11/29/04. Mechanically reproduced entries are void.

2. PRIZES: There will be two grade level prize tiers: 5th-8th grade and 9th-12th grade level and one Grand Prize winner and one First Prize winner will be selected for the 9th-12th grade level. Each student winner receives a prize, along with his/her teacher and school.

5th-8th Grade Level
GRAND PRIZE (1): Student: \$5,000 (awarded in the form of a check)
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FIRST PRIZE (1): Student: \$2,500 (awarded in the form of a check)
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9th-12th Grade Level
GRAND PRIZE (1): Student: \$5,000 (awarded in the form of a check)
Teacher: \$500 grant to use for Classroom Activities (awarded in the form of a check)
School: A&E Television VHS Video Library (At least 8 hours in length; Est. Retail Value: \$200)

FIRST PRIZE (1): Student: \$2,500 (awarded in the form of a check)
Teacher: \$250 grant to use for Classroom Activities (awarded in the form of a check)
School: A&E Television VHS Video Library (At least 8 hours in length; Est. Retail Value: \$200)
Entries will be judged based on the following criteria: Persuasiveness (1/3); Creativity (1/3); Suitability (1/3). Essays that contain more than 300 words and/or are not legible are not eligible. Winners will be selected by a panel of educators selected by Sponsor whose decisions are final on all matters relating to this contest. In the event of a tie, tied entries will be re-judged based solely on creativity. All Prizes will be awarded. Winners will be notified by overnight mail by 12/13/04. All Prizes are not transferable; no substitutions are allowed, except by the sponsor who reserves the right to award a prize of equal or greater value if advertised prize is unavailable. Student prizes will be awarded in the name of a parent or legal guardian. All parent/legal guardians of student winners will be required to execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner determined. Corresponding winning teachers will be required to complete a prize acceptance form prior to prize award after winning students

are notified. Taxes, if any, related to the prize are the responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize.

3. All entries must be the sole, original work of the entrant. Judges may disqualify previously published essays, those that have won previous awards or competitions or those that are deemed lewd or offensive. Entries become the property of A&E Television Networks and will not be acknowledged or returned. Entrants/winners acknowledge and agree that their entries become the property of A&E Television Networks, which thereby has the right to edit, adapt, modify, reproduce, publish, promote and otherwise use entries in any way it sees fit. Acceptance of prize by winners and prize recipients constitutes permission to use the winners' and prize recipients' names and likenesses without further compensation, except where prohibited by law. No responsibility is assumed for lost, misdirected, illegible, damaged, postage due or late entries or mail. No information regarding entries or judging will be disclosed.

4. ELIGIBILITY: The contest is open to students grades 5-12, as of 9/1/04, who are legal residents of the U.S. (not including Puerto Rico), except employees and their families of A&E Television Networks, their parent companies, affiliates, subsidiaries, advertising and promotion agencies, public relations agencies and Don Jagoda Associates, Inc. This offer is void in Puerto Rico and wherever prohibited and subject to all federal, state and local laws.

5. WINNERS: For a list of winners, available after 2/15/05, send a stamped, self-addressed envelope by 3/3/05 to: BIOGRAPHY OF THE YEAR SCHOLARSHIP CHALLENGE, P.O. Box 7336, Melville, NY 11775-7336.

6. SPONSOR: The sponsor of this promotion is A&E Television Networks, New York, NY.



Marymount School Expands Horizons with Nanotechnology Day

By SARAH ANN MOCKBEE

In recognition of Marymount School's "Nanotechnology Day," Dr. Susanne Arney of Bell Laboratories presented the school's students with an engaging lecture on the practical benefits of research in nanotechnology, which by definition is the art of manipulating materials on a very small scale in order to build microscopic machinery. Marymount, an all-girls, independent K-12 school in Manhattan is committed to informing its students about cutting-edge technologies and the opportunities available to those students wishing to pursue a career in the sciences. Concepcion Alvar, head of the school, invited Dr. Arney as the keynote speaker among other activities, discussion forums and assemblies planned for the day.

Although Dr. Arney's presentation required complex scientific terminology, her anecdotes, along with a power-point presentation, helped the students better understand the principles behind her work. She also related her research to issues that directly relate to the students, like the effect nanotechnology has on cell phones, laptops, medicine and homeland security. Contrary to most anyone's intuition, Dr. Arney pointed out that "smaller is stronger." The sheer compactness of the materials involved in nanotechnology (nano meaning one-billionth of a part) allows for sleeker, more durable cell phones, more compact—and more powerful—laptops and advances in medical technology like the micro-mirrors used to map the surface of the eye to help improve vision. It can even be used to place sensors on major bridges to help monitor any unusual movement or activity.

After the lecture, Dr. Arney joined a small discussion group comprised of 10th, 11th and 12th graders who are currently enrolled in a biology, chemistry or physics laboratory. After discuss-



(L-R) Head of School Concepcion Alvar & Dr. Susanne Arney

ing important safety issues involving laboratory work, Dr. Arney talked about her experience as a woman scientist in a field predominately comprised of men. While an undergraduate at M.I.T., Dr. Arney was one of only 200 women in her class of 1,000, and she is currently working on a field project with 58 men and one woman. She remembers noticing the drastic gap while in college but insists that her experience has never been one of intimidation or inhibition. Now she counts the issue as an afterthought and admits that it rarely crosses her mind.

Dr. Arney, who speaks five languages and holds 11 U.S. patents, says that her determination to succeed has been paramount to her success. She stresses the importance of creating a solid educational foundation, no matter what course one wishes to pursue. Dr. Arney suggests, "If there's uncertainty in what you want to do, at least be sure that you're building a foundation." In fact, Dr. Arney was set on becoming an interpreter for the United Nations when a math course in high school helped her change her mind. She insists that a college major is not the ultimate factor in shaping one's career. "Everything is a key to another door." #

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THE TABLET PC IS THE BIG MACHINE ON CAMPUS Dwight-Englewood School Pilots New Tablet PC Program

Remember when laptop computers in the classroom were front-page news? Well, not anymore. With rapid advances in computer technology, laptops are being replaced by the latest interactive communications technology - the Tablet PC.

This year, Dwight-Englewood School, a highly selective, independent day school for grades Pre-K-12 located in Englewood, New Jersey, instituted a Tablet PC pilot program for the 2004-2005 school year. Teachers in select classes including math, science, English and art are utilizing the tablet PC's, which have only been on the market

since November 2002. Beginning in the 2005-2006 school year and each subsequent year, all 6th and 9th grade students will be required to purchase a tablet PC.

Lighter in weight than a lap top computer and ultra portable, a tablet PC is a fully functional computer which allows the user to input data by writing directly on the screen with a special pen. Students can take handwritten notes directly on the screen that can be converted to typewritten text or saved in the original "digital ink" format. Educational materials including text and artwork

can be downloaded into the system and edited on the tablet screen.


Many of the school's classrooms have been converted to "one-click classrooms" where a teacher can hook up a tablet PC to a docking station. The entire campus has been equipped with wireless technology as well, making fixed computer lab classrooms virtually obsolete.

"The tablet PC is much more than just a gadget in the classroom and will change the way students learn and teachers teach," according to Dr. Ralph Sloan, Headmaster. "Dwight-Englewood School is a leader in new technology. We were one of the first school's in the nation to create an integrated math, science and technology program more than 10 years ago, and we continue to seek new technology applications that will benefit both our students and faculty."

Tablet PC's give students complete access to the technological tools that will help them achieve

success in a world where success is increasingly dependent on an individual's ability to find, evaluate, process and utilize information. The school's mission is to make technology more reliable, flexible and available. By moving to a tablet PC program with each successive 6th and 9th grade class, Dwight-Englewood believes it will accomplish those goals.

Recognized as one of the premier college-preparatory schools in the New York metropolitan area, Dwight-Englewood is a highly selective, co-educational day school enrolling in pre-school through grade 12 approximately 1,000 students from communities in Bergen and Hudson Counties in New Jersey, Rockland and Westchester Counties in New York, as well as New York City. Dwight-Englewood is a member of the National Association of Independent Schools and is accredited by the Middle States Association of Colleges and Secondary Schools. #



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Early Childhood open house information

Wanted— The Smartest Students in the City of New York

By LouElla Merin, LMSW

If you are Jewish and seeking a top level high school education for your child, consider Solomon Schechter High School of New York, the only egalitarian Conservative Jewish high school in Manhattan. For those students entering as freshmen in September, 2005, the school is offering five, highly competitive, four-year Merit Scholarships to students who demonstrate high academic achievement and express interest in science and math.

Solomon Schechter High School enrolls students from a wide range of Jewish backgrounds and perspectives. Students receive an in-depth college prep dual curriculum of secular and Hebrew/Judaics courses. The school's academic program exceeds the high school curricula requirements mandated by the NYS Board of Education and the NYS Board of Regents—and the school is pleased to announce that all of their students go on to attend four-year colleges. In addition, for the past

several years, participants of the Intel Science Research Program have won research awards.

If you are thinking that this school might be a possibility for your child, but are concerned because he or she has never attended a Jewish day school and has little knowledge of Hebrew or Judaic subjects, be assured that placement in a Hebrew class will be based on the student's level of knowledge. In addition, class sizes are small, thereby increasing teacher-student interaction.

At Solomon Schechter High School, emphasis is placed on the individual and students are provided with the necessary tools to help them find their own voice. To learn more about the school, the merit scholarships, or how to go about applying, please call 212.877.7747, ext. 225.

LouElla Merin, LMSW is the Director of Admissions at Solomon Schechter High School of New York, One West 91st Street, New York, NY 10024, lmerin@sshshsny.org

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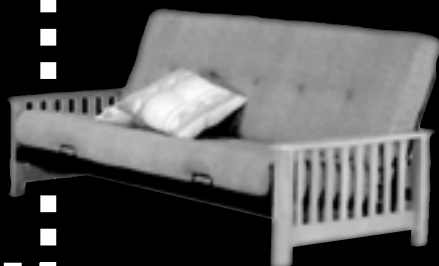
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Facing the Challenge of the New SAT I

By KATHERINE COHEN, Ph.D.

The SAT I will experience a facelift on March 12, 2005, but it isn't going to be without wrinkles. The impact of the new test will greatly affect this year's high school juniors who will test for 3 hours and 45 minutes, instead of just 3 hours, and take a third writing section.

The test will not only change in length and format, it will change in content. The Math section is changed insofar as the tedious quantitative comparisons are being eliminated, but there will be harder math problems, including topics from third-year college preparatory math or Algebra 2. Luckily, calculators will be permitted. What used to be called the verbal section will now be called critical reading because the dreaded analogies are eliminated (one piece of good news). The bad news is that the added short reading passages require more minutes of concentrated reading (70 total). Finally, the new writing section (60 minutes long) will include multiple-choice questions to test grammar and usage in addition to a student-written essay. For the essay, students will be asked to respond to an open-ended statement or concept like "the pillars of success are built upon the steps of failure." A college receiving

the new SAT I test scores will be able to view and print the essay, which seems very invasive.

Some tips: First, this year's high school juniors, or the graduating high school class of 2006, should only take the new SAT I. Most selective colleges are only accepting the new test for the high school class of 2006 and younger students. Second, prepare, prepare, prepare! The Princeton Review published a new book called *11 Practice Tests for The New SAT and PSAT* and The College Board has their own book *The Official SAT Study Guide For The New SAT*. I advise taking at least 8 practice tests, the 8 Saturday mornings preceding the real test, for students to psychologically prepare for waking up early Saturday mornings and concentrating for 4 straight hours. Third, put the test into perspective. While it is certainly a factor for college admissions, it counts about half as much as the rigorousness of a student's high school curriculum and grades. #

Katherine Cohen, Ph.D. is the President of IvyWise, an educational counseling service headquartered in New York City. More information is available by calling toll-free to (877) IVY-WISE, or at www.ivywise.com.

PS 21 HONORS PUBLIC SCHOOLS & THEIR GRADUATES

By LIZA YOUNG



Harold McGraw III & Valerie Rockefeller



Pres. Judith Shapiro, Barnard College & Pres. Susan Cole, Montclair State U.

New York City's public schools nurture and enlighten students on a daily basis, fostering the educational, cultural as well as moral development of children. Public Schools for the 21st Century (PS 21), a non-profit organization, was founded based on its keen recognition of the fundamental role public schools play in our society and for the continued support and promotion of New York City's public schools. As Valerie Rockefeller, Honorary Chair of PS 21 pointed out, "Public schools are the backbone of our communities, our economy and our democracies."

One of the latest endeavors of PS 21 includes honoring some of the outstanding graduates of New York City's public schools, individuals who excelled in fields ranging from sports to civil rights activism to the winning of the Nobel Peace Prize. As a tribute to these achievers, PS 21 put together an Honor Roll photo exhibit which was held at McGraw Hill, with Harold

McGraw III, CEO, generously lending the use of the spacious James McGraw Hall. Among the honorees were Mets player Joe Franco, Nobel Prize winner Joshua Lederberg, actress Cynthia Nixon, Barnard President Judith Shapiro and Civil Rights Leader Roy Innis.

Honored guests gave glowing praise to the public school system and credited their success to it. President Shapiro, expressed pride in being a graduate of the public school system, citing that graduates go on to accomplish instrumental roles in society. Jamie Colby, a Fox news reporter, says that her "public school education was responsible for what she has accomplished today." She pointed out that education in the public school system encompassed respect, culture and kindness.

PS 21, in its endeavor to make sure that public schools receive continued support as well as the recognition and praise that they deserve, is clearly an essential organization in our society.#

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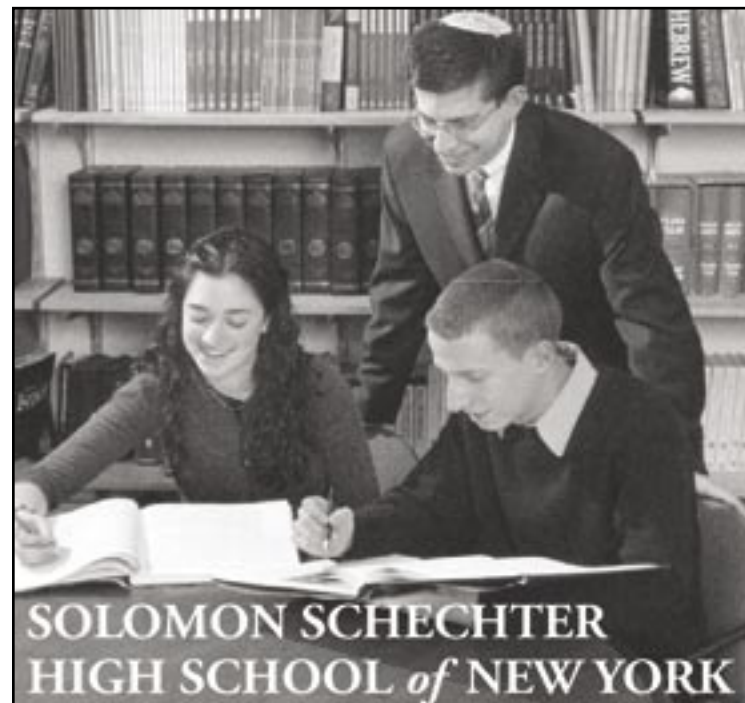
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A Great Teacher at a Great Age: Abraham Auerbach at 95

By JOAN BAUM, Ph.D.

Ninety-five year old Abraham Auerbach, autodidact, linguist, “malamud,” lets nothing pass that isn’t totally accurate. With gentle humor and a watchful concern that his interlocutor does not take offense, he explains, in an accented whisper, his head slightly propped up on a pillow, that, yes, he was and still is a “teacher”—he leads a class in intermediate Hebrew at the Jewish Council Center for Senior Citizens in Brooklyn—but to understand, “malamud” is not the right word (there’s a slight connotation of the healer, the feldshuh, in the Yiddish vernacular). “Lehrer” is probably more to the point, though even here, on solid semantic ground in explaining the differences between Hebrew and Yiddish, which he has also taught, along with Bible study, at various other centers and synagogues, he smiles and modestly opines that he’s not really a lehrer, either, because, well, he’s having a wonderful time “giving of myself” at the Council. There, once a week, coaching a flock of devoted women and men, ages 60-80, anywhere from 6 to 16 people, he feels he is “participating fully in life.” What they, in turn, feel is evidenced by the fact that most of his students keeps coming back for more, year after year. He tilts his head back, laughs quietly, and implies that he can’t imagine why.

Those who have seen him in action, however, and know his life story know why. They talk of his great patience, his calm, his phenomenal memory. He generously credits “Dina” and “Ruthie,” two particularly knowledgeable members of the group, “interesting women,” who, he says, “know more [international Hebrew] than I do,” and tends to rely on them as assistants, but it’s hard to believe they know more than he does, whether the subject is Hebrew, Yiddish, Latin, Greek, French, Spanish, or literature, nonfiction,



Abraham Auerbach plays the mandolin while two of his students sing

poetry (which he continues to write). In fact, he started a library in a room in his house when he was a youngster of 13 back in Shershev, a *shtetl* in Eastern Poland near the Russian border, a town without a doctor, a high school, books. The young boy fell in love with languages, with popular literature and learned texts.

And so, Shershev would have books, Victor Hugo novels, autobiographical tales from the great Yiddish writers, some of whom wrote about poor, itinerant musicians, wandering the countryside. Yiddish, of course, lends itself to music, and at one point, he recalls, he also “played [taught himself] the mandolin.” But it was reading that was his love. Collecting a few pennies from the parents of friends, he set about ordering books and periodicals but would take nothing for lending them out, though parents supportive of his efforts encouraged him to do so. An older brother, who did manage to go to a high school in another town, would come back with other books and magazines and occasionally, a newspaper, a treat in impoverished Shershev.

He would go on, but his throat is dry, and he has hardly touched his orange juice. Tired, still animated, he seems humbly unaware that his life is arguably the most important lesson he could teach. The hour is late but he insists on seeing his visitor to the elevator noting that if it’s necessary to hurry down the hall, he’ll do it. And he does. #

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Jeff McCartney: P&MG's New Director on Taking Bank Street's Mission to the World

By ELISABETH JAKAB

"You might say that the Publications & Media Group (P&MG) embodies one way Bank Street's mission is transmitted into the world," says Jeff McCartney, its newly appointed Director. "In order 'to improve the education of children and their teachers,' P&MG collaborates with publishers, media companies, and television producers to develop educational materials for children, teachers, and parents that adhere to the Bank Street philosophy. We are also 'in the world' in the sense that we are both self-supporting and provide revenue for the college."

Jeff's title is new, but his tenure at P&MG goes back nearly ten years. "I came days before President Kappner's convocation, in 1996," he says. "I was hired as the Business Manager by former Dean of External Affairs, Denise Coleman." When P&MG's Director, Ellen Schecter, left in 1998 because of ill health, Jeff became Acting Director.



"Although I was brought on as Business Manager, with primary responsibility for P&MG's finances and contract negotiations, I was also quite familiar with acquiring and developing publishing and media properties."

Jeff's extensive publishing background includes holding both editorial and managerial positions for more than twenty years at publishers such as Simon & Schuster and McGraw-Hill. He also had experience as a book agent and in non-profit licensing. At the American Museum of Natural History, where he first began his licensing work, he was Associate Director of Development. In addition, he was a long-term consultant to the Smithsonian Institution and the Guggenheim Museum, evaluating their intellectual properties and converting them to commercial opportunities.

Once he assumed the reins at P&MG, Jeff decided to undertake an assessment of the department's numerous backlist properties. "We felt that many of them had continuing commercial value. So we put our house in order with an exhaustive review and analysis. We were able to renegotiate many contracts and arrange for revised and even new agreements. We collected unpaid royalties, too. In some cases, we were able to get rights reverted," he says.

"Simultaneously, we began working on expanding our product offerings," says Jeff. "One of the first things I did was to negotiate a new agreement with Sunbow Entertainment for work on *Salty's Lighthouse*, an animated/live action TV show for kids. The contract positioned us as educational advisors, writers, and developers."

Since then, P&MG has established ongoing relationships with several new partners. "A very significant one is with Macmillan/McGraw-Hill, which to date has resulted in the development

of five major curricular-based Pre-K and K programs for the national school market," he says. Another, a major literacy initiative with The Philip Project's "Mission: Literacy," has brought about the publication of forty-two illustrated books written on four reading levels, together with extensive tutor instruction materials. Yet another is *The New York Times Learning Network*. Since 1998, P&MG has been collaborating with the *Times* to create daily lesson plans based on a featured *Times* article and aimed at grades 6 through 12. There is also a daily mini-lesson for grades 3 to 5. All lessons are offered free online to students, teachers, and parents.

Jeff has an M.A. in Education from Rutgers University, and did student teaching at a community college. "In my home town, I occasionally do substitute teaching in the local school, mainly to spend time in the classroom. I've taught grades three through eight. I also teach after-school religious education to third-graders once a week."

Hundreds Come Home to Poly Prep for 150th Homecoming Weekend!

Hundreds of alumni, students, parents and friends gathered together recently to celebrate Poly Prep's 150th birthday. Beginning with Student Celebration Day on Friday and ending with a ribbon-cutting ceremony to open Poly's new Alumni House on Sunday afternoon, the campus was alive with blue and gray spirit.

On Friday, students gathered in the morning for a special assembly, during which they recited poems and sang songs written for the occasion. They spoke about what Poly might be like in 150 years, and cheered loudly when headmaster David Harman read a proclamation from Mayor Bloomberg declaring Friday, October 1, "Poly Prep Country Day School Day" in New York City. Afterwards, the students gathered on Poly's playing fields. Led by the fourth grade, they paraded down Seventh Avenue behind Engine 911, a 1962 Ford F-600 fire truck restored in remembrance of the 343 New York City firefighters lost on 9/11. State senator Marty Golden joined the parade.

At the main Poly gates, the older students met up with Poly's Kindergarten through Grade 3 students. Then, over 950 students marched together, singing and waving Poly flags, to the school's front oval. A historic all-school photo was taken, and students dispersed for an afternoon of field games, a barbecue, student rock band performances

and a pep rally in preparation for Homecoming games on Saturday.

Friday's energy carried over into Saturday's festivities. On Homecoming, all of Poly's fall season varsity teams—girls' soccer and volleyball and boys' soccer and football—won their Homecoming Day competitions. Younger students enjoyed pony rides, crafts and games at the annual Pumpkin Patch, and all guests gathered to sing "Happy Birthday" to Poly. Missing from the scene on Saturday were the members of Poly's debate team who were in New Haven, where they placed first in debate at the Yale Invitational Tournament, making a clean sweep for all of Poly's teams on Homecoming Weekend!

On Saturday evening, over

500 members of the Poly community donned tuxedos and gowns for a gala dinner at the Brooklyn Marriott. With Arthur Levitt Jr. (Poly Class of 1948) as the keynote speaker, alumni, parents and friends reminisced and honored the school they love. Guests were treated to the premier of *A Tall White Tower*, a video created for the occasion that includes early history of the school as well as an intimate look at the school community today.

On Sunday, October 3, over 200 members of the Poly family returned to campus for a special brunch preceding the dedication of Poly's Alumni House. Completed in September, the Alumni House is now home to Poly's administrative offices and archives. Old offices in the school's main building have been converted into new classrooms, meeting rooms, and academic department offices, allowing for even more spacious settings in which students and faculty can interact and



learn from each other. At the dedication ceremony, headmaster David Harman thanked the many people whose extraordinary efforts made the Alumni House a reality, especially Steven Andersen, associate head of school, who spearheaded the project and oversaw every aspect of design and construction. Seven of the offices in the building have been dedicated to the memory of alumni lost at the World Trade Center. Corinne King, director of alumni relations, thanked the individuals and families who made gifts in honor of these men, and Headmaster Harman invited the families to cut the ribbon with him.

Celebrating its 150th year in 2004-2005, Poly Prep Country Day School is an independent, coeducational, college preparatory school educating students at two campuses in Brooklyn. At the Lower School in Park Slope, children in Nursery through Grade 4 grow in knowledge of themselves and the world in a safe, nurturing environment. Students from across New York City come together on the country day school campus in Dyker Heights for Middle and Upper School. There, they participate in a rich, challenging program of academics, athletics, arts, and extracurricular activities. Poly is a vital, diverse community of committed faculty, talented students, engaged parents, and loyal alumni.



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City Alums Reflect on Legacy of Alexander Hamilton

By DOROTHY DAVIS

The subject of the New-York Historical Society's major exhibit, "Alexander Hamilton: The Man Who Made Modern America," on view until February 28, 2005, was a gifted child of another age, who overcame a devastating childhood to achieve greatness.

Four former gifted children of our age, prominent alumni of The City University of New York, who also overcame challenging childhoods to achieve success, took part in a lively discussion, "Hamilton's Innovations: Today's Success Stories," at the Society the other evening.

Hamilton's financial and political policies that made America the democratic world power it is today and enabled the participants' successes in finance, publishing and education underpinned their stories. They talked of their experiences growing up in immigrant communities, as high-achieving students and professionals, as contributors to our society.

"My college education opened up the world to me," said Dr. Charlotte Frank, a Senior Vice President, The McGraw Hill Companies, and the former Executive Director of the Division of Curriculum and Instruction for the New York City Board of Education as well as a former NYS Regent. "Suddenly I was out of the Bronx, onto this big campus. Some teachers took me to museums. I was introduced to the city. As part of being a business major I went down to Wall Street."

"My interests at City College were young women and hopefully working on Wall Street," said Roger Hertog, Director and Vice Chairman, Alliance Capital Management. "But I had a difficult professor who tried to make you think, and did it in a non-political environment. He taught a course on the Federalist Papers and the Greeks. Reading the Federalist Papers is not easy to

begin with, not to mention thinking about them in relation to Aristotle and Socrates. This teacher, whatever you said, he'd argue with you. When the whole class agreed on something he'd argue with it."

"I guess my experience was less intellectual than others," said Robert Friedman, Partner, Sage Capital Management LLC and, until his retirement, a partner at Goldman Sachs. "I went to engineering school at a time described as the Sputnik Era. If you were any good at math and science you were moved into engineering. [When our class met for the first time] we were told, 'Look to your left and look to your right, in four years two of you are not going to be here.' We had slide rules, closeted ourselves, did engineering and math problems for five full years. I went to business school, Baruch College, at night and it was the same kind of environment."

These experiences are reminiscent of Hamilton's. He attended King's College (now Columbia University) as a young immigrant from the Caribbean, and a new world opened up to him in New York City, a major commercial center. He was a principal author of the Federalist Papers, and a talented debater, and he also had a marked interest in the ladies. He came to manhood at a time of great challenge in our country, and he worked hard to achieve success.

All of the panelists said that their admiration of Hamilton had grown over time.

As Dr. Frank observed, "I didn't know anything about Alexander Hamilton when I was in college, other than that he was on the ten dollar bill. When I got older I appreciated him. He was strongly opposed to slavery. He believed in a system of free common schools where all children would be educated."#

For more information: www.nyhistory.org

SERIES: CORPORATE LEADERS IN EDUCATION William S. Jasien, ING

By JOAN BAUM, Ph.D.

If ever a small orange pennant were to hang not too far from the red white and blue in American classrooms it would signal the achievement of a financial services multinational of Dutch origin with a 10,000 member presence in the U.S.A. in generously supporting public education by way of national competitions that each year award \$240,000 to 100 deserving K-12 teachers and the communities they serve. ING, short for Internationale Nederlanden Groep—a Fortune and Forbes-listed corporation wanting to get its brand known—calls its scholarship program *Unsung Heroes*, but if the program proceeds at the extraordinary pace with which it began 9 years ago, its heroes won't be *unsung* for long.

As William S. Jasien, Senior Vice President of ING and Head of Education and Retail Market distribution for North America notes—with infectious enthusiasm—*Unsung Heroes* has his heart. He repeatedly refers to it as "pure," meaning that winners are chosen by "an outside, objective group of solid educators" whose only criterion is rigorous fidelity to the *Unsung Heroes* goal of funding proposals that manifest "innovative teaching methods, creative educational projects, and [the] ability to make a positive influence on the children they teach." This year *Unsung Heroes* attracted 1,500 applicants. Discussions among board members, Jasien says, are "spirited," and he himself goes on site visits, a time-consuming part of the decision process that he modestly underplays. A specialist in finance and management, Jasien says he has always felt that teaching is a "noble" profession (his own children go to public schools in Virginia). And so *Unsung Heroes* is truly for him and for ING a "mission." He is "thrilled" to be working on an educational program that is as relatively new as ING but draws on the same kind of dedication and commitment to meeting challenges that make for success. Of course, ING wants its name out there, wants to see the "orange" associated with such educational initiatives because the company has a stake in America's future: its

schools will produce potential workers and customers.

A random search of past top winners turns up an extraordinarily diverse number of awards in all subjects, in both urban and rural areas, and all across the country, not just in "market sectors" where ING has clients. As the names of the third (\$7,000), then second (\$12,000) and finally first place (\$27,000) 2004 winners went out on the website, it became clear that ING made informed evaluations. Third-place winner Lizbeth Alfaro's (Conover, North Carolina) Hispanic K-2nd graders will have "learning partners" in their parents. Second-place winner Theresa Kassuba's (Southgate, MI) *Cyber Citizens*' project is engaging high school seniors to mentor local seniors by introducing them to computers and the Internet. And top draw Joe Charles's (Apache, Oklahoma) project to engage students in building an Independent Student Theatre program from "scratch" after school, on weekends, with their own limited resources, has already paid off in improved academic performance, not to mention team spirit.

ING Board and staff have obviously done their homework in making the awards and in "taking on faith" applicant statements that "clear and concisely outlined budgets" will be adhered to during the award period and programs will thereafter be self-sustaining. There is no formal follow-up assessment, no one-size fits all pattern of ideas or implementation. Of course, ING hopes that winning proposals will be replicated nation wide and to that end, Jasien notes, ING is considering an *Unsung Heroes* Alumni Group that will bring together winners and help disseminate how "thinking outside the box" can creatively affect the system. Any system.#

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PROFILES IN EDUCATION

INTERVIEW WITH HOWARD GARDNER, HARVARD UNIVERSITY

By POLA ROSEN, Ed.D.

Howard Gardner, Hobbs Professor of Education and Cognition at the Harvard Graduate School of Education is a seminal thinker with a great influence on what's happening in education today. Sitting in his office in historic Cambridge, just steps from Harvard Yard, I couldn't help but feel the aura of the man, the educator, the writer, the philosopher and the mentor to scores of students and teachers around the country.

Perhaps best known for his theory on multiple intelligences (MI), Gardner believes that families should choose from any of 6-12 pathways of knowledge that fit into their cultural and intellectual style. Every pathway should have a few key ideas and "we should organize the curriculum around that." Gardner underscores "organization" as being key and that he would opt to send his children to a "well-organized school that offers a traditional education as opposed to a multiple intelligences school that was chaotic."

He continues that one of the most important things in the 21st century is synthesizing knowledge and that integrating knowledge across the grades in all curriculum areas is extremely effective. The Ross School in East Hampton, a school with which Gardner has worked for a decade, is a prime example. (See *Education Update's* article on the Ross School, Sept. 2003 at www.EducationUpdate.com.)

The school with which Gardner has worked most closely over the years is the Key School in Indianapolis, the first multiple intelligences school in the country. Approaching its 20th year, the school reports that the students are excelling. On a recent visit, Gardner noted that all of them were learning the violin and were listening intently to an accomplished visiting violinist whom they later bombarded with questions. A general philosophy of MI prevalent in the Key



Photo by Jay Gardner

Professor Howard Gardner

school is that teachers are working together.

Gardner's background as a young pianist, and a continuing interest in the arts, launched us into a discussion on the arts and their role in education. The forthcoming Rand Report, he stated, will emphasize that the arts are intrinsically important. Gardner shares Rand's skepticism regarding correlations between raised test scores and studying the arts. The studies are colored. Students who major in the arts get higher test scores because they happen to come from schools that have more resources. "The truth is that the arts are one of the most wonderful things humans are capable of."

Gardner does a great deal of work with cultural institutions and is involved with their education committees. He and his team provide soft evaluation rather than hard evaluation. That is, getting a sense of what an institution wants to do and giving it appropriate

feedback. He has worked with Lincoln Center Institute and its leaders, Professor Maxine Green and Executive Director Scott Noppe-Brandon who, according to Gardner, "have ably fashioned the outstanding programs there."

Commenting on the most effective approaches to teaching the arts, Gardner emphatically stated that a once a year visit does not impact on students' lives. "Ninety percent of Americans have the one fifth grade visit to the museum of fine arts. But for an arts and music program to truly be effective, visits must occur on an ongoing basis, in addition to the need for preparing students prior to visiting with a debriefing afterward. It is

crucial to introduce concepts and materials to the students before they view a program so that their final exposure to the arts is climactic. Of equal importance is following up with numerous experiences in the weeks after the program."

I asked Gardner about his opinion of the tests recently implemented in New York City to decide whether fifth graders should be promoted or held back. He responded, "We know from the experiences in Chicago that children do not benefit from being held back. In fact, they may opt out of the public school system by dropping out. The way to raise test scores would be to eliminate the dropouts and test only the ones that remain. The mayor and the chancellor of NYC schools are ignoring the experiences in the Chicago public schools. The direction we should be going in is to provide individualized programs for all of our students."

Gardner's major work for the past several years has focused on examining successful professionals and their decision-making: whether they do what's right rather than what's expedient. His co-authored book, *Making Good* (2004) describes young professionals who would like to carry out work that is both excellent and ethical. Yet, determined to succeed, many feel they can't afford to behave in an ethical manner, instead deferring such conduct to a time after success has been achieved. Gardner and his student Jessica Sara Benjamin found that one of the reasons might be the decline of community leaders which they called "trustees." During the summer of 2004, they carried out a pilot project to investigate how contemporary citizens view trusteeship. [Trustees are defined as individuals who have earned the right to advise on consequential decisions for the rest of the society.] The pilot study revealed fascinating choices of trustees including Tom Brokaw, Thomas Friedman, Jimmy Carter, Ralph Nader, Bill Gates, Oprah Winfrey and Pope John Paul II, among others.

Gardner's own personal choices of trustees include Jimmy Carter, Bill Gates, George Soros, Paul Farmer, and John Gardner (no relation), who headed the Carnegie Corporation and was a true public servant. When I asked Professor Gardner who his mentors were, Jerome Bruner headed the list. "I worked for him in 1965 on the fifth grade curriculum. He was not only a mentor, but also a role model. He is now teaching the role of narrative at NYU law school."

At the close of the interview, I couldn't help but think of the students fortunate enough to study with Professor Gardner and count him as mentor. We may indeed count him as our choice of trustee of the 21st century.#

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Monday, 11/15	9:30 - 11 am
Tuesday, 11/30	5:30 - 7 pm
Thursday, 12/9	5:30 - 7 pm
Wednesday, 1/5	9:30 - 11 am
Tuesday 1/25	5:30 - 7 pm

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HARLEM SCIENCE STREET FAIR & FESTIVAL

By JODI LIPPER

The Harlem Children Society recently held its first annual Harlem Science Street Fair and Festival celebrating the achievements of 47 students from the inner city, under-resourced high schools, who were chosen to participate in the Society's "Experiment with a Dream" science project. The project paired students with renowned scientists, who acted as mentors during summer internships held by the students at many of New York's leading research institutes.

At the festival, live music played in the background while the students proudly displayed posters detailing the results of research they conducted during their internships. Local community leaders acted as judges, and gave feedback to the students after discussing their work.

The research topics varied widely, based on the locale of the internships and the students' personal interests. Some subjects were purely scientific. Geraldina Ortiz, a high school senior, studied the fungus *Cryptococcus* at the Albert

Einstein College of Medicine. Her internship clearly inspired Geraldina, who now hopes to study medicine, and specialize in obstetrics and gynecology. Another student, Timisha Woods, studied Antarctic Sediment Cores, and was similarly moved. "We're overdue for the next ice age," she said, and went on to express newfound concern for her native New Jersey. "We're going to have a whole new coastline," she explained.

Other students chose topics that were even more pertinent to their daily lives. Dressy Villar and Theresa Lugo researched "The Effects of the Media on Urban Adolescent Girls' Perception of Body Image" at Hunter College's Psychology Department. The girls were clearly fascinated by their own findings. As Dressy described, "Colored girls exhibit more depressive symptoms when they see media images of other colored girls, not as much if they

see a picture of a Caucasian girl in a magazine." The girls' mentor at Hunter will continue this study during the school year, by administering a questionnaire on this topic created by Dressy and Theresa.

High School Junior Nertila Ujkaj interned at the Museum of Natural History, and studied the history of Race. Her conclusion is that "Race is not a proper, nor a valid method to classify groups of people. Nature did not create races. Society did." Nertila spoke passionately about her highly relevant subject. "I couldn't mix chemicals, so I wanted to do something that has to do with everyday life," she said. "Race affects us every day."

Dr. Sat Bhattacharya, President and CEO of The Harlem Children Society, describes it as "an Enterprise for generating hope, for creating a culture, for arming a community with Knowledge to propel itself into the future." Indeed, these highly intelligent and enthusiastic students both display and provide ample hope for themselves, their communities, and their clearly limitless futures. #



Family Neighborhoods: The Case for the Upper East Side

By MARSHA MACK
FRANCES

Let soccer moms spend all day carting their children everywhere in Scarsdale or Greenwich. I'll take New York's Upper East Side for great public and private neighborhood schools like PS 6, PS58, PS290, Dalton, Brearly, Chapin, Spence, Nightingale, Buckley, Hewitt, St Bernards, Allen Stevenson, and Marymount; to name a few. And what can compare to the after school opportunities like the Asphalt Green, The 92nd Street YMHA, Central Park and Carl Shurz Park, museums, music, and cultural life all in walking distance; and with easy public transportation and great bus, school bus, subway, ferry, and cab availability. It means both parents and grandparents can work close to their children's schools and activities, have easier access to meeting with teachers, watching practices and key games and being close by for emergencies.

While other parts of Manhattan have gentrified, the Upper East Side has become relatively more affordable, quiet, safe, and remained the most beautiful part of the city. Young nest-building families also often get the benefit of having built-

in help from grandparents living close by, often with time on their hands to home tutor and pass their valuable experience to their grandchildren. Finding the right family apartment means many choices regarding location near schools or in the best school districts or near jobs or near parks. How close do you want grandparents? Are subways, cabs, ferries or walking your choice to get to work? Size, layout, views, financing, sociology of neighborhoods and buildings, culture of buildings, are all issues with which skilled brokers can help you. Picking a broker with experience, knowledge of neighborhoods, real estate markets, schools and buildings, and with qualities of availability, affability and negotiating skills is a tremendous asset in succeeding at getting the right fit for you. Many couples tell me their early years of marriage in the upper east side were their happiest, others find that after retirement they can't wait to return to the city and the luckiest of all never had to live anywhere but the upper east side. For help in selling or buying your home please call me, Marsha Mack Frances, at Douglas Elliman at 212-650-4829. I can help you through this interesting transition in your life. #

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Marsha Mack Frances, Senior Vice President 212-650-4829



15 East 91st Street

Most perfect location! Light, Bright with all outside rooms on a high floor with south/west/north exposures, apartment consists of a very gracious Living Room with Wood-burning fireplace, Formal Dining Room, small study, large Eat-in kitchen, maid's room, Master Bedroom with gorgeous view of Central Park and the Reservoir, 2 other Master Bedrooms facing south & 2 dressing rooms. Great building. Lovely condition. Gym in building, bike room, individual storage bins. Pets allowed. Beautiful block right off 5th Ave. \$3,200,000



400 East 56th Street

Spacious 5 room apartment in a top Sutton area building. Apartment consists of a gracious foyer leading to an oversized Living Room with balcony, full formal dining room, kitchen with good counter space and storage space, 2 split bedroom, 2 baths and tons of closet space. Plaza 400 is a top full-service building, very convenient to everything the city offers! Roof-top Pool. Garage in building. \$795,000



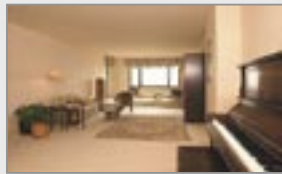
35 East 76th Street

Elegant 4 room home located in the Carlyle Hotel. The Carlyle is a cooperative apartment building that houses Carlyle Hotel as well which gives the owner of this property all of the facilities of the hotel. The apartment has been newly renovated and it is in perfect condition. It is bright and spacious with 2 Master suites and excellent closet space. \$550,000



870 Fifth Avenue

Beautiful triple mint home in a top 5th Ave building. Gracious foyer leads to an elegant Living Room, Formal Dining Room, oversized maid's room and state of the art kitchen! Three oversized Master bedrooms and 4 1/2 baths! The apartment has south-east-north tree-top views that are wonderful. This is a great opportunity to just move right in! \$3,995,000



180 East End Avenue

Views all around! East End Ave building! Apartment consists of a gracious gallery leading to the Living Room with a balcony facing the East River and Gracie mansion, oversized Formal Dining Room, 3 Master Bedrooms, 3 baths, New windowed kitchen. Apartment is in excellent condition and has beautiful river views from all rooms and balcony. Roof-top pool and garage in building. Maintenance include all utilities and basic cable. \$1,895,000

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Out of the Past in the Sunshine State

By JILL LEVY,
PRESIDENT, CSA

There I was, sleepily channel surfing while lazing before the television during a recent vacation when I thought I heard voices from the past: members of the old NYC Board of Education. I knew that was impossible because a) I was in Florida and b) that Board no longer exists. So why would the cable programmer run videos of meetings at 110 Livingston St.?

Well, of course they wouldn't. The board meeting in question was the Miami-Dade County School Board. But it could have been any NYC school board meeting of the past 20 years, so familiar were the school lingo, pedagogic jargon and strategic proposals. And leading the presentation was none other than Dr. Rudy Crew, the new Superintendent of Schools in Miami-Dade County and a former Chancellor of the NYC Board of Education.

Now that caught my attention! Talk about, to quote Yogi Berra, "deja vu all over again."

As I listened to Superintendent Crew, I remembered the passion and hope that every Chancellor in recent years brought to our system. Dr. Crew, Dr. Ramon Cortines, Dr. Joseph Fernandez—they and their predecessors all set out to reshape NYC's schools backed by support from the community-at-large, politicians and from school personnel.

But they all quickly departed, with incomplete plans and goals unattained, leaving behind a school system adrift, communities disappointed and school leaders angry and betrayed.

Dr. Crew's voice brought me out of my reverie as he introduced a plan to use technology to determine how students fared, how schools were meeting student needs and how this would help failing, "priority schools". My trip down memory lane continued when Dr. Irving Hamer appeared on the screen. A former NYC Board of Education member, Dr. Hamer's presentation sounded awfully familiar. I quickly recognized his plan as "Chancellor's District" redux.

(The Chancellor's District was probably the only strategy employed in NYC that helped failing schools become more successful.)

The presentation soon became tiresome but only because I had witnessed it first hand in the mid-1990s. I wish Dr. Crew and his team success. The children of Miami-Dade desperately need a strong advocate; the educational problems they face are similar to NYC's.

This program fit in seamlessly with my recent musings on the history of our chancellors. This retrospective began a few months ago when I met former Chancellor Ray Cortines, an educator whose only interest was in the children but who understood the investment of the various stakeholders in our schools. A vicious Mayor Giuliani bullied Mr. Cortines out of NYC. In retrospect, it was a great loss for our schools.

After a long history of chancellors from within the educational profession (with the noted exception of Frank Macchiarola), we seem to have moved away from educational leadership.

In 2000, Citigroup lawyer Harold Levy took over, and in 2002, our current Chancellor, a prosecuting attorney and CEO, was handed the reins. Is there a pattern here? Will the next Chancellor be a real estate attorney? Will a Chancellor with an education background become persona non grata at Tweed Hall?

I think that's a shame if that's the case. Our earlier chancellors, all with high levels of expertise and many with good ideas, were broken by NYC's politics not because they were poor candidates for the job. Under the new system, with the city's Mayor and Chancellor working together, a Ray Cortines or a Rudy Crew could bring not only good management skills to the table, but pedagogic talents as well.

Since education is supposed to be at the core of what a school system provides, it would seem to make sense to have school system leaders who are both administrators and educators.#

Jill Levy is president of the Council of School Supervisors and Administrators.

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MEDICAL UPDATE



New York City • NOVEMBER 2004
FOR PARENTS, EDUCATORS & STUDENTS

• 14

MEDICAL MEMORIES OF THE MARATHON

By DR. HUGH J. CARROLL

On race day my beat was the Acute Care tent which was supplied with EKG, defibrillators, and every device and all of the supplies needed for a modern field emergency room. I was frequently delighted to find, among the volunteer Critical-Care staff, doctors who had been my students at various levels of their training. The weather had a lot to do with the size and magnitude of distress of our patient load. On a bad day things could be quite hectic: cots were full, doctors and nurses moving from patient to patient, starting IV's, injecting intravenous glucose, warming patients, rubbing with ice those with hypothermia, checking BPs, transferring those at risk to hospitals. As the long day passed admissions slowed down and patients left the tent, alone or with family. Death was rare, but on one terrible day 3 young men collapsed and died, one of them in the hospital and one on the way. All 3 proved to have some sort of heart disease, but all were runners.

Our runners were fast, slow, young, old, hale, disabled, blind, sighted, serious, comic. At the end of the race: triumphant, exhilarated, sober, weary, cold, exhausted, limping, confused, occasionally slightly hysterical, frequently near collapse into the arms of the ubiquitous volunteers.

When I think of my days at the Marathon, memories of events and individuals crowd in—



(L-R) Dr. Alice Wilder, Producer, Director of Research & Development, Blues Clues & Debra Reber, Author of "Run for Your Life"

Willie Rios.

Willie Rios was a small, potbellied sedentary smoker with a stomach ulcer, who at 65 was retired against his will. He went out walking, and then jogging, and then running. Willie kept on running, lost his belly, his ulcer and his smoking habit and proved to be one of the greatest natu-

ral runners we had ever seen. A delightful man, he won a number of senior marathon championships and seemed to be utterly tireless; the over-60 woman sitting, after completing the course, on a cot in the Orthopedics tent, who startled the young volunteer recording her patient-data, when she pulled off her sweat pants, removed a lower-leg prosthesis and began to massage her aching stump; the 34-year old Italian man dying of heart failure less than a year earlier, who received a heart transplant from 15-year old neighbor boy killed in a cycling accident, who tried jobbing in rehab, made progress at an astounding rate, and now and has finished the NY Marathon without difficulty; the small group

of bright young people from a cystic-fibrosis clinic in Sweden who volunteered to be research subjects as they ran the marathon, admirable for their grace and courage, a source of sadness for their prognosis; Daniel Ortega, medical director of the Madrid Marathon, family practitioner in his native Toledo, gentleman and world-class

runner, finished 12th in the NY Marathon; the "marathon pig-out" as my children called the carbohydrate-loading meal of mounds of pasta eaten by thousands of runners the night before the race, and allowing us the opportunity each year to chat with excited members of the wonderfully oddball fraternity from all over the world.#

Andy Rodrigues, an orthopedic surgeon, was the medical director of the NY marathon, and his wife, Yolanda (Yolie), was the factotum and enforcer. It was Andy, a good friend, who invited me to join his staff, and for 15 years I enjoyed our association. Andy and Yolie died a few years ago, but the memory of these two unselfish and delightful people is, as in my memory of the Marathon, warm and fond.

Dr. Carroll is Professor of Medicine and Director of the Electrolyte-Hypertension Division of the SUNY-Downstate Medical Center. He is a nephrologist whose particular interest in salt and water metabolism, hypo- and hyperthermia led to his invitation to join the International Marathon Medical Directors Association (IMDDA), and to serve the NY Road Runners as consultant physician. ON race day he was one of the acute-care doctors at the finish line in Central Park. Dr. Carroll's running, since he left the Army more than 50 years ago, has been limited to catching an occasional subway train.

*I reassure
him but
he's still so
worried...*



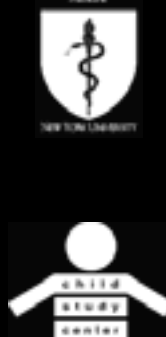
Is your child or teen too worried, shy, scared, nervous or afraid to be without you? If so, he or she may be experiencing an anxiety disorder. Anxiety disorders may cause difficulty with behavior, grades and friendships.

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www.AboutOurKids.org

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168th St. & Broadway



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Our unique conference features outstanding presenters and will provide the latest, cutting-edge information on tissue and data repositories, privacy and confidentiality, conflicts of interest, and the ethics of conducting research with students/trainees.

A continental breakfast, lunch, and snacks will be provided at no cost. Space is limited. Early Registration is strongly encouraged.

Continuing Medical Education: The College of Physicians and Surgeons designates this educational activity for a maximum of 8 hours in category 1 credit towards the AMA Physician's Recognition Award.

For additional information, contact Odalis Ortiz at
oo2108@columbia.edu or call 212-342-1295.

Web: www.columbia.edu/itc/hs/medical/bioethics/stluke/

Monday, November 15, 2004

8:00 a.m. - 5:30 p.m.

St. Luke's Hospital Center • Fourth Floor Conference Center Muhlenberg Building
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We gratefully acknowledge support for this program from the National Institutes of Health Grant # 1 T15HL7251-01



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Grades K - 4 Lower School

November 2, 2004
November 4, 2004*
November 17, 2004
November 30, 2004

Middle School Grades 5 - 8

November 10, 2004*
November 16, 2004
December 2, 2004

Upper School Grades 9 - 12

November 3, 2004*
November 9, 2004
November 11, 2004
December 1, 2004

* Quest

All open houses begin at 9:00 a.m. and end at approximately 10:30 a.m. They are held at 291 Central Park West and are for prospective parents.

A reservation is required. Please contact the Admissions Office at (212) 724-2146, ext. 1 or at admissions@dwight.edu to reserve your place.

Voting Rights and Citizenship Calendar Unveiled



(L-R) CUNY Chancellor Matthew Goldstein and Dr. Richard Lieberman

A recent gathering of scholars, professors, politicians and members of the Department of Education was held at the New-York Historical Society to celebrate the publication of the CUNY/ New York Times Knowledge Network Voting Rights and Citizenship Calendar. The Calendar targets students, educators and the general public who wish to be more informed about American history and civic life and is expected to reach millions of people in New York City, across the country and around the world. It will be introduced to a national and international audience through distribution to high schools, colleges and universities. Moreover, partnerships with civic and community leaders will assure that the Calendar is available to those who are not affiliated with a school or college. In an effort to reach out to as many individuals as possible, the Centro de Estudios Puertorriquenos at Hunter College will translate the Calendar in Spanish. There are plans to translate it into additional languages in

the months ahead.

The 17-month Calendar, the brain-child of CUNY Vice-Chancellor Jay Hershenson, will create a common thread for readers to understand how suffrage began as a privilege for the few and became a right for all citizens. Most significantly, it will emphasize the importance of the exercise of those rights through the electoral process so that voices can be heard and every vote can be counted.

Hershenson along with Dr. Richard K. Lieberman, Director of the LaGuardia and Wagner Archives at LaGuardia Community College, and Dr. Steven A. Levine, Education Coordinator at the Archives and other colleagues, began working this past winter on gathering documents, photographs and sketches to contribute to the Calendar. To help develop the Calendar's content, an advisory committee of prominent educators at CUNY was established, including award-winning historians, political scientists, sociologists, senior administrators, directors of major institutes and centers, technology experts and students. To view the Calendar and links to related resources and informational materials, visit www.cuny.edu/votingcalendar.



Vice-Chancellor Jay Hershenson

Calendar of Events

November 2004

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PRESENTS: SPECIAL CAMP FAIR 2005 - Summer Programs for Children with Disabilities - Free Admission!!!

WHEN: Saturday, January 29, 2005 11am - 3pm
WHERE: Church of St. Paul the Apostle 405 West 59th Street (Entrance to Fair on Columbus Avenue near West 60th Street) Manhattan
• Meet the camp directors
• Get a free copy of the Camp Guide 2005
• No child care will be available but children are invited to attend
For more information call: Resources for Children with Special Needs, Inc. Gary Shulman, MS. Ed. 212-677-4650

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PUBLISHES SECOND EDITION OF AFTER SCHOOL AND MORE

First Directory of Before- or After-School Programs For Children & Youth with Special Needs

Resources for Children with Special Needs, Inc. (RCSN) announces the publication of its second edition of *After School and More* - the first comprehensive resource of its kind - for caregivers and professionals in search of the right after-school program for children and teens with disabilities or other special needs. Fully updated in 2004, the popular directory of more than 450 before- and after-school programs covers special, inclusion and mainstream programs from education, remediation, homework help, sports and the arts, to travel, day trips, social life, respite, zoos, playgrounds and child care.

After School and More, 2nd ed., is based on RCSN's proprietary and comprehensive database of more than 4,700 organizations and 8,500 sites. Other directories available include: THE COMPREHENSIVE DIRECTORY; CAMPS 2004 (annual editions); TRANSITION MATTERS - FROM SCHOOL TO INDEPENDENCE, all including programs and services for children and youth with disabilities and their families in the New York area, and SCHOOLS AND SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS, a directory for children and youth in New York City and the

lower Hudson Valley.

After School and More, 2nd ed., is much more than just a list of names and addresses. The directory also includes: contact information, ages, population served, program capacity, staff/child ratio, program hours/days, fees, transportation, medication, administration and description of services.

After School and More, 2nd ed., provides comprehensive information in an easy-to-use format for both parents and professionals. The directory contains service, population served, time of operation (before- or after-school, weekend or holiday), borough and zip code indices for quick searching, as well as an index of legal services.

After School and More, 2nd ed., is available at local and online booksellers, or can be ordered by sending a check for \$25 (plus \$8 shipping and handling) to: Resources for Children with Special Needs Inc., Dept. PRAF04, 116 East 16th Street, 5th Floor, New York, NY 10003. For more information, or details on multiple-copy discounts, contact Lisa Talley at Resources for Children with Special Needs Inc., (212) 677-4650/ext. 30.

Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for programs and services for children from birth to 21 with learning, developmental, emotional or physical disabilities. RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see www.resourcesnyc.org.

Resources for Children with Special Needs, Inc. 115 East 16th Street, 5th Floor NY, NY 10003

Conferences

32ND ANNUAL CONFERENCE ON DYSELXIA AND RELATED LEARNING DISABILITIES on Monday, March 14 & Tuesday, March 15, 2005 at the Marriott Marquis in midtown, New York City. 1,200 educators, healthcare providers, administrators and parents of children with dyslexia choose from over 95 sessions on dyslexia. For more information, call 212-691-1930

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CONFERENCE ON READING
Sunday, November 7, 2004
New York Hilton Towers, 6th Avenue between 53rd & 54th Streets, NYC 7:45 am - 4:30 pm

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Events

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Saturday November 13th, 2004 10AM to 4PM
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Monday, November 22

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Thursday, November 11

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Tuesday, November 16

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Tuesday, November 30
Tuesday, December 7
Tuesday, December 14
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OUTSTANDING TEACHERS OF THE MONTH

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 Souza 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 Sugerman, 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. We are now continuing the tradition which will culminate in a ceremony in June 2005 with Chancellor Joel Klein in attendance. Superintendents, principals and colleagues may nominate teachers by filling out a form online. The information 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: **November 15, 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

Robinson Ortiz

Principal: Mrs. Jeanette Sosa

Superintendent's Name: Mr. Reyes Irizarry
PS 151K/ Lyndon B. Johnson, Brooklyn



School District/Region:
32/4

Student Progress: Mr. Robinson Ortiz is a veteran teacher of our school and has taught here for the past eleven years. He has taught third,

fourth and fifth grade and is consistently popular with the students.

Mr. Ortiz uses portfolio assessment to keep track of his students' progress. Informal assessment as well as formal tests round out the methods of evaluation he uses to closely monitor the progress of the students in his class. The standardized tests administered always show that some progress has indeed been made.

His students seem to take more interest in school and exhibit a love of school, and reading in particular. Their writing is often better, and they are clearly better organized.

Innovative Teaching Strategies: His love of computers is transferred to the students, as he

helps them to become more sophisticated in the use of technology in everyday learning.

One of his trademarks is teaching the multiplication tables through song. A painless way to be sure that all quickly know those facts! Mr. Ortiz firmly believes in the benefit of collaborative learning.

Motivating Students: Mr. Ortiz' interaction with students is what provides the biggest motivation for them to be consistently involved in all classroom activities. His pleasant attitude does not affect his wonderful classroom control. Students always get that "second or third chance." They know that they can approach their teacher with problems and concerns and he will demonstrate his care and concern for them.

Parent/Community Involvement: Mr. Ortiz enjoys the respect and admiration of the parents of his school. They find him to be someone who gives tirelessly of his time to them and to their children. Some of the activities that Mr. Ortiz provides for the students are: the Stock Market Game (where his students won lap-top computers), the Boy Scout troop, Junior Achievement and a wide variety of curriculum based trips with many accompanying parent chaperones. Mr. Ortiz is a wonderful asset to this school, and he

is deserving as Education Update's Outstanding Teacher of the Month!

Maria Barry

Principal: Lisa Esposito

Superintendent's Name: Nancy Ramos
Public School 8, Staten Island

School District/Region: 31/7

Student Progress: The students in Mrs. Barry's class consistently demonstrate fine academic progress throughout the school year, as evidenced by Portfolio Assessment, classroom progress reports and formal evaluations. Last year, 75 percent of her students achieved a Performance Level 3 or 4 on the N.Y.S. Grade 4 ELA. On the N.Y.S. Grade 4 Math examination, 93 percent of her students met or exceeded the Performance Standard. Mrs. Barry pioneered the Balanced Literacy philosophy through District 31's Project Read Program.

Innovative Teaching Strategies: On a daily basis, Mrs. Barry combines traditional teaching methods with the Balanced Literacy philosophy to enhance learning. She uses the following innovative teaching strategies: Looking at student work to assess individual needs; Interdisciplinary, Team Teaching with Grade 4

colleagues; Facilitating group learning; Organizing and facilitating mathematics explorations; Developing critical thinking skills.

Motivating Students: The students in Mrs. Barry's class have become more involved in classroom and schoolwide activities: PACT Program (Dance and Theatre), 2004; Poetry Reading, 2004; "Family Literacy Night," 2004; Dressing up as swans on Halloween (2003) while reading the novel *The Trumpet of the Swans* in class; Class production of "The 13 Colonies," 2003. (This presentation was a culmination of the thematic unit, "New York State of Mind")

Parent/Community Involvement: Mrs. Barry participates in holiday concerts, choral concerts and other presentations.

Shantay Danzy

Principal: Rhonda Taylor

Superintendent's Name: Gloria Buckery
Middle School 61, Brooklyn

School District/Region: 17/6

Student Progress: Ms. Danzy's students are highly motivated because of her creativity.

Ninety percent of her students moved up one and two levels in their ELA performance on the spring ELA test in the 2003-2004 school year. Most students in her class function on level 3 or 4 because of Ms. Danzy's intense planning and

conferencing with students. Students consistently maintain a writing folder and journal. Weekly informal tests are administered by her and the results are then used to plan instruction.

Innovative Teaching Strategies: Ms. Danzy is innovative, very creative and extends "Best Practices" in ELA to make students think on a higher level.

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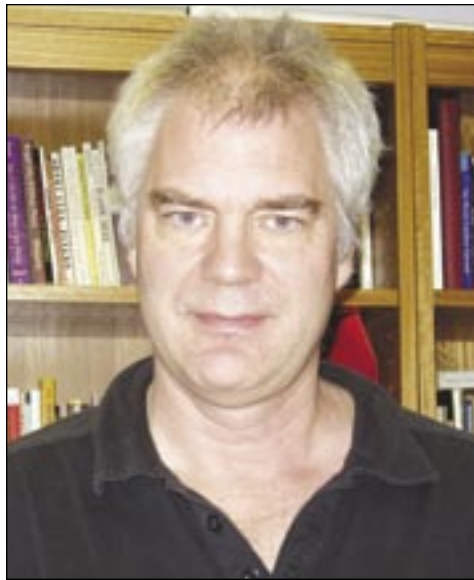
INTERVIEW WITH NYU THEATER CHAIR KEVIN KUHLKE

By JOAN BAUM, Ph.D.

"When that [he] was and a little tiny boy," as Feste—Kevin Kuhlke's favorite role—says at the end of *Twelfth Night*, he wanted to be a musician, and he did become a guitarist. "But when [he] came to man's estate," he followed another dream, to be an actor, director, man of the theatre, and of course, as chair of the Department of Drama at New York University's prestigious Tisch School of the Arts, Kuhlke has realized that dream and for the last two decades has been fostering it for others. Who would have thought that NYU's B.A. program would have grown so extensively—from 200 undergraduates thirty years ago to 1,500 today (with women constituting 65 percent and 95 percent of the student body coming from out of town), making the department one of the largest and most competitive in the country (one out of five get in)? In addition, the department boasts a highly selective (24 students only) International Theatre Summer Training program in Amsterdam, which Kuhlke founded and directs, and which he hopes provides students not only with additional training but an opportunity to learn how to move around on their own in a city where English is spoken, where festivals abound, and where central location encourages exploration.

The department's success in attracting large numbers of applicants with higher and higher SAT scores is extraordinary considering the diminution of acting jobs, but, as Kuhlke says, those with a "passion" to work in theatre will continue to apply for admission and stay in the city long after graduation, looking to audition. Although other drama schools might claim as much, what sets Tisch apart, Kuhlke notes, is its embrace of both academic and professional curricula. Drama majors take 76 credits but also a hefty number of courses in liberal arts. Tisch is not, in other words, a conservatory, though for sure artistic training in one of its 12 affiliated acting studios constitutes the heart of the major. Still, he tells prospective students, "if theatre, only, is your love, then don't come to NYU." The play may be the thing, but broad education will be king.

Admission to Tisch turns on the recitation of a prepared dramatic monologue and an interview, but Kuhlke looks at other factors as well: an openness to liberal arts and to a "wide range" of acting methods that a large program like NYU's can provide. "Bigness here is an advantage." A relatively new father, he also tries to intuit what



kind of studio would best match the youngster before him. Though he himself trained with, among others, Jerzy Grotowski, whom he cites as a mentor, Kuhlke wants to ensure that "variety" is central to the Tisch experience. Before becoming chair he held the position of director at NYU's Experimental Theatre Wing for ten years where he put on over 100 productions. He has also taught master acting and directing classes in Cuba, Iceland, England, Switzerland, Holland, Austria, Denmark and Germany—where he honed an appreciation of how different cultural backgrounds affect interpretation and performance.

Although film study at NYU has also grown tremendously, Kuhlke points out that acting on stage requires more, and more concentrated, rehearsal time, more dialogue, and more challenge in the sense that each nightly performance is a development, with the actor playing to a live audience rather than to a camera. A tall, handsome man with obvious stage presence—he greets his visitors dressed in Hamlet black—Kevin Kuhlke clearly loves acting and directing, but he also takes his role as responsible administrator seriously, holding orientation sessions for new students and their parents, and acknowledging the fact that acting graduates have no jobs waiting for them Out There. But as Sam Shepard (another Kuhlke favorite) might say, if you're going to be a fool, be a Fool for Love. Feste was.#

ARE YOU THINKING OF A CAREER IN THE THEATER?

By SARAH ANN MOCKBEE

Fred Hemminger has fond memories of going to local high school musicals when he was in grade school, which was the only option for dramatic entertainment in his small, Ohio farm town, but he never considered pursuing a career in theatre until he was randomly assigned to a drama class during his freshman year at Allegheny College in Pennsylvania. He enjoyed it so much that he abandoned his planned curriculum of pre-law and graduated with a B.A. in theatre in 1997. Now he is earning his MFA from Columbia University's School of the Arts with a concentration in stage management.

Hemminger and two other students form the inaugural class of the theatre department's stage management concentration. Now in his second year, Hemminger sees their position as both advantageous and critical because they are helping to shape the newly founded program. Hemminger stresses how responsive the department has been to their suggestions thus far. "The best thing at Columbia University's program is that they challenge us and nurture us. We have to write short plays, take history courses and perform." The department encourages collaboration

between the concentrations, which in addition to stage management include acting, directing, playwriting, dramaturgy and theatre management and production. In his third and final year, Hemminger will be the stage manager for either an actor or playwright's thesis project, which will be held at Riverside Church.

The stage manager's job is a hefty one. Hemminger will ultimately be responsible for ensuring that everyone involved in a theatre production is communicating effectively. As Hemminger notes, the very nature of the industry is ego-driven. While the actors, director, lighting technicians and construction crew may focus only on what their role requires, the stage manager must guarantee that everyone's responsibilities are being fulfilled. The stage manager's most vital role is to verify that the set is safe for the actors. If the director wants an actor to ascend from below the stage, the stage manager talks to the set designer about making it happen safely. The most fun part of stage managing for Hemminger is what is termed "calling a show." This entails wearing a head set during a performance and sending cues to the appropriate person when a certain technical feature is required.

"WHAT DO YOU DO WITH A BA IN ENGLISH?" JUST ASK JEFF WHITTY

By GILLIAN GRANOFF

When Jeff Whitty, the wildly successful writer of *Avenue Q*, sat down to talk about his path as a writer, it became abundantly clear that the trajectory of his career read more like a Jack Kerouac novel than the libretto for a Broadway musical. As he approaches, I am immediately struck by his earnestness. Despite his enormous success, he is refreshingly humble. He does not carry himself with the airs of someone who is commissioned to write screenplays for A-list celebrities, and who is courted by Broadway royalty like Tony Kushner, but resembles in many ways, the mid-western sincerity of an upbringing in Coos Bay, Oregon. The self-described "subversive" is one of six children. His father, an attorney, imparted an attention to detail while his mother was the creative force. Creativity clearly permeated his childhood home: one brother is a jazz musician

in New York and a sister is creative in public relations. His early mentors are a high school teacher, "a wildly liberal feminist" and a history teacher who was a "ruthless critic and thinker" and instilled in him the importance of revisions. Whitty evinced irony early when he wrote and performed a play in 6th grade entitled *The Cow That Smiled, A Murder Mystery*, a play about a cow that did not exist.

In 1993, after receiving his bachelors in English from the University of Oregon, Whitty came to New York to pursue acting. He traveled via the Green Tortoise a "sixties throw-back" which enabled him to see the United States along with other young students in an empty school bus with beds in the back. In New York he continued to find inspiration in the unlikelyst of places. He waited tables at Joe Allen's, where he networked with many big wigs in the theatre industry. He recalls nostalgically the scripts of bombed shows that wallpapered the restaurant. In 1994-97, Whitty received an MFA in acting at NYU's Tisch School of the Arts, where he credits the skills he learned in acting school with making him a better writer. For example, his intuitive grasp of dialogue is something he cultivated from his training as an actor, not a writer. After graduating and writing a series of plays he describes as "sentimental and sincere," he took a big artistic risk and wrote something "just to amuse myself." Over lunch with a friend he came up with the idea to write a parody of the Laramie project, concocting a tragedy set in a small town in Washington called *The Plank Project*. It deals with an 1100-pound person who falls through a plank, into a well, and dies during liposuction surgery. His irreverent sense of humor and artistic risk taking paid off when it attracted the attention of now agent, Peter Franklin of the William Morris Agency. "The day Peter took me on as a client was the day that changed my life." Five months later, Franklin presented him with the opportunity to work with the producers of *Rent* in writing a musical starring puppets. The play was *Avenue Q* and Whitty



wrote the libretto (book). "People always say to me that it must have been such a fun show to write, but it was hard," Whitty states candidly. Despite the conflicts and artistic differences they faced, Whitty and his collaborators, Robert Lopez and Jeff Marks, won a Tony award. The success of *Avenue Q* has opened many doors for Whitty. His upcoming projects include a pilot for a new Fox series, which involves a car chase loosely based on the Dukes of Hazard, and a film project starring Jennifer Aniston, *This American Life*, based on the life of a 33-year-old international private investigator and adventurer in Los Angeles, who has almost finished her Ph.D. Other projects in the works for the prolific writer is a parody of Hedda Gabler and a dark children's musical. Whitty gets inspiration as a writer by acting in the plays of his contemporaries and the work of those he "envies." Among the writers he admires are his friend Amy Freed, and his "idol" Craig Lucas, the writer of *Reckless*. He credits Tony Kushner, the writer of *Angels in America*, and Steven Sondheim for teaching him to use comedy and laughter to engage the audience in the deeper emotional complexity of the work. He vociferously objects to work that tries to "broadcast how an audience should respond." It should come as no surprise that his preference is for writing devices like satire and parody. He deplores sentimentality in his own work and the works of others and is candid in his opinion that *Show Girls* is a better movie than *Mystic River*.

His advice for aspiring writers is simple. "Read, read, read and expose yourself to everything and anything in the field." He recommends keeping a journal, and not being afraid to put yourself out there. Whitty is unwilling to give a recipe for success and is reluctant to comment on his own. "The day I gave up on my notion of success was the day I really began to work well as a writer," he declares. He does recommend a well-rounded diet, which combines reading the classics with trashy literature, and finding mentors in a range of fields. "Writers who only know writers will miss something ineffable." He warns that talent will only go so far. You have to take risks. Most important, Whitty says, is hard work, commitment and "putting yourself out there." Emotional honesty in characters, he believes, only comes from living, and exposing oneself to everything. It is the bumps in the road, not the paved paths that yield true creativity. "I didn't mature as a writer until I had gone through a lot of hard knocks, because at a certain point, your sense of humor and irony about yourself is only useful after you've been through a certain amount of anguish and you come to terms with what your expectations are versus the reality." So what do you do with a BA in English? This telling question from the lyrics of *Avenue Q*'s central song, are, in Whitty's opinion "the essence of *Avenue Q*." At the end of the interview with Jeff Whitty, I still am still left without a simple answer, but assuaged by the notion that perhaps, it is the question not the answer that counts.#

Between college and graduate school, Hemminger wanted to explore different regions of the country while seeking to gain experience in his field. He landed internships with regional theatre companies in Tennessee, Texas and Arkansas. He also worked for the improv comedy troupe Second City in Chicago. Hemminger is grateful for his time in these smaller theatres because he was charged with far more responsibility than would

have been allowed in larger venues. The skills he acquired have proved invaluable, especially in his current stage management classes that are being held at the New York City Opera and the Broadway hit, the *Lion King*. When asked what his plans are after he graduates, he can't give a definitive answer but says that his dream job would be to be a stage manager with a company on tour around the country.#



Getting to the Heart of the Problem

By MAYOR MICHAEL R. BLOOMBERG

Today, more than 36,000 of our fellow New Yorkers, including more than 15,000 children, did not have the good fortune the rest of us enjoyed. They didn't wake up in their own beds, in their own rooms. Instead, they began the day in City homeless shelters. Thousands more men and women met the dawn on the streets of New York—because that is where they live. Because New York is a compassionate city, over the last 20 years, we've created the largest emergency shelter system in the nation. And during the last City Fiscal Year, our Department of Homeless Services moved a record 24,000 people out of shelters and into permanent homes. That's something we can be genuinely proud of. But we also have to recognize a hard truth—and that is that for too long we've focused too much on a crisis management approach to homelessness, and not enough on finding long-term solutions.

Our Administration is changing that. In June, we presented an action plan for effectively ending chronic homelessness in New York City within five years. And we've already begun to make substantial progress toward that goal. Recently, for example, we launched a homelessness prevention initiative in six communities throughout the city where the threat of homelessness hangs over too many families. Called "Home Base," this program will work to keep people in their

homes, and out of City shelters, by providing such services as landlord-tenant mediation, substance abuse counseling, or help with drawing up and staying on a family budget. Because the simple fact is that while everyone has a right to shelter, emergency shelter isn't always the right answer to every housing crisis. Keeping families in their homes is usually a much better solution for everyone involved.

We're also making major headway toward our goal of dramatically increasing the city's supply of supportive housing, which provides on-site social services to people who need help getting their lives back on track. Recently, Enterprise New York, the local chapter of one of the nation's largest supporters of low-income housing, committed to underwriting development of 2,500 units of supportive housing in our city. This will go a long way toward helping New Yorkers with special needs, such as the mentally ill, homeless, and young people who are "aging out" of the foster care system. Without such housing, too many of them could wind up on our streets or stay indefinitely in shelters.

Openness and accountability are the hallmarks of our Administration. So starting in January, we'll post monthly updates on our progress on this issue at this web site: <http://www.nyc.gov/endinghomelessness>. I have to tell you, I like the sound of that name—because we're going to do everything we can to end homelessness in New York City. #



State Ignored Threat of Elevated Lead Levels in Water at 120 Schools

By STEVEN SANDERS

The State Education Department (SED) and the State Health Department (DOH) have ignored, for over three months, results of a survey they conducted concerning levels of lead in drinking water at schools and daycare facilities. Of 684 schools and daycare facilities surveyed who responded, 120, or 18 percent, reported the presence of potentially dangerous levels of lead in their water. The survey did not ask schools to report the *actual* test reading, only whether lead levels were below or above 20 parts per billion (above what the U.S. Environmental Protection Agency (EPA) deems an "actionable level"). They ignored the findings entirely and did absolutely nothing to follow up.

Given the results of this survey of a significant sample of schools and daycare facilities, there are probably hundreds more throughout the state with unacceptably elevated or hazardous lead content in children's drinking water. If the level of lead in drinking water is too high, it poses imminent health threats, particularly over time and especially to infants and children. Very troubling is that lead is associated with irreversible learning disabilities, hearing loss and attention deficits. For neither SED nor DOH to show any concern or even curiosity about this is a disgrace.

Parents should have been warned, and schools

should have done remediation where lead levels were at a medically dangerous level. The State failed even to request the actual readings to learn precisely how much over the 20 parts per billion measure the samples indicated. What if some schools have 200, 2000 or 10,000 parts per billion? Neither the State Education Department nor the Health Department bothered to ask. Who knows how many children are being contaminated?

In April of this year SED, in a collaborative effort with the State Health Department, sent out surveys to schools and daycare facilities in districts where local water supplies had reported elevated levels of lead, as well as to schools that have their own water supplies. The notice accompanying the survey provided the following background information: "Exposure to lead is a critical health concern especially in children whose growing bodies tend to absorb more lead than adults. The longer water remains in contact with leaded plumbing components, the likelihood for lead to reach into water increases." These results were made known to SED and DOH in August.

You do a survey, you need to follow it up with action and appropriate oversight. They had these results almost three months ago and have done absolutely nothing. The State Education and State Health Departments showed no sense of urgency

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An Investment in Family and Education for Homeless Children

By MATILDA RAFFA CUOMO

HELP USA is the nation's largest builder, developer and manager of supportive housing with comprehensive, on-site human services for homeless and low-income families, serving more than 2,500 families each year at fifteen facilities throughout the New York metropolitan area. HELP USA is sharing its model of operation and serves close to 11,000 homeless and low-income individuals nationwide with facilities in Philadelphia, Houston, Las Vegas, Buffalo, Little Rock and Memphis.

Founded in 1986 by Andrew Cuomo, who later served as Secretary of the U.S. Department of Housing and Urban Development, the mission of HELP USA is to help children and families who are homeless and others in need become and remain self-reliant. HELP USA's services and programs primarily address the following social issues: housing, job training, domestic violence, substance abuse services, youth development, mentoring and day care.

Children need family stability and positive role models. HELP USA recognizes that domestic violence is the primary cause of homelessness and unemployment for a significant portion of this population. In fact, at least 50 percent of homeless women and children are escaping homes of violence, while nearly 100 percent of women receiving domestic violence services identify the violence as a significant impediment to their obtaining and maintaining employment. Since 1994, HELP Works, the agency's welfare-to-work initiative, has placed more than 4,500 homeless family members in employment, helping them to achieve economic self-sufficiency.

HELP USA provides the families with initial health assessments at most of its sites, ensures pregnant women receive prenatal attention, and checks to be certain children receive inoculations for school while monitoring for speech and physical development.

As an experienced provider of day care services to homeless families in New York State, HELP's facilities serve over 300 children daily in New York City alone.

HELP USA offers a range of services to address the after school and recreational needs of resident children and realize their full potential to become responsible, productive adults. Besides offering early childhood education to all children between the ages of 0-6 at its family-based facilities, HELP USA also offers after-school programs for their youth between the ages of 6-18 in New York City. These after-school programs are extremely important for those children in over-crowded classrooms with a lack of counselors, nurses and special attention.

The teachers designate these children at risk to Mentoring USA (MUSA), which is the city's largest school and site-based, one-to-one mentoring program for children in New York City. The program trains caring volunteers as mentors to spend one hour a week with a disadvantaged child.

Besides providing mentoring for our general at-risk population including foster care children, as an affiliate of HELP USA, MUSA serves the youth at Genesis Homes in Brooklyn and Genesis RFK apartments in Manhattan. MUSA expects to serve at least 1,000 children this year.

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Working Together for Kids

By RANDI WEINGARTEN

Imagine NASA excluding its rocket scientists when planning a mission to Mars, or a hospital not consulting doctors when drawing up plans to build a new intensive care facility. It's a good bet that problems will arise down the road.

The same holds true for education. The most successful administrators are those wise enough to listen and respond to the concerns and suggestions of educators who work with kids daily and know their needs.

Judging by recent events, this is a lesson that the Department of Education sometimes takes to heart, but on other occasions manages to ignore.

A positive example: last year when the mayor announced plans to target third-graders in his attempt to end social promotion—the policy of advancing students to the next grade even if they have not mastered key academic knowledge and skills—he did so without first consulting front-line educators.

That resulted in a firestorm of criticism as concerned parents and education experts questioned the fairness and effectiveness of the policy. Over time, the plan was changed, including adding resources for struggling students, the creation of an appeals process and the establishment of protocols to guide educators making these critical decisions about kids' lives.

One might have expected a similar negative reaction when, at the beginning of this school year, the mayor announced that he would expand the no social promotion policy to fifth-graders. But this time the public reaction was muted—and generally supportive—because the administration had learned a lesson. It listened to educators and made sure that the plan, which was announced at the start of the school year, included immediate additional supports and resources to improve

students' prospects for success and was not based solely on one standardized test.

Now for the negative example: starting this summer, parent groups and teachers began hearing from principals that—despite additional money from the state this year—many of our schools were receiving large cuts in their budgets.

The Department of Education at first professed that there were no cuts, then said it was a question of a fairer allocation among schools, then said it was waiting for more state funds.

Now after adding more than \$100 million at various intervals, the Department has said that schools will be getting at least as much money as they got last year. But with the new budgeting process, few of us can figure out where the money is going.

Some of our largest high schools are even more overcrowded than last year, with thousands of classes that exceed our contract's class-size limits, including high school science classes with 45 students and physical education classes with 60 students or more. Tutoring, SAT prep and remediation classes have been cut, high school electives have been put on hold, and advanced placement and after-school programs have been canceled. Tweed may be spending the money on good programs, but at what cost to these important needs?

Tweed's lack of candor has fostered an atmosphere of mistrust and a sense in both teachers and parents that their issues and their kids are a lower priority than meeting some budget goal, or policy objective such as small schools or new coaches/parent coordinators, even when the city rolled over a budget surplus of nearly \$2 billion.

Enlightened employers everywhere have learned—the hard way, in some cases—that even in industries using unskilled workers, involving employees in decision-making boosts morale and productivity. If the Department of Education wants to succeed, this is a lesson Tweed needs to keep relearning. #



COLLEGE PRESIDENTS' SERIES

An Interview with President Ruth Simmons, Brown University

By GILLIAN GRANOFF

"A life of success is not about imitating what others have done; it's about searching for the things that matter to you and trying to make use of all the talent you have. Being successful is trying to do that with the highest degree of intention." These sobering words of advice from Dr. Ruth Simmons are indicative of the path she took in her own career. As the first black female president of an Ivy League University, Dr. Simmons' life has been far from one of imitation. Raised by sharecroppers in Texas, Dr. Simmons never could have envisioned a career that included reaching the pinnacle of higher education, first as a professor, then as a university president. From her modest history she created a future that in no way mirrors the life she knew.

"I had modest ambitions and was more concerned about finishing high school than choosing a career." The encouragement her parents instilled in her had an indelible impact. From them, Simmons learned to be fearless in standing up to injustice. "Growing up in the South and being denigrated every day because of my race, I was taught to define myself not on the basis of what others thought about me." Her parents taught her the value of hard work and the importance of treating everyone with respect. "Work hard, be honest, be kind to people, be respectful, be a decent human being." These simple words ushered a girl from the rural farmlands of Texas, to the austere ivy covered walls of USC, Harvard and Princeton, and ultimately to the helm of Smith College and Brown University.

Though an advocate of affirmative action, she believes strongly that students be judged on their merit and hard work. She is passionate in her belief of providing equal opportunity irrespective of financial need.

Teachers had a major influence on her ambitions. In a segregated community the boundaries between teachers and students dissolved. Hatred and bigotry strengthened the ties within their community. Teachers and students interacted freely with one another at church and in grocery stores and were embedded in the fabric of Simmons' daily life.

She credits Ida May Henderson, her first grade teacher, for giving her the key to unlocking a world beyond the confines of the secluded and segregated rural Texas. With very few role models of professional female success, Simmons nurtured only modest ambitions for herself. Henderson helped Simmons to see that her mind could be a vehicle out of the segregated Texan community. Her "magnetism and enthusiasm" inspired in Simmons an intellectual confidence and helped her to recognize her own talents and abilities. Her love of books grew as she went on to Harvard to acquire a Ph.D in Romance Languages, where she cultivated aspirations to become a professor. "I didn't think I could ever rise to a level of prominence in my career," she stated.

As the youngest of 12 children, "I had to fight



President Ruth Simmons

for a place for myself. I grew up in Texas; boys had wide latitude and more importance than girls. The role of girls was to support whatever the boys wanted to do. I had to fight for the legitimacy of what I wanted to do and became outspoken."

At Princeton, her talents caught the attention of Aaron Lemonick, a colleague whose advice helped her to overcome her fears of leaving to accept the Presidency of Smith. His forthright and straightforward belief in her inspired her to have a high opinion of herself and challenged her to have greater aspirations.

In 2001 she became the President of Brown University, keeping a steady focus on remaining true to democratic ideals. In discussing the transition from a college of 2500 students [Smith] to a research university of 7800 students [Brown], Simmons states the questions are more complex and there is a larger group of people to manage and recruit. The job has also placed Simmons on a national stage, dealing with media coverage and complicated public affairs. In spite of these challenges, Simmons has no intention of leaving anytime soon. "If they want me to leave they're going to have to fire me" she jokes.

As president of Brown University, she has been instrumental in implementing a long sought after need-blind admissions policy that allows the right

of any student to apply without consideration for financial need. Her goal is to "service the country and the world by providing outstanding leaders and keeping pace with the accelerating changes

in society." Simmons has a keen awareness and an intuitive sense of her role as a leader and a clear vision of her responsibilities at the university. She compares the role of University President to that of a parent and manager but believes the most important ingredient of being a good leader is to be a good listener. "Everything I've done at Brown has come out of listening to people during the transition period. The high priority she places on keeping in touch with the needs and issues of her students is part of her commitment to listening. Despite her many obligations and the extensive travel of the job, she holds dinners at her home for students as well as regular office hours. When they call and say that they need to talk to her, she always finds the time.

"I regard this as the final contribution that I will make in my career. I'm interested in doing a good job for Brown and making sure that when I leave, I did the things that the University needed." Her goals for the future of Brown include continuing to grow the faculty, adding more financial aid to attract the best and brightest, improving the infrastructure of Brown including the laboratories, but most importantly, serving the needs of the students.

"When I get up everyday and think about my work that's really what I think about. I don't think about the money that I'm raising. I don't think about the facilities meeting I'm going to. I think about my students and whether or not there's one that will do something important because of a simple thing I did for them, like Miss Ida Mae did for me."

President Ruth Simmons is committed to using her time at Brown to giving her students the tools and confidence to become leaders who can meet challenges on their own, with honesty, intelligence and integrity.#

Gillian Granoff is a graduate of Brown.

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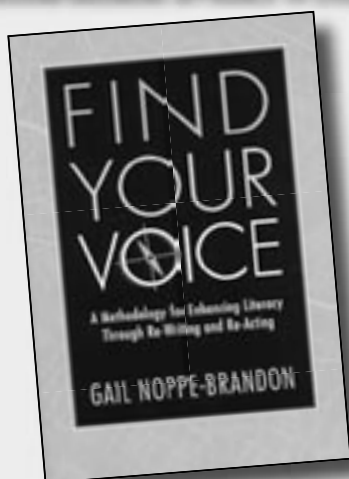
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THE AMERICAN DREAM STILL WORKS.

Peggy A. Ogden & Brown: 51 Years After Graduation

By EMILY WEINER

For 55 years, Peggy Ogden and Brown University have continued to influence each other. Peggy fell in love with the school in 1949, when she made the decision to attend Pembroke, then the women's college at Brown.

She arrived at the major of experimental psychology through exploring classes and living the sciences. "I was one of the few females in my physics class," Peg recalled. When asked how she felt about being in the minority, she recollected one incident where, in a physics lecture, she was taunted by several boys squirting her with water guns. Since the professor did nothing to stop them, Peggy took matters into her own hands: "I came into class one day with two water guns—one in each hand—and shot back. Since that day, they never bothered me again."

Peg seemed to have an aptitude for cleverly maneuvering through difficult school situations. She concedes that reading comprehension was most difficult for her. "I was probably the first dyslexic to pass the English proficiency exam," she said. "Because the requirements then were no punctuation or spelling errors. I used no sentence with more than three words and no words with more than three letters. I passed and then they changed the ground rules."

Her difficulty did not stop her from continuing on to a Master's at Trinity College in Counseling Psychology, followed by a career in Human Resources and Labor Relations. She is the scion of a family dedicated to public service. Her mother was a Wellesley graduate, and although her father did not graduate from high school, he was a successful businessman, working parent. Her grandfather, Dr. Samuel Stern, as the first chief of the Radiology Department at Mount

Sinai Hospital.

Peggy had one brother, who, in his junior year at Brown, was in a car accident. Since 1965, the distinguished Stephen A. Ogden Jr. '60 Memorial Lectures on International Affairs at Brown have been living tributes to his memory. Through her involvement with this program, almost 70 ambassadors, prime ministers, presidents and distinguished professionals have been guest lecturers at Brown.

Peg loved working with people throughout her career and volunteer positions. She worked in both the private and public sectors: from being the first female store manager at a major retail store in the East in the 60's to working with civil service unions and employees at City University continually maintains an involvement with the Brown student body through alumnae interviewing.

The framed posters on her wall are testament to Peg's involvement in her career and at Brown University. They include Who's Who in America, and framed Ogden Lecture posters, such as one from 1986: "Prospects for Peace in the Middle East," delivered by international statesman Abba Eban. In the hallway are photographs of Peggy shaking hands with lecturers: in one from 2003, she stands smiling with Mikhail Gorbachev. She fondly remembers Tom Brokaw taking her and her mom back to New York City on his seaplane after he gave a lecture for the series.

Fifty years after graduating from Brown, Peg can look back on a wealth of accomplishments. Today, she enjoys her days with "wonderful, cherished friends, who, along with my cat Twig, are my family."#



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"When politics and inefficiency take resources out of the classroom and hurt children's education, NYSUT is the organization with the skills to bring a consensus to bear on the problem," said Tom Hobart, the longtime president of New York State United Teachers.

NYSUT's membership is broad and diverse, including teachers, school-related professionals, academic and profession faculty in higher education, nurses and other health care professionals, and retirees.

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On national issues, NYSUT is affiliated with the American Federation of Teachers in Washington, D.C. On local issues, NYSUT is organized into 950 local unions invested with local autonomy, electing their own officers to negotiate contracts and determine their own local dues and activities.

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ADAM KOPLEWICZ, BROWN '08 RECEIVES HUBER AWARD

By NAZNEEN MALIK

"Today, my future looks bright," says Adam Koplewicz in his acceptance at the 2004 National Achievement Awards Gala co-hosted by the non-profit organization, Recording for the Blind & Dyslexic®.

The proud recipient of the Marion Huber Listening Through Learning Award, he graduated from Columbia Grammar and Preparatory School with impressive credentials. The award is given annually to high school seniors with learning disabilities in recognition of leadership, scholarship, and community service. Despite his struggle with dyslexia, Adam excelled in sports, was the editor of his high school newspaper, and maintained a grade point average of 3.82, no small feat.

Now a freshman at Brown University, Adam recalls, "It was nice to receive acknowledgement for the hard work, and to realize what I had to overcome with having dyslexia." Diagnosed with dyslexia at the age of four, Adam attributes much of his success to hard work, to the support he received from his parents, and to a certain degree, remedial programs he was involved in when he was younger, which focused on improving his ability to read, write, and spell.

Like many elementary school kids, Adam's first role model was Michael Jordan, but as he grew older his role models became those who had struggled with dyslexia themselves. Meeting people like Goldman Sach's executive, Gary Cohn, writer and activist, Jonathan Mooney, and nonprofit businessman, David Flink, helped Adam recognize that people with dyslexia "have done so well [and that] really gave me motivation and also confidence that I could do something at that level." In fact, Adam will soon begin training to be part of a program started by Jonathan Mooney, called Eye-to Eye. The Brown-based program pairs up col-

lege students who have learning disorders or ADHD with elementary school students struggling with similar difficulties. The underlying message of the program is that "just because you have this difference doesn't mean that you're disabled in any regard."

"Dyslexi has made me more attuned and compassionate to others who struggle," says Adam. He has reached a point in his life where he has transformed his own painful experiences into an asset. He advises other students with dyslexia to "find people who have similar deficits and have made it, to reaffirm that it is possible; that it is doable, [and] to find the support that you need whether it's from your parents or from some outside source [like support groups]." Adam also encourages students with dyslexia or other learning disabilities, to ask for the extra time that they are entitled to when taking exams. The terminology that is used is fifty percent or a hundred percent, the latter meaning twice as much time as other students receive for an exam. He also suggests that if a school requires proof before they grant extra time, then the best thing is to get a letter from a psychologist or psychiatrist. If money is an issue, he recommends going to one of many non-profit organizations around the country that will be able to subsidize costs.

As for Adam's future plans, Brown has opened up multiple avenues for him to explore and while he is still pursuing his interest in neuroscience, he is keeping his options open.

Adam Koplewicz's continued dedication and perseverance promise success in his future endeavors.#



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LINDA DARLING-HAMMOND SPEAKS AT TEACHERS COLLEGE

By EMILY WEINER

Recently, Professor Linda Darling-Hammond, distinguished professor at Stanford University, addressed several hundred professionals and students at Teachers College, Columbia University, about social reform, educational justice and teacher equality.

Repeatedly, Professor Darling-Hammond emphasized the importance of progressive education—the kind that is taught and promoted by Teachers College (TC)—for the future of learning in this country. Darling-Hammond herself learned to teach at TC, working side by side with serious scholars. She acknowledged with great warmth, her return to TC, a home where she began to explore the particular kind of personal learning that allows students to later find their interests and paths—a kind of teaching committed to participatory learning and equity in the educational system.

The professor shared anecdotes of her daughter's public school experiences: the first took place in a classroom in Maryland, with a predominantly black student population. The teacher was new and warned the students not to talk, to be still, and to keep their hands to themselves. These rules were continually broken by a list of the same names (mostly black boys) who were continually punished, not necessarily for bad behavior, but for physically expressing energy. Linda's daughter, among other children, reacted with distress often manifested in physical illness.

Soon after, Professor Darling-Hammond enrolled her daughter in a different school, where the students explored writing their own books and working through ideas, rather than filling out hours of worksheets or preparing for success on the next standardized test. This teacher, quite unlike the

last, fostered personal exploration in learning.

Darling-Hammond called New York City the prototype of this kind of progressive education. But outside of New York, "Schools with this kind of vision are battling for their lives." She explained that today's focus on teaching to the standardized test leads to a loss of the arts: less time for singing, dancing and drawing. High stakes and single narrow tests, she said, now define important decisions for children, like whether they can pass from the 3rd to 4th grade. While dehumanizing the classroom experience and threatening students with one-shot opportunities for failure, they fill students with a sense of dread, consequently killing confidence and capability. Those that do poorly on standardized tests—those that need individual attention—are more likely to be discouraged and drop out of school. Schools focused on test score ranking are also less likely to discourage these students from leaving.

Graduation rates in the United States are going down, according to Professor Darling-Hammond. Nevertheless, standardized testing continues to be enforced and reinstated. Again, Darling-Hammond returns to the importance of progressive education to counter these effects. Her advice: "Each of us must work in our own garden," with rigorous performance assessments for individual students and a sacred trust between teachers and children. She emphasizes the importance of "acknowledging that this work is hard," and realizing that "together the costs are substantial but the benefits are great."#

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education at Stanford University, where she launched the Stanford Leadership Institute and the School Redesign Network.

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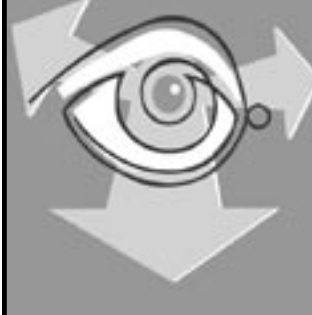
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FROM THE SUPERINTENDENT'S SEAT

Getting Ready for the Big Chill

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

This is being written just before we set the clocks back and adjust to a much faster nightfall to match the falling temperatures. We've switched over to our fall/winter wardrobes and are trying to get our children to realize that every day is now a "jacket day" until further notice.

While you're checking off the list of things you

do to get ready for the winter weather, make one of the items preparing for productive, stress-free time indoors with your young children. Even without the dark coming early, we know that winter is right around the corner because of the increase in toy commercials on television, in newspapers, and in store windows with temptations that spill out onto the street to attract your (and your children's) attention. If you dread the thought of spending the winter months stepping over discarded holiday toys and trying to pry your children away from the video game system

or television now is the time to make some strategic plans.

First, take a look around your home. Is the most comfortable and appealing space for your children in front of the television or the computer? Give them an alternative and set up a book nook. In fact, a cozy bean bag chair, a snack table, a warm throw blanket, a reading lamp, and of course, some good books can all be wrapped up for the holidays and given as gifts to your children.

The winter can be a good time to focus on music lessons that may have been pushed aside over the summer. Time and space are critical to success. Schedule lessons when there are the least distractions around and when there is time for follow up practice later that day or the next day. If a great music lesson is squeezed in

between skating sessions, your children won't have the time to go over what was learned and to make real progress. It's up to you to set the scene and give your child the time and space to make the lessons valuable. An isolated hour of piano once a week is just not going to make a difference. Leave time free for your children to practice and hone their skills. Make it more palatable by listening and showing appreciation for their talent.

Of course, video games will not go away, and there are many games that even have educational value to them. But you can be proactive and plan now to provide books, music, puzzles, and yes, trips to museums, shows, and events that interest your children and broaden their knowledge.

We all know that winter is coming. Be prepared and use this time to help your children discover the pleasure of reading, music, or starting a project that makes them an expert on a subject of their choice. Lead the way, and they just may follow. #

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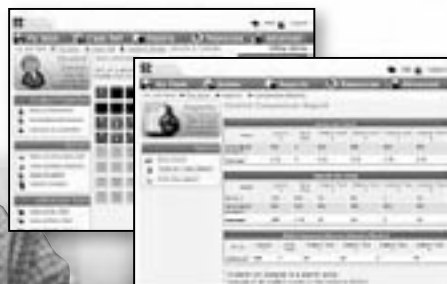
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Choosing a Preschool for a Child with Special Needs

By RONALD S. LENKOWSKY, Ed.D

New York City offers a wide array of services for children with special needs. But navigating the system, understanding and advocating for the right services and therapies for their child, and learning what to continue at home can be very difficult for parents.

Diane Goldin, a Manhattan resident, is the mother of 4-year-old Jonathan, who was born with developmental delays. As a teacher with the New York City Department of Education, Diane knows about child development and the New York education system, but the process of finding the right learning environment and the best therapists for Jonathan was not easy.

"I looked at different options based on recommendations from friends and experts," Diane said.

Jonathan is "making a lot of progress" and will return to the New York League for Early Learning's Gramercy School at a new state-of-the-art facility

located at 406 10th Avenue in Manhattan.

"The school is wonderful for Jonathan," said Diane. "I love the integrated classroom because the community kids act as good role models for Jonathan in terms of their verbal, social and language skills."

Here are a few tips to help you and your child have a productive, enjoyable year. Visit several programs to learn what different programs have to offer in terms of the facility, resources and staff. Talk to experts, friends and other people who may be resources. Find out if your child's program has art and music therapies, and adaptive education. Develop a close relationship with your child's teacher. Make sure that your child still has time to play.#

Dr. Lenkowsky is director of the New York League for Early Learning, which is a member of the National Institute for People with Disabilities Network.#



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National Society for the Gifted & Talented Launched

By DOROTHY DAVIS

Gifted children are being left behind in the United States. According to some disturbing reports cited by the National Society for the Gifted and Talented (NSGT), a non-profit group, at its recent introductory meeting at the Harvard Club in New York City, "Currently, 21 states have no mandate to identify and/or provide programs for gifted and talented students." And "of the 29 states that do mandate gifted education, only 20 allocate state funding for gifted and talented programs."

Shockingly, New York State has no mandate to identify gifted and talented children, no mandate to educate them, and no state funding for them.

Further, according to the NSGT, "in the United States recognition and support for gifted and talented youth continues to decline." An emphasis on raising test scores, the elimination of gifted programs and classes in schools, and an overall tendency in our society to be ambivalent about

high academic and artistic performance is undermining the development of great potential.

"There are approximately two million gifted and talented children in second through tenth grades nationwide, of whom only perhaps a quarter have been identified and receive support."

NSGT seeks to address this problem by enrolling GT children in these grades as members, both in the U.S. and abroad, and by forming affiliations with schools, school districts and other GT organizations and businesses.

Student members of NSGT will receive, among other benefits, recognition of their talents, information on programs and services available to them, access to online connections with fellow members and connections with colleges and universities. Scholarships will be provided for these programs.

NSGT emphasizes that programs encouraging the gifted have nothing to do with elitism, a mis-

conception that has hampered support for these children, who are one of our major resources.

Jaime A. Castellano, Ed.D., Associate Professor at Florida's Lynn University and member of NSGT's Board of Trustees, said, "Gifted children are found in the poor ethnic neighborhoods of Chicago, Dallas and Los Angeles, in the projects of New York, Miami and Philadelphia, and in new immigrant populations found in West Palm Beach, San Francisco and Houston. Gifted children are found in trailer parks, homeless shelters and Indian reservations. They are found in rural America and in migrant camps. One of my responsibilities will be to help NSGT reach out to historically underrepresented groups."

His fellow board member, Sir Cyril Taylor, GBE, CEO, American Institute for Foreign Study, agreed. "Identifying the maybe five percent of youth who are gifted, all of whom will not be in middle class areas, will be a means to achieving equity, not a roadblock to it," he said.

Identifying these young people is crucial. "Through education," said Trustee John A. Burg, Vice President and CFO, AIF, "we must help society realize that gifted children aren't always resourceful enough to reach their potential on their own."

"Everyone benefits," says NSGT's Executive Director, Dr. Susan T. Dinnocenti, "when we support these highly able children, as their gifts become ours later in life."#

For more info about NSGT visit www.nsgt.org



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For further information, please call the Churchill Center, 212-722-0610 x3100

Sanders

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about protecting children especially, not to mention others also at risk. Both Departments were shamefully negligent. They should have 1) investigated the exact conditions at each of the 120 schools; 2) ensured that parents were notified where lead levels were indeed a health risk; and 3) checked that all appropriate corrective measures were taken to protect children where the water was unsafe.

I plan to introduce legislation requiring the State to implement a water quality testing regimen, perhaps modeled after U.S. EPA protocols, for every public school. At present, such testing is mandatory only for the 400 school buildings in New York State that have their own water supply.

What a shame when government officials, who surely have the obligation to protect children, could sit back and ignore results of their own survey. The sad truth is we don't know how many children may have already been harmed, in some cases even, irreversibly.#

Assemblyman Sanders is chairman of the Education Committee.

Cuomo

continued from page 18

At Genesis Homes in Brooklyn, HELP USA operates the WAY Program (Work Appreciation for Youth), which targets young adolescents and provides a long-term, individualized training and development regimen that instills values and teaches job skills.

HELP USA subcontracts Boys and Girls Clubs of America Incorporated to operate after-school programs with recreation programs at HELP I, Genesis Homes in East New York Brooklyn, at HELP Morris and HELP Crotona North in the Bronx and Genesis RFK Apartments in Manhattan. MUSA supplements the Boys and Girls Clubs with one-to-one mentor relationships for the youth for a one-year commitment. MUSA offers a great deal of enrichment that is especially vital to at-risk children. All these programs have the more immediate impact of keeping at-risk children off the streets and in a safe environment.

Matilda Raffa Cuomo is Founder and Chairperson, Mentoring USA.



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Town Hall Lab Stimulates Arts Ed & *Outstanding Teachers of the Month* Career Training in Schools

By MARVIN LEFFLER

In a climate where too few high school students are learning to appreciate the arts both for their own sake as well as for a career path, The Town Hall, a New York City landmark concert venue, has recognized the need to fill the gap created by budgetary starvation. Since 1999, the institution has contributed its knowledge, resources and personnel through its educational outreach program, The Town Hall Lab. Today, a determined effort is underway by the Department of Education to emphasize an arts curriculum, and the Lab program will prove invaluable to teachers and students more than ever.

The Town Hall instructors go to selected schools and give students hands-on experience in lighting, sound, set design, construction, costuming and props. Students learn to resolve technical problems by applying scientific and mathematical principles and most classes make visits to observe professional productions. The program also includes guest artist lectures and professional development for teachers.

The curriculum delivers more than just development of technical skills, positive values and new levels of teamwork and responsibility; it builds a new self-confidence that has encouraged students to improve their communication with both fellow students and authority figures. According to school administrators, overall grades and attendance have noticeably improved and the Lab has served as a catalyst for many students who would otherwise not graduate. One success story includes a student who was failing until he joined the stagecraft class; the following year he was inspired enough to achieve straight A's. Another student pushed himself to learn to

read for the first time in order to memorize lines for a play.

The program has become an accepted and integral part of the school community at several schools. Instructors are increasing the level of cooperative education, asking veteran students to serve as mentors for first-year participants. Moreover, the staff development has been strengthened this year, with classroom teachers assuming increasing responsibility as they team-teach with Lab instructors. Staff development is particularly important in the new Bronx High School for Performance and Stagecraft, where teachers will be trained to incorporate the arts into their regular curriculum even as they prepare students for the Regents exams.

The Town Hall Lab offers summer internships, giving students a chance to continue the school-to-career experience. Students are placed from school projects into reputable theaters, dance companies and production facilities. There, they gain skills that will help them in the job market, even if their interests lay outside of theater. The internship is designed to provide them with a taste of the working world, and the opportunity to present themselves in a professional manner, learn teamwork and take on individual tasks. For this they gain valuable resume credit and are paid for their time.

Approximately one-third of the program costs are covered by a contract for educational services with the New York City Department of Education. Contributions from foundations and corporations provide the remaining two thirds of the cost. #

Marvin Leffler is President of The Town Hall Foundation.

Outstanding Teachers of the Month

continued from page 16

Students are given opportunities to discover learning on their own, and work in groups to research and complete quality literary projects.

This teacher embodies the concept of teachers being life-long learners. Her motivation and participation in professional development workshops is phenomenal. In fact, M.S. 61 honored Ms. Danzy as "Outstanding Workshop Leader" for the 2003-2004 school year.

Motivating Students: Students feel comfortable discussing topics, critically questioning and mentally challenging each other.

Ms. Danzy has taught both accelerated and standard classes, yet she makes no distinction regarding her focus on academic rigor. Students relish the supportive, fair and consistent tone she maintains.

Parent/Community Involvement: Ms. Danzy's outreach to our parents begins with calling homes at the beginning of the school year just to say, "Hello." While parents know that her "door is always open," subsequent calls, emails, and a classroom webpage affords them a daily window into her classroom. Additionally, Ms. Danzy has arranged authors visits and Career Day volunteers for our students.

Daniel Vernikov

Principal: Sharon Meyers Izzo

Superintendent's Name: Dr. Susan Erber

P771@ PS236, Brooklyn

School District/Region: 75/6



Student Progress: P771K is a district 75 school that services severely emotionally disturbed children as well as mentally retarded and autistic children ages 5 through 11. Mr. Vernikov is a music teacher who has the ability to reach even the most difficult and challenging students.

In the short time that Mr. Vernikov has been with us, students have learned how to read music, play musical instruments such as trumpets, clarinets, tubas, saxophones, baritone and percussion instruments, have learned to follow directions, assumed the responsibility to care for their instruments and get along with peers as a team. In addition, a significant number of students who in the past were not able to pass the city and state standardized test, passed both the reading and math exams.

Innovative Teaching Strategies: The students learned to play Revel's *Bolero* on huge buckets because at the time there were no funds to purchase real drums. Even though we have very limited space, Mr. Vernikov always finds a corner or an empty supply closet to teach his lesson. He rewards his students by taking them on trips to Lincoln Center to see professional musicians performances an expand their experiences.

Motivating Students: One of the biggest motivators is becoming a member of the PS771K Elementary Band. This is the only District 75 elementary band in Brooklyn. Being a band member has boosted students' confidence and self esteem. This has carried over in all subjects areas improving academic performance.

Parent/Community Involvement: Because of the band performances, attendance by parents at the monthly Assembly Programs has increased. The band has performed at St. Bernard Church for a Christmas party, Autism awareness month at PS 236, PS 225, PS 329, PS 369 graduation ceremony, the very special art festival at Columbia University and the Brooklyn Bridge for the passing of the Olympic Torch.

Dawn Haskin

Principal: Mrs. Jeanette Sosa

Superintendent's Name: Mr. Reyes Irizarry

PS 151K/ Lyndon B. Johnson, Brooklyn

School District/Region: 32/4



Student Progress: Ms. Haskin is a very gifted and dedicated teacher of 3rd grade. She has been an exemplary member of our staff for 19 years. Her students consistently perform very well on

standardized tests. Continuous assessment provides her with data showing each student's strengths and weaknesses. She utilizes a wide variety of assessment tools to monitor the progress of each student.

Each week, the teacher observes each student, records his/her performance, then conferences with that student. Ms. Haskin utilizes the strategy of peer tutoring for the often needed additional assistance.

Innovative Teaching Strategies: Ms. Haskin is a master teacher who is well versed in and always implements the most up to date strategies in her everyday instruction. Students learn to compare and contrast themes and concepts in a wide variety of books and other reading material. They are individually responsible for keeping all of this work in their writing journal. In the Writing Workshop, students learn to understand that they are authors. Students are encouraged to create their own books and take their work through to final publication.

Motivating Students: Ms. Haskin's goal is to make her students responsible for their own learning. Each student must work hard to teach others in the class. Learning centers with resources, manipulatives and checklists are prominently displayed and utilized in her classroom. Students fully participate in the lesson by doing the writing on charts and board.

Parent/Community Involvement: Ms. Haskin is always willing to conduct parent workshops in a wide variety of subject areas. These workshops are well attended and most informative to the parents.

Julisa Cunulata

Principal: Barbara Elk Duncan

Assistant Principal: Arlene Prager

Superintendent's Name: Dr. Kathleen Cashin

William H. Maxwell Career & Technical

Education High School, Brooklyn

Julisa Cunulata has been a member of the English Department for ten years. Each passing



day allows us to get a closer glimpse at her intellectual depth and creative spirit. She has been asked by representatives of the Chancellor of the City of New York to deliver workshops at his headquarters and has given workshops at the office of the Brooklyn Superintendent. She has served as a "buddy" to teachers new to the system and/or the school.

Her students, all of whom entered Maxwell academically burdened and challenged, perform admirably. In fact, of the forty or so students she prepared for the state exit exam, only four failed.

Innovative strategies: She does this by incorporating music into the lessons and studying lyric, form, message and literary devices of current/modern music. She uses photography, walks and trips around our East New York neighborhood to frame a montage of life, a setting for each student's visual autobiography. She has created class literary magazines and poetry collections with her students. She introduces films to supplement themes in texts (*Flatliners* with *Frankenstein, II Postino* poetry units). Her students become playwrights as they add scenes to texts and explore the word of the actor and screenwriter.

Parent and community involvement: She has interviewed family members for autobiographies and biographies; requested that her students read class texts to their parents or at least share "the really great" stories with their immigrant and non-immigrant parents; encouraged students to use book club order forms to ensure parents realize the importance of reading—in English as well as in native language—for all children; performed an original composition at the Black Cat Café in Williamsburg, Brooklyn with several members of the English/ELL Department; called all parents of ELL students and wrote letters in their native tongue, encouraging parent contact and involvement; modeled, in spirit and deed, the importance of connecting to one's native land/familial birthplace and its importance in the fabric of the United States of America. #

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Focus on Dr. Louis Ballard: International Native American Composer

By JOAN BAUM, Ph.D.

While some went out trick or treating on October 31st, 1999 a group of music lovers with strong affinities for art and social action gathered for a lasting treat at Carnegie Hall that featured, among other works, a little known but highly regarded orchestral piece, *Incident at Wounded Knee* by Native American composer, Louis Ballard. The work had been commissioned in 1973 at the behest of Dennis Russell Davies, then Conductor and Music Director of The St. Paul Chamber Orchestra. A year later it was performed here and in Europe to great acclaim.

Scored for flute, oboe, clarinet, percussion, strings, bassoons, and horns, the sixteen-minute, four-movement piece was part of the American Composers Orchestra celebration of 20th Century Snapshots "examining themes, moments, and trends of 20th century protest music." (Other composers on the program included Robert Beaser, Alvin Singleton and Curtis Curtis-Smith.) A musical artist of Cherokee and Quapaw descent, Dr. Ballard, an Oklahoman, who received his doctorate in music from the College of Santa Fe, boasts among his forebears a Principal Chief of the Cherokee Nation of Oklahoma and a Medicine Chief of the Quapaw Nation of Oklahoma—but there are Scottish, French and English ancestors as well—fitting enough for an internationally honored composer, music educator, and journalist who was the first American to have his works performed in the new Beethoven-House Chamber Music Hall, in Bonn. He was also the recipient in 1997 of A Lifetime Musical Achievement Award as one of the "First Americans in the Arts." Other credits include performances at the Smithsonian, Lincoln Center and the Robert F. Kennedy Stadium in Washington, D.C., and, Nov. 12, 2004, in Muskogee, Oklahoma, he joins a roster of popular music artists by his induction into The Oklahoma Music Hall of Fame.

Of course, the prompt that stirred Dr. Ballard's to compose *Incident* was the massacre at Wounded Knee, euphemistically first referred to by the U.S. Army as the Battle of Wounded Knee. The "incident" which took place December 29, 1890 in southwestern South Dakota, was the most devastating of the conflicts between members of the Lakota tribe, including Chief Big Foot and followers of the slain Sitting Bull, and the U.S. Cavalry. The "incident" resulted in the wholesale



Dr. Louis Ballard

slaughter of hundreds of men, women and children and has come to mark the failure of Indian policies as well as the end of the American frontier. Thus Dr. Ballard's inner command: not just to present American Indian music to the larger American culture but, as he has written, to awaken and reorient the country's "total spiritual and cultural perspective to embrace, understand and learn about the artistic impulses and culture of "the Aboriginal American." The roundup, which culminated at the Pine Ridge Reservation, soon turned brutally violent, and the "incident" went on to become of the most disgraceful symbols of culture clash in American history. The 73-year old composer says the title came to him when in 1973 a number of Native Americans went on trial in St. Paul for a protest on the Sioux Reservation at Pine Ridge, but it was largely the "tragic" horror of 1890 that he wanted to memorialize.

Neither literal or programmatic, the music of *Incident* has been described by Dr. Ballard as "an evocation of the traditions and moods of the Native American people," its four parts—Procession, Prayer, Blood and War, and Ritual—capturing the sense of the Native American's "regeneration and hopes for a better future life." In this regard, *Incident at Wounded Knee* is deeply American, part of a music history that includes the expression of the sufferings of oppressed people, but because the value of *Incident* rises "above all political emotions of this epoch," it has also entered the mainstream. #

Dr. Ballard has written a book with an accompanying CD for schools and music teachers that will be reviewed next month.

GREAT ADVENTURE— MASHANTUCKET MUSEUM

By JAN AARON

Just two and one-half hours by road from New York City, the Mashantucket Pequot Museum and Learning Center in northeast Connecticut takes you on a journey stretching back 1800 years and to the present again.

Here, amazing state-of-the art interactive displays and lifelike immersion environments provide an intimate look at the history and living culture of the Pequot and other Native American tribes for visitors of all ages. However, the extensive museum programs for educators, from reduced price previews, to special workshops and vast library resources, make it prime territory for study and field trips and the focus in this story.

During a typical classroom visit, a one-hour-guided tour offers students an overview of the museum's exhibits, ranging from prehistoric times when our land was covered with glaciers to life on the reservation now, to spotlighting the key concepts of the 85,000 square-foot facility: Land, People, Community and Family. After your tour, you can continue exploring on your own. Tours also can be tailored to any age and grade.

For instance, a tour for kids in kindergarten through grade six might focus on the exhibit, "Through The Eyes Of A Pequot Child," where they can explore the half-acre, life-size Pequot village and compare it to life today. The seven to 12-grade tour might concentrate on, "Life On



Learning at the Museum

The Reservation Today," a colorful explanation of how the Pequots survived for three generations on their shrinking Connecticut reservation. Everyone 12 and older (or with adult supervision) should make a point of seeing the museum's 30-minute film, "The Witness," which vividly depicts the tragic Pequot War.

The 20 plus museum highlights also include the sights, sounds and giant mammals of the ice age, life-size dioramas showing techniques for growing essential foods and tribal portraits of Pequots today. Among the videos are artisans at work and the build up to the Pequot war.

Crafts, workshops and in-depth enrichment programs in archeology, social studies, clash of cultures and ecology offer additional learning opportunities. #

Can't make it to Mashantucket? The museum's outreach program will send an educator to your classroom. (110 Pequot Trail, Mashantucket, CT; Tel. 1-800-411-9761).

CELEBRATE THE AUTUMN WITH A CORNUCOPIA OF BOOKS!

BY SELENE S. VASQUEZ

PICTURE BOOKS: AGES 8 THRU 12

Going North by Janice Harrington. Illustrated by Jerome Lagarrigue. (Farrar, 32 pp., \$16.00).

A 1960's autobiographical saga of an African American family on a difficult move from southern Alabama to Nebraska. Obstacles include limited shopping in "Negro Stores." A perfect choice for readers not yet ready for Christopher Paul Curtis' lengthier chapter book "The Watsons Go to Birmingham-1963."

FOLK TALES: AGES 7 THRU 10

Basho and the River Stones by Tim Myers. Illustrated by Oki S. Han. (Marshall Cavendish, 32 pp., \$16.95). In this original trickster tale, a magical fox offers Japan's most revered poet Basho three gold coins if he agrees to share his cherry tree with neighboring foxes. Watercolor illustrations capture the beauty of the Japanese countryside, kimono-silk patterns, and other eye-catching details.

BIOGRAPHIES: AGES 8 THRU 12

Sequoyah: the Cherokee Man Who Gave His People Writing by James Rumford. (CIP, unpagged, \$16.00). A gem of a read-aloud nonfiction book, Sequoyah's life is made beautifully clear and culminates in his invention of the Cherokee syllabry. Reminiscent of the 19th century woodblock prints, these richly textured illustrations are executed in ink, watercolor, pastel and pencil.

Cesar: Si Se Puede! Yes, We Can! by Carmen T. Bernier-Grand. Illustrated by David Diaz. (Marshall Cavendish, 48 pp., \$16.95).

A collection of lyrical poems evoking the character and value of the famous Mexican labor leader Chavez. Stylized folk-art illustrations ranging from images of fruit picking to peaceful demonstrations. #

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

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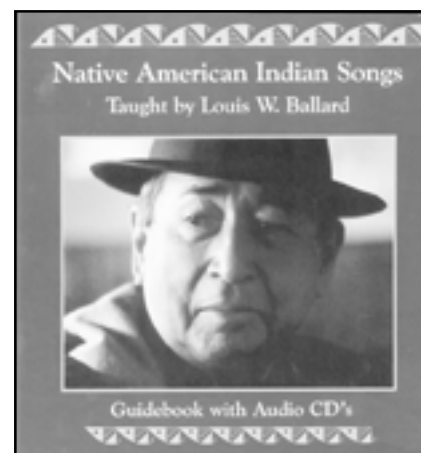
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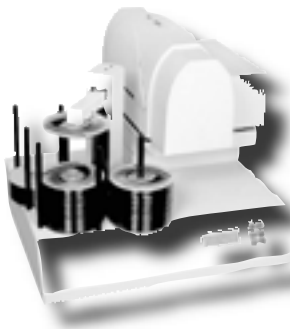
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PRODUCT REVIEW

Gigabyte Technology's N512 Notebook

By MITCHELL LEVINE

Multimedia laptops these days have an awful lot of bells and whistles, but not everyone that needs a notebook is a power user. Unfortunately, schools have needs that run the gamut of functionality: graphics for educational games; performance for specialty classes in graphic design and animation; high powered networking and 802.11b capabilities for in-class groups and tutorials; and plain vanilla usage like word processing. Because even in a well-heeled system like New York, cost is a very real issue, the trick has been finding a single unit that offer the most flexibility for the lowest total dollar cost.

To be practical, in the districts that have deployed laptops direct to students and teachers for transport from home to

school, they have to be light enough to be easily carried and slender enough to fit on a desktop. For advanced students learning design packages like Illustrator and Quark, the learning environment can be adjusted to accommodate a 17" screen, but machines in that class are far too pricey to be considered for large-scale deployment. The most basic entry-level machines like the \$800 TigerDirect models or the Compaq Armada 110 are exceptional useful as well as affordable, but won't even come close to being powerful enough for general classroom use.

The Taiwan-based GigaByte Technology's thin and light N512 provides a rare balance of features



and economy that should make it a popular item in the education vertical market. Weighing in at only just over five pounds, the inexpensive portable offers a diversity of excellent features unusual in the U.S. The wireless feature, crucial in education, as most enterprise systems are only practical if they can be configured for LAN use in-class, picked up a Linksys wireless broadband router's signal just about instantly. At the price point of the unit, about \$1800, according to the website, it's remarkable that an ATI Mobility Radeon 9600 is a standard feature.

However, not everything is perfect: the sound system, based on a AC'97 3D Surround Sound chipset, seems to be rather tinny and distant, and is not helped out much by the tiny but well placed stereo speakers. The performance of the 855PM chipset was very respectable, but not all of the benchmarks were ideal for operating in the classroom. One very sharp point in its favor, though, is the very bright 15" TFT screen, which although not ideal for design use, will be a real plus for schools with poor light conditions.

All in all, it's pretty rare to seem this kind of ratio between bang and buck, and for tech procurers in New York City, it should be a serious consideration for purchase as education workhorse laptop. For more information, dial the American division of the manufacturer at 626-854-9338, or online at www.giga-byte.com.

PRODUCT REVIEW

Design Appliance's Aerobics Mouse

By MITCHELL LEVINE

A strong case can be made that the truest revolutions are those that solve a problem that we don't yet know is a problem, but suffer from anyways. The Aerobics Mouse is such a product.

Although we've gotten very accustomed to using them, the standard computer mouse was not an ergonomically designed peripheral. To minimize potential repetitive stress, a utensil must be what is referred to by biomechanics specialists as "functionally neutral." A non-functionally neutral utensil like a standard mouse forces muscles to be both tensed and relaxed repetitively over a short time span, forcing blood to rush in and out of the hand's tissues. Since the wear and tear associated with that can be damaging, functional neutrality maintains a safe balance, and therefore a much lower potentiality for injury.

Because children have sensitive muscle and skeletal systems governing their fine motor functions, poor ergonomics and bad posture poses a serious threat to their health, although even adults up to age 35 are still growing. The average mouse, although apparently convenient, simply was not designed to ensure that hours spent manipulating a point system to navigate the Net don't pose a long-term risk.

The Aerobics Mouse, on the other hand is different. Built to support the hand's muscles while the user moves, points, and clicks, the controlling device looks more like a cubist ashtray than the familiar peripheral we've come to know and love. Once you slide your wrist in, however, you can immediately feel the difference in comfort. The scroll button is actually manipulated with the interior of the ring finger, and clicking is per-



formed by squeezing the roller rather than pushing down with a finger. Although that motion does require some reorientation, it doesn't take long before you begin to appreciate the economy of movement and the much lower stress ordinary use places on your hands.

In fact, the mouse is just part of an integrated program created by Design Appliances called "the clickless Web," a virtual redesign of the standard protocol used to interface with the Internet. Specifically engineered to place the fewest ergonomic demands possible on the young Net surfer. Using a proprietary icon called a "nib" instead of a standard cursor, the software included with the mouse allows any site to be explored with a series of dragging moves replacing relentless clicking on links.

When you factor in its ergonomic design and the security of its non-slip surfaces, it's hard to imagine more value to the serious mobile user for under \$20 than the Aerobics Mouse. For more information, contact manufacturer at 1-866-WE MOUSE, or online at the company's site at www.aerobicmouse.com

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COLLEGES

November Events
At Sarah Lawrence College

Lecture
Environmental Studies/Science Technology and

Society Colloquium Series 2004-05
Alex Matthiessen: Indian Point: The Truth About
our Nuclear Neighbor
Friday, November 12 Tittsworth Auditorium
12:30 - 2 p.m. Free

Alex Matthiessen, Hudson Riverkeeper, will discuss Indian Point-the region's top threat to public health and safety. Twenty million people live within a 50-mile radius of Indian Point's reactors, located in northern Westchester County adjacent to the Hudson River, just 24 miles north of the Bronx and 35 miles north of midtown Manhattan. A large radioactive release at the facility could have devastating health and economic consequences, rendering much of the Hudson River Valley, including New York City, uninhabitable.

Matthiessen, is the Hudson River's most visible and aggressive advocate. With the help of a team of attorneys and the Pace Environmental Litigation Clinic, he investigates potential threats to the watershed and enforces environmental law in order to safeguard the Hudson River valley and the New York City drinking water supply. For more information, please call (914) 395-2411.

Open House

Prospective Students Day
Saturday, November 13
Sarah Lawrence Campus Noon Free
Sarah Lawrence College's Admissions hosts this event for students interested in attending Sarah Lawrence. For more information and reservations, please call (914) 395-2510.

Concert

Sarah Lawrence College Orchestra in Concert
Tuesday, November 16
Reisinger Concert Hall
8 p.m. Free

Music by Boismortier, Dvorak, and Bartok, and the premiere of SLC music faculty member John Yannelli's Concerto for Electric Guitar. Conducted by Martin Goldray. Jean Wentworth, piano; Sungrai Sohn, violin; Judith Davidoff, viola da gamba; Glenn Alexander, electric guitar. For more information, please call (914) 395-2411.

Reading

Lawrence Weschler
Wednesday, November 17
Esther Raushenbush Library
6:30 p.m. Free

Lawrence Weschler is the director of the New York Institute for the Humanities at NYU and a longtime New Yorker staff writer. He's written a dozen books including Mr. Wilson's Cabinet of Wonder, and most recently Vermeer in Bosnia. Weschler will discuss "Serenity and Terror in Vermeer and After," considering how some artists, unlike Vermeer, have historically contributed to terrorism and war. For more information, please call (914) 395-2411.

CONTINUING EDUCATION

JASA: Jewish Association For Services For
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Staten Island Academy Celebrates Its 120th Anniversary

Celebrating its 120th anniversary with style and fanfare, Staten Island Academy, held its Founders Celebration Assembly kicking off Founders Celebration Weekend. The Founders Day Assembly recounted the tales and legends of Academy life in three centuries. The historical presentation was followed by the first annual "Lamp and Quill" ceremony, in which honored representatives from the Academy community signed the Academy Record, a small keepsake book, pledging to uphold the Academy's three core values: independence, integrity and achievement.

Head of School Diane Hulse, in her introductory address, talked about the distinguished history of the school and the school's place in the community, saying, "We continue to change the world by applying our values."

Academy Day also marked the opening of the "Across The Decades" Photo Exhibit, an installation of archival photographs dating from 1884, including classroom scenes, Academy school buildings, athletic teams, student clubs, and images of life at SIA since its founding. Additionally, there was the 2004 Academy Film Series Premiere & Reception. The first film of the three-part series, which includes films either set or filmed on Staten Island, was *Splendor in the Grass* (1961).

Staten Island Academy educates students from age four through high school. It is located on a 12-acre campus composed of seven buildings, a gymnasium, two outdoor pools, athletic fields, computer facilities, and tennis courts. For more information on Staten Island Academy and its outstanding programs, visit www.statenislandacademy.org. Press Contact: Maureen McShane, Director of Communications, 718-303-7805 or mmcshane@statenislandacademy.org. #

Shopping for College—in Florida? Look beyond the stereotypes to find the perfect fit

By JAIMIE WOODARD

Students today want to earn a degree in a field of study that truly excites them, but discovering their life's passion in a place where they feel comfortable. With its casual style, the University of West Florida (UWF) may be the perfect fit for students who value excellent academics, a wide variety of opportunities for hands-on experience, and enough social activities to connect students who share interests.

Christina Genualdi, a UWF sophomore, visited 33 college campuses and applied to eight before she decided on her final college destination. With 9,948 students, she found that UWF was large enough to have all the programs and extracurricular activities she wanted, but small enough that teachers still know their student's names. UWF provides them with a multitude of opportunities for career development through experiential learning. In fact, major corporations actively recruit UWF graduates because often, they have worked hand-in-hand with faculty and research centers on special projects in areas such as aging, archaeology, coastal and estuarine science, engineering, historic preserva-

tion, resort management and more.

UWF is energetic and innovative just like today's young men and women. If a person can think it or dream it, the faculty and students at UWF will do their best to make it happen. Visit UWF online at uwf.edu/whatsnext, or better yet, come explore UWF in person. Contact admissions at 1-800-263-1074. #

Jaimie Woodard is a graduate of UWF, Class of 2002.

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