Jane Goodall

Women Shaping History 2007
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 our's. 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 somehow 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 eerily? 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. They 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.
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 building, sharing such close quarters forces us 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 auto-motive 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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To request a copy of the video for your class, school, or faculty presentation, contact Kathy Degyansky, Assistant Director of Programs and Services, Queens Library, at 718-990-0890 or by email: Kathleen.Degyansky@queenslibrary.org.

Video production made possible by an LSTA grant from the NYS Library Division of Library Development.
As the temperature continues to drop, summer seems to move further away. However, before we know it, school is 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 Summer Camp and the NY Hall of 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 have made it 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 education 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 to the school. “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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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 sold as “brides” to Chinese men, often trafficked in China, lured by the promise of food and a decent living, described their experiences to reporter Han Min.

Most women trafficked in China come from rural areas of North Korea close to the Chinese border. They have been offered the chance to marry and have a decent life, but are instead bought and sold by traffickers, mostly ethnic Korean Chinese, 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 RFAs Korean service, women who were trafficked into China, lured by the promise of food and a decent living, described their experiences to reporter Han Min.

“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 traffickers 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.

Pack 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,” Pack told RFAs Korean 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 for more 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—inerant peddlers or street children.

In September 1998, at age 17, Hoh Kyung-soon 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 2,800 yuan (U.S. $260) and 20,000 yuan (U.S. $2,600), depending on their age and appearance.

The traffickers, mostly ethnic Chinese who are Chinese citizens, operate a well-defined hierarchy and division of labor: there are “merchandise” scouts, distributors, brokers, and transportation scouts. 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 transportation takes the women to their final destination.

Chun Young-Hee was said to have 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 seek wives that resemble either leading 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 Arabic 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 Baglia 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.

“Do you have any idea how much I pay 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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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 Arrow 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 demonstration and feedback. A performance of Hans Christian Andersen’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 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
By EDITH EVERETT & DAVID EVERETT

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 create 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 veterans, 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 Koschehkina, 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.

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

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 for 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. Linda Michelle Baros read some of her poetry about reaching out to even the most disaffected 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 eighth grade according to new configurations 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.”

Rosaly Allen-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 her peers. “It’s humbling,” she said. As Regional Superintendent for 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.

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Awards Winner

Awards Winner

MARCH 2007 • FOR PARENTS, EDUCATORS & STUDENTS • EDUCATION UPDATE
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 Education.

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 Jewish 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 teaching the same language connecting to both groups of children was interesting to see. The ATIDIM after school approach showed immigrant students from the Ukraine in a country with very low 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 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 challenging to hear how many ministry officials report that Israel has and continues to copy education 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 NADELSCHNORT, 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 real-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 there are hopeful similarities as well, which include remedy and potential for positive change.

ERIN CANNON, SUPERINTENDENT, WESTSIDE 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. Israeli leaders are faced with trying to make separate schools work for two very different cultures and give them ample room to prove their viability 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 fact, a fairly 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 appeared introduced and initiated, 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 the future will bring prosperity.

This truly was an intense, comprehensive visit that will change my group traveling from one country 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 the challenges 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 personal 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 personnel and knowledgeable guides, 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.

While the concept of “free public education” is in law, the manner and quality of educational services afforded students in Israel varies greatly 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 were told. 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 limitations placed on them.

In conclusion, I believe the best is yet to come in Israel. The students who have immigrated there is hope to influence the climate in the school systems and the culture in the Middle East.

FRANCINE EISENROTH, 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 between the two countries prevented me from accepting the invitation extended by the America Israel Friendship League. 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.

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INCURATION OF COLUMBIA TC
PRESIDENT SUSAN FUHRMAN
By EMILY SHERWOOD, Ph.D.
In a gala afternoon of grand academic dis-
discussion, speakers from around the world
addressed the challenges of higher educa-
tion in the 21st century. Among them was
Superintendent of the Austin ISD, Pascale
Forgione, who reflected on the need for
innovation and increased funding to address
the problems facing public schools.

FORGIONE: "I believe that I have
achieved my goal of bringing
more children to the table to
discuss the issues of urban
education. We must work
collectively to create a
future that is better for
all our students."

President Donna Shalala of
Columbia University's Teachers
College (TC) welcomed Fuhrman as its
tenth president, saying that she
would bring "fresh perspectives
and new energy" to the college.

SHALALA: "Some will need to focus on
the complementarities of
research and practice, others
will be making the case
for what's next in our
higher education system.
""

The inauguration was a
celebration of the college's
accomplishments and
future potential. As Fuhrman
shared her vision for TC,
the audience was inspired
by her passion and
commitment to education.
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 Gorrell, chair of the Committee on Membership Development and Development 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 unmanageable change. She inspired her students to see themselves and to act as creative and responsible citizens who could break barriers 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 author of the best-selling book, The Freedom Writers Diary. Her method worked so well that the students began raising funds to bring these speakers to the classroom.

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).”

Erin finally moved into video, she learned on the job. There were no classes in practicum then, but native smarts combined with determination and hard work convinced her she could make a difference. She was young and had three children. She had not yet, however, written any book except for the 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 Seller list are going directly to subsidize the students’ college education.

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Women of Valor

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, intellectual 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 Gombe Research Center in Tanzania came to an end, which included the chimp project. At the same time, she lost her part-time job as a surveyor of endangered species, organizing events, celebrating different cultures. Her peers about endangered species, organizing events, celebrating different cultures. Her peers about endangered species, organizing events, celebrating different cultures. Her peers about endangered species, organizing events, celebrating different cultures. Her peers about endangered species, organizing events, celebrating different cultures. Her peers about endangered species, organizing events, celebrating different cultures. Her peers about endangered species, organizing events, celebrating different cultures.

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 of today.

For Grace J. Gobbo, from Tanzania (Field Research Awards), the goal has been to document indigenous medical practices and plants before time runs out. Working with the Greater Combe Ecological Project of the Jane Goodall Institute, she has been helping 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 field 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 collecting will find their way into school curricula and that corrective action may be “customized” to local traditions.

Dr. Erica Pettit, from the USA (Earth Awards), studies climate change and is the faculty advisor of Girls on Ice, a mentor program that brought her to the attention of WWQ. A young woman with an engineering degree, whose fond memories of hiking on Mt. Rainier in Seattle with her father and brother prompted her to rethink her career path. She turned from designing hybrid electric cars to studying glaciologists, excited by a course she took by chance at Brown University in Geology, led by Prof. Peter (“Shultz”) 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. She could boast (honestly) that the USA (Sea Awards), 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 a career wasn’t for women. She defied all that and was awarded a fellowship for the “Harold W. McGraw Jr. Prize” award winner or “this” may be finding the connection that links education to many segments of McGraw-Hill such as helping student activities group construction to answer the question, “Why it is that those who are so lucky are those who work so hard?”

Ongoing diligence to complete responsibilities just took WORK.

Inspirational Mentors:

Many of Dr. Goodall’s mentors have been men and sometimes women throughout our years whether at CCNY or at the McGraw-Hill Companies, as at the McGraw-Hill Companies helped me to better understand how to negotiate “the system”. And, also, 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 Education Construction group construction to answer the question, “Why it is that those who are so lucky are those who work so hard?”

Dr. Charlotte Frank, 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, although she wouldn’t be the only female high-altitude archaeologist in the world working in the Andes. Crediting Prof. Juana Schobinger and Dr. Johan Reinhard, as two major academic high-altitude archaeologist in the world working they could do it. Challenge, determination to go where few women have 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, although she wouldn’t be the only female high-altitude archaeologist in the world working. 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.

Factors in Career Choice: The factors have changed over the years. Upon graduation, having been only girl in my physics class in high school, physics class and success in my mathematics classes. I decided to enroll at CCNY thinking that I was going to be an engineer but after one year of many professors report that they did not participate in the job market after my graduation and have not heard from them since.

The women in this issue, do all that their forbears did, but in addition, they 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.

Women in Science: Dr. Jane Goodall

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, they have used their talents to improve the lives of others and increase our knowledge base.

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TURN YOUR DREAMS INTO REALITY!
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 Our: 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-damaging 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 candor 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 one-night stand, and young never dies.

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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 future 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 implement ed in 2003 that the Mayor and Chancellor now claim has finished its job to be supporting them have made structure the 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.

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 the building’s heating system, staffing lunchrooms and reviewing stacks of paperwork documenting compliance with an untold number of mandates.

New Structure Raises More Questions Than Answers

By ERNEST LOGAN

Corporate leaders who have finally learned to navigate—and succeed at was left to our imaginations.

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THE DEAN’S COLUMN

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.

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.

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.

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.

The pigeonhole principle is one of the famous problem-solving techniques that can be used to solve a variety of problems. It is a principle that states that if there are more items than containers, then at least one container must contain more than one item. This principle is often used to solve problems related to counting, distribution, and allocation.

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began its journey as a journey to be successful, and the Chinese rural bachelors and their North Korean bride 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 while 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 weathered 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.”

Pack 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 to my owners in the same household, constantly facing the contempt of those surrounding us.”

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Original reporting in Korean by Han Min. Research and translated by Grigore Scarlatou. Edited by Hymju Lee and SooChoon Chun. Written for the Web in English by Lissette Mude and edited by Sarah Jackson-Han.

www.rfa.org/english/korean/2007/02/16/korea Trafficking/
**The Lonely Patient: How We Experience Illness**

Reviewed by Joan Baui, Ph.D.

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 apologia 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 20-year experience and narrative that are 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 Madness). 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 which no traveler returns.” Stein describes these stages as betrayal, terror, loss and loneliness. Each stage gets a separate chapter and is linked to descriptions of conditions actual patients experience. Stein is a compelling writer, but 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 presence. When Stein first met Richard, here, however, none stands out more than the author’s brother-in-law Richard, a sculptor, an irascible, larger-than-life, sardonic presence. When Stein first met Richard, Stein describes 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 book store shelves clogged with paperbacks of soppy 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 Madness). 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 which no traveler returns.” Stein describes these stages as betrayal, terror, loss and loneliness. Each stage gets a separate chapter and is linked to descriptions of conditions actual patients experience. Stein is a compelling writer, but cancer, surgical complications and HIV/AIDS.

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The Lonely Patient offers an impressive critical view of the medical profession. Its concluding paragraph is compassionate as it is sobering. Dr. Stein acknowledges the “redaction” 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 unanswerable 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 uneasy 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 United Kingdom opposed to cruelty inflicted on animals. The Centre is named after the distinguished Spanish philosopher José Ferrater Mora, known for his pioneering work in bioethics. 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 this 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, 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.oxfordanimalethics.com; www.league.org.uk.

**Students Who Read Are THE Ones Who Succeed!**

By Selene Vasquez

PICTURE BOOK: AGES 6 THRU 8

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An accompanying “library lessons” pamphlet included.

**The Lonely Patient: How We Experience Illness**

Reviewed by Joan Baui, Ph.D.

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 apologia 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 20-year experience and narrative that are 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 Madness). 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 which no traveler returns.” Stein describes these stages as betrayal, terror, loss and loneliness. Each stage gets a separate chapter and is linked to descriptions of conditions actual patients experience. Stein is a compelling writer, but cancer, surgical complications and HIV/AIDS.

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

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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 to unlock opportunities to develop new vaccines and treatments 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 every year because they cannot gain access to existing vaccines and medicines. Millions more are killed or maimed as they develop drug-resistant infections. Weill Cornell President Elizabeth N. 博士, M.D., Ph.D. Walter 博士, 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 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 that will empower all students on campus to access the drugs and vaccines needed to address the challenge. As a student in the Tri-Institutional MD-PhD Program, I was particularly impressed at the appearance of university presidents from around the 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.

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 levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc. It appears that “free” is open to multiple definitions from levels of funding, to quality and availability of teachers and facilities, etc.

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.

Weill Cornell’s willingness to move this process forward and 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.

The Kauffman Campus Initiatives was launched in 2005, when eight schools were awarded a total of $25.5 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.

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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 nine-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 intractable onslaught. There has been “huge progress” in the last twenty years, Tracy Seckler points out, with three human trials began 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 large numbers of people to compete adequately for research dollars, but it is the Secklers’ hope that their for-profit foundation - www.charleys-fund.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 zooming by on the ice but on her son, moving more slowly on skates, but clearly enjoying himself. Small acts—selling ankle braces 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.charleys-fund.org.

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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 child 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 Paradies, Ph.D., Director of Education, at (212) 679-3565. Visit www.AboutOurKids.org for more information.
“Autism Everyday” Gives A Glimpse Into Life 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 new window on the 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, Eric Arberman, who describes the nine-month journey of making the film as a completely unscripted look into the chaos experienced in the life of families with children suffering from the illness. Their story illuminates the incredible personal and financial sacrifices that having three children with autism. Jackson and Raffaelle bravely confront the challenge of navigating the turbulent and unpredictable waters 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 Unified 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.autismspecs.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 a 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 film is led by Mo-VA teacher and wheelchair user since a 1982 automobile accident. The program includes three hands-on art-making sessions dedicated to the production of one large-scale mixed media mural exploring the theme of community. The program, led by Mo-VA 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.

[LR]: Alison Singer, Suzanne Wright, Lauren Thierry, Jesse Mojica, Kate Wright, Michelle Burns, Bob Wright at screening
Jhumpa Lahiri: The Namesake

Reviewed By Jan A 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 Ashma’s grandmother in Calcutta. Only her letter never arrives, and the hospital needs a name on the birth certificate, so Ashok 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.

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Women Shaping History

Student Expression Rights Revisited

By Marta 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 the disruption standard. The 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 Tinker, the Supreme Court held that 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.

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

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