

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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INSIDE:

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EDITORIAL

Making Humanity More Human

My husband and I were standing on a long line at the main post office in New York City recently. It was about nine in the evening. We watched intently as a very elderly and frail man, neatly dressed, slowly and pathetically shuffled his way across the wide shiny marble floor, leaning heavily on his cane to support his thin, stooped figure. Painstakingly, he made his way to the end of the line, holding a letter.

No one seemed to notice or care.

My husband held our place in the middle of the line while I made my way to a uniformed police officer. "Sir," I asked, "could you please help that elderly stooped man get to the front of the line?"

"I can't do that," he responded sympathetically. You have to ask the manager of the post office."

"Isn't it amazing," I said, "that no one on that line seems to care about helping another human being?"

"Ma'am, right after 9-11, people went out of their way to assist others. The memories are dim now and no one cares anymore."

I made my way to the station manager, knocked on his door and made the same plea for the older man. The station manager immediately took action. He gently escorted the gentleman to the front of the line and made sure his letter was stamped and mailed. I returned to my place in line in time to see the manager wave to me and return behind a closed door. The postal clerk also waved

and from across the wide floor, the police officer at the other end smiled and acknowledged me.

The elderly man very slowly made his way to the exit where the officer held the door open for him.

A small act of kindness reverberated in the post office that evening. I'm sure all the people on line will remember it and perhaps, at some point, they too will perform a small act of kindness for someone else.

When good deeds are performed by large groups, it takes extraordinary organization as well as the labor of individuals. Today, December 1, I visited JHS 104, Manhattan with Chancellor Joel Klein to celebrate the largest contribution to City Harvest from any school in the city. City Harvest gives food to the homeless, shelters, soup kitchens and food pantries. In one week, these students collected 6000 pounds of canned, boxed and packaged foods!

One of the greatest lessons we can teach our students and our own children is to care about others, not just at this season but throughout the year. In this issue of *Education Update* (page 6), we write about Molly Jong and Jonathan Burkan, two young adults trying to make a difference for others all year long.

Let's all join to bring cheer to those in hospitals and nursing homes, to those without enough food and clothing, to those in need of love and kindness in 2007.

Happy holidays and "God bless us, every one!"

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ERRATA

Gene Maeroff is the author of *Building Blocks: Making Children Successful in the Early Years of School*. We apologize for the misspelling of his name.

In the article about CCNY alumni honored, President Gregory Williams was the presenter of the John H. Finley awards.

LETTERS

RE: Health Effects of Omega-3 Polyunsaturated Fatty Acids**To the Editor:**

In Dr. Artemis Simopolous' articles, I see reference to ratio of 1:1 Omega 6 - Omega 3 and chickens that eat purslane study having high Omega 3. Nowhere do I see how the general public might determine these ratios in their constant, everyday diets. Also, in your chicken study in Greece did these chickens eat purslane in free-range as their only diet? Is there a ratio of grains fed? How is this ratio determined by the ordinary chicken owner? I have asked many other nutritionists these questions and have received NO answers; therefore, I have now come to the "horse's mouth."

E. Ruth Green, Ph.D.
Statesboro, Georgia

Dr. Artemis Simopoulos Responds:**Dear Dr. Green:**

In our book, *The Omega Diet* (HarperCollins, 1999) we explain the answers to your questions thoroughly, and all the recipes have a ratio of 4 to 1 of omega-6 to omega-3 fatty acids. There are already omega-3 enriched eggs all over the world based on the composition of the Greek egg. Poultry scientists increase the omega-3 content of the chicken feed either by adding flaxseed or fishmeal.

To the Editor:

It was wonderful to see the article in *Education*

Update. It is a marvelous publication!

I feel the high quality which the journal obviously aspires gives great knowledge and satisfaction to its readers nationwide. Happy to say, we are now subscribers and are looking forward to additional informative articles, such as your other pieces on Bill Ruechert, J-Harris, Glenn Dieterow, and Dr. Logan.

Michael Jamanis
President, Pennsylvania Academy of Music

RE: Prison College Programs Unlock the Keys to Human Potential**To the Editor:**

People are not disposable. I think we need to educate prisoners. It gives them a better chance of not reentering the system. Prisons are a money-making business for the government and that's why they keep building them. How can a prisoner take an online college course in Florida?

Nancy Peck
Lehigh Acres, Florida

RE: Jean Harris**To the Editor:**

Miss Harris was convicted of 2nd degree murder because at the time of her conviction 1st degree murder was reserved only for the murder of a public safety officer in the course of his duties. This is contrary to what a gentleman wrote. Race did not play a role in her trial. However, she spent more time in prison than those who were convicted of the same offense,

many of whom were black.

Keith Charles Edwards
Brooklyn, New York

RE: Michael Glaser, Poet Laureate, Maryland**To the Editor:**

Michael, I was a "poor-to-mediocre" student but you were a wonderful teacher and I still think about your life lessons and St. Mary's. My eldest son (15 years of age) is facing some challenges and I would love to bring him to hear you. Do you have a reading scheduled for sometime soon?

Jeni Parris Brady
Annapolis, Maryland

RE: Rikers High: A Filmmaker's View of Prison Education**To the Editor:**

I teach at a prison. The riddle of recidivism is that society does not have time to address the problem. Once you are a prisoner you are either prisoner or ex-prisoner, therefore society is simply scared of them. Showing inmates in a classroom was an excellent idea. You may have opened the door for inmates to be accepted by society. Keep up the good work. You have an A for effort in my mark book.

Kenneth Sarvia
West Warwick, Rhode Island

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EDUCATION UPDATE

Mailing Address:

17 Lexington Avenue, A1207
New York, NY 10010
Email: ednews1@aol.com
www.EducationUpdate.com
Tel: 212-477-5600 Fax: 212-477-5893

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Steve Bailey
Inquiries: 646-872-4018

EDITORIAL INTERNS:

Heather Maher, Justine Rivera

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PROFILES IN EDUCATION

JOYCE COWIN, TRUSTEE, TEACHERS COLLEGE

By JOAN BAUM, Ph.D.

Joyce Cowin, a trustee at Teachers College (TC) and liaison to its prestigious Alumni Council, exemplifies by word and deed the meaning of “philanthropy,” a word that comes from the Greek and means love of mankind. To hear her talk—an enthusiasm she exhibits for what she has already done in education and what she hopes still to do for her alma mater (her Masters at TC)—is to listen to someone who truly believes in noblesse oblige. Among her numerous projects, however, she cites as her “happiest” the funding and founding several years ago of the Heritage School at 106th Street & Lexington Avenue, a 9-12 high school that has already made a difference in the lives of so many of its needy students. She notes, for example, the school’s fifth graduation and adds that while others might conclude that the 50th percentile is hardly an achievement, for the students who attend the Heritage School, the graduation rate most certainly is a “mile-



stone.” Coming in with academic and familial disadvantages, among them the fact they start relatively late—in the 9th as opposed to the 6th grade—Joyce Cowin says she is amazed at what the Heritage students have achieved: a movement from 12 percent passage on the math regents, for example, to 85 percent, a striking increase that she attributes to the “wonderful” mentoring the students receive from Teachers College faculty and interns. Hardly one to rest on her laurels, Joyce Cowin is now aiming her sights at improving reading scores, as well.

Originally conceived as a school that would teach all classes through the arts, Heritage has evolved a program over the last few years that is now being replicated by other schools. Though she wishes the space-challenged institution would have a gym and a cafeteria, she takes heart at least that a library now exists. In the basement? So what, that’s what other schools, particularly those in Washington D.C., that have no expansion room are doing. What would she like to see happen next? Without missing a beat, she says, paying attention to problems of “nutrition.” And she’d like to see continued focus on computers. These

are the “equalizers,” she says, the kids love them. Whenever she can and especially at meetings of the Teachers College Board of Trustees she celebrates the accomplishments of the Heritage School and encourages further support.

A TC trustee for over 25 years and an important liaison to the TC Alumni Council, Joyce Cowin knows, of course, that her own “golden” childhood and relatively easy years at Smith College are far different from the lives of Heritage School students, but she believes that it is essential that people like her “get involved.” And stay involved. She’d like to expand mentoring opportunities – why not trips to Albany? She’d also like to see the reinstitution of something like the Gallery Passport program of some years ago whereby public school youngsters were engaged in curricular activities that involved going to museums. And she’d be delighted if the TC board would accelerate its deliberations on distance learning, which she believes, is “the wave of the future.” She also looks forward to the official opening of the Cowin Conference Center at Teachers College and to its publicized integration as a place for greater faculty exchange.#

We must expand islands of excellence into continents of success.

-Newark Mayor Cory Booker

The federal government shouldn’t have any role in education accountability.

-Richard Rothstein, Economic Policy Institute

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Susan Fuhrman Assumes Presidency of Teachers College, Columbia University

By EMILY SHERWOOD, Ph.D.

Noting that “we’ve got to be the place which spawns ideas that animate education,” Susan H. Fuhrman, a nationally recognized expert on public accountability and teacher excellence in education, has been appointed tenth president of Teachers College (TC) at Columbia University. She succeeds Arthur Levine, who served as TC’s president for 12 years.

Dr. Fuhrman, who received her Ph.D. from TC in 1977 and most recently served as Dean of Penn’s Graduate School of Education (GSE) where she is credited with strengthening its programs in urban and international education, will doubtless bring her strong sense of commitment to inner city neighborhoods with her to New York. Under Dr. Fuhrman’s guidance, Penn’s GSE created its own Pre-K-8 public school in West Philadelphia, the Sadie Tanner Mosell Alexander School, while crafting partnerships with three low-performing neighborhood schools. Indeed, among her mentors she names former Penn President Judith Rodin, from whom, she adds, “I learned what it meant to be a good neighbor.” Would she forge similar partnerships in New York City? “Well, it’s something that’s in my blood,” says Dr. Fuhrman forthrightly, though specific strategies would take time to plan.

Susan Fuhrman has a packed agenda for excellence at TC: closing the achievement gap, competing globally, improving math, science and engineering instruction to fuel future productivity, and encouraging experimentation with new teaching models that are informed by rich data are all on the front burner. And she is deeply concerned about how to inspire teacher excellence. Teacher salaries are too low, especially those in urban neighborhoods when compared



Ryan Brenizer / Teachers College

to their suburban counterparts. And retention is a major problem: “Fifty percent of teachers leave in the first five years, not just for salary reasons. They have concerns about working conditions, being supported on the job, having good school leaders, having opportunities to learn...So it’s not just a question of salaries attracting people to the profession. We need to create conditions that keep them in and support them and mentor them,” explains Dr. Fuhrman.

To achieve the lofty goals she lays out, Dr. Fuhrman is mounting a “fundraising agenda.” In order for TC to be the “leader of ideas,” she’ll be looking at increasing research monies that flow into TC, in part through creating financial incentives for people who write big grants and run large-scale research programs. “We need to draw people from across the school to apply for these grants; we need activities that bring people

together around grant opportunities,” adds Dr. Fuhrman. But one element not slated for increase is the doctoral program. “The advising burdens are very large and the quality of doctoral education suffers when there are too many doctoral students,” she explains. Moreover, to provide meaningful financial support for doctoral students will require a more streamlined program.

On the other end of the spectrum, TC will probably be looking to renew an aging faculty as some members head toward retirement. “We will certainly be refreshing the faculty and hiring the very best people we can,” she adds.

As Dr. Fuhrman ends the interview—it’s 5 PM and she is on her way to yet another meeting—she talks ever so briefly about her own doctoral

mentor at TC, former U.S. Secretary of Health and Human Services, Donna E. Shalala, now President of the University of Miami. “We were engaged in issues of school finance and equity in distribution of funds. We worked with clients in state legislatures, particularly in Connecticut, to develop remedies for court cases declaring school systems unconstitutional,” explains Dr. Fuhrman. What she learned during her years as a student is a lesson that she will pass on to future students at TC: “We put our ideas to work, we worked with policymakers, and I came to respect them enormously.” Indeed, the goal of turning research-driven ideas into pragmatic implementation to improve the education of America’s youth is clearly what Susan Fuhrman is all about. #

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YOUNG LEADERS IN NYC TRY TO MAKE A DIFFERENCE



Jonathan Burkan

Jonathan Burkan

Recently, the New York City Center for Charter School Excellence sponsored "A Good Read for Kids," a fundraiser to support libraries in NYC public charter schools. Jonathan Burkan, Senior Financial Advisor for Merrill Lynch, hosted the event which featured presentations by Renaissance Charter School students and an auction. Proceeds from the fundraiser will benefit the development of library resources at Renaissance Charter School (Queens), KIPP Academy Charter School (Bronx) and Carl C. Icahn Charter School (Bronx).

Paula Gavin, the CEO of the Center was present.

Jonathan Burkan believes deeply in the "value of giving back to the community, to the people who need it most."



Paula Gavin



Nigel Perry

Erica Jong & Molly Jong-Fast

Molly Jong-Fast

Molly Jong-Fast, the writer-daughter of Erica Jong, is on the board of the New York Public Library Cubs. She recently held a gathering along with her mother and David Patrick Columbia to increase awareness of the organization with supporters Judy Collins, Naomi Wolf, Bill and Judith Moyers, Amy Sohn, Billy Norwich, Dave Itzkoff, Daphne Merkin, Vicky Ward, Amanda Foreman, Cynthia Rowley, Hannah McFarland, Susan Cheever, Gigi Levangie-Grazer, Shirley Knight, Darius and Jill Bikoff, Patti Kenner and Ann Brashares present. Paul LeClerc made a guest appearance.

The Cubs is a children's membership program for families who annually contribute \$1000 to the branch library. The New York Public Library Cubs is a board of philanthropic-minded young women and men with children who raise money to buy books for libraries in New York that are insufficiently funded—libraries in Spanish Harlem, the South Bronx and other neighborhoods. The focus of the Cubs is bringing books to children. Molly Jong-Fast says, "The point of this program is to support the neediest branch libraries."#

THE LAW & EDUCATION

Another Constraint on Public Employees' Expression Rights

By MARTHA MCCARTHY, Ph.D.

In 2006, the Supreme Court rendered a significant decision, *Garcetti v. Ceballos*, which narrows constitutional protections afforded to public employees, including educators, in expressing their views about agency operations. An assistant district attorney, Ceballos, alleged that he suffered retaliation for writing a memorandum suggesting that an arresting deputy sheriff may have lied in the search warrant affidavit in a criminal case. Ceballos informed the defense counsel of his belief that the affidavit included false statements, and the defense subpoenaed Ceballos to testify at the hearing challenging the warrant. The court denied the defendant's motion to invalidate the warrant, and the prosecution proceeded with the trial. Ceballos was removed from the case, and he alleged that he suffered retaliation, including undesirable work assignments, hostile treatment by supervisors in the district attorney's office, and denial of a promotion.

The Ninth Circuit ruled that the retaliation impaired Ceballos' free speech rights, but the Supreme Court reversed in a five-to-four decision. Reasoning that Ceballos was speaking about an assignment he was paid to perform, the Supreme Court majority adopted a bright-line rule excluding from First Amendment protection public employees' expression pursuant to official responsibilities.

The four dissenting justices faulted the majority for excluding *all* job-related expression from First Amendment protection, arguing that the balancing test articulated in *Pickering v. Board of Education* (1968) should have been applied. Under this test, a public employee's expression

on public matters cannot be the basis for adverse employment action unless the expression jeopardizes the employee's relationship with immediate supervisors or harmony with coworkers, impedes job performance, or interferes with agency operations. Justice Souter declared that the majority chose an odd place to draw its line, concluding that a teacher complaining about racist hiring practices would be protected whereas a school personnel officer making the same observation would not be shielded by the First Amendment.

The *Ceballos* ruling is not the only decision during the past quarter century that has narrowed public employees' free speech rights. In 1983, the Supreme Court in *Connick v. Myers* held that the content and context of expression should be considered in deciding whether it pertains to a private grievance and thus is not constitutionally protected. Subsequently, lower courts have broadly interpreted expression that falls in the category of private grievances in contrast to public issues. Now, employee expression pursuant to official job responsibilities is not protected, so public employers do not have to establish that the expression pertains to a private grievance or has a negative impact on performance or agency operations. The *Ceballos* holding calls into question lower court decisions in which educators have prevailed in First Amendment claims of retaliation for blowing the whistle on wrongdoing in their schools. Educators in the future may be hesitant to expose unethical school district practices, and if so, their students may be the real victims.#

Martha McCarthy is the Chancellor Professor and Chair, Educational Leadership & Policy Studies, Indiana University.

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“Say Yes to Education” Helps Harlem Youngsters Graduate HS & Pays for College Too

By EMILY SHERWOOD, Ph.D.

When Hartford money manager George Weiss threw out his signature football to a group of 400 Harlem kindergartners and their parents two years ago, he was executing far more than an athletic maneuver. Weiss, a well-known philanthropist who has given millions of dollars to inner city families since his “Say Yes to Education” program began in Philadelphia in 1987, was offering the gift of hope to a new cohort of “Say

Yes” students. Through a planned \$50 million initiative in five Harlem elementary schools (P.S. 161, 180, 57, 83, and 182), “Say Yes” will offer K-12 academic and social support for these lucky 400 youngsters, with guaranteed payment of full tuition to the college of their choice if they graduate from high school.

“When Mr. Weiss made his announcement, I had to translate for some of the non-English speaking parents,” said Carmen Vega-Rivera,

Director of the NYC Chapter of “Say Yes.” “Then there was complete chaos in the room. Jaws dropped, tears were rolling. The emotions were wild. One father picked up his child and cried, ‘We’re going to college!’”

Two years later, the enthusiasm is just as palpable. The now-second grade children receive a rich infusion of academic support, with a dedicated program manager and reading specialist in each of the five “Say Yes” schools who

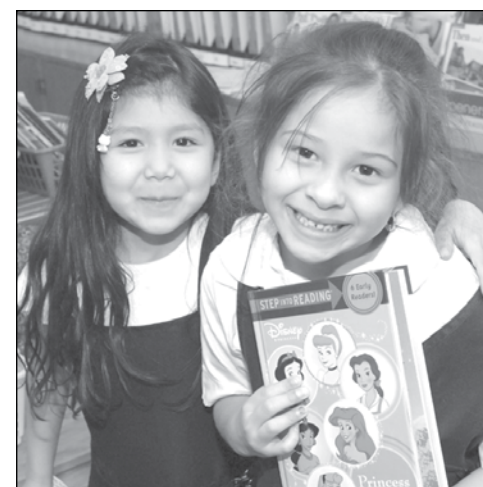
make sure that each child has his or her own IEP (Individualized Education Program) and that no one falls between the cracks. “Say Yes” provides three hours of after-school homework help and enrichment each weekday, social work assistance for parents and families, physical and mental health services, and financial back-up where needed (even parents can receive needed vocational school or college tuition once they’re in the “Say Yes” family.) A partnership with the law firm of Bingham McCutchen offers families much-needed pro bono legal assistance in areas of immigration, child support, special education, housing, and more. And a six week summer school program, just rolled out this year, offers youngsters the opportunity to keep up with their literacy and math skills during the long summer hiatus. “It’s not rocket science,” explains Mary Anne Schmitt-Carey, who just assumed presidency of the non-profit “Say Yes to Education” in April. “We looked at the core challenges for enabling inner city high poverty youth to succeed to what’s been defined as middle class standards of achievement... It takes a much greater investment in academic and non-academic support services, and a lot more time.”

The germ of the idea for “Say Yes” came to Weiss when he was a sophomore at the University of Pennsylvania and his fraternity hosted a Christmas party for 12 inner city adolescents. In his typical hands-on fashion, Weiss stayed in touch with each of them; when he returned for Penn’s Homecoming weekend seven years later, he took them out to lunch and was heartened to learn that every single youth had graduated from high school. The reason: Weiss had cared so much about them that they could not let him down. When Weiss made his fortune in the investment arena, he returned to Philadelphia in 1987 and financed his first cohort of “Say Yes” students at the Belmont Elementary School, later expanding to Hartford (CT), Cambridge (MA) and now New York City.

George Weiss presides over his “Say Yes” family (there are now 768 “Say Yes” children; the oldest of them is 31 years old) like a proud and often dotting father. “We now have a ‘Say Yes’ posse,” relates Weiss with obvious pride and joy at the accomplishments of his oldest graduates. “They rally around each other. But when problems get too serious, they call me,” he adds, admitting to taking phone calls from his “Say Yes” charges at odd hours of the night. From



Mary Anne Schmitt-Carey



Children in the program

his midtown Manhattan office, Weiss recounts a litany of almost unbelievable stories: Jarmaine is now an aerospace engineer for NASA, and Laureine (not her real name), a foster child who had been abused, now has her own baby and is purchasing her own home. “I’m getting emotional,” says Weiss, who clearly has invested more than money in this incredible Cinderella story that’s happening in four cities and shows no sign of losing momentum.

Statistically as well as anecdotally, “Say Yes” kids are beating the odds and achieving at higher rates than their inner city peers. In Cambridge, Hartford, and Philadelphia, high school graduation rates for “Say Yes” students hovered around 75 percent, as compared to national averages that are closer to 50 percent. While there’s been no systematic, longitudinal study of “Say Yes,” Schmitt-Carey is seeking foundation support to do just that, in addition to implementing a series of targeted objectives. “There was a lack of accountability and controls in the early years of ‘Say Yes to Education.’ We’ve since learned lessons around the need for tough love, setting clear expectations and defining boundaries,” notes Schmitt-Carey, who came to “Say Yes” from New American Schools (NAS) where she championed the need for data-driven decision-making in public school reform. Following a six month, external study of “Say Yes to Education,” she’s ready to move ahead in instituting a set of more stringent policies “in the spirit of wanting to improve and enhance the program, not in a way that’s punitive or looking to kick people out of the program.”

With vibrant programs in Philadelphia, Hartford, and Cambridge and five classes of NYC eight year olds just beginning their journey to college and beyond, “Say Yes to Education” has by anyone’s standards gone above and beyond the definition of philanthropy. Yet, George Weiss will be the first to tell you that he hasn’t done enough. “There are so many kids out there who still need our help,” he says, shaking his head despondently. You can be sure that, with so much to be proud of, George Weiss is already hard at work identifying new children on whom to bestow his many gifts.#

Next month’s Education Update will take an up-close look at how one school in Harlem is making dreams come true for “Say Yes” children and their families.

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J-Harris and Friends Debut Music With a Conscious Message At CCNY

By RICHARD KAGAN

It was billed as the "official launch" of the Music With a Conscious Message Movement on a recent Saturday night. J-Harris, singer, songwriter and dancer, and his talented friends, took the stage at the Marian Andersen Theatre on the City College of New York campus in uptown Manhattan and rocked the house with songs of passion, beautifully crafted pieces of spoken word, and words of love, and judging from the reception of those in the audience, the movement may well be on its way.

Harris, the visionary behind Music with a Conscious Message (MCM), believes you can communicate through song and music to uplift, not to degrade or demean anyone. The concert aptly filled that purpose. Harris followed some opening acts before intermission to sing "April Showers" —a song about romantic love and the passion that comes with it. Harris sang "If you ever feel lonely, you can call...I'll April Shower you with my love." In the song "Dance With Me," Harris seems to be looking for a girl who he just can't find. He searches for her but she dances just out of his reach. The J-Harris dancers performed tight choreography with great energy, warmth, and charisma. While introducing his popular "Everything is Gonna Be Alright," Harris told of getting a letter from a woman going through a divorce and she found inspiration listening to the record. It's a song of hope

and believing that things do turn out alright, if we just have a little faith. Harris sings: "You can have everything/Believe in Love" "We'll make it through the day." Harris worked the crowd like a pro and he is a talent to be noticed.

Aisha Aakiya opened the concert with a solid rendition of "The Greatest Love of All," and showed great vocal range on the classic "My Funny Valentine." Harris is producing David Homyk, a college friend from the University of Virginia, who showed some rock and soul pipes on "Get Off My Soul."

Lite S.I.N. (Something Instead of Nothing) rapped with a positive message and even handed out roses to the ladies in the crowd. He said: "If you're family's tight, say I'm good! Another rap was about "How bad do you wanna be good? He asked the audience to raise their hands and shape their fingers to an "L" to represent love and light.

One of the highlights of the evening was a spoken word performance by Messiah, a three time winner of "Showtime at the Appollo." The native of Trinidad took the stage, and wove stream of consciousness from a higher plane. He spoke of using the mind to "escape from my train of thought." And letting that mind take him to a "safety zone."

Messiah really got the crowd going with his personal diatribe entitled "I got a Right." It was a riveting narrative on his being his own person in

MUSIC, ART & DANCE

THE SALZBURG FESTIVAL, 2006 A FEAST OF MOZART

By IRVING SPITZ

This year is the 250th anniversary of Mozart's birth and Salzburg rolled out the red carpet in its annual Festival to honor its most illustrious local son. Mozart's happy memories of his home town were few and far between. Salzburg has treated him far better in death than life. In his last season as Festival artistic director, Peter Ruzicka staged all 22 of Mozart's operas. Seven of these are well known; most of the others are very rarely performed. There was thus a unique opportunity for both the casual opera lover as well as the connoisseur to listen, enjoy and understand why most of Mozart's operas are not performed.

Throughout his career, Mozart explored the three main operatic genres current at the time. The singspiel, a German-language musical drama, has spoken dialogue along with musical numbers. Opera seria consists of recitatives and arias with a plot generally based on Greek mythology or Roman history. Its counterpoint, opera buffa, revolves around comedy with simple plots. Both the latter are sung in Italian.

Lucia Silla composed at the age of 16 years was one of his earliest opera seria. This relates the story of the Roman dictator, Sulla (Lucia Silla) who banished the Senator Cecilio since he desires the latter's wife. The production was by incoming festival artistic director Jurgen Flimm. The main action was played out at center stage but its effect was lost since Christian Bussmann's cluttered staging filled out both sides with so many props and supernumeraries that it was distracting. This opera has mainly solo arias with few duets and ensembles. Nevertheless even in this early work, Mozart's mastery of the voice was very evident. In some of the arias, one could hear the precursors of his last great opera seria, Clemenza de Tito. Particularly effective was soprano Annick Massis, who took the role of Giunia, the subject

of Lucio's desires. She pulled off her horrendously difficult arias with aplomb.

In a brilliant twist, director, Thomas Reichert, united the plots of two short works, Bastien and Bastienne, his first singspiel composed when he was 12 years old with The Impresario (Der Schauspieldirektor) which was composed in the same year as the Marriage of Figaro. This production was presented in conjunction with the Salzburg Marionette Theatre and puppets were cleverly integrated into the production. In Der Schauspieldirektor, an impresario deals with the vanity of two competing sopranos who are both ultimately hired to sing the role of the shepherdess Bastienne. Bastienne is falsely told by the wily Colas (who also takes the part of the impresario's assistant) that her lover Bastien has deserted her. This production was probably one of the most interesting and innovative in the festival.

Two incomplete opera buffa fragments composed by Mozart three years before Figaro, Lo Sposo Deluso (The Deluded Bridegroom), which details the travails of a deluded bridegroom and L'Oca del Cairo (The Goose from Cairo) about a girl imprisoned in a tower by her father, suffered from weak plots and librettos. Director Joachim Schlomer got round this by having a master of ceremonies in a non-singing role explaining the intricacies of the plots. Despite glorious ensembles and melodies from the mature Mozart, these operas never achieved popularity.

Thus poor plots and inadequate librettos explain why so many of Mozart's operas are unknown. This emphasizes the vital contribution of the librettist to the ultimate success of the opera. Difficult vocal requirements producing casting difficulties are probably another factor. Mozart's best known operas performed at the festival will be reviewed next month.#

an ever-changing world. Popular rapper Doug E. Fresh entertained the crowd along with Master of Ceremonies Dr. Benjamin Chavis, a noted civil rights activist. Dr. Chavis said "Movements get started in Harlem and tonight is about music, but it's about music with a conscious message. It's about young people themselves taking the initiative."#

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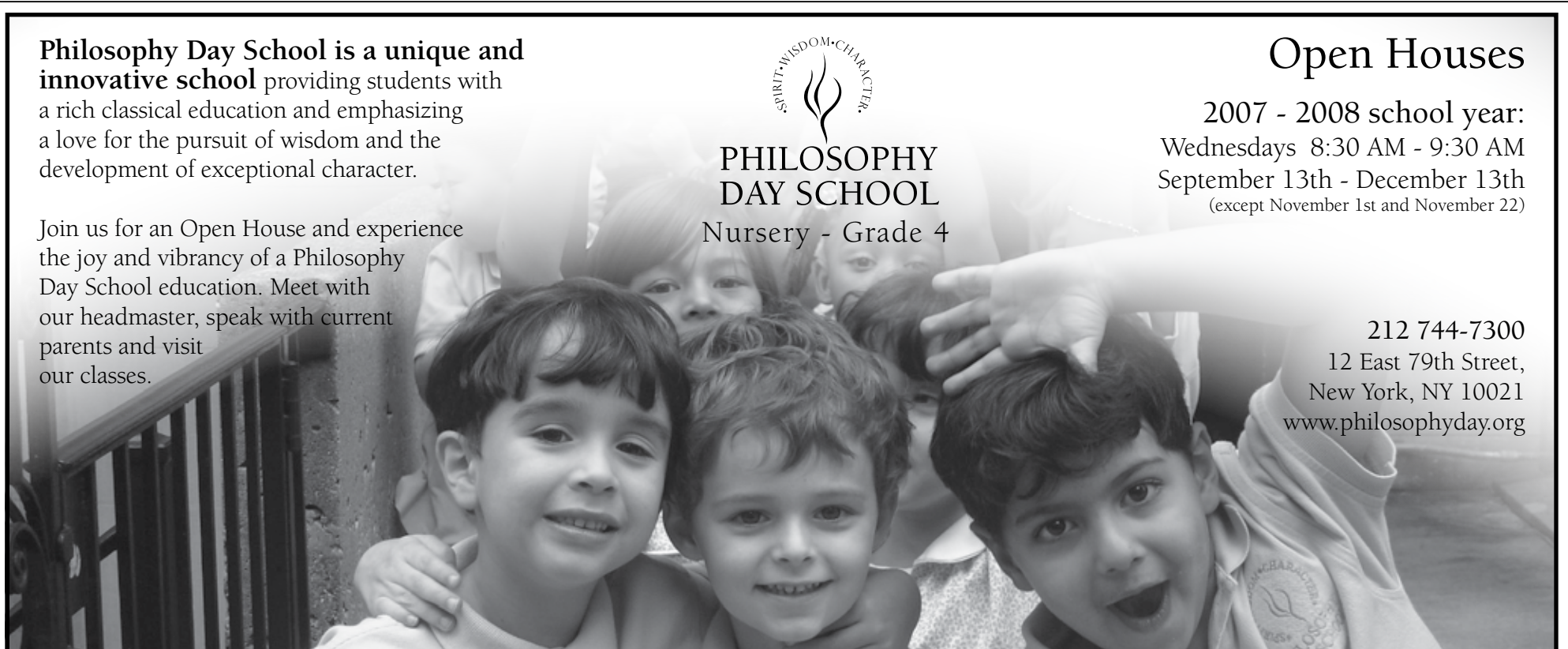


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The United Nations Association of the USA's Annual Awards Dinner

All photos: Kyo Morishima



Mr. Dean Kamen



Nane Annan and Kofi Annan



Angelique Kidjo



(L-R) Rajat K. Gupta, Vice Chair of Board, UNA-USA; William J. McDonough, Co-Chair of the Board, UNA-USA; Amb. William H. Luers, Pres., UNA-USA; Ted Turner, Board Member, UNA-USA and Chairman of the UN Found. Board



Josh Weston, Co-Chair of the Exec. Comm., UNA-USA & Dean Kamen



Wynton Marsalis performs special tribute to UN Sec-Gen. Kofi Annan

The United Nations Association of the USA held its annual awards dinner at the Waldorf-Astoria Hotel in New York City. The association honored former President William Jefferson Clinton with the 2006 Global Leadership Award and Mr. Dean Kamen with the 2006 Global Humanitarian Action Award. Former President Clinton was honored for his global initiatives such as the Clinton Foundation HIV/AIDS Initiative

(CHAI), which assists countries in implementing large-scale, treatment and prevention programs for improving the condition of those plagued with the disease. Kamen, an inventor and entrepreneur whose ingenious inventions include the Segway and the IBOT wheelchair, was honored for his contributions to medicine, technology and the developing world.

In addition to these influential honorees, the

dinner included a special salute to United Nations Secretary-General Kofi Annan. Special guests at the event included Ted Turner, Angelique Kidjo, Isabella Rossellini, Anna Cataldi and Liya Kebede. The mistress of ceremonies was award winning broadcast journalist Charlayne Hunter-Gault.

The speakers of the evening gave inspirational speeches about the work of the United Nations and the United Nations Association of the USA. Kamen, one of the evening's first speakers, talked about the link between technology and overcoming challenges, enthusiastically stating that "Limitation is not technology; technology is moving quickly in the world...technology is getting small and personal" and "now you can carry communication as a personal device. You do so much more with this one device [holding up his mobile] than you did with a mainframe built in the 1970s." Dean went on, urging the audience to consider that "we cannot use a 19th century mindset to solve 21st century problems. Big organizations like the UN need to think as fast as technology is moving."

Following Kamen was UN Foundation Chairman Ted Turner who complimented Secretary-General Kofi Annan; "a great legacy of Kofi's tenure is how he embraced the private sector and civil society...and his efforts to transfer the UN into a partnership organization. Kofi recognized that interdependence is the driving force of our time." Turner sang a song of goodbyes to Annan, including these lyrics: "From the UN they say you are

leaving, we will miss your bright eyes and sweet smile, they say you are taking the sunshine that brightens our path."

Annan took the stage with great gratitude following Turner's unique tribute. "Nane and I are moved; we have many friends around the room who were here 10 years ago, and still cheer us on. Without their support and encouragement, we may not have accomplished so much. Thank you for that constant support and friendship."

Annan specifically thanked Turner for his contributions to the UN, saying, "Ted's vision is matched only by his uncommon generosity." He affirmed, "Ted is an iconic American businessman standing up for the United Nations and saying to the world that the United Nations is important and worthy of support."

Annan was pleased to announce at the dinner "the UN Foundation recently delivered the one billionth dollar to UN causes...and by no means are we done." He stated that "a great privilege of being Secretary-General is that you can call upon and work with truly exceptional men and women who find the United Nations mission worthy of their support...like Bill Clinton and Ted...hardly anyone has ever turned me down...I urge you to say 'yes' and say 'yes' often."

The United Nations Association was proud to honor former President Clinton and inventor Dean Kamen at the association's momentous dinner, which ended with a heartening performance by jazz musician Wynton Marsalis.#

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NTDTV Celebrates Chinese Culture

By LIZA YOUNG

A regal opportunity to celebrate the richness of Chinese culture is currently available through New Tang Dynasty Television's (NTDTV) *Holiday Wonders*, a show which made its debut four years ago, and which will be featured at the Beacon Theatre December 19-24.

Education Update recently met with the production team and cast members of the show in addition to viewing highlights of this wondrous production, at the lavish Essex House in New York City.

The show is an extension of NTDTV's mission of reviving the art and culture of ancient civilization, with a focus on what is considered the highest point in its succession of dynasties, The Tang, which flourished between 600 and 900 AD, when there was a pluralistic convergence of various ethnic groups. In *Holiday Wonders* the beauty of The Tang dynasty is recreated through restoration of traditional costumes, music, and dances, but with a modern spin, as explained by executive producer, Maria Tai.

Performers we spoke with exhibited a dedication to the mission of sharing the magnificence of Chinese culture, undergoing intense training for performances over the course of three months on a volunteer basis. Performer Amanda Huang, who grew up in China, and there studied piano, dancing, and painting, is a transfer student from Australia who is now majoring in computers at Queens College. Shirley Dai, a graduate from Berkley with a major in marketing who at age



ten immigrated to California with her family and joined the *Holiday Wonders* tour, with the goal of preserving her Chinese roots. Born in China and immigrating to the States at age 4 and 1/2, Seluna Nien expressed a love of dance, from early childhood, and while teaching dance South Dakota, she heard about the NTDTV program and decided to become a part of it. Li Sun, who has a BA in chemistry education from China, and an MA in political science from Bridgeport, also has embraced the art of dancing from childhood, and joined the troupe to share Chinese tradition, and help people learn about the history of China.

NTDTV will soon open a special performing arts school to continue supplying a "new translation of the Chinese arts to world culture," stated Ms. Tai.#

For *Holiday Wonders* ticket information visit www.shows.ntdtv.com, or call (888) 260-6221, and stay tuned for the Chinese New Year Spectacular performance in January 2007.

DR. M. JERRY WEISS HELPS LITERACY GROW IN NEW JERSEY

By LISA K. WINKLER

If it weren't for M. Jerry Weiss, young readers may never have heard of Amber Brown. In 1972, the late Paula Danziger was Dr. M. Jerry Weiss' student in an adolescent literature class at Montclair State University. She'd just thrown her oversized pocketbook at a fellow student who stated he wouldn't ever let students read a book about homosexuals. Dr. Weiss suspended Danziger from class for three weeks with these orders: "Go home. Read. Write." Danziger returned with the draft of what later became "The Cat Ate my Gym Suit," launching her career as a children's author. Danziger wrote more than 25 books, including the popular "Amber Brown" series, and is among hundreds of authors whose works were discovered by Weiss.

Now students and teachers can avail themselves of thousands of books at the recently opened M. Jerry Weiss Center for Children's and Young Adult Literature at New Jersey City University. Weiss, Professor Emeritus, taught at NJCU for 33 years, encouraging education students to use young adult literature. In addition to encouraging new authors, he's nationally recognized for promoting the use of trade paperbacks in classrooms. The center will provide resources and offer professional development workshops for students and educators.

Weiss has devoted his career to literacy. He's written and edited dozens of books, including short story anthologies geared to young adults, and has held leadership positions in the National Council of Teachers of English and the International Reading Association. The New Jersey Reading Association honors him with its annual "M. Jerry Weiss Book Award." Affectionately known as the "The Jerry," the award-winning title is selected by the state's school children. He grew up in North Carolina, left high school to enlist in the Navy during World War II, and then entered college under the G.I. Bill. "I entered education because I wanted to make sure I could get a job. Teaching seemed a good bet," he told *Education Update*. At his first job in a small, rural Virginia town, he quickly learned the politics of education—parental and administrative pressures and a stagnant curriculum. Always an avid reader, he began introducing his own paperback books "so students didn't have to read books they had little or no interest in." Since the books weren't part of the approved curriculum, he wasn't rehired. He applied to Teachers College at Columbia University, where he says he found "true inspiration."



In addition to promoting the use of trade books and encouraging new writers, Weiss has fought censorship nationally and served as a consultant in many countries and for many publishers. He donated his personal collection of autographed children's and adolescent books to the Center. Publishers have augmented the holdings with thousands of titles. "To meet the diverse and changing interests, needs, and abilities of students, we must bring new books into classrooms," Weiss said. "Good books make meaningful reading happen." He worries that the obsession with testing "has little to do with the impact of learning upon the learner," and emphasizes that "children enter the classroom with different abilities, interests, experiences, attitudes. We can't expect any one method or set of materials to meet their needs."#

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LEILA HADLEY LUCE & MILBRY POLK CREATE “WINGS” CELEBRATE OUTSTANDING WOMEN

By JOAN BAUM, Ph.D.

Combining the announcement of its 2007 Women of Discovery Awards with updates by previous awardees, WINGS WorldQuest last month showed once again why, since its formation 13 years ago, it has become the “leading resource and advocate for women explorers world wide” and for science research and education. The celebratory event, which was held at The Explorers Club, featured presentations by four remarkable women who continue to make their mark, going where few have gone, pioneering new technology and addressing ecological issues with professional expertise and artistic excellence. WINGS WorldQuest, whose mission is “to inspire women to explore their universe” by seeking “to identify, to research, to promote, and to celebrate the contributions of extraordinary women explorers, in all areas / fields of study, around the world, from all periods of history,” could not have asked for more articulate exemplars.

The 2007 WINGS Women of Discovery winners are: Constanza Ceruti, an intrepid Andean high-altitude archaeologist, who won the Leila Hadley Luce Award for Courage, scaling volcanic summits and discovering preserved mummies; Grace J. Gobbo, an ethnobiologist, who was honored for Field Research into medicine practices in Tanzania; Erin Pettit, whose wilderness program for high school students, “Girls on Ice,” gained her the Earth Award; Terrie Williams, a marine biologist, working on Antarctica’s Weddell seals and the adverse effects of global warming; and Jane Goodall, the world’s foremost authority on chimpanzees who now adds a WINGS’ Lifetime Achievement Award to her numerous honors. All five will all be acknowledged at the 5th Annual

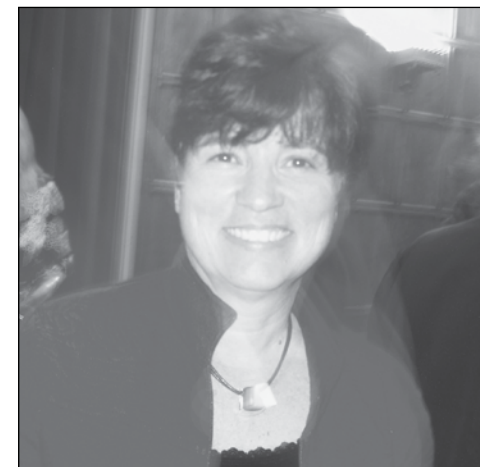
WINGS Women of Discovery Awards presentation in March, to be hosted by actress Uma Thurman (“The Producers,” “Pulp Fiction,” “Kill Bill”). It was, however, the slide-show presentations by past winners that was at the center of the Explorers Club evening—impressive testimony to women who undertake challenging scientific research and commit themselves to advancing science education.

Introduced by Milbry Polk, Director of WINGS WorldQuest, the speakers, showing photos of their astonishing work, managed to convey with efficiency and passion what might be called the ecological imperative—convincing the public and powers that be of the immediate need to strengthen efforts at preservation and conservation around the globe. Carol Amore, who won the 2003 Film and Exploration prize for her National Geographic film “The Ultimate Cat” and who was sporting an attractive tiger cap, led off with talk about her latest film, “Tigers: Tracking a Legend.” Explaining that she is taking her exploration into a big-time exhibition phase because she wants to connect with science centers around the world and reach school children, she dazzled viewers with photos of imaginative, interactive educational activities. Though she traces her conversion to film to her first camera, which she got at 16, she told *Education Update* that she went on to study clinical psychology, happily affirming her belief that women in science should be involved in “everything.”

Just back from Beijing, Elizabeth Bennett, last year’s Courage Award winner for her conservation work in Sarawak, Malaysia’s largest state, elicited gasps from the audience with photos of how Chinese (as well as U.S.) legal and illegal



Marilyn Bridges



Dr. Edie Widder

trade is depleting wild life, emptying forests of animals large and small, and how collecting confirming data in cities and working on the problem worldwide, through education and enforcement programs, is proving to be as risky as working in the wild, maybe riskier.

Marilyn Bridges, whose unusual black and white aerial photos of ancient sites in Greece and Turkey, many of which can be seen in her new book *Flights Through Time* and in major collections, and who won the 2003 Courage Award, certainly convinced the audience not only of her artistic and technical expertise but of her enterprising valor when she noted that she became a pilot (single-engine Cessna) in order to photograph antiquities not generally seen and to reinforce her own safety.

Finally, Dr. Edie Widder, a Ph.D. is in neu-

robiology and a newly minted MacArthur Fellow, who won the 2006 Sea Award for work with ORCA (Ocean Research & Conservation Association), delivered a stunning slide show of her ground-breaking work as an ocean explorer and conservationist, not to mention inventor, with her “eye-in-the-sea” underwater camera system. With joyous enthusiasm, she spoke of her love of bioluminescence (true of over 80 percent of sea creatures), of her determination to act on commission reports about dangers to the ocean (“we have such a short window left to do something”) and of her determination to bring a sense of the wonders of the ocean to schoolchildren and get them to participate in scientific study, not just read about it. Readers would be well advised to look up each awardee’s website and to seek out info about WINGS at www.wingsworldquest.org. #

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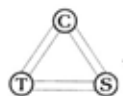
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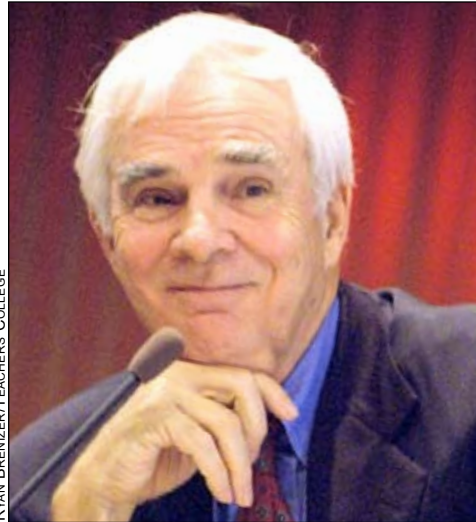
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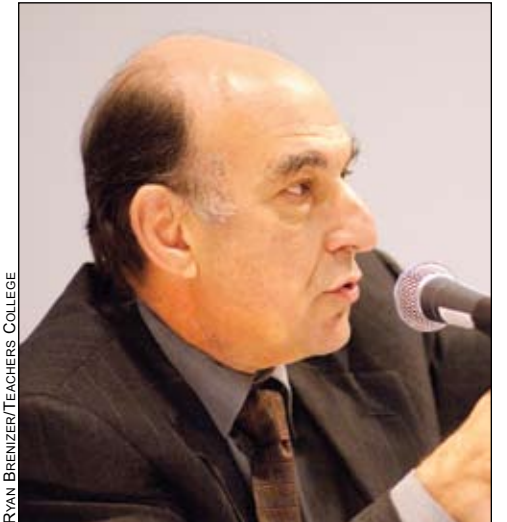
Laurie Tisch



John Merrow



Michael Rebell



Richard Rothstein

By LIZA YOUNG

At this year's second annual Campaign for Educational Equity, sponsored by the Laurie M. Tisch Foundation, and hosted at the Cowin Center of Teachers College, experts on educational policy gathered to discuss the state of equity in education, an apt setting for the symposium as indicated by Teachers College President, Susan Furhman, who kicked off the event, stating "from its inception Teachers College has focused on research that is responsive to and shaped by the needs of educational institutes and policy makers."

Michael A. Rebell, Executive Director of the Campaign for Educational Equity, underscored key findings from last year's symposium—the gargantuan dollar cost of inequity in education, and presented directions taken this year: examining the current situation from a historical context, with a comprehensive analysis of the No Child Left Behind Act (NCLB), including recommended directions for the future in light of its upcoming state of reauthorization.

Dr. Amy Stuart Wells, Professor of Sociology and Education and Coordinator of Policy Studies at Teachers College, examined the history of federal involvement in educational and social policy, asserting that the gap in academic performance stems from the historical trend in the US of placing the huge burden of reducing inequality on school house doors, in contrast to other industrialized nations which built and expanded social welfare programs to support citizen equality.

Wells summarized Harold Belinsky's comparison of policies that further "absolute equality," such as welfare programs, to those which further "equality of opportunity," which is through education, and stated that the "profound question we need to ask as we reflect on role of federal government in education and other social policies is whether or not we can ever accomplish anything resembling equality of opportunity through the public school system when children are coming through the door with day to day 'levels of living and being' that are so profoundly unequal." Wells' conclusion is that the educational gap can't be closed until inequities outside of the classroom are closed.

She joined Rebell in applauding the efforts of Dr. Edmund Gordon, Director of the Institute of Urban and Minority Education at Teachers College, in supporting supplemental education for underserved youth.

In presenting his review of Wells' paper, Dr. Gordon cited Mao Tse Tung's notion of contradiction, that there's "almost no aspect of life in which we do not see the opposite of what we are focused on." Tying this with his perspective of Wells' presentation, Gordon addressed the issue of dualism in education, noting Lawrence Cremin's interpretation of John Dewey's account

of education and life, the cautionary notion that "it is a mistake to focus so sharply on schooling that we neglect many aspects of living that are educative." Gordon emphasized the need for supporting academic development through proper nourishment, keeping children healthy and use of museums, libraries and faith based institutions. "As we roll out our discussions of comprehensive education, you'll see we are trying to break down the separation between school and life and make life a more active part of deliberate education," stated Gordon.

Session II

In a forum on "Narrowing the Achievement Gap," moderated superbly by John Merrow, President of Learning Matters, Inc., expert panelists presented their views on the performance of special needs, English as a second language, and minority students within the framework of NCLB.

Dr. Eugene Garcia, Vice President for Education Partnerships, Arizona State University, credited NCLB with drawing attention, for the first time, to the progress of English language learners (ELL), as well as other minorities. While there have been increases in academic performance for ELL students, a widening of the gap between English learners and ELL exists especially in areas where use of the native language is prohibited such as in California that adheres to an "English only" initiative based on the passage of Proposition 227 in 1998.

Garcia indicated what Merrow termed a "complexity in education gap," where there is evidence that English language learners are doing well on the basics, such as phonics, but fall behind in later years on more complex skills.

His recommendations include early intervention—he cited an early education program for four-year-olds which demonstrated a closing of the gap by kindergarten and training of professionals for English language learners, which should include support of the culture of English language learners, using some aspects of their language, as NCLB does not prohibit assessment in native language. Garcia reported on the positive progress of students in Texas who are doing well in bilingual education and dual language programs.

With reference to assessments for English language learners, he advocates doing so in both languages, and conducting assessments following at least three years of study in English, to provide enough time to demonstrate improvement.

Dr. Margaret J. McLaughlin, Professor and Associate Director of the Institute for the Study of Exceptional Children and Youth, University of Maryland, provided an overview of the history of special education, and its nature within the context of NCLB. She compared the progress of students with disabilities as similar to ELL

By LISA K. WINKLER

Perhaps no federal intervention in regulating education has been more controversial than the No Child Left Behind legislation. So it's no surprise that a symposium devoted to examining NCLB generated debate on its merits, shortfalls, outlook and alternatives. Organized by Teachers College's The Campaign for Education Equity, the two-day event, drew policy makers and education experts from around the nation.

The following are comments from some speakers:

Richard Rothstein, Economic Policy Institute, called for the repeal of NCLB. "The federal government shouldn't have any role in education accountability. It's not justified morally or politically. It's like trying to create democracy in Iraq. It's completely unachievable. NCLB has already done enormous harm to education. It's causing successful schools to be labeled as failures and distorting teaching by dumbing down and teaching to the test." He offered that educational accountability be the responsibility of each state.

Robert Linn, University of Colorado, urged that accountability be improved. He doesn't expect NCLB to be repealed and offered some suggestions: establish more realistic expectations and objective standards for measuring proficiency, grant schools more flexibility in how they're assessed by allowing high performance areas to compensate for lower performance areas, and expand the curriculum for evaluating progress beyond English and mathematic assessments.

Frederick Hess, American Enterprise Institute, said "Democracy is a mess for a whole bunch of reasons. We can't use statutes to achieve our aspirations. We can't unite the nation around a numerical goal. It's not like John F. Kennedy's post-Sputnik pledge that we'd put a man on the moon. Getting people literate isn't the same as a scientific feat."

Gail Sunderman, Harvard University, criticized NCLB for disproportionately focusing on test-based outcomes without factoring in the need for additional resources, both monetary and organizational. "When the financial, human, and organizational resources are insufficient, NCLB can't be adequately addressed." She urged that schools need more direct intervention and incen-

students in terms of the "complexity in education gap," but raised the question of whether the gap has to do, in this case, with the nature of the student body, or with the nature of schools and curriculum approaches. The passage of NCLB, with the call for increase in standards, requires, according to McLaughlin, that "all teachers need to know how to teach diverse children."

NCLB has also shed light on the performance of the special education students, and the consequent shift from individualized education

tives to improve.

Manuel Rivera, Superintendent, Rochester, NY, shared how NCLB has impacted his large, urban district. While he acknowledged that his staff all believes "all students can, will and do learn," he faults NCLB for its inconsistent standards and inflexible school assessment methods. He noted how NCLB maintains 216 ways a K-8 school can be cited for failing to meet NCLB criteria and for a high school, it's an additional 45. "Even if we're making significant progress, the state tells us to restructure. It's demoralizing to the professionals and families," he said. He described how his district set its own standards and adopted multiple assessments to judge its progress. He noted how the achievement gap begins with children at age 4, if not before. "We're working with community and city organizations to provide programs for very young children and parents. We're addressing child abuse. We're providing visiting nurses. We want to extend the school year to at least 220 days. The community needs to embrace education as a value," he said.

Part of NCLB requires teachers nationwide to obtain "highly qualified" (HQT) status. Susanna Loeb, Stanford University, said HQT represented a weak instrument for ensuring quality teaching and was nearly impossible to quantify. "Just because a teacher is HQT, doesn't mean he or she is a good teacher," she said.

Barnett Berry, Center for Teaching Quality, Inc. offered a "Marshall Plan" to remedy the pitfalls of HQT. This would include improving data collection on teachers' credentials, improving professional tests given by subject area, providing flexibility for school districts, particularly in small, rural areas, and allowing teachers to be HQ in different subjects and to teach interdisciplinary courses.

Karen Zumwalt, Teachers College, addressed the difficulty attracting teachers to the toughest school districts and urged that more resources be directed to mentoring. She noted that programs such as Teach for America and others don't address teacher shortages. Furthermore, the typical people that had gone into education in the past, mostly women and blacks, were no longer doing so. "The challenge is to make the profession attractive to all kinds of people," she said.#

programs to teaching special education students equivalent subject matter used in regular education. McLaughlin stated that many children end up in special education because of lacking general education...and over-identification of children as requiring special education as an easy way out of taking the time to properly classify students. "Due to NCLB you can no longer hide" under a special education category, McLaughlin indicated.

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NEWARK MAYOR CORY BOOKER KEYNOTES NO CHILD LEFT BEHIND SYMPOSIUM

By SYBIL MAIMIN

Cory Booker, crusading young mayor of Newark, NJ, Rhodes Scholar, Yale law graduate, and member of the Columbia Teachers College Board of Trustees, electrified the room while delivering the keynote address at The Campaign for Educational Equity's second annual symposium which focused on No Child Left Behind. Drawing upon his experiences in Newark, a city plagued by crime and corruption, Booker movingly described both the despair and the promise he has encountered. He spoke of his "pain when I see young people waste opportunities." He vividly described "kids who struggle, who live on the edge as many young black men do." He recounted his efforts at intervention, acting as mentor to many, even to the boys caught spray-painting death threats to him. He has responded by meeting the culprits and working with them every weekend. "They are good kids who have become lost in the system," he explains. His experiences have been eye-opening. Accompanying a troubled young black man to a nice restaurant, he discovered his guest could not read the menu, an irony considering the lunch counter protests in the '60's and heroic efforts to obtain equal access. Speaking of senseless shoot-



Teachers College President Susan Fuhrman

ings, he lamented he goes to "more funerals for the young than the old." He also finds good in Newark. "It is amazing to see the lengths to which parents will go" to find a decent education for their children. They fight to protect the schools, teachers, and principals that are excellent. They



Newark Mayor Cory Booker

"plead" to get their youngsters into some of the "great charter schools" that Newark offers. He sympathizes with desperate parents who falsify addresses to get their children into well-regarded suburban schools and then suffer "the indignity of having their child followed around and pulled

out of the school." As to No Child Left Behind, the mayor finds "good and bad in this complex legislation." He believes "accountability" is key to success. (A history of no accountability has been disastrous for Newark.) He supports clear standards, sophisticated ways of measuring progress, and consequences for failure. Noting that the nation cannot afford to waste its most valuable resource, the upcoming generation, he stated, "We must find ways of making the system work... We must expand islands of excellence into continents of success." While others speak of war as the great issue of the day, Booker believes the "biggest threat to our democracy is internal, not external." We have failed to achieve the "great ideals at the core of our founding." We are still "so far away from manifesting the dream of America." Newark has lost more young men to local gunfire than to the battles in Iraq. In a soul-stirring salute to James Baldwin and his book *The Fire Next Time*, Booker exclaimed, "I know in my heart...in Newark fires are going to blaze again, not of rebellion but of hope... the torch of the American dream will illuminate American cities." He urged, "We can do it. It's not a question of ability; it's a question of desire." #

NO CHILD LEFT BEHIND CRITICIZED BY HARVARD PROFESSOR

By SYBIL MAIMIN

In a scathing critique of the federal government's No Child Left Behind Act (NCLB), Richard F. Elmore, the Gregory R. Anrig Professor of Educational Leadership at Harvard University Graduate School of Education, addressed "The Problem of Capacity in the (Re) Design of Educational Accountability Systems." He delivered his remarks before a large audience attending The Campaign for Educational Equity symposium examining NCLB. In his research, Elmore spends considerable time in classrooms observing how schools respond to external pressures for accountability and how practitioners develop professional practices to improve instruction. He faults the federal education policy for not ensur-

ing that low performing schools have adequate capacity for improvement and states and districts have resources to turn around failing institutions. There is currently no relationship between number of failing schools and resources to effect needed improvement. Many states have lowered standards but are still burdened with excessive case-loads. In Massachusetts, the number of failing schools has grown from 420 to 617, yet the state is equipped to impact 5 to 6 schools a year.

Elmore points to "a dramatic failure of design in NCLB as federal policy." Annual tests with rigid limitations, fixed schedules of sanctions, and unclear definitions of proficiency have undermined flexibility needed to identify and improve failing schools. NCLB provides no empirical

basis to support its requirements and the federal government shows no interest in providing such evidence. Testing and coercion are now the primary means of regulatory control, yet, "Coercion produces no effect." The goals of government exceed capacity to produce desired outcomes resulting in "regulatory drift." If it cannot fix the worse cases, NCLB loses credibility. "Good intentions do not result in greater capacity or better student performance," explained Professor Elmore. "Performance is a function of capacity more than of compliance," and schools vary greatly in their responses to external pressures and new policies. Investment in social capital to develop trust and strong internal working mechanisms is required. Relationships and support networks must be built

between schools and communities. The need for differential treatment to achieve improvements must be recognized. Yet, explained Elmore, political considerations favor testing and "regulatory drift" rather than investment in social capital. With the practice of "blame-shifting," if a school fails under NCLB, the institution can be blamed; if it succeeds, the elected official will take credit. There is "no electoral penalty for not investing in capacity." Elmore sees "a major breakdown in political accountability" as "massive overinvestment in testing" and "massive underinvestment in capacity" produce a "growing imbalance between schools identified for improvement and the capacity to support them."#

Campaign

Continued from page 12

With reference to performance outcomes of special education students, some methodological differences, based on differences in defining subgroups, remain in measuring performance of special education students. Results of studies are that an increased number of special education students are participating in statewide assessments following the passage of NCLB. Qualitative studies have revealed a beneficial effect for special education students instructed in grade level subject matter, and reports from mandatory state-reported data as well as several nationally representative studies, show an increase in the graduation rate, while other studies point to an increase in the performance gap, particularly in California, Maryland, and NY.

Addressing the performance of African American students, Dr. Michael Nettles, Edmund W. Gordon Chair for Policy Evaluation and Research at the Educational Testing Service, reported that the achievement gap between blacks and whites, as measured by NAEP in 2005, is evidenced at grade four, and by grade eight, widens

further in math and science. He attributes this gap to factors including a lack of qualified teachers for African American students compared with white students. Poverty is a factor in the education gap; there is a direct correlation between schools with a population of poorer children and unqualified teachers.

He recommends attracting African American teachers, citing that currently only three percent of white students have African American teachers, while over 61 percent of African American students have white teachers. He further advises that additional studies be done to explore the current status of family involvement in academic performance.

Session III

In a session examining standards and assessments in education, Dr. Robert B. Schwartz, Academic Dean and Professor of Practice, Harvard University Graduate School of Education, reported the general discrepancy between state standards, and measures of three independent organizations that have been reviewing state standards and assessments over the course of ten years. The Thomas B. Fordham Institute found only three states worthy of an A, giving more than half the states grades of D or F. The American Federation of Teachers (AFT)

found only 11 states met quality standards and assessments in line with those standards. Achieve, a national network focused on equal opportunity and access to post-secondary education reported only one out of 14 examined states as having high quality standards and assessments.

Schwartz expressed agreement with Garcia and McLaughlin, that a closing of the education gap can be found in early, but not later years, and attributed this to inadequate state standards and assessments.

Schwartz recommends investing in high quality assessments, and underscored the need for standards to be based on future employability and citizenship requirements. He presented the possibility of non-governmental organizations setting forth appropriate standards for curriculums and assessments. Such work has already progressed through the efforts of the American Diploma Project (ADP), of Achieve, The Education Trust, and The Thomas B. Fordham Foundation, where 26 states are currently working towards aligning high school standards with benchmarks set by ADP.

A second proposal, which Schwartz deems more controversial, is to change the role of the

National Assessment of Educational Progress (NAEP) in the context of the reauthorization of NCLB. Its current role is based on the expectation of shaming states who do not meet the performance standards of NAEP. Schwartz's suggestion is for NAEP to serve as the new accountability measure, where states would be required to demonstrate progress—which would be based on particular benchmarks for states depending on their level of performance—every two years.

Dr. Diane Ravitch, Research Professor of Education at New York University reiterated the discrepancy between NAEP and state assessments, and asserted her longstanding call for national standards, especially in light of statistics showing one-third of college students requiring remedial services during freshman year, and testing on international standards across cities in the US and the world.

While she supports Schwartz's idea of turning to the private sector for development of standards, she also believes the public sector in the form of "Federal Standards and tests overseen by a strictly non-partisan board of governors" is another viable option.



Research in Learning Disorders at Landmark College

By SYBIL MAIMIN

In tandem with its mission of providing an effective and supportive college education for students with learning disabilities and Attention Deficit Hyperactivity Disorders (LD and/or AD/HD), Landmark College in Putney, Vermont has, since its inception twenty years ago, actively researched and disseminated knowledge and best practices about how to serve this special population. In 2001, the Landmark College Institute for Research and Training (LCIRT) was established with ambitious goals and a first-rate staff. The Institute conducts research (major funding comes from state, federal, and foundation grants), offers courses for professionals on and off campus and online (graduate credit available), oversees teacher assessment and training, conducts topical non-credit workshops for teachers, parents, students, and interested others, makes conference presentations, and publishes teaching guides and monographs based on its findings. Its clients include public, private, and parochial schools, two and four-year colleges, and schools devoted to pupils with learning disabilities as well as schools with only some special education students. The Institute is committed to making its best practices available to all.

On-campus courses during the summer for those who work with students with LD and/or AD/HD in middle, high, or post-secondary schools include effective instruction, teaching math, biology, writing, reading, study skills, foreign languages, and technology, as well as helping schools meet students with disabilities standards. Educators can receive certification in Wilson Language Training, an evidence-based system of instruction for problem readers. In addition, many of these courses are given online throughout the year. Research Institute personnel also travel to high schools and colleges around the country with these offerings, customized as necessary, and will even design a new course, if required.

Research initiatives have included a Universal Design and Usability Lab that evaluates the effectiveness and usability of websites and software related to science, technology, engineering, and math (STEM) for people with learning disorders. Dr. Steve Fadden, director of the Institute, explains the goal is elimination of barriers that might stymie learning or career prospects. Another project specifically targets math, often key to other science disciplines, for evaluation of instructional tools because unusable math resources would keep individuals with learning problems out of science and math-related fields. Landmark is one of ten colleges belonging to the STARS Alliance, a National Science Foundation funded program to increase participation in computing careers for underrepresented populations,



Dr. Steve Fadden

such as women, minorities, and people with learning disabilities. Explains Fadden, "Students can attain career goals if they learn the path to getting there, the basic building blocks." ARIVE (Advancing Reading in Vermont) a state-funded program that will be disseminated nation-wide, tackles the subject of improving literacy for diverse learners from 4th to 12th grades. With a "Demo Disabilities" grant, Landmark is partnering with four other community colleges in Nevada, Texas, Pennsylvania, and Vermont to develop special materials to aid faculty and staff in educating students with learning problems. Landmark has acquired a new tool in its testing arsenal, an eye tracker that follows a reader's eye movements, potentially indicating the different ways people access information. This way of "quantitatively showing what is going on in the brain," can lead to changes in texts and websites designed for diverse learners, particularly good news for people with LD and AD/HD. It is a productive time for the Institute for Research and Training, and many more exciting projects are on the drawing board. #

Day School Think Tank Addresses Leadership Crisis

Fifty of the brightest minds in Jewish education leadership recently participated in a two-day think tank consultation held at The Jewish Theological Seminary in New York City on the crisis in day school educational leadership. The crisis in educational leadership is being felt in both the public and private school sector and across religious and secular lines. The need has become even more pronounced for the Jewish community as the last decade has witnessed an explosion of new Jewish day schools and the expansion of existing day schools throughout North America. A ground-breaking interdenominational consortium of organizations dedicated to Jewish day schools in North America decided the time was ripe to join together in addressing this very real crisis of leadership.

Following months of preliminary work and research to gather best practices from the public

and private education world and the for-profit and non-profit business sectors, a planning committee developed a number of action plans, which became the focus of the think tank meetings. The goal was to assess the feasibility of implementing the proposed actions and/or adding new initiatives to the list.

"We were delighted to be invited to participate in the group as we delved into the issues surrounding the leadership crisis," explained Rabbi Joshua Elkin, Executive Director of Partnership for Excellence in Jewish Education (PEJE). "We are just begun to address the problem and I look forward to working collaboratively with the other participants to find creative solutions for identifying, cultivating, hiring and supporting excellent leaders for day schools across the country. The fact that a think tank was convened to discuss this issue is a clear indication of its importance." #



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IN QUEST FOR DEMOCRACY, FORMER PAKISTAN PRIME MINISTER BHUTTO ADDRESSES OXONIAN SOCIETY

By EMILY SHERWOOD, Ph.D.

Urging an end to the “clash of civilizations” between the West and Islam, former Prime Minister Benazir Bhutto of Pakistan, who served intermittently from 1988 to 1996 and was ultimately succeeded by the military regime of General Musharraf, called for a return to democracy in her country at the Oxonian Society last month.

“A democratic Pakistan, freed of the repression of the military dictatorship, would cease to be the petri dish of the pandemic of national terrorism,” said Bhutto to a capacity crowd at the Princeton Club. “The military dictator of today plays the west like a fiddle over the war of terror. He doles out one spoonful of cooperation, as needed, to keep America and Britain off his back, while the Taliban and Al Qaeda run wild through large

tracts of Pakistan’s tribal border areas,” she added ominously. Bhutto credited Pakistan’s military regime with a rise in global terrorism (2001 shoe bomber Richard Reid, the 2005 London subway bombing, and the 2006 transatlantic bomb plot uncovered in London this past summer “all have footprints going back to my country,” revealed Bhutto.)

The former Prime Minister argued that military dictatorships in Pakistan have persuaded young men into believing that “power flows from the gun, rather than from the majesty of law.” Political “madrasas” (schools providing free religious education to the poor) are further exploiting indigent families by marketing militant literature and spreading a message of hate against all non-Muslims, she said. Religious parties that have publicly avowed their support of Bin Laden currently control the two states bordering Afghanistan: “Like the Hydra-headed monster, militant groups, when banned, reemerge under another name...Extremism has replaced moderation in an increasingly despotic Pakistan,” concluded Bhutto, urging the international community to tie forthcoming financial aid to a democratically run Pakistan.

The first woman ever to lead a modern Muslim nation, Prime Minister Bhutto also talked about her own path to leadership. As a student at Harvard in the seventies, she witnessed firsthand the feminist and civil rights movements in America as well as “the awesome power of the people...to change the direction of history” during the Watergate crisis. During her graduate studies at Oxford, she saw Britain’s conservative party choose Margaret Thatcher to be their first female Prime Minister. Bhutto herself became the first female foreigner to be elected president of the prestigious Oxford union (“I was told that as a woman I could not win...But I did run and I did win, and I gave up my fear of losing.”)

Despite being born into a political family, Bhutto never sought a political role. “It came



Prime Minister Benazir Bhutto

to me through an accident of fate,” she recalled, describing how only a week after she returned to Pakistan in 1977 after her schooling abroad, the military seized power, ousting her father, the late Pakistani Prime Minister Zulfikar Ali Bhutto, and later executing him. “When he was murdered, my life changed forever,” explained Bhutto, who gave up her dream of joining the foreign service (“I had dreamt of becoming ambassador and serving in Washington and throwing better parties than any other ambassador”) and instead found herself in prison for almost six years. “But I never gave up my struggle and my commitment for a democratic Pakistan,” she added, and in 1988 she was sworn in as Prime Minister in the first open election in more than a decade.

Coming back from behind to do the seemingly impossible is what Benazir Bhutto does best. She is awaiting a return to Pakistan to run yet again for Prime Minister in the upcoming general elections scheduled for November 2007, and she called upon the US to send official observers to insure that those elections are free and fair. “Democracy is important to the empowerment of the people in Pakistan,” summed up the indomitable Prime Minister Bhutto to the impassioned applause of the audience. “But democracy is also important to the message we want to send more than one million Muslims across the world who have to choose between the politics of the past and the politics of the future.”#

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QUIZ CORNER

Compiled BY CHRIS ROWAN

1. Who was the first U.S. President born after July 4, 1776? 2. Who said: “Thomas Jefferson survives.” When did he say it? 3. Which President died because he ate too much at a Fourth of July celebration? When did he die? 4. How many Presidents died on the Fourth of July? 5. Which President was born on the Fourth of July? In what year? Where?

ANSWERS:
Martin Van Buren, in 1782 in Kinderhook, New York. (2) John Adams, as he lay dying on July 4, 1826. Jefferson had actually died a few hours earlier. (3) Zachary Taylor. He died on July 9, 1850. (4) Three. Adams and Jefferson in 1826 and James Monroe in 1831. (5) Calvin Coolidge, 1872, in Plymouth Notch, Vermont.



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New Educator Conference Focuses on Hope in Challenging Times

By RICHARD KAGAN

Teachers, school administrators, and students gathered for a stimulating day-long conference at The City College of New York's School of Education held recently. The conference, entitled: The New Educator: Building and Sustaining Learning Communities in Challenging Times, drew between 400-500 people, from across-the-board in the education community in the New York City metropolitan area. The conference was presented by CCNY's School of Education in Honor of its 85th anniversary of the oldest public school of education in New York City and The New Educator Journal. Opening remarks and keynote addresses were held in The Great Hall in Shepard Hall, 138th St. and Convent Ave., in Manhattan.

Dr. Sonia Nieto, Professor Emerita of Language, Literacy & Culture, School of Education gave the conference's opening Keynote address on "Teaching, Activism, And Caring: New Roles for New Educators." Pedro Antonio Noguera, Ph.D., Professor in the School of Education at New York University, gave the closing address.

Dr. Jean Maude Anyon, Professor of Education and Social Policy, Doctoral Program in Urban Education at the Graduate Center of CUNY was the featured speaker. Numerous panels were presented throughout the day ranging from Interactive Workshop: How to Support and Retain New Teachers to Examining Teacher Preparation: Does the Pathway Make a Difference?

Beverly Falk, editor of The New Educator hoped the conference would be a source of support especially for young teachers. "I hope that young teachers feel a sense of community, feel a sense of professionalism, get ideas and strategies for how to sustain themselves through the long haul of what it means to be a teacher," said Falk.

Dean Alfred S. Posamentier, School of Education, CCNY thought the conference was a timely opportunity "when we need to reflect upon our mission, which is urban education—preparing teachers for the urban environment, urban setting."

Dr. Nieto based her talk on findings from her 2004 study, "Why We Teach: The Project." She interviewed 21 teachers from elementary, middle, and high schools to learn about their experiences of what it means to be teacher. Dr. Nieto presented some sobering facts and statistics about the challenges facing new educators today. She noted that 20 percent of new teachers leave during the first few years of teaching. Nearly half of new teachers in urban school leave the profession within

five years. She stated that a 40 percent turnover of new teachers is expected within the next five years, the highest rate since at least 1990. The U.S. Census Bureau estimates that by the year 2050, people of color will be over 50 percent of the total U.S. population. Now, teachers of color comprise about 11 percent of the teacher population. And, the percentages of African-American teachers have gone down in the last several decades, according to Dr. Nieto. "Most troubling of all," states Dr. Nieto, that many new teachers report that they're not prepared to teach children of a different color from themselves.

In a day when students are "taught to the test" in overcrowded classrooms, in run-down schools, the challenges facing new educators are daunting. What can teachers do? They can and do make a difference reports Dr. Nieto. She cites a widely noted study that students assigned to several highly effective teachers had significantly greater gains in achievement than those assigned to less effective teachers. What qualities do good teachers have? According to Dr. Nieto, they possess a deep knowledge of the subject matter, a familiarity with a pedagogical approach, strong communication skills, and effective organization skills.

Dr. Noguera's stirring final keynote address was drawn from his personal experiences as an educator. He spoke of letting students fall by the wayside and of the importance of providing a caring, focused, and considered approach to each student which gives them hope. Dr. Noguera reminisced about being in his 20's and visiting an alternative school in Berkeley, California where he was an assistant to the Mayor of Berkeley.

He went into the school one day and found most of the kids in the parking lot—only two or three were in the classroom. He asked the teachers at the school how everything was going. "Fine, it's all right," they replied. "You don't bother them (the students) they don't bother us." Dr. Noguera was so concerned about the state of affairs at the school that he quit his job with the city of Berkeley and went to work at the school. He helped turn the school into a genuine alternative for kids who had been written off.

Dr. Noguera clearly stated that "the problem is not the children." "The problem is the way we treat the children." Dr. Noguera said that educators need to go the extra mile in finding out about their students, what matters to them, what they like to do "after school. You can break certain patterns if you want to, it takes a lot of effort, it doesn't just happen," said Dr. Noguera.#

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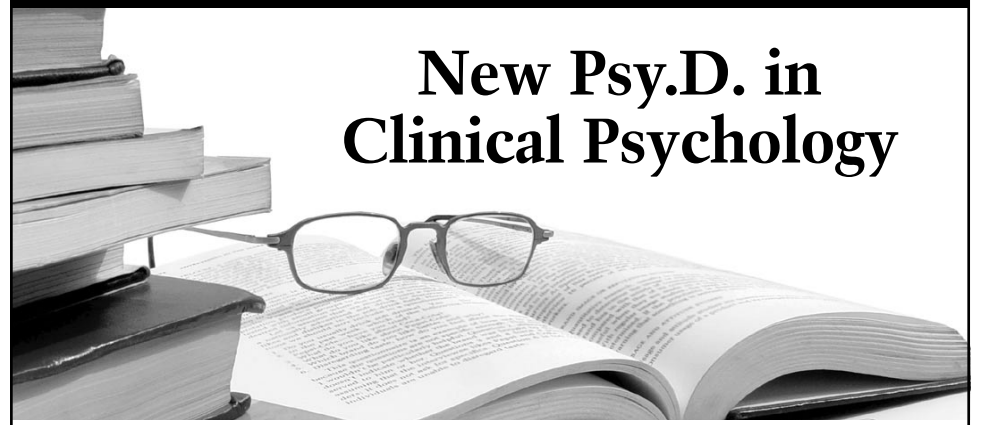
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Brooklyn College, which recently celebrated its seventy-fifth anniversary, was built on the old staging grounds for the Barnum and Bailey Circus in the heart of a residential neighborhood in Flatbush, Brooklyn. Famed for its academic quality, the campus was a WPA project during the depths of the Great Depression and was designed in a stately, Georgian style to reflect its position as "the poor man's Harvard." The tradition of academic excellence has persisted through the years, and the campus is currently undergoing a renaissance as unsightly 1970s-era buildings

are being replaced to make way for a dramatic new West Quad that will complete a major part of the original 1935 plans. In recognition of this, in 2005, the College received the Excellence in Planning and Architecture Merit Award in Campus Heritage from the Society for College and University Planning. As further testament to the serene beauty of the College's bucolic twenty-six tree-lined acres, The 2004 edition of the Princeton Review's America's Best Colleges guidebook ranked the Brooklyn College campus as the "most beautiful" in the nation.

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NEW HARLEM CHARTER SCHOOL OPENS AMID PRAISE

By SYBIL MAIMIN

Its name, Harlem Success Academy, is both a promise and a challenge. Opened in the fall of 2006 with a kindergarten and first grade and plans to expand through fifth grade (admission by lottery), this academically rigorous charter school boasts high profile leadership—executive director Eva Moskowitz was the talented and often feisty chair of the New York City Council's Education Committee, principal Iris Nelson won the prestigious Pathfinder Reward for turning low-performing PS 65Q in Queens into a high-performing school, and stock picking guru and hedge fund manager Joel Greenblatt and partner John Petry contribute the significant difference between public monies and the school's operating budget. Nelson admits to "pressure from many places. Failure is not an option," she exclaims. "We made a commitment to succeed."

Attesting to its importance as a potential model of good practices and to the celebrity of its founders, a recent opening celebration was attended by over 200 superintendents, principals, public and charter sector educators, city officials, parents, and boosters. New York City Schools Chancellor Joel Klein delivered an impassioned and supportive address. Acknowledging that he and Moskowitz had often been at loggerheads, he nonetheless admitted he "admires Eva's relentless fight for kids that need education which for far too long this city and nation has denied them." He said, "Everyone tells you how to do it in education, and I say, show me, don't tell me." To his surprise, "Eva fooled me—she is doing it, the hard work of transforming education." Saying, "I

want this school to succeed. . . . We need schools like this that will succeed to the highest level," he decried the "soft bigotry of low expectations, the growing gap between black and white," and the "cap on excellence and opportunity in our city."

The curriculum at Harlem Success Academy is based on Success for All, a widely used whole school reform program that focuses on language and literacy and emphasizes cooperative learning, peer teams, constant coaching, monitoring, and assessments, and data-driven targeted instruction. Its mantra is "Every child can succeed." Highly experienced trainers thoroughly prepare Harlem Success staff to utilize the reading, math, and family support portions of the program. Explaining the favorable outcomes at PS 65Q, Nelson says, "We were able to put together such a true implementation of the program, to fine tune it and take it to a higher level that we got incredible results. We hope to do the same thing here." During the first months of Harlem Success, reading scores have been impressive. Explaining that all students, even outstanding ones, are tutored twenty minutes each day, Nelson muses, "It's all about movement. Everyone can go to a higher level." Harlem Success parents agree by contract to read one book a night to their children. Moskowitz explains compliance is encouraged by providing reading lists, ensuring local branch libraries have recommended books, sending phone message reminders, posting class totals of books read, and giving small gifts of appreciation to parents. Parent to student reading has gone from thirty to ninety-nine percent, and in three months 18,077 books have been read. Michel



Eva Moskowitz



Joel Greenblatt

Thiam, mother of first grader Aida Bathily, reports, "So far, I am very satisfied. It's a good, tough school." Referring to her reading contract, she admits, "I think reading is very important and since I am from Senegal, I'm learning, too." Unlike most schools, science is introduced in kindergarten and taught one hour each day to all pupils. A broad liberal arts curriculum includes chess, karate, soccer, art, and dance. Teachers have broad experience (many are from Teach for America). Future college attendance is expected of students, and each grade is referred to by its assumed college graduation year, and each classroom is named for the college of its lead teacher. In a delightful film showing daily life at the school, children regularly refer to themselves as "Harlem Success scholars."

School supporter and visionary Greenblatt has made some smart decisions in the financial

world. He is now betting on Harlem Success Academy. He has "always been passionate about education," and notes, "The capitalist system has been very good to me." In giving back, he wants to ensure that "everyone has an opportunity to get a good education." Confident of success, he and Moskowitz have "an ambitious replication strategy" that would create 30 similar charter schools in the future.



Joel Klein

Forging Bonds of Unity Among Young People Around the World

By LIZA YOUNG

The audience was a mix of Americans from the Bronx, NY; Tucson, Arizona; Salt Lake City, Utah; Israeli, Druze and Arabs, but the bonds of friendship and empathy were ubiquitous at a recent luncheon at the Sutton Place Synagogue—under the leadership of Rabbi Allan Shranz—highlighting events at this year's America Israel Friendship League's (AIFL) Youth Ambassador Student Exchange (YASE), a program initiated in 1977 further the AIFL mission of fostering friendship and cultural understanding between the two nations.

This year one hundred high school students from Israel and America had the opportunity to be a part of the culturally and intellectually rich program. Israeli high school students, accompanied by trained chaperones, were hosted by Americans in the Bronx, Tucson, and Los Angeles, and Salt Lake City. Bracha Zvilich, chaperone Rishon Le'Zion, described the wonderful opportunity students to visit classes at Lehman High School in math, Italian, ceramics, and "feel life in NY" in the form of a Kicks game, ice skating, Broadway shows. She was touched by the fast-forming friendships between students Chaperone Dr. Yael Neuman, a school psychologist from Tucson and chaperone for this year's trip, underscored bonds that have developed between the students.

Students from Ramat Gan and Rishon Le Zion called it a "once in a lifetime opportunity," having the chance to compare and contrast cultures and geography, and find common bonds.

As stated by William Behrer III, AIFL chief operating officer, of the recent participants in the exchange program, "the group has spent the last two weeks sharing experiences, learning from each other, and exchanging a diversity of viewpoints, but with a common goal: building friendship and understanding around a common set of values."

All students participated in leadership and diversity workshops, visited "Ground Zero"



in New York and the Holocaust Museum in Washington D.C., and attended a reunion of past participants in the youth exchange program, held in Washington D.C. The common theme among the 120 alumni at the reunion was that the program had a positive, life changing impact on their perspectives, beliefs, and self-confidence levels. Dr. Dean Nicholas, who was a youth exchange student twenty years ago, presented the resounding effect of the program on his life. He attributed his choice of attaining a Ph.D. in Hebrew Bible and Ancient Near East from Hebrew Union College to the AIFL youth exchange experience, which also changed his approach to life: "...after that first trip abroad, I am now constantly looking for a new place to go, a new culture to encounter, a new food to eat...And wherever I go, it's the people I want to meet."

Dr. Charlotte Frank, chair of the executive committee of the AIFL, energetically moderated a discussion among the audience at the luncheon, where both alumni and current participants affirmed the powerful effect, which even carries over to family members. A parent of participant, Michal, from Salt Lake City, Utah summed it up appropriately: "When we raised money for Salt Lake City to participate in the program for the first time, people asked why not use the money to feed hungry children? But now you can see every penny as so well worth it...This has been a life-changing experience for me and my daughter and will make a difference for generations to come."#

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FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

What is the Best Treatment for My Child's Psychiatric Disorder?

By GLENN S. HIRSCH, M.D.

Despite advances, there are still many psychiatric disorders in which the symptoms are perplexing, the progression of the illness is confusing, and the treatments are less than satisfactory. At different points throughout the year, I will be highlighting focused, effective, well-researched, and tested treatments for various disorders, starting with Dialectical Behavioral Therapy (DBT).

DBT is a specialized cognitive behavioral therapy used with adolescents and adults who exhibit the following symptoms: an unusually high number of mood changes, suicidal thoughts and/or attempts, difficulty managing anger, chaotic relationships, impulsive actions, and self-injurious behavior (such as self-cutting). In our current nomenclature, psychiatrists often use the term Borderline Personality Disorder (BPD) to signify this constellation of symptoms. While both males and females can exhibit characteristics of BPD, the majority of teens who have BPD are female.

DBT is a research-supported therapy that is based on a two-part theory. First, individuals who experience characteristics of BPD are particularly sensitive and emotionally vulnerable to events that occur in their lives. Second, these individuals may feel that the people in their lives (such as teachers, parents, and friends) misunderstand them and don't allow them to express certain emotions. When a teen feels that it is not acceptable to express certain emotions, and experiences the world with heightened sensitivity, s/he may exhibit BPD behaviors as a way of regulating his/her own emotions.

DBT itself consists of several elements that include a weekly individual therapy session, a weekly skills training group, and phone consultations when the teen is in crisis. The individual sessions focus on the teen's behaviors, such as self-injury, and address suicidal thoughts and changes in mood. As a part of these sessions each week the teen is expected to complete a diary card, which monitors these behaviors. These cards are meant to identify the triggers and consequences of a particular behavior, and are then used as a basis to replace the dysfunctional behavior with healthier skills and, by extension, more constructive behavior. The group sessions are designed to teach skills that help the teen develop practical coping strategies, such as improving interpersonal communication, building tolerance of emotional distress, managing emotions more effectively, and employing strate-



gies to help the teens become more aware of the changes in their moods.

DBT is a highly effective program for teens with BPD characteristics as compared with conventional therapeutic methods. Since the symptoms of these youngsters are often also found in individuals who meet criteria for Bipolar Disorder, DBT is starting to be investigated as a treatment for this condition as well. Because these teens often experience a sense of chaos and instability in their lives due to an elevated number of mood changes, conventional therapy that consists only of individual therapy sessions tends to address the "crisis of the week" rather than helping the teen to learn valuable behavior management skills. DBT is successful because it combines a training group that teaches essential coping strategies that the teen can use to regulate his/her emotions more effectively with individual sessions structured to treat and prevent life-threatening behavior. This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at glenn.hirsch@med.nyu.edu. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.

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The Churchill Center program for Enhancing Social Skills Development is an example of a program open to the public. The goal of the program is to help children learn how to effectively interact with their peers and handle social situations. The Social Skills program, led by Churchill psychologists and social workers, places students ages 5-14 in groups based on their ages, interests and needs. Each group session runs 45 minutes, and the program lasts for ten weeks. If you are interested in enrolling your child in the Enhancing Social Skills Development program, please call Jane Gertler, (212)722-0610, ext. 2111.



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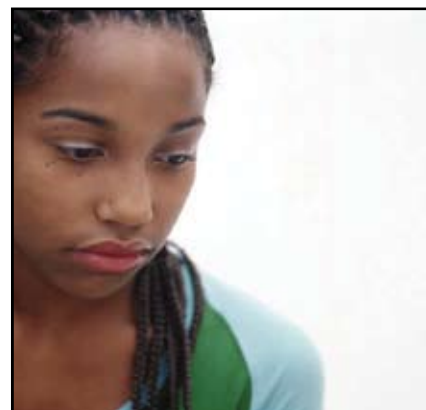
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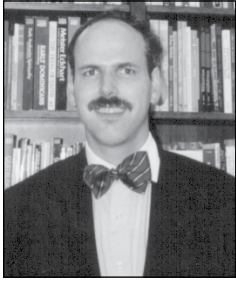
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In The Days of The Angels: Stories & Carols For Christmas

by Walter Wangerin, Jr.
Waterbrook Press, \$13.95

As the Holiday season arrives, commercial holiday music dominates the sound systems of stores, restaurants and public buildings proclaiming 'tis the season to be jolly and every one starts to feel sentimental and wants to feel good, there may be people who are dealing with tough issues in their life and find the commercial Holiday season superficial, but want to find joy in the season. *In The Days of The Angels: Stories & Carols For Christmas* by Walter Wangerin, Jr., author of *The Book of the Dun Cow*, is the book for finding joy in the holidays amidst pain, suffering and loss.

The first story of the collection, 'The Manger Is Empty' tells of young children who befriend a cancer patient in the hospital, who in her last days is full of joy at hearing the singing of her young friends. One in particular, the minister's daughter, Mary, becomes very upset when the woman dies on the 22nd of December. This is Mary's first experience of the death of someone she knows. Yet while participating in the Christmas pageant she discovers a new perspective on life and faith and that brings understanding and comfort to her and joy to her father.

'Moravia' is a most powerful story of a family coming to terms with celebrating Christmas after a long protracted death in the hospital from a broken neck and pneumonia of the eldest son, Paul, a star football player. The first person narrator, Willie, appears to be a stand-in for the author. In fact the two stories mentioned here and one called 'A Quiet Chamber Kept for Thee' come across as autobiographical accounts of a few past Christmases of the author. In addition to these stories there are several original carols and a few other prose pieces.

Wangerin's storytelling ability is in full force in his masterpiece, *The Book of the Dun Cow*. The vividness of his characters spring to mind: Chauntecleer, the proud, noble rooster with his

The Book of the Dun Cow

by Walter Wangerin, Jr.
HarperSanFrancisco, \$13.95

distinctive crowing, Mundo Cani, the mournful dog with the big wet nose, John Wesley Weasel, quite the aggressive, edgy fighter, Cockatrice, the hideous, odious rooster/serpent killer and the Dun Cow a mysterious being of comfort, healing and strength. The battle between good and evil that rages on in the novel is all encompassing of all beings in that world. Chauntecleer leads the forces of good including Mundo Cani, John Wesley Weasel, deer, rabbits, field mice, black and red ants, wild turkeys, hens, foxes, otters, and other weasels, with the Dun Cow intervening at key times to help them. Cockatrice on land leads the evil forces of serpents, Basilisks, black licorice in color and hatched out of hen's eggs tended to by a toad, while under the earth, absolute evil, the Wyrms tries to free itself. Walter Wangerin is a writer who engages the reader's attention and leads the reader to a fuller understanding of love, life and good and evil.

For wonderful selections of Christmas, Hanukkah and Holiday cards boxed or single as well as books, music and gift offerings come to Logos. While you are there, pick up a 2007 calendar and a copy of any or both of the books reviewed above. Happy Holidays!

Upcoming Events At Logos

Wednesday, December 6, 2006 at 7 P.M., KYTV Reading Group will discuss *February House* by Sherill Tippins.

Wednesday, January 3, 2007 at 7 P.M., KYTV Reading Group will discuss *The Heart Is A Lonely Hunter* by Carson McCullers.

Monday, January 8, 2007 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss the early life of Jesus and the Sermon On The Mount.

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BOOKS ARE TREASURES WAITING TO BE DISCOVERED

By SELENE VASQUEZ

PICTURE BOOK: AGES 5 THRU 8

The Search for the Perfect Child

by Jan Fearnley
Candlewick, 32 pps., \$15.99

Fido, the world's most clever canine detective has the challenging mission of finding a polite, cooperative and squeaky-clean child. Fortunately, Fido is equally roused by silly words and monkeying around. Exuberant and lighthearted text and illustrations.

PICTURE BOOK: AGES 8 THRU 10

The Extinct Files: My Science Project

by Wallace Edwards
CIP, 32 pps., \$17.95

Wally instantly ditches his ho-hum science project about his pet iguana when he catches a scaly dinosaur beast passing nonchalantly by his window! Tongue-in-cheek humor abounds in equally lively watercolor and gouache illustrations.

NONFICTION: AGES 10 THRU 12

Gone Wild: An Endangered Animal Alphabet

by David Mcmilans
Walker, 32 pps., \$16.96

Black and white iconic representations of 26 endangered animals with invaluable information about their class, habitats, and threats to their survival. Great starting point for art design projects as well as raising conservation awareness.

BIOGRAPHY: AGES 8 THRU 10

Barnum Brown: Dinosaur Hunter

by David Sheldon
CIP, 32 pps., \$16.95

Working for the American Museum of Natural History, this leading paleontologist during the 1800's discovered a nearly complete Tyrannosaurus Rex specimen. Ink, gouache and acrylic illustrations effectively render the excitement of scientific explorations and this noteworthy explorer.

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida.

THE DEAN'S COLUMN



UNSOLVED PROBLEMS

By ALFRED POSAMENTIER, Ph.D.

This may come as a shock to some of your students, but who says that all mathematical problems get solved? Unsolved problems have a very important role in mathematics. Attempts to solve them oftentimes lead to very important findings of other sorts. Yet an unsolved problem—one not yet solved by the world's most brilliant minds—tends to pique our interest by quietly asking us if we can solve it, especially when the problem itself is exceedingly easy to understand. We shall look at some unsolved problems to get a better understanding of the history of mathematics. Twice in recent years, mathematics has made newspaper headlines, each time with the solution to a long-time unsolved problem.

The Four Color Problem dates back to 1852, when Francis Guthrie, while trying to color the map of counties of England, noticed that four colors sufficed. He asked his brother Frederick if it was true that **any** map can be colored using four colors in such a way that adjacent regions (i.e. those sharing a common boundary segment, not just a point) receive different colors. Frederick Guthrie then communicated the conjecture to the famous mathematician, Augustus DeMorgan. In 1977, the "four color map" problem was solved by two mathematicians, K. Appel and W. Haken, who, using a computer, considered all possible maps and established that it was never necessary to use more than four colors to color a map so that no two territories sharing a common border would be represented by the same color.

More recently, on June 23, 1993, Andrew Wiles, a Princeton University mathematics professor, announced that he solved the 350-year old "Fermat's Last Theorem." It took him another year to fix some errors in the proof, but it puts to rest a nagging problem that occupied scores of mathematicians for centuries. The problem, which Pierre de Fermat wrote (ca. 1630) in the margin of a mathematics book (Diophantus' *Arithmetica*) he was reading, was not discovered by his son until after his death. In addition to the statement of the theorem, Fermat stated that his proof was too long to fit the margin, so he effectively left to others the job of proving his statement.

Fermat's Theorem:
 $x^n + y^n = z^n$ has no non-zero integer solutions for $n > 2$.

During this time, speculation began about other unsolved problems, of which there are still many. Two of them are very easy to understand but apparently exceedingly difficult to prove. Neither has yet been proved.

Christian Goldbach (1690-1764), a Prussian mathematician, in a 1742 letter to the famous Swiss mathematician, Leonhard Euler, posed the following problem, which to this day has yet to be solved.

Goldbach's Conjecture:
Every even number greater than 2 can be expressed as the sum of two prime numbers.

Even numbers greater than 2	Sum of two prime numbers
4	2+2
6	3+3
8	3+5
10	3+7
12	5+7
14	7+7
16	5+11
18	7+11
20	7+13
48	19+29
100	3+97

Can you find some more examples of this? Goldbach's Second Conjecture:

Every odd number greater than 5 is the sum of three primes.

Let us consider the first few odd numbers:

Odd numbers greater than 5	Sum of three prime numbers
7	2+2+3
9	3+3+3
11	3+3+5
13	3+5+5
15	5+5+5
17	5+5+7
19	5+7+7
21	7+7+7
51	3+17+31
77	5+5+67
101	5+7+89

Your students may wish to see if there is a pattern here and generate other examples.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math including Math Wonders: to Inspire Teachers and Students (ASCD, 2003) and Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003), and member of the NYS Standards Committee on Math.

EDUCATION UPDATE

Outstanding Educators of the Year
June 2007 event at the Harvard Club.
Principals nominate teachers;
superintendents nominate principals, asst. principals & administrators on our website:
www.educationupdate.com/awards

Progress Report Cards Will Hold

Schools Accountable



By MAYOR
BLOOMBERG

From Day One, improving accountability has been the foundation of our Administration's historic 'Children First' school

reforms. By tearing down the system's old patronage-ridden bureaucracy, and setting high expectations for teachers and students, we're turning our schools around, we're helping our children perform at higher levels, and we're closing the achievement gap between poor and minority students and their peers.

Now we are putting the finishing touches on a powerful new tool that will help every one of the city's public schools better fulfill its mission of giving our children the education they need and deserve. It's a brand new report card—but it won't be grading students; it will be grading schools.

Starting this year, more than 330 schools throughout the city are being evaluated in a first, pilot round of progress reports. Then, next year, every school in the city will be graded on reports that will be mailed to every public school parent, as well as posted on the Department of Education's website.

These progress reports will evaluate each school on three key factors. The first, school environment—comprising attendance levels and new satisfaction surveys from parents, teachers and students. Second, student performance—including how many students are meeting and exceeding standards in English and math, and how they compare to other schools—especially those with

socially and economically comparable student bodies. The third, final, and perhaps most important factor, is student progress. Are individual students in each school progressing from year to year? If so, by how much? And are struggling students really getting the help they need to gain ground and reach their full potential?

The scores from all three of these areas will be rolled together into an overall grade, ranging from 'A' to 'F.' That's going to give all of our parents the hard, cold facts about which schools in our city are succeeding and which are lagging. Only then, can we truly work together to improve results for all our kids.

I've always believed in the power of data analysis as an incredible management tool. This is the driving force behind Compstat, the NYPD's weekly analysis of crime around the city, which has guided our historic crime fighting success over the past decade. It's also the reasoning behind 311, which is helping us more efficiently address New Yorkers' biggest quality-of-life concerns.

Now, we are going to use data to identify and support the progress being made in our school system, and to hold schools accountable for achievement. No more excuses. No more sweeping problems under the rug. Those schools and principals that actually succeed in improving student performance will be rewarded and those that don't will face consequences. Because when we say we are putting 'children first' we mean it—and measures like this report card will ensure that children—and no one else—always come first in our public schools. #

MOVIE REVIEW

ICE CAPER: HAPPY FEET

By JAN AARON

Blending cute antics with music, dance and a tinge of darkness George Miller's photo-realistic computer animated *Happy Feet* is a treat for all for all ages. Although it was in the works for several years, the first scenes with tens of thousands of Emperor penguins in icy Antarctica surprisingly recall the recent *March of the Penguins*.

Focusing in on the mating of Norma Jean (Nicole Kidman) and Memphis (Hugh Jackman), we see her handing off their egg to him as she goes off to distant fishing waters, leaving him to face the bitter cold period of incubation.

Memphis is careless during the hatching period and blames himself when their offspring Mumble (Elijah Wood) turns out to be the only penguin in the flock that can't carry a tune—a prime requirement for acceptance in this community. But the little guy can dance—he's a born tapper, with speed, moves and grace to rival tap master Savion Glover, who provided the motion-capturing dancing for the fuzzy bird.

His terpsichorean skills are not cool to the elders here—led by cranky high priest Hugo Weaving who blames him for the fish famine.

Mumble, now an outcast, starts wandering, his path riddled with unknown dangers, introducing some big-action scenes featuring (can be child frightening) hungry birds and a sharp-toothed seal, only to be befriended by five small hip, Latino penguins (led by Robin Williams) who take him to an extravagantly feathered penguin (Williams again) who serves as some sort of a guru. Here, Mumble is embraced as "Big Guy" and he enjoys a world less rigid than Emperor



Land.

Mumble's salvation lies in finding out what's happening to all the fish and he persists although he is warned by an elephant seal (the late Steve Irwin) that it will be a perilous mission.

Eventually, his close encounter with Earth's dominators and the debris of their civilization, uniquely envisioned from the bird's point of view, is sobering. After providing mankind with a thoughtful lesson in global ecology, the movie concludes with an upbeat ending that leaves you thinking.

And if you're looking for family fare on Broadway, be enchanted by the charming *Mary Poppins*, with its dazzling special effects. #



Thanksgiving Dialogue

By JILL LEVY

My house has finally quieted down. The turkey and various leftovers have been distributed among our family who joined us for Thanksgiving. The stains have been removed from the carpets and the fingerprints from the walls have been washed away.

A few of our guests, family friends for more than 60 years from the old Bronx neighborhood left us with another type of leftover: We reminisced about our childhoods and young adult-hoods. And in between the memories, we talked a great deal about the issues before us today—draft or no draft, the war in Iraq, the Middle East, the economy, fossil fuels and the environment, health care and yes, education.

While our experiences varied, we agreed upon one thing: We had all been taught, and learned, the basics. We were literate and could add, subtract, multiply and divide. Spelling was often a chore for those among us who did not love to read, but spell we can. Written compositions were arduous, but our skills proved to be more than good enough to get us through our college years. We all agreed that lab work in science gave us an opportunity to understand the concepts and become "creative" with chemistry, biology and physics. Some found basic art and music appreciation courses time to "horse around." Others, like myself, heard music that opened up a new world for us. Some discovered performing arts and found themselves wholly engaged.

Our thoughts turned to classmates who took commercial or general courses in high school

as alternatives to a Regents or college track. We wondered how many of them would have dropped out of school altogether had they not had alternatives. And we spoke about today's students, their challenges and their opportunities, and the pressure to take and pass all the standardized tests required of them.

Bemoaning a new lifestyle of scheduled and prescriptive activities with little time for creative free play, the grandparents among us saw a different kind of intelligence arising, one that left less time for personal social development, but thoroughly immersed in technology. How would this phenomenon affect personal and political relationships? No, we couldn't come to consensus about whether this was a good sign or a bad one nor could we agree upon the merits of standardized testing. What we did agree on was that there was too much stress and competition in the lives of young children and their parents, and that too much stress and competition further isolate people in a society already suffering from alienation and too little community.

No sooner did the last guest leave, however, than my thoughts returned to the serious matter at hand, our contract, its implications for the future of education and most importantly for maintaining excellence in school leadership, retaining experience and encouraging the development of new leaders. I give thanks for family, friends and health. Soon, I hope we will all give thanks for a successor contract that is respectful and equitable. #

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

THEATER REVIEW

TARZAN SWINGS ON BROADWAY



BY JAN AARON

Tarzan, the new Walt Disney Co.'s attraction has swung into the Richard Rogers Theatre for a long run. The musical version of the Disney animated film has been beautifully and imaginatively staged by Bob Crowley. While not as lavish as "The Lion King," it manages to enchant and entertain its target family audience.

The opening dazzles, with images that elicit oohs and aahs: a series of effects simulating a storm and shipwreck, followed by an underwater sequence in which onstage actors are seen swimming furiously. Then the action shifts to a beach, which the audience seems to be looking at through an overhead camera.

Surely, this is the most cinematic Broadway stage show—images permeate the production and surround-sound envelopes the audience. Of course, the flying apes and Tarzan are what the audience yearns for and they aren't disappointed. Thanks to the considerable expertise of aerial designer Pichón Balduin of "De La Guarda," they fly through the trees and above the audience's heads in heart-stopping daredevil fashion, cho-

reographed by Meryl Tankard and accompanied by Phil Collins' score.

The book by David Henry Hwang sticks faithfully to the classic story of a boy raised by apes who undergoes an identity crisis after meeting a beautiful human girl, Jane, here played by the charming Jenn Gambatese. As Tarzan, Josh Strickland, a former "American Idol" finalist, does fine by his part, and is a real hunk to delight the teenage girls who were there in numbers the night I saw the show. The excellent Chester Gregory II sings, dances (sometimes hanging upside down) as Tarzan's buddy, Terk. The booming Shuler Hensley as Kerchak, the apes leader, and Meryl Dandridge, as Tarzan's loving Simian mother are excellent.

Notable in the first act are Tarzan's battles with a ferocious leopard and a giant spider. The second act is devoted to Tarzan and Jane's story has some charming moments such as his language lesson. Tim Jerome, provokes laughter and giggles as Jane's ditzy professor dad. If you're looking to entertain the youngsters—treat them to Tarzan. (\$38.75-\$76.25) #

MEDICAL UPDATE



New York City • DECEMBER 2006
FOR PARENTS, EDUCATORS & STUDENTS

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CONSTRUCTION BEGINS ON DEBAKEY LIBRARY & MUSEUM

Baylor College of Medicine (BCM) recently honored Dr. Michael E. DeBakey and joined him in celebrating the construction start of the Michael E. DeBakey Library and Museum. The library and museum, which will be located on the BCM campus, will chronicle the career of the pioneering heart surgeon who put the college on the road to leadership in its missions of education, research and patient care.

"A library has been defined as the soul of civilization, and, in some respects, I think that is what it is," he said. "And I am very grateful that they are doing this and my name is associated with it because I think it's a great honor to have your name associated with a historical project."

DeBakey, 98, served as Baylor College of Medicine's first president and chancellor. He currently serves as chancellor emeritus. He was chair of surgery from 1948 until 1993.

"Dr. Michael DeBakey has touched the lives of countless patients, families, physicians, scientists and students, and his leadership has been valued by government officials and world leaders," said BCM President Dr. Peter G. Traber. "His stan-

dards of excellence have set an example for all of us. It is a great tribute, and very appropriate, that the library and museum that holds his name is located in the medical school that he helped shaped into one of the nation's leading institutions."

Much of the memorabilia from DeBakey's long career will be housed there, including all of his awards and honors and 3,000 manuscripts chronicling his research. The permanent and rotating displays will feature medical devices and implements devised by the pioneering vascular surgeon along with the treadle sewing machine he used to stitch the first Dacron® artificial arteries.

The museum also will serve as a resource for physicians and scholars who wish to study advances in a whole range of medical areas, from cardiovascular surgery pioneered by DeBakey to the present-day discoveries of new genes by researchers in the college's Human Genome Sequencing Center. #

Additional resources available at <http://www.bcm.edu/news/packages/medlibrary.cfm>

STUDY IDENTIFIES ENZYME RESPONSIBLE FOR BRAIN DETERIORATION IN ALZHEIMER'S

Univ. of Missouri-Columbia Researchers Hope Findings Lead To A Medical Breakthrough

Researchers at the University of Missouri-Columbia identified an enzyme responsible for the deterioration of brain function for people with Alzheimer's disease, reported in the Journal of Neuroscience.

James Lee, assistant professor of biological engineering in the College of Engineering, and his former doctoral student Donghui Zhu, currently a post-doctoral research associate at Columbia University, conducted their research in collaboration with Grace Sun, professor of biochemistry and pathology and anatomical sciences in the Missouri U (MU) School of Medicine and College of Agriculture, Food and Natural Resources. Sun also directs an Alzheimer's project at MU that is being funded by the National Institutes of Health.

The research team's work focused on amyloid-beta peptide, a common neuron-killing toxin found in the brains of Alzheimer's patients, and astrocytes, which supports neurons and is the major cell in the brain. In lab tests, they studied how the toxin affects and interacts with the cell

to activate a critical enzyme—phospholipase A2. Lab tests showed that with increased activity, phospholipase A2 negatively affected the mitochondria, which is responsible for energy production, resulting in increased oxidative stress. Zhu and Lee said an increase in oxidative stress further promotes neuron death, worsens the disease and causes decreased energy levels.

It's an important aspect in the development of Alzheimer's disease," Zhu said. An increase in oxidative stress, Lee said, is one of the characteristics found in the brains of Alzheimer's patients. Zhu and Lee hope their findings lead to a medical breakthrough and the design of effective drugs to treat people living with the brain disorder that gradually destroys a person's memory and ability to communicate and carry out daily activities.

"Alzheimer's is a complicated disease," Lee said. "We know that phospholipase A2 is one of the key factors. If we can regulate phospholipase A2, maybe it can become part of the therapeutic strategy for treating Alzheimer's." #

Who Gets Education Update? We're often asked that question.

It is **MAILED** to:
Every public school in NYC
Every private school in NYC
Every Public library in NYC
Every HS guidance counselor in NYC
170 schools in NJ
Foundation Heads
Corporate Leaders
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Every member of the NYC Council
Every NYS Regent
College presidents & professors throughout the U.S.
Every medical school dean in NYC

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Research Studies for Children with Autism Spectrum Disorders

Does your child have:

- * Repetitive behaviors or narrow interests?
- * Language delay or communication difficulties?
- * Trouble making friends or maintaining relationships?
- * Motor skills delays?
- * Poor organizational skills?

If yes, your child may qualify for one of the following studies:

Medication Studies (ages 2-5; ages 5-18):

Medication studies that target problem behaviors and symptoms of autism. GCO #01-1295, IRB approved through 4/30/07. For more information please call # 212 241-2993 or #212 241-7098

Imaging Studies (ages 7-17):

Imaging studies that involve MRI scans to look at the chemistry of the brain in children and adolescents with autism. GCO#05-0847, IRB approved through 9/11/07. For more information please call #212-241-7098

Social Skills Group (ages 6-8):

Weekly class for children with strong verbal skills. Goals include improving relationships with peers and learning coping skills for social situations. GCO#03-1104, IRB approved through 12/15/06. For more information please call #212 241-3692

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