

EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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Jane Goodall



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WOMEN SHAPING HISTORY 2007

GUEST EDITORIAL IN HONOR OF WOMEN'S HISTORY MONTH

The Warrior Instinct

By JANIS KARPINSKI.

Women are as much entitled to warrior status as men. We are as capable as men in thinking, acting and serving as warriors. The problem is men far outnumber women in the military and project an air of entitlement; the military turf belongs to them and society encourages and applauds them in this process. And we, as women, allow it. We move over, we give in; we allow them to make us earn every inch of any turf we get. We are as much entitled as they are, but they make us feel otherwise. They gang up against us and make us feel inferior because they are "real Soldiers" and it is their Army, not ours. Mothers, sisters, wives and lovers swoon at the sight of men in uniform and as the returning heroes, yet who is swooning for the women going off to or returning home from war? Women serve valiantly

and courageously in the military services, and their accomplishments often go unnoticed and ignored. We are somehow regarded as less. It is a tragedy the nobility of military service is somewhat researched for the men who serve.

Women who choose to serve are described as desperate or "looking for a man" as if the military offers the best hunting grounds. What the military has come to offer most recently is the opportunity to be raped or sexually assaulted by male service members. Perhaps, and hopefully, this dramatic rise in sexual assaults and rapes in Iraq and Afghanistan is behavior unique to the combat zone. Perhaps this is how male Soldiers behave when they are facing the prospect of death 24/7 and female Soldiers are available. Imagine this eventuality? Hopefully all Soldiers will once again behave appropriately when

they return from war, but the record shows otherwise, taking out frustrations on spouses, partners and girlfriends.

Thankfully, women will persevere and prevail. We always do. It takes hard work and determination. It takes courage. We have it all, in abundance. We will focus on the future and drive on. Women will continue to serve and achieve. We will break through glass ceilings and find the challenges to overcome. We will make life better for our sisters and daughters coming after us. We will not be afraid. We will fall and we may occasionally falter, but we will stand again, face the enemy and win. We are warriors and we are entitled. The military knows this and many of the men are afraid. They should be. #

Janis Karpinski is the former commanding general at the Abu Ghraib prison in Iraq and author of the book, One Woman's Army: The Commanding General of Abu Ghraib Tells her Story.

LETTERS

RESPONSE TO: 77 Survivors are NYC's Newest Principals**To the Editor:**

I read your article on Mr. Verone Kennedy. His story inspired me to be a better person. I am a single mom raising two teenage girls and education is the most important thing you can give your child. They can take everything from you but not your knowledge.

Maureen Anderson
Melbourne, FL

RESPONSE TO: Autistic Spectrum Disorder**To the Editor:**

This is a very interesting article. I have an 8-year-old boy with Tourette disorder/Aspergers with OCD/ADHD! Wow, has it been difficult. Public education has been extremely difficult with very little support. Can you add anything to comorbid disorders?

Kelly Kapp
Blue Springs, MO

RESPONSE TO: Dr. Rebecca H. Cort Deputy Commissioner, NYS Vesid**To the Editor:**

Impressive, but I would like to know what opportunity can Vesid offer a 30 year old young man, my son, who has been out of school for about 10 years. He has a keen mind, but unfortunately suffered from a mood disorder. He is much better and would like to go back to school. Can Vesid help retrieve AP high school credits from NYIT for him, even though they were acquired so long ago?

M Cohn,
New York, NY

RESPONSE TO: Dr. George Alexiades, Pioneer in Cochlear Transplants**To the Editor:**

I lost my hearing when I was three years old from encephalitis. I had some hearing, but needed hearing-aids, which I was fitted with when I was 6 years old. I am 68 now, have tinnitus so bad I need prescription medication in order to go to

sleep at night. Please inform me whether I will still have tinnitus after a cochlear ear transplant. I am very good lip-reader and have fairly good speech for someone my age. I began talking at an early age before my hearing loss.

Elizabeth Giles
Gilbertown, AL

RESPONSE TO: About Our CUNY Colleges**To the Editor:**

I would like to be emailed information on Brooklyn Universities or colleges that have forensics.

Ivonne Cortes
Brooklyn, NY

RESPONSE TO: An Interview with Poet Maya Angelou**To the Editor:**

You are a very beautiful lady.

Brandi
Raleigh, NY

To the Editor:

I think this is some great information. Thanks for making it public!

Destiny
Covington, GA

NOTEWORTHY

Dr. Pola Rosen, publisher of *Education Update*, has been appointed to the Board of Trustees of Landmark College in Vermont.

She recently returned from an education mission to Israel with ten educators including seven superintendents from around the nation, Peter Yarrow, the well-known folksinger of Peter, Paul and Mary fame, Dr. Charlotte Frank, senior Vice-President of McGraw-Hill and Dr. Gene Carter, Executive Director of the Association for Supervision and Curriculum Development. Their reflections are shared on page 10 of this issue. The mission was sponsored by the America Israel Friendship League.

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Special Education Superintendent Bonnie Brown Discusses Challenges and Opportunities for NYC's Most Fragile Students

By EMILY SHERWOOD, Ph.D.

New York City's special education system has an old friend at its helm. Bonnie Brown, recently appointed Superintendent of District 75, a network of some 23,000 special needs students in self-contained and mainstreamed classrooms citywide, brings not just 30 years of NYC teaching and administrative experience to her job, but a passion and energy that make it clear to anyone who's spent time with her that she's a fierce advocate for the city's most fragile student population.

"The challenges that face me in 2007 are very similar to the challenges that faced me 20 years ago—and that's basically getting equity for our students," reflects the energetic Brown in a rare moment of tranquility between meetings. "Historically, special education started in the basement and then we ended up in most buildings on the fifth floor in the corner. We're in co-located buildings where we [often] don't have access to the cafeteria or the library or the auditorium. So we need equity in terms of resources that are available in our schools," sums up Brown.

Ever the optimist, Brown sees a new era of collaboration as New York City embraces the small schools model, with sometimes three or four principals, each heading up smaller learning communities, now co-habiting in the same building. Sharing such close quarters forces the disparate parties to work together: "We're developing building councils to make sure that we're making informed decisions about shared resources, about safety plans, about extracurricular activities. By doing this, it's forcing District 75 to be brought to the table, and our children are part of the mix," she adds with a



Superintendent Bonnie Brown

passion borne of long-waged crusades on behalf of her students.

Brown is no stranger to collaboration. She and her staff have formed impressive linkages with universities, hospitals and other institutions to infuse best practices into the city's special education programs. Brown reels off an imposing array of partnerships: "Many of our parents are asking for ABA [Applied Behavior Analysis] for children with autism. We've been working for many years with Rutgers and they do all our professional development [in ABA]... Many other parents of children with autism are interested in the TEACCH model which ema-

nates out of University of North Carolina; we work directly with Dr. Cox at UNC Chapel Hill." She's particularly proud of a recent multi-million grant enabling District 75 to partner with Hunter College for Positive Behavior Intervention Supports (PBIS) in 40 general education schools, to develop and train teams on proactive behavioral interventions so that students can remain in the least restrictive environment in their home zoned schools.

Hard work pays off, and Brown's success stories could fill volumes. Fifteen percent of her kids get phased out of special education classrooms every year to less restrictive environments. And

on the other end of the spectrum, for those students not capable of obtaining a Regents or local diploma, every borough offers a transition center that trains students to earn a livelihood in their adult years, cycling them through such jobs as hotel housekeeping or hospital/university food services till they find one they want to pursue. "We have kids that have gone through our automotive shops who are making \$36,000 a year now," she adds triumphantly.

Brown is especially proud of District 75's internal paraprofessional training program whereby their own students are trained to work with early childhood students who are not cognitively able. Brown tells a poignant story of Diana Miller, a Down's Syndrome child whose mother, Pat, was told to place her in Willowbrook 50 years ago. Instead, Pat became her daughter's most powerful advocate, and today Diana is a veteran and beloved paraprofessional in District 75.

Behind every statistic Brown recites is a heart-wrenching story of human victory over adversity. Yet the challenges are still daunting: New York City real estate is so expensive that it's hard to secure group homes to help young adults acclimate to independent living, as BOCES programs are doing so successfully in the surrounding suburbs. "We try to link these young adults with service agencies, but my parents come back and tell me that many of them are sitting home," says Brown regretfully.

But tomorrow is another day. There are new battles to wage, new solutions to problems once deemed insoluble. And one never doubts Bonnie Brown's ability to hurdle these challenges and bring hope to the lives of the 23,000 children and their parents who are under her capable watch.



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BANK STREET SUMMER CAMP & THE NY HALL OF SCIENCE ENSURE FUN WITH SCIENCE

By JUDITH AQUINO

As the temperature continues to drop, summer seems to move further away. However, before we know it, school will be out and Bank Street Summer Camp and the NY Hall of Science are looking forward to a summer of learning and fun. How can you tell when children are learning? Dr. Alan Friedman, consulting senior scientist to the NY Hall of Science, posed this question to parents, teachers, and administrators at the Bank Street School for Children Summer Science information meeting recently. The answer, Dr. Friedman explained, lies in numerous factors. In addition to formal instruction, children also learn outside of the classroom. "ninety-two percent of learning is informal," said Dr. Friedman in citing the results of studies on the different types of learning. Dr. Friedman also pointed out that an excellent predictor of learning is having a passionate interest in a topic. Helping students develop a passionate interest in science has become a daunting task for many teachers. A lack of resources and pressure to focus on literacy and math test scores forces teachers to skim over science lessons or eliminate them entirely from the curriculum. As schools struggle to teach science, it has become more critical for other educational institutions to supplement a child's

knowledge. In collaboration with the NY Hall of Science, Bank Street Summer Camp is proud to offer campers an opportunity to explore and learn about science. Cookie Mellitz Shapiro, Director of Bank Street Summer Camp, is excited about the upcoming program and is pleased to offer activities that emphasize physical as well as mental development. "Balance is what makes us [the camp] unique," she said. The science activities will focus on physical science, using labs and other resources under the guidance of NY Hall of Science staff and camp counselors. Campers ranging from ages 4 to 13 will visit the Hall of Science and participate in workshops emphasizing experimentation, teamwork, and problem solving skills through hands-on activities. The activities include the Journey into Microspace, the Science of Sports, Reasons for Seasons, and Marvelous Molecules workshops. Campers will also have the opportunity to explore the museum on their own. Allowing children to make their own discoveries is a key element of developing an appreciation for science. "Kids need to be able to construct their own knowledge and form their own theories," confirmed Dr. Friedman. As Eric Siegel, Vice-President of the Hall of Science, commented, "children have a natural affinity for science through their curiosity. We need to help

them cultivate this skill." Wendy Hill, whose son, Robert Hill Guarino is a Bank Street student, is also enthusiastic about the program. "I think it'll be a fantastic experience," she stated. "Science is magical for kids and I hope Robert will be able to

avail himself of this."#

For more information about Bank Street Summer Camp and the NY Hall of Science, visit their websites at www.bankstreet.edu/camp/index.html and www.nyscience.org/index.php.

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WORLD PERSPECTIVES ON WOMEN

Thousands of North Korean Women Sold as Slaves in China

By HAN MIN

SEOUL—Thousands of North Korean women who fled famine in their homeland in recent years are believed to have been sold as “brides” to Chinese men, who often put them to backbreaking labor and subject them to constant fear, physical assault, and sexual abuse.

In an unprecedented series of interviews by RFA’s Korean service, women who were trafficked into China, lured by the promise of food and a decent living, described their experiences on air.

“A woman from our village, who said she’d been to China, told me that we could make some money there, so I followed her and crossed the Tumen River,” said Jeong Soo-Ok, who was caught and sold by trafficking rings after crossing the border into China from North Korea in March 2004.

“Before I even knew it, I was taken to a man’s house,” Jeong said.

Paek Sun-Joo was an 18-year-old street child when she was sold to a 38-year-old Chinese man more than two years ago.

“[The traffickers] would gather people wearing rags, appearing to be compassionate and pity them, giving them something to eat and telling them that in China they would be able to feed and clothe themselves adequately,” Paek told RFA reporter Han Min.

“It is easy to be tricked when you are starving, and somebody gives you some food, telling you that there will be plenty more for you if you go with them,” she said.

Most women trafficked in China come from areas of North Korea close to the Chinese border, such as Chagang, Northern Hamgyong, and Yanggang provinces. Often they were already extremely poor and socially marginalized—itinerant peddlers or street children.

In September 1998, at age 17, Hoh Kyung-Soon of Changjin decided to go to China.

“Somebody in North Korea had told me that I could make money working in China, and all I wanted to do was to work there for a month and then return to live with my parents,” Ho said. “Next thing I knew, I was taken to a trafficking establishment in China.”

Price pegged to youth, appearance

According to the victims, North Korean women aged 17 to 40 are trafficked in China, and the men who buy them are Chinese nationals between 37 and 58.

North Korean women said they were being sold in China for between 2,000 yuan (U.S. \$260) and 20,000 yuan (U.S.\$2,600), depending on their age and appearance.

The traffickers, mostly ethnic Korean Chinese citizens, operate a well-defined hierarchy and division of labor: there are “merchandise” scouts, distributors, brokers, and transporters. The scouts identify vulnerable North Korean women who seem to be “marketable” and lure them into crossing the Chinese border, with promises of well-paying jobs and a better life.

The distributors match the women with potential buyers, based on the women’s age and looks and the buyers’ purchasing power, and the brokers complete the sale. Once the deal has been closed, the transporters take the women to their final destination.

Chun Young-Hee said she had been sold by traffickers twice. “The bride’s price tag depends on her age and looks. The youngest and best-looking ones sell for up to 20,000 yuan. A bride that’s worth only 3,000 yuan is tough to sell.”

Most of the women who are currently in China escaped North Korea between 1995 and 2001. In many cases the women had shouldered the burden of sustaining their families, desperately striving to ensure their survival as the food crisis worsened.

What all of them hoped for as they risked the Tumen River crossing into China was to return within six months with 5,000 yuan (U.S.\$650).

A severe shortage of younger women in Chinese rural communities has meant that bachelors seeking wives are faced with either heading to the cities themselves, or with spending large sums to buy a trafficked bride.

Most of the bachelors currently living in the rural areas are men in their 40s or 50s, poor, and in many cases suffering from some physical or mental disability.

A native of Northern Hamgyong province, Kang Sung-Mi is 35, and was sold a year ago by ethnic Koreans in China. Her husband is 47. They work on the farm together, but he thinks of her as a worker, rather than a wife.

“My husband is 47 years old, has no particular work skills, and is quite ill. I am not the only North Korean woman living in this area. As I was talking to some of the others, we came to realize that we had been sold into this kind of marriage. Last time my husband hit me, he even

The Education of Muslim Women

By LISA K. WINKLER

Shadha al-Jubori, a BBC Arab language radio reporter in Iraq, worries about the education of the next generation of Iraqis. Faced with the severe challenges of surviving during wartime, many children don’t attend school on a daily basis. Sports and other extra-curricular activities no longer exist; teaching methods and resources are antiquated, and teachers are physically and mentally exhausted as they worry about how to teach amid electricity and fuel shortages. Al-Jubori and Bagila Bukharbayeva, the Central Asia correspondent for the Associated Press, shared their concerns about the education and the dangers of working as women journalists at a recent discussion sponsored by the International Center for Journalists. Both women received awards from ICFJ in Washington, DC recently.

While education was compulsory under Saddam Hussein’s regime, now many children must stay home to help their families. “Preparing the next generation is one of the most critical issues facing Iraq,” al-Jubori told *Education Update* after the panel discussion. The constant fear of insurgency attacks has curtailed the freedom she experienced as a university student in the 1990’s. “It was (university) the best time of my life. Men and women studied together. Now students can’t trust each other and professors can’t teach freely. They worry that a student could attack them,”

she said.

Education also suffered following the collapse of the Soviet government bloc. New governments are rewriting history with their own heroes, explained Bukharbayeva, and the renowned rigor of the comprehensive, compulsory Russian education has diminished. Low salaries and poor quality resources are causing many teachers to leave the profession. Additionally, the free market has created private schools that previously didn’t exist, she said. As women journalists in war torn nations, both encounter danger daily. Security dictates al-Jubori’s career and personal life. As a secular woman in a Muslim nation, she’s under constant scrutiny. She varies her routine, leaving home and office at different times, and covers her stories quickly and departs. She keeps her work secret from the few family and friends that remain in Iraq.

For Bukharbayeva, the biggest challenge is the “story itself.” The repressive government policies, including rampant human rights abuses, have led to the rise of radical Islam and widespread poverty. Unable to return to her home country of Uzbekistan because of her reporting, she works from Kazakhstan.

ICFJ is a non-profit professional organization that promotes journalism worldwide. Founded in 1984, it advocates for independent media and democracy.


said: “You, do you have any idea how much I paid for you?”

“Chinese men who live in poverty and have no professional skills cannot get married. That is why they buy North Korean brides for a very low

price,” Kang said.

Nowhere to run

Hoh Kyung-Soon married a Chinese man 12 years older than her, nine years ago. “They *continued on page 18*”




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WOMEN SHAPING HISTORY

The Aesthetic Education Conference at Queens College

By JOAN BAUM, Ph.D.

On March 24 the first-ever national conference on Aesthetic Education, co-sponsored by the Equity Studies Research Center at Queens College, CUNY, founded a few years ago, and the Lincoln Center Institute (LCI), a 32-year-old artist-in-residence program that links students and schools according to the philosophy of Aesthetic Education (AE), will take place at the Queens School for Mathematics, Science and Technology (PS/IS 499) located on the QC campus. Both organizations are committed to advancing "social justice" by means of education and the arts. The conference is expected not only to foster understanding of such multi-disciplinary and collaborative education ventures but also to show how AE can encourage all students to learn and to enjoy learning. According to Dr. Amanda Gulla, English Education Program Coordinator at Lehman College, CUNY, one of three conference organizers of "Aesthetic Education: Expanding Notions of Excellence in K-18 Learning Communities" (along with Holly Fairbank, Assistant Director of the Teacher Education Collaborative at LCI and Claire Aronow on the faculty at QC), this timely and significant all-day event will provide a unique opportunity for student teachers, graduate researchers and education faculty from all over the country to discuss work initiated years ago by the legendary AE philosopher-educator Maxine Greene, who will deliver the keynote address.

Most symposia consist of passive delivery of papers. The AE-LCI conference turns on



Amanda Gulla



Maxine Greene

demonstration and feedback. A performance of Hans Christian Anderson's "The Snow Queen" by the Hudson Vagabond Puppets will serve as an opportunity to learn how to tease out the play's social message and generate relevant activities. Maxine Greene has described AE as an "intentional undertaking designed to nurture appreciative, reflective, cultural, participatory engagements with the arts by enabling learners to notice what there is to be noticed, and to lend works of art their lives in such a way that they can achieve them as variously meaningful." This "deep noticing" begins before students hear a concert, see a play or go on a field trip to a museum. The AE/LCI conference will show teachers how preparation and follow-up can be designed and recommend materials.

Professor Gulla's own "journey" as a teacher began years ago when by chance she found herself before a class in an inner-city school

where her father, on sabbatical, was an art teacher. She loved the experience, and it inspired her to want to be a teacher. But later on, with a Ph.D. in English Education from NYU, she remembers how alone she felt in her first position in a middle school in the South Bronx, "thrown to the wolves, given no help." With pluck and luck she managed, but she became increasingly aware that there were methods out there, and mentors, who could have made a difference. Courses with the New York Writing Project and an inspiring stint teaching elementary school with

a wonderful principal, Faye Pallen, convinced her that some pedagogies were more effective than others, more imaginative, more embracing of the arts and sciences, and more likely to make a lasting impression—on both teachers and students. And so she determined that her own professional development would focus on teacher education, under the aegis of AE.

Evaluation of AE does not lend itself to standardized test measures, but if efficacy can be understood as student engagement, then, says Amanda Gulla, AE works and works well. In fact, it worked very well for her the night before

continued on page 15

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Principals & Parents Support NYC Middle Schools at Conference



Dr. Candice Scott



Ernest Logan

By **RICHARD KAGAN**

Over 400 teachers, middle school principals, and parents met recently at the 52nd annual Middle School Principals' Association (MSPA) Education Leadership Conference at the Marriott Hotel in downtown Brooklyn.

The theme of this year's conference was "Middle School Principals Respecting Wisdom, Embracing Innovations." The Conference honored two former Middle School Principals, Mr. Ernest Logan, and Dr. Dorita Gibson, with Outstanding Educational Leadership Awards. Mr. Logan, is the first African-American President of the Council of School Supervisors and Administrators. Dr. Dorita Gibson, an educator for almost 30 years, is the Regional Superintendent of Region 7 in the New York City Public School System.

Ms. Madeleine Brennan was also acknowledged at the MSPA luncheon for her 44 years of service as a principal. Ms. Brennan is the current principal of Dyker Heights Junior High School in Brooklyn. Middle schoolers Andrea Gutierrez of I.S. 201 and Juannell Riley of I.S. 101 received Youth Leadership Awards for their service to their school and community while maintaining a grade average of 85 percent or above.

The all-city band of middle school students

performed at the luncheon. Before the workshops began in the morning, students from I.S. 126 in Queens performed a dance concert. Students from Dyker Heights Junior High School and the Robert F. Goddard school also gave music performances.

Dr. LindaMichelleBaron read some of her poetry about reaching out to even the most disfavored student.

Principals, teachers, and parents also participated in 14 workshops that focused primarily on topics that most impact the educational process of middle school students. Topics included Mathematics and the Adolescent Learner, Parents as Educators: Your Role in Your Child's Success, and Creating Literacy-Rich Schools for Adolescents.

Schools Chancellor Joel Klein acknowledged the hard work of teachers, parents, and principals. "Thank you for all you do with the kids," said Klein.

Dr. Candice Scott, President of the MSPA and principal of I.S. 126 in Long Island City, saw this year's conference as an opportunity to bring educators and parents together to share ways to give middle school students the best education possible. "We are working with principals, we are working with teachers and we are working with parents to improve and enhance middle level

education for all types of students," Dr. Scott said. Most middle schools incorporate grades six through eight. But that is changing. Some middle schools will include Kindergarten through eight grade according to new configurations being formulated by the Chancellor's office.

Kim Hewitt, Principal of M.S. 101 in the Bronx, echoed the sentiments of Dr. Scott of the importance of this leadership conference. "I hope to gather more of an understanding on how we can support the teaching and learning process on the Middle School level."

Rosalyn Allman-Manning, Principal of M.S. 210 in Ozone Park, Queens mentioned that she was looking at math curriculum materials for her 8th grade students from one of the more than 50 vendors who attended the event. The Algebra Regents Exam for 8th graders will be held in June 2008 and she is looking to see if her school needs new materials to prepare students for the exam.

Mr. Logan, was full of energy and passion as he accepted his award. He spoke about the need to make sure middle school children are not forgotten in the myriad of changes affecting kids in the New York City public school system. "We have a school for everyone who wants an education," Logan stated. "I don't want us to lose the middle school choice." Logan spoke about being a part of a Task Force on Leadership that included educators and leaders from the community at large. They visited other schools in order to learn about how to best make schools work, such as through effective school leadership. Logan noted you can look around and have the newest "data" but there are no shortcuts to training good leaders. He urged those in attendance to "make us part of the solution, not part of the problem."

Dr. Dorita Gibson, in receiving her award, she said it was "quite an honor" to be acknowledged by your peers. "It's humbling," she said. As Regional Superintendent of Region 7 she oversees three districts in the city. That's a lot of schools.

She noted that after all the meetings, and the decision-making, she goes home and is simply a mom, who takes out the garbage.

Dr. Gibson said in her remarks that "you can't get it from a book all the time. You need to talk to your neighbor." The learning process doesn't end in the routine of the classroom.#

A Century of Service to the Community: Hawthorne Cedar Knolls School



Edith Everett & David Everett

By **DR. POLA ROSEN**

Hawthorne Cedar Knolls School in Westchester grew out of a need to care for children that were troubled, abused, violent and probably headed for a life of despair, perhaps even prison. One hundred years ago a group of dedicated individuals from the Jewish Board of Family and Children's Services decided to provide a safe and nurturing environment for these children.

Under the leadership of attorney David Everett, Westchester Divisional Board Chair, \$1 million was raised at the Pierre Hotel on March 1, to ensure the continuation of helping young people throughout the New York City area.

Everett continues the long-standing philanthropic tradition of his parents, Edith and the late Henry Everett who, among many other endeavors, have funded the Everett Children's Garden at the NY Botanical Gardens.

According to David Everett, Iraq War veteran, we get so much back from contributing to people's lives and making such a difference in a youngster's life.

Honorees included Jay and Karen Kasner and IBM volunteers. Notable among the young people whose lives were changed was Julie Koshechkina, age 21, who lived at Hawthorne for four years, worked at David Everett's office and will soon receive an RN degree at LaGuardia Community College in Queens. In speaking to *Education Update*, she expressed such joy and appreciation for leaving despair behind and embracing a fulfillment of a dream, a nursing career. She attributes it all to Hawthorne and Mr. Everett.#



Julie Koshechkina

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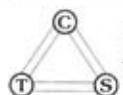
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SUPERINTENDENTS REFLECT ON EDUCATION IN ISRAEL

Twelve educators from across the United States recently joined together on an education mission to Israel under the aegis of the America Israel Friendship League (AIFL), spear-headed by Dr. Charlotte Frank, Senior Vice President of McGraw-Hill. The following are their reflections.

**DR. CHARLOTTE K. FRANK,
SR. VICE PRESIDENT-
RESEARCH & DEVELOPMENT
MCGRAW-HILL EDUCATION**



Isolated programs to improve the quality of education for all children as well as to bring together Arab and Israeli children and their families was exciting and could be a model for the rest of Israel. The

Hand in Hand school design where Israeli families bring their children to a school in an Arab community and there were two teachers each speaking their own language connecting to both groups of children was interesting to see. The ATIDIM after school approach showed immigrant students from the Ukraine and Ethiopia with vastly improved academic performance. The ORT schools where technology is evident throughout the school and during the learning day was a real model of success for the rest of Israel and clearly other countries because we are all more similar than different in our multi-national needs to close the achievement gap between all ethnic groups as well as to raise the achievement of the top level of student performers. #

**MICHAEL BARLOW,
PRESIDENT, BARLOW EDUCATION
MANAGEMENT SERVICES, OKLAHOMA**



It was both interesting and disappointing to hear so many ministry officials report that Israel has and continues to copy educational initiatives from the U.S. system, regardless of the success/failure rate of their programs in the U.S.

It was hopeful to see the initiatives aimed at socialization and understanding between Israeli Arabs and Jews. The Israeli education system clearly understands that education is a basic key component of any peace initiative.

**ERIC NADELSTERN,
CHIEF EXECUTIVE OFFICER FOR
EMPOWERMENT SCHOOLS, NEW YORK**



There are startling similarities between the problems in Israel schools and those of the United States. Chief among these are:

1. Insufficient financial and human resources that are mal-distributed on the basis of student need.
2. Differentiated outcomes by race, ethnicity, socioeconomic status, level of parental education and geography.
3. A school system that serves to diffuse responsibility and obscure accountability.

And then there are hopeful similarities as well, which include remarkable examples of successful efforts in the face of formidable challenges. These include:

1. An elementary school managed by Hand-to-Hand in an Arab village outside of Haifa, where Jewish and Arab students learn to value

one another.

2. An ORT secondary school in Tel Aviv that succeeds with challenged students.

3. An after school program called *ATIDIM* that identifies children with potential from rural areas and provides them with the support necessary to succeed at the highest levels.

On balance, I'm left with enormous optimism in the capacity of both our countries to educate all students well. AIFL is helping to make that happen by bringing us together.

**PETER YARROW
of PETER, PAUL AND MARY,
PRESIDENT AND FOUNDER,
OPERATION RESPECT**



The American Israel Friendship League's educational delegation trip to Israel afforded participants a remarkably intimate look at Israel's education system. More than anything, this trip provided a moving testament to Israel's educators,

students, and educational leaders to defy the challenges to budget cuts to education, the recent legacy of military conflict, still all too fresh. With teachers' salaries extremely low, and primary education academic results plummeting, educators are nevertheless redoubling their efforts to create solutions with diminished resources. With inspiring courage and enthusiasm, they move forward with commitment to preparing students for productive careers and for Israel's over arching need for their energetic civic participation, crucial on all levels to the survival of their country.

In Israel, there is compulsory military service for all men and women and, perhaps reflecting this necessity, all of the educators we met were intensely focused on enforcing the dedication of students to not only strengthen the infrastructure of their economy, but also to build an ever more fair and peaceful society for Israel's future, one that is dedicated to peaceful coexistence with its neighbors.

We learned about some new remarkable educational programs that Israeli educators have designed. Some programs provide special resources and financial support for students who have special abilities but live in relatively marginalized communities. Others inculcate respect and understanding between Jewish and Arab student populations. Virtually all of these new programs have apparently been introduced quickly, demonstrating the flexibility of Israel's education system that can speedily adopt new initiatives and give them ample room to prove their viability. The students involved in these new educational programs are extremely optimistic about their own lives, consciously grateful for this special consideration given to them, and eager to serve their country to repay the generosity afforded them. In every case they demonstrated an extraordinary, passionate love of their country and a steadfast hope that they, the next generation, can find evermore effective solutions to the internal and external challenges to Israel.

When Gene Carter, President of the Association for School Curriculum Development and co-leader of the trip, along with Dr. Charlotte Frank, Senior Vice President of Research and Development at McGraw-Hill Education, and Former Director of Curriculum Instruction at the New York City Board of Education, asked some Israeli high school students what they would say if they were given the opportunity to have a direct conversation with high school students in surrounding countries (nations with whom Israel has had a history of extreme hostilities) they immediately affirmed, "We can work this out. Let's sit down and talk this through. We can find solutions!" I say bravo to the audacity of Israeli youth in all its hopefulness and unfettered idealism. All of the educators looked with great respect, and even envy, upon some remarkable aspects of the challenged, but unbowed, educational leaders, practitioners and students of Israel.

In turn, we were all grateful to AIFL for allow-

ing us an inspiring visit to Israel, one that can help us in our own advocacies in our educational work in the US and beyond.

**DR. STEVEN C. NORTON,
SUPERINTENDENT OF SCHOOLS
CACHE COUNTY SCHOOL DISTRICT,
NORTH LOGAN, UTAH**

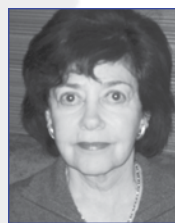


Israel has much in common with K-12 education in the United States. Israel faces even greater challenges than does the United States with multiple languages spoken by students in every classroom. Israel is faced with trying to make separate schools work

for two very different cultures. Israel is working very hard to achieve educational excellence for all children. Israel students share the same goals and dreams as American students do, even with serious distractions all around them.

In conclusion, I believe the best is yet to come in Israel. The students who have immigrated these past five years will be an influence to changing the climate in the school systems and the culture in the Middle East.

**FRANCINE EISENROD,
DIRECTOR OF SPECIAL PROJECTS,
L.A. UNIFIED SCHOOL DISTRICT**



This was my first trip to Israel, and every minute was filled with memorable and important educational experiences. Initially, work-related deadlines and a concern with safety issues while traveling in Israel almost prevented me from accept-

ing the invitation extended by the America Israel Friendship League. Being a prudent traveler, I maintained my awareness of my surroundings, while capturing the essence of the country. Upon my return, a frequently asked question from my colleagues was, "Did you feel safe?" I am able to state that I felt safe at all times.

This truly was an intense, comprehensive visit that had our group traveling from one end of Israel to another. A very powerful aspect of the mission was the opportunity to meet with key educational leaders, both in Israel and the United States, and learn of their challenges and initiatives.

We discussed the Israeli version of the No Child Left Behind Act along with many other similarities between our two educational systems. Also, I learned of their disturbingly high drop-out rate. This is one similarity I did not expect. Another surprise was learning of the critical teacher shortage in Israel. Teachers in Israel are paid at a very low hourly rate and have low professional status. In spite of all the enormous challenges, I was thrilled to visit schools that are truly remarkably innovative, creating learning environments that are culturally relevant, personalized, and challenging. Urban school districts throughout the United States face many similar challenges; therefore, we should take advantage of the opportunity to evaluate Israel's innovative programs and consider incorporating some of their powerful strategies into our own educational environments.

The most poignant and lasting memory of this trip will undoubtedly be the students as they expressed their immense pride in their country and spoke so eloquently about their desire for peace. Their maturity in tone and expression transcend their years.

This mission has renewed my determination not only to continue the Youth Ambassador Student Exchange (YASE) program in the Los Angeles Unified School District, but to work toward expanding the program. It is one of the best methods to increase tolerance, respect, and understanding among people.

I wish to thank the America Israel Friendship League for this invaluable experience. And a sincere thank you to my fellow colleagues whose participa-

tion throughout the mission enriched my experience.

**DR. BARBARA MOORE PULLIAM,
SUPERINTENDENT OF SCHOOLS,
CLAYTON COUNTY PUBLIC SCHOOLS, GA**



In February I had the opportunity to visit Israel, a country located in the Middle East, a country where there is much strife and conflict—or so we hear. The Israel I visited was warm and inviting, I felt at home. In fact, there was much about Israel that

reminded me of home.

But as I reflect on my visit, I observed that Israel is a place where people are proud of their heritage and their country; it is a place where people want to give back to the country that is their home; it is a place where people are determined to work for peace with a gutsiness that transcends the challenges that may be confronted day-to-day. The Israel I visited was a place full of history that spans thousands of years, yet history that is familiar to all. This is a country where there is hope for a better world for the children, as adults work at ways to press for peace.

I listened to the voices of children; children who wanted to share with me information about who they are and what their hopes are. And, children who wanted to learn much from me. I listened to children who have a deep appreciation and love for their country, children who seem to know instinctively that they must give back. I listened to children who were inquisitive and who wanted to know and learn much about the world and other countries in the world in order to become better citizens for their homeland—Israel. And, I listened to children who were proud and who conveyed that sense of pride in their everyday living.

I learned that the United States does have a special relationship with Israel. What I learned from listening caused me to hope that the children I work with everyday would have that same sense of pride about the country I call home—the USA. #

**DR. DAVID GOIN,
SUPERINTENDENT,
EDMOND, OKLAHOMA**



The recent educators' mission to Israel was an enlightening and valuable experience that deepened my appreciation for the people of the state of Israel and for the challenges they face. I also found delightful the quality of professional and

social interactions among mission participants from across the United States.

The schedule was packed with meetings at school sites, in hotel conference rooms, and in various government facilities. We interacted with teachers, principals, students, program administrators, officials with Israel's Ministry of Education, an Israeli brigadier general, and with a Bedouin family that hosted us for dinner in a tent.

Of great benefit was traveling through much of Israel—witnessing its people, its natural scenery and diverse terrain. It also was eye opening to drive past the vestiges of prior conflicts and to see armed soldiers and guards virtually "everywhere."

I gleaned much from the comments of our personable and knowledgeable guide, whether on the bus, at the Museum of the Diaspora, or as we made our way through the fortress Masada. And, it was deeply moving to hear about and see images of the Holocaust at the museum in Jerusalem.

Thoughts on the educational system:

While the concept of "free public education" is in law, the manner and quality of educational services afforded students in Israel varies great-

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WOMEN SHAPING HISTORY: COLLEGE PRESIDENTS

INAUGURATION OF COLUMBIA TC PRESIDENT SUSAN FUHRMAN

By EMILY SHERWOOD, Ph.D.



In a gala afternoon of grand academic discourse by top thinkers in the field of education, Columbia University's Teachers College (TC) welcomed Susan Fuhrman as its tenth president (and first woman president) during a pre-inaugural convocation at its newly renovated Cowin Center last month. Fuhrman, a nationally recognized expert on public accountability and teacher excellence in education, 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.

Lee Shulman, distinguished President of the Carnegie Foundation for the Advancement of Thinking, was first to lend his imprimatur to Fuhrman's presidency. "In ancient times, one did not reliably go ahead with a coronation without checking the signs. One was interested in finding out whether it augured well...you brought together your most respected soothsayers...that's what we're here for. Susan wants to be sure that all the augurs are promising," began Shulman with a touch of eloquent humor.

Shulman challenged TC to wrestle with finding the right balance between "disengagement"—the ability to step back from "the everyday world and its troubles" to undertake thoughtful research and problem solving—and "engagement" in real world problems. He urged TC to follow a path of greater engagement: "There is a change coming in American higher education, and that change is that [universities] are disengaging from disengagement...The engaged university... maintains the highest levels of academic and professional excellence without having to sacrifice its responsibilities to serve the greater community," he exhorted.

Following Shulman on the dais, a panel of "augurs" offered expert opinions on how TC should promote the highest quality research, one of Fuhrman's stated goals as TC president. Edmund Gordon, founder and director of TC's Institute for Urban and Minority Education, urged Fuhrman to build a critical mass of scholars in both theoretical and real world disciplines: "Some will need to focus on the complementarities between teaching and learning that occur in school and some on the teaching and learning that occur in life," he opined.

Ellen Lagerman, Professor of History and former dean of Harvard's GSE, held out three practical recommendations for improving the caliber of educational research at TC: (1) TC

should establish a core curriculum for all students encompassing a set of common readings, such as classic works by John Dewey; (2) masters students should take one required course built around a discussion of significant burning questions, which indeed might help establish a set of national priorities for study; and (3) doctoral students should be savvy users of qualitative and quantitative research methods to answer the questions they ask. She added, "I'd hope that all TC doctoral students are familiar with the wide range of outlets to disseminate the findings of their work. They should of course know how to write cogent articles, books and reports. But they should also know how to give talks, how to curate exhibitions, how to develop questions for the Web, and even give testimony."

The second panel of the afternoon focused on how TC could best influence policy and practice. Pascale Forgione, Superintendent of the Austin School District which significantly raised its student achievement through partnerships with universities, threw out the gauntlet: "Can graduate schools of education impact school reform at the ground level? I believe they can and I believe they must," he challenged the audience. TC professor Lucy Calkins queried, "Is there a way that schools of education can be reconstituted so that more faculty members can become [critical partners]?" Patricia Graham, educational historian and former dean of the Harvard GSE, responded that "schools of education need to [examine] the many resources that they bring to bear on these real world problems, which includes more than just faculty...The trick is to utilize in a much more imaginative way the intellectual resources that we have, including those of our graduate students. Graduate students are often more likely to be familiar with the realities of urban classrooms."

While there was no shortage of ideas for ameliorating the plight of inner city education, most speakers agreed that TC needs to offer "dynamic thinking that looks at the American educational system from top to bottom," in the words of TC Associate Dean Sharon Lynn Kagan. That's no small task for new TC president Susan Fuhrman, but—if her augurs are accurate in their predictions—she is certainly up to the task that lies before her. #

PRESIDENT DONNA SHALALA: UNIVERSITY OF MIAMI

By JOAN BAUM, Ph.D.

She has an impressive honors-strewn record in both academe and government—Secretary of the U.S. Department of Health and Human Services, Chancellor of the University of Wisconsin-Madison, President of Hunter College, Assistant Secretary for Policy Development and Research at the U.S. Department of Housing and Urban Development, Associate Professor and Chair of the Program in Politics and Education at Teachers College, Columbia, and a stint in the Peace Corps in its founding years. Of her present position, however, as President of the University of Miami, a private research university with its main campus in Coral Gables, Florida, Donna E. Shalala says firmly, this is it. It's where she's been delighted to be over the last five years and where she'd like to be five years from now. She took the job for the same reason she has taken every other job—she likes "complexity, challenge." "I love a new adventure."

Ohio born, she has a B.A. in history from Western College for Women (now part of the Miami University in Ohio), a small undergraduate institution which introduced her to professors who became mentors and impressed upon her the importance of a solid undergraduate education. She went on to earn a doctorate from Syracuse University's Maxwell School of Citizenship and Public Affairs, combining early on a love of scholarship and service. Among many accomplishments she points with pride to the fact that the University of Miami has now become, as "the students say," a "hot" school. SAT scores of entering freshmen have gone up 100 points and the "profile" of the school has been vastly "improved," especially at the undergraduate level, with its over 10,000-student population. Amenities go a long way—tables and chairs on patios, a Starbucks in the Library, hous-



PRESIDENT CATHERINE BOND HILL: VASSAR COLLEGE

By LISA K. WINKLER

Two days after Catherine Bond Hill was inaugurated as Vassar College's 10th president on October 29, she sponsored a Halloween party for the Vassar community. To her surprise, students didn't choose to dress as characters from Star Trek or detective mysteries—some of her spare time passions; instead they donned tailored khaki suits, white tops, conservative silk scarves tied loosely at the neck, and single strands of pearls. To Hill, it was the highest compliment. "I was flattered they felt comfortable enough to dress like me."

The Halloween party is just one of the ways Hill is becoming acquainted with the faculty, students and alumnae since beginning the job in July. From traveling around the country, to attending college events and hosting dinners at the President's house, Hill is meeting one of the short term goals she's set for herself: getting to know the people that compose this esteemed liberal arts college. Known as Cappy, thanks to a hard-of-hearing aunt who mangled Cathy, Hill exudes an enthusiasm that already has endeared her to the college community.

A graduate, former provost, and economics professor from Williams College, Hill, 52, brings to Vassar a background that focuses on affordability and access in higher education. These issues, said Hill in an interview with *Education Update*, present challenges not just to Vassar but to all schools. "We want to be able to attract and retain the best and the brightest students from across the United States. As high school students become more diverse, we have an obligation to attract a more diverse student body and that means socio-economic as well as racially and culturally," she said. Though about 55 percent of Vassar's 2,400 students receive financial aid and all aid is need-based, many talented students see the cost, nearly \$45,000 annually, and don't consider applying. Hill's research has examined bias in recruiting methods and has recommended ways to reach students, such as first generation children of immigrants, who might not know about elite colleges. Hill would also like to increase the number of international students, now about 7 percent of enrollment from 45 countries. Attracting a diverse faculty also concerns Hill. As fewer students nationwide enter doctorate programs, the competition for talented staff has increased, she said.

While Hill is grateful that Vassar faces "no immediate crises," she wants to ensure programs that contribute to Vassar's strengths continue. These include: Exploring Transfer, a partnership with seven community colleges that exposes students from two-year colleges to Vassar and encourages students to apply to four year colleges; an active Field Work office which provides volunteer opportunities for students; and a Career Center that offers lifelong counseling, internships, data bases, and other services to Vassar students and alumna. Hill acknowledges that students and parents seem more worried about "what's next" than when she was an undergraduate in the 1970s. Vassar has responded by providing opportunities for students to be exposed to different industries. Excursions to New York City, for example, to visit various business offices, and an extensive career-mentoring program, are available. Vassar has a long history of service, Hill said, and today's students are "more altruistic than ever. Many come from high school already involved in community service. They're incredible multi-



taskers and want to continue volunteering while at Vassar."

Hill had never been to the 146-year-old Vassar until she began interviewing for the job last year. She, and her family, including a stray dog, have moved into the President's house on campus and are the first family to live in the house in 70 years. Her husband, Kent Kildahl, is the head of the Upper School at the Riverdale Country School. Her son John graduated from Williams and is about to begin a job in Poland. Thomas is a senior at the Kent School, and Liz, a sophomore at Riverdale. Moving to Poughkeepsie isn't the first time the family has relocated for Hill's job. A sabbatical from Williams brought her to Zambia, where Hill worked with the Ministry of Finance from 1994-1996. Hill credits her husband with being flexible to accommodate her career. "Deciding who stays home with a sick child or finding jobs in the same place, can be challenging," she said.

Coming to Vassar, for Hill, had a lot to do with timing. She's impressed with the institution's history of innovation and its commitment to liberal arts education. She holds degrees from Williams, Oxford, and Yale and worked for the World Bank and the Fiscal Analysis Division of the U.S. Congressional Budget Office. Her responsibilities at Williams included overseeing the annual budget and long-range financial planning, the college's art museum and libraries, offices of Admissions, Financial Aid, and Information Technology. These vast experiences all led to becoming a college president. Though widely published, she remains most passionate about what she believes liberal arts colleges are all about: teaching. She's already taught one class in labor economics and plans to teach an advanced economic seminar next year. "It's a great way to know what's on students' minds through a different way. It demonstrates to faculty that teaching matters, that I value and know the huge amount of time and effort that goes into successful teaching," she said, noting that a teaching commitment makes her schedule less flexible, much to the chagrin of other administrators. "I get to drop everything to teach," Hill said.

Hill's adamant that the value of and demand for a liberal arts education, from small colleges like Vassar and Williams for example, will flourish. "As we change as a society, as we think about the world kids will be facing over the next several decades, it's [liberal arts] the perfect education. People need different kinds of skills, analytical, problem solving, written and oral communication, and working as a team. That's what liberal arts does," she said.

Vassar has no plans to increase its enrollment, currently at 2,400, and its applicant pool increases every year. Many of the buildings and facilities on the 1,000 plus acre campus, which includes farmland and gardens, were either newly constructed or recently renovated during the past two decades. Further renovations are planned for residence halls and some science buildings. The goal, said Hill, "is to keep thinking about what we do, and do it better." While she's thinking, she's having fun getting to know everyone. "I go to as many events I can," listing student drama productions, sports events, and lectures. "They know when I'm there and like it," she said. #

ing for over 40 percent of undergraduates, which the President says she looks to raise to 60 percent. There are also 800 apartments for upperclassmen. Because "campus life" is so important, the president recently hired a dean for undergraduate education. Despite an incredibly packed schedule at the helm of a major university that she has helped

change dramatically in a mere few years, Dr. Shalala still finds time to teach (a course in Health Politics in the division of Political Science) and keep up with the students—they email her, she moves around the campus, and she recently put in an appearance on the Colbert Report.

continued on page 15

FREEDOM WRITERS: ERIN GRUWELL

By GILLIAN GRANOFF

Recently, at the Hilton Hotel, the AACTE (American Association for Colleges of Teachers Education) kicked off the opening night of their annual meeting of administrators, principals, and teachers, and its "Challenge for Change" with the inspiring and heartfelt words of Erin Gruwell.

Jeff Gorrel, chair of the Committee on Membership Development and Capacity building of AACTE, introduced the keynote speaker as a "teacher who valued and promoted the diversity of her students who had been hardened by exposure to gang-violence and drugs, triggering unfathomable change. She inspired her students to see themselves and to act as creative and responsible citizens who could build community and thrive as members of that community."

A teacher at Wilson High School, a Visiting Professor of Education at California State University, Long Beach, and author of *Teach With Your Heart: Lessons I learned from the Freedom Writers*, Erin is known to most people today as the teacher whose life inspired the recent film *Freedom Writers*, starring Hilary Swank. To her students, however, she is known simply as Mrs. G.

As she takes the stage in front of hundreds of educators, Erin emanates the same warmth and extraordinary openness she clearly brought to the students in her classroom. Erin does not strike one as the tough hard-nosed teacher one would imagine "fighting the good fight" in the trenches of the inner city. One might easily mistake her for naïve and could conceive of how in 1993, when she was 23 years old, a group of students in Room 203 could easily underestimate her. Perhaps it is this quality, and her willingness to be vulnerable, that accounts for Erin's success in transforming the lives of high school students whose lives were defined by gang violence, drugs, and poverty. "Before I was a teacher I was a student, and the most incredible teacher I had was my father," she avers.

Amidst the backdrop of turbulence during the riots following the Rodney King trial, the aspiring lawyer passionately recalls how a glimpse of a child looking up into his father's eyes with admiration as the child's father hurled a Molotov cocktail into Circuit City and then looted the store, became the catalyst for her personal transformation. "At that moment," she says, "I realized that if I wanted to follow in my father's footsteps and 'fight the good fight' I should go into the classroom.

Erin's teaching philosophy is that of a partnership between student and teacher. She believes firmly that "education is the great equalizer" and credits her ability to listen as the crucial tool which helped her to break down barriers and earn the trust of her students. Her faith in her students, and seeing beyond their low expectations of themselves, was the crucial catalyst for their change.

For Erin, the instrument of change is a pen. Faced with divisive classroom politics, prejudice, and violence, students guarded themselves within the armor brought on by gang violence. Through journal writing, Erin encourages students to "write their wrongs in ink." With this tool Erin gives her students the permission and the possibility of a second chance: at honesty, integrity and change.

Erin's curriculum is innovative, but her journey to create it was no easy one. Faced with a reluctant superintendent, and a school system that reinforced the belief that her students could never learn, she took their destiny into her own hands. She took part-time jobs at a hotel and a department store to subsidize new books that spoke to the reality of her students' lives and constructed a new learning paradigm, emphasizing self-actualization, tolerance, and students' active participa-



tion in their own education.

She inspired students with field trips to the Museum of Tolerance, Juvenile Detention centers, and brought speakers such as Elie Wiesel. Her method worked so well that the students began raising funds to bring these speakers to the classroom.

Central to the success of Erin's students in room 203 was the Freedom Writers Diary: a compilation of a student journal of their experiences, recently published by Doubleday Books. Proceeds from the *Freedom Writers Diary—How a Teacher and 150 Students Used Writing to Change Themselves and the World Around Them*—currently on the New York Times Best Sellers List—are being used to subsidize the students' college education.

The students dubbed themselves "Freedom Writers" in homage to the "Freedom Riders," the civil rights activists of the 1950s. This name aptly has come to symbolize the freedom that Erin Gruwell gave them to overcome their failures, to start again, taking responsibility for own lives and learning.

Even with all the accolades and Erin's hectic life flying across the globe, promoting the work of the Freedom Writers Foundation—whose mission is to spread the lessons of Room 203 throughout the country and the world, Erin remains profoundly committed to what she sees as her "family" of freedom writers.

Erin describes the state of education in America as one of "education apartheid," one in which there is too much emphasis based on economic lines. "It's just assumed that suburban schools are good and urban schools are worse. We put too much emphasis on this, allocating funds to wars and spending a fraction on education for kids." She is outspoken in her criticism of school vouchers and the No Child Left Behind Act. She hopes that teachers will learn to teach to a class of students and not to a list. Her advice to aspiring teachers is to find an advocate. "I was very lucky to find Karl Cohen (the superintendent of Long Beach) and John Cu, (a benefactor for the students). It was really important to find the validation for what I was doing."

In a field trip to Washington to the Department of Education, Maria, a student and former gang member confidently declared her intention to become the Secretary of Education." To her and to Erin I echo the words spoken by the secretary and original Freedom Rider. "YOU GO GIRL!"#

The Freedom Writers Foundation runs an institute each summer to train teachers in the methods and practices of the freedom writers' curriculum. The institute is seeking application from a diverse pool of school districts, states, gender diversity and age. Those selected will participate in 5 training seminars throughout the summer. Teachers interested in applying to the institute can receive more information by contacting the website: www.freedomwritersfoundation.org

ROSEMARIE REED: AWARD-WINNING FILMMAKER DOCUMENTS PIONEERING WOMEN IN SCIENCE

By JOAN BAUM, Ph.D.

Documentary filmmaker Rosemarie Reed likes dramatizing the lives of little-known women scientists and showing that their relatively unfamiliar stories are really big stories, achievements that dramatically advanced knowledge in their fields, despite political or societal conditions that denied them opportunity or recognition in their day. Ms. Reed tends to focus on historical figures, among them the Greek mathematician Hypatia (d. 415); Ada Byron Lovelace (d. 1852) who wrote a computer program for Charles Babbage's Analytical Engine; Irene Joliot-Curie (d. 1956), who, with her husband, won the 1935 Nobel Prize in Chemistry; and Lise Meitner (d. 1968), the overlooked colleague of Otto Hahn, who discovered nuclear fission. More recent subjects attracting Ms. Reed's attention include Alice Hamilton (d. 1970), the first woman on the faculty of Harvard Medical School who forged understanding of industrial toxicology; Hedy Lamarr, née Hedwig Eva Maria Kiesler (d. 2000)—yes, the glamorous movie star, but did you know that she invented a torpedo guidance system?; and Frances Kelsey, whose courageous research at the Food and Drug Administration in the '60s proved the link between thalidomide and birth defects.

Have times changed substantially in light of feminist and gender emphases in schools and universities and legislation in the workplace? Are women who are doing groundbreaking work in mathematics and science being given their media due and thus serving as role models for the next generation? Who outside the community of theoretical physicists—or constant watchers of "Charlie Rose"—has heard of Lisa Randall, arguably, as Rose put it in a show late last year, "the most cited scientist" working today at the juncture of particle physics and cosmology, unraveling, as the subtitle to her book *Warped Passages* puts it, "the mysteries of the universe's hidden dimensions"? Ms. Reed has heard of her, of course, and has consulted with legendary cinematographer D.A. Pennebaker, who is working on a film about Professor Randall.

Rosemarie Reed loves her work producing documentaries and can imagine doing nothing anything else, although she made this work her major professional pursuit only after years in radio and public relations. A graduate of Queens College (English) and then Hunter College (Communications and International Affairs), she found herself early on in Washington, D.C., sur-

rounded by press people and by women active in promoting women's issues as they related to health, welfare, housing, human rights, equal rights and community activism. Back in New York she became a long-time volunteer for WBAI and soon caught the eye of then well-known station manager Steve Post who, about to leave the station, suggested she should consider taking his position. When Ms. Reed finally moved into video, she learned on the job. There were no classes in practicum then, but native smarts combined with determination and happy coincidence proved significant. Through her volunteer work she got to know people at PBS, and she was invited to rethink some of her radio projects as TV specials. Soon, she was off and running—radio pieces on JFK, organized crime, Mikhail Gorbachev (a project that begat a film and two others about Russia), the disappeared in Argentina, Winnie Mandela—work that took her around the world. She had earlier spent some months in Vietnam, where she worked for the International Committee of the Red Cross and then taught English, experiences that clearly informed her subsequent work in prompting her sympathy for resilient outsiders, unappreciated heroic figures, many of them women.

Success has bred success: Ms. Reed's much-heralded film on Lise Meitner, shown on PBS last summer—"The Path to Nuclear Fission: the story of Lise Meitner and Otto Hahn"—was funded by a grant from the Alfred P. Sloan Foundation, augmented by a grant from the NSF. Her current million-dollar project, funded by Sloan—three one-hour features on, respectively, Ada Lovelace, Irene Curie and Frances Kelsey—reflects Ms. Reed's deep commitment to honor and publicize the lives of women who were more than significant investigators and inventors. They were, she says, "all the right people." They mattered then, they matter now, for how they persevered as much as for what they accomplished. To know about them and their work is to correct the historical record, and, it is hoped, to ensure that girls today who may aspire to careers in science, mathematics or technology have a world of inspiration before them.#

For more information on Rosemarie Reed Productions, readers are directed to www.films-forthought.com.



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MY MEETING WITH JANE GOODALL

By DR. POLA ROSEN

The mere mention of her name conjures images of apes and chimps, living alone in the jungles and forests of the world, collecting data, intellectuality and courage. In short, a woman to be truly admired.

When I asked Dr. Goodall what her greatest obstacles were the irony of her response was not lost on me. I thought she would talk about loneliness, wild animals or the forest. Instead she spoke about the violence of man: in 1975, four students working with her were kidnapped in the Congo. As a result, the entire Gombe Research Center in Tanzania came to an end, which included the chimp project. At the same time, she lost her part-time professorship at Stanford University.

But she didn't give up. In fact, her advice to



young women today is, "If you want something, never give up. Don't be discouraged; don't give up your dream."

I will never forget meeting Dr. Jane Goodall: her gentle manner, her kindness, her persistence and tenacity in the face of adversity are qualities to be emulated by our generation as well as those to come. #

WOMEN OF VALOR

By JOAN BAUM, Ph.D.

Although the four women who received Wings WorldQUEST (WWQ)'s Women of Discovery Fellowship Awards for 2007 are each, on average, only a little bit older than the Jane Goodall Institute for Wildlife Research, Education and Conservation, founded in 1977, an extraordinary event brought them all together on March 1 with Dr. Goodall at the National Arts Club. The occasion marked not only the 5th Annual Women of Discovery Awards, a celebration aptly timed for Women's History Month, but a rare opportunity to see the world-renowned primatologist, Dr. Goodall herself, who was given a WWQ Lifetime Achievement Award. The young honorees, selected for their courageous and meticulous groundbreaking scientific research, represent the very best in international scientific and field exploration. Their work testifies to the significance of WWQ, a world-class organization dedicated to promoting women scientists from cultures and countries around the globe whose achievements can inspire and educate generations to come—not to mention advancing science. The daring of these pioneering young women is impressive, their achievements are stellar and the impact their work has already had in fields as diverse as glaciology, archaeology, oceanography and ethno-botany is markedly significant. They also seem incredibly modest.

The ceremony began with the Lifetime Achievement Award to **Dr. Jane Goodall**, who spoke of the project particularly dear to her heart these days—Roots and Shoot, an activist 8,000-group educational program in 100 countries, dedicated to engaging young people in over 95 countries in service learning, including cleaning river beds, walking dogs at local shelters, teaching peers about endangered species, organizing peace events, celebrating different cultures.

Remarkably, though they spoke separately to *Education Update*, each of the young awardees articulated a similar motivating force: to prove they could do it. Challenge, determination to go where few women had gone before—and genuine love of science—pressed them to explore, sometimes in remote and dangerous areas.

Dr. Constanza Ceruti, a 34-year-old Professor of Inca Archaeology and Director of the Institute of High Mountain Research at Catholic University in Argentina, who received WWQ's Courage Award, could boast (though she wouldn't) being the only female



high-altitude archaeologist in the world working in the Andes. Crediting Prof. Juan Schobinger and Dr. Johan Reinhard, as two major academic

influences in her life, Dr. Ceruti exudes a quiet enthusiasm as she talks about her challenge to get people to accept the inconvenient truth that mining development and climate change are threatening their lives and the planet.

For **Grace J. Gobbo**, from Tanzania (Field Research Award), the goal has been to document indigenous medical practices and plants before time runs out. Working with the Greater Combe Ecosystem Project of The Jane Goodall Institute, she has been interviewing healers and collecting local plants. She feels strongly about involving young people because time's winged chariot is at her back—traditional African healers are dying. Myths about witchcraft persist, she notes, alongside mounting scientific evidence that her pharmacological findings are indeed helping to alleviate some illnesses. She recognizes that she's a woman working in a male-dominated culture and for a government not yet acting on evidence of the adverse effects of deforestation and mining. But she's hoping that the data she's been collecting will find their way into school curricula and that corrective action may be "customized" to local traditions.

Dr. Erin Pettit, from the USA (Earth Award), studies climate change and is the founder of Girls on Ice, a mentorship program that brought her to the attention of WWQ. A young woman with an engineering degree, whose fond memories of hiking on Mt. Rainer



in Seattle with her father and brother prompted her to rethink her career possibilities, she turned from designing hybrid electric cars to studying glaciers, excited by a course she took by chance at Brown University in Planetary Geology, led by Prof. Peter ("Sparky") Shultz. Here, her heart told her, was her heart's work. As much as she loves hanging from ropes on ice mountains, she sees herself eventually becoming a teacher ("I love it"), no doubt applying the lessons she's learned as a leader of field expeditions where attending to the group dynamic is the number-one challenge.

Dr. Terrie Williams, a marine biologist from the USA (Sea Award), has tracked the negative impact of global warming on Weddell seals in Antarctica. She recalls how people would tell her—not too long ago—not to bother pursuing science beyond a masters, insinuating that such

WOMEN SHAPING HISTORY 2007

Women have come a long way since the days of our grandmothers who were content to raise children, stoke the proverbial fire in the hearth, and be the ballast in the family, maintaining a sense of equilibrium and security.

The women appearing in this issue, may do all that their forbears did, but in addition, have used their talents to improve the lives of others and increase our knowledge base.

Education Update is proud to have interviewed six illustrious women who have made significant changes in the world.

DR. CHARLOTTE FRANK

Factors in Career Choice: The factors have changed over the years. Upon graduation, having been the only girl in my high school physics class and success in my mathematic classes, I decided to enroll at CCNY thinking that I was going to be an engineer but after one year of many professors saying that this isn't a career for a female, I changed majors and graduated with a BBA majoring in Statistics and minoring in Economics. At graduation I had just returned from my honeymoon marrying the boy who sat next to me in the "Literature of Northern Europe" class. This marriage and having 3 children changed the direction of my career. I then became a teacher because I felt that the time constraints made it easier for me to balance my home and personal needs as well as my desire to have a career. Different lack of professional support and personal responsibilities made me change the choice in my career path.

Pivotal Point: After twenty-five years in the NYC Public School system as a teacher, supervisor and nine years as Executive Director of Curriculum and Instruction, I received a call from someone at The McGraw-Hill Companies who had just assumed many new responsibilities. He knew that he could accept the leadership of most of the publications e.g. Aviation Week, ENR and Architectural Record as well as the many other career publications but he needed help and was offering me a job to help him in the "el-hi (elementary and high school) world". The then Pres. of McGraw-Hill who knew me when he was the president of CTB/ McGraw-Hill when I was originally in charge of testing for a district in the Bronx recommended me to be considered for this responsibility in el-hi. Feeling that as a woman I wasn't going to the next level of being Supt of the NYC Public Schools, I accepted the offer to go from education in the public sector to education in the private sector.

Proudest Achievements: I'm most proud of unsolicited complimentary comments made to me. They range from: "You always tried to help us to learn from the best practices that worked in schools", "You knew how to develop curriculum materials that I still use to this day (twelve years later)" or when I received my PhD at NYU using



research belonged to men. But a high-school biology teacher convinced her that she could "do it." She came from a family of brothers and never felt she could not do it, though she does acknowledge a problem now. In some societies women, especially those who, as she does, gather together other women for field work are not welcome. But, clever as she is charming, Prof. Williams now includes a

the ten years of research data studying the impact on the winning recipients after receiving the Business Week Award for Instructional Innovation.

Obstacles: Time constraints are and were always a concern. There is too much going on and I just don't have enough time to do everything well. Getting into the office early and/or starting work at the desk at home often at 4:30am or having work meetings on weekends at home always helps. I'm a strong believer in the answer to the question "Why is it that those who are so lucky are those who work so hard?" Ongoing diligence to complete all responsibilities just took WORK.

Inspirational Mentors: Many of my mentors have been men and sometimes women throughout my years whether at CCNY or at the NYC Board of Ed, as well

as at the McGraw-Hill Companies helped me to better understand how to negotiate "the system". They inspired me to think that I could really get "this" done. The "this" could be finding the best researchers to identify the best candidates each year for the "Harold W. McGraw Jr. Prize" award winners or "this" may be finding the connection that links education to many segments of McGraw-Hill such as helping the ENR Construction group to answer the request by the U.S. Dept of Labor to develop "In Demand" publications that identified the many career opportunities available for high school students and were distributed to every U.S. high school. They made me feel that I could accomplish anything I focused on.

Advice: My advice would be for these young women is to think about what in life is and will be meaningful for them. What would they like to accomplish at the end of their career and how to balance the demands of their family with the demands of their jobs. They must recognize that integrity, honesty and devotion to task are key ingredients for success and can clearly make a difference in our lives as well as for others in this global society.

Future Goals: My future goals are to continue on the path already set and to help make a difference in the lives of really caring and hard working men and women of diverse ages, ethnic and socio-economic groups. #

"token male" in her field expeditions, and so far, so good.

WWQ (www.wingsworldquest.org), a unique New York City-based nonprofit co-founded by Milbry Polk and Leila Hadley Luce, in addition to preserving, promoting, honoring and publishing the inspiring contributions of pioneering women explorers, offers unique programs and resources related to field expeditions, scientific research and education. The Jane Goodall Institute is a global nonprofit "that works on behalf of chimpanzees and other great apes and helps people make a difference for all living things." Its mission includes recognizing the "interconnectedness" of all people, animals and the environment. #



CISCO INSPIRES STUDENTS AT GROUNDHOG JOB SHADOW DAY

By LIZA YOUNG

Information Technology (IT) as a growing and lucrative field was the predominant message at the recent Groundhog Job Shadow Day at Cisco Systems where approximately 4,000 students from schools across the country had the opportunity to interact directly with Cisco employees. Volunteering their time to lead students through workshops, tours and roundtable discussions, using the innovative Tele-Presence Centers,

developed by Cisco to allow 3-D virtual reality teleconferencing across states and countries, employees interact with students. Insight and advice from moguls in the field who have quickly risen up the path of IT success was presented to kickoff the event at Cisco systems in NY. Gene Longo, senior manager of Cisco Networking Academy Field Operations, underscored the ubiquitous nature of technology, across the worlds of banking, travel, government, retail and

entertainment, and the current high demand for professionals in the field. "There has been a resurgence in IT: as technology gets more robust we need more advanced employees and they are hard to find," stated Longo. The tools necessary to succeed in IT go beyond advanced technical skills. Longo, agreeing with other successful executives in the field, high-

lighted the importance of "soft skills;" that is, manner of speech, dress, and asking questions. Internships, paid or unpaid, and thoroughly researching a company before an interview, will be instrumental towards employment in the field. Stacy Volkent, who is director of advanced technology in the Black Box company attributed her success in IT to persistence. When directly out of college, she repeatedly called the human resources department of a potential employer to find out the status of her application, and once hired was told that it was this perseverance that helped her get the job.

Guest speaker Louis McElwain, creator and CEO of Bluewater company, and formerly a vice president at Cisco shared his success story with students. Using his entrepreneurial spirit, he left Cisco after 12 years of service to develop the now very lucrative Bluewater company, which works on network integration. Starting out with three employees, now up to 40 and over 100 customers, McElwain emphasized the value of soft skills and ability to work well as a team. Quoting Richard J. Puerzer regarding the importance of hard work and perseverance, he stated, "Luck is a residue of design." Additional points for getting ahead include: having a positive attitude, honesty, ethics, and taking responsibility for one's actions.

Cisco Academy Programs currently provide the opportunity for high school students to receive IT training, where students as early as sophomore and junior year can learn the Cisco sponsored curriculum—courses are aligned with state standards—working on skills such as building and troubleshooting networks. Cisco has invested \$200 million towards providing free online curriculum access to Cisco Academy Programs and lab equipment at a reduced cost. Cisco is additionally dedicated to recruiting women to the field—an underrepresented group in IT—by hosting annual recruitment events.



Students learn about networking

David Kotfila, Cisco Networking Academy Director of Rensselaer Polytechnic Institute, discussed the opportunities available through the institute's programs, where in the last five years 300 Cisco Certified Network Associates (CCNAs), 125 CCNPs, and 5 CCIEs were obtained. The programs are very rigorous, with CCNA training condensed into a half a semester, and CCNP into a semester and a half. Ten Rensselaer students are now working at Cisco's Technical Assistance Center. Recently, the institute launched a summer program for the CCIE training. Rensselaer is currently recruiting students, including those from high school. Kotfila indicated the highly intense nature of the program—euphemistically named "The Summer of Love"—where initially students may need up to 40 hours to complete 8 hour labs, but for those with the dedication, drive, and talent, the experience will be intellectually and financially rewarding.

Regarding the Groundhog Job Shadow Day, John Rullan, Director, Cisco Academy Programs, described the event as "an opportunity for students to make a connection between what they are learning in the classroom and how it applies in the real world, and where to go from there." Students and teachers at the event found the experience informative and enlightening. "This was a great opportunity to interact with the Cisco family. You guys have so much information to share," stated teacher Daniel Gee, Oakland Tech High School. Student Carissa L. Gutierrez, senior at Pioneer High School, described the event as an inspirational example of what a corporation can ideally be: "Through today's event, I learned that Cisco is not just another business that works towards creating the next big thing (like the iPod). Instead, in a world where corporations no longer hold morals or values, Cisco serves as an example that a corporation still can. There is a purpose for innovation in technology and it goes hand in hand with creating a healthier world."#

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WOMEN SHAPING HISTORY

MARIEL HEMINGWAY SPEAKS AT THE OXONIAN SOCIETY



By LIZA YOUNG

Mariel Hemingway, talented Hollywood actress, granddaughter of the beloved writer Ernest Hemingway, and most recently author of books promoting health and well-being, recently appeared before an audience through an event coordinated by the Oxonian Society sharing insights regarding her latest book: *Healthy Living from the Inside and Out: Every Woman's Guide to Real Beauty, Renewed Energy, and a Radiant Life*, the challenges of a career in Hollywood, and life as a Hemingway.

Growing up amidst the tumultuous scene of being in the Hemingway limelight and playing the role, as a child, of caretaker to her mother, who was ill with cancer, raised challenging times for Mariel who began to turn to very disciplined modes of food, exercise and practices as coping mechanisms, a practice which was further nurtured in Hollywood where the pressure to be thin and young never dies.

It was her husband's diagnosis of cancer, for the second time, however, which created the epiphany for her latest book, which presents a 30 day program for one's physical, mental and emotional well-being using four lifestyle practices: food, exercise, home and silence. In this insightful, comprehensive, and user-friendly book, Hemingway dedicates a chapter to each of these components, describing foods to avoid, and which optimize healthy approaches to exercise, debunking the myth that one must necessarily break a sweat to achieve desired results. The book goes beyond a "run-of-the-mill" exercise and diet approach; it is laden in psychology and Buddhist philosophy such as creating an oasis in one's home where you can achieve comfort and relaxation, and finding time for silence, so

as to quiet negative self perception. "The hardest people on ourselves are ourselves," she explained at the recent meeting, but taking time for silence allows for actively overcoming self-demoting thoughts. "Create a sacred space in your home that's just right for you...and it's not just for women," said Hemingway.

After beginning to follow these principles, Hemingway's husband is now in remission from cancer, and more than that, he is healthy.

As for Mariel, she's now comfortable with her life and working in Hollywood as a woman in her forties, recently guest starring in an episode of the long running series, *Law and Order*.

At the recent meeting Hemingway also shared with the audience, with candidness and humor, stories of what it was like working on her first film with director Woody Allen, who impressed her with his directing skills; experiences with the paparazzi—being in and out of the limelight, and adjusting to either extreme; and one of the few stories her father, Jack Hemingway shared with her about the legendary "Papa Hemingway." When Jack was 13 years old, his father matter-of-factly dropped him off at a brothel to have a coming of age experience.#

For more information visit oxoniansociety.org.



Pres. Donna Shalala

continued from page 11

Among other significant changes during her tenure, President Shalala also notes the accomplishment of "generational change," whereby approximately 90% of senior-level positions at the university have seen turnaround. The new cadre includes some "nontraditional" appointments—specialists from fields outside academe but with years of professional experience in the business world and in various disciplines. She cites the young lawyer with no fund-raising experience who went on to meet the university's goal of a billion-dollar campaign. She is an expert herself in the this area, of course, adding that she likes "raising money, telling stories to prospective donors, inspiring them to commit." Much of that new-found funding has gone into the University of Miami's medical school and into scientific enterprise in general, she notes, putting the university front and center in research in neuroscience, genetics, cardiology and cancer, among other areas. Many of the new hires at the university reflect President Shalala's sense of the importance of multi-disciplinary study. Although the biological sciences, psychology and communications and business are the biggest undergraduate majors, it is her hope, she says, that University of Miami graduates will be prepared for their "third job." Stop a typical student and ask him or her what their major is, and "you'd better be prepared for a long response." University of Miami students want to major in everything. Their president could not be more pleased.#

Aesthetic Education

continued from page 8

Education Update caught up with her. She had been demonstrating "deep noticing" with her graduate students, a class of 20, 18 of whom are NYC Teaching Fellows. She had selected the poem, "Thirteen Ways of Looking at a Blackbird" by Wallace Stevens, in order to show that youngsters can be involved with a complicated text (or a complex art work, dance, drama or piece of music). She moved from having the group "notice" particular language, to "jamming" on those words and, then, settling on one poetic line and illustrating it as a visual, on paper. The activity served as a springboard to the students' writing their own poems. Both texts and visuals were posted for all to see and discuss.

In addition to helping organize the AELCI conference Professor Gulla and two colleagues will lead a session on "Aesthetic Education and Action Research," about a faculty development grant between Lehman and Bronx Community College. Other conference listings indicate a wide variety of topics, including A Response to Life After Hurricane Katrina, The Upper West Side Architectural Project, Deconstructing and Re-Constructing Aesthetic Education in the Mathematics Education Classroom, Movement Learning Theory, and a panel discussion with specialists from the Bank Street College of Education, the Guggenheim Museum, Hunter College, Teachers College and LCI. For information: call Patricia Taylor at QC: (718) 997-5218.#

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When in Doubt—Reorganize New Structure Raises More Questions Than Answers

By ERNEST LOGAN

Today, (as I write this,) marks my 30th day as President of CSA. Moving forward in my new role as the leader of this union, I plan to share with you my thoughts and insights concerning the state of labor and education in New York City. As we ford the uncharted waters in which we, the administrators and supervisors of the NYC school system, find ourselves of late, I hope my words provide you with some understanding of how things stand and perhaps even inspire you to look ahead with something akin to optimism.

Although 30 days is a relatively short period of time, many issues have already surfaced. Most of us remain concerned about the continued instability of our education system. This coming fall, we will, once again, be asked to implement a massive reorganization.

This is phase two of some alleged master plan hatched by a closeted and closed committee of consultants. I can only surmise who was consulted in the development of this plan because when I speak to parents, teachers, elected officials and, yes, school leaders, no one ever claims to have been included in the process.

First of all, I question the need for a reorganization of the nascent regional structure implemented in 2003 that the Mayor and Chancellor now claim has finished its job. Its mission was never outlined, promulgated or explained except in terms of cutting overhead. All will be pleased to know, however, it was a success, although what it succeeded at was left to our imaginations.

Don't misunderstand me: Allowing educators



who are closest to students to make the decisions that have an impact on them is unquestionably the right way to go. But the DOE will miss an opportunity when they serve a full course dinner and don't provide the proper utensils.

A Principal is, after all, the Principal Teacher in a building, not the Principal Manager. How can a Principal reasonably be expected to focus on

achievement when he or she is also responsible for scores of buses, developing a budget without actually having control, overseeing grant proposals and the building's heating system, staffing lunchrooms and reviewing stacks of paperwork documenting compliance with an untold number of mandates?

However, I believe we will persevere and succeed despite reorganizations and shifting trends. I remain awed when I visit fellow supervisors and see how they make student achievement a priority and the measures they take to nurture students even though the people who should be supporting them have made structure the priority instead. There is a disconnect when we can't coordinate some of the basic goals of this system and when we fail, the blame is placed on those people furthest from the decision-making process. I must question the quality and necessity of these new "supports" so soon after we have finally learned to navigate—and succeed with—the first reorganization.#

Ernest Logan is the President of the Council of School Supervisors and Administrators

Best Selling Author Colson Whitehead Speaks At Marymount

By DR. POLA ROSEN

When Lewis Burke Frumkes, author, talk-show-host and Director of the prestigious Writing Center of Marymount Manhattan College introduced Colson Whitehead recently he said, "Okay, I want to clear this up right away. Our guest tonight is not Alfred North Whitehead, the mathematician and philosopher, or John Whitehead of Wall Street, or Edwin Whitehead who founded Technicon. Our guest is Colson Whitehead, one of the best writers on the literary scene these days. Colson is a MacArthur Fellow, a Whiting Award winner, and the author of "The Intuitionist," "John Henry Days," "The Colossus of New York," and "Apex Hides The Hurt," which has just been released in paperback and was re-reviewed and re-recommended by the New York Times recently. "Whitehead went on to read new selections from an as yet untitled

new book to the audience who howled with laughter, especially when he presented visual aids to illustrate his points. "They will be in the book," he said. Whitehead who at one time was a pop culture critic for the Village Voice, and then its television critic continues to skewer the composites and frailties of our sometimes amazingly foolish society with wit and intelligence. Frumkes invited the audience to come back and hear another satirist, Tony Hendra speak on March 28 at 7:30 in the Regina Peruggi Room. In addition to Hendra he said, other speakers this spring will include major writers such as John Edgar Wideman, Alan Furst, John Simon, and Jessica Hagedorn. There are also classic films being shown and introduced each Wednesday by screenwriter Roy Frumkes "The Substitute." For information on these and other events call 212-774-0780 or 212-774-4810.#

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THE PIGEONHOLE PRINCIPLE

By DR. ALFRED S. POSAMENTIER

One of the famous problem-solving techniques is to consider the pigeonhole principle. This often-neglected way of thinking is an important technique in the instructional program. In its simplest form the pigeonhole principle states that *if you have $k+1$ objects that must be put into k holes, then there will be one hole with 2 or more objects in it.* This may sound confusing to the average reader, but it really should not be. It simply formalizes something that many adults might find obvious, but youngsters may not be aware of. Yet it is an important part of the logical training that we are



obligated to teach students at various grade levels. Here is one illustration of the pigeonhole principle at work. Present your students with this problem to see how they will approach it.

Here are some other applications of the pigeonhole principle.

One selects 5 cards from a deck of playing cards (26 black and 26 red). Explain why there must be at least 3 cards of the same color.

For a set of 27 different odd numbers, each of which is less than 100, explain why there must be at least two numbers whose sum is 102.

There are 50 teacher's letterboxes in the school's general office. One day the letter carrier delivers 151 pieces of mail for the teachers. After all the letters have been distributed, one mailbox has more letters than any other mailbox. What is the smallest number of letters it can have?

Students have a tendency to "fumble around" aimlessly with this sort of problem, usually not knowing where to start. Sometimes, guess and test may work. However, the advisable approach for a problem of this sort is to consider extremes. Naturally, it is possible for one teacher to get all the delivered mail, but this is not *guaranteed*. To best assess this situation we shall consider the extreme case, where the mail is as evenly distributed as possible. This would have each teacher

receiving 3 pieces of mail with the exception of one teacher, who would have to receive the 151st piece of mail. Therefore, the least number of letters that the box with the most letters received is 4. By the pigeonhole principle, there were fifty 3-packs of letters for the fifty boxes. The 151st letter had to be placed into one of those 50 boxes.

Your students may want to try to find other problems that use the pigeonhole principle. This sort of reasoning is not reserved for mathematics alone. We use this type of reasoning in everyday life situations as well. #

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.

FROM THE SUPERINTENDENT'S SEAT

Relinquishing the Driver's Seat

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

Your child's sixteenth birthday is one that is sure to cause some excitement in your household. For, as every adolescent knows, and every parent anticipates with mixed emotions, at sixteen the government has decreed that it's time to get behind the wheel of a car. Just as with all life milestones, your child's voyage from passenger to driver definitely needs your guidance and attention. If your child is eager to begin, the first step is to help him or her obtain the test preparation materials for the learner's permit. Most teens care enough about this test to study hard enough to pass the first time. Once a teen has a learner's permit, the whole process of learning to drive can progress so quickly that you may want to apply the brakes before it gets out of hand. Because driving is extremely serious business, this is one time where you need to exert your parental authority and lay down some strict rules. Some of them may seem so obvious that you may think it unnecessary to say out loud. Say it anyway. Here are a few suggestions to start with: No driving with anyone other than the Driver's Education teacher or a parent. (If you have exceptions to this rule, an aunt or uncle perhaps, specify them by name.) No being a passenger in the car of a friend who is driving with a permit, except in the Driver's Education car, of course. No missing Driver's Education classes or driving sessions without permission of parent. Teen shall schedule a makeup class as needed. In addition to your child's Driver's Education classes,

you will need to schedule time to practice with your teen yourself. It is doubtful that any parent can achieve this without feeling a bit of anxiety. Expect to feel your entire body tense, and to find yourself stepping on an imaginary brake on your side of the car. We urge you to start slowly. If possible, take your teen to a large, empty parking lot for your first session together, even if your child has already

had several lessons with the professional instructor. Try to remain calm at all times, and do not engage your child in an argument that places blame or accuses him or her of recklessness. As the year progresses, you will undoubtedly see your child's driving skills improve. Before you are really ready the day will come for him or her to take the road test, and even before it is passed, it's time to set down some more rules. Before any keys are handed over, you need to set rules about driving with friends (how many at once); how often the teen will be driving and to where (do you want to set distance restrictions?); how late the teen can be out while driving; and anything else you want to address, including fiscal responsibilities for such things as gas and insurance. Once your child is driving, there is something about the dynamic between parent and child that does change. Becoming a driver is a step toward independence and maturity for a teenager. #

Dr. Hankin is superintendent of Syosset Central School District.

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FOUNDERS OF HARLEM LINK CHARTER SCHOOL TO SERVE AS EXPERTS ON STARTING A LEARNING INSTITUTION

Bank Street College of Education's Alumni Association hosted a panel discussion featuring its graduates who have started schools. Steven Evangelista and Margaret Ryan, Founders of Harlem Link Charter School, served as panelists and shared their experiences on establishing a K-8 charter school at Bank Street College of Education's evening for alumni.

"I am deeply proud and honored to go back to my alma-mater to discuss my work among a distinguished group of educators who have the same common denominator – improving the future of our youth," said Steven Evangelista, Co-Founder and Co-Director of the Harlem Link Charter School. "It takes a lot of selfless dedication to ensure that New York's children receive the quality education they deserve, and since the development of Harlem Link, solutions of increased opportunities for free high-quality schools are closer to being met more than ever before."

"Parents have constantly said that there are not enough quality schools," said Margaret Ryan, Co-Founder and Co-Director of Harlem Link Charter School. "As a Co-Founder of a learning center in central Harlem I am absolutely thrilled to go back to where it all began and share my experiences with my former classmates." #

Sold As Slaves in China

continued from page 6

buy us for very little money and then make us work as slaves on their farms. My husband makes me work all by myself, the entire summer."

In rare cases, such relationships prove to be successful, and the Chinese rural bachelors and their North Korean brides live as husband and wife. However, the North Korean women live with the ever-present peril of being arrested by Chinese law enforcement authorities for having illegally crossed the border. Some of them are apprehended even despite having lived in China for over a decade.

The jargon that human traffickers use to name their North Korean victims is "pigs," a degrading word that evokes the treatment these women receive in China.

They describe nightmarish living conditions. Despite their relative youth, their faces are dark and stained and their hands prematurely wrinkled. To prevent the North Korean "bride" from fleeing, the husband's relatives take turns watching her.

Bullying and physical violence are common, with some women deformed as a result. Unwanted sexual advances from other Chinese men are hard to refuse for fear of retaliatory deportation to North Korea, where returning defectors are often sent to labor camps.

"He hits me every day, for any trivial reason. It's not that I want to live here, but I have nowhere else to go," trafficking victim Hoh Kyung-Soon told RFA. "I've tried escaping twice. I was caught and beaten to a pulp."

Paek Sun-Joo said she too had been beaten repeatedly after failed attempts to escape. "I tried to run away, but I was caught and brought back. I was beaten and kicked so brutally that my bones broke, and my face was bruised all over."

According to Kim Young-Ae, who left North Korea in 1999: "We are treated worse than animals. They take care of their animals better, as they'll make money selling them some day, but North Korean women are locked up inside the house, sometimes forced to live with three widowers in the same household, constantly facing the contempt of those surrounding us."

The women rarely speak enough Chinese to get by even if they were to escape, and many have children still in China who they fear would be killed if they succeeded.

Trafficking victim Chun Young-Hee summed up the plight of many.

"I ran away once but came back after three days. I couldn't speak the language, I had no money and there was nothing for me out there, except for the constant danger of being caught. I came back to this destitute life and apologized profusely to my husband."

Original reporting in Korean by Han Min. Researched and translated by Grigore Scarlatoiu. Edited by Hyunju Lee and Sooil Chun. Written for the Web in English by Luisetta Mudie and edited by Sarah Jackson-Han.

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American Bloomsbury: Louisa May Alcott, Ralph Waldo Emerson, Margaret Fuller, Nathaniel Hawthorne, and Henry David Thoreau: Their Lives, Their Loves, Their Work

by Susan Cheever
Simon & Schuster, \$26

Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Louisa May Alcott, Herman Melville and Margaret Fuller bring to mind an academic course on 19th Century American Literature and the established writers of that time. Actually these people come across as real flesh and blood and very unconventional characters, and anything but established writers in Susan Cheever's *American Bloomsbury: Louisa May Alcott, Ralph Waldo Emerson, Margaret Fuller, Nathaniel Hawthorne, and Henry David Thoreau: Their Lives, Their Loves, Their Work*.

Impressionable Louisa May Alcott has a crush on her childhood tutor, Henry David Thoreau who is competing with his brother, John, for Ellen Sewall, a clergyman's daughter and the sister of a pupil of Henry David Thoreau's, Edmund Sewall. Louisa May Alcott also hero-worships Ralph Waldo Emerson for his library, his intelligence and his community building. Emerson is a big financial supporter of Louisa May's dreamer father, Bronson Alcott who gives out free apples in exchange for long discourses on his philosophy. He runs a school, but cannot keep it solvent. However, an English school modeled after Alcott's does well and its backer, Charles Lane finances a community called Fruitlands in the U.S.A. with him and Bronson Alcott as leaders. Yet the community does not work out, because no one really pays attention to the crops at harvest time.

Meanwhile Nathaniel Hawthorne, from his graduation from Bowdoin in 1825 until the publication of *Twice-told Tales* in 1837, lives as a recluse in his sister's house. He emerges from this seclusion, marries Sophie Peabody and moves to Concord where he gets along with Henry David Thoreau with whom he takes nature walks, Thoreau talking to him about the Indians and Hawthorne discussing the Puritans. However, Hawthorne does not get along well

with Emerson, part of the reason being their attraction to Margaret Fuller who is more exciting and challenging to them than their wives. It is during his first stay in Concord that Hawthorne writes much of *The Scarlet Letter* loosely basing Hester Prynne on Margaret Fuller. Later Hawthorne influences Melville, already a popular novelist and more popular than Hawthorne at the time of their first meeting, in the writing of *Moby Dick*.

Susan Cheever's great achievement is to bring alive these historical figures and to get the modern day reader to read the great works of these writers. After learning about Henry David Thoreau's edgy character and his travails in writing *Walden* and getting it published, one wants to read *Walden* (KYTV Reading Group will discuss *Walden* on Wednesday, March 7, 2007 at 7 P.M.) Finding out about Hawthorne's background gives poignancy to *The Scarlet Letter*, a most exciting novel for me when I read it for the first time at the age of thirteen.

Yes these nineteenth century writers are worth knowing about and their writings worth reading in the twenty-first century. Cheever's book and the works of these authors are available at Logos Bookstore. So are wonderful St. Patrick's Day cards, books about the Celts, books by Irish writers and books for the Lenten season. So come into Logos Bookstore.

Upcoming Events At Logos Bookstore

Tuesday, March 6, 2007 at 7 P.M., Sit Knit with Lori Adkins (212) 517-7292. Also Tuesday, March 20, 2007 at 7 P.M. This latest activity consists of bringing your knitting projects and becoming part of the newest knitting circle in town.

Wednesday, March 7, 2007 at 7 P.M., KYTV Reading Group will discuss *Walden* by Henry David Thoreau.

Wednesday, April 4, 2007 at 7 P.M., KYTV Reading Group will discuss *The Inheritance Of Loss* by Kiran Desai, winner of the 2006 Man Booker Prize.

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by Sachiko Yoshikawa
Upstart, 32 pps., \$17.95

In her tarantula earrings, rhinestone glasses, red-and-gold blouse and purple pants,

Mrs. Skorupski remains seemingly close-lipped but patiently teaches students in her media center how to search for information via an online catalog, relevant web sites, and current print materials.

An accompanying "library lessons" pamphlet included.

NONFICTION: AGES 6 THRU 8

Owen and Mzee:
The True Story of A Remarkable Friendship
by Isabella Hatkoff
Photos by Peter Grete
Scholastic, unpagged, \$16.99

A fascinating account of a baby hippo orphaned by the 2004 tsunami and its bond with Mzee, a 130-year-old Alhambra tortoise at a wildlife sanctuary in Kenya. High quality full-color photos of this unusual duo.

BIOGRAPHY: AGES 6 THRU 10

Do Re Mi:
If You Can Read Music, Thank Guido d'Arezzo
by Susan Roth
CIP, 32 pp., \$17.00

Early 11th century d'Arezzo struggled to write down the sounds of a song and formulated the system of musical notation used today. A little-covered figure in the musical establishment. Stylized paper and photo collages in wonderful colors.

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

THE LONELY PATIENT: HOW WE EXPERIENCE ILLNESS

Reviewed By JOAN BAUM, Ph.D.

The Lonely Patient: How We Experience Illness
by Michael Stein, M.D.
Morrow, 222 pp., \$23.95

The most significant word in the full title turns out to be "we." Although written in the first person, *The Lonely Patient* is an impassioned personal statement intended for the medical profession and the general public as much as it is a confession of "failure," a kind of apology for those whose serious illness – and death – prompted the writing of this extraordinary book. Dr. Michael Stein, a professor of medicine at Brown University Medical School, brings to his inquiry a lyrical expression and narrative drive more commonly associated with fiction than with nonfiction. No surprise, then, to learn that the eloquent author has written several award-winning novels (the latest, just out, is *In the Age of Love*). *The Lonely Patient* appropriates elements of creative writing as it explores what Dr. Stein calls the four emotional stages of terminal illness, an overlapping sequence that constitutes the journey each patient takes from relative health to what Hamlet alludes to as "the undiscovered country from whose bourne no traveler returns." Dr. Stein describes these stages as betrayal, terror, loss and loneliness. Each stage gets a separate chapter and is linked to descriptions of conditions of actual patients with, respectively, chronic pain, cancer, surgical complications and HIV/AIDS.

Of all the main and minor characters evoked here, however, none stands out more than the author's brother-in-law Richard, a sculptor, an irascible, larger-than-life, sardonic older presence in Michael Stein's life, whose diagnosis of a rare sinus cancer—and eventual death—is the main motive for the writing of this book. Though he seems unduly harsh on himself, as he thinks back on his relationship with his sister's husband, the fact that Dr. Stein confronts his behavior as an internist, relative and friend is reason enough to hope that this book receives wide attention. In an era of managed care and mismanaged or unmanaged patient fear – not to mention bookstore shelves clogged with paperbacks of sappy therapy—*The Lonely Patient* offers an impres-

sive critical view of the medical profession. Its concluding paragraph is compassionate as it is sobering. Dr. Stein acknowledges the "reeducation" he underwent as he watched his chronically and acutely ill patients try to handle betrayal, terror, loss and loneliness. For the patient, "illness is as unshareable as a book read alone on the last train out of town." We should all know this, act on this knowledge—"we" doctors, caregivers, relatives, friends, patients. We should all read this book before the train leaves the station. "Illness is never simply a technical problem to be solved. It is personal business. It involves unease and decent concern, jargon and gesture, but never should it include turning aside from need."

Did Dr. Stein turn aside? He feels that he did, even if he was misled by youthful ignorance, medical training that urged him to keep his emotional distance, exhaustion or fear, rather than by a busy schedule or indifference. In this regard, *The Lonely Patient*, is itself a kind of surgery, a laying bare of the heart that should be part of all medical school curricula. If some sections seem repetitive, they should be regarded as incremental emphases, declarations supported by mounting evidence of how difficult it is for many people—including doctors!—to talk about illness. A recurring metaphor Dr. Stein invokes for the confusing and terrifying physical and psychological changes that attend those who are diagnosed with serious illness or debilitating pain is that of a challenging journey whose prospect renders patients mute: the country is unknown and far away, the map of the terrain is faded, the chance of returning slight and nonnegotiable.

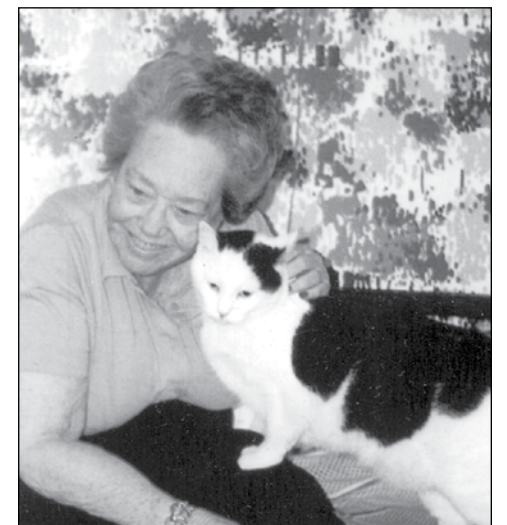
Filled with a wealth of literary references, *The Lonely Patient* testifies to the benefit of immersing oneself in many disciplines. It was "probably the experience of writing novels that finally allowed me to recognize my failure," says Dr. Stein, but it was also that experience, and reading widely in the humanities and social sciences, that caused him to reevaluate his role: "Doctors have a supply of emotions and insights about body and mind, and to offer access to this storehouse is the gift, the art of medicine, just as memories are the gifts we receive from loved ones."

OXFORD HOLDS CONFERENCE ON RELATIONSHIP BETWEEN HUMANS & ANIMALS

The Oxford Centre for Animal Ethics was founded in 2006 to enhance the ethical status of animals through academic research, teaching and publication. At the heart of the Centre's work is an international fellowship of academics drawn from the sciences and the humanities. The Centre is named after the distinguished Spanish philosopher José Ferrater Mora, known for his pioneering opposition to bullfighting. One of Centre's key research areas is the link between animal abuse and human violence. The aim of the Centre is to put the issue of humankind's interactions with animals on the intellectual agenda.

The Centre has arranged for a conference in September 2007 as part of its commitment to research and publication in this field. The League Against Cruel Sports, the premier society in the United Kingdom opposed to cruelty inflicted on animals for recreational purposes, has sponsored and organized the conference. The aim is to enable people to better understand the nature of animal abuse, the motivation that leads to cruel acts, and the implications for human as well as animal welfare.

During the last 30 years, evidence has been accumulating of a link between animal abuse and violence to humans or anti-social behaviour. The aim of the conference is to explore this link, what meaning it might have, its ethical significance,

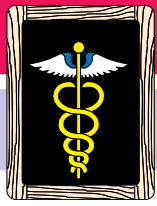


Peg Ogden, NYC, a model of humane treatment for animals, activist & supporter of ASPCA, with Twig

and what implications, if any, that should follow for the making of social and legal policy. This will be the first academic conference devoted to this subject in the United Kingdom.

For additional information: www.oxfordani-malethics.com; www.league.org.uk.

MEDICAL UPDATE



New York City • March 2007
FOR PARENTS, EDUCATORS & STUDENTS

• 20

GLOBAL HEALTH LUMINARIES GATHER AT WEILL CORNELL IN PUSH FOR ACTION ON NEGLECTED DISEASES IN DEVELOPING WORLD

Thought leaders in global health convened at Weill Cornell Medical College in New York City recently to push for a new role for America's universities in bringing lifesaving medicines to the world's poor. At The Weill Cornell/Rockefeller/Sloan Kettering Tri-Institutional (Tri-I) Forum on Neglected Diseases, a stellar line-up of international health leaders strategized on ways for universities to increase research to find new cures for devastating, neglected diseases that are ravaging the developing world.

The World Health Organization estimates that 10 million people, most of them in lower and middle-income countries, die needlessly each year because they cannot gain access to existing vaccines and medicines. Millions more are killed or maimed by neglected tropical diseases—including sleeping sickness, lymphatic filariasis, and blinding trachoma. Because these diseases primarily affect the poor in the developing world, they attract little research and drug development funding.

"Universities are in a unique position to play a leading role in changing this tragic dynamic and making a real difference for the world's poor," said Peter Hotez, M.D., Ph.D. Walter G. Ross Professor and chair of the Department of Microbiology, Immunology and Tropical Medicine at The George Washington University. A speaker at the forum, Dr. Hotez is the director of the Global Network for Neglected Tropical Disease Control, a global network of health organizations dedicated to helping control and eliminate the most prevalent NTDs. He noted that "universities have an opportunity and a responsibility to lead the search for solutions. University researchers are major contributors to the drug development pipeline, and universities are committed to advancing both knowledge and the public interest. Global public health is a vital



(L-R): Dr. Warren Johnson, chief of the Division of International Medicine and Infectious Disease; Dr. Peter Hotez, director of the Global Network for Neglected Tropical Disease Control; and Dr. Antonio Gotto, dean of Weill Cornell Medical College, at the Tri-Institutional Forum on Neglected Diseases.

public interest and a linchpin of global political stability as well."

The forum, presented by the student-led Universities Allied for Essential Medicines (UAEM), was a kick-off event for a rapidly growing national movement to place universities squarely on the front lines in addressing global health needs. Weill Cornell Medical College student Sandeep Kishore of the UAEM, who led and organized the event, is proud to have been able to answer the challenge from the Philadelphia Consensus Statement, adopted by the UAEM last fall, which called for universities to promote equal access to the fruits of their research, such as drugs and vaccines; promote research for neglected diseases; and measure research success by its impact on human welfare. The statement has drawn broad support from global health leaders. Of the hundreds of signatories, four are

Nobel Laureates and four are former editors of the *New England Journal of Medicine*.

"As a student in the Tri-Institutional MD-PhD Program in New York, it is crucial for those of us at these universities to help draw attention to a topic that receives too little scientific attention. We are willing and able to lead a movement with students, academic leaders and luminaries in global health to spur movement on this issue," Kishore said.

Another forum participant, Carl Nathan, M.D., R.A. Rees Pritchett Professor of Microbiology and chairman of Microbiology and Immunology at Weill Cornell Medical College, addressed the importance of pursuing novel partnerships to transform university research findings into drugs to aid the developing world. "I am delighted that Weill Cornell was able to partner with Médecins Sans Frontières/Doctors Without Borders earlier

this month in addressing some of these critical issues," Nathan commented. "Now students at Weill Cornell and the Tri-Institutional MD-PhD program are helping to bring the message to their fellow students. Realizing innovation, incentive and access is as important as solving problems in genetics, biochemistry, molecular biology and immunology if we are to make a major impact on global health."

Weill Cornell Dean Antonio M. Gotto, M.D., D.Phil., another forum presenter, noted that the event was a response to the call that he and Cornell University President David Skorton issued to the university community this past summer to aggressively seek new strategies for Cornell to advance public health in Africa. "Weill Cornell's initiatives, including the Abby and Howard P. Milstein Program in Chemical Biology for Infectious Diseases launched by Carl Nathan, and the recent investments in medical clinics in Tanzania, Haiti and Brazil demonstrate Cornell's willingness to move this process forward," Gotto noted.

Weill Cornell's efforts to address neglected diseases in those three countries were described at the forum by Warren Johnson, M.D., B.H. Kean Professor of Tropical Medicine and chief of the Division of International Medicine and Infectious Diseases at Weill Cornell. He urged the medical students in attendance to become involved in efforts in the developing world.

"You can make a difference," Johnson told the standing-room-only audience. "It takes time. It takes commitment."

Wrapping up the program, Ellis Rubinstein, former editor of *Science* and current President of New York Academy of Sciences (NYAS), presented compelling plans for the Academy's new web-based project "Scientists Without Borders."#

Superintendents Reflect

continued from page 10

ly—from levels of funding, to quality and availability of teachers and facilities, etc. It appears that "free" is open to multiple definitions from school to school and community to community. Having said that, though, schools in Israel seem to face many of the same types of challenges we address here in the United States.

Speakers left the impression that state monies are allocated to schools based upon a weighting of student population needs. However, the ability and willingness of city governments to further support schools would appear to have created a situation of true "have" and "have not" schools across the country. Other pieces in the varied tapestry of educational opportunities to which we were exposed included ORT schools, ATIDIM placements, and Hebrew/Arab schools sponsored by Hand in Hand.

I was particularly impressed at the appearance and delivery of students who are being served through the ATIDIM program. These articulate

and highly motivated students expressed tremendous appreciation for the opportunities afforded them through ATIDIM. The words and feelings they communicated seemed to exude a love for country and fellowman that was quite remarkable. To a person, beyond personal success their hopes were to give back to their country and people and to advance Israel's standing in the world.

Students also spoke about the challenges of living in a country in which "peace" among peoples is a dream. They spoke about their hope of accomplishing meaningful dialogue within Israel and between neighboring countries toward bringing about mutual respect and harmony across the diverse cultures of the Middle East.

This was truly a life-enhancing experience for me. By extension, I believe that Israeli and American students' participation in the YASE program has and will continue to create opportunities for young people of both countries to develop a greater appreciation for the blessings and a deeper understanding of problems faced by their respective communities.#

\$25.5 Million In Kauffman Campus Grants For Entrepreneurship Education

The Ewing Marion Kauffman Foundation recently announced a total of \$25.5 million in grants to nine U.S. universities that pledged to make entrepreneurship education a campus-wide opportunity, leading a more than \$200 million effort to transform the way entrepreneurship education is taught in the nation's colleges and universities.

The Kauffman Campuses Initiative was launched in 2003, when eight schools were awarded a total of \$25 million to transform the campus culture by providing entrepreneurship courses and programs within liberal arts, engineering and other disciplines outside of the business school. The schools were selected based on a series of criteria, including the ability to create a culture of entrepreneurship that permeates the campus, the potential to create new representative models, and the ability to partner with other foundations and funders.

With the Kauffman Foundation's current investment of \$26.5 million and matching commitments from other funding partners, more than \$200 million will be directed to cross-campus entrepreneurship programs over the next five years. "These new Kauffman Campuses schools will empower all students on campus to access the skills, orientation and networks that can lead to greater individual opportunities and to the creation of jobs, innovation and prosperity for

America," said Carl Schramm, president and CEO of the Kauffman Foundation.

"We know there's an entrepreneurial spirit sweeping across college campuses today, and we're thrilled to build on this momentum so that entrepreneurship becomes a natural and vital aspect of the American education experience," said Judith Cone, the Kauffman Foundation's vice president of entrepreneurship. "Our goal is to make the entire university system more entrepreneurial."

Indeed, entrepreneurship is fast becoming the hottest ticket on campus with the demand for entrepreneurship education growing exponentially in the past few decades. Of the two- and four-year accredited not-for-profit colleges and universities in the United States, more than 80 percent currently teach entrepreneurship.

Furthermore, approximately 90 percent of the nation's 888 accredited master's and doctoral degree-granting institutions now offer entrepreneurship courses, and in most cases, multiple courses and degree options. Of the 1,191 accredited two-year colleges, 78 percent offer one or more entrepreneurship courses for credit. Over 700 four-year colleges and universities now have entrepreneurship centers to help students, faculty, and community members launch new ventures.#

Further information on the Kauffman Campus Initiative, including a Fact Sheet and Q&A is available at www.kauffman.org.

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THE TRAGEDY AND TRIUMPH OF FACING MUSCULAR DYSTROPHY: THE STORY OF CHARLEY

By JOAN BAUM, Ph.D.

There is arguably no greater pain than learning that your child has a fatal disease. Two and a half years ago Tracy Seckler's now six-year-old son Charley was diagnosed with Duchenne Muscular Dystrophy (DMD). Since then, she and her husband, a radiologist, have been waging a campaign of passion and purpose to focus on moving research out of the lab and into more clinical trials. She is well aware, sympathetically so, that so many serious illnesses claim attention, but she makes an important distinction: many of those illnesses—all deserving of funding to advance research—are complex problems dependent on basic scientific investigation. In the case of DMD, however, "there is light at the end of the tunnel." She just wants it to reach her son in his lifetime.

She notes that scientists know a lot about the etiology of MD, and particularly about its more aggressive form, Duchenne (named for the French neurologist who first wrote about it in the 1860s). They know that mutations in the dystrophin gene, can be detected by a blood test. They

know that approximately two-thirds of cases are inherited (spontaneous genetic mutations accounting for the other third). They know that usually only boys are affected (though mothers can be carriers), and that children diagnosed with DMD rarely live beyond their early twenties. They are also learning about how to arrest or modify its implacable onslaught. There has been "huge progress" in the last twenty years, Tracy Seckler points out, with three human trials begun just this past year alone. "This is one clear case where money can make a difference." To that end, she and her husband have established Charley's Fund, dedicated to supporting research in this country and abroad, much of it concentrated on "transitional research," moving from lab animals to human clinical trials and testing intravenous therapies. Although The Netherlands has the most advanced program so far, Wellstone Centers of Excellence in this country (named for the senator from Minnesota who was tragically killed in a plane crash a few years ago) are picking up the DMD challenge. It is difficult, of course, for serious illnesses that do not affect comparatively



Charley Seckler

large numbers of people to compete adequately for research dollars, but it is the Secklers' hope that their for-profit foundation - www.charleysfund.com - will continue to attract scientists who want to work on treatment and whose research will attract biotech companies and venture capitalists. The sad facts are that NIH funds have been severely cut, grants have not been renewed, and the application processes is still far too long for those for whom the clock is ticking.

Nonetheless, the kind of self-education Tracy Seckler, a former teacher, has undertaken could well serve as a model for parents of all seriously

ill children. She tries to see life through her son's eyes, she says. At a pond recently she tried not to focus on the kids with hockey sticks zipping by on the ice but on her son, moving more slowly on skates, but clearly enjoying himself. Small acts—selling ankle bracelets for the foundation—help morale and attract potential donors. She has gone into Charley's kindergarten class to talk a bit about MD, and she and her husband have developed a guidebook about how they answer questions—and behave. They try not to make Charley feel as though he has a dark "secret." Since he must take up to 20 pills a day, she offers "muscle drinks" (milk) as well to seven-year old Sam, and the whole family does stretches exercises. They use the term MD, though, of course, the progressive nature of the disease is not discussed with their older son. There is much that parents—and potential parents—can do. Genetic counseling for pregnant women should include testing for MD, but parents of seriously ill children should also take advantage of the message board community on the Internet. There, they will find not just information but an instant community, eager to share and support.#

To make a contribution go to www.charleysfund.org

FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT



What Does A Student With Asperger Syndrome Need In A School Program?

By GLENN S. HIRSCH, M.D.

Anyone who knows children and adults with Asperger Syndrome is aware that every person's manifestation of the disorder is very different. While they share social disability, some are very successful academically, some struggle with accomplishing work; some have intense intellectual interests that lead them to career paths, and others have intense interests that seem to have no practical use. Because Asperger Syndrome is an outcome of brain differences in combination with life experiences, no two individuals are exactly alike.

Least restrictive placement is an educational term that means that we want to provide students with the proper level of support for success without placing them in unnecessarily restrictive environments. For students with Asperger Syndrome, we want to provide the level of support that is necessary to help them optimize their skills and strengths without removing them from typical school experiences, if possible. Matching the individual need to the level of support is critical to helping a child gain self-esteem and independence.

What every family with a member who has Asperger Syndrome needs to consider is how

the following potential difficulties are being addressed:

The development of basic social skills and development of social relationship skills. Many schools and clinicians address the former, but are unable to help authentic relationships emerge. Parents need help to understand how to facilitate this critical human need.

Organization and academic support within the context of good academic skills. Problems with disorganization are very common for students with Asperger Syndrome and frequently have a very negative impact on achievement.

Immature or inappropriate emotional expression. It is a fairly common outcome of having limited friendships that emotional maturity is slow to develop and sometimes develops oddly in the face of daily social pain.

Isolation and/or depression. Often children with Asperger Syndrome retreat home to the internet or a fantasy world to avoid social anguish.

Every family needs to make an honest appraisal of the specific problems their child has. A frank conversation with the student's school as to

whether addressing these needs is possible within that setting is critical. Avoiding these issues does not make them go away. Possible school solutions include: engaging a consultant to help a child's school address specific problems; having a trained paraprofessional work with the student; placement in a setting that has ancillary support available when needed; finding a special education school capable of providing the level of academic support and challenge needed; changing to a specialized setting for students with Asperger Syndrome that addresses all the above and provides a peer group and self advocacy models. For more generalized information, consider contacting a professional specializing in Asperger

Syndrome; he/she can help families make an accurate assessment of a child's real needs and how they are currently being addressed.#

The NYU Child Study Center is opening a laboratory classroom in September for academically-gifted youth with Asperger Syndrome. Approximately eight ninth-graders will have the opportunity to participate in the first group of this individualized tuition-based educational program. Interested parents should contact Lynda Geller, Ph.D., Clinical Director of the Asperger Institute at the NYU Child Study Center, or Valerie Paradiz, Ph.D., Director of Education, at (212) 679-3565. Visit www.AboutOurKids.org for more information.

Is your teen's school right for him?

Learn about an individualized educational program for your son or daughter with Asperger Syndrome



The NYU Child Study Center is opening a Lab for Advanced Learning and Teaching for the 2007-2008 academic year for intellectually-gifted ninth-graders with Asperger Syndrome (AS). This state-of-the-art program will provide optimal educational opportunities for gifted learners in their areas of strength, while supplying the specialized social, emotional, and learning support that is lacking in typical school settings. This is a program of the new Asperger Institute at the NYU Child Study Center, dedicated to the development of model educational programs, clinical services, and state-of-the-art research in AS. To learn more, call (212) 679-3565 or visit www.AboutOurKids.org.



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"Autism Everyday" Gives A Glimpse Into Life In The Shadows Of Autism

By GILLIAN GRANOFF

At the 2007 Sundance Film Festival a compelling documentary, *Autism Everyday*, gives a portrait of a day living in the shadows of the illness. The film opens a door to the intimate struggles of eight families raising children suffering from autism, an illness affecting the lives of 1 out of 166 children. The film is close to the heart of producer, Lauren Thierry, who describes the nine-month journey of making the film as a completely unscripted look into the chaos experienced in the wake of autism's turbulent storm. Thierry knows first hand the incredible commitment and sacrifices that surviving autism requires. When her son, Liam, was first diagnosed with the illness, Thierry left a thriving career as a Broadcast Journalist at CNN, and began a passionate mission to raise awareness, secure funding, and lobby for improved education and research to combat the debilitating and paralyzing symptoms of the disease.

From the moment the first clip reels, the audience unwittingly follows in the footsteps of eight children and their parents in their struggle to navigate the turbulent and unpredictable waters of the disease. With brave and shocking honesty, these parents share their shame, guilt, and frightening and conflicted emotions evoked by the behavioral and cognitive challenges their children face. The film's blunt frames do not eclipse the striking realities these families face, but delicately depict their frustrations, sacrifice, and uncompromising love they share as they persevere through challenges brought on in a life lived beneath the shadows of autism. Michelle and Raffaele bravely confront the challenge of having three children with autism. Jackson and the twins, Bennet and Luca, all struggle with the illness. Their story illuminates the incredible personal and financial sacrifices that having the illness requires.

For Allison Singer, Jodie's mother, having a child with autism means having to face the cruelty, isolation and unfair reactions of other parents to her daughter's unpredictable outbursts and erratic behavior. She must confront the daily sneers and stares of other parents in the playground. Her hope is that her participation in the

film will raise awareness and help to eliminate unfair stigmas and intolerance of other parents to the disease. She is candid, fearlessly honest about her feelings regarding the inadequate resources available for autism "When I saw these kids in overcrowded, inadequate schools, making no progress that's when I contemplated driving off the George Washington Bridge with Jodie in the back seat." Singer, who spent 4 years at CNBC and NBC, is determined to remove the burden of accountability for this disease from the parents and onto the school system.

Michelle is a single mother whose marriage became an unfortunate casualty of the illness. Despite the intense financial and personal pressures and loss of her marriage, she faces these obstacles with incredible resilience and love. She describes how her own denial, guilt and vain hopes for a cure, forced her to put unrealistic pressures on herself. "She held out hope that if she just worked hard enough her son Danson would improve." Michelle, a Harvard graduate and former teacher, experiences facing the unfair judgments and criticism. Despite her struggles, Michelle has optimism, spirit, and incredible respect for her children. Since their divorce, she preserves a great friendship with Danson's father. Her admiration and love for her child has made her "grateful for the lessons" Danson has taught her. The viewer witnesses these families as they persevere with incredible grace, dignity and bravery, through moments of despair, to weather the incredible financial and emotional burdens inflicted upon them.

Autism Everyday gives an uncensored look into the chaos, isolation, and rejection that parents and children must endure as they struggle to cope with the unpredictable and often debilitating symptoms that autism inflicts. The film portrays an unglamorized look at the reality and limitations that these families face everyday. Their courage to share their moments of shame, guilt and anger with others is a testament to the power of the film, whose intimate and honest look into the lives of these families dispels the myth that autism is simply an obstacle that can be overcome with hard work and diligence. This myth places an unfair burden and responsibility



(L-R): Alison Singer, Suzanne Wright, Lauren Thierry, Jesse Mojica, Katie Wright, Michelle Burns, Bob Wright at screening

on the parents of these children to overcome these challenges on their own. The filmmaker's commitment to bring light to the challenges of autism without diluting the reality with heroic tales of triumph, allows the viewer to see the everyday heroism that these families have—the courage to reward the simple successes of their children to successfully brush their teeth. Thierry hopes that making the film will help to bring these families "out of the shadows" of the disease. If the reaction of an audience filled with parents, clinicians, and ordinary people at Sundance is any indication, the film has achieved its goal. Its powerful impact will

surely resonate with audiences everywhere, and provide inspiration and support to families who struggle to find keys to unlock the doors and free those whose minds are trapped in the prison of autism.

Portions of *Autism Today* were recently screened on ABC's, *The View* and the film will soon be available free of charge to the Los Angeles United School District. It will be shown to all of their educators as well as other audiences they select. The film is an educational tool that engenders greater awareness. Readers can see a 12 minute version of the film on www.autismspeaks.org.

Special Education Program Funded by Center for Arts Education

Hungerford School in Staten Island's Clifton neighborhood, serves a special needs population ages 12-21 that includes students classified as medically fragile and severely and profoundly retarded. The school uses its PAAP grant for visual arts activities for its families that includes hands-on visual art instruction, a trip to the Museum of Modern Art, and an exhibition and unveiling of participants' work. The series is led by MoMA teaching artist Gordon Sasaki, a visual artist and wheelchair user since a 1982

automobile accident. The program includes three hands-on art making sessions dedicated to the production of one large-scaled mixed media group mural exploring the theme of community. A visit to MoMA introduces participants both to works of modern art, and through a special workshop, to the techniques and philosophies behind curating and preparing an art exhibition. Participants utilize these skills to prepare a mural unveiling and reception at the school.#

RESOURCE & REFERENCE GUIDE

ACADEMIC SERVICES

Vertex Academic Services
(212) 573-0980

Vertex is a premier provider of supplemental education services to NYC families. Services include standardized test preparation, academic subject tutoring, and college admissions counseling. Free initial assessment and academic consultation.

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COLLEGES

SARAH LAWRENCE COLLEGE

March 2007 Events:

EXHIBIT

Leeza Doreian
"Tourists and Residents"
Through Tuesday, Mar. 27; Heimbald Visual Arts Center's; Barbara Walters Gallery; Free
Sarah Lawrence College is pleased to announce a solo exhibition of paintings by Leeza Doreian. On view at the Heimbald Visual Arts Center's Barbara Walters Gallery, it is free and open to the Public. For more information please call 914-395-2355 or e-mail cstayrook@slc.edu.

EXHIBIT

Meg Lindsay
"Language of Abstraction"
Through Saturday, Mar. 31
Esther Raushenbush Library; Free
Painter and poet Meg Lindsay MFA '98 returns to the Esther Raushenbush Library exhibit gallery at Sarah Lawrence College to present her second show Language of Abstraction, an exhibition of paintings and prints that capture the layering of what looks real, into the abstract. The exhibit runs through Saturday, March 31 and is open to the public during regular library hours. For more information, please call 914-395-2472.

CONFERENCE

Ninth Annual Women's History Month Conference
"Women at War: Soldiers, Sisters, Survivors"
Friday March 2 and Saturday, March 3
Heimbald Visual Arts Center
Friday-Saturday, March 2-3
"Women at War: Soldiers, Sisters, Survivors" is the subject of Sarah Lawrence College's Ninth Annual Women's History Conference taking place March 2 and 3. The two-day conference leads off with keynote speaker Janis Karpinski, former commanding general at the Abu Ghraib prison in Iraq. Events will be held in the Heimbald Visual Arts Center. For more information, or to register, please call 914-395-2412 or visit <http://www.slc.edu/womens-history/conference>

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Calendar of Events March 2007

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Conferences

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19 West 44th Street, Suite 500

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HISTORY NOW LOOKS AT THE AMERICAN WEST

The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. The issue examines the american west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature -- "a view of the west" -- a photographic tour of the late 19th and early 20th century american west.

2007-07 HISTORIANS' FORUMS IN NEW YORK CITY

For the 11th straight year, the gilder lehrman institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2007-2007 schedule and buy tickets:

www.gilderlehrman.org/institute/public_lectures.html

FEATURED DOCUMENT

The institute regularly features documents from the gilder lehrman collection. In the spotlight this week is a broadside, printed in 1805 in new york city, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript:

www.gilderlehrman.org/collection/docs_current.html

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WOMEN SHAPING HISTORY

**JHUMPA LAHIRI:
THE NAMESAKE**

Reviewed BY JAN AARON

Director Mira Nair's adaptation of Jhumpa Lahiri's best-selling novel, *The Namesake*, is her finest movie to date. She pays tribute to the novel with an affectionate, meticulous telling of the saga of two generations of a Bengali family in America.

The Namesake lends itself to classroom discussion built around the identity confusions of American immigrants born in one country and spending their lives in another. Do they gracefully graft their pasts with the present or hopelessly drown in another culture?

Ashoke Ganguli (Irrfan Khan) and Ashima (Tabu) move from Calcutta to America in the 1970s after a traditional arranged marriage. Once here, it is very difficult for Ashima to get used to the perfunctory pleasantries that pass for social interaction in her new life.

When the couple has their first child, the act of naming it falls to the Asthma's grandmother

in Calcutta. Only her letter never arrives, and the hospital needs a name on the birth certificate, so Ashoke names him Gogol. This is the name of his favorite Russian author, but it has deeper significance, going back to his youth when he survived a train wreck in India.

It is Gogol's story that dominates the film, but also it is a story of his family. The first generation assimilates to their new lives in America, but never quite adjusts to it the way their children Gogol (Kal Penn) and his sister Sonia (Sahira Nair) do. "I feel I gave birth to strangers," Ashima declares at one point. Not only do they speak without an accent, but their attitudes on dating and drinking are shocking and best not discussed at home. Even after

enforced trips to Calcutta and an excursion to see the Taj Mahal, they only yearn for their Western ways. Gogol hates his name. When he goes to university, he changes it to Nikhil, and it is this name everyone will know him by from then on.

But his name is not the really the problem. He finds himself living in two cultures but feeling estranged from both.

Gogol graduates with a degree in architecture.

A romance with a beautiful blonde Max (Jacinda Barrett) is momentarily liberating, as he faces the prospect of settling down with a nice Indian girl. Penn, the actor playing Gogol, makes a startling departure in this film from his previous role in the comedy *Harry and Kumar Go to White Castle*, with a mature introspective performance. So it is in the film, when called up to command, Gogol/Nikhil becomes a man.#

Student Expression Rights Revisited

By MARTHA MCCARTHY, Ph.D.

On December 1, 2006, the United States Supreme Court agreed to review *Morse v. Frederick*, which will be its first student expression decision in almost 20 years. The Ninth Circuit ruled that the high school principal, Deborah Morse, was liable for violating Joseph Frederick's clearly established free expression rights when she confiscated his banner with "Bong Hits 4 Jesus" and imposed a suspension. Frederick displayed the banner when he joined his friends who had been released from school to cross the street and watch the Olympic torch relay pass by.

Speculating regarding what the Court will do in its *Frederick* decision is difficult because the current Court does not have a track record pertaining to student expression rights. Several approaches would allow the Court to render a narrow decision without reinterpreting First Amendment principles. The Court could vacate the appellate court's finding of liability, reasoning that the law is not clearly established in this domain, given the range of lower court interpretations of student expression rights. The Supreme Court also could narrowly rule against Frederick by concluding that the banner promoted unlawful drug use, as Morse claimed. Courts generally have agreed that schools can discipline students for urging classmates to engage in unlawful conduct.

If the Supreme Court is inclined to rule in favor of Frederick, it could narrowly focus on the off-campus nature of the incident and the fact that Frederick had not yet been in school that day because of

car trouble. Usually off-campus conduct is subject to less regulation; such expression must have a negative impact on the school, students, or staff members to be the basis for disciplinary action.

Assuming that the Supreme Court addresses the merits of the First Amendment claim, the outcome will likely depend on how the Court applies *Tinker v. Des Moines Independent School District* (1969) and *Bethel School District v. Fraser* (1986). In *Tinker*, the Supreme Court held that private student expression cannot be curtailed unless it poses a substantial disruption of the educational process or intrudes on the rights of others. In *Fraser*, the Court restricted the application of *Tinker* by allowing censorship of lewd and vulgar student expression that conflict with the school's mission. If the Court broadly interprets the limitations imposed by *Fraser* on student expression, it might conclude that Frederick could be disciplined for his banner that interfered with the school's mission of deterring illegal drug use. However, if it concludes that *Tinker's* disruption standard governs this case, Frederick will likely prevail, as there was no evidence that his expression created a disruption or intruded on others' rights. The Supreme Court's deliberations are being closely watched as the Court may identify new legal principles governing student expression, and if so, the Frederick decision will have important implications for public schools.#

Martha McCarthy, Ph.D. is the Chancellor Professor, School of Education, Indiana University.

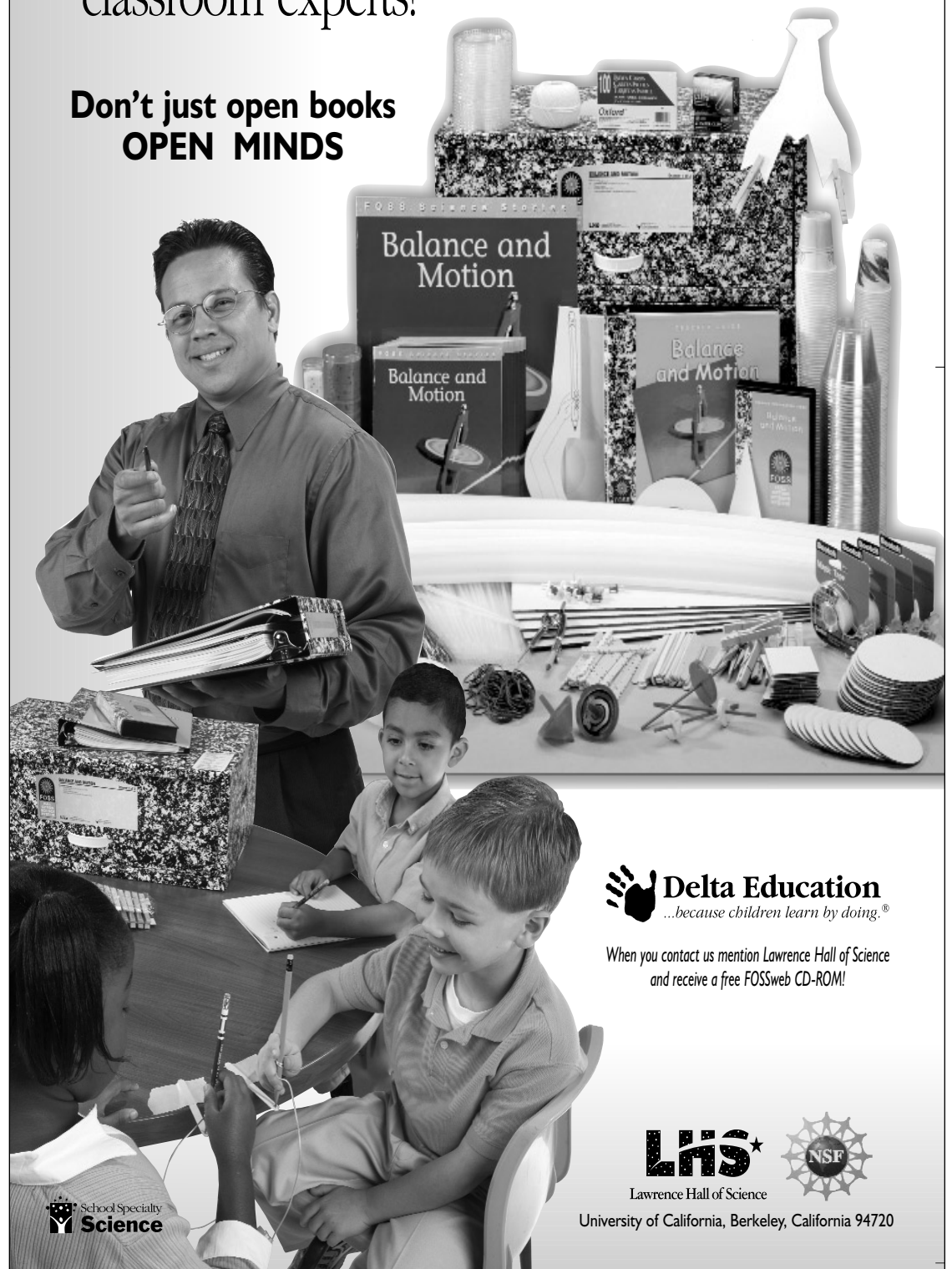
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