

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

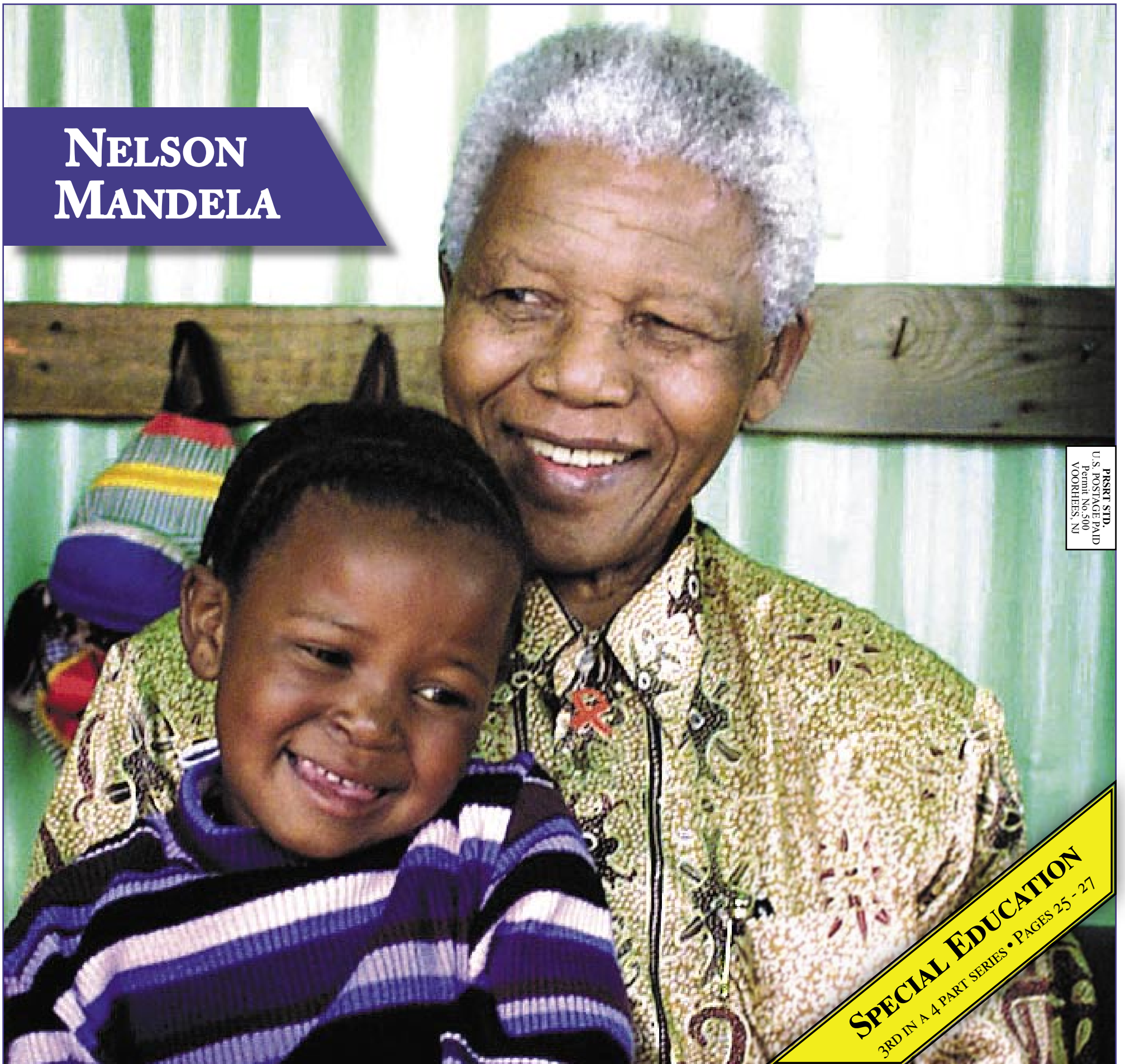


Volume X, No. 6 • New York City • FEBRUARY 2005  
FOR PARENTS, EDUCATORS & STUDENTS

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## A CELEBRATION OF BLACK HISTORY MONTH

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**SPECIAL EDUCATION**  
3RD IN A 4 PART SERIES • PAGES 25 - 27



# Save Our History®: Voices of Civil Rights

Premieres Saturday, February 12th at 8pm ET/PT

Wars, national crises, social revolutions... The narratives of history's major turning points tend to be written by the generals, the leaders, the empire builders... or by historians who've chosen to write about them: their voices, their experiences, forever preserved for future generations.

But leaders can only lead if they have individuals following them, and wars are fought not by generals, but by foot soldiers. Yet those voices tend to be lost – their memories, impressions and perspectives passing with them into obscurity.

VOICES OF CIVIL RIGHTS is about one of the defining social movements in America's history, told by the men, women and children – black, white, Christian and Jew – whose lives were forever imprinted, first by racism and bigotry, and later by the monumental changes incited by one of the greatest upheavals of our time.

To collect these stories, a group of journalists, photographers and videographers decided to follow in the tire tracks of the Freedom Riders, civil rights crusaders who took to the road more than four decades ago. So on a brutally hot day in the summer of 2004, they got on a bus...

From Greensborough, South Carolina to Jackson, Mississippi, to Ohio, to California; from lunch counters to first days of school, to jobs lost and battles won, what they heard were not textbook history lessons, but rather intimate recollections of pain and defiance, sacrifice, disappointment and triumph... the Voices of Civil Rights.

You can get involved in *Save Our History!* Watch the program February 12th at 8pm ET/PT and go to [saveourhistory.com](http://saveourhistory.com) to find out how you can save history in your hometown. Visit our website for a comprehensive study guide, primary sources, document-based questions and streaming video at [HistoryChannel.com/classroom](http://HistoryChannel.com/classroom). All are provided on a complimentary basis by The History Channel®. Due to some strong language which is part of the historical record, *Voices of Civil Rights* is recommended for 6th grade and up.

*Voices*  
of Civil Rights

**SAVE  
OUR  
HISTORY**  
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**EDUCATION**

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**EDUCATION UPDATE  
IS AN  
INDEPENDENT NEWSPAPER**

**GUEST EDITORIAL**

***Africa Revisited: A Teacher's Journey***

By **PHYLLIS C. MURRAY**

"History is not everything" John Henrik Clarke once wrote, "but it is the starting point. History is a clock that people use to tell their time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be."

On August 2004 Frances Brown was on a mission to Africa. Eight years had passed since her last visit abroad. Now she was answering a call. A few months earlier, Frances was convalescing from surgery. When she received the "call" from the American Federation of Teachers in June 2004 to serve on a special mission to Nigeria, she knew at that moment, she was destined to make an important journey back to Africa. She would "pick up her bed and walk."

Brown's previous visits were as student and tourist. However, this time, she would return as an educator. She would return to Africa as a member an American Federation of Teachers' international delegation on a fact finding mission. The summer journey of 2004 would be a different kind of mission for Frances. This mission would be...up close and very personal. This mission would be a time for reflection, introspection as well as a reconnection with fellow Africans. It would also be a time to assess the progress of the AFT teacher-to-teacher program to eradicate AIDS in Africa.

Frances Brown and 50 fellow educators from all over the Diaspora arrived in Nigeria to attend a conference on democracy with members of the Nigerian Union of Teachers. This much needed educational exchange would provide a greater insight into the role of democracy as it related to the Nigerians. Such an intense fact finding effort would serve as a means to create a social studies curriculum on Nigeria for implementation in schools throughout the United States in the future. In addition to the aforementioned, the mode of education used in the prevention of AIDS in Nigeria would also be explored. Presently, the devastation the virus causes among the African populace is incalculable.

Once the draft of the social studies curriculum was crafted, there would be opportunities to present the draft to Nigerian teachers for feedback. Cross-cultural connections would be made. In addition to fact finding, numerous educational resources would provide the vehicles for disseminating all critical information about AIDS. Surely, education means survival in any society. As Frances Brown states, "The underlying strength of the Nigerians is in education. Many students are economically disadvantaged. However, their strength lies in their wealth of knowledge. Union to union we are making a difference by providing the economic resources to inform the public about

AIDS in Africa. Education is key."

Frances Brown speaks this time as a member of the BLACKNYSAFT Caucus. As co-chair of the AIDS Campaign, the caucus was able to raise over \$15,000 in a Herculean effort to eradicate AIDS in Africa. Through the sale of AIDS pins, this campaign against the spread of AIDS continues to grow as contributions come in, daily. And though this AFT initiative, lives are being spared, daily.

Frances Brown is proud to be a member of the United Federation of Teachers. The BLACKNYSAFT, founded by the UFT Special Rep., LeRoy Barr Jr., is an AFT/UFT connection. One day, history will show how the BLACKNYSAFT, in its time, became a beacon of hope to needy brothers and sisters at home and abroad. And Frances Brown's work will continue to personify the tireless commitment of AFT members who make a difference in the lives of many--year after year.

Yes, "History is a clock that people use to tell their time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be." Frances Brown we salute you. Press on Sister!

*Prior to Ms. Brown's retirement, she served as a Teacher of Social Studies and UFT Chapter Leader at P.S.123 and MS 113 in the Bronx, NY. Phyllis Murray is a literary teacher and a UFT chapter leader at PS 75, Bronx.*

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**LETTERS**

**RESPONSES TO  
Brown President Ruth Simmons**

**To the Editor:**

Thanks so much for reviewing Seven Days of Possibilities in *Education Update*, one of the most thorough education journals around. Joan Baum's graceful review of my book, *Seven Days of Possibilities*, the inside story of a Bronx public school and the poignant, inspirational characters who made it tick, raised a question I'd like to address head-on. Yes, for the most part I omitted quotation marks when reporting the thoughts and words of characters, under the advice of a talented editor, who wanted to emphasize the book's literary qualities. But I'd like to assure Ms. Baum and your readers that those thoughts and statements were nonetheless verbatim as I recorded them during the travels and research that produced the story of Johanna Grussner, the music teacher, Sheldon Benardo, the principal, and the terrific kids in the P.S. 86 chorus.

*Anemona Hartocollis  
Metropolitan News  
The New York Times*

**RESPONSES TO  
Special Education**

**To the Editor:**

I am a Special Education Teacher at Crescent Collegiate in Blaketown Newfoundland, Canada. I am working with a 12-year-old boy who is living with Cerebral Palsy very similar to Alba Somoza. I have been told "we can't test him"; "he can't pass"; "his mother expects too much" and "he has reached his limit academically." I refuse to believe it. I believe he is quite intelligent and if given the right tools he can amaze everyone.

I would like to contact Mrs. Somoza to learn

how I can best help my student who is non-verbal, cannot use his arms or legs and communicates with "yes"/"no" responses only.

Thank-you for your article on this family. I now know my belief in my student's potential is well founded and I hope to teach him how to achieve his fullest.

*Carmel Cramm  
Newfoundland, Canada*

**RESPONSES TO  
Brown President Ruth Simmons**

**To the Editor:**

I read about you in *Education Update*. I was so curious to find out more about you and was pleased to find this article. I would love to know about your life from childhood all the way to Brown. Perhaps you will write an autobiography or have a book written about you. What a mentor for all the children out there growing up in this increasingly complicated world. I sincerely wish you success in your new endeavor and all those to come.

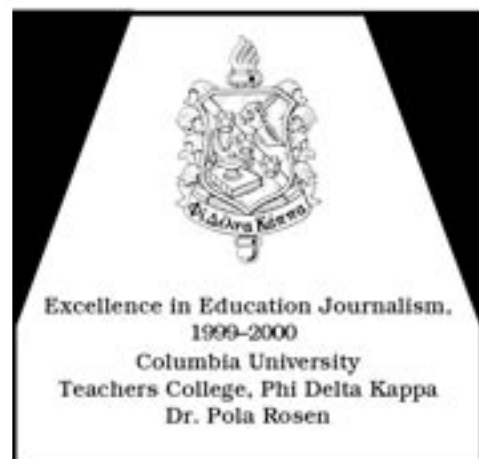
*Barbara Canney  
Cohasset, MA*

**RESPONSES TO  
Matilda Cuomo**

**To the Editor:**

I enjoyed this column, particularly the section about re-creation of the immigrant experience. At this critical period in our history when intercultural understanding is so critical, Ms. Rufo has succeeded in creating attitudes of sensitivity in young people, many of whom problematically choose to turn away from tragic events of the 20th century. Kudos!

*Myra Simone  
Flagstaff, AZ*





## “DEMOCRACY IN ACTION” AT BANK STREET’S SCHOOL FOR CHILDREN

By NAZNEEN MALIK

Recently, the Upper School of the Bank Street School for Children held an inaugural ceremony marking the culmination of a mock presidential election that began in September. Students in the 5th, 6th, 7th, and 8th grades fully immersed themselves in learning about the electoral process as they took on the roles and responsibilities of all the players involved in a democratic election, including politicians, lobbyists, pollsters, media, and the national debate commission.

The results of the general election, held in early November, confirmed Independent Party candidates, seventh graders Zorhan Mamdani and Evan Smith, as President and Vice President of the United States, respectively. Even though the Republican candidates had won the popular vote, Mamdani and Smith won the electoral votes, thereby winning the election.

During the ceremony, Mamdani and Smith were escorted to the podium by secret service agents and were sworn in by Rudy Jordan, Dean of the School for Children and Dr. Augusta Kappner, President of Bank Street College of Education. Mamdani then gave a timely, well-articulated inaugural address where he discussed the recent tsunami disaster, upcoming elections in Iraq, and the overwhelming defense budget. He then “switched arm bands” and spoke as a student, urging his peers to help the tsunami victims by buying goods from the bake sale. “Every effort made can make a difference,” says Mamdani.

During the first two weeks of the electoral campaign, teachers provided a solid foundation for students and taught them the basics of

what they needed to know before they could do research of their own. Students really got into it, says Alison McKersie, one of the teachers who led the Republican Party. She cites one case where the 6th grade formed the lobby, National Organization for Women (NOW), and challenged the candidates’ positions on issues like abortion. Students also drafted active and reactive press releases, says McKersie.

“It is part of our mission at Bank Street to educate students in their roles and young citizens of our democracy and I am proud to say that our mock election was a magnificent educational experience,” says Toby Weinberger, Upper School Coordinator. Not only did students get to vote and nominate each other, but they also learned about voter registration, running a primary and general election, public interest groups, the role of the media in elections, and block voting, among others. They learned how to make speeches, connect with voters, and defend their beliefs.

“I’m not that afraid to talk to a large group of people,” says Mamdani. From the experience he concludes that politics is not all that dirty and that one person really can really make a difference.

“I think it [mock election] really is an example of what we believe in about giving people an understanding [of something] by actually doing it,” says Jordan, “and I think that it’s really hard to understand issues of elections and issues of politics but actually having lived it they will really remember this for the rest of their lives.”#

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# THE STUDIO MUSEUM IN HARLEM

## WINTER 2005

### SCHEDULE YOUR GROUP TOUR TODAY!

Get the most out of your visit to The Studio Museum in Harlem through our exciting interactive group tours. We welcome groups to experience the exhibitions and Harlem’s rich architectural cityscape.

#### GROUP TOURS

A Museum Educator leads this one-hour tour and engages visitors in dialogue about ideas raised by works on view.

#### GUIDED TOURS WITH WORKSHOPS

This one hour and fifteen minute program combines a guided tour with a hands-on workshop, encouraging students to translate what they have learned and discussed into their own works of art.

#### SELF-GUIDED TOURS

High school, college, adult, and senior groups are welcome to explore the Museum's exhibitions on their own or with an outside educator.

#### NEW!

#### ARCHITECTURAL WALKING TOURS

A Museum Educator will take your group on a walking tour of Harlem to discuss this historic neighborhood and its influence on art and culture.

### TEACHING & LEARNING WORKSHOPS FOR K-12 EDUCATORS

These workshops use exhibitions on view as a resource for developing interdisciplinary, arts-based lessons and encouraging cultural literacy. Designed for teachers in core curriculum areas including the arts, English language arts, social studies, the humanities, and math, these workshops focus on creative methods for using and integrating art in the classroom. These programs also encourage partnerships between teachers and museum professionals, promoting the integration of art into core curricula and provide ongoing professional development with an in-depth attention to key issues in art and culture. Workshops are conducted by the Museum's Education Staff. Beginning with an introduction to Museum resources, each workshop includes an overview of the exhibition on view, followed by a focused discussion on specific topics or issues. All workshops take place when the Museum is closed to the public.

#### EDUCATOR PASSES

All teachers involved in the Museum's programs for educators are provided with free Educator Passes, which enable the participants to return to the Museum to preview exhibitions and prepare class ideas and curriculum free of charge.

For more information, please call 212.864.4500 x264

The Museum's Programs for Schools and Educators are funded, in part, by Wachovia Foundation, MetLife Foundation, The New City Department of Education, The Center for Arts Education, FleetBoston Financial, the New York State Council on the Arts, and May & Samuel Rudin Foundation, Inc.

144 West 125<sup>th</sup> Street • New York City • [www.studiomuseum.org](http://www.studiomuseum.org)



## New For Teachers! Fun Ways to Teach Math

By ALFRED S. POSAMENTIER, Ph.D.

Where in the World Are You?

This is a popular riddle that has some very interesting extensions, yet seldom considered. It requires some "out of the box" thinking that can have some favorable lasting effects on students. Let's consider the question:

Where on earth can you be so that you can walk *one mile south*, then *one mile east*, and then *one mile north* and end up at the starting point?

Mostly through guess and test a clever student will stumble on the right answer: the North Pole. To test this answer, try starting from the North Pole and travel south one mile and then east one mile. This takes you along a latitudinal line which remains equidistant from the North Pole, one mile from it. Then travel one mile north to get you back to where you began, the North Pole.

Most people familiar with this problem feel a sense of completion. Yet we can ask: Are there other such starting points, where we can take the same three "walks" and end up at the starting point? The answer, surprising enough for most people, is yes.

One set of starting points is found by locating the latitudinal circle, which has a circumference of one mile and is nearest the South Pole. From this circle walk one mile north (along a great circle, naturally), and form another latitudinal circle. Any point along this second latitudinal circle will qualify. Let's try it.

Begin on this second latitudinal circle (the one farther north). Walk one mile south (takes you to the first latitudinal circle), then one mile east (takes you exactly once around the circle), and then one mile north (takes you back to the starting point).

Suppose the first latitudinal circle, the one we would walk along, would have a circumference of  $\frac{1}{2}$  mile. We could still satisfy the given instructions, yet this time walking around the circle *twice*, and get back to our original starting point. If the first latitudinal circle had a circumference of  $\frac{1}{4}$  mile, then we would merely have to walk around this circle *four* times to get back to the

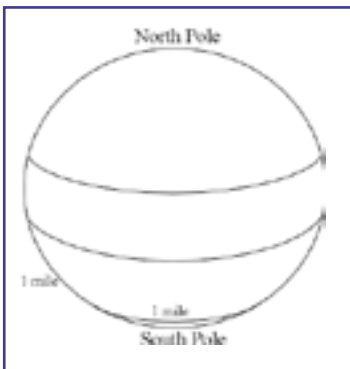
starting point on this circle and then go north one mile to the original starting point.

At this point, we can take a giant leap to a generalization that will lead us to many more points that satisfy the original stipulations, actually an infinite number of points! This set of points can be located by beginning with the latitudinal circle, located nearest the south pole, which has a -mile circumference, so that the 1-mile walk east (which is com-

prised of  $n$  circumnavigations) will take you back to the point on this latitudinal circle at which you began your walk. The rest is the same as before, that is, walking one mile south and then later one mile north. Is this possible with latitude circle routes near the North Pole? Yes, of course!

This unit will provide your students with some very valuable "mental stretches," not normally found in the school curriculum. You will not only entertain them, but you will be providing them with some excellent training in thinking logically.#

*Editor's Note:* This is a new column by Dr. Alfred S. Posamentier, Dean of the School of Education at City College of NY, author of over 35 books on math, member of the NYS Standards Committee on Math. This was taken from *Math Wonders: To Inspire Teachers and Students*, by Alfred S. Posamentier (Alexandria, VA: Association for Supervision and Curriculum Development, 2003)



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	Feb 17 <sup>th</sup> 7:00pm	Mar 2 <sup>nd</sup> 9:30am	Mar 14 <sup>th</sup> 7:00pm
	Feb 24 <sup>th</sup> 9:30am	Mar 8 <sup>th</sup> 9:30am	



# Claremont Preparatory School



## Outstanding Teachers of the Month - February 2005

### 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](mailto:ednews1@aol.com). Deadline for Submissions: **February 22, 2005**.

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

#### Pat Wallace

**Principal:** Bridget Carrington

**Superintendent's Name:** Bernard Gassaway

**Name of School:** Bedford Stuyvesant

**Preparatory High School**

**School District/Region:** Dist 79/Region 8

**Student Progress:** The students of Pat Wallace have shown progress in their work by passing the Math A regents. The success rate in her class is approximately 50-70%. Ms. Wallace offers her time during lunch and PM School, an after school program offered at Bedford Stuyvesant Preparatory High School. She works with the students one on one and devotes her time to creating ways to teach all learners. Many of her students enter her class with poor math skills and are able to pass the Math A Regents by utilizing the various skills presented by Ms. Wallace. The portfolios show an increase of test scores and student achievement. The students are able to work collaboratively to solve problems and present strategies suggested by Ms. Wallace in order to provide an appropriate solution. The use of math manipulatives encourages the students to participate in classroom activities, thereby promoting high test scores.

**Innovative Teaching Strategies:** The use of innovative teaching strategies is very impressive in Ms. Wallace's math class. The integration of technology has allowed her to increase student achievement and encourage collaborative learning. The use of the plastiograph, algebra tiles, balance beams and many other manipulatives promotes academic achievement. Students enjoy Ms. Wallace's math class and are able to comfortably enjoy math. They are provided with an experience of a non-threatening math environment. The mini-projects that are done in her math class are creative and provide success for all types of learners. The students are always motivated and feel that the dedication exhibited by Ms. Wallace allows them to study math without any fear.

**Motivating Students:** The motivation that Ms. Wallace provides for her students allows for continuous academic achievement. The methodologies and heuristics used as suggested solutions allow the students to freely express themselves mathematically. The in-house contest of the math department has allowed students to "showoff" their math skills and easily express themselves using mathematical terms. Currently, Bedford Stuyvesant Preparatory High School would like to consider implementing an in-house math team that would later prepare students for outside competition. Having the encouragement of Ms. Wallace, students will definitely present projects and create a competitiveness that would successfully prepare them for the outside world of mathematical competition.

**Parent/Community Involvement:** Ms. Wallace uses an open door policy for parents and teachers of other schools. She encourages the parents to visit her classroom and involve

themselves in the mathematical strategies suggested in the classroom. There is a community involvement by encouraging students to tutor the students of a neighboring elementary school. This promotes student achievement and opens doors of opportunities for many students. Some students began to consider studying elementary or secondary education.

#### Beverley Gammon-Hill

**Principal:** Bridget Carrington

**Superintendent's Name:** Bernard Gassaway

**Name of School:** Bedford Stuyvesant

**Preparatory High School**

**School District/Region:** Dist. 79/Region 8

**Student Progress:** Her students have shown progress in their work by presenting projects of intense academic study, with the encouragement and dedication of Ms. Gammon. Many of the students enter her class with poor reading, writing and studying skills. Ms. Gammon's methodology of teaching allows the students to explore the inner abilities and create a quality of work that makes one proud. The students' portfolios demonstrate the dedication and hard work of a high school student and show the progress of each student. There has been a 5-10% increase of the ELA passing rate each year in Ms. Gammon's English class. Many students are encouraged to study during lunchtime, after school and Saturday School. Students appreciate Ms. Gammon's dedication and show a steady increase of academic success.

**Innovative Teaching Strategies:** Ms. Gammon uses innovative strategies to teaching. She uses a newsletter format to express the ideas and reading skills of a specific literary device. She integrates technology to enhance learning. Life-like butcher-block paper dolls are used to teach character analysis. These are just a few of the many innovative teaching strategies that are introduced in her class. An increasing success rate of the ELA attributes to the many innovative teaching strategies.

**Motivating Students:** The students are motivated in her classroom through collaborative learning. Many of her projects utilize group activity, which has increase student interest and creates an environment that the students find non-threatening. They are able to express themselves freely and provide creative writings that would spark the mind of any literature professor. Ms. Gammon's students have entered writing and poetry contest. Some of her students were winners as well as acknowledged as great writers.

**Parent/Community Involvement:** There has always been a concern for parent involvement whereby Ms. Gammon always welcomes parents and teachers to visit her class. There has been community involvement by encouraging the students to tutor students of a neighboring elementary school. Many of the students are apart

of the College Now program at Medgar Evans College. Ms. Gammon offered her time to help students prepare their essays needed for entrance into the program.

#### Marisol Rivera

**Principal:** Mrs. Jeanette Sosa

**Superintendent's Name:** Mr. Reyes Irizarry

**Name of School:** P.S. 151K

**School District/Region:** District 32/ Region 4

**Student Progress:** Mrs. Marisol Rivera is a veteran teacher with a beautiful smile, who consistently makes each term fresh and exciting for her students. Ms. Rivera has taught first grade for her entire career. Her students always demonstrate a great deal of success and progress. The standardized assessments in the ECLAS and Voyager programs consistently demonstrate the successful teaching strategies of Ms. Rivera. Using the components of the Readers' Workshop, this teacher compiles for each child a writing folder that demonstrates to anyone who reads it, the progress made during the school year. Children begin able to write only words, quickly move on to sentences, and eventually are able to write a cohesive paragraph. Quite a remarkable achievement for little first graders! Students are proud to announce to visitors that they have advanced to another level of "just right" books. Ms. Rivera's room is print rich with a wide variety of charts and tables that are the outgrowth of her many exciting lessons in the content areas that make up first grade.

**Innovative Teaching Strategies:** Ms. Marisol Rivera has made her room into a model classroom. Our visitors are most impressed! She is renowned for the learning environment that she has created. Her classroom is a beautiful mixture of what is required along with what is pleasing to a child's eye. All this, and the room never looks cluttered or overwhelming. A visitor to Ms. Rivera's room can expect to see groups of students working in small clusters. These first graders can be found doing research, using the internet, reading, finding correlating pictures and focusing on the latest non-fiction topic that the class is working on at that moment. Some children are fortunate to have internet access at home, but this is not a necessity, as Ms. Rivera makes sure that every student receives a turn to "surf the net" in class. Ms. Rivera is proud to say that the students choose their own topic, find appropriate books and publish the final product. Ms. Rivera loves to choose a special topic for a month's focus. This topic receives a wide vari-

ety of attention through a myriad of curriculum areas—language arts, math, science, and social studies. Students revel in a culminating celebration, involving measuring and cooking, music, art and literature.

**Motivating Students:** Ms. Rivera uses a wide variety of incentives to encourage her students to always do their best. They are rewarded for their diligent work with free time on the computer, reading a book that is simultaneously read to them at the listening center, working on an art project that will become part of a seasonal bulletin board, along with incentives, treats, and presents that certainly motivate her students. Ms. Rivera's students are eventually intrinsically motivated, but enjoy the many incentives that she provides to bring them to that level.

**Parent/Community Involvement:** Our school is fortunate to participate in the Learning Leaders program, where parents are recruited, screened and trained before being matched with a teacher who then receives their assistance. Ms. Rivera is a pioneer in this program and has had the same parent volunteer for several years. They are a perfect match! Ms. Rivera maintains an open classroom. Parents are always invited to observe any lesson, but primarily encouraged to sit in on a reading lesson. If a child is experiencing a learning problem, the parent is invited to visit the classroom, sit with the child, observe the lesson and ultimately, help the child by reinforcing the lesson that the parent has observed. Parents are always welcome in Ms. Rivera's class, but especially invited to help out at times of parties or celebrations. Ms. Rivera's welcoming smile always puts the parent at ease and makes him or her feel most welcome.

#### Durojaye Akindutire

**Principal:** Bridget Carrington

**Superintendent's Name:** Bernard Gassaway

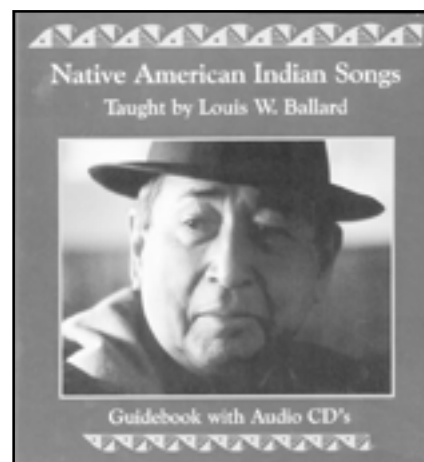
**Name of School:** Bedford Stuyvesant

**Preparatory HS**

**School District/Region:** District 79, Region 8

**Student Progress:** The students in the class of Mr. Akindutire, AKA Mr. Duro, continuously show progress. The students are challenged by the projects given within the class work. Mr. Duro has shown noted achievement on the Living Environment Regents Exam. Many students have successfully passed the regents

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because of Mr. Duro's dedication and diligent work. He teaches a Saturday science course which prepares the students for the NYC Regents Examination. His teaching style and strategies promote student achievement and interest. The student portfolios exhibit the many projects designed by Mr. Duro and the difficulty level of the projects increase each time a project is implemented. The portfolios show a "true picture" of academic growth.

**Innovative Teaching Strategies:** Mr. Duro uses many innovative teaching strategies. The use of the Smartboard allows for interactive technology and promotes student interest and provides academic growth. Many of his classes are project based and require collaborative learning. The students freely interact effectively and are able to produce projects that require a great deal of intense study. The rapport he has with the students allows him to teach effectively and implement innovative teaching strategies without any difficulty. The students are able to freely use the scientific language needed to explain the projects.

**Motivating Students:** Mr. Duro's classroom management skills are superb. He is able to successfully implement new and innovative ideas without difficulty, thereby producing quality scientific work. Mr. Duro is the "key" person in the school when questions have to be answered relating to the Smartboard. This technology is an excellent motivational tool for the students and Mr. Duro implements the interactive technological strategy of the Smartboard daily.

**Parent/Community Involvement:** The open door policy that Mr. Duro has allows the parents to view the lessons and experience the Smartboard and other technology used in his classroom. The students of Bedford Stuyvesant Preparatory are in the process of partnering with a neighborhood elementary school, whereby the high school students will be tutoring younger students in science.

**Olga Rosa**

**Principal:** Mrs. Jeanette Sosa  
**Superintendent's Name:** Reyes Irizarry  
**Name of School:** PS 151K  
**School District/Region:** District 32, Region 4

**Student Progress:** Ms. Olga Rosa has been teaching at P.S. 151K since 1983, currently grades 1, 3 and 5. Ms. Rosa loves the challenge that a class with wide ranges of abilities brings to her. She is a gifted teacher who finds her chosen career challenging and exciting. Her current class is now displaying encouraging scores in the preliminary standardized tests given to the 5th grade. They arrived in September as struggling writers, and the latest Princeton Review assessment shows that they are all performing at remarkable levels. Their scores in math demonstrate comparable growth. Ms. Rosa especially enjoys the teaching of math. She carefully records a portfolio of achievement for each of the students. Students are very comfortable in Ms. Rosa's class. She teaches her own class in our after-school program. When necessary, she has the ability to translate into Spanish and speaks most comfortably with the parents.

**Innovative Teaching Strategies:** Ms. Rosa is truly a unique teacher. She loves plants and her room exemplifies that green thumb. Her students read about these unusual specimens, learn to care for the plants, develop responsibility and teamwork, all along with enjoying their lovely environment. Another unusual unit of study in her class is incubating chicks, ducks and quails. Following the 4H model as taught by the NYS Cooperative Extension, students learn to turn the eggs, observe the hatching process, feed and care for the hatchlings, and finally return them to the vendor as required by law. During the time that the chicks are in our building, Ms. Rosa most graciously allows the lower grade students to visit her room to observe this remarkable occurrence. Her proud students tell about their work and answer the many questions that the little ones pose. Ms. Rosa is a whiz at technology. She incorporates this talent in daily lessons and her bulletin boards exemplify that interest.

Accomplished students help others and this peer tutoring brings the strugglers along. This talented teacher is also a very gifted dancer and choreographer. Besides putting on plays and participating in our Annual Dance Festival, she has brought her considerable talent to a District 32 dance troupe, traveling with the students to dance in Manhattan, (the students even met and were photographed with personality Henny Youngman) and NYC high schools, later culminating in so impressing the Turkish Consulate, that a troupe of District 32 dancers went on an all-expense trip to perform in Turkey. Ms. Rosa uses her talents to motivate the students. She coaches them in running and accompanies them on Saturday to compete and win at the Colgate Women's games.

**Motivating Students:** Ms. Rosa runs a very busy room. She is very comfortable in delegating authority and responsibilities. The most capable students assist less able ones in the ever-increasing use of technology. This year, there are several accomplished typists who are a great asset to the class. Other jobs students vie for are the filing paperwork in student portfolios, caretaker of the magnificent plant collection, curator of the fish tank, class librarian, and others. Ms. Rosa's students love their teacher, take pride in their room and have a great sense of accomplishment in the work they do.

**Parent/Community Involvement:** Ms. Rosa is a perennial favorite with our parent community. In 1989, she was the recipient of the Angela Zirpiades Award presented by the Office of Health, Physical Education and School Sports. Then, in 1993, she was singled out as Puerto Rican Educator of the Year. Parents are cordially invited and most welcome to accompany their children on the educational trips that she plans, participate in their child's 5th grade trip as well as participate in the "senior activities" that parents and 5th grade students eagerly anticipate each year. Ms. Rosa is a community resident, and the parents appreciate her gifts of care, concern and time that she selflessly gives to her students.

**Malcolm McDowell**

**Principal:** Mrs. Eva Garcia  
**Superintendent's Name:** Ms Laura Rodriguez  
**Name of School:** PS 75X  
**School District/Region:** District 8/Region 2

**Student Progress:** Mr. McDowell is a positive and dynamic force within our school community. His ability to program his students for mastery in all facets of the curricula is well known. The measurable progress of his students is well documented, worthy of much praise and emulation. Mr. McDowell's tireless work extends beyond the perimeters of the classroom. His dedication to students' growth and development is incalculable. His weekly writing class projects include: writing reports from inside a Japanese Internment Camp, crafting and forwarding one thousand origami cranes to Hiroshima, Japan as a symbol of peace, and requiring students to form a cooperative airplane factory on paper. The students also designed and tested its assembly line. His most recent project will require the students to conduct in depth research into the history of the Bronx.

**Innovative Teaching Strategies:** In addition to the aforementioned projects, the letters crafted by McDowell's students, to Members of the New York State Assembly resulted in the students' acquisition of a significant number of free tickets to Yankee Games and games at Madison Square Garden. This personifies their "power of the pen." Mr. McDowell's young student authors and writers have been published in numerous periodicals which include: The African Burial Ground Project, The New York Teachers' Council of English, The Environmental Projection Agency and The Anthology of Poetry Contest. His students are now gifted with a "voice."

**Motivating Students:** Johanna Heureaux, one of McDowell's former students, has just returned from a six-week study-tour of South Africa, which McDowell helped to arrange. Presently,

Johanna Heureaux attends a private high school. She ranks third in her class and participates in all of the extra curricula activities. While attending P.S.75X, Johanna, like many of Mr. McDowell's students, displayed remarkable ability in the game of chess. In addition to the training by "Chess in the Schools," McDowell added aspects of the game to his curriculum. McDowell's students are still outdistancing many students as they work to secure a brilliant future. Surely, these skills have transferred over to the Game of 24. The students' placement in the Game 24, a district wide math competition was masterful.

**Parent/Community Involvement:** Mr. McDowell is active in many of the Parent Teacher initiatives. As a recently appointed member of the Team Leadership Committee, Mc Dowell's active involvement with all school personnel and parents has increased. Mary McLeod Bethune, a renowned educator and advisor to President Roosevelt once said, "Invest in a human soul, it may be a diamond in the rough." Malcolm McDowell meets this challenge each day in the classroom. I wish him the best as he continues an advanced Education Degree at Teachers College, Columbia University.#

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## Bloomington's Dedicates Window to National Mentoring Month



Matilda Raffa Cuomo, founder of Mentoring USA

By MICHELLE DESARBO

Teachers, mentors, and eager third graders crowded the sidewalk on 59th Street and Lexington Avenue recently for the unveiling of a new storefront window in honor of National Mentoring Month at Bloomington's Department Store. The day's events were the culmination of a program organized by Matilda Raffa Cuomo with Mentoring USA. A total of 90 Bloomington's employees paired up with children from PS 59 (the Beekman Hill School in Manhattan) as part of National Mentoring Month, meeting every week to tackle homework, chat, and get to know each other.

"They love children, and they're here to help them," said Cuomo of the mentors with Bloomington's CEO Michael Gould, New York Liberty basketball star Teresa Weatherspoon, and former Utah Jazz point guard John Stockton at her side.

The crowd was abuzz with enthusiasm when Gould removed the tapestry. With "Building Bridges to Success with Mentoring" as its theme, the display depicted child-sized mannequins in bright clothing positioned on multi-colored stairs bearing words like "love," "compassion," and "friendship" against the backdrop of vibrant student paintings of the children and their mentors together. With their friends' assistance, the children crowded around the window to look for their artwork.

The crowd filed into Bloomington's Showtime Café for breakfast. The students, fresh from an appearance on The Early Show, snacked on cereal, doughnuts, bagels, and orange juice while listening to The Little Mermaid. "They really encourage parents to help out," said Minnie Aviles, a parent who accompanied the children to the event, above the din.

Indeed, Cuomo thanked parents and teachers for their efforts and acknowledged their role in shaping children's lives. "Children listen to you," she said. "They imitate you and they imitate their

teachers as well. I know that a lot of teachers cannot cope with the number of children they have in their classrooms. And that's where mentors come in. It's about how the mentors have given young people the opportunity to grow."

After extending thanks to Adele Schroeder (principal of PS 59) for her outstanding leadership, Cuomo expressed her appreciation for Gould. "Michael Gould is incredible. Bloomington's is the only department store in the country to participate in a program like this one. It's fantastic. It's exactly what we are looking for," she said.

Mentoring USA also has help from its parent mentoring organization, The Mentoring Partnership of New York (TMPNY). TMPNY provides assistance and training for mentoring programs in New York City, often working with corporations and schools in order to further the mentoring movement in the city. "Our main focus is to close New York City's mentoring gap," said Zachary T. Boisi, Director of TMPNY. "There are roughly 50,000 children being mentored now, but 225,000 more are still on waiting lists." Mentoring USA is one of the more than 150 community-based, corporate, and faith-based mentoring programs working to under TMPNY to close that gap. For more information on how to become a mentor, visit [#](http://www.mentoring.org/newyork)

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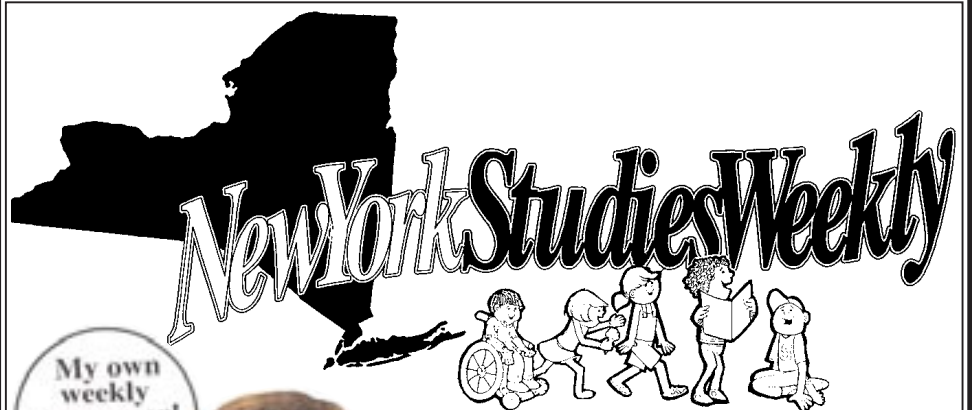
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### PATAKI RECOGNIZES ACHIEVEMENTS OF THE LYCÉE FRANÇAIS

On December 8, 2004, Governor George Pataki presented the students of the LFNY a Certificate of Recognition "for your wonderful commitment to the Empire State as illustrated by the success of the Community Service Program through which your student body has achieved 4,000 hours of service during the 2003-04 academic year. Such vision in implementing this wonderful initiative is commendable, as young service providers and their beneficiaries are mutually rewarded. An expression of gratitude is offered for the variety and quantity of assistance given to the needy by your students who likewise benefit from learning about the exceptional work carried out by humanitarian organizations in New York. Congratulations and may your school and its entire student body realize continued success as they make a difference in the lives of people and add to the pride of many communities."



l-r: **Raphaëlle Houis; Thomas Domenjoz; Nayla Boulad; Calypso Montouchet; Yves Theze, head of School; Sophie-Claire Lirola; Governor George Pataki; John Py; Christelle Aroule; Alix Boulud; Vivianne Kurzweil, Community Service Coordinator**



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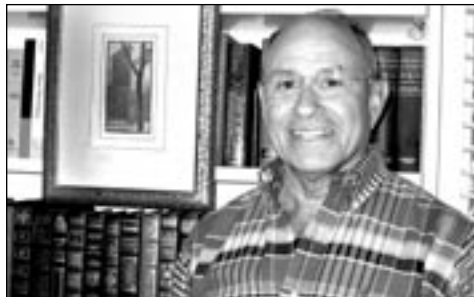




## PROFILES IN EDUCATION: AN INTERVIEW WITH RAMON CORTINES: (PART II)

By POLA ROSEN, Ed.D.

I was delighted to meet Ray at his home in Pasadena, CA recently. Against the background of classical music and a book-lined library, we discussed various issues and trends in education over the years. Cortines was the Chancellor of New York City schools from 1993 to 1995 followed by superintendencies in San Francisco, San Jose, Los Angeles and more recently consultant to several school districts in California.



The interview continues.

**Education Update (EU): If you look back now and go to the sixties and through those decades up to today, what has changed?**

**Ray Cortines (RC):** I think teacher training has had a major shift. I don't think I was trained well. I think that part of the issues in K-12 education stemmed from not knowing how to improve.

**EU: Well, are we better off today than when we were 14 years ago and in what ways?**

**RC:** Yes. I think that colleges and universities are seeing that they don't have a hold on teacher training. There are alternative teaching programs, both for teachers and administrators. I approve of those because I think it creates a competitive market and we don't get lackadaisical. I don't think that we have recognized the senior teachers that have given it their best; we often tell them that they're failures. And yet we don't provide them the support, the help and a system. We don't deal with their dignity. In LA (and it was no secret), the Board was firing the superintendent and I said, I will not help you unless you dismiss him with dignity. Treat him as a professional. He has served 33 years in this district and maybe he is not right for the time or for what you want but he has made a contribution and I want that recognized and appreciated.

**EU: And they did?**

**RC:** Yes, they did. I think that we are doing a better job in America of educating more children whether it's in rural America or whether it's in urban America. Do I think that we can improve? The answer is yes. We see too many students on the street. Those are two things. The thing that I think is a negative is that we are really into the quick fix and I think we've been into the quick fix for the last decade.

**EU: What are some of the quick fixes that you've seen that are really not working?**

**RC:** You can just buy it off the shelf. Do you remember in New York when I said we need a curriculum framework? I meant the people, the teachers, the principals, the business community,

the higher education community, we need to come together. If we talk about mathematics, we need mathematicians; we need secondary people working with elementary. If high school needs to be more child-centered, we need elementary and primary people working with them. One of the things that we lost sight of in education is a focus.

**EU: Are we missing a focus today?**

**RC:** Yes. No Child Left Behind is a focus but it does not respect the professional and it is not realistic. If you have a school that is not performing, like the one I was examining with a superintendent today, you need to have a program for your lowest achieving children after school. Just rote tutorial is not going to do it. You have to have a hook. What is the music program? Is there a dance program? Is there a sports program? I said, it's got to be a combination.

**EU: Where are the funds for art and music programs going to come from?**

**RC:** The federal government gives you the funds for that. So many districts now are forgetting about the lowest achieving school because you know they can move that middle group over the hump just a little and it will make their scores look so good. I don't know if you remember in New York at the time I gave \$10,000 to a school if they would improve but you couldn't get the \$10,000 unless the lowest quartile improved, the middle quartile improved and the upper. I remember that we had a high degree of single parents, mainly African American mothers here in Pasadena. There were no men in those children's lives and there were no older models so we did a reading program one day a week for an hour where fourth grade students would tutor third grade students because I wanted third graders to see them as models.

**EU: Is the role of single mothers and grandmothers raising children still with us?**

**RC:** Yes, it's expanding. One of the reasons, and I was criticized in New York and I've done

it at other places too, I encouraged the places of faith to get involved in the schools. I'll give you an example. I had a continuation school that was a middle school here in Pasadena and they raised hell on the buses and they raised hell all the way to school. Well, I was out of space and where we had the school was in a church basement. The minute they went into that door, I mean they weren't going to mess with God. I believe that places of faith, whether it's after school or on

the weekend, have a role. I don't think that they should be involved in indoctrination.

**EU: What do you think about the work of Debbie Meyer and Lorraine Monroe? They set up high-achieving public schools in Harlem and, an expert in public education said to me recently, "that school is so successful because it is run like a parochial school."**

*continued to page 16*

## Opening Cultural Windows in the Year of Languages

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## MYTH AND REALITY OF THE TEACHERS' CONTRACT

By RANDI WEINGARTEN



As the city and the teachers' union have been trying to reach a new contract to replace the one that expired more than 1-1/2 years ago, a number of myths about the current agreement are surfacing, distractions that make it difficult to resolve the real problems of our schools.

Let me shatter a few of those myths:

**Myth #1:** Because of "the union" it takes forever to dismiss incompetent teachers.

**Reality:** Reforms negotiated in the 2002 contract cut the time it takes to adjudicate teacher discipline cases (once they are filed). Last year more than half the cases were concluded in less than three months.

The union has also proposed a program under which struggling teachers would be given help to improve, and if the assistance failed, the union would counsel them out of the profession. The Department of Education, which made supportive noises when I announced this proposal in January, 2004, has not followed up.

**Myth #2:** Seniority rules permit teachers with experience to constantly move to new and easier assignments, while new teachers are concentrated in the toughest schools.

**Reality:** Less than 1 percent of the teaching force transferred last year under seniority rules, generally to move closer to their homes. But the

department had to find more than 7,000 teachers to replace those who retired, or left frustrated by low pay, overcrowded classes, lack of support by the system, and other tough conditions.

Nor do all new teachers end up in the toughest districts. The department's own figures show that at the beginning of the last school year, three of the highest performing districts in the city, received 462 new teachers. Meanwhile only 375 new teachers went to three of the most struggling districts.

**Myth #3:** The union insists on lockstep pay with no recognition of special needs and circumstances.

**Reality:** This year we negotiated a project in the Bronx that gives additional compensation to "master teachers"—one the school system is now touting. The union assisted Chancellor Rudy Crew to design and create the Chancellor's District, a special district for struggling schools where teachers worked longer hours in exchange for higher salaries. Scores in the Chancellor's District went up dramatically, but despite national recognition as a fantastic school turnaround strategy, this successful experiment was one of the first casualties of the new administration.

Based on the success of the Chancellor's District, the union suggested earlier this year that—simultaneously with providing competitive salaries for all New York City teachers—the system establish an Enterprise Zone where everyone willing to work at 200 selected hard-to-staff schools would receive a 15 percent differential.

The response from the Department on this suggestion? Silence.

**Myth #4:** "Work rules" make it impossible for schools to be managed.

**Reality:** Which work rules? The one that prevents the Department from cramming more than 34 students into a high school class and 28 into fourth grade? (While these limits are still too high, it is only the fact that they are in the con-

tract that makes the Department comply.) Other "work rules" include allowing teachers to have lunch, or have a break after teaching three classes in a row.

**Dealing with reality**

The critical truth about our schools is that teachers here have the largest classes in the state, teach some of the most challenging students, work in overcrowded and sometimes unsafe buildings without proper equipment and supplies—and still make \$10,000 to \$15,000 less every year than their colleagues. Those able to

retire have been doing so in droves. Nearly half of new teachers leave within six years for jobs in the suburbs or other careers.

Solving the system's real problems means providing competitive pay and better conditions for teaching and learning in all our schools. But these are goals we can never reach as long as the city and the Chancellor continue to cling to the myths rather than reality of our schools.#

*Randi Weingarten is the President, United Federation of Teachers.*

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Our Lower School students begin their educational journey by working and playing together in classrooms that are structured yet foster independence, creativity and individuality. We encourage our youngest students to work collaboratively, communicate effectively, seek answers and develop confidence that every goal can be achieved, as we impart the skills necessary for future academic achievement.

Our Upper School students master academic skills while they develop their abilities as conceptual, critical thinkers. The classroom facilitates rigorous, lively analysis of ideas and issues. We encourage our students to take intellectual risks and embrace learning as a lifelong and joyful endeavor, while we help them navigate the complex terrain of early adolescence. Claremont Prep graduates are articulate, confident and academically prepared for the challenges of high school, college and adulthood.

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Claremont Prep is located at 41 Broad Street, just south of Wall Street and convenient to public transportation. Our home, the former Bank of America International Building, was built in 1929. Its grand hall, adorned with restored historic murals, houses our new auditorium and performing arts center. We have developed a state-of-the-art facility of over 100,000 square feet of classrooms, art studios, language, science and computer labs, a library, cafeteria, outdoor play spaces and regulation gym and a swimming pool.

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[www.AboutOurKids.org](http://www.AboutOurKids.org)



## CAROLINE KENNEDY SPEAKS AT MENTORING PROGRAM AT LOEWS

BY SARAH ANN MOCKBEE

In celebration of National Mentoring Month, the New York City Department of Education's (DOE's) Mentoring Program hosted over 600 mentors and mentees at the Loews Cineplex for an evening of awards, entertainment and networking. The event was highlighted by a keynote address by Caroline Kennedy, Vice Chair of the Fund for Public Schools, whose mission is to inspire belief in our public schools, to increase private sector support of public education and to encourage widespread participation in these schools. Kennedy was clearly heartened by the wonderful turnout of both the youth and their adult counterparts who have shared the responsibility of maintaining a mentor-mentee relationship throughout the school year. "When someone really believes in you, you can achieve your dreams," she stated to an enthusiastic and confirming crowd.

JustaskDanielleFreeman, a senior at Frederick Douglass Academy and the recipient of Mentee of the Year Award. She speaks of her mentor with confidence and delight. "She and I have connected in so many ways. During our many conversations, she has been a confidant, self-

esteem booster and, most importantly, a friend. She has showed me that being there for others should be second nature." The feeling is mutual. Her mentor, Phillipa Philpot is a web developer for Home Box Office and the recipient of the Mentor of the Year Award. She readily admits that she was nervous to meet her mentee but was soon put at ease after meeting Freeman. Now, after over a year of getting to know one another, Philpot concedes that Freeman has just as much an influence on her life as she hopes to have over Freeman's. "She calms me after a hectic work day. Sometimes I call her the mentor!"

Freeman and Philpot have the DOE's New York City Mentoring Program to thank for bringing them together. They were paired in November of Freeman's junior year, after Philpot received training and support from the program. The program is in its 21st year and is the largest mentoring program operated by a school district in the United States. Unlike other mentoring organizations in the city, the DOE's program requires individuals to volunteer through their job or other organizational affiliation. In other

words, partnering organizations like law firms, financial institutions, and alumni associations pair with a specific high school. Interested employees are then screened, trained and matched with a student in the particular school his or her organization is affiliated with. Lori Mastromauro, Director of the New York City Mentoring Program is constantly impressed by the community's interest in mentoring. "Over the years, we have trained thousands of volunteers in the art of mentoring and are so grateful to them for stepping up to work with our high school students", says Mastromauro.

The goal is to allow students to gain a trusting adult relationship with someone who can

field questions about college applications, career interests and life in general. After years of experience overseeing the DOE's Mentoring Program, Lori Mastromauro knows that it is important to provide a focus for mentoring pairs. "We ask mentors to expose students to their jobs, visit their students at school and most importantly, work with them on setting and achieving goals." Mentees spend one hour a week or two hours every other week visiting their mentor at his or her office, allowing the mentee to experience a

real-world working environment. The arrangement has been more than ideal for Raymond Chan, a senior at James Madison High School, and his mentor Phil DeImus, an employee at the Federal Reserve Bank. Chan asserts that he wanted to get involved with the program to "help prepare for college" and thought this program would be a good way to meet someone who could answer his questions. DeImus learned about the program through his employer and wanted to take the opportunity to give back to the community.

In her closing remarks, Kennedy reiterated her support for dynamic public programs such as this one. She acknowledged the critical service that the New York City Mentoring Program has provided for both the mentees and the mentors, stating, "This program helps connect our city and our students in a better way."#

Any organization interested in becoming involved with the DOE's New York City Mentoring Program should contact [Mentor@nycdoe.net](mailto:Mentor@nycdoe.net) or visit the Fund for Public Schools website at [www.fundforpublicschools.org](http://www.fundforpublicschools.org).



## COMMUNITY EDUCATION COUNCIL APPLICATION PROCESS

Schools Chancellor Joel I. Klein recently announced the beginning of the 2005 Community and Citywide Education Council application process, including an outreach and public awareness campaign by the Department of Education (DOE) to encourage parents to nominate themselves, serve on the Education Councils, and contribute to the system-wide reform efforts to improve the City's public schools. State education law stipulates that the current term for Education Council members ends on June 30, 2005. The next term will begin on July 1, 2005, and continue through June 30, 2007. The DOE is encouraging current Education Council members to reapply if they meet eligibility requirements.

"Thanks largely to the efforts of our schools' Parent Coordinators, we are doing more than ever to support parents and to engage parents in our children's education," Chancellor Klein said. "Parental involvement is critical and, as we all know, students learn better when parents are involved." Leaders on various issues and have provided input to the Panel on Educational Policy on both the budget and our plans to con-

struct and renovate school buildings, all in an effort to help children learn better. The input of the Councils has been invaluable and I urge every parent to consider serving to make their voice heard."

Applications to serve on the new Education Councils are due by March 11, 2005, and will be available on-line and in DOE offices across the City. Parents are encouraged to nominate themselves to serve on the Councils, with parent members being selected by the officers of Parent Associations (PA) and Parent-Teacher Associations (PTA). The final selection of Council members will be made in May. The new members will then participate in orientation sessions to prepare them to begin their term on July 1, 2005, and will be offered training opportunities throughout their two-year term of service.

For information on the process, parents should call 311 or the Councils Hotline at (800) 799-3388, log onto <http://www.nycenet.edu/councils>, or contact the Parent Coordinator at their child's school.#

### THE TIEL INSTITUTE: HELPING STUDENTS BECOME FULL PARTICIPANTS IN LEARNING

By Christy Folsom, Ed.D.

**How do children learn?** Learning involves many things—environment, experiences, cultural tradition, needs, interests, thinking, feeling, and doing—to name a few. Yet, every child, regardless of physical, cultural, intellectual, or emotional differences, needs to feel respected as a thinker and as a learner.

**How does the TIEL Institute support students in developing strategies for optimum learning?** TIEL (Teaching for Intellectual and Emotional Learning) features a balanced approach to learning in which children learn about fundamental thinking and social emotional skills needed by everyone. Using the TIEL® Design Wheel model, children strengthen thinking processes and develop social emotional skills needed for successful learning.

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**Who can benefit from Teaching for Intellectual and Emotional Learning (TIEL)?** The TIEL Institute provides individual tutoring for children, parent workshops, and professional development for educators. TIEL helps children with learning differences—gifted, learning disabilities, ADHD—master self-organization skills, time-management, basic academic skills, and behavior management needed to succeed in school and beyond. Using school assignments and projects, students learn skills of decision-making, planning, self-evaluation, and problem solving.

The TIEL Institute provides a resource for parents as they support their children's learning experience in school. TIEL provides workshops that help parents become more effective advocates for their child's learning needs. Parents learn new ways of observing schools and how to develop in-depth criteria for selecting a school appropriate for their child.

The TIEL Institute supports educators in complex methods of teaching that include workshop strategies, project work, and higher-order thinking. TIEL provides teachers with tools for teaching students self-organization skills; a language for "meta-learning" that supports the discussion of thinking, learning, and feeling with students; and ways to integrate social emotional learning into classroom instruction.

The TIEL Institute provides tools that help students develop respect for themselves as learners and thinkers; parents support their children's education; and teachers implement teaching strategies that develop students basic academic skills while promoting intellectual and social emotional skills—essential skills in today's education.

*Dr. Christy Folsom is the founder and director of the TIEL Institute. Her expertise includes children with learning differences, curriculum development that includes thinking and social emotional skills; and teacher education. You can learn more about TIEL at [www.tielinstitute.com](http://www.tielinstitute.com). Email: [info@tielinstitute.com](mailto:info@tielinstitute.com) Phone 212-865-0366. See ad page 26.*

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## Awards Ceremony Honors Outstanding Civil Servants and Their Children EDUCATION UPDATE GIVES SCHOLARSHIP



**Richard Cook, President of The Hundred Year Association of New York; Dennis M. Walcott, Deputy Mayor for Police, City of New York; Award Recipient Christine Camacho; Editor-in-Chief and Publisher of Education Update, Dr. Pola Rosen; Deputy Assistant Chief of the Fire Prevention Bureau, Howard Hill; Avery Eli Okin, Esq. Chairman, Awards Committee of The Hundred Year Association of New York**

By MICHELLE DESARBO

The One Hundred Year Association of New York recently honored New York City civil service employees and their children for their accomplishments in both their careers and academics with the Isaac Liberman Public Service and E. Virgil Conway College Scholar Awards. Proud parents, relatives, and scholarship recipients escaped the morning rain and filled the spacious auditorium at Police Headquarters to hear Commissioner of the Department of Citywide Administrative Services Martha Hirst give the ceremony's opening remarks.

"This event is one of my favorite occasions," Hirst said. "These remarkable individuals have demonstrated extraordinary levels of commitment to public service in their work."

In his keynote address, Deputy Mayor for Policy Dennis M. Walcott expressed his own message to young scholarship recipients. "Your success is a tribute to your parents. I'm pleased to see so many of your parents and grandparents here today... and I hope that some of you recipients will consider careers in civil service."

Among the civil servants awarded was Theresa Knox, a field director with the Department for the Aging. Knox was granted \$6,000 from the Consolidated Edison Company for the Intergenerational Work Study Program (IWSP). From its inception, IWSP was intended to team up high school students at risk with senior citizen mentors who act as tutors and counselors. Now the program includes all students, bringing roughly 10,000 adult mentors with 350 teens.

Also included was Mary Beth Frey, a speech teacher at P.S. 256Q. The school, located in Belle Harbor, is for students who have acute language and cognitive disabilities as well as strong emotional needs. Frey received an award of \$2,500 from the Amalgamated Bank of New York for her efforts to assist special needs children and their families; she regularly calls students' parents to help them make arrangements with social service agencies offering assistance to special needs children and has even offered financial support to families on her own in the past.

John Gallin & Son, Inc. awarded Administrative Parks and Recreation Manager Kim McNeal \$1,000 for her work with the St. James Recreation Center in the Bronx. McNeal coordinates monthly poetry slams for the children who visit the Center.

At the year's end, the best poems are published in a booklet and the Center holds a signing for the young poets. McNeal is also responsible for the addition of music, voice, and dance instruction to the preexisting poetry, visual arts, and technology programs.

"The young people receiving scholarships today are an equally impressive group," said Hirst as she introduced the E. Virgil Conway College Scholars. The 23 honorees came from such prestigious colleges as the University of Pennsylvania, Cornell, Duke, Brown, and Columbia. The KeySpan Corporation awarded Charles E. Innis College Scholar Chen Xie \$6,000 for his academic excellence. The Harvard freshman has also received a National Merit Scholarship and a Harvard Faculty Scholarship.

For some awardees, excellence and academic achievement runs in the family. Charles Lei, a junior at Harvard, received \$3,000 from Bowne & Co. and was honored in the 2002 and 2003 Hundred Year Association scholarship ceremonies. His brother, Edgar Lei (a freshman at Cornell University), was granted \$1,500 from James Thompson & Co., Inc. Their father is Joel Lei, a computer specialist at the Department of Probation.

The Bank of New York honored Ali Arvanaghi with \$1,000. Only moments after his award was announced, the Cornell sophomore's sister Roxana Arvanaghi was awarded \$1,000 by The Greenpoint Financial Corp. Their mother, Morteza Arvanaghi, is an associate project manager at the Department of Environmental Protection.

Other students honored included Queens College freshman Christine Camacho, recipient of a \$1,000 scholarship jointly sponsored by *Education Update* and Hotel Wales and Danisa Clarrett, a Case Western Reserve University freshman who was awarded \$1,000 by the Brooklyn Bar Association Foundation.#

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## FIND YOUR VOICE: A METHODOLOGY FOR ENHANCING LITERACY THROUGH RE-WRITING AND RE-ACTING BY GAIL NOPPE-BRANDON

Reviewed BY JOAN BAUM, PH.D.

Though the title sounds academic, Noppe-Brandon's own voice is conversational. In a field where jargon and bloat often mask even good advice, Noppe-Brandon shows no fat. Her prose is lean, her tone supremely confident, her rationale and recommendations sharp, practical and to the point. It's hard to believe that she was once a voiceless, shy student, extremely fearful of speaking or writing in class—and therefore hostile. "It wasn't until I began to learn the crafts of acting and playwriting, as a young adult, that I found my voice," she writes, but it's clear that she feels informed and compassionate instruction should have come much earlier. Belatedly, she discovered how much students could learn to listen by acting and learn to talk by engaging in the processes of playwriting—not the usual way of addressing such skills. And though she committed herself to work with students "of all ages and backgrounds, during and after school, in theatres and social service organizations, in workshops that ran for a full year or for only three weeks, or once a week," she challenged herself most by taking on those youngsters designated "at risk." Her mission has remained constant: to show that teachers can overcome communication fears in their students by instilling trust in her and in the other members of the group. Central to this methodology is what she calls an "integrated approach" that embraces "re-acting" and "re-writing," words that signal emphasis on process and reinforcement.

The goals are clear, the scenario accounts of the slow but steady progress made by the different youngsters impressive. Indeed, if there's a drawback in this slim overview, it may be the extent to which Noppe-Brandon uses her own experience as rationale: if I could do it, so can you. Her psychological insights, compassion,

humor, intellectual focus, and indefatigable patience may prove intimidating to those who do not have the time or analytical wherewithal to keep at it. In short, the author-teacher, who prefers to be called a "coach," would seem to be a hard act to follow. She would probably demur, pointing out that the theory and examples stand on their own and not on her personality. Well, yes and no. They do talk, don't they, of "gifted" teachers in the sense of born not made? Throughout, Noppe-Brandon repeatedly notes the twenty years she has spent perfecting her craft, honing guidelines and selecting texts and repeatedly declares that what she presents here works "unfailingly." She also assumes that her readers may be in part "mute," which may be a bit off-putting. Still, it's hard to fault her passion and perceptions. Free writing, for example, which had some bad press in the permissive sixties, is here reclaimed in all its rigor. Drafts and tryouts, which often went unread, are now integral parts of a final product destined for performance. Nothing is given away; everything is earned.

Noppe-Brandon, who says she discovered her methodology by accident, certainly left accident out of the picture when she went on to develop a Teacher Training initiative for teachers of all subjects, not just English, who wanted to help their students become (more) articulate. She has been a college dean, a foundation program director, a playwright/director, and an award winning teacher. She can now claim to be an educator in the very best sense of the word as one who would invigorate well intentioned but frustrated teachers to help students find their voice and have fun doing so.

(Heinemann, 157 pp., including appendices and glossary, \$18.95)

## AFRICAN AMERICAN HISTORY BOOKS FOR THIS AND EVERY MONTH RECOMMENDED READINGS BY THE BANK STREET BOOKSTORE FOR CHILDREN

*Circle Unbroken* by Margot Theis Raven, illustrated by E. B. Lewis. A grandmother tells her granddaughter the story of her family and the Gullah tradition of sewing sweet-grass baskets. From her old-timey grandfather in Africa who wove grassy reeds into baskets so tight they could hold water, through slaves who hauled rice in their baskets, their family passed down their craft. Lyrical text and quiet, evocative paintings make this an exceptional selection. \$16.00. Ages 5-9.

*Days of Jubilee* by Patricia C. and Fredrick L. McKissack. Though the Emancipation Proclamation symbolically freed slaves, they were actually freed at different times over the course of the next several years. The McKissacks combine slave narratives, diary entries, and letters with their explanatory text to craft a vivid picture of the end of the Civil War and the Days of Jubilee. \$18.95. Ages 10 and up.

*A Dream of Freedom* by Diane McWhorter. With informative, readable text and numerous archival photographs, Pulitzer Prize winner McWhorter presents a comprehensive introduction to the Civil Rights Movement. Beginning with the 1954 decision in *Brown v. The Board of Education* and continuing through 1968, McWhorter discusses the lynching of Emmett Till, various school integrations, sit-ins, Freedom Rides, the Birmingham Church bombing, Freedom Summer, and other pivotal events of the Movement. In addition, she introduces important organizations, including the Student Nonviolent Coordinating Committee and the Black Panthers. \$19.95. Ages 10 and up.

*Freedom on the Menu* by Carole Boston Weatherford, illustrated by Jerome Lagarrigue. Eight-year-old Connie is too young to participate in the sit-ins at Woolworth's lunch counter, but

she does go to hear Dr. Martin Luther King, Jr. speak, help her brother and sister (members of the NAACP) make signs for a big march, and tag along as they go door to door registering voters. The story of the Greensboro sit-ins is even more inspiring told from a child's point of view. Lovely, dark-hued paintings complement the text. \$16.99. Ages 5-9.

*The Great Migration* by Jacob Lawrence. Jacob Lawrence's stunning Migration series, 60 paintings completed in one year when he was 22, is reproduced in its entirety. The accompanying text simply but powerfully conveys the political, social, and economic factors that led to the Migration and the challenges that blacks faced in Northern cities. \$8.99. Ages 6-12.

*I, Dred Scott* by Shelia P. Moses. In 1846, Dred Scott and his wife sued for their freedom, beginning a series of legal battles that would last for eleven years and culminate in the Supreme Court decision stating that blacks were not (and never would be) citizens of the United States and therefore had no rights. However, the defeat brought increased public scrutiny to slavery and is credited with hastening its demise. Through a fictional slave narrative, Scott's experiences as a slave, a plaintiff, and eventually a free man come vividly to life. \$16.95. Ages 10 and up.

*I Saw Your Face* by Kwame Dawes, illustrated by Tom Feelings. Before his death, acclaimed artist Tom Feelings was working on a project that would illustrate the history of the African Diaspora through simple sketches of faces. Feelings' stunning portraits and Dawes' brief, poetic text combine in a powerful reminder of the real people who are part of history. Also included are sketches of types of architecture. \$16.99. Ages 8-10.

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### Corduroy's Valentine's Day

by Don Freeman,  
Illustrations by Lisa McCue

(Viking, \$5.99)

It is that time of year for some love, romance and history to get one's mind off winter. It is the month of February marked by the celebration of Valentine's Day in the middle of the month. At Logos there is a fine selection of Valentine cards to choose from.

A wonderful gift for a young child is *Corduroy's Valentine's Day* by Don Freeman. Corduroy, that ever popular bear, is going to make valentines for his friends. They join in valentines. Everybody enjoys some juice and cupcakes. Then it is time to mail the valentines. When Corduroy comes home, there is a nice surprise for him. This a terrific present for Valentine's Day especially when accompanied by a handsome Corduroy bear who looks like he popped right out of the pages of the book.

### Consider Love: Its Moods and Many Ways

by Sandra Boynton

(Simon & Schuster, \$12.95)

For children of all ages who enjoy humorous drawings, *Consider Love: Its Moods and Many Ways* by noted prolific greeting card designer Sandra Boynton is a witty, whimsical addition to one's library. Each picture illustrates a phrase. Some of the more memorable are: "Love perhaps foolish," showing a hippopotamus diving into a double layered chocolate cake, "and love despairing," personified by a mournful dog waiting by the telephone. Also, "Love extravagant," depicting one elephant holding an apple tree in its trunk to present to another elephant contrasted with "Love...well, cheap," where one gorilla is handing off a banana peel to its mate.

*Never Kiss a Frog: a girl's guide to creatures from the dating swamp* by Marilyn Anderson is a cautionary tale about the author's and others' bad experiences with men and romance and

### Never Kiss a Frog: a girl's guide to creatures from the dating swamp

by Marilyn Anderson

(Red Rock Press, \$14)

a guidebook to the reader to avoid those situations told in a highly amusing way as it suggests to the reader that she might miss her prince if she is busy kissing frogs. The book is illustrated throughout with comical pictures of frogs, some featured in slime galleries, a picture of a frog version of Monopoly called Frogopoly with such properties as: Miser Avenue, Greedy Lane, Wart Highway, Toad Road and Tightwad Trail, and riveting or shall one say ribbeting information boxes.

Besides romance, February is also known as African-American History Month. At Logos there are books by and about Frederick Douglass and Ralph Ellison, books about Harriet Tubman, Richard Wright, Clarence Thomas, Martin Luther King and W.E.B. Du Bois as well as books written by James Baldwin, Zora Neale Hurston, Toni Morrison, Alice Walker and Langston Hughes among others.

President's Day also occurs in February and there are books about many of the Presidents including George Washington, John Adams, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, Harry Truman, John F. Kennedy, Ronald Reagan, Bill Clinton and George W. Bush among others.

Come on over to Logos for your valentine cards and books, and for books on African-American and Presidential history!

### Upcoming Events At Logos:

Wednesday, February 2, 2005 at 7 P.M., KYTV Reading Group will discuss *Everything Is Illuminated* by Jonathan Safran Foer.

Monday, February 14, 2005 at 7 P.M., the Sacred Texts Group led by Richard Curtis of the Richard Curtis Literary Agency will address the topic of "Romance In The Bible".

Wednesday, March 2, 2005 at 7 P.M., KYTV Reading Group will discuss *The Leopard* by Giuseppe di Lampedusa.

Thursday, March 17, 2005, there will be a special St. Patrick's Day Celebration at Logos.

Every Monday at 3PM, there is Children's Story Time with Dvorah.

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

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**Longer Session (Four-Twelve Weeks) Means:** Strong sense of belonging to camp community; Chance to learn new skills; Development of specialized skills; Multiple opportunities for learning and enrichment; Lifelong friendships; Opportunities to contribute to camp culture.

**Girls Only, Boys Only, or Co-ed?** Now may be the opportunity to explore this choice with your camper.

**Single-Sex Camp Means:** Breaking gender stereotypes — girls interact with women in positions of authority, and boys interact with men who act as nurturers; More opportunities to “be yourself” without impressing or competing with the opposite sex; Camp philosophy may be tuned into gender strengths and

weaknesses; Brother or sister camps may share activities

**Co-ed Camp Means:** Breaking gender stereotypes—girls interact with women in positions of authority, and boys interact with men who act as nurturers; Mirrors and prepares campers for everyday living—the world is co-ed; Allows families with a boy and a girl to attend same camp; Offers diverse points of view; Breaks through rigid divisions set up in school when campers participate on equal footing; Traditional, Specialty, or Special Needs?

Understanding the strengths in camp focus may help you make your choice.

**Traditional Means:** Wide variety of activities; Chance for campers to try new activities; Exposure to more campers and staff at varying activities

**Specialty Means:** One or two specialized activities (often combined with traditional offerings); Expectation for increased proficiency during camp session; Deepens knowledge and skill in particular area of interest or ability

**Special Needs Mean:** Activities geared to campers' abilities; Knowledgeable staff with expertise to understand campers' challenges; Supportive and fun atmosphere to share with others.#

To learn more about camp and child development, please visit the American Camp Association's family Web site: [www.CampParents.org](http://www.CampParents.org).

For information about ACA camps, contact: American Camp Association, 5000 State Road 67 North Martinsville, Indiana 46151, Tel. 1-800-428-CAMP (2267), [www.CampParents.org](http://www.CampParents.org)

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## THE GREAT NEWS ABOUT HOMESICKNESS

By CHRISTOPHER A. THURBER, Ph.D.

That's right—there's great news about homesickness! For starters, you should know that:

- Homesickness (or "missing home") is normal. In study after study, researchers found that 95 percent of boys and girls who were spending at least two weeks at overnight camp felt some degree of homesickness. Children at day camp may also feel pangs of homesickness, but less frequently.

- Homesickness is typically mild. Nearly everyone misses something about home when they're away. Some campers most miss their parents; others most miss home cooking, a sibling, or the family pet. Whatever they miss, the vast majority of children have a great time at camp and are not bothered by mild homesickness.

- Homesickness is something everyone can learn to cope with. In fact, research has uncovered multiple strategies that work for kids. Most kids use more than one strategy to help them deal with homesickness.

- Homesickness builds confidence. Overcoming a bout of homesickness and enjoying time away from home nurtures children's independence and prepares them for the future. The fact that second-year campers are usually less homesick than first-year campers is evidence of this powerful growth.

- Homesickness has a silver lining. If there's something about home children miss, that means there's something about home they love—and that's a wonderful thing. Sometimes just knowing that what they feel is a reflection of love makes campers feel much better.

So if nearly everyone feels some homesickness, what can be done to prevent a really strong case of homesickness? Here's a recipe for positive camp preparation: Make camp decisions together; Arrange lots of practice time away from home; Share your optimism, not your anxiety; Never ever make a pick-up deal.

OK, then, what are the most effective ways of coping with homesickness at camp? What advice can you write in a letter or e-mail to your son or daughter if you get a homesick letter?

**Anti-Homesickness Strategies for Kids**  
Stay busy. Doing a fun, physical activity nearly always reduces homesickness intensity. Stay positive. Remembering all the cool stuff you can do at camp keeps the focus on fun, not on home. Stay in touch. Writing letters, looking at a photo from home, or holding a memento from home can be very comforting. Stay social. Making new friends is a perfect antidote to bothersome homesickness. Talking to the staff at camp is also reassuring. Stay focused. Remember that you're not at camp forever, just a few weeks. Bringing a calendar to camp helps you be clear about the length of your stay. Stay confident. Anti-homesickness strategies take some time to work. Kids who stick with their strategies for five or six days almost always feel better.

Mom and Dad, your help preparing your child for this amazing growth experience will pay huge dividends. After a session of camp, you'll see an increase in your child's confidence, social skills, and leadership. And while your son or daughter is at camp, you can enjoy a well-deserved break from full-time parenthood. Remember: Homesickness is part of normal development. Our job should be to coach children through the experience, not to avoid the topic altogether.#

*To learn more about camp and child development, please visit the American Camp Association's family website: [www.CampParents.org](http://www.CampParents.org). For information about ACA camps, contact: American Camp Association, 5000 State Road 67 North, Martinsville, Indiana 46151. Tel. 1-800-428-CAMP (2267).*

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## Ramon Cortines

continued from page 9

All the elements are there: the uniforms, the strictness, the codes. The only things missing are the cross and the nuns. Those kids can be wild outside but the minute they walk into this environment, they are respectful." That sort of ties in with what you just said.

**RC:** I disagree with the statement a little but I have to say that one of the major issues that students will agree on is that we as adults are very inconsistent. And that's true today.

### **EU: So we have to be more stringent?**

**RC:** It's tough love, its tough caring. As adults, as students that are becoming adults, we respond to the parameters we're put in. I find myself running yellow lights and let me tell you that is not lawful and it creates wrecks because generally when I'm running it, it gets red before I get through it. I think nobody's looking so I can make it. All I'm saying is that we need to have tough caring, we need to be consistent, we need to be fair, we need to be respectful. I remember the first student handbook that we did here and I got outside help, attorneys and they're still here in the community. I said that I want a behavior handbook. I don't want a disciplinary handbook but I want it to respect the civil rights of all of the people. One of the things that we've put more emphasis on, and you talk about what has changed, is the emphasis on student responsibility. I think we have curriculum standards for students but we don't have standards for teachers, and standards for administrators.

### **EU: What do you think about having a greater certified teacher body by the National Board?**

**RC:** LA has more board certified teachers than NYC and I feel that it's very important.

### **EU: If we look at San Francisco, Pasadena, LA, and New York, those are the districts that you know so very well, are they running more efficiently today?**

**RC:** In LA, we got beyond a community was not interested, and I'm talking about LA, in regard to the infrastructure by the two bond issues that they passed. In Pasadena, I think that the city fathers and the board of directors understand that you can talk about a quality of life but if you don't have a public school system that is viewed as improving, that the quality of life for the community is not that good. In San Jose, I think that the stability of personnel was important. In San Francisco, which is the highest performing urban school district in the state, they were doing a lot of things right but there was a disconnect from the leadership. In New York, I remember in the second week, the words spread like wildfire: I was visiting a school, had gone in the back door and kindergartners were walking down the stairs. This kid was falling and I caught him and tied his shoe because he was tripping. There needs to be a modicum of humility in leadership, whether it's teachers or the building principal. When someone says to me, well, it isn't my job, I don't understand that language in my profession. I didn't ask for more money after school, I probably should. I just did the job that needed to be done. In New York, I've talked to Klein and I think that he's made an effort to be out there more. I said that you've got to press the flesh but I said that you need to be genuine about it because if you're not, they'll know.

There is a better team now and they are all on the same page. I think that where it is working well, there is a team. For all of the places I've mentioned, the one issue is that you have to find a way for the union to be a team member. Unions are not second-rate people. They represent the same teachers that I work for as a chancellor, as a superintendent. I know that there are some difficult labor issues and monetary issues but you cannot make the kind of improvement that I believe is necessary through avoidance.

### **EU: Communication is still not up to par between the unions and the school systems.**

I was talking to John Ellwell, who runs a company called Replications. He used to be a superintendent. He looks at the best school programs and then replicates the entire culture of a school. He sends one person with leadership ability to stay in the school for one year and learn everything that goes on in that school. Then that individual, supported by grants, goes off to found a new school, a public school. What do you think about doing something like that? Does it make sense?

**RC:** I'm not sure that you can replicate the culture of a school. I think you can learn things there. I don't think that you can do the cookie-cutter approach. I understand, the cookie has some similarities, it has the same smell or taste but it is different. It may have a few different ingredients, it may even be a different shape. You are dealing with human beings.

### **EU: You mentioned previously that teachers should network with each other, learning from each other within the school. How do you accomplish that during the school day?**

**RC:** I think that it's dedicated time. I think that it'll happen; legislatures are going to realize. I think that there have been some experiments of dedicated time for a school, where teachers had time to meet and understand that they were to compare and discuss student work. That is some of the best professional development that you can give. It's not only just dedicated time for teachers to meet together. I want them to see best practices at other places.

### **EU: What are some of the things that you are proudest of in your own career, some of the things that you felt have truly made a difference, and some of the biggest challenges that you have had to deal with?**

**RC:** I think that I can look at each place. In Pasadena, it was implementing as smooth as possible the desegregation order and then getting the district released from the court order. In San Jose, it was when we settled the bankruptcy, and settled a 14 year old desegregation suit and within a year had every school in that district adopted by a business. In San Francisco, it was the building of relationships and it was respectful of private and parochial school systems and how we could work together on many things. And it was helping building principals be responsible for the entire school community and that meant more than students and their parents but it meant the seniors as well. In New York City, I had a wonderful time. I think in New York, on an issue whether it was curriculum development, whether it was regents math or science, it was the coming together of the professionals. When I went to New York, I was told that people are not interested in education, in my first year, I had 30 community meetings and not less than 300 attended any one of those meetings because I went to their communities. I didn't just talk to them, for the first 35 minutes I listened to them. One of the things that leadership has not done well is... we have not listened well. Good leaders do leadership from behind, at the side, and at the front. Whether I've been at the university level, on a foundation, or in schools, it has been exciting because I was a learner. I never did anything the same way. I looked prescriptively and diagnostically at every situation I was in.

### **EU: Who are some of the mentors in your life?**

**RC:** Dr. Salmon. He used to be a superintendent in Covina, Pasadena, Sacramento, and head of AASA. He constantly added challenges to me that provided opportunities for growth and development. When I went awry, he didn't just overlook it, he brought it to my attention. I was a teacher and then an assistant principal.

### **EU: How about the boards that you are currently on? I know your wisdom is greatly respected and people call upon you for help and advice. Which ones are you on?**

**RC:** Scholastic, Classroom Inc in New York, Natural History Museum. I used to have dinner every now and then with the president of Teacher's College—Arthur Levine. I would say the people who had the most important impact on

## Brooklyn Botanic Garden: A Place of Beauty, Life and Learning

By DOROTHY DAVIS

"Make Our Garden Grow", the rapturous finale to Leonard Bernstein's *Candide* that I'd just seen on PBS was echoing in my mind when *Education Update* publisher Pola Rosen called and said we'd been invited to breakfast at the Brooklyn Botanic Garden (BBG). Oh joy!

On a cold winter morning soon after that we were seated in the BBG's beautiful Palm House sipping tea and munching muffins in the company of knowledgeable staff members and distinguished horticultural writers and commentators, all of whom knew how to make their gardens grow. The truth in Bernstein's song was evident. There was a wonderful calm and contentment about all of these friendly people.

Judith D. Zuk, President of BBG, told us about their Children's Garden, where children grow vegetables, fruits, flowers and herbs all year round. It opened in 1914 and was the first in the world. "It was a radical idea to think of inviting children into a garden. Back then museums and gardens were for research. They were reluctant to even let the public in! The first director hired a woman, Ellen Eddy Shaw, and she had a vision for bringing in the children from Brooklyn to teach them how to grow something."

Soon after Ms. Zuk said this, as though cued by a conductor (Lenny?) we heard high pitched voices outside the window. Parades of cheerful school children and their intrepid teachers marched briskly through the gardens. They wore brightly colored scarves, hats, coats, mittens and boots, like winter flowers, and they didn't mind the cold. They were escaping the concrete jungle for a little while, enjoying the fresh healthy air created by the beautiful plants of the BBG.

my life didn't have titles. From the professional standpoint, they were the parents, they were the teachers, they were the administrators, they were the students that I came into contact with. I learned so much from them. I didn't always like what they said to me, but I learned from them. I've always tried to create an environment where people—regardless of their position—could tell you what they thought. There's a great story about Mr. Packard, a philanthropist. His wife, Mrs. Packard, came by my second week in San Jose and said, "I read about what you think about the arts and music in the school. How are you going to put the music back in the schools?" I said, "I don't know, but we're going to do it." The next day, she delivered a check for \$100,000, which was a lot of money back then. She died and I applied to the Packard Foundation through Mr. Packard and he said, "Well, who is this Cortines? You've come up here asking for a quarter of a million dollars! We don't give out a quarter of a million dollars!" I laid out the plan and asked him if he had read it. He said, "Of course I've read it!" So we talked about it, and at the end he said, "Okay, young man, you use it wisely." I got in the car, I got back to the Board of Education, and I just couldn't believe it. We'd never had that kind of money in that district. So I wrote the Board and I said, "I have been to the mountain," because we were up at his ranch on the Los Altos Hill. "I've been to the mountain, I've got the tablets, I didn't drop them, and I have the check!" I've never had problems getting money out of the community, and that was an example of San Jose. In San Francisco, I would not take the money unless I could use it for what it was intended for, and twice, I returned money. This was mainly because, what they gave it to me for, we couldn't use it, or we didn't have the capacity

Judith D. Zuk, President of BBG



A wonderful world awaits all and adults at the BBG. Beautiful gardens include the rose garden, the Japanese garden, the fragrance garden (for the sight impaired) and the Steinhardt Conservatory with indoor plants. Special collections include Daffodil Hill, Bluebell Wood, Oriental Flowering Cherries, and the Louisa Clark Spencer Lilac Collection. Education is a priority. They even have a school! The Brooklyn Academy of Science and the Environment (BASE) is a New Century High School developed by the BBG and Prospect Park Alliance working with NYC Department of Education and New Visions for Public Schools. School Programs include a school outreach program, guided tours and visits, hands-on workshops for the entire class, a Garden Apprentice Program for students in grades 8 through 12, a summer camp for ages 9 to 12. And adults can choose from over 175 year round classes and trips.#

Go to [www.bbg.org](http://www.bbg.org) for upcoming events and courses, gardening info, a virtual tour, an encyclopedia of NYC area plants, and other information. Call 718/636-5800x5400 for information about the Brooklyn Academy of Science and the Environment.

to carry it out. The word spread like wildfire, that we were ethical. Every year after that, there was \$20,000 donated anonymously, so that if I went to a school and they needed something, I could give it to them.

### **EU: At *Education Update*, we try to write about the arts every single month.**

**RC:** If you don't, the child's education is neglected. And it's not a field trip three or four times a year. The field trips are an integral part of that. It's how you prepare to go on a field trip and what happens after that counts. I walk around looking at what the students are doing and writing and I talk to students.

**EU: I want to share one last thought with you. I started a program two years ago that honors outstanding teachers in New York City each month; they have to be recommended by their principals or assistant principals according to certain criteria. What a response we got from the New York City community! Every month we feature five or six teachers. We publish them with their photos and descriptions of why they've been named outstanding teacher—there's no money—it's simply acknowledgement. And then in June, I had a breakfast for them at the Harvard Club, and the year after that (this past year), we had it at the Cornell Club. We ended up having a hundred and fifty people. Parents came from Hawaii to see their son get an award. And there was no money involved! We couldn't afford that. So, I'm very proud of this endeavor.**

**RC:** See, everybody doesn't want money. They want to be respected as a contributor to the community.#



# MEDICAL UPDATE



New York City • FEBRUARY 2005  
FOR PARENTS, EDUCATORS & STUDENTS

• 17

## Cooling Lessens Brain Damage in Sick Newborn Babies

Cooling the brains of babies deprived of oxygen at birth may reduce the risk of brain damage, according to an international study published in *The Lancet* in which the babies' body temperature was lowered by three or-four degrees for 72 hours after birth using a water-filled cap.

The research was undertaken in hospitals in North America, New Zealand, and Europe. Babies were recruited if the infants received an inadequate supply of oxygen before birth and electrical activity from their brains showed a high risk of brain injury. The trial, which was supported by Olympic Medical of Seattle, USA, indicates that, for some babies, cooling can significantly reduce brain damage.

"This is the first treatment that has been proven to lessen the risk of brain injury in infants that have been deprived of oxygen before birth," comments Dr. Richard Polin, Professor of Pediatrics at Columbia University College of Physicians and Surgeons and Morgan Stanley Children's Hospital of New York-Presbyterian. Dr. Donna Ferriero, Professor of Neurology and Pediatrics at the University of California San Francisco, points out, "These data suggest that therapy for ischemic injury in the newborn brain exists and may be realized in the near future." Dr. Roberta

Ballard, Professor of Pediatrics at the University of Pennsylvania School of Medicine and the Children's Hospital of Philadelphia, comments, "This is a very promising study of general hypothermia with selective head cooling for infants with evidence of recent, moderately severe lack of oxygen to the brain. However, there is still much to learn."

It was discovered several years ago that when the brain is deprived of oxygen at birth, some of the injury takes place hours, days, or weeks after the initial event and is initiated by a series of chemical events within the brain. The cooling study results from investigations begun a decade ago when researchers from Europe and New Zealand found that cooling prevented the chemical cascade from causing permanent brain damage. Those initial studies served as the basis for the cooling study in babies.

Two hundred and thirty-five babies with moderate to severe oxygen deprivation were recruited to the study. If the infants most severely brain-damaged before entry to the trial were excluded, the combined rate of disability and death was reduced from 66 percent in the conventional care group to 48 percent in the cooled group.#

## DR. ALFRED SOMMER RECOGNIZED FOR RESEARCH ON VITAMIN A DEFICIENCY IN CHILDREN



(l-r) Dr. Herbert Pardes, President & CEO of New York-Presbyterian Hospital; Abe Pollin, creator of the Pollin Prize; Dr. Alfred Sommer, Dean of the Bloomberg School of Public Health at Johns Hopkins

Edited BY HERMAN ROSEN, M.D.

Honoring his breakthrough research in vitamin A deficiency among children in underdeveloped nations, Dr. Alfred Sommer has been named by New York-Presbyterian Hospital as the recipient of the third annual Pollin Prize for Pediatric Research. As a result of his work, vitamin A intervention—one of the most cost-effective means of reducing childhood mortality—has been used to save millions of lives in underdeveloped countries worldwide since the 1980s.

Dr. Sommer is Dean of the Bloomberg School of Public Health and professor of ophthalmology at Johns Hopkins University School of Medicine. His "important discovery represents the true spirit of the Pollin Prize, which recognizes medical research that provides a lasting impact on the health of children," says Dr. Herbert Pardes, president and CEO of New York-Presbyterian Hospital. "It was his particular genius to find a simple solution to spare countless children from misery and death."

UNICEF and the World Health Organization (WHO) estimate that in the absence of vitamin A intervention programs, more than one million children would die of infection or become blind every year. More than 60 countries now conduct a variety of national vitamin A supplementation programs. UNICEF estimates that over 400 million capsules of vitamin A were administered to children in 2002, saving the lives of more than a quarter of a million children worldwide that year alone. The World Bank has ranked "vitamin A supplementation" as perhaps the most cost-effective health intervention in all of medicine.

Early in his career, Dr. Sommer, hypothesized that vitamin A deficiency was extremely common among children in the developing world and could be the cause of significant visual impairment and blindness. His studies in Indonesia in the mid 1970s confirmed these suspicions and demonstrated that inexpensive oral treatment was far more

practical, and just as effective, in the treatment of vision-threatening corneal ulceration compared to more expensive, less practical injections.

Further research by Dr. Sommer suggested that vitamin A deficiency caused significant childhood suffering long before children showed even the mildest ocular manifestations of deficiency. Children with mild deficiency were at increased risk of death from otherwise relatively mild infections—and that the greater the degree of deficiency, the greater the risk of death. Subsequent trials demonstrated that improvement of vitamin A status could reduce childhood mortality by over 25 percent, primarily by reducing the severity of measles and diarrheal disease. Other findings pointed to vitamin A's many roles in humans, including its role in mounting an effective immune response, thus explaining its powerful influence on the severity of infectious diseases and related mortality.

At the time, Dr. Sommer's findings were met with skepticism by many experts of child health and survival, who refused to accept that an intervention as simple and as inexpensive as vitamin A could drastically impact mortality caused by the complex interplay of multiple nutrition, infectious disease and child care practices and environments. It was only through repeated trials by many investigators in multiple countries and environments that global consensus was finally reached and vitamin A control activities became a global commitment.

By recognizing outstanding achievement in pediatric biomedical and public health research, and at the same time fostering the work of young investigators, the Pollin Prize seeks to encourage the best scientific minds to address the issues of children's health and illness worldwide, according to Irene and Abe Pollin, creators of the prize. The Pollin family, prominent philanthropists, is perhaps best known as the owner of the Washington Wizards basketball team.#

## How to Respond to School Crisis

Edited BY HERMAN ROSEN, M.D.

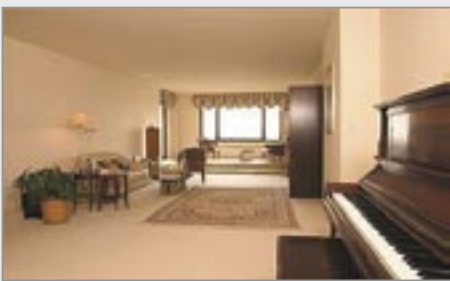
Our schools must embrace a structure and process for responding effectively to school-based tragedies. Our nation's schools are taking steps to provide this structure through the development of school Crisis Response Teams. Unfortunately, little attention is being given to addressing the process of helping members of the school family to deal with the emotional fall-out that they experience during times of crisis. For example, once students are directed to a lounge or quiet area in a school for intervention, who is truly prepared to address the raw emotion of a group of children who just learned of the deaths of their friends in

an automobile accident?

School crisis response can no longer be delegated solely to members of a school Crisis Response Team. Today, crisis management is the responsibility of all educators. A Practical Guide for Crisis Response in Our Schools provides a structure and process for effectively managing the wide spectrum of school-based crises. It is an invaluable resource in preparation for, and during, actual crisis situations and continues to serve as a meaningful standard for our nation's schools. For further information, visit [#](http://crisisinfo.org/schoolcrisisresponse)

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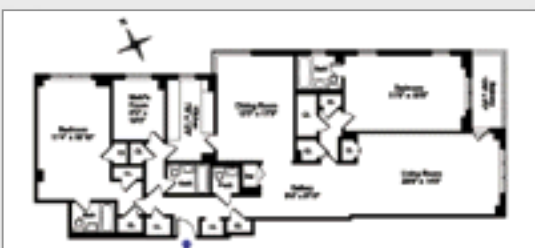
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Views all around! East End Ave building! Apartment consists of a gracious gallery leading to the Living Room with a balcony facing the East River and Gracie mansion, oversized Formal Dining Room, 3 Master Bedrooms, 3 baths, New windowed kitchen. Apartment 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. \$1,795,000



### 180 East End Avenue - 19GH

Cloud 19! HUGE indoor-outdoor square footage with spectacular river, park, mansion and city views. Loft-like Living Room, Dining Room, Family Room, 4 Master Bedrooms, Maid's Room, Windowed Kitchen, 6 Bathrooms all surrounded by approximately 1500 sq.ft. penthouse-like landscaped terrace. Central humidifier for master bedroom and Living room/dining area. All of this in a top East End Avenue building with rooftop pool and garage. 2% flip tax paid by purchaser. Maintenance includes all utilities and basic cable. \$4,600,000



### 180 East End Avenue

Excellent space in top East End Ave building with east and north exposure. Apartment has great potential to be very comfortable as well as very elegant. It's a great opportunity! \$1,350,000

## GIANTS' TIKI BARBER SUPPORTS ARTS EDUCATION



Barber reads to children

By NAZNEEN MALIK

Recently, the Museum of Modern Art, in conjunction with JPMorgan Chase and football running back Tiki Barber of the New York Giants, launched a new program, *Exploring the Modern*, aimed at incorporating the Arts into New York City elementary and middle school education.

Sponsored by JPMorgan Chase, the program is a year long initiative and is comprised of a series of educational tours that allow students to gain familiarity and appreciation of contemporary works of art.

A spokesperson for the *Exploring the Modern* program, Tiki Barber is acutely aware of the need to provide students with different avenues such as music, art, and athletics, to serve as alternative modes of expression. A lot of the time, he says, students' affinity for these particular areas gets lost because they lack the exposure.

Indeed, Barber found his own method of expression in athletics at the tender age of eight and it continues to remain an integral part of him. "Sports always gave me structure in my life," he says. Nevertheless, he maintained a balance between sports and his academic education, excelling in both. In fact, he graduated as valedictorian, boasting a 4.0 grade point average from Cave Spring High School. Barber credits his mother for his academic success and fondly recalls, "my mom would not let us go to practice unless we did our

homework, so I got very good at learning things quickly and getting it done so that I could go do the things I wanted to do." Even while he was in college, Barber's mother still pushed her sons. She went back to college to obtain her Master's degree when Barber enrolled at the University of Virginia. "Literally every week, she would call and tell us I'm still making straight A's, what are you guys doing?" he laughs, "we competed against mom all the way through college."

It was in college that Barber developed an interest in education issues. He participated in a program that paired up elementary school students with college students, and had them meet every once in a while to talk. "When I got to New York City," says Barber "I found so many avenues for giving back. I know that as an athlete, I have a big power of influence. Sending the right message to kids is important to me." And he does.

Barber is involved with numerous charities and community initiatives such as the Fresh Air Fund and the Children's Miracle Network, of which he is a board member. He is also very enthusiastic about the *Exploring the Modern* program at MoMa. "This is such a great thing for JPMorgan Chase and MoMa to do," he says, "because it opens up another avenue and gives students exposure to it. I was exposed to a lot when I was younger," he continues, "and it shaped me into the person I am today." #

## THE JAZZ OF WESS ANDERSON

By JOAN BAUM, Ph.D

Nicknames are telling. In the case of the well known saxophonist Wess[el] Anderson, "Warmdaddy" was bestowed after a drummer in the Lincoln Center Jazz Orchestra commented on Wess's willingness to extend his hand to give autographs, especially to young people. With a laughing modesty, Mr. Alto Sax notes that people like to have autographs and he's only too happy to comply because he's appreciative of their interest. It's still an uphill battle to interest youngsters and young adults in this unique American music, but it's a mission he and his friend and colleague Wynton Marsalis, whom he met when they were playing with Art Blakey's Jazz Messengers, pursue with joyous devotion. When PBS came out with the History of Jazz last year, Wess saw the series as a "national anthem." It saddens though it does not surprise him that young people today shy away from what they've never been exposed to—"jazz is hard music"—just the opposite of his own life.

Repeatedly, he speaks glowingly of his father, his great mentor, who was always home by 3:00 p.m. from his late-shift job as a subway conductor on the Carnarsie Line. The family lived then in Crown Heights. And though his mother was always there to ensure that he did his homework, his father by mid-afternoon would be setting up jam sessions. His school friends, Wess recalls, would not know what he was talking about when he'd tell them that when he'd come home, he would see a Blue Note label spinning on the turntable. For Wess the record was as much a part of the household as his father's drums and the personnel who showed up to rehearse—they were "like family." He was a kid but he was already soaking up the environment. Most youngsters today don't have that advantage, that prompt, that appreciation—which may be the main reason Wess Anderson cares so much about education.

Under Wynton Marsalis's direction (Wess is the lead alto sax), musicians from the Lincoln Center Jazz Orchestra go out to public schools (K-12) all over the country. Jazz is a night move, so it's important to talk to youngsters and perform for them on their time, during the day. When he was an adolescent he used to think that all jazz musicians were at least 30 – 40 years old. His own experience, because of his father's example and encouragement, was unusual. But there is no reason why youngsters should not be exposed to a jazz early on, including its history, and there is every reason to hope that they will know it's



important to study, to be educated about the history of jazz, which is in many ways, the history of The United States. Sure, jazz involves improvisation, but improvisation turns on long experience and informed knowledge. He thinks that the Lincoln Center Jazz Orchestra's focus on education is incredibly important. "To teach well," he says, is to "relate to young people" who have no awareness, most of them, of performing or practice. To that end, he begins most education sessions playing "Happy Birthday"—a tune everyone knows. He does it straight and then . . . just . . . bops! He tells them, think basketball: you want to get the ball in the net, but you want to do it with style. In other words, improvisation is not random. And teaching well is never condescension.

Like most serious musicians, Wess Anderson plays many instruments. He started out on piano, studied clarinet under Alvin Batiste at Southern University in Baton Rouge, LA, then moved big time to the sax—"they say, you don't pick the instrument, it picks you," but who knows, he says with a chuckle, children never select what their parents play. His 14 year-old son loves the trombone. But why the Alto Sax? Well, he loves the tenor sax but the alto, it's got a special "singing quality," a beautiful soprano, a sound that just blew him away. It's not just love, it's study. Though he has a new CD coming out later this year, fans and those who should be, can hear Wess Anderson at The Village Vanguard on Tuesday, March 1st. And his father will be there.#

## LORNA DOVE, M.D., HEALER COLUMBIA U. COLLEGE OF PHYSICIANS & SURGEONS

By LIZA YOUNG

Dr. Lorna Dove, is a Clinical Hepatologist at the Center for Liver Disease and Transplantation (CLDT) at Columbia University Medical Center as well as an Assistant Professor of Medicine at Columbia University College of Physicians and Surgeons. She received her medical degree from Columbia University and additionally holds a Master's in Public Health (MPH) from the University of California, Berkeley. She is renowned for her research in innovative treatments for patients co-infected with Hepatitis C and HIV.

Here she explains her earliest roots, her motivation for success, sources of strength, and how to find meaning and happiness in life.

**Education Update (EU): How did you choose your career?**

**Dr. Lorna Dove (LD):** I don't even remember making the decision to become a doctor. It must have been early in life, because I can remember knowing that this is what I was going to do as early as 5th grade. There were no doctors in my family growing up...though there are few now. I had no pressure to become a doctor, but there was certainly pressure to "do something useful."

For me and my siblings that pressure translated into different things... lawyer, teacher, counselor. My father is a mechanic, very thoughtful, quite a diagnostician. I think that if he had access to different resources, he would have been a doctor.

**EU: What are some of the personal challenges you've had to overcome?**

**LD:** I think that near the beginning of my career my biggest obstacle was my own self-doubt. I come from a rural town in the South and early on (as young as 8 or 9) I learned that everything is not distributed fairly, and people don't always treat you in a fair manner. My parents told me "That's just life. Work to change it but don't let it stop you!" I heard the words but it takes a fair amount of strength to translate those words into action. I have spent my entire life first convincing myself and then convincing others that I can do what others are doing, and furthermore that I can do it well. You would assume that once you have some success you would relax and feel confidence, but that is not really true. The subtle messages that come from racism and sexism are powerful deterrents to success that you must fight internally everyday. The problem is that some

times these messages are so subtle you don't even realize that you are in the midst of a battle.

**EU: What are some of the achievements you are most proud of?**

**LD:** I hope that my biggest achievement is yet to come; that's what keeps me motivated. I have had a fair amount of career success. I completed college, medical school and I have a challenging job in academic medicine. However, I would like to accomplish more in the community. I come from a family that was active in the civil rights movement. As I get older, I realize that personal success is only one part of the equation. Finally, if I can raise two confident, well-adjusted, happy sons...I will give myself a hand!

**EU: What was a turning point in your life?**

**LD:** To be honest I don't remember a clear turning point in which the decision made changed my entire life. Instead, there are continuous small decisions that I make all the time. With each decision, I think about how it will affect my family, my overall goals, and myself. In some ways, I have always made the "safe" choices, not necessarily what I would always recommend, but this is a truthful answer.

**EU: Who were your mentors?**

**LD:** I think that there are two types of mentors;

those that you know who inspire you on a daily basis and the ones that you read about and see in the media who teach you what is possible. The first type is easy for me to describe. My parents grew up in rural NC not with much material wealth but with wisdom, determination and a sense of what is right: "Always do the right thing even when it is hard!" My father was the president of the local NAACP chapter when it was dangerous to even belong. They continue to mentor me.

As for the mentors from afar...well I am always inspired by women who achieve regardless of the forum. Think about the obstacles that Shirley Chisholm faced and the ones that Serena and Venus Williams face each day...the agendas are different but the ability to face the challenge is the same.

**EU: What advice would you give to today's youth?**

**LD:** Determine what you want to accomplish and stay focused on that goal. Be confident in your ability, but realize that everything takes hard work. So often we are consumed with immediate pleasures, but most long term success takes a little sacrifice up front. Don't become distracted by all of the material messages/baggage that we are bombarded with everyday. Don't get me wrong, I like pretty things. I also like to do things and go places, but happiness and success are not defined by what type of purse you carry.#

## AN INTERVIEW WITH POET MAYA ANGELOU



By JOAN BAUM, Ph.D.

That voice!—low, honey-warm, sultry, distinctive—every word carefully selected and articulated, every thought a weighing of intention and effect. Yes, this is the woman whose epigrams for Hallmark cards can take important ideas and press them into concise and telling lines, such as, If you must look back do so “forgivingly”; if you will look forward, do so “prayerfully”; but the wisest course would be “to be present in the present gratefully.” She loves the challenge of composing the epigrams, an activity she refers to with a slightly guttural laugh, as “delicious”—except that for her, the pith of the prose—or poetry—must always be an expression of love, compassion, benediction. Her fluency and joy are even more surprising, as readers of *I Know Why The Caged Bird Sings* recall, that she was for five years, beginning when she was 8, mute, traumatized into silence by having been raped and then feeling guilty when the criminal was murdered. Just as remarkable is her heartfelt conviction that all God’s children are human beings—despite plenty of proof to the contrary for a child growing up in dirt-poor Stamps, Arkansas in the 30s and 40s, confronting racism, poverty, and low expectations. But she speaks only of being “grateful” for her life, for her paternal grandmother, Momma, her great and wise mentor, and for her beloved older brother Bailey.

“The first” could well be a standard epithet for Dr. Maya Angelou (nee Marguerite Johnson) whose breakthrough accomplishments as an African American woman in so many disciplines have won her great praise and numerous awards in this country and abroad. Nouns tumble out in no particular order for she has typically pursued more than one calling at a time: poet, playwright, film and stage actress, best-selling author, newspaper editor, historian, presidential appointee to various commissions and councils, songwriter, dancer, director, singer, educator (she has 55 doctorates), although one identity—civil rights activist—might be said to preempt many of the others. Still none of these professions even in the aggregate define the essence of a woman who has become an icon for so many, especially for those who lost or never had any reason to value themselves. They sense in her one who has “been there” and who has emerged with an extraordinary sense of love for all human beings.

As though eight decades of a challenging and rich living were not already enough, Dr. Angelou continues to try to make a difference, especially for new generations of youngsters, in her role as

Reynolds Professor at Wake Forest University in Winston-Salem, NC where she teaches a master class, World Poetry and Dramatic Performance. Teaching is extremely important to her and teaching literature an affair of the soul. “To educate is to liberate,” and great teachers “remind people of what they already know instinctively,” though they have wonderful allies in great literature. Bad teaching is learning by rote and, even if unintentionally, conveying an attitude of condescension. She is sorry to say so, but she does—there are teachers today who humiliate, insult, or remain indifferent or insensitive to their struggling young charges, many of whom have no stable home. They punish instead of reward, even demanding that poor behavior and performance be met by extra reading assignments. What a distortion of literature, what a block to inculcating self-esteem! “Youngsters may do wrong but they know in their heart what is right.” How sad not to appeal to their basic humanity, she says repeatedly. She is “grateful” that she and Bailey loved to read and to read aloud to each other. She is also eternally “grateful” to Momma who taught, never be cruel, always look to good and act on constructive impulses. You will talk, Momma told the mute eight-year old, braiding her hair, “when you and the good Lord are ready.” The course Professor Angelou teaches reflects that heritage. She tells her students (who come from all disciplines) that in two weeks they must learn 27 poems. “They gasp, and then they learn . . . 50!” And, when, for example, black students recite Burns or Dickens and white students perform her own work or read Walter Mosley, they get to know characters from the inside, they get to feel the universality of the human condition.

The hour is late—“I know how old I am, I feel it in my bones,” she chuckles—but Dr. Maya Angelou has miles to go before she sleeps. She’s got plans for at least through 2008, when she will be 80—more books, essays and poems, and then a sojourn in Joplin, MO where she intends to act on a childhood prophecy that one day she would teach and preach. As for the immediate present, admirers, if they haven’t already, should check out her latest publication, a unique collection of childhood memories with Momma in the kitchen: *Hallelujah! The Welcome Table: A Lifetime of Memories with Recipes* (Random House). These include, among other goodies, Momma’s “smothered chicken, and though good friend Oprah Winfrey might say the dish is a bit, well, overcooked, that’s only the culinary part. The loving motive is nothing if not admirably well done.#

## NELSON MANDELA: FIGHTER FOR RACIAL AND SOCIAL EQUITY

Reported BY MICHELLE DESARBO  
& LIZA YOUNG

Telephoning South Africa several times recently and speaking with Nelson Mandela’s team was exciting. To think that this Nobel Laureate (Peace Prize 1993) who was incarcerated for 27 years and was now traveling, had consented to appear in *Education Update* was a tribute to the African-Americans in this nation who have fought for peace and recognition through poetry, law, politics, dance and the written word.

Sacrificing his freedom in the name of democratic and social principles, Nelson Mandela has had a tremendous historical impact. From his early youth he was actively involved in fighting racial discrimination in South Africa. As a student, he was involved in a protest of the white minority government’s withholding of basic rights to South Africa’s vast Black population

Receiving his law degree, he opened a law firm, together with his college friend Oliver Tambo, which provided free or low-cost legal advice to many Black Africans who otherwise would have been grossly underserved.

During his years as a student, Mandela began his involvement with the African National Congress (ANC), an organization promoting democratic policies in South Africa. He was instrumental in establishing the ANC Youth League and became its president in 1951.

Following the implementation of apartheid laws by the National Party (NP), which assumed power in 1948, Mandela and other members of the ANC protested apartheid laws through its Defense Campaign. In response to NP threats of disbanding the ANC, the “M” plan was formed. Named after Mandela, the plan resulted in the organization of smaller ANC units which would

encouraged the earliest participation in the anti-apartheid movement.

Mandela’s anti-apartheid activities eventually led to his arrest, first to a five year sentence in 1956. In 1961 he was acquitted, but was again arrested in 1962 and sentenced to life imprisonment. However, during his imprisonment, Mandela covertly engaged in the struggle against apartheid, releasing a statement to the ANC, encouraging Africans to come together in the fight against apartheid.



Following his February 1990 release from prison, he ran for president of South Africa. He was officially elected in May 1994. During his term, he introduced the Reconstruction and Development Plan, economically fostering the creation of jobs, housing and basic healthcare. Mandela led South Africa’s shift away from apartheid, which finally ended in 1996. The newly formed constitution of South Africa in 1996 guaranteed the rights of minorities and freedom of speech.

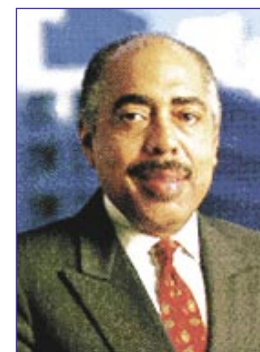
Nelson Mandela’s contributions to socially equality continue today. The Nelson Mandela Foundation seeks to improve rural conditions of schools by soliciting direct accounts of what conditions are like in the particular rural area.

The Mandela Foundation has helped build over 140 schools. These Mandela Schools have been the focus of a development program. One of the objectives is to create centers of excellence in learning and teaching within communities. The Foundation strives for a deeper understanding of how rural communities view education and how they can improve their own lives. The Foundation tries to bring a deeper understanding between policy makers and the communities who need their help.#

## DR. WALTER MASSEY: PRESIDENT, MOREHOUSE COLLEGE

By GILLIAN GRANOFF

Diversity begins at home, according to Dr. Walter Massey, the President of Morehouse College, an all-male, historically black college, with prestigious graduates such as Martin Luther King. For a former physicist, being at the helm is not an exact science. Dr. Massey defines leadership as having a vision and a goal and the strength and conviction to be able to share them with others. This includes having the commitment and fortitude do the things that are required even in difficult circumstances. Dr. Massey applies this philosophy with a commitment to individualism and a respect for race. His incredible down to earth and open nature have made him a natural success at being a leader, witnessed by his more than twenty honorary doctorates and awards for excellence in teaching.



Growing up in racially segregated Mississippi, Walter Massey did not begin his career with aspirations to become a college president. His proclivity for science led him to a career as a physicist. Massey achieved success at the University of Chicago as President of the prestigious Argon Laboratories. The turning point in his career came when he assumed a faculty position at the University of Illinois, Urbana. The offer to join the faculty of University of Illinois in

1968 coincided with the movement to integrate American Americans into higher education. An increase in the number of African American students being admitted to Illinois placed Dr. Massey in the unique position of serving as a role model and advisor to these new incoming students. This almost accidental career move motivated his desire to work with students and planted seeds for a career in academics. Dr. Massey humbly attributes his success to being in the right place at the right time.

Dr. Massey went on to become a professor and later an administrator at Brown University, a Vice President at the University of Chicago, and a Provost at the University of California school system. His decision to accept the presidency of Morehouse, his Alma Mater, was influenced by Massey’s own desire to give back to the African American community. At the helm of Morehouse for nine years, Dr. Massey has sought to instill in his students an appreciation for their heritage. He believes connecting them with their roots will make them stronger and more confident to address the challenges in a diverse world. “The students leave with a sense of confidence and pride in

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## SPEAKING WITH JAMES EARL JONES



James Earl Jones

By DOROTHY DAVIS

Recently we joined James Earl Jones at the Oxonian Society. Brilliantly speaking on "The Color of Delusion," he wove together events of his life, ruminations on the ironies of "racism," and the tough philosophy forged from their collision.

Born in Mississippi, raised in Michigan, Jones early "realized that people of every color could be racist, could be victims of racism." This was due to his "part Cherokee-Choctaw grandmother who had a double edged contempt for White folk and is the best example of racism that I know."

He encountered racism in college. "There

weren't many black fellows at the University of Michigan—In response to a paper I wrote, a professor called me in. I had spelled simplicity 'simplicity.' 'Why are you trying to be someone you're not?' he said. 'You're a dumb Son of a B—who doesn't belong at a university!'—I had no idea how to respond to such deep seated racism."

"The study of DNA undermines racist theory," he said. "There is more variation within a group than between groups. African-Americans' ancestors left Africa more recently. Racists believe those whose ancestors left Africa 40,000 years ago are superior to those whose ancestors left 400 years ago. But we are all African. We are African-Hungarian, African-Swedish or African-Irish like some of my ancestors." Yet people are racist. "Why doesn't proof matter?"

His pragmatic response to racism is just to blow it off.

When asked about who his mentors were in life, his response was surprisingly, "No one."

James Earl Jones has starred in such films as Star Wars (Darth Vader), The Lion King, Clear and Present Danger, The

Hunt for Red October, Cry, the Beloved Country and The Great White Hope, for which he received an Oscar nomination. (And should have received the Oscar. Catch it this month on PBS and see for yourself.) You may also know him as the hopping (not hip-hopping) spokesperson for Verizon. #

Go to [www.oxoniansociety.com](http://www.oxoniansociety.com) for more information. *Voices and Silences is James Earl Jones' autobiography, recently updated with an epilogue and available in paperback.*

## New York's Manumission (Free the Slaves!) Society & Its African Free School 1785-1849

By DOROTHY DAVIS

People who say that the Declaration of Independence's "all men are created equal" should have applied to more than property-owning white men might be surprised to know that at the time Alexander Hamilton and many other New York leaders felt that slaves should be given their freedom and the right to vote. Unfortunately Thomas Jefferson and Southern leaders disagreed. In 1785 Hamilton, John Jay and 28 others created New York's Manumission Society, which established the African Free School in 1794. Manumission (from the Latin for "hand" and "let go") means to free a slave. The society worked for the abolition of slavery and the freeing of slaves, and through its school educated young African-Americans.

The New-York Historical Society has the Manumission Society's Records (1785-1849) and the School's (1817-1832). These can be viewed on microfilm at their library. Some of the originals can be seen in the Alexander Hamilton exhibit through February 28. For address and hours go to [www.nyhistory.org](http://www.nyhistory.org).

The Museum of the City of New York has Manumission Documents from the early 19th Century between slave owners and slaves as well as slave purchase documents.

The Schomburg Library's new website "IN MOTION" [www.schomburgcenter.org](http://www.schomburgcenter.org) contains a photo of the second African Free School, and information about two graduates: the artist Patrick Ryan and the prominent abolitionist Henry Highland Garnett. #

most elite universities in the country.

Since arriving at the university he has come closer to achieving this goal. He has improved the quality of student and faculty recruitment, enhanced the college's fundraising capabilities, and improved the college's reputation, by mak-

***Dr. Massey defines leadership as having a vision and a goal and the strength and conviction to be able to share them with others.***

ing Morehouse one of the leading undergraduate institutions in the nation and the number one African American college.

One of the challenges Morehouse faces as a small, undergraduate and predominately African American institution is in the area of financial resources. Morehouse's small endowment has limited its ability to expand. "Being a historically black college, there are certain traditions that you want to keep in mind whenever you're planning for the future." Massey discussed the challenge of historically black colleges, many under mandates to become

## In Motion: The African-American Migration Experience at the Schomburg Center

By DOROTHY DAVIS

A glittering array of celebrities appeared at the New York Public Library's Schomburg Center for Research in Black Culture, in Harlem, to celebrate the brilliant new online resource "In Motion: The African-American Migration Experience." The exhibit tells the in-depth story of over five hundred years of African-Americans on the move. It tells about the thirteen separate African-American migrations, from the 1500s until today. Only two of them (The Transatlantic Slave Trade and The Domestic Slave Trade) were involuntary. Others included Haitian Immigration--18th and 19th Centuries, Western Migration, The Great Migration, Caribbean Immigration, and African Immigration.

What did Harry Belafonte, the famous actor, singer, producer and human rights advocate, have to say about "In Motion?"

"It gives us a chance to speak with some authenticity and authority about what our journey has been. Young students, young minds that are eager to know more about who and what we are as a nation and certainly as Africans will be rewarded amply by what they will experience on this website."

What did Paul LeClerc, President of The New York Public Library, have to say about the website?

"[It is] the single most extraordinary online version of a library that I think is possible, the best that is available in the world today."

What did Congressman Charles Rangel have to say?

"I have shared [this] with members of the Congressional Black Caucus and I can't begin to tell you how excited they are about this great project. The African-American is just one of the few people in this great country that if they were to give us a million dollars to go to our homeland we have no clue as to where to go. We don't know what we would do without the Schomburg in shedding some light on who we are as a people. Where did we come from? Where did we anchor our culture and beliefs, including religious beliefs? What were our hopes and aspirations? It makes us

all better persons to know who we are."

What special message for teachers did Howard Dodson, Director of The Schomburg Center, have about the website?

"The African-American experience is a central part of America's experience. Let's hope that this resource will assist teachers in incorporating some of the missing pages of American history into their classroom experiences."

What special message for teachers came from Dean W. Schomburg, a distinguished radio commentator and grandson of the Puerto Rican born Black Scholar, bibliophile and NYPL benefactor, Arturo Alfonso Schomburg, for whom the Center was named?

"Teaching is so important and so under appreciated. I would like to urge teachers to visit our new website, "In Motion". It's set up for

them with lesson plans right on there. How much easier could it be? With kids you never know what will possess them. If you expose them to this website some of them may be inspired by it. Just let them know it's here. Even if only one person in your class gets taken by it I'd be happy with that. That would be a wonderful thing!"

And what did 6th Grader Sam Howard, who attended the preview with his mother, Mamie Bittner, a Director at the Institute of Museum and Library Services, have to say about the website after he'd seen the preview?

"That was really good!"

The United States Congress appropriated \$2.4 million for the creation of this major digital archive.#

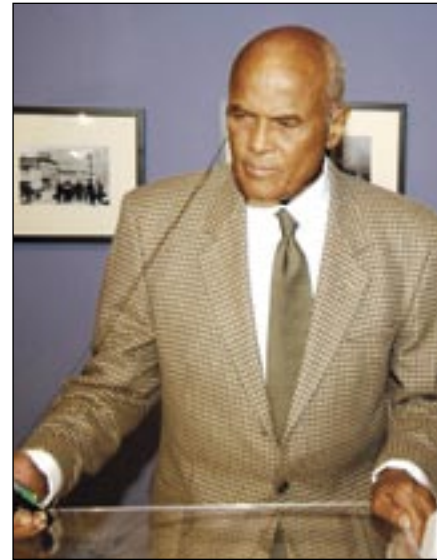
The website ([www.inmotionaame.org](http://www.inmotionaame.org) or through [www.schomburgcenter.org](http://www.schomburgcenter.org)) contains 16,500 pages of essays, books, articles and manuscripts, 8,300 images, 60 maps and more than 100 detailed lesson plans. A companion book published by National Geographic and co-authored by Howard Dodson and Sylviane A. Diouf, and a Black History Month Kit are available for purchase at The Schomburg Shop at 212/491-2206. An Exhibition will be at the Schomburg Center February 3 to April 30, 2005.

sive to helping each other."

His deep-seated belief in the value of mentorship has made him appreciate the intimacy of working at a small undergraduate college. "I have much more interaction with students than I did at the larger research institutions. He holds office hours at least twice a month. His own mentors include Sabinus Cristensen, his physics teacher whom he credits with helping him to realize his own strength in the sciences and Howard Swear, the former President of Brown, who mentored him in his first administration. And he credits Hannah Gray with helping him to understand leadership.

His advice to his students is simple: find the things that you like to do and that will give you a sense of satisfaction and pride. You, of course, should want to earn a living in life, but that should not be your primary goal.

Dr. Massey is optimistic about the growth and progress in the African American community, although he notes that many inner urban areas still lag behind. The challenge ahead, he says, is to integrate those communities in the inner city, who have been unable to benefit from the changes and help them to take advantage of the opportunities that students at Morehouse have clearly shared.#



Harry Belafonte

E. Lee White

## Pres. Massey

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themselves which allows them to go out and interact with people of all backgrounds because they have a sense of who they are." For Dr. Massey, diversity starts with learning to appreciate the unique nature of individuals, which, Dr. Massey believes, will help his students to respect racial and gender differences as well. "When you learn to understand and appreciate differences among individual people, you learn to deal with racial, gender and other diversity issues."

Dr. Massey underscores the diverse student body at Morehouse. "Our students come from all over the country, from different socio-economic groups. We have a large international contingent. From the outside this may look like a homogenous community but these students are a very varied group."

Though clearly committed to the growth of the African American community, Dr. Massey's vision is not colored strictly by race. His firm belief in individualism has influenced his vision for Morehouse. His goal is to make Morehouse competitive academically with the

more diverse, and those like Morehouse whose goal is to maintain roots in the black community and to be faithful to the traditions while becoming competitive with most schools in the country. He hesitates to overstate the distinctions between historically black colleges and

others: "The audience and traditions are different but overall, the major things I deal with are about the same."

Dr. Massey's belief in the importance of tradition has inspired an atmosphere of cooperation and unity at Morehouse. "We try and help students appreciate what it means to be an African American male in society, what the responsibilities and obligations are. What we find is that our students tend to bond together more closely. The guys depend on each other a lot more, and it creates a learning environment in which the students are much more respon-



# CHANCELLOR MATTHEW GOLDSTEIN BRINGS CHANGE TO CUNY

By SYBIL MAIMIN

The City University of New York (CUNY) is on a roll! With its largest enrollment since 1975 and a revitalized reputation, its 20 colleges and professional schools continue to attract some of the brightest New Yorkers, particularly immigrants, first generation Americans, and the less affluent. Some of the school's success can be attributed to Matthew Goldstein, dynamic chancellor since 1999 and the first one to be a graduate of CUNY (City College, 1963). Recently, an overflow crowd of the city's power elite in education and business came to hear Goldstein speak at the Harvard Club, perhaps because, as Seymour Fliegel, president of the Center for Educational

Innovation-Public Education Association, host of the event, explained, "He always announces something, and the amazing thing is, it always happens. He is always prodding the system."

In his talk, the chancellor outlined four major areas of reform that will help the university meet its mission as mandated by New York State law to "...maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes." First, academic excellence is being achieved through increased rigor and innovation in the curriculum (900 additional faculty have been hired bringing the total to 6300), special attention

to writing skills, higher admission requirements, an Honors College, and new programs with public schools to help prepare students for college. The four-year old Honors College has been a huge success, attracting exceptional students (2100 applicants for 300 places last year) and offering a unique, world-class education. Second, CUNY is investing in teacher education at its Teachers Academy where it works with the city's Department of Education. CUNY produces about one-third of new teachers in the public schools. Goldstein is determined to find out "if we are attracting the most able students and, if not, why," and "why teachers start with the best of intentions and leave." He is "convinced if we start fresh we can do better" and cites basic changes needed such as improved compensation and better conditions. "Schools need to understand you are competing in a market-based economy." Third, this will be the decade of serious investment in science at CUNY. One of the nation's top research institutions with over 100 research centers, institutes, and consortia, the university must upgrade science facilities to attract and hold top faculty and students. Goldstein worries that college students are moving away from science. Fourth, the chancellor "acknowledged with grave con-



cern" that CUNY has not recruited, retained, and educated minorities, especially blacks and Hispanics, adequately and cited a 60-70 percent drop-out rate in some areas. "Our society is unforgiving of no skills," he warned. "It is the obligation of a public, urban university to look at the problem and see what can be done." He has appointed a task force to examine the best research and come up with proposals.

A basic theme in CUNY's history, explained Goldstein, has been to "provide an

education so the children of the poor and of immigrants have an opportunity to achieve their dreams." It was with special pride that he introduced Eugene Shenderov of Brooklyn College and Lev Sviridov of City College, who have been named Rhodes Scholars and will study at Oxford University next year. Both are immigrants from the former Soviet Union and are "the embodiment of the CUNY experience." Shenderov said he was pleased to put to rest the idea that public institutions are not as good as private ones. "We still can compete on the highest levels," he noted. CUNY is in the midst of a major fund-raising campaign. Its reforms and achievements have earned it new respect and, the chancellor hopes, will contribute to the success of the campaign.#

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## Talking with Nina Jaffe at Bank Street College of Education

By KRISTEN Z. STAVISKY

I recently sat down with Graduate School faculty member Nina Jaffe to talk about her latest project, a collaboration with HarperCollins Festival Readers and DC Comics on a series of books, including four readers for ages four through seven, and two chapter books for ages ten and up. The series features a long-cherished American icon, Wonder Woman. Nina was able to offer her own interpretation of Wonder Woman, emphasizing the character's mythological background. The resulting stories reflect Bank Street values integrated with themes that thread through Nina's previous works, such as *The Cow of No Color*, including stories featuring wise and strong women drawn from world folklore. During our conversation, Nina shared her specific inspirations for Wonder Woman and the collaborative journey that brought her vision to life. I asked Nina to talk about her own memories and how these influenced her interpretation of Wonder Woman. "Using childhood memories to understand the developmental-interaction approach is integral to coursework here at the graduate school." This training informed her thinking as she sought to connect the Wonder Woman of popular culture to this new series of books for children.

"When I was ten years old, I attended summer camp in upstate New York. For 'free choice' time, I decided I wanted to learn archery and went up the hill to begin practice (all the other campers in this group were boys.) The counselor said: 'Maybe this isn't the right group for you. Why don't you join the farm group? You can feed baby goats!' Later that summer, the farm group took a trip to the county fair. I entered a calf-wrestling contest (which meant running across a track, grabbing a calf, and dragging it into a small square outlined on the field) and won! Recalling these experiences helped me imagine Diana's feelings and motivation as she took on the challenges and rites of passage key to claiming her role as champion of peace and justice outside Paradise Island." In 2002, HarperCollins and DC Comics, aware of her work and background in storytelling and folklore, approached Nina to write a book series for young children. Wonder Woman was about to experience another reinvention. Nina had the honor of transforming Wonder Woman into a literary creation, revised and translated for an audience of young readers.

Nina describes her work on the series as one of the most collaborative professional experiences she has had. Nina, with editors at HarperCollins and DC Comics, and illustrator Ben Caldwell worked together to bring a new kind of Wonder Woman to life. The professional interests that have guided Nina's career, particularly linguistics, social studies, storytelling, and folklore,

were encouraged by the entire creative team. They shared a vision, a desire to create a strong role model that all young girls could relate to. Nina notes the series' decidedly un-Barbie-like representation of Wonder Woman. This Wonder Woman is graceful, muscular and strong and as reflected in Caldwell's illustrations proud of her multi-ethnic heritage as an Amazon princess. The hope was to create a more global superhero that young girls from many backgrounds could engage and identify with.

Throughout the Wonder Woman series, children are guided to make sense of the world. Nina uses familiar settings and current issues to contextualize the stories. The Bank Street influence is clear. Just as Bank Street uses Social Studies as the center of the curriculum and encourages children to make meaning of the world around them, Wonder Woman's adventures tackle current issues and problems. In *The Journey Begins*, Nina's Wonder Woman confronts Ares, god of War (particularly timely given current geo-political realities.) In the climactic episode, Wonder Woman shows Ares the futility of fighting and the ultimate destruction caused by war. She promotes a message of peace and uses her intellectual gifts to avert tragedy. In *The Rain Forest*, Wonder Woman takes up environmental issues and fights to save the Rain Forest and the people that live there. Both stories allow children to see that they can take positive steps and have an impact on the difficult problems we face as a society. As Nina researched and wrote the Wonder Woman series, the connections to her professional life and ideas articulated at Bank Street continually surfaced throughout the creative process. Nina noted that in the original Wonder Woman—both comics and TV series—the writers portray her as traveling from the idyllic world of Paradise Island to "man's world." Nina pondered the terminology and advocated for a change—believing that young readers needed a new, more inclusive metaphor that would still preserve the distinct worlds of the Wonder Woman mythos. And so, "man's world" became "mortals' world" in both the readers and chapter books. In addition, she had access to DC Comics' references, past and present, and used her own sources on Greek mythology and folklore, as well as the Bank Street Library.

The Bank Street Bookstore carries the result of Nina's work, the Wonder Woman series, with personalized inscriptions available on request. Visit <http://www.bankstreetbooks.com> to learn more about the new Wonder Woman.#

*An interview with Nina Jaffe will be included in a documentary which will be released in spring 2005 with Volume 3 of the Wonder Woman TV series on DVD (produced by New Wave Entertainment with DC Comics/Time Warner).*

### PREMIER PRINCIPAL LEADERSHIP PROGRAM SEARCHING FOR FUTURE URBAN PUBLIC SCHOOL PRINCIPALS

By Cheryl Riggins-Newby

"Just as it takes a great CEO to change a company, it takes a great principal to change a school," explains Jonathan Schnur, co-founder and Chief Executive Officer of New Leaders for New Schools.

Schnur is acutely aware of the daunting challenge ahead for New York City's public schools: in the next five years, approximately 60% of New York City public schools' current administrators and supervisors will become age-eligible for retirement. The looming retirements come during a time of record departures, with approximately 175 principals leaving the city's schools annually since 2001.

In part because of statistics such as this one, New York City's Department of Education, as well as other major urban school systems nationally, have partnered with New Leaders for New Schools: over the next ten years, NLNS will recruit and train 2,000 exceptional principals to drive academic achievement for 1 million children in urban public schools nationwide.

Over the past four years, New Leaders for New Schools has developed 46 new principals and future principals in New York City, who are together impacting nearly 25,000 students in some of the city's highest-need schools. The New York New Leaders are part of a network of 152 New Leaders nationwide, a number that will increase to 242 this summer, impacting nearly 125,000 children across the country.

New Leaders across the country feel strongly that having a network of like-minded peers bolsters their shared goal of transforming public education. "It's incredible; you send a question out to the rest of your cohort and within 24 hours you have an inbox full of emails about how to solve a particular problem you're facing," says Gary Beidleman, a current New Leaders Resident. "The dialogue about how to improve your school is constant," he continues.

Once a candidate joins New Leaders for New Schools, he or she receives extensive academic training, including the six-week Summer Foundations Institute, a yearlong Residency with a high-performing principal of an urban public school and individualized leadership development training. Applications will be accepted until March 15. For more information, log on to the organization's site at [www.nlms.org](http://www.nlms.org).#



# Advice to Help Your Child Get Through the College Application Process

By ALEXANDRA BARZVI, Ph.D. & KATHERINE DAHLSTGAARD, M.A.

**Q: Why are the SATs and the college application process so stressful?**

**A:** Applying to college can be stressful for many reasons. First of all, the process itself is long, detailed, and time-consuming, lasting an

average of one year. From the start, applicants suddenly have extra work to complete, new tasks to master and additional responsibilities that they are accountable for, in addition to their ongoing homework assignments and extra-curricular activities. Applicants face new, competitive challenges and are subject to being evaluated in unfam-

iliar ways. In many cases, this will be the first time your children are making big decisions that will affect the next four years of their lives.

A low to moderate level of anxiety is actually motivating and is associated with peak performance. However, too much anxiety can be overwhelming and lead to poor performance.

well in the past. For instance, I get As and Bs in English class, so I know I am not always a "bad" writer."

**Q: What can parents do to make this process less stressful for adolescents?**

**A:** Becoming over-involved, critical, or avoidant of your teens during this period is unhelpful, as children may infer from those actions that you don't believe they are capable individuals who can solve their own problems (e.g., "Mom's staying up to write my essay—she must think I can't do it!" or "Dad hasn't asked about my applications in over a week—he's already given up on me.") Rather, teens should be encouraged to take as much independence in this process as possible, and parents should view their role as that of a "safety net," there to foster a teen's sense of confidence to proceed as well as cushion the fall in case the teen makes mistakes. Parents should also address their own anxiety and model non-anxious, proactive coping behavior whenever possible.

**Q: Can the Child Study Center help me develop a personalized approach for my child?**

**A:** While your teen's anxiety around this issue may not constitute a diagnosable anxiety disorder and may not warrant traditional psychotherapy, our therapists work with teenagers on a short-term basis to help them problem-solve, reduce their immediate distress and achieve their long-term goals.#

*Alexandra Barzvi, Ph.D. is Clinical Coordinator of the Institute for Anxiety and Mood Disorders at the NYU Child Study Center and Katherine Dahlsgaard, M.A. is a Fellow at the Child Study Center. For more information, call 212-263-5850.*



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**Q: How can parents help their children combat negative, pessimistic thinking during the application process?**

**A:** Negative self-talk that sounds obviously extreme to parents may seem perfectly reasonable to the anxious adolescent. Parents can help their children to recognize when their anxiety is being driven or intensified by distorted thinking, and encourage more rational or neutral thoughts. For example, teens often use catastrophic statements such as "If I don't get into my first choice college nothing will work out in my life!" or negative self-labeling statements such as "I can't write the personal essay—I'm just not a good writer!" or perfectionistic statements such as "Everything has to be perfect on my application/during my interview or I won't get in!" Once parents have helped their teens to see that their thinking is overly-pessimistic or catastrophic, they can then work with them to develop more realistic, flexible, and optimistic responses such as: "I will be very disappointed if I don't get into \_\_\_\_\_, but there are some great things about my second choice school, too, such as \_\_\_\_\_," or "I've written

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## College & University Presidents Combat Substance Abuse

As alcohol, other drug abuse, and incidents of violence continue to plague college and university campuses, a new group of leaders joins the Presidents Leadership Group (PLG). The Center for College Health and Safety (CCHS) has expanded its PLG with the addition of six new members committed to making student substance abuse prevention a priority on campuses.

With support from The Robert Wood Johnson Foundation, the PLG was formed to bring national attention to alcohol and other drug issues on college and university campuses. Representing a broad array of institutions of higher education, officials at 50 campuses from 28 states now participate in this effort. The newly named PLG members will build on the leadership efforts of previous members by serving as prevention advocates and leaders on their campuses and in their surrounding communities.

"Presidents are in a unique position to create a positive impact on their campus and community environments, especially regarding issues of stu-

dent alcohol and other drug use," states William DeJong, director of the Center for College Health and Safety. "We commend the efforts of these presidents and look forward to their continued commitment to addressing student substance use."

New PLG members are chosen based on their previous leadership efforts and plans for future initiatives in alcohol and other drug prevention.

"I am extremely troubled by the prevalence of high-risk drinking within higher education," states Daniel Mark Fogel, president of The University of Vermont. "As I reflect on my commitment to this issue, I believe that my resolve in addressing it has only deepened. The University of Vermont is ready to engage in this discussion as a community; and I am prepared to lead this dialogue. I am aware of the complexity of the problem we face; a problem that at times can seem daunting. But it is one that I am ready and willing to face head-on."#



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## Libraries for the Blind Launch Digital Audio Book Service

State libraries for the blind in Colorado, Delaware, Illinois, New Hampshire, and Oregon, along with the National Library Service for the Blind and Physically Handicapped (NLS), part of the Library of Congress, have partnered to launch an innovative digital audiobook service for visually impaired users. Unabridged (<http://www.unabridged.info/>) enables blind patrons to check out and download digital spoken word audio books directly to their computers. The digital audio books can then be played back on a PC, transferred to a portable MP3 playback device, or burned onto CDs.

Member Libraries include: Colorado Talking Book Library; Delaware Library for the Blind and Physically Handicapped; Illinois Network of Libraries Serving the Blind and Physically Handicapped; National Library Service for the Blind and Physically Handicapped; New Hampshire State Library, Talking Books Program; and Oregon State Library, Talking Book & Braille Services.

The first year of the program will serve as the pilot phase, with a limited number of users in each participating state. Early responses from librarians and patrons have been very positive. During the first month of the service use

of the collection has been brisk, and reports of technical problems have been sparse. Lori Bell, Director of the Mid-Illinois Talking Book Center, noted, "I am very excited about this project. Our readers are eager to try digital audio books. Through Unabridged they can browse, select a book and download it directly to their computers."

Unabridged is powered by the new digital audio book system from OverDrive (<http://www.overdrive.com/>). The content is delivered as encrypted Windows Media Audio (WMA) files applying Digital Rights Management service (DRM). Playback on a personal computer is accomplished using the new OverDrive Media Console (OMC) software. OMC builds on the existing features of Windows Media Player to offer key functionalities useful to digital audio books users, such as MediaMarkers, which allow non-linear navigation, bookmarks, and the ability to skip back 15 seconds in the digital audio book. OMC also enables variable speed playback, an exciting new feature for a mainstream digital audio book system designed for the general consumer market. The OMC offers enhanced accessibility and general usability for blind and visually impaired readers.#

## NEW TECHNOLOGY IN TREATING ATTENTION & BEHAVIORAL PROBLEMS IN CHILDREN & ADULTS

It's a patented technology that is similar to that used by NASA astronauts and U.S. Air Force pilots to stay attentive in the cockpit. A new product called the Play Attention Learning System is using similar space-age technology that can now be used on home/school computers to help minimize attention, concentration and focus challenges in children and adults. Through the use of new computer technology, unique one-on-one support and a dynamic training program, Play Attention's innovative learning system actually trains the brain to pay attention and focus better.

"NASA has proven that attention can be improved through feedback training. Play Attention is actually an enhancement to their technology which is successfully impacting the lives of children and adults worldwide," says Peter Freer, Play Attention Founder and CEO. The results have been powerful throughout the United States, Europe, China, Canada, Singapore, Puerto Rico, South America, Taiwan, and Australia.

The Play Attention Learning System consists of a unique computer software program, a sensor-lined helmet similar to one used for bicycling and an interface unit that connects the helmet sensors to the computer. These sensors monitor the user's attentive state and cognitive process while he/she interacts with the characters on the computer screen. Users complete a series of video game-like exercises that are controlled, not by joysticks or controllers, but by the brain alone. Through a process called Edufeedback, Play Attention users can see and

hear real-time feedback of how they're progressing in focusing, finishing tasks, increasing memory, and filtering out distractions.

Within a short time of using Play Attention, behavior can be modified to reduce or eliminate disruptive calling out, fidgeting, and impulsivity, all while improving time-on-task, focus, comprehension and more. The system helps reduce the effects of distraction at home, school and the workplace, bringing life into focus. Play Attention encourages practice of key cognitive and attention skills that, in a relatively short amount of time, retrains the brain how to think more clearly, more attentively and with more focus.

The Play Attention Learning System is much more than computers and technology. In addition to the hardware & software, a user receives personalized one-on-one support, motivation and guidance with Play Attention staff members, typically holding a master's degree or higher; a mentor program for children and adults to insure goals are set and being reached; and free access to [www.playattention.net](http://www.playattention.net), a support site loaded with newsletters, information about the rewards program, latest software downloads, coaching resources, and interactive advice from the Play Attention staff.#

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## CRAIG FORTH: THE CENTER OF EDUCATION

By M.C. COHEN

With Syracuse leading Notre Dame 66-61 late in a Big East game, Craig Forth, Syracuse's 7-foot senior center went to the foul line. Suddenly, the focus of the commentators on ESPN's nationally televised game shifted from basketball: "Craig Forth has 145 credits, he can get every major in the school," said one of the announcers jokingly. He may not have all the majors, but he is a double major in Inclusive Education and Geography.

Forth, a third team Academic All-America

with a 3.85 grade point average chose Syracuse not so much to play for renowned coach Jim Boeheim, but for its prestigious education school, specifically to study special education.

"He's one of the most intelligent people I've ever been around," said Syracuse's star guard Gerry McNamara, "and as far as personality is you don't get any better. He's going to be a success in whatever he tries to do."

Forth has visions for the future that go beyond the basketball court. That's not to say though he does not also dream of playing profession-

ally. But, heading into this season, Forth, who is from a suburb of Albany, has never averaged more than six points or six rebounds for a single season. An extremely hard worker and a major defensive presence inside for the Orange, espe-

cially during their 2002-03 NCAA championship season, Forth has been a solid four-year starter for Syracuse.

"Craig doesn't get a lot of recognition, except the negative kind, but he was really big for our zone [defense]," said Jim Boeheim after Syracuse beat St. John's at Madison Square Garden in January.

Off the court Craig is a superstar. He has already done student teaching in a fourth grade classroom and has frequently donated his time to work in sports programs for disabled and physically challenged youth.

Choosing Inclusive Education was an easy choice for Craig since his 12 year-old brother, Jeremy, has autism.

"Jeremy is one of the biggest reasons why I got into education and the special ed. field," said Craig, "He and my mother, the way she handled things."

"I got into education to give every kid the

opportunity that I did not see my little brother getting in some of the classrooms he was in. I go out there and see my mom fight for him every day. She's fighting for him right now, trying to get him in a different school. I just want to go out there and help little kids like him."

Since Craig has been in high school he has set out two paths—playing basketball and helping others—he has succeeded at both in college. He has won a national championship as a player and as a student has come to realize the value of making a positive impact in children's lives.

"My goal is to, in my lifetime, create my own school in which students with or without disabilities can learn, grow, and become better at life," said Craig.

"I realize that this

is far-stretching and that I am only a senior in college. However, what is life without goals? "Mine simply exist in the educational world."

And for the future of teaching that can only be good.#

Mike Cohen is the director of Throwback Sports in New York City which offers individualized and small-group programming for children.#



Craig Forth

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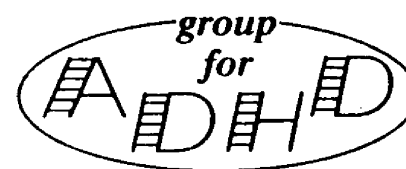
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## EMPOWERING LEARNING DISABLED STUDENTS THROUGH THE POWER OF MENTORSHIP

BY DAVID FLINK

On a warm day in 1998 in Providence, Rhode Island, a group of LD/ADHD labeled college students from Brown University sat in a circle with a group LD/ADHD labeled elementary school students from Fox Point Elementary. They were a part of a program called Project Eye-To-Eye, a public service project ran by and for students with academic labels such as learning disabled (LD) and attention deficit hyperactivity disorder (ADHD). The program had one simple goal: match LD/ADHD labeled adults with LD/ADHD labeled elementary school students to act as role models, tutors, and mentors, as a means to empower their learning and give them hope for their future.

On this day in 1998, the LD/ADHD mentors worked with their LD/ADHD mentees on art projects created to facilitate metacognitive development, expression of emotion and creativity, and most importantly self esteem building. On this day, a mentee named Adam found hope. His mentor David did as well.

One in five American children are diagnosed with a reading disability (LD) or an attention disorder (ADHD/ADD), yet only ten percent of public school teachers are adequately trained to meet these specialized needs. Although these children are, by definition, of average or above-average intelligence, only five percent will go on to any form of higher education, and only 1.8 percent will attend a four-year college or university.


While these are daunting statistics, there is hope. Research shows that self-esteem, not IQ, is the most important factor in the success of an LD/ADHD child. Project Eye-To-Eye is the first program in the country that seeks to directly empower LD/ADHD students by building self-esteem through mentoring. As a program committed to community empowerment, art as a medium of learning, and bringing the resources of higher education into our communities, Project Eye-To-

Eye represents not only radical special education reform, but a necessary and integral part of any national educational agenda.

My name is David Flink and I am the David mentioned in the story above, at the time, a freshman in college attempting to do some community service and take my experience of being labeled a different learner and put it to good use. What I found as a member of Project Eye-To-Eye was much more than that. After a lifetime of being subjected to the language of deficits and abnormalities, I, along with the rest of the group, managed to transcend the limitations foisted upon us in our pasts and to create a community that could empower youth who had similar life experiences and learning styles.

Seven years later I am now managing director of Project Eye-To-Eye, a New York City based, nation mentoring program. I work with executive director and author of Learning Outside the Lines, Jonathan Mooney, in developing and maintaining a growing number of Project Eye-To-Eye sites across the nation. Everyday we give "at-risk" students the feeling of connection that is built by sharing common experiences and having compassion for differences. #

For information regarding Project Eye-To-Eye, contact [info@projecteyetoeye.org](mailto:info@projecteyetoeye.org). *Project Eye-To-Eye: Empowering Learning Disabled Students Through the Power of Mentorship*.



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## DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

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

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

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

Students can also enjoy discounts on *Disney on Broadway* souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available. #

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



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Director and Founder, NYU Child Study Center

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### HELP FOR SHY OR SOCIALLY ANXIOUS TEENAGERS

#### WHAT IS SOCIAL ANXIETY?

Social Anxiety is intense nervousness in social and performance situations.

#### Signs of Social Anxiety in Teenagers

- Excessive shyness
- Painfully shy, embarrassed, hesitant, passive and uncomfortable in the spotlight
- Avoids or refuses to start conversations, perform in front of others, invite friends to get together; call others on the telephone for homework, or order food in restaurants
- Avoids eye contact and speaks very softly or mumbles
- Has minimal interaction and conversation with peers
- Appears isolated and remains on the fringes of the group
- May sit alone in the library or cafeteria, or hang back from the group at team meetings
- Overly concerned with negative evaluation, humiliation or embarrassment
- Difficulty with public speaking, reading aloud, or being called on in class

#### HOW DO I KNOW IF A SHY TEENAGER NEEDS HELP? Ask yourself the following questions:

- (1) Is s/he spending too much time worrying about social situations or what others think of her/him?
- (2) Does the social anxiety stop him/her from doing the things s/he would like to do?
- (3) Does this problem interfere with socializing and making friends?

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## CODEY DISCUSSES INVESTING \$380 MILLION IN STEM CELL RESEARCH

Acting Governor Richard J. Codey today met with stem cell research advocates to discuss his proposal to invest \$380 million to help make New Jersey the international center for stem cell research excellence. "The promise of stem cell research gives us hope," Codey said. "Hope that one day we find cures for diseases like Alzheimer's, Parkinson's and cancer. Hope that those left paralyzed by spinal cord injuries may some day lead normal lives again. And hope that families who pray for a cure are blessed with a miracle."

Codey unveiled his stem cell research proposal during his State of the State address Wednesday. Under the proposal, \$150 million in unspent bond money will be used to build and equip the New Jersey Institute for Stem Cell Research in New Brunswick. In addition, Codey will ask voters to approve a \$230 million bond referendum in November to fund stem cell research grants.

Codey announced during a news conference at the Kessler Institute for Rehabilitation today that he plans to front-load the bond issue to distribute the money faster—over seven years instead of 10. "We have to act aggressively," Codey said. "Science moves fast, and other states like Wisconsin and Illinois are right behind us in this race for a cure."

Codey was joined at the news conference by Acting Health and Senior Services Commissioner Fred M. Jacobs, M.D., J.D., and Chief Medical Officer for Kessler Institute for Rehabilitation Bruce M. Gans, M.D. "Today's

research will lead to tomorrow's treatments and cures for tens of thousands of people who are suffering from diseases and injuries that today are thought to be chronic or fatal," said Jacobs. "Stem cell research is opening the door to cures for diseases such as diabetes, Alzheimer's and Parkinson's."

Gans thanked Codey for his commitment to stem cell research and expressed excitement for the promise that stem cell research offers. "As New Jersey's largest provider of comprehensive medical rehabilitation services, we are excited about the potential that stem cell research will provide in terms of the care and treatment of individuals with spinal cord and brain injuries, neuromuscular disorders, diabetes and a host of other disabling conditions," Gans said. "This is an important and exciting time not only for our patients and for medical providers in the state, but for those across the country and around the world."

For more than 55 years, Kessler Institute for Rehabilitation has pioneered the course of physical medicine and rehabilitation. Today, Kessler, a Select Medical company, continues to lead this field through its comprehensive, medically based rehabilitation programs in spinal cord injury, brain injury, stroke, amputation and orthopedic, neuromuscular and musculoskeletal disorders.

Codey is a long-time advocate of stem cell research and was the primary sponsor of legislation signed into law in January 2004 that legalized stem cell research in New Jersey. #

## THEATER, MOVIES & TV

### Coach Carter Is a Winner; Hotel Rwanda's Unlikely Hero

By JAN AARON

The role of the charismatic basketball coach Ken Carter in the dramatic *Coach Carter* is a slam-dunk for the always-magnetic Samuel L. Jackson. This true-life story takes places in the 1990's and concerns Richmond High's legendary coach who put education above recreation. Both the real Carter and his son Damien (well played on screen by Robert Richardson) were involved in the production. Directed by Thomas Carter (no relation), the movie is an inspirational inner city school sports story as well as deeply realized urban drama. Kids might find the over-two-hour film a long sit, but educators and parents will stay the course and cheer its message.

Carter, owner of a successful sports goods store, is at first reluctant to coach this rowdy bunch at the school where he once starred on the court. They are terrible on the court and belligerent off of it. Sensing they might have hidden talents, he accepts the challenge and immediately lays down the law. He must always be addressed as "Sir," and more importantly, he requires each player to maintain a minimum grade average, attend all classes, sit in the front row, and wear a jacket and tie on exam day.



The film follows the team's development, spending time on the drills and routine exercises that go into taking them from slovenly players to a winning team.

Just as the team pulls off a terrific tournament upset, the coach discovers most of his team is failing their classes. His decision to padlock the gym and make the kids study in the school library draws ire from the parents, but made

Carter a hero when the story broke in the papers. Carter and his team let the critics speak, but go their own way to develop into solid student athletes, over time, not in a movie minute. In fact, several of the players go on to play college ball and graduate into successful lives. (PG-13, 2 1/4 hours.)

Also not-to-be missed is *Hotel Rwanda*, starring the excellent Don Cheadle playing the real life hero Paul Rusesabagina, the manager of a luxury hotel. He does extraordinary deeds to save not only his own family but also a large number of Tutsi when the Hutu militants occupy his hotel and the surrounding area. Cheadle uses his wit to save these people, and the look in his eyes conveys the anguish of the multitudes. (PG-13 1 hour 50 minutes).#

### Multi-Faceted Gem of the Ocean

By JAN AARON

Set in 1904, August Wilson's "Gem of the Ocean," is an intense, spiritual piece of theater. The ninth in Wilson's cycle of 10 plays—but first chronologically—it depicts the legacy of slavery and the disenfranchisement of slaves freed but bound by the social, political social constraints of the era. Wilson's writing throughout is compelling, whether describing grave situations or inserting bits of humor.

Effectively directed by Kenny Leon, the cast is anchored by Phylicia Rashad in a multi-faceted performance as Aunt Ester, a 287 (yes, 287!) year-old woman, who has the power to heal souls. Esther was born the year the first slave ships first brought Africans to our shores. She is backed by impeccable performances by the rest of the cast.

Into Ester's stately parlor—atmospherically designed by David Gallo—a serene retreat in

Pittsburgh's Hill district, bursts Citizen Barlow (John Earl Jelks), distraught because a crime he has committed was pinned on another man who drowned himself rather than being wrongfully convicted. In the play's most mesmerizing scene, rich with mysticism and imagery, Ester guides Citizen to redemption by taking him spiritually across the Atlantic to a fantastic City of Bones, made from skeletons of Africans who died during their passage to the New World. Jelks is riveting as he tries to forgive himself and also to understand the travails of his historic ancestors.

The play is enhanced by Constanza Romero's costumes, Donald Holder's evocative lighting; Kathryn Bostic's haunting slide guitar blues, and Dan Moses Schreier's sound design during the voyage scene. To sum up: Gem is Broadway's dramatic jewel. (Walter Kerr Theater, 239 West 46th; Tel. 212-239-6200. \$25-\$85).#

### Umoja = Unity: A New PBS Series

By DOROTHY DAVIS

At a special preview and discussion of the new PBS series, "Slavery and the Making of America," Deborah Gray White, Professor of History at Rutgers University spoke about her creation. "Slavery was not a sideshow, it was the main event, at the center of the first 250 years of American history and its legacy has lasted to the present day," said White. "The labor of African-Americans built America. We can say we did it!"

Narrated by Morgan Freeman, it looks at slavery from the point of view of the slaves and the slaveholders. It shows the great contribution slaves made to the American economy and touches on the subject of reparations. The series premieres Wednesdays, February 9 and 16 from 9 to 11 pm, and repeats on Sunday, February 13 and 20 from 2 to 4 pm.

Of special interest to educators are the two websites in support of the series, [www.pbs.org/](http://www.pbs.org/)

[wnet/slavery](http://wnet/slavery) and [www.slaveryinamerica.org](http://www.slaveryinamerica.org). The latter has been approved by the National Alliance of Black Schools and features several interactive sites. "Melrose Interactive Slavery Environment," for example, allows students to explore a Mississippi suburban estate from the perspective of its slaves. "Roads to Freedom" lets them explore the most common escape routes slaves took. Both sites contain lesson plans.

"Slavery and the Making of America" is part of UMOJA! (Swahili for "unity") Channel Thirteen's annual February celebration of African-American heritage. Other new programs that will air this month include "Scandalize My Name: Stories from the Blacklist," "The Long Walk to Freedom," P.O.V.: Chisolm '72: Unbought & Unbossed" and "Independent Lens: On a Roll: Disability and the American Dream."#

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## Smart Toys for Learning and Fun

By STEVANNE AUERBACH, Ph.D.

Toys are enjoyed by everyone. There are many different ways that toys can assist children with learning and developmental skill building. You will find many of these products perfect for both classroom and home. Here are this year's best gift selections with plenty of extra value. When you want the right product to stimulate specific skills look for our suggested matching product.

**Creativity/Art—Color Scroller.** This wonderful, newly improved coloring scroller set allows for endless creativity. Color and keep 50 pictures held in a neat, durable, and easy to clean case. As pictures are completed, simply turn the knob at the bottom to advance to the next image. This product is a practical addition to your child's everyday playthings and perfect to take along for travel. It includes six crayons and two fun scrolls. Refills with 50 pictures are sold separately. Age three to twelve. \$9.99 ALEX, 800-666-2539, www.alextoys.com

**Puzzle/Logical Thinking—Flowers Scramble Squares® Puzzle.** These little brain-teaser puzzles are easy to play, but hard to solve. Identify & learn about beautiful Native American flowers. Each puzzle has nine 4"x 4" pieces with excellent artwork to keep everyone entertained. Easy to carry, perfect for travel, the 91 varied puzzles in this series include facts, trivia questions and hidden answers. Donations from the sale of this product are made to Lady Bird Johnson Wildflower Center. Age four to twelve. \$7.95 b.dazzle, 800-809-4242, www.b-dazzle.com

**Learning/Reading Readiness—Easy PC.** Effective play-and-learn keyboard to enable children to learn and play with the PC. Provides excellent platform for education and entertainment. Easy to use, the keyboard has large colorful buttons, friendly animated characters and inspires learning. Special software offers challenge that grows with child. Connects to any PC with easy plug-in play connections. Your computer whiz will enjoy this and all of the other Comfy products. Ages One to five. \$79.99. Comfy, 800-837-6527, www.comfyland.com

**Reading Readiness—GeoSafari Phonics Pad.** A great way to introduce letters, sounds and words through rhymes and songs. This product covers

skills child needs to start school ready to read. Push pictures on touch-sensitive cards with phonics instruction program. LED lights motivate and guide game play. Audio teaches child the proper pronunciation of letters and sounds. Program consists of 128 lessons, 100 hours of direct, interactive phonics instruction. Standard headphone available. Age three to twelve. \$149.00. Educational Insights, 800-995-4436, www.educationalinsights.com

**Mental Development—PowerTouch Baby.** Child will discover the joy of stories from the first touch. Combines finger-touch technology, automatic page recognition, durable, wipe-able pages, tactile elements plus raised letters and numbers. Textured objects provide basic literacy development. Features also include fifty "easy-touch" points, selection of different musical instruments and 150 songs. Baby Animals book is included. Additional titles are sold separately. Ages six months to three years. \$29.99. Fisher-Price, 800-432-5437, www.fisher-price.com

**Math Readiness/Logic Development—Light 'N Strike Math.** An arcade-style electronic math game with three levels of difficulty offers fast-paced games that are engaging and reinforce basic math skills. Choose level of difficulty, read the math equation, then "strike it" to respond with the answer when numbers flash and beep. Product helps to create a positive feeling towards math and has many features like soft-lighted keys and soft foam mallet. Age six to twelve. \$29.95. Learning Resources, 866-457-8697, www.learningresources.com

**Construction Play—M. Gears Racers.** Exciting looking vehicles are a great way to spark imagination and develop motor skills. First, create the ultimate racing cars using color-coded instructions. Build two different remote control racers. Construction toy includes everything needed for speedway including driver, pylon cones and flag with stickers and an infrared motor base. Each racer and remote requires 4 AA batteries, not included. Age seven to twelve. \$29.95. Learning Resources, 866-457-8697, www.learningresources.com#

*Stevanne Auerbach, Ph.D., is a consultant on toys and play in San Francisco. She is author of Dr. Toy's Smart Play/Smart Toys (Educational Insights) and "Dr. Toy's Guide" www.drtoy.com*

Read more Children's Corner articles online at [www.EducationUpdate.com](http://www.EducationUpdate.com)

## Cuomo

*continued from page 30*

It was not an instruction limited to observance in the Church or Temple or Mosque. We know we can frighten the rest of the world with our awesome military might: what we need to be sure of is that the rest of the world will respect us—and we will respect ourselves—for our wisdom and fairness as well.

We are the richest, freest, most technologically proficient and most powerful nation in world history. There is no reason, other than our own unwillingness, that we cannot also be the best educated, most highly skilled, healthiest, fairest nation in world history—and the most effective instrument for spreading prosperity and peace to the rest of the planet.

We can be closer to what we ought to be, if we can remember that we are all in this adventure together—all of us—in our great nation and in this world.#

*Former NYS First Lady Matilda Cuomo is Founder and Chairperson of Mentoring USA.*

## Sanders

*continued from page 30*

last year, this is a budget to not only worry about but to take very seriously, since the Legislature is now precluded from adding dollars on its own. If the public outcry falls on the Governor's deaf ears and the Legislature cannot persuade Pataki to make serious revisions, this already cold winter may seem mild compared to the freeze that will paralyze learning and academic progress caused by Mr. Pataki's wrongheaded choices.#

*Assemblyman Sanders is chairman of the Education Committee. E-mail him at [sanders@assembly.state.ny.us](mailto:sanders@assembly.state.ny.us) or phone 212.979.9696. His mailing address is 201 East 16th Street, New York, NY 10003.*



## From the Superintendent's Seat

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

Finding the Flexibility to Help Your Child Fit In

It's a scarier world today. There's no denying that. Children are said to grow up faster than they did a generation or two ago, and one of the best explanations is that we live in an age of information and communication. Children are exposed to many things on the Internet and on television that may frighten them or confuse them and we, as parents, are sometimes at a loss on how to filter the information they are receiving.

Baby boomers who are now parents remember watching television as a child. The shows were basically situation comedies, cartoons, and variety shows. The situation comedies were largely about middle class families with two parents, several children, and a house in the suburbs. The viewer had three to five channels to choose from, depending on reception area. Think of today, when children have so many more choices on television. Along with the number of channels available, the subject matter has broadened enormously and many topics that would never pass the censors in the 1960s are everyday fare in some of the most innocuous-looking programs.

What's a parent to do? Some parents may choose to take full control over the situation and monitor every program their children watch. That may be fine in theory, but what do you do when a program you don't find appropriate is the one that "all their friends" are watching? Should you stand your ground and hang tough? What will the consequences be then?

No one likes to be left out. When all the talk at the school lunch table is about a television show that your child is not allowed to see, he or she may suffer more from the isolation they feel than from the objectionable material in the show. If that's the case, you may want to consider being a bit more flexible and taking

a second look at the program in question. We suggest you first watch the show alone, or with your spouse, and then watch the program with your child, being prepared to answer questions or to make your own observations about the characters' behavior.

For example, if your child is asking to watch a popular program that features teens involved in behavior that is unacceptable to you, make your objections known to your child without losing your temper or expressing your outrage vehemently. When the program is over, discuss calmly what the character's behavior demonstrated and ask your children how they feel about it. You may be surprised to learn that your children disapprove just as strongly of the behavior as you do, but they still feel that the program has a lot of entertainment value.

The temptation of "forbidden fruit" is as old as time, and can certainly be applied to television watching. If your family is having struggles over the set, it may be time to reevaluate the shows in question and take a look at them together. #

*Dr. Hankin is superintendent of Syosset Central School District*

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## Bloomberg

*continued from page 30*

base liberates us from these potentially dramatic swings. And by investing in other industries—which are not fixed to Manhattan—we're spreading economic opportunity to the other four boroughs and creating a brighter future for all New Yorkers.#

## Levy

*continued from page 30*

without parental involvement and/or their consent.

It will not serve our schools well if we do not speak up for our own needs and professional desires. And so we shall! We are not going to be the only ones held publicly accountable.#

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

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## Diversifying Our Economy and Bringing New York Back for Good

By MAYOR MICHAEL R. BLOOMBERG

For the first time in nearly two generations, New York City is climbing out of a recession without its longtime economic engine – Wall Street – leading the way. Last year, we added more than 33,000 jobs in the private sector, even as hiring in the financial area continued to lag. Today, more New Yorkers have jobs than at any time since before 9/11.

So how has this happened? One word: Diversity. By diversifying our economy—by encouraging development in all industries—we've reduced our dependency on the fortunes and failures of Wall Street. That's an essential part of our five-borough strategy for creating new jobs and opportunity in the 21st Century.

Earlier last week, for instance, we launched a \$26 million effort to revive our industrial sector, which was for decades New York's largest employer. Today's manufacturing, warehousing and industrial businesses may be smaller and more specialized than their predecessors, but they still play an important role in our city—generating \$1.7 billion in annual tax revenues, and providing a good way of life for more than half a million New Yorkers.

To protect these jobs and businesses, we plan to establish more than a dozen industrial zones around the city that will create safe, clean, and attractive places to conduct business. Industrial businesses that relocate to these zones will be eligible for tax incentives. We also guarantee

that these areas will not be re-zoned for any other purpose. That should help alleviate the real estate uncertainty that has plagued our industrial business owners—nearly two-thirds of whom rent their facilities.

Perhaps the biggest factor behind New York's resurging economy is a tourism and hospitality industry that is soaring. Last year, a record 39.6 million people visited our city, spending more than \$15 billion in our hotels, restaurants, shops, and world-famous cultural attractions. And for the first time since 9/11, the number of international visitors increased.

Keeping New York a premier destination for sightseers and business travelers requires a commitment to tourism in all five boroughs—not just Manhattan. A few days ago, I was in Downtown Brooklyn to celebrate the start of a huge expansion project at the Marriott Hotel. It's one of the most successful Marriotts on the East Coast largely because Downtown Brooklyn and the surrounding neighborhoods have taken enormous steps to enhance their commercial and cultural spaces. We want to emulate that kind of success in all five boroughs—ensuring a stronger tourism industry, and a stronger, more diverse economy overall.

For decades, our city's fortunes have been intimately tied to the performance of Wall Street, which is so susceptible to steep highs and sudden lows. Our commitment to diversify our economic base liberates us from these potentially



## Pataki, in Executive Budget, Stonewalls (Again!) on School Funding

By STEVEN SANDERS

In what may prove to be his next to last budget, Governor Pataki has failed again to come to grips with the gargantuan needs of public schools, both in New York City and around the state. Pretending that the Court of Appeals and the court-appointed referees had not heard and ruled on the Campaign for Fiscal Equity (CFE) lawsuit, the Governor recommended a state education allotment which by all accounts is about \$1 billion short of the mark. Talk about burying one's head in the sand!

After proposing a miserly 1.3 percent increase (less than the cost of living) statewide for regular day-to-day education costs such as operating aid, transportation, special education and, building aid, the Governor then proposed a special fund (that would be generated by questionable gambling proceeds) to pay for CFE-related extraordinary costs and which would generate only \$195 million for New York City schools. That is \$1.2 billion less than the court-appointed panel of referees found was needed in New York City for city schools to provide a sound, basic education that meets constitutional imperatives. Additionally, the Governor offered zilch--nada!—for school capital and infrastructure needs, another area cited by the Court of Appeals as requiring massive investment.

The Governor's education funding failure was not an "oversight." He didn't somehow forget public schools, naturally. No, this is a mani-

festation of Mr. Pataki's deliberate and cynical effort to thwart a court decision affirmed by the State's highest court for as long as possible, presumably for the balance of his last two years in office, and in so doing, denying a million students a year in New York City alone the funding that has been unconstitutionally denied them.

And in a rather stunning misappropriation of priorities, the Governor proposes to reduce the tax burden on the wealthiest ten percent of our citizens, corporations too, and to further contribute to high-wealth school districts and to non-public schools. In fact, the Governor's 5 percent increase for non-public schools is significantly higher than his percentage increase to struggling public school districts.

Mr. Pataki also is continuing to compound his attack on public education and public schools by trying to dismantle the independent State Education Department and also by having the gall to attempt to limit how much revenue a local school district (outside of the Big Five cities) can raise from its own constituents, based on a district's own school priorities adopted by a majority vote in each school district.

Taken together, these budget proposals would do irreparable harm to public education and cause Governor Pataki's successor great difficulty in undoing the damage.

Finally, given the Governor's newfound powers in the budget process handed to him by the courts last year, this is a budget to not only



## Creating a Better Society

By MATILDA RAFFA CUOMO

The legacy of Dr. Martin Luther King Jr., a great African-American and role model for all our youth, inspires us to promote the

values of unity, equality, diversity and collaboration in creating a better society. He gave his life trying to make diversity a blessing instead of a curse.

In this great nation, the most diverse on the planet, we have enjoyed and struggled with this unique characteristic since our beginning. But sometimes we have allowed diversity to create alienation and hostility as well. To educate our children and to continue and renew the work of Dr. King Jr., Mentoring USA—a one-to-one mentoring program in New York City schools and community sites, offers all our volunteer mentors the B.R.A.V.E. Julianna training (Bias Related Anti-Violence Education) to prepare them to effectively enable their mentees to appreciate and understand that diversity provides us with the richness of hundreds of different cultures.

Our youth will realize how much it has cost the nation to indulge the primitive instinct for divisiveness that led us to enslave and then to reject—to one degree or another—a whole race of Americans. Our youth must remember what made America great. How the deprived and the oppressed from all over the globe came here with little more than the desire to realize themselves, and in a little over two hundred years built us into the most powerful nation on earth, a nation that has multiplied success generation after generation.

As first generation Americans, my husband

Mario and I—and many of you—have been beneficiaries of this miraculous nation's gifts. But great as this nation is, by failing to create true equality, we have denied ourselves all the benefits that a fully empowered African-American and minority population could bring to the nation.

In the end that is the broader and even more fundamental message Martin Luther King, Jr. was trying to deliver: a message that went far beyond African Americans and the incontestable importance of preserving the civil and human rights that are our people's legacy.

Dr. King was a profound believer in, and ardent advocate for, the two indispensable first principles of his own Christianity and of all modern religions since the Hebrews introduced us to monotheism.

The Hebrews called the first of the principles, "Tzedekah," representing an exquisite intertwining of righteousness and giving—the holy obligation to recognize that we are all children of the same God, and are entitled to receive from one another respect and the eagerness to share benefits and burdens.

The second is the Hebrew God's ancient instruction to the Jew who asked "What am I to do with my life?" The answer came back, "Tikkun Olam," or "Repair the universe!"

The Christians inherited both ideas from the Hebrews. When asked by a challenger to describe what God demanded of man, the Jewish son of a carpenter who founded the Christian religion answered: "Love one another as you love yourself for the love of me, and I am truth. And the truth is God created the world but did not complete it, and we are to be collaborators in creation. That is the whole law."



## Speaking Out for School Improvement

By JILL LEVY, CSA PRESIDENT

January found us waiting for the judge's ruling regarding how the state should implement the CFE lawsuit decision. No one really believes that we will soon see the money in time to help any child enrolled in school now; many question whether we shall ever see the money at all. And while Gov. Pataki has avoided the topic of inequity in state education funding, he has been outspoken about increasing the accountability of school leaders. His Commission on Education Reform called for additional funding for teacher salaries and their professional development, but said precious little that can be interpreted as supportive of school leaders. In fact, the commission actually called for greater accountability and recommended tenure reform for Principals.

Principals and Assistant Principals are already accountable for everything that occurs in their schools. They implement instruction, conduct professional development, design curriculum, distribute resources, and manage daily crises. But our city leaders did not see fit to include higher salaries or professional development for Principals, Assistant Principals or Education Administrators as they laid out proposals on how to spend CFE funds.

It's just more of the same: Tweed, the mayor and others want CSA members to take the fall for their policy failures as well as to chip away at our due process rights.

It is our turn to demand accountability from management. We must demand the resources, the

staff, and yes, the autonomy we need to run our schools.

We must demand accountability from the bureaucrats who have reduced services for special education students and overworked the Education Administrators who supervise evaluations, placements and support services. Our Principals are publicly excoriated in the press. What about a public repudiation of the geniuses who closed the Committee of Special Education offices but didn't bother to transfer the student records to the appropriate locations in time for school openings? Did they get a letter in their files? (And if so, why didn't I read about it in the New York Post?)

What about the Tweedies who closed district offices without replacing the staff schools depended upon for help. Not surprisingly, you haven't heard too much about how Tweed is slowly staffing up regional offices.

What about the public-minded servants who replaced the high school admissions process leaving thousands of students without a school come the fall?

And who at Tweed said, "High Schools? Put 'em in with elementary schools. They're all the same!" Now, Tweed has back-pedaled on this as well, without saying so of course, by appointing a Director of High Schools.

We must hold the Chancellor accountable for the new high school admissions policy, serious overcrowded classrooms and the lack of appropriate and available special education programs, among other items. We must publicize reports that school personnel are indiscriminately making changes to Individual



# OPERA ON THE ADRIATIC

By IRVING SPITZ

Pesaro, serene and beautiful as ever, staged three of Rossini's lesser-known operas in the current season. The unquestioned highlight was *Matilde di Shabran*, an opera that Rossini composed at such short notice that he resorted to culling from earlier works and even persuaded the composer Giovanni Pacini to contribute to the musical score. An interesting anecdote relates that at the premiere performance of *Matilde*, the conductor and first violinist as well as the solo French horn player fell. Nicolo Paganini, in Rome at the time, conducted the premiere and also played a major horn solo on the viola.

The opera relates how Matilde intends to make the tyrannical misogynist Corradino fall in love with her. She is thwarted by a rival, the Contessa D'Arco. The young nobleman, Edoardo, is a prisoner of Corradino. Matilde begs Corradino to show mercy to Edoardo. When Edoardo is set free from the castle, the enraged and jealous Corradino believes that he was liberated by Matilde and orders his poet Isidoro, to throw Matilde into a rushing river. Edoardo reveals to Corradino that it was not Matilde who set him free, but the jailer who had been bribed by the Contessa D'Arco. Corradino falls at the feet of Matilda begging forgiveness.

Mario Martone directed this new production. Act 1 was dominated by two intertwining staircases, reminiscent of a spiral of the famous Watson and Crick model of a DNA helix. There was a bridge over the stage to the auditorium by which many soloists made their entry. This was a sensible innovation considering that the stage of the Rossini Theatre is rather small. Towering above the rest of the cast was stellar tenor Juan Diego Florez in the challenging role of Corradino. It was his performance in this opera that catapulted Florez to fame in 1996 when he took over at short notice when the scheduled singer pulled out. Florez won over the audience with his solid top notes and vocal agility. He drew on every resource of his unique artistry for this unforgettable portrayal. He was given vocal support by the rest of the very respectable cast. Notable standouts included bass Marco Vinco as the physician, Aliprando and bass-baritone Bruno De Simone who took the role of Isidoro. Soprano Chiara Chialli as the Contessa d'Arco was most compelling. Particularly impressive was mezzo Hadar Halevy who sang the role of Edoardo with a wonderful passionate tone. With her sweet voice, soprano Annick Massis brought much dignity and emotion to her portrayal of Matilde.

The Rossini Festival management showed their usual innovative and intelligent planning by also scheduling performances of *Il Trionfo Delle Belle* (The Triumph of the Beautiful Ones), a short one-act opera composed by Stefano Pavesi which utilized the same theme as Rossini's *Matilde*. This serves as a delightful introduction to *Matilde*. Today musicologists are slowly beginning to take an interest in the composer Stefano Pavesi (1779-1850) and his operas are being performed after

nearly two centuries of neglect. The staging by Damiano Michieletto was done on a shoestring budget but it was pure delight from start to finish. The message came through beautifully.

Another notable production was *Tancredi*, Rossini's first great success, written for Venice's La Fenice when he was not quite 21 years old. The tenth of his thirty-nine operas, it was the first that spread his name across Europe. Gaetano Rossi's based his libretto on Voltaire's five-act tragedy *Tancrede*. It relates how the nobleman Tancredi, has been banished from Syracuse and condemned as a traitor. He is secretly engaged to Amenaide, daughter of Argirio's, head of one of Syracuse's powerful families. To promote a united front against the dreaded Saracen enemy, Argirio consents to give Amenaide in marriage to Orbazzano, who belongs to another local family. Amenaide is absolutely horrified. Meanwhile Tancredi returns under disguise and is devastated by this turn of events. After much intrigue, Amenaide is imprisoned for suspected treason. Tancredi successfully defends the city against the Saracens but is mortally wounded. Before expiring, he is finally convinced of Amenaide's innocence.

Pier Luigi Pizzi directed this new production. For the most part, the costumes were white and black with minimal color. Large Doric and Corinthian columns formed much of the staging. These elements were reminiscent of the productions of the late Jean-Pierre Ponnelle. Sergio Rossi's lighting was very dramatic with figures alternately in shadow and light. Singing on the whole was of an exceptionally high quality. Although a bit shaky at the outset, mezzo-soprano Marianna Pizzolato as Tancredi quickly settled in and gave a remarkably solid performance. Patrizia Ciofi took the challenging role of Amenaide. Both really rose magnificently to the occasion in their great Act I duet. Bass-baritone Marco Spotti as Orbazzano was excellent and malice exuded from his sonorous stentorial bass. Tenor Gregory Kunde as Argirio sung the other main role. The Act I finale where Amenaide is rejected by her father and berated by Tancredi, displayed emotions comprising malevolence, surprise, anger and sorrow and the soloists pulled out all their vocal forces. This quartet is a worthy forerunner of Verdi's famous counterpart in *Rigoletto*.

The Symphony Orchestra of Galicia was in the pit for both operas and acquitted themselves with great aplomb under conductors Riccardo Frizza in *Matilde* and Victor Pablo Perez in *Tancredi*. Both conductors drew incisive and dramatic accounts of the scores. The choir in both operas was the superb Coro Da Camera from Prague directed by Lubomir Matl. These accomplished vocalists gave more than ample support.

For a number of years after their initial performances, *Matilde* and *Tancredi* remained popular but then fell into oblivion and all but disappeared from the repertoire, becoming unwitting victims of new shifts in taste when audiences preferred the heroic and tragic works which

formed the staple of the Romantic repertoire. Their survival was also not aided by the poor quality of the librettos, with their complicated and convoluted plots. Our gratitude and respect goes out to the Rossini Festival who restoring these operatic gems to the repertoire. #

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## PRODUCT REVIEW:

## MICRONET'S SANCUBE 8000

By MITCHELL LEVINE

Over the last couple of years, thousands of students and teachers have received portable units as part of an initiative carried through by the Department of Education and the Technology Task Force. Although many interesting applications for enterprise deployment have been found, and numerous efficiency procedures adopted, practical problems remain.

Unfortunately, one built-in specific problem persists: The districts in the public education system that most critically need access to the technology also have the least space to deploy it. As anyone who has ever dropped a laptop can attest, even minor spills can create total catastrophe when a digital device is involved; a shock as small as 5 foot/pounds can cause anything from a hard drive crash to complete destruction of the CPU.

Micronet's SanCube looks like a sturdy, stylish piece of luggage with a 17" by 19". Unfolded, it seems to almost magically morph into a compact, precisely engineered station, which when completed with a, provides pretty much anything necessary to work with a laptop: a 33" high work area with a cloth file holder, a two

position outlet strip, external mouse platform, and a cloth pouch to house the mouse.

As a permanent suspension tool, it leaves some room to be desired—it's not easily navigated around, and is more efficiently stored than left in place—and for the long term, it really works more comfortably as a desktop mount, which it's strong enough serve as. But that's not really it's intent. It's really more of an on-the-spot temporary solution. Need to work in an airport, or in a few feet of space in a classroom with no more desktops available? Break out the Sancube, and your problem is solved.

As an environment to use a laptop in, it's a bit more cramped than a standard workstation, but with a little practice, you can become acclimated quickly. Actually, once the printer's installed, it's really a very efficient little workspace. Although our evaluation model was not equipped with one, the manufacturer even makes an option for a printer tray available. For anyone whom would like to be able to both carry and empower their laptop computer in just about any setting imaginable, the Sancube will be a godsend. Online ordering as well as more information are available at [www.micronet.com](http://www.micronet.com)#

## EXPLORING THE TREASURES OF THE MORGAN LIBRARY

By JOAN BAUM, Ph.D.

The stately Morgan Library may have closed its door temporarily due to expansion construction, but the door it opened a couple of years ago to New York City schools— Exploring with the Morgan—seems a permanent fixture, with inquiries coming in from administrators and rave reviews from participating teachers. A two-part Traveling School Program in the Arts and Humanities under the aegis of Morgan's Department of Education, the project this academic year has attracted 2,000 children, grades 3-6. Marie Trope-Podell, the Manager of the Morgan's Gallery Programs, calls Exploring with the Morgan a "unique" educational experience, part social studies, part art, all parts informative and fun. A 4th grade art teacher, writing an unsolicited evaluation, noted that her class was "spell-bound" and that kids cut short their lunchtime in order to get back to a session. Another teacher called Exploring with the Morgan the "best program" in which she has ever participated, and still another, declared that every one of her students was engaged.

The best feature, says Ms. Trope-Podell is that the program meets NYC and NYS curricular standards, not only in social studies requirements but English and Art as well. But all the teachers who have used it praise its attention to cognitive skills, vocabulary building and creative writing. Indeed the worksheet packets suggest the variety and diversity of the skills addressed, from careful observation to accurate recording of information, through informed judgments based on fact, not opinion, to creative writing inspired by trips the students take as part of the program to The American Museum of Natural History (AMNH). Approximately 80 percent of participating schools are public schools and 70 percent must be minority schools that have a free lunch program. All eight educators involved in the project are from The Morgan, and all the materials—gorgeous medieval and Renaissance facsimile travel books and illuminated manuscripts—come from Morgan's celebrated collections. Ms. Trope-Podell is herself directly involved in preparatory teacher workshops, the museum tours, and the follow up visits to classrooms. For her the program has special significance since she is its co-founder along with a friend, Franny Kent, an anthropologist.

A gamin-like woman of great enthusiasm and Gallic charm, who came to this country 13 years ago, on—would you believe—July 14th, Ms. Trope-Podell had studied art education at the Sorbonne and lectured in museums and in Loire Valley chateaux. Once in New York she pur-



Marie Trope-Podell

sued studies at Bank Street, where she received a Master's, took additional courses, and gave tours and teacher workshops at the Metropolitan Museum of Art, concentrating on her specialty, 18th century French painting. Art and education have always been her love and museums her passion ever since she was a five years old and her parents started taking her to The Louvre. "The Morgan Library, you know, is also a museum."

Exploring with the Morgan consists of two units—Eastern Lights and Journeys and Journals, each comprising two 90-minute sessions—an in-school workshop and a field trip to the AMNH. Eastern Lights emphasizes how The Middle Ages and Renaissance Europe were affected by trade and exploration with China, Central Asia, India, the Middle East, and Samarkand. This curriculum has proved particularly attractive to students who come from cultures and civilizations in the Far and Middle East. A highlight of the unit involves students making pigments that were used hundreds of years ago (they're especially delighted to learn about bug dung and spinach!), knowledge that they then use to illustrate their own journals based on what they have learned at the Asian Hall in the AMNH. Journeys and Journals focuses on early European transatlantic exploration and illustrated travelogues and takes off from study of a beautiful facsimile of the Morgan's Drake manuscript, a 16th century hand-illustrated account of the life of Native Americans in the West Indies. The trip to The AMNH for this segment is to the Hall of Eastern Woodland Indians. Students take notes on what they see, create pigments from flora and fauna of the time for their journal illustrations and answer guided questions designed to elicit what they have learned about investigative processes and anthropological methods used to explore and assess history. Art, so often unfortunately reduced to a mere extracurricular activity, is in Exploring with the Morgan clearly part of the major academic program and a wonderful way to bring the history of other cultures and civilizations to life.#

For further information, call (212) 590-0332.

## PRODUCT REVIEW:

## DISKOLOGY'S DISK JOCKEY

By MITCHELL LEVINE

Managing the largest computer network in secondary education is a vast undertaking, but New York's Department of Education is doing it. With the new year beginning, the goal of implementing the "one-to-one computing standard" in our city's public schools, or the ideal of one computer for every student, teacher, and administrator in the system, is quickly becoming a top priority – and formidable stressor - in technology procurement here.

With 1,254 K-12 schools in the five boroughs, tech managers in New York education have a logistical challenge every bit as vast as their counterparts in the corporate sector, but nowhere near the amount of resources available to deal with it. In the corporate world, IT directors can simply buy the all of the latest and greatest products the high-technology industry markets with their annual budget each year, and just throw out all the old stuff. Plus they usually have full staffs of techies to configure it all.

Needless to say, that's not the way it works in education, where administrators consider themselves fortunate if they actually have one full-time manager handling their computers. With a major initiative like the one now facing the Department of Ed. happening, it's a very good thing indeed that an application like Diskology, Inc.'s Disk Jockey

Disk Jockey is a systems control interface that can be run from any remote Windows NT/2000/XP and Windows Server 2003 computer, enabling a Systems Administrator to control

most aspects of a remote environment, including starting or stopping services or devices, adding new services or devices, managing the system parameters and resources, and adjusting security levels. An integrated Event Viewer lets the Administrator monitor all events as though they were being run on the host computer, and the software even supports remote installs without ever having to be physically present on that station.

I didn't have a large network of Windows machines available to set up my trial on, but I was able to install the software on a small (four units) one, and perform remote configurations with relatively large amount of ease, even as a non-expert. For a school system which is soon going to be configuring literally thousands of new computers, it's easy to see how this would be a must-have app.

Unfortunately, the product will be of no use to the many students and teachers who work with Mac OS only, but considering the fact that most of the mobile units currently being deployed run some variant of Windows, it still should have broadly applicable functionality for a large number of end-users in the districts.

While Disk Jockey does have a learning curve—although most IT managers probably have much more network savvy than I can boast of – its ability to maximize time efficiency in a school system with little to spare makes it effort well spent. For more information, as well as a trial download, visit the manufacturer's site at [www.diskjockey.com](http://www.diskjockey.com).#

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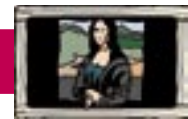


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# Studio Museum: Exhibit Explores Hair Braiding to Wigs



By SYBIL MAIMIN

Exciting creative forces are in evidence at The Studio Museum in Harlem (SMH) where "Tresses," by Meschac Gaba, demonstrates that imaginative use of materials opens up endless possibilities for artistic expression. Born in the West African country of Benin but seeing himself as a citizen of the world, Gaba plays with the intersection of traditions and cultures and the

transformations that result. A resident artist at PS 1 in Long Island City last year, he noted the ubiquity of hair braiding salons in Harlem. On 125th Street, he witnessed the practice of an ancient African tradition that had originated in China and was once again intersecting with Asia as China and Korea supplied artificial hair for wigs and extensions sold to African-Americans. Furthering the global exchange, many hairstyles in the States, named for African-American pop idols, were being brought back to Africa. Traditionally, coiffures were important symbols in Africa and could indicate a person's status, age, and religion. Currently practiced around the world, braiding and elaborate hair extensions represent the uniting of ancient tradition, contemporary style, industry, and commerce and depend on interaction between the American, European, and Asian continents.

To express his views about the blending of tradition and modernity and the possibilities that elaborate coiffures offer, Gaba has created a virtual skyscraper city of "wig sculptures" at SMH. Using braids of artificial hair of many hues woven and worked together in myriad ways to suggest windows, towers, shapes, and the basic spirit of edifices, he has created representations of specific well-known buildings in New York City and his native Benin. Viewers see such icons as the Guggenheim Museum, the Chrysler and Flatiron buildings, the Harlem branch of the YMCA, and the Theresa Hotel. Included from Benin is the Porte de non Retour in Ouidah. In a simple but striking installation, each of the eighteen building sculptures made of braids stands tall and stately on its own white pedestal. Seemingly very different worlds—hair and architecture—meet as Gaba assumes the role of "tresseur," the traditional hair braider in his home country, to do his art. In his hands, the edifices, which represent money and power, become soft and tactile. They remind us that buildings, like hair, have a certain fragility and eventually come down.

In a recent interview at the museum with associate curator, Christine Kim, Gaba said he never used hair in his work before, but, "You have to go beyond tradition in art if you want to grow." Explaining his use of artificial hair, he commented, "My work is not about recognizable images or materials. It is about how materials are used," and "about how imported ideas or objects

become local." Playing "natural" against "artificial" is just an "economic game." Demonstrating the mixing of cultures that he sees all around, Gaba explains that the wig sculptures are about the Manhattan skyline that he loves, but, "When you see my work you see Africa inside always, because I was born there."

"Tresses" will be at The Studio Museum in Harlem until March 27. The museum is located at 144 West 125th Street. For more information, visit [www.studiomuseum.org](http://www.studiomuseum.org)

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## Calendar of Events

February 2005

### Camp Fair

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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](http://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 ext.13 or visit us online at [www.nybida.com](http://www.nybida.com)

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[www.disneyonbroadway.com/groups](http://www.disneyonbroadway.com/groups)

### Events

THE STUDIO MUSEUM IN HARLEM  
144 West 125 St., NYC 10027  
Phone: 212-864-4500 Fax: 212-864-4800  
Web: [www.StudioMuseum.org](http://www.StudioMuseum.org)

The Maverick Room  
Thomas Sayers Ellis  
Friday, February 11, 7pm  
With its defiance for any one tradition or voice, Thomas Sayers Ellis' debut collection is a powerful argument against monotony. The Maverick Room introduces a brave, intelligent, and original new voice in American poetry. Books & Authors is FREE. Space/seating is available on a first-come, first-served basis. Authors will be available to sign books after the program. Books are available in the Museum store.

Black Beauty  
Thursday, February 17 or 24, 7pm  
Join African Queen featured artist, IKÉ UDÉ, TERRI SIMONE FRANCIS, Yale University Assistant Prof. of Film Studies & African American Studies and JASON KING, Assistant Professor of Recorded Music, Associate Chair, Recorded Music Tisch School of the Arts  
The social history of black woman has yet to be written, but it is at the core of this discussion. Join us as we delve into the phenomenal essence of black women. Department: Clive Davis Dept of Recorded Music.

Books and Authors Kids!  
Saturday, February 19, 10am - 12pm  
It's a party!!!!  
Grab your party hats, and bring your creative energy to SMH as we celebrate Nina Crews! Join us for this fabulous book party marking the release of her new book, The Neighborhood Mother Goose in January, 2005. Participate in hands-on workshops that bring these stories to life, hear Crews read from her book, and have your book signed! Don't worry about bringing a copy of the book. The Museum store will have them for sale.  
This program is FREE. Please call 212 864-4500 x264 to RSVP. Refreshments will be served.

Salon: Artists Around Town  
Presented as part of Harlem is...Downtown Tuesday, March 8 or Wednesday, March 9, 6-8 pm  
Out of the studio and on to the street. Join us for an informal panel discussion featuring artists whose work has been shaped by neighborhoods and the communities that inhabit them. Artists will be drawn from three innovative residency programs which have a unique relationship to their urban settings.  
Speakers: Dave McKenzie, former artist-in-residence, The Studio Museum in Harlem  
Yoko Inoue, former artist-in-residence, Henry Street Settlement/Abrons Art Center  
Shelly Silver, former artist-in-residence, LMCC/Workspace: The Woolworth Building  
Moderator: Erin Donnelly, LMCC curator of visual arts and residency director  
This program will take place at the Melville Gallery of the South Street Seaport Museum at 213 Water Street. The program is free. Please RSVP to [www.lmcc.net/rsvp](http://www.lmcc.net/rsvp) or contact Programs Associate Celina Paiz at [cpaiz@lmcc.net](mailto:cpaiz@lmcc.net) or 212 219 9401 x127. Directions: Subway: 2, 3, 4, 5, J, Z, or M to Fulton Street; A and C to Broadway-Nassau. Walk east on Fulton Street to Water St.

### SPRING WRITING INSTITUTE AT SARAH LAWRENCE

Sarah Lawrence's Center for Continuing Education will host its annual Spring Writing Institute from February 7- April 30, for adults who want to deepen their approach to writing, improve their skills, and become part of a community of writers. All classes are smaller- fewer than 14 people, and are taught in the workshop style.

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### Seminars

#### THE COLLEGE OF NEW ROCHELLE

On Tuesday, March 15 and Tuesday, May 10, each from 1:00 to 3:00 p.m., the College of New Rochelle will host two seminars at its main campus in New Rochelle on "Child Abuse Recognition and Reporting" conducted by Arlene Louis, Ed.D., RN, CS. They will be held at CNR's Student Campus Center in the Iselin Room. These seminars are sponsored by the College of New Rochelle and approved by the New York State Education Department. They are designed for licensed professionals, teachers, and school administrators who are required to identify and report on child abuse. The seminars will cover the physical and behavioral indicators of child abuse, maltreatment, and the statutory reporting requirements. Upon completion of a seminar, attendees will receive certification from the state of New York. The cost is \$50 per person; pre-registration is required. The seminars are contingent upon enrollment. For further information and location, contact Ms. Barbara Nitzberg at (914)-654-5548. The registration deadlines are March 8 and May 3, respectively, for the upcoming seminars.

### Workshops

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Center for the Improvement of Child Caring  
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Effective Black Parenting Program  
Feb 28 - Mar 4 Gastonia, North Carolina  
Mar 14 - 18 Miami & San Francisco

Ap 4 - 8 Washington, DC  
April 25 - 29 Chicago, Illinois  
May 9 - 13 Louisiana

Los Ninos Bien Educados Program  
Mar 21 - 25 Philadelphia, Pennsylvania  
May 2 - 6 Los Angeles, California

Confident Parenting Program  
May 16 - 18 Little Rock, Arkansas

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Feb 17th 7:00pm March 8th 9:30am  
Feb 24th 9:30am March 9th 8:45am  
Feb 28th 9:30am March 14th 7:00pm

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Web: [www.uwf.edu/whatsnext](http://www.uwf.edu/whatsnext)

Saturday, February 19, 2005, 9:00a.m.  
Saturday, April 16, 2005, 9:00a.m.  
It's worth the trip! Reservations are appreciated, but not required.

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## Resource & Reference Guide

### BOOKS

#### Bank Street Bookstore, 112th St. & Broadway, (212) 678-1654

Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

#### Logos Books, 1575 York Ave., (@84th Street), (212) 517-7292

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

#### High Marks In Chemistry; 1-877-600-7466

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#### Transition Matters -

from School to Independence:

A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area  
500 pages, \$35.00 + \$8 postage and handling ISBN 0-9678365-6-5. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th floor, New York, NY 10003 212-677-4650 (phone), 212 254-4070 (fax) or visit us online at www.resourcesnyc.org

### CAREER COUNSELING

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### COLLEGES

#### February Events At Sarah Lawrence College

#### EXHIBIT

Faculty Art Show  
February 1 -April 18  
Reception: February 1, 5 - 7pm  
Heimbold Visual Arts Center  
Free

The College's Visual Arts faculty will showcase their painting, photography, drawing, sculpture, film, and new media. The exhibit will be held in the Barbra Walters Gallery. For hours or more information, please call (914) 395-2411

#### PERFORMANCE

Blondell Cummings  
Saturday, February 12  
Performing Arts Center  
7 p.m.

Free  
Sarah Lawrence College will present two performances based on the theme of human rights by Blondell Cummings, director/choreographer, performing artist, educator/activist, and the artistic director of Cucle Arts Foundation, a multi-disciplined arts cooperative. Cummings has toured extensively throughout the United States, Europe, Asia, Africa. Reservations are required; please call the dance office at (914) 395-2433 from 9:00 a.m. to 12 p.m.

#### READING

SLC Alumnae/i Poetry  
Wednesday, February 16  
Esther Raushenbush Library  
6:30p.m.  
Free

Curtis Bauer MFA '99 has published poetry in numerous journals. Including The North American Review. His first book, "Fence Line", won the 2004 John Ciardi Prize in Poetry. Elena Karina Byrne '82, the 2004-

2005 poetry co-editor of the Los Angeles Literary Review, is a poet, essayist, visual artist, poetry moderator and consultant for The Los Angeles Times "Festival of Books". Her collections include "The Flammable Bird and Masque". Jay Ladin '82, author of the collection "Alternatives to History", is an Emily Dickinson scholar and professor of English at Stern College for Women at Yeshiva University. The first book of poems by Lee Peterson MFA '00, "Rooms and Fields: Dramatic Monologues from the War in Bosnia", won the 2003 Tom and Stan Wick Poetry Prize judged by former Sarah Lawrence faculty member Jean Valentine. For more information please call (914) 395-2411

#### LECTURE

Taking Care of Business: Childhood Lead Poisoning and the Politics of Environmental Disease

Wednesday, February 16  
Titworth Lecture Hall  
12:45 - 2 p.m.

#### Free

David Rosner, Professor of History and Public Health at Columbia University, will look at the corporate history behind hundreds of thousands of children damaged by exposure to lead, a known neurotoxin. Today lead poisoning is the focus of attention for the medical health, legal and policy communities. Throughout the country, lawsuits addressing corporate responsibility are questioning what companies that manufactured and sold the lead-based paint knew about its dangers. Based upon documents from the lead industry itself, David Rosner has written, with Gerald Markowitz, Deceit and Denial: The Deadly Politics of Industrial Pollution. For more information, please call (914) 395-2411

#### CONCERT

Susan Eichhorn, soprano  
Wednesday, February 23  
Reisinger Concert Hall  
5:05 p.m.

\$10 for regular admission, \$8 for senior citizens (55+) and students from other institutions with a current ID. For more information, please call (914) 395-2411

### CONTINUING EDUCATION

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

Sundays at JASA, Continuing Education for Adults 60 and Over at Council Senior Center. Call 212-273-5304 for catalog and information about courses.

### DANCE PROGRAMS

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### SCHOOLS

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