

# EDUCATION UPDATE

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FOR PARENTS, EDUCATORS & STUDENTS

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## NEWARK EDUCATION LEADER

**GUEST EDITORIAL**

**SCHOOL OF EDUCATION:  
STRIVING FOR EXCELLENCE**

By DEAN DAVID STEINER

George Orwell once wrote that to see clearly what is directly in front of one “needs a constant struggle.” Education schools should engage in that struggle: Our institutional gaze is too often fixated on course sequences and credits, on balancing educational psychology content against mathematics methods, on arguing over how much time should be given to behavior management, or formative assessment, or teaching about bilingual challenges. Meanwhile, we are blind to the obvious, that what counts, what should be driving everything else, is how effectively our students perform in the classrooms they are about to enter as professionals. If we could see—in detail and over time—what that performance looked like, if we took responsibility for it as a faculty, we would have no choice but to say: how do we ensure that tomorrow’s graduate of our program makes fewer mistakes, makes better choices of pedagogy, of content, of speech, of time management, in short, teach more effectively. Then, and only then, we are able to make informed choices about curriculum design and the rest.

Working with Hunter President Jennifer Raab, we were able to secure critical seeding grant money from Carol and Joseph Reich and our work at their Beginning with Children Charter School, as well as an extraordinary recent gift from Lew and Bobbi Frankfort. With the available funds we turned to the School of Education faculty and to James Lengel (one of the nation’s premier figures in educational technology) to start a project to ensure that within three years, all of our students will videotape themselves teaching—in their practicum or student teaching experience. The videotaping itself is but a piece of a comprehensive design: First, our field observers will together watch multiple video segments to norm their standards of evaluating student teaching. Next, those field supervisors will analyze each of their student’s videos with each student

one-on-one, engaging in an exacting review of each choice of action (and inaction) made, and working with the student to bring awareness of the specific consequences of each choice. Then, these same students will be required to upload specific segments of those videos to their practicum-seminar professors for review, discussion, and feedback from that professor and the students’ peers. Next, the videotape segments will be exhaustively indexed creating a digital archive of case studies in teaching to be used by all members of the faculty, for use in all courses throughout the Hunter College School of Education. College-wide town-hall meetings will discuss faculty findings about common challenges found in the students’ videos. Finally, student teachers will be able to graduate with a digital resume that will include excerpts of their teaching.

In short, rather than guessing at inputs in constructing our teacher preparation, we will start with the most critical outcomes, and re-engineer our programs accordingly. While we are aware of other schools that dip into the use of video, this integrated and comprehensive focus is nationally innovative. Soon enough, and rightly, schools of education will be evaluated by the performance of their graduates—specifically how much value-added those graduates bring to the academic learning of the children they will teach. I naturally hope Hunter’s School of Education will excel on this, the key rational assessment of any school of education. But no matter how we do, we will need to ask why. Our video library will contain much of the answer: it will show us our students teaching in real schools just before they leave us: as they teach in those videos, so they will in their regular classrooms. As their teachers, we will no longer be able to close our eyes to the results of our work.#

*David Steiner is the Klara & Larry Silverstein Dean of the School of Education, Hunter College.*

**LETTERS TO THE EDITOR**

**“Autism Everyday” Gives A Glimpse Into Life In The Shadows Of Autism**

To the Editor:

As a special educator and having worked for many years with students with autism as well as working along side the parents of these children, I can hardly wait to view the film. How do you go about making the film available to all school boards and teachers in the districts?

*Bridget Parisi  
El Paso, TX*

**The Bard College Prison Initiative**

To the Editor:

Is this available to inmates in other cities as well or only locally? I am trying to get information about how to get an inmate in Columbia enrolled in college. They don’t have Internet access there.

*Peggy O  
Columbia, SC*

**Ken Burns Speaks at the Oxonian Society**

To the Editor:

I too was born in Delaware, the place called by the Swedes, Cranehook, later named South Wilmington. I’m very interested in building Colonial history in the area of New Castle to Philadelphia. I spoke at The Claymont Historical

Society on my Grubb ancestors, the Grubb Mansion, and Grubbs Landing. The American College of Dublin is buying the Mansion; their president Don Ross at the talk. I am now working on a new DVD on the Grubb and Forwood families who lived at the mansion. Is Ken’s father’s name Charley. If so, I knew him.

*Garet Gunther  
WWII Veteran & Christian Missionary.  
San Diego, CA*

**The Center for Arts Education**

To the Editor:

Outstanding article.  
*Carol Mangano  
Maryland*

**An Interview with Arnette Crocker, Principal, Young Women’s Leadership School**

To the Editor:

It is unfortunate that here we are almost three years later and Ms. Crocker and staff are still located in trailers; the girls are forced to learn in below standards environment. The NYC Department of Education needs to assist TYWLS of the Bronx to move to an above standard facility.

*Caroline Rivas  
Bronx, NY*

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**THE DEAN’S COLUMN**



**Golden Section from an Algebraic Viewpoint**

By DEAN ALFRED POSAMENTIER

When we talk about the beauty of mathematics, we tend to think of the most beautiful rectangle. This rectangle, often called the *Golden Rectangle*, has been shown by psychologists to be the most esthetically pleasing rectangle. Rather than present the geometric aspect of this beauty, we can also see some enchanting results from an algebraic aspect. Remember, this is merely an introduction, as there are many additional investigations possible with this ubiquitous ratio.

Begin by having students recall the Golden Ratio:  $\frac{1-x}{x} = \frac{x}{1}$

This gives us:  $x^2 + x - 1 = 0$ ,

$$\text{and } x = \frac{\sqrt{5}-1}{2}$$

$$\text{We let } \frac{\sqrt{5}-1}{2} = \frac{1}{\phi}$$

Not only does

$$\phi \cdot \frac{1}{\phi} = 1 \text{ (obviously!)}, \text{ but } \phi - \frac{1}{\phi} = 1.$$

This is the only number for which this is true. Your students may want to verify this\* By the way, students may want to know what value  $\Phi$  has. They can easily determine it with the help of a calculator:  $\Phi = 1.61603398874989484820458683436563811772030917980576 \dots$  and  $1/\Phi = .61603398874989484820458683436563811772030917980576 \dots$

There are lots of other interesting features of  $\phi$ . Your students ought to be guided to develop some after you give them the proper hints. They might want to show that this infinite continued fraction has the value  $\phi$ .

$$\phi = 1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{1 + \dots}}}}}$$

To do this, students ought to realize that nothing is lost by truncating the continued fraction at the first numerator. This will give them the following

$$\phi = 1 + \frac{1}{\phi}, \text{ which yields the Golden Ratio.}$$

Another curious relationship is:

$$\phi = \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \dots}}}}}}}$$

Each of these is easily verifiable, and can be done with a similar technique. We shall do the second one here and leave the first one to be justified by your students.

$$x = \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \dots}}}}}}}$$

$$x^2 = 1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \sqrt{1 + \dots}}}}}}}$$

$$x^2 = 1 + x$$

$x = \phi$  from the definition of  $\phi$ .

It is fascinating to observe what happens when we find the powers of  $\phi$ .

$$\phi^2 = \left(\frac{\sqrt{5}+1}{2}\right)^2 = \frac{\sqrt{5}+3}{2} = \frac{\sqrt{5}+1}{2} + 1 = \phi + 1$$

$$\phi^3 = \phi \cdot \phi^2 = \phi(\phi + 1) = \phi^2 + \phi = (\phi + 1) + \phi = 2\phi + 1$$

$$\phi^4 = \phi^2 \cdot \phi^2 = (\phi + 1)(\phi + 1) = \phi^2 + 2\phi + 1 = (\phi + 1) + 2\phi + 1 = 3\phi + 2$$

$$\phi^5 = \phi^3 \cdot \phi^2 = (2\phi + 1)(\phi + 1) = 2\phi^2 + 3\phi + 1 = 2(\phi + 1) + 3\phi + 1 = 5\phi + 3$$

$$\phi^6 = \phi^4 \cdot \phi^2 = (3\phi + 2)(\phi + 1) = 4\phi^2 + 5\phi + 2 = 4(\phi + 1) + 5\phi + 2 = 8\phi + 5$$

$$\phi^7 = \phi^5 \cdot \phi^2 = (5\phi + 3)(\phi + 1) = 6\phi^2 + 8\phi + 3 = 6(\phi + 1) + 8\phi + 3 = 13\phi + 8$$

and so on.

A summary chart reveals a pattern among the coefficients of  $\phi$  and the constants.

$$\begin{aligned} \phi^2 &= \phi + 1 \\ \phi^3 &= 2\phi + 1 \\ \phi^4 &= 3\phi + 2 \\ \phi^5 &= 5\phi + 3 \\ \phi^6 &= 8\phi + 5 \\ \phi^7 &= 13\phi + 8 \end{aligned}$$

These are the Fibonacci numbers. You can explore these amazing numbers in the book “*The Fabulous Fibonacci Numbers*” (Prometheus Books, 2007)

By this time your students are probably thinking that there is no end to the connections that one can draw to the Golden Section. Well, they are correct!#

\* Here is the result derived:

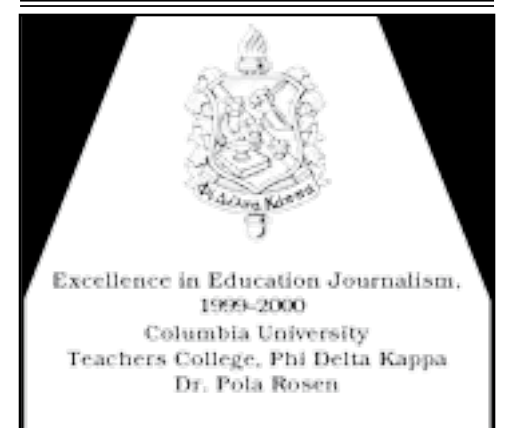
$$\text{Since } \frac{1}{\phi} = \frac{\sqrt{5}-1}{2}, \text{ then } \phi = \frac{2}{\sqrt{5}-1} \cdot \frac{\sqrt{5}+1}{\sqrt{5}+1} = \frac{\sqrt{5}+1}{2}$$

$$\phi - \frac{1}{\phi} = \frac{\sqrt{5}+1}{2} - \frac{\sqrt{5}-1}{2} = 1$$

*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.*

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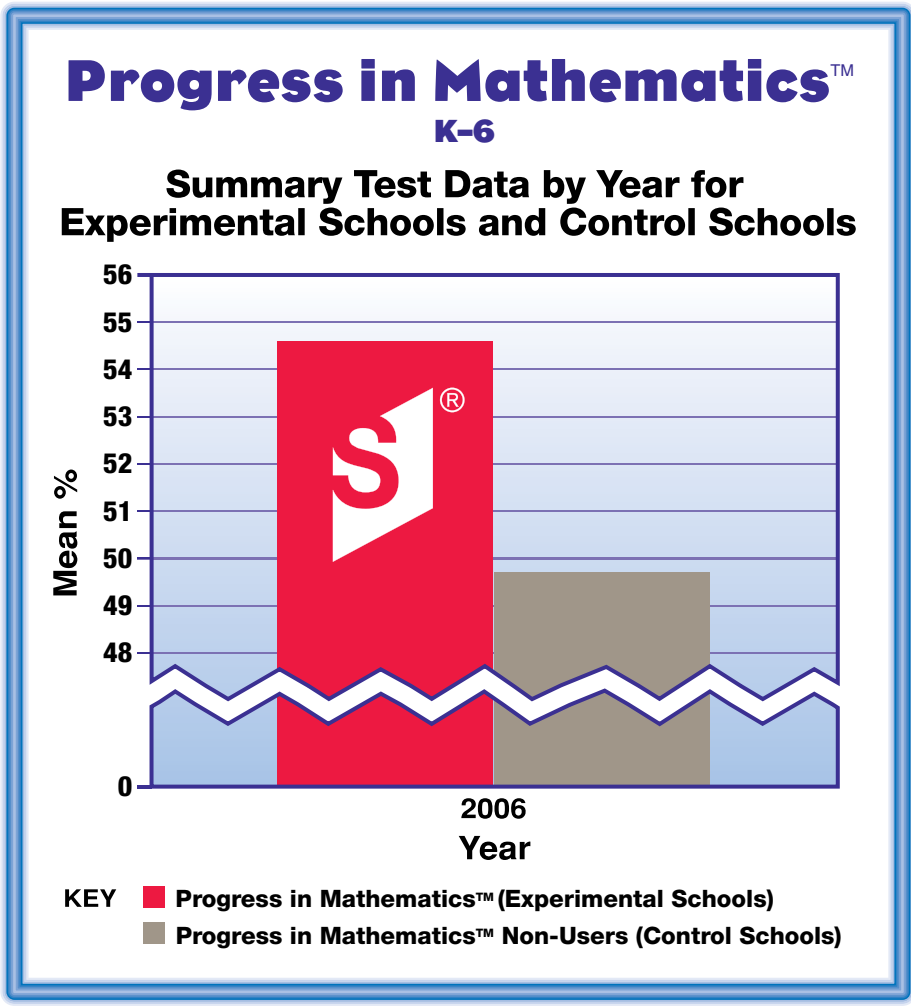


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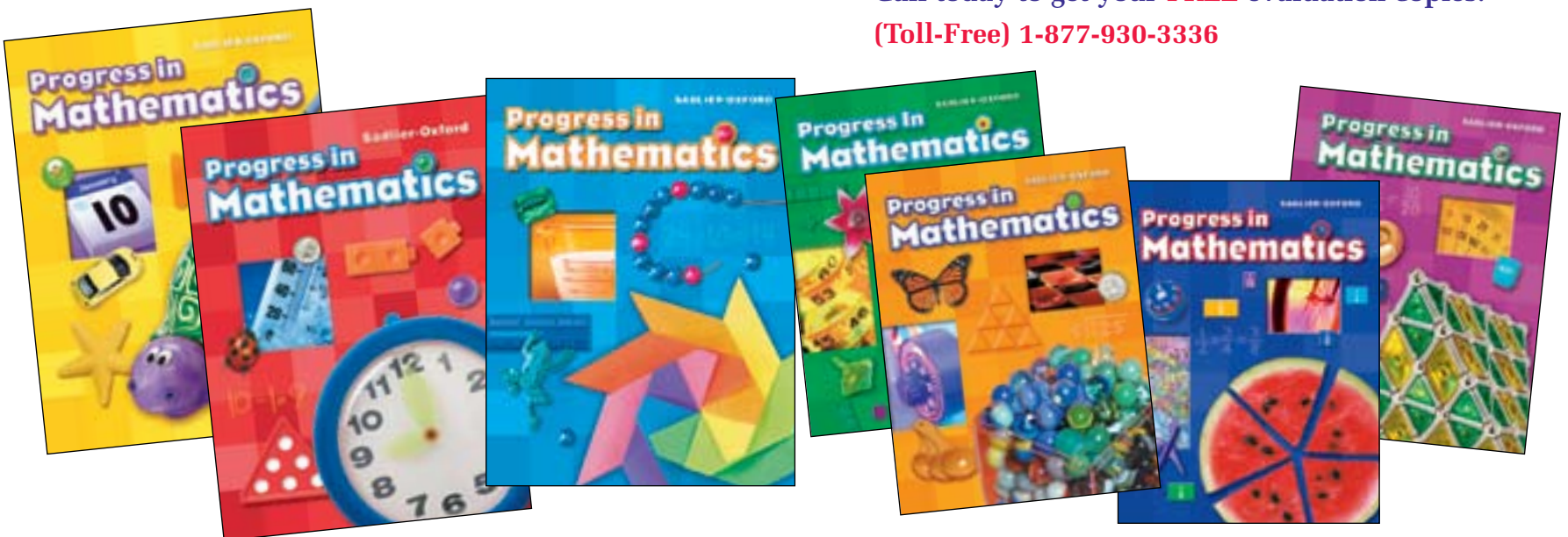
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## THE ARTS IN EDUCATION: PART I OF A SERIES

### *The Center for Arts Education Helps New York Get “Arts Smart”*

By JUDITH AQUINO

Remember the excitement and satisfaction of molding a ceramic bowl, building a wooden shelf, or playing an instrument in school? Although not every adult has attended an art class, many recall with fondness their arts education and some even attribute their careers to these school experiences. In the future, few students will have these experiences as more schools cut arts education out of the curriculum.

To draw attention to the decline in arts education in New York City public schools, the Center for Arts Education sponsored an ‘Arts Smart New York’ celebration at the Herman Miller National Design Center in Manhattan. Billed as a “fund-raiser”, numerous leaders were brought together including CAE Chairman, Laurie M. Tisch; Ballet Hispanico Chairman, Jody Arnhold; the President of the Museum of Modern Art, Agnes Gund; and New York City Council Member, Gale Brewer in support of the arts. Also showing her support for the arts was Legally Blonde star, Laura Bell Bundy.

Hosting the event was WNYC’s Leonard Lopate who commented, “When I was a student, art was a basic part of school. Exposure to it shouldn’t be seen as optional...it’s shocking that we even have to talk like this.” In appreciation of their continued efforts to prevent the arts from fading away in public schools, New York City Council Education Chair, Robert Jackson and New York City Council Cultural Chair, Domenic Recchia received a special thanks from the CAE as honored guests.

In discussing what can be done to help prin-



**Chair Laurie Tisch & Councilman Robert Jackson**

cipals incorporate the arts into their schools, Jackson reminded the attendees, “Don’t wait for them to come to you. Organizations need to reach out to the principals to let them know what’s available.” Councilman Domenic Recchia added that many students go to school because they receive acknowledgement and the freedom to express themselves in their art classes. “We have to unite together to send the message that art is for everyone and it keeps children in school,” affirmed Recchia.

Jackson and Recchia were presented with commemorative plaques decorated with glass apples by Antonio Thompson and Ariana Castro – alumni of the CAE’s Career Development Program. Since its inception in 1999, the Career Development Program has matched nearly 400 students with many of the City’s for-profit and nonprofit creative industry organizations. CAE was proud to announce that the Career Guides provided by the CDC will be further enhanced

*continued on page 6*

## FROM NYS SENATOR LIZ KRUEGER

### *How The State Creates Opportunity*

By STATE SENATOR LIZ KRUEGER

In recent years, the dream of getting a college degree has come under assault for many young New Yorkers.

Complex applications and testing requirements; public vs. private; rising tuition and other costs; and applying for loans, grants, and scholarships can intimidate even the most knowledgeable of students. Just imagine how scary this must be for a 17-year-old who believes they or their family cannot afford college—who might be the first person in their family to even consider going. Believing that college is not a possibility has caused too many young people to turn their backs on higher education, leaving them under-educated and under-qualified, yet still trying to compete in our high-tech global economy.

Creating the opportunity for upward socioeconomic mobility is an achievable goal for government. In fact, we already have programs in place that target those students who may not see a college degree in their future; programs that provide the personal support, and financial and academic tools to not just get into college, but succeed once there. These “opportunity programs” are best known as EOP, HEOP, C-STEP, SEEK, and College Discovery. Some are more than 40 years old; some have helped hundreds of thousands of New Yorkers rise out of poverty; all help students get into college who wouldn’t normally because of financial and/or academic hurdles.

All have also cost very little to the State in comparison to the tremendous long-term financial and social benefits recouped annually. For example, the State invests \$25 million in EOP each year—a fraction of the \$135 gained in annual taxes from

graduates who, thanks to their degree, remain in New York, end up with higher paying jobs in their field of interest, and pay taxes in a higher bracket.

Despite the clear benefits for everyone involved, these programs have not had the financial or public support they deserve. The vast majority of New Yorkers, particularly those most in need of their services, do not know they exist. Thankfully, Governor Spitzer included funding increases in this year’s budget! Under the previous Governor, each year huge cuts were proposed leaving supporters scrambling to stop devastating cuts instead of focusing on program expansion and outreach.

This summer my office worked with each of these programs and the State Education Department, and developed the very first comprehensive booklet that provides students, parents, and educators access to information that helps low-income young people go to college and accomplish their dreams.

Free copies of *Yes! You Can Go to College: Financial Aid & Academic Support Programs for Low-income New Yorkers* can be obtained on my website, [www.lizkrueger.com](http://www.lizkrueger.com), or by calling my office at 212-490-9535.

In government, sometimes we get it wrong, but other times we couldn’t get it any more right. Higher education opportunity programs should not just be expanded, but should serve as a reminder, and a model, of how the State can positively affect peoples lives, and responsibly invest tax dollars in a way that leads to a better society.#



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## CORPORATE CONTRIBUTIONS TO EDUCATION: CHUCK CAHN

By JOAN BAUM, Ph.D.

A biography listing most of Chuck Cahn's extraordinary leadership positions concludes with this: "He also chairs the board of the Cahn Fellows Program for Distinguished New York City Principals, at Teachers College, Columbia." That's some "also"! Mr. Cahn heads Cahn Medical Technologies, is board chairman of TyRx Pharma, Inc., chairs MicroMRI, sits on the board of a number of other significant medical companies and is a former Senior Vice President and Senior Managing Director of Research Services of Sanford C. Bernstein & Co., which was purchased by Alliance Capital Management in 2000, a move that gave rise to the founding of the Fellows Program. Not that this was Mr. Cahn's or his wife Jane's first involvement with educational initiatives. Indeed, he serves on the advisory board of the Sanford C. Bernstein & Co, Center on Leadership and Ethics at the Columbia Business School, from which he holds an M.B.A.



His wife holds degrees in business, city planning and social work.

What Chuck and Jane Cahn have done in the six years since they established the Cahn Fellows Program is recognize, celebrate, support and further promote New York City principals, K-12, who have been nominated as outstanding leaders by various educational constituencies in the city. Chuck Cahn wants to ensure

that the "outstanding" become more outstanding, and that the influence of these leaders is appreciated as the key to educational success. As the Cahn Fellows mission statement puts it, the program is committed to providing principals with "opportunities for professional, intellectual and personal growth" and thereby strengthen the entire school system by "investing in its most effective leaders." Chuck Cahn says the program is the only one of its kind in the city specifically "designed to support the growth of exemplary

school leaders." Yes, there are other professional development programs for principals, he says, but there is "nothing" to encourage good principals to be great principals. He admiringly quotes the founder of Sanford C. Bernstein: "Don't spend your time with those who are struggling, but with those who are great."

Since the program was implemented in 2002, 105 exemplary principals, approximately 25 a year, coming from schools in all five boroughs, and from all educational levels, have become Cahn Fellows (the number of acceptances this year is up to 29). And have gone on to mentor Cahn Allies—principals relatively new to their positions. The program now involves approximately two percent of NYC principals; Cahn would like to extend that to 10-15%. As part of their application for a Cahn award, after

being nominated, principals identify a leadership challenge, indicate why it is of special importance to them, what they think they can do to address it and how they would go about doing so in 15 months, including qualitative and quantitative evaluation of their efforts. Areas of interest turn on Professional Development, School Culture, Parental Involvement, New Principal Development, Organizational Change, and Resource Scarcity. Awardees then attend a two-week summer institute, located in the earlier years at the Gettysburg War College and more recently at West Point. What they report, says Chuck Cahn, is an extraordinary feeling of "trust"—in the colleagues they meet at these retreats and in the program, which presents them with opportunities to explore different ideas.#

*See the Cahn Fellows Program on page 19.*

### Arts Education

*continued from page 4*

with an interactive website ([www.myartscareer.org](http://www.myartscareer.org)) that students can access for advice and other resources on pursuing a career related to the arts. A computer station was available during the evening allowing attendees to browse through the new website.

When asked what role art has played in his life, Thompson, who is currently an educational grant writer at Columbia University, asserted, "Without it, I would be totally lost...the arts give you the

opportunity to experience different things and to create your own path."

In view of the evening's success, Tisch commented, "It was great; I think we made a positive impact on many people." CAE Executive Director Richard Kessler explained that 'Arts Smart NY' was a precursor to a larger movement in support of arts education. "Tonight's event will lay the foundation for a citywide campaign that we are currently developing that will bring New Yorkers of all stripes together in making quality learning a part of every child's education in the public school system," revealed Kessler.#



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## THE CHALLENGES OF TEACHING IN AFGHANISTAN: BARRY ROSEN HEADS TEAM



By JOAN BAUM, Ph.D.

His fluency in Farsi is so good that the proprietor of an Afghani market once greeted him as "Mr. Iranian." His language skills, cultivated in the Peace Corps (1967-9), along with his manifest idealism, made Barry Rosen a significant player in America's Middle East initiatives in the late sixties. But, of course, it was Rosen's year-long detention, along with 51 other hostages by Irani student radicals in November 1979, that made him well known. It's been many years since Barry Rosen returned to civilian life, so to speak, but what's striking about him in his new position as Director of Public and External Affairs at Borough of Manhattan Community College (BMCC), are his continued enthusiasm and dedication. He believed then, and he still believes, that it is his calling, his mission, to try to leave the world a better place. Recalling early years spent in a Yeshiva, before he attended Brooklyn College and after that, the Maxwell School of Public Affairs for a Master's in Political Science, he invokes an old and important Hebrew maxim: "Tikkun Olam," which means repairing or healing the world.

Given his past experiences in Iran and Afghanistan and the current state of affairs in both countries, it's not surprising to know that Barry Rosen is a sought-after guest on various news programs where he is asked about political and educational conditions. He thinks many Americans don't yet fully appreciate the complexity of facts abroad. For example, it is widely believed in this country that the Iranian president, Ahmad Ahmadinejad, is the most dominant person in his country, but that is not so. The supreme and most powerful presence is Sayyid Ali Khamenei and his band of loyal mullahs. He's "the real decision maker," says Rosen. It is he who controls the military and security forces. If Rosen's rhetoric betrays impatience, it's because this soft spoken, humane but focused pro, is frus-

trated that the current American administration does not seem to care about investing in what Rosen sees as the number one priority in both Iran and Afghanistan: education, though for sure the situation in both countries is not the same. For one, in Afghanistan approximately 80% of the population is Sunni (the other 20% being Shia).

Iran, Rosen points out, is largely in the grip of ideologues who are full of anti-American and anti-Israeli sentiment and apparently intractable, at the moment anyway, about considering democratic values. Afghanistan, on the other hand, has made some educational progress in its cities, particularly in Kabul. Rosen also discerns no attempts in Afghanistan to undo the educa-

tional advances he and colleagues helped establish when he was Teachers College's Executive Director of External Affairs in Kabul. He points with pride to more girls in schools, the increased number of both boys and girls attending the lower and middle grades and to curricular and textbook reforms as well as new emphases in methodology still in place. Of course, outside Kabul, where local traditions reign and where there is hostility to girls going to school, challenges remain. Women who teach often do so in their own home, with their own children and those of neighbors. In addition, security remains a central problem country wide, as evidenced by continuing rocket attacks on civilians by warring tribes and by vio-

lence attendant on a flourishing drug trade.

In his new position at BMCC Barry Rosen easily and naturally carries over commitment to good works that moved him to become involved in Iran and then in Afghanistan. He is delighted, he says, to be working with a diverse student body, promoting and disseminating student and faculty news, both internally and for the public at large, online as well as in print. This month, for example, the focus is on STEM (Science, Technology, Engineering and Math). Yes, people know who he is and what happened to him when he was a hostage, but he is eager now to talk about his willing captivity to the compassionate ideals of Tikkun Olam. #

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## THE CHALLENGES OF TEACHING IN AFGHANISTAN: PROF. MARGARET JO SHEPHERD



By JOAN BAUM, Ph.D.

The setting: a desolate, remote province in Eastern Afghanistan called Paktika, near the Pakistan border. The challenge: working with Afghan education professionals to introduce teacher training programs into a dysfunctional school system. The major players: former Iranian hostage Barry Rosen who, until a couple of years ago, was director of the Afghan Education Project—and a gracious-sounding, soft-spoken, highly articulate professor emerita from Teachers College (TC), Columbia, Dr. Margaret Jo Shepherd who, with her eyes wide open—as well as her heart—went to, arguably, one of the most dangerous places in the world to help create and sustain programs for teachers of primary school. The project, she says, attracted her because it was an outgrowth of years spent in special education, with learning disabled children, so many of them poor, like the children in Afghanistan.

She remembers the founding of the Peace Corps, the various initiatives funded by USAID (the largest broker of educational contracts—The World Bank is no. 2) and the day in 2002 when Carol Bellamy, then Executive Director of UNICEF, came to TC, which had a huge international education program dating to the mid 1950s, to talk about further involvement in Afghanistan. By then, Dr. Shepherd was an associate in Barry Rosen's Afghan Education Project and had spent time at TC and abroad, assisting Afghan teachers with educational development, including writing and rewriting primary school texts for grades 1-6; working on a new primary school curriculum;

and, as Senior Program Officer, working along with the Afghan Ministry in seeking funding for faculty development.

Dr. Shepherd also recalls (then) Major Michael Senzel who came to her in 2005 and suggested that she and some colleagues consider going back to Afghanistan to continue their work—with the protective assistance of the U.S. Army. Military efforts and reconstruction projects, she remembers Senzel saying, had to go “hand in hand” with education, especially in provinces like Paktika. She was hardly fluent in Dari (the official language of Afghanistan, or Pashto (spoken by the majority), but she was a highly experienced primary and secondary school education leader. For various reasons, the proposal did not move forward at that time, but earlier this year, (now) Battalion Commander Senzel, who had been redeployed to Afghanistan, approached her again.

The focus now was on trying to get 9th grade Afghan students to become teachers in primary schools by giving them curricular guidance, practical experience and mentors, an idea that was as difficult as it was idealistic. Off she went for one month this past summer, where she spent most of her time in Paktika. She knew, of course, that she was in Taliban country. What she did not fully appreciate was the continuing danger in the region and the necessity of living on an army base and receiving protection from the military, though having soldiers safeguard schools did not make for an easy or desirable implementation of education ideas.

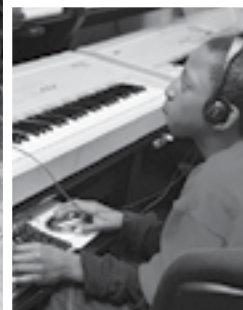
She also increasingly realized how much her efforts were putting the children at risk. As recent car bombings have shown, Taliban targets are not confined to the military.

Dr. Shepherd also saw that she would be working less with academics and more with U.S. and Afghan officials who were not necessarily knowledgeable about education. Since the 80s, USAID had been shifting contracts away from colleges and universities and toward profit and not-for-profit organizations for whom education was but one prong in a broader assistance drive provided by “Provincial Reconstruction Teams.” Businesses certainly know how to set up and monitor initiatives, Prof. Shepherd

points out, but they do not typically include experts in education. At the moment, the project is in abeyance. But not Dr. Shepherd's sense of mission. The program she was involved in was called Back To School, though in truth many of the children had never been to school in the first place, and the drop out rate, particularly for girls at grade 4, remains a problem. But she is hopeful and she is not alone. Her newest assistants include computers. “The spark, the enthusiasm the Afghan children have for learning and for their new school books,” she says, keep her going. Years ago just one million children went to school. Now that number is up to seven million.#

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## FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

## What Treatment is Needed for Children with Behavior Problems?

By GLENN S. HIRSCH, M.D.

Children come into this world with different temperamental styles; some are easy going and some have more difficulty with the rhythms of every day life. A subgroup of children with difficult temperaments may go on to develop oppositional behaviors. These behaviors include arguing, defying rules, having temper tantrums and becoming easily annoyed and irritated.

While many children, and even adults, can manifest these behaviors occasionally, for some these behaviors are a frequent occurrence and may include other characteristics such as inflexibility, blaming others for their mistakes, and being oppositional to those in authority. When the symptoms are frequent and interfere with a child's overall functioning at home, school, or with social outlets then a diagnosis of Oppositional Defiant Disorder (ODD) may be appropriate. Children with this disorder often have other problems such as ADHD, anxiety, or mood problems. Up to 25% will develop a serious conduct disorder in adolescence that can be extremely difficult to treat

and can result in delinquent behavior leading to trouble with police.

Parents whose children have ODD find that their customary and common sense child-rearing practices that may have worked with another child with an easy temperament is not working for this child. The result is increasing frustration and anger on the part of parents who may at times feel overwhelmed and even dislike their child.

In order to treat this oppositional behavior problem parents often need to learn new techniques and different parent practices that may not come intuitively. While there are literally tons of self-help parenting books, they often do not address the unique issues for an individual family, and the recommendations they make are often difficult to implement without support. Historically children with ODD may have been placed in play therapy. This form of therapy emphasizes working with the child, not working with the parents. It should come as no surprise that play therapy has not



been shown to be useful with children with ODD.

The last two-and-a-half decades have seen a virtual explosion in the field of psychotherapy. Therapies have been developed for a wide range of psychiatric conditions. The primary characteristics of these therapies include a component that helps the patient build new skills, and the treatment has been carefully researched to insure that it is effective for treating the problem.

One therapy that has been found to be extremely helpful with children who have ODD has been Parent Child Interaction Training (PCIT). Dr. Steven Kurtz, who leads our PCIT program at the NYU Child Study Center, reports that he has found PCIT to be one of the most effective treatments devised for children with oppositional behaviors.

PCIT involves several components: it works with both the parent and child; it is based on teaching positive parenting skills in a supportive environment; and it is carefully individualized.

Teaching is followed by ongoing coaching in the use of those skills. What makes the coaching so unique is that, unlike most therapies in which skills are taught in the office and then the family goes home to practice, in this therapy the practice is done in the presence of the therapist. The therapist gives live, ongoing coaching, advice, and encouragement to the parents through a transmitter worn in the parent's ear. These new skills are practiced, reviewed, and mastered in the office. Parents who have gone through this program report positive and dramatic changes in their child and in their home life.

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at [glenn.hirsch@med.nyu.edu](mailto:glenn.hirsch@med.nyu.edu). To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit [www.AboutOurKids.org](http://www.AboutOurKids.org) or call 212-263-6622.

### CONCORDIA LANGUAGE VILLAGES CREATE GLOBAL CITIZENS IN NEW JERSEY

Warm, sunny laughter is spilling from the dining hall. The kids are singing boisterous songs in Italian about ravioli. The counselors wear silly hats and exaggerated expressions as they lead the mealtime presentation.

Your native language disappears. Arabic, Chinese, Danish, English, Finnish, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swedish are the languages of these summer camps. Welcome to Concordia Language Villages, where the mission is to prepare young people for responsible citizenship in our global community.

Concordia Language Villages, a non-profit organization sponsored by Concordia College, Moorhead, Minn., now offers 15 languages each year to nearly 9500 youth between the ages of seven and 18. Villagers

and staff come from all 50 states and more than 40 other countries for one-, two- or four-week sessions at sites located in Minnesota, Georgia and starting in 2008, New Jersey. In addition, there are adult and family programs in language and cultural immersion and Village Weekends for teachers and their students during the academic year.

In 1961, Dr. Gerhard Haukebo, a professor at Concordia College, Moorhead, Minn., created a two-week German camp for children. The counselors were college language education majors willing to try a new total immersion language program. Haukebo imagined an entire immersion model that eventually came to include Village passports, "customs", native speakers, authentic architecture, cultural cuisine and realia.

The Language Villages provide a place where children are motivated and interested in the same things. They combine intellectual challenges with fun problem-solving opportunities that expand your child's interpersonal abilities and build social confidence. Participants wrap their minds around issues that extend beyond their hometown to the greater global community. Older students can earn high school credit in 13 of the world languages offered at the Villages.

Yet they continue to serve the traditional camp objectives of providing fun, outdoor, healthy places for summertime activities and meeting new friends.

Sometimes villagers arrive knowing nothing of the language of their Village. Others may have parents who speak the language or they may have taken lessons. No matter what the proficiency level, all the

villagers are able to learn at their own pace while participating in activities together.

Villages' staff use gestures, drawings, expressions, songs, and skits to communicate in another language. Games, sports and theater reinforce not only linguistic skills, but cultural awareness.

New for 2008! Lago del Bosco, the Italian Language Village is coming to Blirstown, NJ. Located at a beautiful site just 65 miles west of New York City, youth 7-14 can experience one or two weeks in an Italian atmosphere full of soccer games, authentic cuisine and of course, a full immersion experience in the Italian language. *Mama mia!*

For registration or employment information, please visit [www.ConcordiaLanguageVillages.org](http://www.ConcordiaLanguageVillages.org) or call 1-800-222-4750 or e-mail [clv@cord.edu](mailto:clv@cord.edu).

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# WHEELCHAIR BASKETBALL TEAMS PLAY FOR THE MAYOR'S CUP

By RICHARD KAGAN

On October 5-7th, 13 teams will converge on Manhattan to compete in the 2007 Mayor's Cup Wheelchair Basketball Tournament. Teams from New York City, Connecticut, Dallas, Texas, and as far as Ghana will meet at Manhattan College and Horace Mann H.S. to compete for Division II and III titles.

For some teams, this event will kickoff the beginning of their season. "The Mayor's Cup Wheelchair Basketball Tournament has quickly become one of the premier basketball tournaments in the nation," said New York City Sports Commissioner Ken Podziba.

The Tournament started in 2001 with support from the Arde and Louis Bulova Fund, and is organized by the Office of New York City Sports Commission, part of the Office of the Mayor of New York.

In 2001, the New York City Sports Commission published a book, "Exercise Your Ability: The Ultimate Guide to Sports Recreation for People with Disabilities." Commissioner Podziba credits Dick Traum, President of the Achilles Track Club, for helping getting the Tournament started and now it has become one of the biggest Wheelchair Basketball Tournaments in the Northeast.

Wheelchair athletes are a determined bunch. They train hours, learning the game, running plays, and learning to play together as a team. "They are tougher than most able bodied athletes," said Commissioner Podziba.

The United Spinal Nets, a team sponsored by the New Jersey Nets will compete in this year's Tournament. The team is coached by John Hamre, an able bodied man who has spent 10 years



coaching disabled players. Hamre noted that wheelchair basketball is growing in the New York Metropolitan area.

One of the "go to" players on United Spinal Nets is Joe Mendez. Hamre said he has a good outside shot and has a good floor game. In 1980, Mendez, 53, was severely injured in a car accident. The doctors saved his life. And, according to Mendez, wheelchair basketball saved

his soul. After the accident, Mendez learned he was paralyzed from the waist down. He admitted he felt sorry for himself for years, until he found a connection with wheelchair basketball. "It's like a therapy, to be able to compete," said Mendez. Mendez said the day he finished the NYC marathon was one of the greatest days in his life. Mendez spends time going to schools to talk about participating in sports with a disability.

In 1970, Jay Kennedy broke his back. He couldn't walk again. He was a young man at 22 and he asked, "How could this happen to me?" He says he "moped around" for years until he bumped into the Connecticut Spokebenders, a wheelchair basketball team based near Hartford, Ct. Then his life changed for the better. Kennedy, now 59, played power forward for the Spokebenders for 25 years. Kennedy said he when started playing in 1977 his wheelchair weighed 50 pounds. 30 years later, the wheelchair now weighs 15-17 pounds and is designed specifically for basketball. It's expensive, costing nearly \$2,000, but it's an investment that pays off.

Playing the game and meeting other players helped Kennedy "accept his disability." Kennedy, 59, is married with 5 children, and is retired.#

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Adaptations is funded through the generosity of donors to UJA-Federation of New York and is a joint initiative of The Jewish Community Center in Manhattan and F.E.G.S. Health and Human Services System.

## ON LOCATION IN RWANDA

## JOURNAL FROM RWANDA



By ANITA REETZ

*[In September, my Barnard College classmate, Anita Reetz decided to go to Rwanda to teach for one year with her husband, former WINS anchor Jim McGiffert. The move was not unusual for a woman who had spent many months in Banda Aceh, Indonesia responding to the need for ESL medical teachers after the tsunami. Anita will be sharing her journal from Rwanda with Education Update each month. ED.]*

Sept 19, 2007

It was raining lightly when I got up about 6:30-7:00 am. We left the house at 8:30 for our presentation to a group of English teachers. We had umbrellas and thought that would suffice. At 9:00, the scheduled start of the meeting, the skies opened up and torrents fell for about 30 minutes. We were waiting in a cold, damp classroom for three teachers. Jim and I laid out the books we sent, arranging them by skill category (listening, speaking, reading, writing, fun activities, teacher training books, plus maps, games, picture cards, etc.)

Lined along two tables, the assortment of 50 plus items looked impressive. Firmard Sabimana, the head of the Language Center and our boss, had copied our 3 page list of materials for the teachers. The four ESL medical books we bought made a very good impression.

About 10am the rain let up and two more teachers arrived from Namishaba, another campus in the Kivu Lake District about two hours ride to the West. They—Bernard and DieuDonne (God Given)—told us they had to get up at 3:30 am and leave before dawn because of the gacaca (ga-cha-cha) which are the community trials of people accused of participating in the genocide of 1994. Gacacas are being held all over the country. They go on for several days in the mornings. The towns come to a stand still—shops and office, and work is shut down; townspeople are required to attend the courts, and when relevant give testimony. The leaders of the genocide who have been apprehended (some extradited from abroad) have or will stand trial in Kigali at the Ministry of Justice.

Our meeting got underway before 10:30 (we're on African Time) and went well. We made our presentations, introduced books, exercises and games. Rukondo who just returned from a year's study at Groning University in the Netherlands brought up an unexpected point: lack of student motivation.

The Language Center persuaded the Administration to set up a 9 week English intensive program in Namishama. Intensive means 8 hours of classes everyday (8am-5pm with a merciful hour for lunch), 5 days a week. When we heard the schedule, our jaws dropped. At the meeting when they saw the DVDs we had brought (*Spider Man 1+2, Ray, Finding Nemo, March of the Penguins, King Kong, Hoop Dreams*), the teachers said "Great! We can show English mov-

ies on the weekends!"

Sept 22, 2007

Jim is in King Faycal Hospital. His illness is undiagnosed. He's very uncomfortable and the altitude is contributing to his problem. His white cell count is elevated. We have both been prescribed antibiotics because our flu-like symptoms have continued for over a week. I'm literally sick and tired. My cold hasn't subsided. I have a severe sinus headache most of the time. Both of us feel exhausted.

In terms of food, we haven't found a good solution. There are six others staying at the guesthouse and most of them cook their meals here. There is a four burner stove, but usually the two gas burners are turned off and only the electric units are working. Not everyone wants to eat at the same time; we have to wait until we can get access to the stove. After we have prepared a meal, the question is how to store leftovers. There is only one cold refrigerator. The other refrigerator that we are assigned to is a "cold box" where the temperature doesn't go below 50 degrees. The result is that a lot of the food I have cooked has gone bad pretty quickly.

In addition there is the malaria prophylaxis problem. We have both had bad reactions to mefloquine—described by the doctor at the Polyclinique as "poison." Insomnia, irritation and depression have been our reactions. Jim and I are now sharing a small cache of 8 malarone pills given to me by Rob Lindsay, my boss who visited from Pretoria this week.

We feel tremendous obligation to stay to complete the contract and a special allegiance to Firmard. But if both of us continue to be sick, there seems to be no alternative, but to leave because we can't be useful in the state we are in. We are scheduled to move to Kibuye in about three weeks. Kibuye, near Lake Vu, is reportedly beautiful, and at a lower elevation than Kigali—by about 100 meters. In Kibuye, medical help would be perhaps unavailable as the campus is quite removed from the village and we would have no car there. So we would definitely have to be healthy to commit to 2 1/2 months there to participate in the intensive English program.

I have a clear idea of how I can help the English program. There is no doubt that our staying here and working with the teachers would be quite helpful for them. The work is similar to a lot of previous work I have done. Jim also would have the opportunity to consult with radio stations and given his 40 years experience in broadcasting, he could be extremely useful in his own area of expertise. We have a lot to offer them if we could get our game together.

The bottom line is we need some help with either the food or transportation problems. #  
*Rwanda Journal continued next month.*

## ON LOCATION IN ISRAEL

## LEARNING LESSONS OF PEACE: ARAB &amp; ISRAELI CHILDREN HAND IN HAND



By JOY RESMOVITS

*[In March 2007, a group of superintendents from all parts of the United States traveled to Israel under the aegis of the American Israel Friendship League to observe, learn and share educational perspectives. Publisher, Dr. Pola Rosen was part of the group. One of the most moving sights was a group of Arab and Israeli children singing in Arabic and Hebrew, committed to learning about each other's language and culture with the ultimate goal of living together in peace for future generations. The group running the program was a nonprofit called Hand in Hand and the venture was a joint collaboration between the Arab and Israeli parents. In August 2007, one of Education Update's reporters, Joy Resmovits, visited and interviewed Hand in Hand on location in Israel.]*

Video footage of a sunny Jerusalem day in summer 2004 proves that not all diplomats have to be adults. Children bearing dripping paintbrushes crowd around a white cloth, painting messages of peace in Hebrew and Arabic that express their feelings of the stigmatized Jewish-Israeli conflict.

"We decided to make something to tell the Jews and Arabs that we already live in peace," Noa Weiss-Simon said. "And we say yes to the peace and a thousand times no to the war." Noa Weiss-Simon is just a third-grader. The video is promotional material for Hand in Hand, the group that established the bilingual school in Jerusalem that Noa attends.

In a land of constantly fluctuating borders, Hand in Hand breaks down physical and societal barriers by building bonds between clashing cultures. The communities that the schools in Shorashim, Jerusalem, Wadi Ara, and the newest addition in Beer Sheva form extend beyond the classrooms, integrating the lives of individuals with wholly different backgrounds yet identical values.

The demographic reality in the small Middle-Eastern country is disproportionate segregation, with 80 percent of society being Jewish and a mere 20 percent Arab. In 1997, friends Lee Gordon and Amin Khalaf launched Hand in Hand to foster peace through a multicultural bi-lingual education that frees youngsters from prejudiced preconceived notions of the "other" before they can form.

"Fear of the other is part of the problem," Maura Milles, American representative of Hand in Hand said. "The solution will create a shared civil society by using a network of bilingual multicultural schools," she added.

The project compelled society to rethink education, and Hand in Hand received accreditation and partial funding from Israel's Ministry of Education, multiple awards, and proved its competence with high-scoring students.

Contrary to the national statistics, classes are half Arab and half Jewish. The school teaches about different faiths and religious festivals. "The challenge is to change the situation between Jews and Arabs so that there can be equal meetings," co-founder Amin Khalaf said. "I want to change it the long and hard way," he added.

"We're equal in the school," Rema Jabara, a mother of a student enrolled in the Jerusalem school said in the video. "That's why I feel equal to the parents in the school ... my son feels equal to the kid sitting next to him."

The first school in 1997 comprised of 50 kindergarteners and first graders who learned in integrated bilingual classrooms: in classes that each had one Arab and one Jewish intensively-trained teacher, within schools that each had one Arab and one Jewish co-principal. After ten years, about 850 students successfully followed suit, taking advantage of the rich cultural and academic offerings.

The ten years since Hand in Hand's conception were fraught with increasing Arab-Israeli tensions, complicating the organization's job. But nevertheless, it persevered. "People are scared," Khalaf said. "The bad situation influences negatively and makes our work more difficult. But we succeeded even through the second intifada, when all other co-existence organizations collapsed. We were strong enough to pass through these obstacles."

Khalaf comes from the small Arab village Muqaybli. When nearby Jewish settlement Magen Sha'ul was built, Khalaf found himself asking questions. "Why are their houses beautiful, their streets paved, and they have everything, and in our village there is nothing?" he recounts in *Hand in Hand—Jewish and Arab Families in Israel*, a book of stories of Hand in Hand families. This line of questioning led him to struggle against his school that exalted the uncomfortable virtues of Zionism, to become a teacher, to become an activist in Arab-Israeli relations, and eventually to found a group of schools that teaches children to question status quo, embrace honesty, and strengthen their cultural identities by learning about others.

"Our children learn how to see the reality in a

*continued to page 13*

## NEWARK MAYOR CORY BOOKER LOOKS AHEAD TO EDUCATION REFORM

By LISA K. WINKLER



There's no one solution to fixing Newark's schools, and Mayor Cory Booker is eager to embrace any and all that produce results. "We need to cultivate the best in our kids and transform our schools into institutions of academic excellence," he told *Education Update* in an interview in his office in Newark. And Booker readily acknowledges the enormous challenges he faces.

Newark, New Jersey's largest city, serves about 42,000 students in public school settings and another 8,000 in private and parochial schools. Though it spends nearly \$20,000 per pupil, fewer than 40% of its high school seniors passed the state proficiency test in 2005. Poor student achievement led to a state turnover of the education system in 1995, and the city is hoping to regain control within 18 months. For Booker, the return will provide an opportunity to forge a partnership between the city's chief executive and an appointed superintendent. Eyeing the relationship—and the positive results—that New York City's Mayor Michael Bloomberg and Schools Chancellor Joel Klein have fostered, Booker is optimistic it can happen in Newark. "It's the ideal when mayors and superintendents collaborate to improve education," he said, noting that his search for a new superintendent will be nationwide.

An advocate of school choice, Booker welcomes the diversity of education models that have developed in the past decade, including charter schools and other non-traditional institutions which are becoming more prevalent throughout Newark.

But merely breaking up the city's large high schools that are performing below state standards isn't the only solution. "I want parents to be able to choose the best education for their children. An all girls high school might be good for some girls but not all girls. Some parents might want vocational high schools; others something else. I don't want to say there's one system for every child," he said, adding how he's "loyal to results. What makes me excited is a school that produces

high achievement."

While educators and parents might be disdainful of the increased emphasis on testing, Booker believes it's needed to demonstrate proficiency and performance. "In this knowledge-based economy, the ability to do math and science, to read and communicate in writing, distinguishes us," he said. Booker, who received his BA and MA from Stanford, served as a Rhodes Scholar, and earned a law degree from Yale, tries to instill his own passion for learning, and that it's "cool to be smart" to students throughout Newark. "With every class I visit, I show examples of where education gets you. I draw links between professional and economic success and how well you do in school," he said. To promote academic achievement, he's provided incentives to students, beginning with the high school class of 2010—who were freshmen his first year in office—the class that began high school in 2006. If a class meets his academic challenges, it receives rewards through store discount cards, trips and parties. He's adding a class each year as he progresses through his four-year mayoral term.

Booker's goals to propel the city's education are receiving attention from the federal government, local universities, and foundations. In March 2006, the city was awarded a \$14.8 million, five year Striving Readers grant, part of the federal No Child Left Behind legislation. Managed by New Jersey City University, consultants are working with middle and high school teachers to improve literacy. Other local universities, including Rutgers and Seton Hall,

have various programs in many schools.

At 38, and only the third mayor in Newark since 1970, Booker's challenges extend beyond raising the educational bar. Newark, notorious for violent crime and poverty, marked the 40th anniversary of the 1967 race riots this summer. Attracting economic development and creating jobs pose perpetual hurdles.

The son of African-American civil rights activists, he's cognizant he's been privileged, and considers giving back a priority. He serves on several boards committed to social welfare and education, including Teachers' College Board of Trustees and the Executive Committee of Yale Law School. He values mentors; among them, a college professor of Greek art who inspired him to "see beauty, glory, strength and the divine all around; and the multitude of people around him who he says have "profound wisdom and know the communities better than I do." He serves as a mentor for three boys caught allegedly writing anti-Booker graffiti on a Newark building. He invites them to city hall, takes them to sports events and insists they do their homework. About to finish high school, he says they've made "great break-throughs."

A vegetarian, who mediates, Booker finds some time to read between the many meetings and media events. On his night table: Doris Kearns Goodwin's *Team of Rivals: The Political Genius of Abraham Lincoln*; *The Yoga of Discipline* by Swami Chidvilasananda and David Katz; and *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James Loewen.#

### Hand in Hand

continued from page 12

very complicated way and how to...be critical to the reality and to ask hard questions," Dalia Peretz co-principal of the school in Jerusalem said in the video.

"We are talking about things," Khalaf said about the candor of the school's methods. "We're not putting it under the carpet. We speak about everything—48 war, Independence Day, the holocaust, Land Day, and also the West Bank and Gaza Strip. We don't have the solution—we don't teach about the land as two states."

Unpredictable events in Israel prove challenging to the Hand in Hand curriculum. When a suicide bomb explodes, students sit in a circle with their teacher and vent about their feelings.

They're all scared. They all want it to stop.

"The Arabs and Jews didn't agree how to share their land," a young student said in Hebrew in the video. "They have to sit down together sometime and discuss it ... [if I were invited] I would say that if they can't agree it doesn't belong to anyone. But if they agree it could be for everybody."

Following this student's ideals, children learn Hebrew and Arabic, and about different faiths and customs. The bi-lingual curriculum is a concrete expression of philosophical ideals that run deeper than just words. "In Israel, the policy is monolingual. In Jewish schools, only a minority learns Arabic," Khalaf said. "Language is not just a way to communicate. It's a very important part of the identity of each one of us. It reflects how we can shape and share our power inside society."

Khalaf said he hopes that shared languages will lead to equality, coexistence, and mutual respect. "One should believe in this: to meet the other will strengthen my identity in a way that I can accept to live with the other," he said.

The point of integrated learning is not to dilute cultural differences; it is not assimilation. "Each child can be proud of their own cultural heritage without needing to forgo any of its pieces... Instead of being a melting pot, we're creating a tapestry," Matti Ficus, a parent of the Shorashim school said.

The students love learning about each other. "The children in the neighborhood always ask me how I can stand learning with the Arab children who are our enemies and want to kill us," Shir Hakim, student in the Shorashim school, said in the book. "I tell them that I really enjoy visiting

my friends in Beit Safafa and Beit Hanina [Arab villages] or in the Armenian quarter...I know that it is difficult to convince them but I enjoy the discussion because it makes me feel special."

After its conception, Hand in Hand was criticized for its unique educational approach. "People said there is no way to bridge the two [Arab and Zionist] narratives," Khalaf said. "We proved this is possible. It's important for us as human beings and for students to have democratic minds."

The optimism of Hand in Hand's founders, directors, principals, and steering committee enable it to withstand the tensest social conditions. "What moves us in the world to do drastic things is the win/lose game. We are not speaking about the win/lose game," Khalaf said. "We are playing the win/win game: Jews and Arabs can live together. I hope this generation will be more smart than us and give better solutions."#



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## SPECIAL EDUCATION

### Special Olympics in Shanghai, China

A partnership to advance the rights of children with intellectual disabilities was announced recently by UNICEF and Special Olympics International, on the occasion of the 2007 Special Olympics World Summer Games in Shanghai, China. Working together, the two organizations will advocate for health care, education, recreational sports and employment policies that will benefit children with intellectual disabilities.

The partnership was launched during a one-day Global Policy Summit entitled "Commitment to Changing Lives: the Global Policy Summit on the Well-being of People with Intellectual Disabilities," which was attended by senior representatives from the world of sports, politics, business, academia and development. "Special Olympics helps those with disabilities to develop

their full potential," said UNICEF Executive Director Ann M. Veneman. "This new partnership will help make the point that children with disabilities have the same rights as all other children. They are entitled to adequate health care and quality education, and to live in an environment that protects them from abuse, exploitation and disease."

"Special Olympics and UNICEF have a rich history of advocating on behalf of and improving the lives of underserved populations," said Dr. Timothy P. Shriver, Chairman, Special Olympics International. "This collaborative effort is in keeping with the goals of the United Nations Convention on the Rights of Persons with Disabilities to counter stigma and promote inclusion for children with intellectual disabilities in developing countries around the globe."

## The Panel for Education Policy Limits Military in HS

By JUDITH AQUINO

Recently, the Panel for Education Policy held its first public meeting of the school year. The issues addressed included military recruitment, citywide results of the Learning Environment Survey, and an overview of HR Connect. Members of the Panel include: Hon. Joel I. Klein, Chairman; Hon. Alan Aviles; Hon. Phillip A. Berry; Hon. Dr. David C. Chang; Hon. Joan Corrales; Hon. Kyisha Davenport, Student Representative; Jonathan Figueroa, Student Representative; Hon. Michael Flowers, Hon. Dr. Edison O. Jackson; Hon. Luis Peguero; Tino Hernandez; Hon. Richard Menschel; Hon. Marita Regan; and Hon. Patrick Sullivan.

In an effort to limit military recruitment activities in public high schools—many of which were reported to be in violation of the Department of Education's policies—Patrick Sullivan, the Manhattan Representative, presented a resolution from the Manhattan Borough President, Scott M. Stringer, and the New York Civil Liberties Union recommending that the Chancellor adopt a system-wide policy of stricter regulations on recruitment activities. In addition, the resolution recommended that the DOE provide more user-friendly ways for parents and students to access opt-out forms, require schools to maintain records of all recruitment activity, and train staff on the rules and regulations of recruiter presence and how to advise students about the risks and benefits of military service.

Several members of the Panel met the resolution with reservations. "Although many of these points are sound...I'm not sure that the nature of the problem merits this kind of response," commented Schools Chancellor Klein. Michael

Flowers, the Queens Representative, expressed his concerns about enforcing the resolution. "The DOE has a clearly set policy and I don't believe the Panel should set the tone of how these regulations should be implemented," stated Mr. Flowers. In voting on the resolution, the Panel voted it down by 6 to 3 with 1 abstention.

In speaking with *Education Update* on the Panel's decision not to pass the resolution, Mr. Sullivan commented, "I think the Chancellor was opposed because he simply didn't want to set a precedent and allow a parent-sponsored initiative to pass. The resolution was not binding -- it only issues recommendations, many of which he admitted were good ideas." In the second item on the agenda, Jim Liebman, Chief Accountability Officer of the DOE, presented highlights of the results of the Learning Environment Survey, which asked NYC public school parents, teachers, and 6-12 graders to rate their school's academic expectations, communication channels, ability to keep students and educators safe, and its success in providing effective learning environments. Nearly 600,000 New Yorkers responded—making it the largest survey ever administered by an American school system. The survey results are available at <http://edwize.org/learning-environment-survey-released>. In discussing the results, Mr. Liebman commented that the survey is useful as a comparison tool for schools. "There is no excuse for not doing as well as other schools similar to yours," affirmed Mr. Liebman.

The final item on the agenda was an overview of HR Connect, which streamlines human resource services for Department of Education

*continued to page 16*

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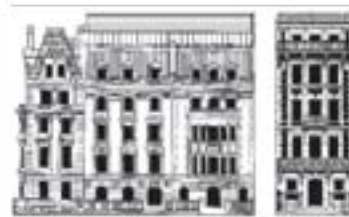
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## JOSEPH SCELSA BRINGS ITALIAN AMERICAN HERITAGE TO LIFE



By EMILY SHERWOOD, Ph.D

What do Bank of America founder A.P. Giannini, inventor Antonio Meucci (credited with inventing the telephone before Alexander Graham Bell), and Civil War colonel and antiquities collector Luigi Palma de Cesnola all have in common? According to Dr. Joseph V. Scelsa, founder and president of the Italian American Museum and Queens College VP, they represent but a handful of the hundreds of accomplished Italian Americans whose contributions to American culture have enriched society.

"People think of [Italian Americans] either as Renaissance scholars or 'Sopranos,'" explains Scelsa, who has made it his life's work to depict and communicate the rich cultural heritage and

contributions of Italian Americans. "We're so much more diverse," he continues. "We've got scientists, industrialists, and people in every walk of life where there have been contributions."

To commemorate the achievements of Italian Americans, Scelsa has amassed diverse collections of objects and memorabilia; a renovated, state-of-the-art building at Snug Harbor will depict shovels that dug the NYC subway system, the writings of midwives who delivered babies in the late nineteenth century, needlework, statues, and more. And he's sponsored a prodigious array of exhibitions, festivals, lectures, symposia, and educational travel programs throughout the city. "Our museum serves as a resource for universities and the larger community," notes Scelsa. "When scholars and students are interested in learning more about [Italian Americans], they'll ... learn more of the real story." As a case in point, Scelsa points out that most Americans don't know that Italians, whose greatest immigration wave was between 1880 and 1920, were already living in this country for hundreds of years. John Cabot (nee Giovanni Caboto) was an Italian navigator and explorer credited as one of the first Europeans to discover the North American mainland, while Italian Filippo Mazzei helped to manage Thomas Jefferson's estate. "Italian thought and philosophy were already very strong in America's early years," points out Scelsa.

Scelsa, who holds a doctorate in Sociology and Education from Columbia University, wrote his dissertation on "Constructive Pluralism," and it is this principle that has continued to guide his mission to put Italian Americans on the map: "Each group in American society needs to have its own institutions, its own places where culture and values are learned, studied and shared by society. We're not a melting pot, we're a mosaic," he concludes passionately.

The collections and exhibitions of the Italian American Museum currently are spread among several sites in the city, but not for long. Scelsa recently signed a \$9 million contract to purchase a building in the heart of Little Italy that will consolidate the Italian American Museum in one location. Once construction is complete (at least part of it will open in the fall or winter of 2008 if all goes well), the sky's the limit: Scelsa envisions artists-in-residence, educational seminars, Italian classes, cooking demonstrations, a small theater for screenings, and a full educational program that reaches out to school children.

Building a museum is no small feat, and Scelsa understands that his job will require a significant development effort. "I want to hire an executive director, a development director, and a curator for the museum. I know I must raise money. It

will be a lot of work," he says, but notes that he's up to the task. (Scelsa, who is listed in *Who's Who in America* and *Who's Who Among Italian Americans*, already helped to raise significant funds for the Calandra Italian American Institute, which is under the aegis of Queens College.) "This is an idea whose time has come. After I'm gone, I want to leave the museum in good stead," he adds modestly. There is little doubt that Scelsa, whose role models include CUNY Chancellor Matt Goldstein ("He always said 'Think big' ... he believed in me"), will accomplish his grand mission to immortalize the myriad contributions of Italian Americans, leaving a monumental legacy to both New York City, the country, and the culture he prizes so dearly. #

To learn more about the Italian American Museum, log onto [www.italianamericanmuseum.org](http://www.italianamericanmuseum.org)

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## COLLEGE PRESIDENTS' SERIES

## SCHOOL OF VISUAL ARTS: PRESIDENT DAVID RHODES

By SYBIL MAIMIN

"He leaves behind a thriving art college . . . My father's vision has been fulfilled," beams David Rhodes, president of the School of Visual Arts (SVA), as he describes the legacy of his recently deceased father, Silas H. Rhodes. Starting as the Cartoonists' and Illustrators' School in 1947 with 36 students and 3 faculty members and catering to returning World War II vets, the institution evolved into the largest independent college of art and design in the United States. The name changed to School of Visual Arts in 1956 to reflect an ambition to be more than a trade school. In 1972, the New York State Board of Regents authorized the awarding of the Bachelor of Fine Arts (BFA) degree in four areas. Today, BFAs are granted in Film and Video, Fine Arts, Graphic Design, Illustration, Photography, Advertising, Animation, Cartooning, Computer Art, Interior Design, and Visual and Critical Studies. In 1978, SVA was accredited by the Middle States Association of Colleges and Secondary Schools, the only proprietary school to be so designated at the time. Graduate programs were established in 1983 and today include Master of Fine Arts in Criticism and Writing, Computer Art, Design, Fine Art, Illustration, and Photography. The MAT in Art Education and MPS in Art Therapy are also available. Awaiting approval from the State Regents are MFAs in Social Documentary Filmmaking and Digital Entrepreneurship. This remarkable college development story has not been without problems. Student numbers dropped dramatically in 1970-71 when CUNY instituted open enrollment, but snapped back in 1972 when degrees began to be offered. Other New York City art and design schools have not always been supportive of SVA, although, reports Rhodes, today "We get along tolerably well."

A major source of the school's strength is the engagement of working professionals as faculty, a unique idea established from the beginning by the school's founder and, today, copied by many area arts institutions. Famed illustrator and designer Milton Glaser, who co-founded New York Magazine and created the "I Love NY" logo, has been a faculty member since 1961. Colleagues over the years have included artists Helen Frankenthaler, Richard Serra, and David Salle. Today, animators, digital artists, creative directors at advertising agencies and film and video companies, as well as potters and gallery directors join with those working in other creative fields to teach one or two courses at the college. According to President Rhodes, SVA "has a certain kind of edge because we're not afraid to put student work out there . . . We print and publish a disc to show off kid's work . . . Some student-produced books are award-winning." A phenomenon has been graduates in illustration teaming



up with undergrads in the once-again popular field of cartooning to produce books, which are often sold. Other informal arrangements include collaborations with student composers from Julliard School of Music to score SVA student films. The

Master of Arts in Teaching (MAT) candidates seek out local public school principals who are interested in the arts and arrange practice-teaching stints. More hands-on experience is gained in the "Liberty Partnership" with the High School of Art and Design and its weekend and summer stay-in-school program.

During its rapid evolution, SVA has witnessed the movement of technology into the field of art, an interesting and sometimes controversial development. Rhodes sees a cyclical pattern between tradition and technology in art. "Oddly enough we're going back to old processes," he reports. "There is always a kind of looking back as things go forward." Some faculty members are concerned that students "don't use their hands enough," and ban the use of computers in their classes. Because modern students don't know about "leading," a course in traditional typesetting is offered. On the other hand, being on the cutting edge is imperative. Rhodes established a department of computer art thinking of it as "goofy" at the time. It has become very popular. In a very new development, a course in digital sculpture involves designing a 3-dimensional object on a computer and producing it in layers with a polymer printer. The machines are leased because, "All this digital stuff is obsolete in two years," confesses Rhodes.

Of the 3,300 undergraduates and 460 graduate students at SVA, 15 percent are foreign and hail from forty-three countries. The school is currently recruiting in China, Korea, Japan, Taiwan, and India. About 10 percent of students are on "substantial" scholarships. Another 2,000 people a semester are enrolled in non-degree continuing education classes for "personal fulfillment or career enhancement." The school is housed in eighteen buildings around Manhattan and is acquiring more. Residence halls are available and are the main source of personal interaction across disciplines, as students tend to identify with a particular school within the larger college. Finding jobs after graduation

is easier than in the past because the art world has grown and film, TV, and video offer great opportunities. Rhodes is confident his students take away a set of skills and the ability to com-

municate, making adaptability to jobs outside chosen fields a possibility. However, he notes, "Of late we have been having terrific successes in placement in art areas."#

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Panel for Policy  
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employees in a new \$30-million call center. As explained by Christopher Cerf, Deputy Chancellor for Organizational Strategy, Human Capital, and External Affairs and his Chief of Staff, Joel Rose, 40 trained customer service representatives at HR Connect are available to answer DOE employees' and prospective employees' questions about payroll, health benefits, certification and other topics from Monday to Friday, between 9 am and 5 pm at 718-935-4000.

During the time allotted for public comments, several members of the Teacher Advocacy Group NYC voiced their concerns about the degradation of academic standards and the treatment of teachers

under the current educational system. "Because results are measured in test scores, standards will collapse. Hard markers are penalized and teachers become robots who prepare students not to conceptualize and analyze, but to take the next test," stated Angela deSouza, a teacher and member of TAGNYC. Henry Funes, a Special Education teacher at Baryard Rustin Education Complex who felt he unjustly received a U-rating from the principal of his school, asked Mr. Klein, "where is the accountability for principals?" Mr. Klein said he was not familiar with Funes' case and was unable to answer. In response to the question of whether or not he will attend another meeting, Funes answered, "More people need to speak up so I'm going to keep coming back."#

EDUCATION UPDATE wishes Brooklyn Poet Laureate, Ken Siegelman, a speedy recovery. Get well soon Ken!



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## St. John's U. School of Ed 100th Anniversary: An Interview with Dean Jerrold Ross

By EMILY SHERWOOD, Ph.D.

As St. John's University's School of Education prepares to celebrate its 100th anniversary next year, Dean Jerrold Ross has a lot to be proud of. "We have never varied from our original mission to provide access to higher education for people who are first generation college students," he asserts, adding, "We continue to identify the brightest kids who are economically disadvantaged and provide a high quality education." Indeed, the university, which is spread over four campuses—Queens, Staten Island, Manhattan, and Oakdale (a Suffolk County site offering only graduate study)—educates a whopping forty percent of students who fall below the poverty level and offers over \$100 million in scholarships to them. There's more: if a prospective student is recommended by his or her building principal or district superintendent, St. John's will automatically provide a 25 percent scholarship. "We're trying to come to the aid of school districts who are looking for new leaders and want to promote from within...the schools want us to develop people who know what their communities are about," concludes Ross.

While the university has remained constant in its support of motivated first generation and low income students, its approach toward educating twenty first century teachers has changed more dramatically in response to the changing needs of today's student body. Now, teachers must be prepared to work with newly emerging minority populations and children whose first language is not English, according to Ross, a challenge that is the same for school districts in the city as it is for many metropolitan suburbs, other than the most affluent ones.

Teacher retention is another concern in today's schools that was not on the radar screen a century ago, but Ross and his staff are confronting this ubiquitous challenge head-on. In response to a request from NYC Department of Education Chancellor Joel Klein, St. John's worked with Queens Middle School 216, the George Ryan School, to help retain its teachers and recoup a declining student population that was leaving to attend more successful middle schools. Could a university intervention reverse this tide, posed the Chancellor? "I'm delighted to say that after the first year, not one teacher left," extols Ross. The formula Ross and his colleagues adopted was deceptively simple: they hosted two summer retreats, one of them fully reimbursed at a per diem rate, to involve teachers, the new principal (Reginald Landeau), and university faculty in collaborative problem-solving. "When the teachers were given a voice, along with the school leader, as to the direction in which the school should go and when they really began to discuss the problems out in the open and work with one another and develop the kind of collegiality that didn't exist before...it raised the morale significantly," explains Ross. Ross and his colleagues also opened a new social studies literacy program in



the school and this fall, they plan to launch a new center for the gifted and talented under the leadership of new faculty member Suki Cho (formerly head of gifted and talented programs for the Ministry of Education in Korea). Cho will also be doing research under a grant from Korea to compare learning and achievement in Korea and America.

Ross has been a consistently ardent spokesman for the improvement of middle school education, co-sponsoring a series of forums held at St. John's University last spring that sought to raise the bar for middle school adolescents everywhere. Among recommended changes, Ross highlights the following: provide a greater focus on the whole child; offer up experiences that encourage adolescents to come to school; encourage more parental involvement; adopt a more departmentalized format, where feasible, and a host of others. (The full set of recommendations can be found in a published brochure entitled, "Beating the Odds: Creating Successful Middle Schools.") Ross is particularly opposed to the current trend toward "the separateness of middle schools": "It's important that the teachers in the middle grades know the children whom they are inheriting, and it's even more important that as they leave the middle grades, there is an articulation with the various high schools to which they would be going," he adds emphatically.

Ross, a gifted pianist who received his Ph.D. in music education from NYU but chose education over music because, as he laughingly recalls, he didn't want to practice for the number of hours needed to become an outstanding musician, is rightfully proud of the education his school is offering to prospective teachers. A key component of the curriculum is a required school placement for every freshman education student: "It weeds out those who don't like it...and they can transfer to another program...but our retention rate is about 84 percent, so most of our students go on and have four full years of experiences in the schools, culminating with the longer student teaching in their senior year...Some of our classes are even held in those schools. I think that's one of the main reasons our undergraduates are sought after. They've had all these years of actually participating in the classroom. It's unique," he sums up.

As Jerrold Ross looks ahead to a full schedule of lectures, symposia, and panels that will precede the 100th anniversary dinner slated for September 27, 2008 (a crowd of 400-500 people is expected to attend), he has a lot to celebrate. Recipient of numerous awards (he's been awarded a medal for Distinguished Achievement by St. John's and a new Discovery Center building for children ages 6-8 was named in honor of his 36 years as Board President), Ross doubtless will continue to lead St. John's into a second century of excellence.#

now holds an MBA from Baruch College, has big plans for the Cahn fellows. "I would like to see more principals present their work at conferences...and I would like their cases to become published," she asserts enthusiastically, noting that more exposure will dynamically increase the domino effect of the program. (In raw numbers alone, more than 15 percent of NYC principals have benefited so far from the Cahn Fellows Program as either Fellows or Allies.) Stay tuned for a Cahn Alumni Network, which will provide ongoing support for alumni through a series of bimonthly speaker sessions. And while Cahn fellows are bringing new skills and techniques into their buildings, Dunbar and her colleagues at Teachers College, many of who participate as faculty advisors to the fellows, are proving that it indeed takes a village to raise a child.#

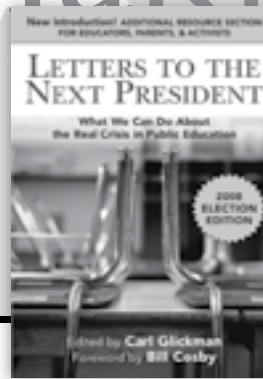
## Cahn Fellows

continued from page 19

experienced principal who is not a fellow, and each mentor-ally pair collaborates in study groups of 8-10 to complete the challenge projects. Yet another cornerstone of the program is leadership development. Fellows attend a summer retreat on leadership that takes them on field trips from West Point to Gettysburg, and they are exposed to a cadre of speakers in areas of leadership throughout the year (one of the highlights is an executive coaching team that films the fellows and critiques them in their ability to delegate, motivate, and communicate.)

Dunbar, who started her career as a teacher at the Frederick Douglass Academy in Harlem and

# Making News



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What We Can Do About the Real Crisis in Public Education

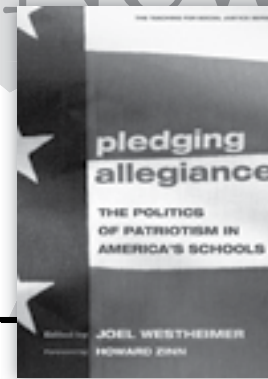
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## Marymount Manhattan College Writing Center Kicks Off Irish Writers Series

By SYBIL MAIMIN

"Irish Voices: Irish Women, Irish Desires...Songs from the Soul" got off to a delightful start at the Writing Center at Marymount Manhattan College with a talk by mother-daughter mystery writing sensations, Mary Higgins Clark and Carol Higgins Clark. The Clementina Santi Flaherty Lecture Series will also feature evenings with Edna O'Brien (Oct. 17), Nuala O'Faolain (Nov. 14), and Alice McDermott (Dec. 6). Tina Flaherty, an award-winning writer and pioneering businesswoman, who generously funded the talks, explained her admiration for Irish writers, especially females. "They are willing to reveal themselves, their vulnerabilities, and their strengths...People don't understand strong women, don't understand that they bleed like the rest of humanity...I want to expose the work of these writers. Some are not household names and should be." Malachy McCourt, the beloved writer and actor and an enthusiastic attendee, weighed in with a twinkle in his eye, "Ireland is a matriarchy. The Irish look down on their women with reverence. They have Mother Ireland and Mother McCree...It is time for the Irish, time for its women writers to be recognized."

In her warm introduction of the Clarks, Flaherty described them as examples of "strong women who bleed and hurt but also succeed...They have a particular ability to speak from the heart and soul and are not afraid to do so." Like many top authors, Mary Higgins Clark experienced early rejections before going on to pen over 24 best-selling suspense novels that have sold over 80 million copies. Explained Flaherty, "All feature strong, independent women who have a problem they must solve themselves." Mary's daughter Carol Higgins Clark has also authored many best-selling suspense stories, including the "Regan Reilly Mysteries," as well as co-authored, with



Carol Higgins Clark



Mary Higgins Clark

her mother, a best-selling holiday mystery series. The daughter, vivacious and witty, has also had success as an actress and has recorded the novels she wrote with her mother.

Mary always wanted to be a writer. "It's an itch I have to scratch." As a child, she loved to listen to stories. "It was always the Irish...They'll find shamrocks on my DNA," she muses. Carol got involved in the family business by "being around it" and helping her mother with typing before the advent of the computer. They started co-authoring seven years ago and, "It's fun," reports Mary. "We're always looking for ideas and it helps to be Irish." They sometimes shift characters into each others stories and Carol is mindful of her mother's advice, "If someone is mean to you, make them a victim in your next book." People and incidents are often lifted from their own lives. After experiencing a blackout, they put one in a novel. Research is critical. "I will hear from someone if anything is wrong," reports Mary. "I always go to the experts. I don't want a nurse or doctor to say, she doesn't know what she's doing... It's fun to get educated along the way...I learned from a detective that an innocent victim doesn't seek a lawyer." The two women took a 9-day cruise on a "bad, smelly" ship to research their latest holiday mystery, *Santa Cruise*. Mary gets "back to her characters every day and asks, "Where are we now and where should we go." While writing, she almost always knows how a story will end. "I know who did it and why but the 'way' is still getting to me...I run with something that is clearly a dramatic situation."

Justin Shaver, president of Marymount Manhattan, hopes the "Irish Voices" series, a major initiative, will "raise the conversation about literature and show off our little jewel boxes—the Writing Center and the college." Lewis B. Frumkes is director of the Writing Center.#

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## Cahn Fellows Program at Teachers College Nurtures Distinguished NYC Principals

By EMILY SHERWOOD, Ph.D.

When Israel Soto, Principal of East Harlem's P.S. 57, began brainstorming with his faculty to acquire more computers for his elementary school, the results were palpable. Teachers organized into grant-writing teams, money poured in, and before long Soto had built a state-of-the-art technology room for his students, most of them below the poverty level.

Soto's success would not have happened without the support of The Cahn Fellows Program for Distinguished New York City Principals, a professional development and leadership recognition initiative that is making big waves in the city's public schools. Founded in 2002 through the generosity of Charles and Jane Cahn, this 16 month program, based at Columbia University's Teachers College, identifies successful sitting principals (they must have an average of three years in their jobs), provides them with a \$2500 stipend, and offers up a host of opportunities for professional, intellectual and personal growth.

"They [the Cahns] had found that there were lots of programs and efforts to recruit and create school leaders, and some efforts to remediate those in leadership positions who were having problems, but none to honor those who are doing a great job and to help them get to the next level," explains Director Krista Dunbar, noting that the Cahn Fellows Program fills a much-needed gap in the city's public school system. Each year, Dunbar and her selection committee choose 20-25 outstanding principals to become fellows (107 principals have been awarded fellowships to date), based on a variety of criteria that include how their schools stack up on read-

ing and math scores and attendance/dropout rates, and how effective they are in areas of leadership, innovation, reflection, and ability to learn from others. The fellows come from schools that are as diverse as the city itself: this year's 2007 cohort includes Shimon Waronker, principal of the Jordan L. Mott Middle School in one of the most dangerous neighborhoods of the Bronx, and Valerie Reidy, principal of the elite Bronx High School of Science. "They learn from each other," reflects Dunbar.

When these diverse school leaders come together, sharing an intense passion for their jobs and the desire to do better for their students, the results are synergistic. By early fall, the Cahn Fellows identify challenges to student learning that they face in their schools (teacher development, parental involvement, school culture and organizational change are often singled out as most problematic), and by January, they produce a concrete plan for improvement. Just as Israel Soto's action plan resulted in an infusion of grant monies for new technology, success stories abound among the Cahn fellows. In 2004, Sandy Johnson, principal of the Thurgood Marshall Academy in Harlem, overhauled her curriculum to introduce an International Baccalaureate (IB) program that is still thriving today, thanks to the support of the Cahn Fellows Program. Stories like Johnson's are repeated in dozens of schools citywide each year.

But there is more to this program than outcomes. Another important cornerstone is mentorship. Each Cahn fellow must select an "ally", engaging in a mentor relationship with a less

*continued to page 17*

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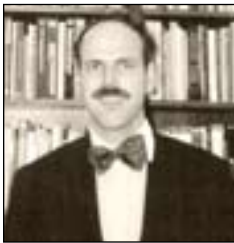
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### The Fall of the House of Usher and Other Writings

by Edgar Allan Poe  
Penguin, \$11

It is October and Halloween is coming soon. Here at Logos there are Halloween cards, books and gifts. One such book for mystery, horror, terror and ghosts is *The Fall of the House of Usher and Other Writings* by Edgar Allan Poe, which is being discussed by the Kill Your TV Reading Group (KYTV) on Wednesday, October 3, 2007 at 7 P.M.

From 'The Masque of Red Death' to 'The Tell-Tale Heart' to 'The Fall of the House of Usher' to 'The Cask Of Amontillado' among other tales, ghostly presences and horror and terror are ever present. 'The Murders in the Rue Morgue' is considered by many to be the first detective story and influenced Sir Arthur Conan Doyle in his creation of Sherlock Holmes.

Poe's poetry is very moving and dramatic with good rhyme schemes 'The Raven' and 'The Bells' are particularly atmospheric for the season. 'The City In The Sea's' imagery of city structures just below the water slowly sinking further down is quite vivid. Poe's tales and poetry are rich in atmosphere and engage the reader.

Of historic cultural interest are Poe's essays and reviews. He goes into depth reviewing a tale by James Fennimore Cooper unknown to today's

readers called 'Wyandotte'. Poe was also one of the first American reviewers of Sketches by Boz by Charles Dickens in his piece 'Watkins Tottle'. In his 'Philosophy Of Furniture' Poe shows a good understanding and appreciation of furniture elements of design that is reflected in his ornate descriptions of rooms and furniture in his tales.

Also coming up November 1 is All Saints Day. Logos has much on the saints with books on and writings by St. Francis, St. Augustine, St. Theresa Of Avila, St. Therese Of Lisieux, St. Jerome, St. Ignatius Of Loyola, St. John Of The Cross, St. Benedict and St. Thomas Aquinas among others. Come enjoy the fall and shop at Logos!

#### Upcoming Events At Logos Bookstore

Tuesday, October 2, and Tuesday, October 16, 2007 at 7 P.M. Sit-n-Knit, Logos' resident knitting Group meets.

Wednesday, October 3 at 7 P.M. KYTV Reading Group will discuss *The Fall of the House of Usher And other Writings*.

Monday, October 8, 2007 at 7 P.M. The Sacred Texts Group led by Richard Curtis will continue its discussion of *Jesus and The Sermon On The Mount*.

Wednesday, November 7, 2007 at 7 P.M., KYTV Reading Group will discuss *Ahab's Wife, or The Star-Gazer* by Sena Jeter Naslund.

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

## Review of Letters To The Next President: What We Can Do About The Real Crisis In Public Education

By MERRI ROSENBERG

### Letters To The Next President: What We Can Do About The Real Crisis In Public Education

Edited by Carl Glickman. Foreword by Bill Cosby  
Published by Teachers College Press: New York, 2007 (278 pp)

The Presidential candidates have plenty on their plates to consider, as they head into an intense season of debates and primaries.

Here's another homework assignment for them: a collection of essays by noted educators, community and business leaders, students, parents and public officials that address various, and compelling, issues in education today.

Originally published in the spring of 2004, editor Carl Glickman laments the need for yet another edition in preparation for the upcoming 2008 presidential election. The earlier edition predicted that the No Child Left Behind law would,

despite its lofty and well-meant intentions, make things worse. The relentless focus on narrow testing and obsession with score results, has in fact led to a diminishment of variety and excitement in classrooms across the country. For students at risk, whether because they struggle with English skills

or come from economically disadvantaged communities, the situation has been particularly damaging.

The book includes such educational luminaries as Teachers College's own Linda Darling-Hammond, who writes about "Schools that Work for All Children," Maxine Greene, on "Learning to Come Alive"; and Thomas Sobol, a former Scarsdale public schools superintendent and former New York State Commissioner of Education, who contributes an essay on "A President Who 'Gets' It." There are also essays, prescriptive and polemical, about the achievement gap, educational inequities, funding, and accountability issues, among others.

One would hope that at least some of the candidates would tuck this into their briefing cases to contemplate during the lengthy campaign season ahead.#



For reviews of children's books, see librarian Selene Vasquez' recommendations at [www.EDUCATIONUPDATE.COM](http://www.EDUCATIONUPDATE.COM)

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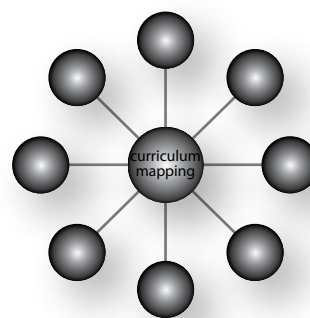
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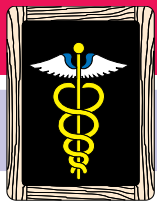
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# MEDICAL UPDATE



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• 21

## NIH Selects Weill Cornell Medical College & Dean Antonio Gotto Jr. to Lead New Research Collaboration with Hunter Pres. Raab

Weill Cornell Medical College has been selected by the National Center for Research Resources (NCRR), of the National Institutes of Health (NIH), to establish and lead a new Clinical and Translational Science Center (CTSC), creating an ambitious and innovative network for biomedical collaboration on New York's Upper East Side. The Center's goal is to facilitate new collaborative research studies that quickly and effectively result in new patient treatments and preventive interventions.

Funded through a prestigious \$49 million Clinical and Translational Science Award (CTSA)—the largest federal grant ever awarded to Weill Cornell, the CTSC will consist of a unique multidisciplinary collaboration between a diverse group of institutions. Led by Weill Cornell Medical College and Weill Cornell Graduate School of Medical Sciences, the new Center also will encompass the Cornell University Cooperative Extension in New York City (CUCE-NYC); NewYork-Presbyterian Hospital/Weill Cornell Medical Center; Memorial Sloan-Kettering Cancer Center (MSKCC); Hospital for Special Surgery (HSS); Hunter College School of Nursing; The Center for Study of Gene Structure and Function of Hunter College, City University

of New York; and an additional six Weill Cornell-affiliated hospitals.

"There is a pressing need for broad-based multidisciplinary collaborations that can fulfill the incredible promise of recent research advances in areas like genetics and bioinformatics, and efficiently translate them into real-world interventions that benefit the community," says Dr. David Skorton, president of Cornell University and professor of medicine and medicine in pediatrics at Weill Cornell Medical College. "As it strives to meet this challenge, the new Clinical and Translational Science Center will also be an integral component of Cornell's commitment to interdisciplinary and inter-institutional collaboration."

"We are honored to be selected as the lead institution for this new biomedical complex, and look forward to working with our neighboring institutions to forge new and far-reaching collaborations in order to meet the government's mandate to energize and transform clinical and



Dean Antonio M. Gotto Jr.



President Jennifer Raab

translational science," says Dr. Antonio M. Gotto Jr., the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College. "Another key benefit of this program will be its role in helping educate the next generation of researchers trained in the complexities of translating research discoveries into clinical trials and ultimately into practice."

Weill Cornell Medical College is already engaged in numerous ongoing multi-institutional collaborations with members of the Clinical and Translational Science Center—including Cornell University, Memorial Sloan-Kettering Cancer Center, Hospital for Special Surgery and Hunter College.

"The Clinical and Translational Science Center will also take creative approaches to translational research, developing and improving tools for analyzing research data and managing research studies," says Dr. David Hajjar, senior executive vice dean and executive vice provost of Weill Cornell Medical College, dean of the Weill Cornell Graduate School of Medical Sciences, and the Frank H.T. Rhodes Distinguished Professor of Cardiovascular Biology and Genetics. "A new Biomedical Research Building, already under development, at Weill Cornell will eventually serve as the hub for this new effort."

"This is the largest federal grant ever awarded to this Medical College; and what is truly noteworthy is the reality of several public and private, world-class institutions working in teams across disciplines to promote translational research," says Dr. Julianne Imperato-McGinley, the Center's principal investigator and program director. "And, all important innovations will be shared by virtue of our active participation on national CTSA steering committees."

An accomplished clinical and translational researcher with more than 25 years of NIH funding, Dr. Imperato-McGinley will also be named the associate dean for educational training and translational research at Weill Cornell. In addition, she is the Abby Rockefeller Mauzé Distinguished Professor of Medicine in Endocrinology, Diabetes and Metabolism.

"Together with our collaborator-institutions, we will work toward moving translational research

from bench to bedside to community," continues Dr. Imperato-McGinley. "Furthermore, in a process of circular innovation, lessons learned in the community will then be the basis for new research efforts."

An extensive community outreach program, especially for ethnically diverse medically underserved areas, will be an important component of the CTSC initiative. Member institutions, particularly the Cornell University Cooperative Extension, have existing partnerships with key community organizations.

The initiative will target the full range of clinical areas, among them—cancer, diabetes, AIDS, cardiovascular disease, women's health, reproductive medicine, geriatrics, psychiatry, Alzheimer's disease, kidney disease, obesity, multiple sclerosis, neuromuscular disorders, trauma and burns.

Neighboring institutions will contribute significantly to the CTSC: The Hospital for Special Surgery -- one of the most renowned orthopedic hospitals in the U.S. and a leader in investigating musculoskeletal and autoimmune diseases -- is one of two medical institutions designated by NIH as a Core Center for Skeletal Integrity. Memorial Sloan-Kettering Cancer Center represents one of the world's premier cancer centers where state-of-the-art basic science research flourishes side-by-side with clinical investigation and treatment at Memorial Hospital. Cornell University Cooperative Extension has been engaged in research addressing the needs of a changing New York for over 50 years, and will remain a significant linchpin for community outreach. Hunter College's Gene Center, funded by the Research Center for Minority Institutions Program of NCRR, recruits and nurtures minority talent and has established an effective electronic network with minority scientists nationwide. Hunter College School of Nursing, training nurses from a diverse urban population, participates in community outreach and education in underserved areas.

"Many of our ongoing research projects already address AIDS, cancer, neurodegenerative diseases and complaint behavior—all important aspects of clinical translational research. The CTSA will create synergistic programs among these neighboring institutions and complement the efforts of President Jennifer J. Raab to build a new science building at Hunter College," says Dr. Robert Dotin, director of Hunter's Gene Center.#

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## EDUCATION UPDATE SALUTES THE CONTRIBUTIONS OF HISPANIC AMERICANS

### Commemorating the 60th Anniversary of *Mendez v. Westminster*

By ADAM W. SUGERMAN

Imagine American soldiers fighting overseas for their country and freeing the world of tyranny. Then imagine that on returning home, former soldiers finding their community's children forced to study in segregated schools with access to far fewer resources than in their mainstream counterparts? Imagine the irony that soldiers and U.S. society faced after World War II.

Before *Brown v. Board of Education of Topeka*, the 1954 U.S. Supreme Court's monumental decision to end *de jure* segregation in dozens of states, *Mendez v. Westminster* (and before that, *Alvarez v. Lemon Grove*) helped establish legal precedents for *Brown* by laying the foundation for our nation's schools using the fourteenth amendment as the focus for defending children's constitutional rights in our nation's public school system.

In March 1945, parents Gonzalo, Mendez, William Guzman, Frank Palomino, Thomas Estrada, and Lorenzo Ramirez, sued the Westminster, Santa Ana, Garden Grove, and El Modena school districts. The modus operandi for proponents of segregation was twofold: to separate Mexican American children on the basis of their appearance and to gerrymander districts by isolating minority population centers and herd students into "their own people's schools." The districts claimed that the Latino schools had comparable facilities, used the same textbooks, and implemented the same curriculum as schools in mainstream districts. The plaintiffs argued that it was unacceptable to offer separate public facilities based on national origin.

*"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."*

—Section 1, Fourteenth Amendment of the U.S. Constitution

ties based on national origin. They cited studies that separate treatment made children feel inferior and prevented them from successfully assimilating into mainstream America, limiting children's social, political, and economic futures. A federal court sided with the plaintiff and on appeal, the decision was upheld by the Ninth Circuit Court of Appeals in San Francisco. The coalition of individuals and organizations filing briefs in favor of Mendez included Future Supreme Court Justice Thurgood Marshall on behalf of the National Association of the Advancement of Colored People, as well as members from the American Civil Liberties Union, the American Jewish Congress, and the Japanese American Citizens League.

Although these court cases helped pave the way in the legal system to bring about greater equity in the public school system, the struggle for equal schools was not finished. Latinos and other minorities continued to live with *de facto* school segregation, inferior school facilities, and other forms of educational inequities until the sixties and seventies when public pressure on federal and state policies led to a rethinking of greater inclusion of all students. There was a realization that society needs to eradicate the perpetuation of a permanent underclass that had little chance of successfully living the American Dream.

*Adam W. Sugerman is the president & publisher of Palmiche Press.*

## Argentine Tango Takes New York

By JUDITH AQUINO

At 11am Saturday morning, high above the noise and bustle of Chelsea, dozens of dancers glided counterclockwise inside the wooden floor studio of Dance Manhattan. Locked in a tango embrace, the couples made their way around the room to the rhythmic sounds of violins pouring out of the speakers. Weaving between the couples was a young woman with a warm smile, who seemed to know everyone and was frequently approached by the dancers for advice.

In addition to guiding students weekly, Mariela Franganillo brings a vibrant energy to New York City's Argentine tango scene as an accomplished dancer, choreographer, and producer. Recent highlights of her career include performing in Broadway's *Forever Tango*, at the National Dance Week festival in Washington D.C., *A Tribute to Astor Piazzolla* at the Weill Recital Hall in New York City, and to Fernando Otero's quintet X-Tango.

In her desire to share Argentine tango's rich history and its mesmerizing beauty during Latin Heritage Month, Ms. Franganillo was excited to discuss the upcoming N.Y. Tango Festival, which will be held from October 4-7 at the Alfred Lerner Hall of Columbia University. "It is the first time in the U.S. that something like this is happening. We never had a tango festival here that was both educational and entertaining," said Ms. Franganillo. Together with Barnard College, Columbia University, and the World Music Institute, Ms. Franganillo has gathered an impressive lineup of professors, dancers, and musicians who will pay tribute to the beauty and

passion of Argentine culture, music, and dance.

Over the course of the four-day festival, attendees will be treated to a variety of shows, presentations, dance classes, and milongas (tango parties). The performances include: Tango Connection featuring a 13-member tango ensemble of musicians and dancers embodying the compelling art form of the tango; Roxana Fontan, "The Voice of Buenos Aires" leading musicians and dancers in an enchanting evening of tango music; and Chango Spasiuk, a virtuoso accordionist who has won acclaim as the major innovator of chamamé – folkloric music which blends native Guarani, Creole and European traditions.

Although the shows are sure to attract much attention, Ms. Franganillo quickly pointed out that the Festival is as much about the history of Argentine tango as it is about the performances. "It is the culture that makes the dance," revealed Ms. Franganillo.

In view of what the Festival has to offer, Ms. Franganillo hopes that it will contribute to a better modern appreciation of Argentine tango. The dance's ability to connect two people and its opportunities for improvisation – making each couple, and each dance, unique, gives it a timeless appeal. Argentine tango is not exclusively for romantic couples either. As Ms. Franganillo affirmed, "Tango can be danced with your brother, with your father, and with your uncle – for 3 minutes, it is a conversation. It could be friendly, it could be sad, it could be sensuous. It is an emotional connection; so it is very personal." For more information about the NY Tango Festival, visit [www.nytangofestival.com](http://www.nytangofestival.com) #

## The Harold W. McGraw, Jr. Prize in Education, 20th Anniversary



(L-R) Vivien Stewart, Vice President for Education, The Asia Society; Reynauld Smith, Social Studies & AP American History Teacher, Easter Senior High school, Washington D.C.; Harold McGraw III, chairman, president and chief executive officer, The McGraw-Hill Companies; Dr. Lois B. DeFleur, President Binghamton University, State University of New York; Seated Harold W. McGraw, Jr., chairman emeritus.

By DR. POLA ROSEN

The splendor of glittering lights at the New York Public Library and the exotic centerpieces named for lands far away, transported guests to an enchanted place generally reserved for readers of the volumes housed in this great repository of learning. The occasion: the 20th anniversary of the Harold W. McGraw, Jr. Prize in Education created by Mr. McGraw whose foresight and perspicacity provided the recognition that those who teach well should be rewarded. Each of the three recipients at this annual event receives \$25,000 and more important, the standing ovation of leaders in education such as President Jennifer Raab, Dean David Steiner, Dr. James Comer, Dr. Paul LeClerc, Dr. Vartan Gregorian, President Dolores Fernandez, President Augusta Kappner, President Vishakha N. Desai, Gene Maeroff among many others at the black-tie gala.

Harold McGraw III, Chairman, President and CEO of The McGraw-Hill Companies, in his welcoming remarks underscored that teachers enable us to become better citizens and more compassionate human beings. The prize, this year, he continued, emphasized global awareness, respect and competence.

The awardees shared personal experiences preceded by a backdrop of photos and videos of their achievements throughout the years, even back to

the baby photos of Dr. Lois B. DeFleur, President of Binghamton University, SUNY. DeFleur recounted her student days in Argentina and the bus ride where she got lost, symbolic, she stated, of the importance of global awareness.

Reynauld (Ray) Smith, a social studies teacher in Washington DC was eloquent and moving when he spoke of his role as more than a teacher in his inner city school, fulfilling the need for father figure, role model and mentor. His students in a video said, "He's cool. He pushed us to know more. He is the father I never had. His emphasis is on 'do better.'" In his 37 years as a teacher, he cited the importance of elevating the status of teachers, "showing more appreciation and love for our many great educators throughout the country."

Vivien Stewart, VP of Education at the Asia Society, created a national initiative to expand the teaching of Chinese as well as programs to promote the study of Asia and other world regions, cultures and global issues in America's schools. She has also built connections between the US and Asian education leaders.

Harold McGraw III particularly cited the expertise and contributions of the indefatigable Dr. Charlotte Frank, Sr. VP, Research, for her tireless efforts on behalf of education and the McGraw-Hill Companies.#

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