InSights 11
December 2007

70 YEARS:
COMMEMORATING THE PAST,
ENRICHING THE PRESENT,
INVENTING THE FUTURE.

Colegio NUEVA GRANADA
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**InSights**

In-Sights is the official all-school magazine published two times a year (December and June). Its purpose is to keep the CNG community informed about the overall life of the School and its members.

We encourage you to write articles or letters. Please contact or submit them to the editor.

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Communications Office

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One of the things that has helped me fulfill my role as Director of Colegio Nueva Granada has been the opportunity to interact with many alumni of the school and thus gain a greater perspective of what are the essential elements of a CNG education. Over the years, I have had the privilege of working closely with a number of alumni; some have served on the CNG board of Directors; some have been members of our Director’s Council; some are directors of other schools or in some way involved in education; others have been key players in the development of our social projects. Recently, I attended a reunion of Alumni in the United States that included graduates from the 1960’s and 1970’s. All of these experiences have caused me to reflect on how our past has influenced our present situation and what our current efforts portend for the future.

**THE PAST**

Speaking with our alumni one realizes that in its early years, Colegio Nueva Granada was considered to be something of a risky and odd experiment. At the time, coed education was not as common as it is today. Ironically, boys who attended CNG at the time were sometimes taunted by students from other schools who suggested that studying with girls would affect their manliness.

Also, a system of education that encouraged students to question their teachers and think about what they were taught as opposed to carefully noting and memorizing the teacher’s lectures was seen as risky. A number of alumni tell of being pulled out of school against their will by their parents to finish their last years of education in a more traditional school to insure that any moral or intellectual gaps in their CNG education would be corrected. It is interesting to see people in their 50’s or 60’s who still hold somewhat of a grudge against their parents for this effrontery.

Without exception, the alumni I have known attribute their success in life to the openness and sensitivity they gained from studying with a diverse student body and faculty that included people of both genders from different cultural, religious and national backgrounds. They also mention the ability to analyze and think on their own as being a crucial skill they developed at school. The solid academic grounding they received at CNG and their English language ability are recognized as being fundamental, but they also note the importance of being in an educational environment that recognized their individual talents and promoted the development of those talents. Our alumni have found success in a wide area of careers. For example, I have been impressed by the number of fine artists the school has produced.

**THE PRESENT**

Students currently studying at CNG have much of the same educational environment and philosophy as there predecessors had. In some ways, however, students today have more contact with a greater diversity of children, have even more opportunities to develop their individual talents, and have a curriculum that gives an even greater emphasis on thinking skills and the ability to analyze. Our student body today is much more multicultural. We have students from 47 countries repre-
The process of globalization and global communication networks will surely mean that our students will have more and more interaction with their peers across the world. Already, with programs such as Facebook they are forming groups with similar interests in many countries. There facility with English and Spanish language and their biculturalism makes this type of communication very natural for them. This year we are signing an agreement with a school in Tianjin, China to form a sister school relationship that will include exchange programs for our students in China. In the future, our students will have more of these opportunities and our curriculum will include learning experiences such as science experiments, projects, and problem-solving exercises done simultaneously with other students in many parts of the world. A trend that will likely increase in the future is the phenomenon of students being more responsible for their own learning and using resources within and outside of school to meet their learning goals. Currently, it is estimated that up to 30% of the formal education of students is happening outside of their regular school.

CONCLUSION

We often hear remarks about the need to produce graduates who are competitive. This paradigm of competitiveness, however, has some serious limitations. Certainly, we need our students to have excellent skills and abilities that are desired by academia, business, and government. But the paradigm of collaboration is much more important to success than competition.

If one considers that, last year alone, 30 new American schools were founded in China, one can begin to appreciate the level of competition our graduates will face. Recently, Harvard University had 700 applicants with perfect SAT scores. A realization that one comes to with maturity is that, however good we may become, we will always find some people who are better among the earth’s 6 billion inhabitants. While economic growth and development in disadvantaged areas brings challenges to our current systems, it is good that people around the world are obtaining better quality educational opportunities. It means that we have a much better chance of a better existence for all of us, especially if we learn to work together and take advantage of each other’s strengths.

That ability to collaborate is exactly what I find our alumni identify as key to their success in life. The experience that CNG has provided them of studying with people of different backgrounds, of learning how to work in a team, of thinking for oneself, of being resourceful, and being able to consider the opinions of others has allowed them to be confident leaders in any situation in which they find themselves. This is what CNG has provided for our students in the past and what I see it continuing to provide to students in the future.

A realization that one comes to with maturity is that, however good we may become, we will always find some people who are better among the earth’s 6 billion inhabitants.
...CNG Past, Present & Future
A Director and Board Perspective

FRANCISCO DÍAZ, Class of 1981, President of the Board of Directors

Whether implicit or explicit teamwork and openness have always been at the core of what CNG is all about. With breakthroughs in information and communications technology (ICT), conventional teamwork is being redefined and evolving into Collaboration.

PAST
Since its very early days CNG was a prime example of openness, as the first school in Colombia to have a co-ed program. Let’s step back to the 1940’s and imagine a co-ed school in Bogota, with classes mostly in English and that, by the way, could grant you a Colombian Bachillerato Degree..............

Openness is an attribute that almost every graduate I’ve spoken with, coincides as being a differentiation factor of CNG. This openness has been augmented through time with the interaction of various nationalities in one campus while promoting tolerance and respect for diversity. All these elements ultimately drive better teamwork.

PRESENT
Today many educational institutions are promoting openness and teamwork as elements of leadership. At CNG, we have been at it for the last 70 years and we are keen in moving to the next level.

Presently, CNG students live in an environment where they are exposed to another 42 nationalities (driving openness) and have the opportunity to participate in a vast number of teamwork based activities like Destination Imagination and Model United Nations to name a few.

As parents and educators we need to be aware that teamwork is evolving more and more towards Collaboration.

Effective collaboration is growing exponentially driven more and more by information and communication technologies, internet access and extended use of mobile devices.

In staying at the forefront in terms of collaboration, CNG has recently launched the latest version of Microsoft - Share Point Version 3.0. This new platform will provide integrated capabilities, including real-time collaboration, teaching and curriculum management and personalized delivery of information. We are very optimistic of the effect this Web-based user interface will have in terms on collaboration for administrators, students, teachers, and parents.

This platform will be supplemented by a significant upgrade in computers, wireless networks, servers, plasma screens and audiovisual equipment that will be operational by Q1-2008.

Collaboration is the future and we as a school are investing in it.

FUTURE
In imagining what future collaboration might be like in world class schools, we have referenced various sources and have utilized elements from Microsoft School of the future thesis. At our CNG Board of Directors we have started to discuss these elements and will be including some of them as part of our Strategic Plan.

Following are some of these future themes:

Involved and connected learning community: An involved and connected learning community acknowledges that all stakeholders—students, parents, community organizations and universities must participate if success is to be realized. Multiple means for communicating, sharing information, and soliciting input must be established. Digital tools, electronic and print media must support inclusion, eliminating barriers. We will see increased use of blogs and “Wiki” type applications as part of our children social networking (Facebook and MySpace are some examples).

Finally, the learning community must provide opportunities that promote learning as a life-long process.

Proficient and inviting curriculum-driven setting: The physical setting must support and be conducive to the continuous and changing needs of the learning community. The technical infrastructure must support current and future mobile and fixed technical equipment and should enable the sharing of all data types. All learning spaces must provide the necessary elements that allow for instruction and learning at all times and be mobile and flexible to adapt to changes in teaching and learning activities.
Flexible and sustainable learning environment: A truly effective learning environment is one that is fluid and responsive to the ever-evolving needs of community members. Such an environment is adaptable, differentiated, and focused on student-centered instructional models and allows all students to realize their full potential. The learning environment must limit the dependency on time and place for instructional opportunities to occur and must demonstrate instructional relevancy for students. Further, the environment created will be systemic and independent of changes in faculty and administrative personnel.

“Collaboration is the future and we as a school are investing in it.”

Cross-curriculum integration of research and development: In order to ensure a continuously evolving integrated curriculum, the professional staff, led by the director of research and innovation, must actively incorporate the latest findings in research and development from business, technology and institutes of higher learning. In addition, the school will act as a learning laboratory where staff and students can design, carry out, and evaluate appropriate projects to enhance the teaching and learning process.

CONCLUSION

We have always encouraged teamwork and openness, CNG throughout its history has been in this forefront as an educational institution.

Our diversity and approach to education continue to drive these attributes but with the breakthroughs in ICT’s of the last couple years, traditional teamwork is fast evolving towards specific collaborative models.

As a board of directors we are aware of these trends and have started to lay the foundations for this development by stepping up our investments in ICT infrastructure and launching Share Point as a key collaboration tool for students, teachers and parents.

Openness has been at the core of our CNG community; it has served us well for the last 70 years and will continue to be a key differentiator.

“The best way to predict the future is to create it.”
Dr. David Thornburg
Curriculum planning and curriculum revision at CNG has jumped into the world of vertical and horizontal teaming and development. Under the supervision and guidance of the Deputy Director, the four principals, an outside consultant (Dr. Janie Pollock), and many talented teachers, we are using this school year to clarify learning targets (standards and benchmarks), polish instructional strategies, vary assessment techniques, and most importantly, identify clear and structured ways to provide feedback to students about their academic growth.

During the month of September the school’s staff focused on English Language Arts, Spanish Language Arts, and Mathematics. During the month of October the school’s staff focused on Social Studies, Colombian Sociales, and Science. During the second semester, the staff will turn its focus to the Arts, Physical Education, Religious studies and other areas.

This revision process takes into consideration past history at CNG, current and existing curriculum documents, Colombian Ministry of Education guidelines, examples of curriculum documents from around the world, and cutting edge research. Our curriculum consultant, Dr. Janie Pollock (past researcher with the Mid-continent...
Research for Education and Learning laboratory – McREL – and current consultant for the Association of Supervision and Curriculum Development – ASCD) has written the following regarding the process we are carrying out:

Research shows that students are more likely to reach learning targets if they receive feedback to learning targets, than if the teachers simply know the targets as curriculum. Teachers will find themselves refining their curriculum documents, improving unit and lesson designs with research-based strategies, revising assessments to align to the targets, and transforming their grade-books to ensure more reliable data. (Pollock, J.E., 2006)

The process we have initiated this year will allow our staff to focus on the following four principle areas of a strong, coherent curriculum:

- **Well-articulated curriculum:** Know and use clearly articulated learning targets (standards and benchmarks)
- **Delivery:** Plan and use instructional strategies that will help the learner remember content and apply information and skills.
- **Assessment:** Use a range of assessment methods to clarify the learner's status relative to learning targets, and generate the information necessary to help the learner achieve these targets.
- **Criterion-based feedback:** Give methodical feedback to the learner based on targets, and refine record keeping and reporting accordingly

The goals and benefits of this process are multiple, but the ultimate goal is to move the learning curve to the right for all students and as a result increase student learning.

Since last year, CNG has been implementing the “Ventures for Excellence Protocol” as part of the selection process of its staff members in order to ensure the best qualified teachers for our students.

A total of 23 plasma TV’s have been donated by SAMSUNG to our school. Thank You, Samsung!

Mr. Young Joo Jin, Samsung’s President in Colombia; Dr. Barry McCombs, CNG’s Director

A donation in the amount of $20,000 dollars was received from FRESENIUS MEDICAL CARE in August 2007 which was invested to purchase an install the new sound system for the High School Gym. In name of the entire CNG community we would like to express our gratitude for the generous donation.

In the picture, some of our new staff members: Vanessa Gilchrist (K5 Teacher), Timothy Hicks (HS Math Teacher), Karen Janke (1st Grade Teacher), Amy Jonas (HS English Teacher), Marcia Pilato (AP Economics Teacher), Jason Bragg (HS Math Teacher).
ISO 9001

ISO Quality Assurance and Quality Management system merges with CNG’s strategic planning and school improvement processes to ensure excellence.

BY DR. MICHAEL W. ADAMS, Deputy Director and ISO Co-leader
These are the terms that are bouncing around the CNG campus right now as the school prepares for its targeted June 2008 ISO certification. The school has decided to venture into the world of ISO certification to support the current SACS and Board initiatives in school improvement and to ensure school wide excellence.

The process began late last school year with the development of a CNG Quality Policy. The school will be certifying processes within the Academic areas (mind), the Physical Development areas (body), the Support Services areas (spirit), as well as the areas of transportation and financial services. By including these five areas within the scope of our certification, we will be able to ensure overall school improvement and school development.

At CNG we believe that to operate our school successfully, it is necessary to manage it in a systematic and transparent manner. Success can result from implementing and maintaining a quality management system that is designed to continually improve performance while addressing the needs of all interested parties. Managing an organization should encompass quality management processes in conjunction with other management principles.

The following eight quality management principles identified by the ISO 9000:2000 series are used by top management in order to lead an organization towards improved performance.

(http://www.iso.org/iso/qmp.htm)

**CUSTOMER FOCUS**

“Organizations depend on their customers and therefore should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectations.”

**LEADERSHIP**

“Leaders establish unity of purpose and direction of the organization. They should create and maintain the internal environment in which people can become fully involved in achieving the organization’s objectives.”

**INVolVEMENT OF PEOPLE**

“People at all levels are the essence of an organization and their full involvement enables their abilities to be used for the organization’s benefit.”

**PROCESS APPROACH**

“A desired result is achieved more efficiently when activities and related resources are managed as a process.”

**SYSTEM APPROACH TO MANAGEMENT**

“Identifying, understanding, and managing interrelated processes as a system contributes to the organization’s effectiveness and efficiency in achieving its objectives.”

**CONTINUAL IMPROVEMENT**

“Continual improvement of the organization’s overall performance should be a permanent objective of the organization.”

**FACTUAL APPROACH TO DECISION MAKING**

“Effective decisions are based on the analysis of data and information.”

**MUTUALLY BENEFICIAL SUPPLIER RELATIONSHIPS**

“An organization and its suppliers are interdependent and a mutually beneficial relationship enhances the ability of both to create value.”

These principles along with CNG’s strong mission of educating the mind, strengthening the body and nurturing the spirit, are the backbone characteristics of our ISO quality management and control process. We are eager to move forward with this new initiative and provide the community with this special recognition for its 70th year anniversary celebration.

Target ISO certification - Year 2008!

**QUALITY POLICY**

(Revised and approved by the Board of Directors, March 30, 2007)

Prepare future leaders by educating their mind, nurturing their spirit, and strengthening their body via processes that are focused on continuous improvement and that meet Colombian, U.S., and international academic standards.

Prepare students within an educational environment that engages them, provides them with experiences that facilitate the joy of learning, and allows them to reach their individual potential.

Prepare students to be personally and professionally competent both in Colombia and on a global level.
CNG was founded in 1938. To commemorate its 70th birthday, we have set up a series of events, which will allow the whole community (parents, students, teachers, alumni, and staff) to celebrate together our school’s contribution to society. Each event has been thought out so that we can reach different community members and bring them to school to reminisce, share, and celebrate our identity as members of the CNG community. Each event, therefore, has a specific target group within the community, and it can have an academic, cultural, social or recreational (ludic) content, so that we can interest every one of you. We hope you will take the time to plan ahead and include those events you find interesting in your agendas. We hope to see you all on the 6th of June for our Homecoming Celebration!

**THANKSGIVING DINNER**

- **Date:** Thursday November 15th, 2007
- **Content:** Social, Cultural
- **Purpose:** Celebrate THE North American Family Tradition
- **Location:** CNG
- **Target Community Members:** Parents, Students, and Staff
- **Expected Participants:** 600

**GOLF TOURNAMENT**

- **Date:** Friday February 8th, 2008
- **Content:** Social and Recreational
- **Purpose:** Continue the tournament’s tradition. Involve alumni and bring them back to school for Homecoming. Build Community through sports.
- **Location:** San Andrés Golf Club, Bogotá
- **Target Community Members:** Parents, Alumni
- **Expected Participants:** 200

**LIGHT CEREMONY**

- **Date:** Thursday, December 6th, 2007
- **Content:** Social, Cultural
- **Purpose:** Celebrate and rejoice together the Holiday Season including all religions & cultures
- **Location:** CNG
- **Target Community Members:** Parents, Students, and Staff
- **Expected Participants:** 1000

**CNG FAIR**

- **Date:** Saturday February 23rd, 2008
- **Content:** Social, Recreational
- **Purpose:** Bazaar type fair with many House Events, Competitions, games, food, fun, and a concert.
- **Location:** CNG
- **Target Community Members:** Parents, Students and Staff
- **Expected Participants:** 2000
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<td><strong>Content:</strong> Cultural, Academic</td>
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<td><strong>Purpose:</strong> We have expanded this traditional CNG Event due to our 70 years celebration to include music, dance and arts exhibitions. We are inviting alumni, students, staff members and groups from the Alianza schools and the Hogar Nueva Granada to perform or participate, so that all our community will be integrated in this week-long celebration of the arts.</td>
</tr>
<tr>
<td><strong>Location:</strong> CNG</td>
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<td><strong>Target Community Members:</strong> Parents, Students (CNG; Alianza &amp; Hogar), Staff, Alumni</td>
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<td><strong>Expected Participants:</strong> 500</td>
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<td><strong>Content:</strong> Cultural, Academic</td>
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<tr>
<td><strong>Purpose:</strong> This year students will be working on works by author Carlos Fuentes. We will also be inviting alumni authors to hold conferences.</td>
</tr>
<tr>
<td><strong>Location:</strong> CNG</td>
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<tr>
<td><strong>Target Community Members:</strong> Students, Staff, Alumni</td>
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<td><strong>Expected Participants:</strong> 500</td>
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<td><strong>Content:</strong> Recreational, Social</td>
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<td><strong>Purpose:</strong> Recognize all CNG employees who have devoted many years of their lives to CNG, as well as those who have contributed to the school in a special way. Invite former staff to honor their work and time devoted to our school. Bring back former staff to obtain their participation in the June 6th celebrations.</td>
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<td><strong>Location:</strong> CNG</td>
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<td><strong>Target Community Members:</strong> Current and Former Staff</td>
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<td><strong>Expected Participants:</strong> 300</td>
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<td><strong>Date:</strong> Friday, May 16th, 2008</td>
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<td><strong>Content:</strong> Social</td>
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<td><strong>Purpose:</strong> To share, thank, and celebrate with past and current Board members the evolution of our school to what it is today: one of the best schools of its type in the region (Latin America).</td>
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<td><strong>Location:</strong> Gun Club</td>
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<td><strong>Target Community Members:</strong> CNG Current and Former Board Members, Embassy and Government Officials.</td>
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<td><strong>Expected Participants:</strong> 150-200</td>
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<td><strong>Date:</strong> June 6th, 2008, 9:00 am – 10:30 am</td>
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<td><strong>Content:</strong> Social</td>
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<tr>
<td><strong>Purpose:</strong> Honor our school and its members in its 70 years. Receive recognitions from government and academic organizations. Honor specific very important people who have contributed to our success and growth as a school.</td>
</tr>
<tr>
<td><strong>Location:</strong> CNG High School Gym</td>
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<tr>
<td><strong>Target Community Members:</strong> ALL our community, CNG Current and Former Board Members, Embassy and Government Officials.</td>
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<td><strong>Date:</strong> June 6th, 2008, 10:30 am thru 4:00 pm</td>
</tr>
<tr>
<td><strong>Content:</strong> social, academic, recreational, cultural</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Welcome back as many CNG Alumni as possible so that they can attend a series of different conferences by fellow Alumni or Parents, participate as spectators or competitors in sports competitions, and watch a showcase of current artistic performances by our students and community members. Establish databases and communication with all alumni for the future development of our school.</td>
</tr>
<tr>
<td><strong>Location:</strong> CNG</td>
</tr>
<tr>
<td><strong>Target Community Members:</strong> Alumni, Students, Staff, Parents</td>
</tr>
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<td><strong>Expected Participants:</strong> 600</td>
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<table>
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<tr>
<td><strong>Date:</strong> June 6th, 2008 @ 7:00 pm</td>
</tr>
<tr>
<td><strong>Content:</strong> social</td>
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<tr>
<td><strong>Purpose:</strong> Finish our 70 years commemoration in a festive way, with contest, raffles, food, dancing, fun, and specially, reconnecting friendship bonds and school bonds that can contribute to CNG’s future.</td>
</tr>
<tr>
<td><strong>Location:</strong> Andres Carne Res Restaurant in Chía</td>
</tr>
<tr>
<td><strong>Target Community Members:</strong> Alumni, Parents, Staff</td>
</tr>
<tr>
<td><strong>Expected Participants:</strong> 1000</td>
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<th>PARTY AT ANDRES CARNE RES</th>
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<tr>
<td><strong>Date:</strong> June 6th, 2008</td>
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<tr>
<td><strong>Content:</strong> social</td>
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<tr>
<td><strong>Purpose:</strong> Let’s celebrate together!</td>
</tr>
<tr>
<td><strong>Location:</strong> Andres Carne Res Restaurant in Chía</td>
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<tr>
<td><strong>Target Community Members:</strong> Alumni, Parents, Staff</td>
</tr>
<tr>
<td><strong>Expected Participants:</strong> 1000</td>
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Let’s celebrate together!
CNG is always looking into improving its technology services to the community. As stated in the Technology area of the School’s strategic plan, one of our main goals is to “Provide the CNG community excellent Information Technology tools and services to support teaching and learning environments that prepare students to face the challenges of the 21st century”. Another goal stated in this strategic plan is to “use technology to integrate the CNG community – parents, staff, students and alumni”.

One of the developments which will contribute to provide the best technology services possible for the community and serve as an integration tool is the development of a true “Community Portal”: a secure education portal that provides information and collaboration services for teachers, administrators, students and parents. This portal is based on tools developed by Microsoft, specifically SharePoint and Learning Gateway.

You might wonder what the difference is between the CNG web site as it stands now, and this Community Portal. After all, we have a web site where we show the world what CNG is, provide information to the community and give staff, students and parents access to all the information and communication services we provide.

Well, at a first sight it may not appear that different. Our public face will remain very much the same, but our private areas, that is, the information and services for the community, will be completely integrated and accessed according to the profile of the users. We will structure a repository which will be available to the community according to their profiles. At the moment we have user accounts for teachers, administrators and Middle School and High School students. Very soon we will give user accounts also to Primary and Elementary students, and to all CNG parents. These user accounts will provide the system with a profile, and the system will give access to the different sites accordingly. For example:

- A Student will have access to a home site for students, and to the sites of the classes he/she is enrolled in.
- Teachers will have access to a home site for teachers, the sites of the classes he/she teaches, and other sites created for work groups he/she belongs to (i.e. a specific academic area).
- Administrators will also have sites for different groups who work together and need to share information between them.
- Parents will be given an account and will have access to a general site for parents, and also to the sites of the classes their children are enrolled in.

At the moment, the sites for teachers, students and administrators have already been created, and all High School and Middle School classes have their sites created. There are 9 teachers in High School and 14 in Middle School who are already using these sites to communicate with their students in the way
they used to do it with Blackboard, and the technology department is holding training workshops every week to assist other teachers interested in using this tool.

We are also working in the creation of the parents’ site. This will take a bit more time since we have to not only create their user accounts, but also configure the relationships between parents and their children. We are hopeful that by the end of January we will have these sites in place.

But this is only the beginning. This project encompasses a time frame of two years in which we will change the way we communicate and collaborate with each other. With time, our sites will become more and more personalized. We will have all the services available to us integrated into our personal sites, services such as our personal agendas and mail accounts, as well as systems such as the SDS.

Teachers will begin creating digital classroom content, communicate with their students in an interactive way, and students in turn will always have classroom content available to them in a secure web area.

These are exciting times at CNG, we are looking into the future and building a true Learning Gateway!

The Physical Education Department at CNG has implemented the FITNESSGRAM program in an effort to provide physical educators with a tool that would facilitate communicating fitness test results to students and to parents.

FITNESSGRAM was developed by The Cooper Institute over 20 years ago. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function:

- Aerobic capacity;
- Body composition; and
- Muscular strength, endurance, and flexibility.

FITNESSGRAM assesses three areas of health-related fitness listed previously. Each score is evaluated against criterion-referenced standards that have been established to indicate levels of fitness corresponding with health.

Standards have been set for boys and for girls from ages (5 – 18). The use of health-related criteria helps to minimize comparisons between children and to emphasize personal fitness for health rather than goals based solely on performance. Since only modest amounts of exercise are needed for obtaining health benefits, most students who participate in physical activity almost every day will be able to achieve a score that will place them in the Healthy Fitness Zone.

At Colegio Nueva Granada the following FITNESSGRAM assessments are measured:

- **AEROBIC CAPACITY**
  - PACER test

- **BODY COMPOSITION**
  - Percent body fat calculated from tri-ceps and calf skin folds (optional)
  - Body mass index (calculated from height and weight)

- **MUSCULAR STRENGTH, ENDURANCE, AND FLEXIBILITY**
  - Abdominal strength and endurance (curl-up)
  - Trunk extensor strength and endurance (trunk lift)
  - Upper body strength and endurance (push-ups)
  - Flexibility (back-saver sit-and-reach and shoulder stretch)

All CNG students who participate in Physical Education will be assessed twice during the 2007 – 2008 school year: once in the 1st semester and again during the 2nd semester. These results will then be evaluated by the P.E. department and administration in an effort to focus on areas in which need improvement.

I would like to personally thank the P.E. Department for their time and effort in administering the FITNESSGRAM and providing the students with a positive testing environment.
The Colegio Nueva Granada Sports Committee exists to provide leadership, guidance, and expertise to improve the overall CNG athletic program. Chaired by the athletic director and compromised of administration, teachers and parents, the sports committee understands the benefits sports bring to the CNG community.

The sports committee will focus this year on improving communication, field space, covered facilities, student participation and school spirit.

What ideas are being implemented to improve the overall sports program?

1. SPORTS COMMITTEE
   - Getting CNG Parents involved
   - Monthly meetings

2. ATHLETIC COUNCIL
   - Getting students involved
   - Assist in organizing athletic activities

3. UPGRADING THE CNG ATHLETIC WEBPAGE
   - Game schedules
   - Recent updates
   - Photo gallery

4. INTERNATIONAL TOURNAMENTS (CAISSA)
   - Compete against other International Schools in Volleyball, Basketball and Soccer

5. AWARD ASSEMBLIES
   - Opportunity to recognize athletic achievements in front of peers, staff and parents.

6. BUILDING SCHOOL SPIRIT DURING HOME GAMES
   - Students who would like to watch and cheer for CNG teams can now ride the late bus in Middle and High School
   - Elementary students can ride late bus if they bring permission from home

7. SEASONAL SPORTS
   - Create seasonal sports in which students can participate in more than one sport during the school year

   • Participating Countries – Trinidad, Ecuador, Dominican Republic and Venezuela

   • This will help alleviate the lack of facilities and promote spirit and participation

8. INTERNATIONAL SOCCER TOURNAMENT (2009)
   - Host an annual International soccer tournament at CNG
   - CNG would invite schools from all over Latin America
   - College soccer coaches would be invited to recruit and offer athletic scholarships

9. FITNESS GRAM
   - Fitness Assessment program for grades K – 12
   - Measures aerobic capacity, body composition, muscular strength, endurance and flexibility
   - Prints out individual reports

WHO IS ON THE SPORTS COMMITTEE & HOW CAN I COMMUNICATE WITH THEM IF I HAVE ANY QUESTIONS OR CONCERNS?

Freddie Badillo (Athletic Director)  fbadillo@cng.edu
Michael Adams (Deputy Director)  mwadams@cng.edu
Maria Isabel Wiesner (General Manager)  miwiesner@cng.edu
Maria Alicia Orozco (Athletic Coordinator)  maorozco@cng.edu
Bobby Hernández (Teacher)  bhernandez@cng.edu
Alfredo Batta (Volleyball Representative)  abatta@bancodecredito.com.co
Liliana Pacheco (Volleyball/Hockey Representative)  meripa@hotmail.com
Cristian Serna (Basketball Representative)  cserna@cargolinkaereo.com
Juanita Sinisterra (Basketball Representative)  jsinisterra@cable.net.co
Kristine Von Armin (Soccer Representative)  kristine@reguma.com
Olga Fernández de Soto (Soccer Representative)  olgafds@hotmail.com
Roberto Ancizar (Parent)  rancizar@lmocom.com.co
Testing has never felt so good!

MEASURES OF ACADEMIC PROGRESS EMERGE AT CNG

BY DR. MICHAEL W. ADAMS, Deputy Director & MAP Testing Coordinator

“My language score was XYZ, what was yours?” asked David at the dinner table one night.
“[My score was ZYX….we were pretty close],” responded Nicolas.
“I get to take my test on Friday. We get to take it on the computer!!” exclaimed Tomas.
“Hey, papi, what does all this mean???” all three curiously chimed in.

This was the beginning of a conversation at our dinner table one night during the first week of MAP testing back in late September. For me as a father (and as the Deputy Director / MAP coordinator) it was exciting to hear my children talking about their baseline scores and interested in the meaning behind them. My youngest son’s enthusiasm about taking the test “on the computer” coupled with all three boys’ genuine inquisitiveness about their scores was a true testament to the initial benefits of our new NWEA Measures of Academic Progress testing system.

As we all know, CNG embarked on a new adaptive, computer based, standardized testing system this past September with all students in grades 2 through 10. This new student assessment system was adopted as a way to track student academic growth in the areas of language usage, reading comprehension, and mathematics and as a way to compare CNG instructional levels with a norm sampled population in the USA and abroad.

The MAP test will be administered two more times this year (January / February and May / June) as a way to allow for students, teachers and parents to track student growth throughout the school year and eventually from year to year.

IMPORTANT POINTS TO KNOW ABOUT MAP TESTING:
1. The service is being used by 1,300 school districts in the United States and as a result by more than 3 million students. The testing service is also being used throughout international schools in Mexico and is starting to merge into the greater Latin American community.
2. As usual, CNG is leading this charge by becoming the first school in our region to move in this new and exciting direction.
3. The assessments are unique in that they adapt to each student’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing.
4. With these assessments, we can administer shorter tests and use less class time while still receiving detailed, accurate information about student growth.
5. The assessments allow for immediate feedback to students regarding their instructional levels and their areas of strength and areas of needed growth.

At CNG we are truly excited with this new era of student assessment focusing on student growth and achievement. We are positive that together, parents and teachers will be able to help all students push themselves forward towards higher and higher levels of instructional achievement and growth.
Welcome to CNG
our School, our Home

BY: MARIA SILVIA DESCRIVAN, CNG Mom
Eran las 12 del mediodía cuando llegamos a Bogotá con nuestros 3 hijos y 14 maletas a cuestas. Recuerdo que era un día nublado, lluvioso y frío, nada extraño para los bogotanos pero completamente nuevo para nosotros que veníamos de vivir en una ciudad donde la mayor parte del año hace un sol esplendoroso. Si bien no era la primera vez que venía a Bogotá, ese día ya la veía distinta, con los ojos de quien la “vive”, no con los ojos de quien la “visita”. En ese momento me di cuenta que la burbuja en la que había vivido 7 maravillosos años hacia “pop” al igual que lo hacen las burbujas de la gaseosa que nos trajo hasta aquí y de inmediato comencé a vivir mi nueva realidad en Bogotá, la realidad de una ciudad de Latinoamérica cualquiera, con sus problemas de tráfico, inseguridad e inequidad social, pero con un “encanto” especial que enamora a todo el que la visita. Mi experiencia no ha sido distinta; en mis escasos dos meses y medio de vida en Bogotá he logrado enamorarme de la belleza de “La Sabana”, de sus montañas, sus parques, de la variedad de sus flores, su arquitectura, de sus cafecitos llenos de cosas ricas, de la amabilidad de su gente,(siempre y cuando no estén frente al volante), pero sobre todo me enamoré del colegio de mis hijos que ahora también es mi colegio.

No puedo decir que llegar a CNG fue fácil, mentiría si dijera que tanto mis hijos como yo (más no mi esposo) nos sentimos dichosos desde el primer día. La verdad es que teníamos mucho susto; mis hijos, el miedo obvio de llegar a un país nuevo, de entrar a un colegio de 1.700 niños, lleno de experiencias nuevas; el mío, un gran susto disfrazado de duda sobre si CNG era o no “El Colegio”.

Era mucho lo que habíamos oído sobre CNG, cosas muy buenas, cosas no tan buenas y cosas horribles. En lo que si todo el mundo coincidía es en que los niños salían bien preparados, con un excelente inglés y que además pasaban felices. No he encontrado al primer ex-alumno del CNG que no ame a su colegio y eso dice mucho. Por esta razón, decidimos quedarnos con las cosas buenas, aplaudiendo a sus nuevos compañeros de casa; fue también muy conmovedor ver como los estudiantes de 12avo entraban al gimnasio de la mano de los niños de K-4 al igual que oír a los niños del coro cantando “Welcome to CNG, our school, our home...” Desde ese mismo instante sentí que esa también era mi colegio, que esa también era mi casa y que toda esa gente, también era mi gente.

Más temprano que tarde mis dudas se disiparon por completo al igual que el susto de mis hijos, quienes a pesar de las mariposas en sus estómagos, siempre han ido contentos al colegio y todo gracias a los maestros, consejeras, amigos y familias del CNG que nos han acogido de una forma muy especial y nos han ayudado a adaptarnos rápidamente a Bogotá.

Esa es la gente de mi colegio. Esa es la gente que le importa lo que pasa dentro y fuera de él; es la gente que participa en la formación de los niños desde todo punto de vista; es la gente que está conciente de los problemas que tiene el colegio y trabaja en pro de solucionarlos; es la gente que se enriquece de las experiencias del pasado para construir un mejor futuro para sus hijos. Esa es la gente del CNG.

No sé cuantos años estaremos en Bogotá, solo sé que el tiempo que estemos aquí CNG será nuestro colegio.

“NO SE CUANTOS AÑOS ESTAREMOS EN BOGOTÁ, SOLO SE QUE EL TIEMPO QUE ESTEMOS AQUÍ CNG SERÁ NUESTRO COLEGIO.”

“FUE MUY EMOCIONANTE VER A TODO EL COLEGIO REUNIDO CON SUS CAMISETAS ROJAS, NARANJAS, AMARILLAS Y VERDES APLAUDIENDO A SUS NUEVOS COMPAÑEROS DE CASA...”

“La primera luz al final del túnel la divise en el desayuno que el PTA organizó para darnos la bienvenida a las familias nuevas.”
Last summer I had the opportunity to have one of the most beautiful experiences of my life. During 17 days, my family and I attended the 21st World Scout Jamboree at Highlands Park, 40 minutes away from London. Forty thousand people from around the world took part in this very special event, the 100th anniversary of the birth of the Scout movement, which began with a first camp led by Sir Robert Baden Powell, founder of the movement, at the Brownsea Island on the south western coast of England. Scouts from all over the world got together under the same principles that encourage youth to live the scout promise of being a friend and a brother to all, without distinction of race or creed.

About 30,000 young participants between 14 and 17 years old, organized in sub camps, took part in the event and almost 8,000 adults formed the International Service Team that helped to develop a great variety of activities prepared for the occasion. I had the fortune to be part of the Human Resources Team and my work at the Adult sub camp was at the Help Desk, guiding and advising adults from around the world on every need they might have. Shifts of five hours were organized daily, so you could spend your free time visiting the wonderful activities prepared by hundreds of people around the world. These activities and workshops committed the young ones to face the major problems of our present world: environment, water, recycling, global warming and trash, among others. Social interaction, music, and food from around the
world were the basis of new friendships which I am sure will last for many years.

But the area that touched my heart deeply was Faith and Beliefs. Each tent representing a particular creed had specific information and a whole variety of activities where people could understand the meaning and ideals of most of the religions that are practiced around the world. Peace messages were written in huge table cloths and small mirrors at the Muslim and Protestant tents; there were meditation sessions at the Buddhism tent and special icons were decorated at the Orthodox tent. Each tent had youth oriented activities where everyone had the chance to learn more about the beliefs around the world.

This experience took me immediately to think about our CNG mission “Nurturing the Spirit”. Having so many people and different beliefs around us, invites us to reflect upon our life in a community where respect for the ideas and beliefs of others is essential for peaceful coexistence. I think that if we try to learn more about others’ thoughts and feelings we can help each other based on the same ideal and fundamental, common message of all beliefs: the importance of Love in every thing we do in our lives.

If you want to know more about this wonderful scouting experience, you can visit the following site: www.btscouttube.com

As colleagues, we build community by working in teams of teachers to support the individual needs of students.
This was the underlying theme of the PTA discussion in September as parents and administrators discussed the school’s role in establishing and maintaining discipline for our school community. We also turned our attention to defining ‘bullying’ and how it fits into the school’s discipline program. The afternoon of our meeting I walked up the stairs to the main theatre and thought about my own school experiences with discipline and grimaced in a scrunched up, eye rolling expression.

Old and primitive images come to mind with the big D for Discipline. For me, a forty-something year old, the big D still flashes back memories of my old third grade English teacher: gray hair in a tight French roll, a slip perpetually showing under her paisley dress, holding a red pen in one hand and a menacing ruler in the other. I cowered under her red, glowing eyes while trying to explain why my essay on butterflies had mysteriously flown out of my hand on the way to school. I knew a rain of recriminations and lectures would surely tumble forth with concluding sentences about how we must be disciplined. Yet she was one of my favorite teachers because she did teach me about being responsible (much to my parents surprise). Now I find myself trying to make my own eyes glow red while delivering the big D speech to my children albeit in a hipper, jean wearing, highlighted hair sort of way.

The good news coming out of our meeting is that the way our school is handling the big D is in a very humane and indeed responsible manner. Gone are the days when children are seen as little bundles of reptilian reflexes that respond to external rewards and harsh punishments dished out by some omnipotent authority figure. Our administrators showed us that discipline is a way to build character. The Colombian word ‘formación,’ as Dr. Adams mentioned is the best fit for this meaning. Daniel Goleman, from Harvard, would call this developing ‘emotional intelligence.’ In sum, the main ideas behind CNG’s policies have to do with helping our children develop as human beings who hold a strong sense dignity and genuine, empathic respect for others.

A highlight of the meeting was when three CNG students nervously stood up and told us about an event in their lives that has proven to be a turning point in their own development. As they described their error, their terror at having to face the consequences of their actions and their resulting actions to make right...
InSights / Colegio NUEVA GRANADA / December 2007

PROGRAMA DE PREVENCIÓN DEL CONSUMO DE ALCOHOL, CIGARRILLO Y OTRAS DROGAS

PAULA GONZÁLEZ, E.S. Counselor

Evidentemente el medio escolar y contexto familiar son los lugares indicados para adquirir los conocimientos y las habilidades que les permitan a los jóvenes resistir el ofrecimiento de alcohol y cigarrillo por parte de sus pares o de adultos y construir su propio criterio, no solo para decir “no”, sino para saber por qué “no”. Desde allí, Consentidos integra la escuela, la familia y el educador en un proceso preventivo cuyos objetivos son:

**Objetivo Jóvenes:**
Aumentar la percepción de riesgo y las influencias normativas que reduzcan el consumo de drogas y aplacen o eviten el contacto con el alcohol y el cigarrillo como sustancias precursoras y facilitadoras del proceso adictivo.

**Objetivo Familia:**
Aumentar el nivel de influencias normativas al desarrollar un cambio cultural frente al consumo sustancias y el significado de la protección familiar.

**Objetivo Docentes:**
Aumentar el nivel de influencias normativas y capacitar a las comunidades educativas en el manejo adecuado y permanente de programas preventivos.

Este programa está dirigido a alumnos y alumnas de 4to, 5to y 6to grado. Este programa comprende 11 sesiones de trabajo con los alumnos (de realización semanal). Se desarrollan actividades individuales y grupales que están diseñadas para ser aplicadas en sesiones de horas pedagógicas y en trabajos realizadas por jóvenes en su hogar.

their wrong-doing I felt increas-ingly proud to be a parent in the CNG community. The fact that they stood up in front of us to talk about something so humbling showed me that their ‘formación,’ was indeed hard at work. They owned up to their actions and participated in deciding how they would respond. Their actions for restitution have even helped many people beyond the CNG community.

For many of us forty-somethings, ‘formación’ or character building has often been associated with having to bear the bumps and bruises of childhood and adolescence. How many of us have heard the popular refrains akin to: fight back, turn the other cheek, use your words not your fists.....So when is it okay to fight back? How often do we have to turn the other cheek? Don’t words sometimes hurt more than fists?

When in this scenario do we truly build character and when does it just serve to squash our sense of humanity; our own or that of others? When does a victim become a victimizer? What’s the line? Is there a balance or must we constantly teeter on a fine edge of uncertainty while we try to define where our rights end and the rights of others begin? If you are hoping for clear answers, the bad news is that a two hour parent meeting couldn’t come close to fully answering these burning questions. However, CNG’s parents genuinely engaged in this discussion. Our school administrators have shown leadership by taking a firm and clear position on these complex issues while maintaining sincere two-way communication by listening to what we all said. To paraphrase John Dewey, the more we engage in the process of education the more we gain the power of self-control. I think my old 3rd grade teacher would agree.
Have you read a Chinese story book about a monkey and a monk? Its name is “Travel West”. Have you ever seen the Chinese cartoon film? Or have you appreciated Shaolin Gongfu which will be performed on 2008 Olympic Games and Putin? (the Russian president and his two daughters are the loyal fans of it.) Do you know why your Favorite Baby Dolls and the pixies in your pockets are all made in China? Can you imagine how cool it is when you can talk with 1/4 people of the world with one kind of language? It is Chinese Mandarin, an ancient but a modern language in high technology society as well.

With the transformation of the world due to globalization, and the development of Chinese economy, politics, culture, science, and technology, the communication between the east and west in these fields is increasing and becoming more frequent. The principal tool is the language, so more and more people are engaging to learn Chinese Mandarin.

The government of U.S.A is promoting a Critical Languages Program and has started the AP(Advanced Placement) Program from primary schools to encourage students to study Chinese Mandarin and invites about 500-1000 professors from China every year to start Chinese language classes and train the local teachers.

Now, the Chinese Culture Week has come to CNG through me, Kevin Zhang, the new Chinese teacher. I was so surprised with joy to see how CNG students were so open to a quite different culture, far away from them. They showed much interest in knowing how to write their names even their family’s in Chinese and what were the meanings. They appreciate writing calligraphy with Chinese ink and brush. I can’t forget the big smiles appearing on their faces when they picked up the first...
and second peanut with chopsticks. I brought the beautiful dolls for the lovely kids, they walk around them and like to guess what are their names. Have you heard the voice “I love to go to China!” while they are watching the DVD of Beijing scenery. You can’t imagine they can tell me all the mascots’ names after watching the cartoon film about the Mascots for 2008 Beijing Olympic Games. They love music so much that they can’t help knocking at the Chinese drum. I am busy with answering their interesting and good questions about Terra Cotta Warriors and Chinese festivals, and what animals they are according to the Chinese Calendar. During the Chinese Culture Week I can hear the warm greetings in Chinese 你好！everywhere in the school.

Frankly speaking, I am moved by the curious, intelligent and friendly students. The Chinese Culture Week begins with the games but end with the understanding. I prefer to say the people here make me love CNG rather than to say I make them to know something about China.

70 years, it is time to commemorate the past, to enrich the present and invent the future! We don’t need to wonder anything because I have seen they have started to make all the dreams come true. A newer and more successful CNG is coming to you! Congratulations to you! My dear friends of CNG, you have been in an excellent school, and you will have a much better one school and more colorful and brilliant life in the second 70 years.
Learning Night

BY: REBECA DONOSO, Elementary School Teacher

Three years ago, when CNG began implementing the new *Investigations* math program, the administration came up with the idea of a “learning night” for parents. It was a big success and many parents attended, with their children, going around the different booths that had been set up in the High School gym for this purpose.

After that experience, many teachers in the Elementary School began to think that limiting these activities only to mathematics instruction was not enough. This is why, this year, on October 25th, 2007, our Learning Night consisted of six different options for parents to attend, plus the mathematics component, divided by grade levels, that all parents had to attend.

The other options were: Interactive Read Aloud, Guided Reading and Centers, MAPS Testing, Homework Help, Spanish and Sociales Integration, and Research and Writing. The parents could sign up for two of these presentations in two different time frames: 5:40 and 6:15 p.m.

I was part of one of these presentations. I worked with Alexa Obregon Bell and Erin Ruegg, third grade teachers, presenting the 4th Grade approach to this important aspect of student learning.

I realized, after the two sessions (that brought over seventy parents to both sessions), that I had not only been presenter. I had also been a “learner” and this was, perhaps, the greatest tradeoff (or “profit”) for me. By listening to Erin and Alexa’s presentation, I was able to see clearly the kinds of students that I might expect next year and they, in turn, could see clearly the kinds of students that 4th Grade teachers expected to receive.

This was a “win-win” situation for all the people involved and I hope that it will become one of our traditions at CNG because, in today’s “knowledge society”, it is important to also be “a school that learns”.

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AJEDREZ

Los alumnos de ajedrez de las categorías infantil y benjamines representaron al Colegio en la Primera Parada de Ajedrez UNCOLI que se realizó del 24 al 28 de septiembre.

Felipe Iriarte se consagró como campeón en la categoría de benjamines realizando seis puntos de seis posibles. El grupo en general se distinguió por su gran desempeño y compromiso en el evento.

Igualmente, el sábado 20 de octubre un grupo de alumnos de ajedrez del Colegio participó en el II Festival de Ajedrez del Colegio Anglo Colombiano con una excelente participación de los alumnos y una destacada actuación de Victoria de La Espriella, Martín Olarte, Felipe Iriarte, Federico García, Tomás Cortés, Felipe Velásquez y Stefano Barbano.

Mil felicitaciones a todos nuestros alumnos participantes!
Condor Activities

FALL 2007

<table>
<thead>
<tr>
<th>CONDOR ACTIVITY</th>
<th>STUDENTS ENROLLED</th>
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<tr>
<td>Gymnastics</td>
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<td>Martial Arts</td>
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<tr>
<td>Mountain Bike</td>
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TOTAL STUDENTS ENROLLED: 586
A Holistic Approach to “Nurturing the Spirit”

BY DR. KEITH BOOKWALTER, Ph.D., Middle School Principal

CNG’s mission – “to prepare tomorrow’s leaders” – is singular and social in nature. The three principal means for accomplishing this mission are (1) biological: by “strengthening the body;” (2) psychological: “by educating the mind,” and (3) spiritual: by “nurturing the spirit.” This article explores the latter means. According to Webster¹, the etymology of “nurture” is related to the idea of “nourish” and means (1) “to feed or rear; to foster or cherish;” (2) “to educate; bring up or train;” and (3) “to give moral training to; to discipline; chasten.” Of the some twenty-two definitions given for “spirit,” the ones that fit what I believe are CNG’s intentions and the origins of the word are: “the breath of life; life; . . . the life principle viewed as the ‘breath’ or gift of deity; hence the agent of vital and conscious functions in man; the soul.”

Hence, “nurturing the spirit” could be defined as the nourishing or educating of that aspect of human beings that transcends the body, mind, and social relations, that is, the human soul.

In a holistic paradigm, reality is viewed as an interconnected, seamless whole in which all entities or aspects of reality; whether material, social, psychological, or spiritual; are related to and have an impact on one another and in which all aspects of the whole are reflected in all of the parts. Hence, a holistic approach to “nurturing the spirit” or “nourishing the soul” capitalizes on all means – material, social, psychological, and spiritual. Some examples follow.

Nurturing the spirit via material or biological means might include music, communing with nature, and exercise. Music consists of vibrations in the air that strike the ear drum and are conducted through the hearing mechanisms to the brain where they are interpreted. Music has been used to affect the human spirit by cheering people up, making them feel nostalgic, or even preparing them for war. Some people nurture their spirit by simply being in nature; feeling the calm of the green forests, the majesty of towering mountains; or the omnipotence of the vast ocean. Even exercise, via the release of endorphins, can lift our spirits.

One social means of nurturing the spirit is to choose right company. People who are enthusiastic, positive, spiritual, and kind bring out these same qualities in us. When we leave their company we truly do feel nourished.
Another avenue is social service. By helping others and bringing them happiness, we help ourselves and make our own spirit feel more joyful.

Psychological ways of nurturing the spirit might include: positive thinking and verbalization, having lofty and inspiring ideals and goals, visualizing a bright and happy future state of affairs, remembering and interpreting dreams, and engaging with or in the arts to both enjoy the uplifting or thought-provoking creativity of others and our own.

The more purely spiritual means for nurturing the spirit and nourishing the soul have been the same in all religions down through the ages; namely, prayer, meditation, fasting, and the study of sacred scripture.

I think it would be fascinating for the members of the CNG community to explore together our shared and distinctive understandings of the meaning of and the means for “preparing tomorrow’s leaders . . . by nurturing the spirit.” We are a richly diverse community and learning from one another, in my opinion, would be a deeply rewarding experience.


Este semestre, gracias a la idea de Flavia de Diaz, abrimos las puertas del programa de la Alianza Educativa a los padres de la Escuela Media y a sus hijos para que tuvieran la oportunidad de compartir sus conocimientos con los estudiantes que vienen los sábados a recibir clases de enriquecimiento en las diferentes áreas a las cuales se han inscrito. Los jóvenes, en edad de escuela media, de los colegios Santiago de Atalaya y Argelia en Bosa, vienen de 8:00 a 12:00 durante nueve fines de semana al Colegio Nueva Granada. Hasta ahora, el programa se había llevado a cabo por medio de la generosidad de los profesores del CNG quienes daban de su tiempo para abrirles los ojos a los estudiantes a muchas oportunidades y experiencias nuevas. Ahora, con el programa de Amigos de la Alianza, los profesores y padres de familia con sus hijos, pueden desarrollar actividades maravillosas como las que hemos visto este semestre.

El semestre entrante empezaremos otro semestre del programa el 9 de febrero. Las fechas escogidas son: 9, 16, 23 de febrero; 1, 8, de marzo; 12, 19, 26 de abril; y 10 de mayo. Los padres de escuela media que quieran participar me pueden escribir a: csamper@cng.edu y se pueden apuntar para las siguientes áreas según su interés: inglés, literatura o sociales en español; informática, deportes, las artes (incluye música y drama), y ciencias o matemáticas. Se pueden organizar salidas a otros lugares como verán en los siguientes párrafos. Los estudiantes de Bosa, en todo caso, agradecen cualquier cosa que ustedes generosamente les brinden. Por medio de sus esfuerzos, contribuimos a los cambios que necesita Colombia.
El pasado 20 de Octubre tuve la fortuna de participar, nuevamente, en el proyecto Amigos de la Alianza junto a mi hijo Francisco. Esta vez en literatura.

Pensé que sería algo diferente y enriquecedor leerles un libro y con Francisco acordamos organizar que leyéramos dos capítulos de “Crónica de una muerte anunciada” de nuestro premio Nóbel García Márquez.

Para hacer entretenida la actividad pensamos que sería bueno leer el primer capítulo y luego ver la primera parte de la película, basada en el libro. Después del receso que se hace les pedimos a los muchachos que pintaran como se imaginarian que debería ser la portada del libro y mientras pintaban les leíamos el capítulo final para terminar la mañana viendo el resto de la película.

Definitivamente es un placer ver cómo los muchachos de la Alianza aprovechan las enseñanzas y actividades que se les ofrecen los sábados. Me maravillaron con sus dibujos que eran de mucha creatividad, pero lo que más me agradó fue que concluyeran que en literatura la imaginación no tiene limites, al ser comparada con el cine, en donde el director tiene ciertas limitantes para reproducir algunas escenas, como, por ejemplo, en este caso, la muerte del protagonista.

Todos en nuestra familia esperamos volver a participar el semestre entrante en estas actividades que enriquecen, no sólo los talentos de los niños de la Alianza sino que nos sirven de ejemplo de cómo aprovechar al máximo cualquier oportunidad que se presente que nos permita crecer. Esta es una experiencia que invito a todos los que somos parte de esta comunidad que no se pierdan, por que la satisfacción es verdaderamente inigualable.
My First MODEL UN

INTERVIEW WITH ALFREDO TABOADA (6th Grade)
REPORTERS: MATEO JARAMILLO (7th Grade) and MANUELA RESTREPO (8th Grade)
EDITED BY: DANIELLA CUELLAR (8th grade)

Alfredo Taboada is a member of the Model United Nations Team. He participated in the English School Model United Nations (October 29–31) in Bogota where he was assigned to represent The Russian Federation in the World Bank Committee. He also went to Model United Nations organized by Marymount School in Barranquilla (November 2–5) where he represented Kenya in the Disarmament and Security Committee.

M.J & M.R: What is MUN?
A.T.: MUN is a simulation of the United Nations. The UN is an organization that was created to promote world peace after World War II.
M.J & M.R: Why did you join MUN?
A.T.: Because I heard about it, and I had free time.
M.J & M.R: How did you feel when you participated in your first Model?
A.T.: I was nervous.
M.J & M.R: Why were you nervous?
A.T.: Because I wasn’t used talking to people in public.
M.J & M.R: In your first Model, what committee were you in? What is a committee?
A.T.: I was in World Bank. A commission is like central places where certain topics are discussed.
M.J & M.R: What did you imagine the committee would be like?
A.T.: I imagined the committee was smaller. I didn’t have any idea how much time a person should use to talk. I thought people talked less but used more time.
M.J & M.R: Did you meet people?
A.T.: Not so much in the English Model, but in Barranquilla I did.

M.J & M.R: Did you like MUN?
A.T.: Yes, because I thought it was interesting because it was a simulation of the real United Nations.
M.J & M.R: What was the best part of MUN?
A.T.: When someone said something interesting in the commission. In the World Bank the second topic was to build a power plant in Colombia, and we discovered a new method: cracking the trash and extracting the energy.
M.J & M.R: Where do you see yourself in 5 years?
A.T.: In 5 years I will be in 11th grade, as a Secretary General of MUN.
M.J & M.R: Why do you think MUN is important?
A.T.: Because it gives you an idea of your real life and it also teaches you how to speak in public and gives you general knowledge.
M.J & M.R: Do you have anything to add?
A.T.: In conclusion I recommend to all students who want to have a successful life to participate in MUN.

Model United Nations Delegates are to follow the position and the foreign policy of the country they represent. They learn history, geography, mathematical, culture, economics and science in the process of their preparation.

Our students in order to participate in the MUN Conferences need to research on the particular global problems to be addressed. The problems are drawn from today’s headlines. Our students also learn how the international community acts on its concerns about: Peace and Security, Human Rights, The environment, Food and Hunger, Economic Development, Globalization and others.

This year we have 120 members of MUN from 6th to 12th and we have participated in The English Model United Nations Conference with 19 delegates and in BAMUN, (Barranquilla Model United Nations Conference) with 24 delegates and our students were outstanding in their performance. In February 19 - 22 we are having our Conference at the Conventions Center Compensar and in March our students will participate in the NHSMUN, (National High School Model United Nations) taking place at the Hilton Hotel and in the United Nations Headquarters at New York City.
Cómo sintió usted los resultados de, M.S. Dance Show “Sueño de Navidad”?
Espectacular, lleno de magia y color. Felicitaciones a todos los participantes por su esfuerzo y hermoso desempeño.

De qué se trató la obra?
Es una bella historia de dos hermanas, Priscila y Amaranta, que esperaban la Navidad con mucha ilusión, como los demás niños. Le pidieron a su padre que les llevara el árbol más hermoso del bosque. Pero sucede que ellas visitaron el bosque, y se encontraron con una Kala (hada del bosque), que les enseñó la importancia de cuidar los árboles, porque son el hogar de todos los seres que lo habitan.

¿Qué hicieron las niñas?
Regresaron a su casa y les dijeron a su papá que no cortara el árbol del bosque, sino que hicieran uno con material de desperdicio.

¿Cómo quedó ese árbol?
Divino, porque fue construido con amor a la naturaleza y con ayuda de los Ángeles.

¿Qué les dijo su papá cuando vio el árbol?
Que era hermoso. Las felicitó y les dijo que pidieran su deseo de Navidad a una estrella fugaz.

¿Qué pidieron ellas?
La fe, unión y amor entre nosotros y con la naturaleza.

¿Cuál fue su deseo al presentar este show “Sueño de Navidad”?
Poder transmitirle a la comunidad, la preservación de la naturaleza, unido a los valores de navidad: amor, unión, paz.

¿Cómo fue el proceso de creación de esta obra, y qué la inspiró?
Primero que todo, yo estudié ecología y me gradué en la Universidad Javeriana, de Ecóloga. Aunque soy profesora de Danza, que es mi pasión, quise trans-
From November 8 until November 13 about 10 NHJS students will be attending the NJHS National Conference in Atlanta, Georgia. What we will do in this conference is present our projects to other NJHS members from the U.S. and other countries. We want to show them the type of projects we participate in most importantly how they transform our lives. Also we want to introduce them to Colombia and express to them how proud we feel of our country and to explain to them how NJHS works in our school. Some of the projects we are going to present will be our visits to the Hospital Militar, Batallón de Sanidad and the Fundación El Portal.

What we expect mostly from this trip is to get to know how NJHS works in different places and how the social service they do is different from the one we do here in Colombia. We also want to know how NJHS and NHS relate to each other in their schools. Some of our other expectations are to meet new, different people and to see how the same organization functions in two different countries. Mainly we hope this experience will help us to grow as people and to bring new and refreshing ideas to our own NJHS chapter.
GOLF TOURNAMENT
Foursome Scramble

Friday, February 8th, 2008
San Andrés Golf Club
$120.000 per player
Includes green fee, snack & lunch
Long drive, close to the pin, putting & other contests

For more information contact:
Susie Faccini de Crisp
Tel: 321 11 56
PBX: 212 35 11 ext 112
E-mail: sfaccini@cng.edu

Sponsored by:
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Colegio NUEVA GRANADA
PRE-AP/AP ACADEMY
LEARNING, ACHIEVEMENT, & IMPROVEMENT

TERRY C. OSMOND, AP Coordinator

It has been a busy couple of years for the Pre-AP/AP Academy, it all started with the College Board Course Audit last year that required us to update our AP course syllabi for review and approval by the College Board Governing Agency. This year our syllabi are being revised once again according to standards and benchmarks, helping us to even better align our Pre-AP and AP courses in the future. A number of teachers have also attended Pre-AP/AP workshops where they shared strategies, techniques, and ideas about how to further improve student learning and achievement. It is in this light that I would like to share a course by course breakdown of AP Exam results from 2007, highlighting the trends and achievements that have been occurring over the last five years.

When looking at each course please remember that AP Exams are scored on a 5 point scale and to pass the exam a score of 3 is considered qualified, 4 is well qualified, and 5 is extremely well qualified. On average CNG students in each course tend to out perform and achieve higher results then students from other American and International schools. We are still striving to improve upon student learning and assist them in achieving even greater results in the future. We hope that by analyzing the data from the past five years we will be able to continue to build upon our past and presents success. For information about CNG’s Pre-AP/AP Academy, visit our school’s homepage and via the curriculum link enter the AP Academy link. Further information about the value of AP courses and world wide recognition of the AP Program can be located using the internet links below.

AP CENTRAL COLLEGE BOARD INFORMATION
AP Central for Students and Parents: www.collegeboard.com
AP Course Recognition outside the United States: www.collegeboard.com/apintl
AP Course Recognition inside the United States: www.collegeboard.com/creditpolicy
AP International Diploma (APID): www.collegeboard.com/apid
AP World Languages Initiative: www.collegeboard.com/worldlanguages

AP BIOLOGY: In 2007, 4 students took the AP Exam and 50% of them passed compared to an international passing rate of 60.8%. Only in 2007 and 2005 did students at CNG take this exam, with 5 students taking the AP Exam in 2005, earning a 40% passing rate. The best year of results is yet to come.

AP CALCULUS AB: In 2007, 19 students took the AP Exam and 57.9% of them passed compared to an international passing rate of 58.8%. The five year trend from 2003 to 2007 shows an average of 15.2 students taking the AP Exam yearly with an average of 49.3% of them passing. The best year was 2006, 90% of the 10 students passed the exam

AP CALCULUS BC: In 2007, 1 student took the AP Exam and passed compared to an international passing rate of 80.2%. The five year trend from 2003 to 2007 shows only one student taking this exam in the last five years.

AP CHEMISTRY: In 2007, 7 students took the AP Exam and 14.3% of them passed compared to an international passing rate of 56.2%. The five year trend from 2003 to 2007 shows an average of 5 students taking the AP Exam yearly with an average of 31.9%
of them passing. The best year was 2006, 75% of the 4 students passed the exam.

**AP ECONOMICS - MACRO:** In 2007, 22 students took the AP Exam and 72.7% of them passed compared to an international passing rate of 55%. The five year trend from 2003 to 2007 shows an average of 18 students taking the AP Exam yearly with an average of 61.5% of them passing. The best year was 2004, 80% of the 10 students passed the exam.

**AP ECONOMICS - MICRO:** This course was not offered in 2007, but in 2006, 12 students took the AP Exam and 75% of them passed compared to an international passing rate of 63.2%. This course has only been offered at CNG in 2006 over the last five years.

**AP ENGLISH LANGUAGE COMPOSITION:** This course was not offered at CNG in 2007, and unfortunately in 2006 CNG’s exam results were not returned. However, the three year trend from 2003 to 2005 shows an average of 26 students taking the AP Exam yearly with an average of 52.4% of them passing. The best year was 2003, 76.5% of the 17 students passed the exam.

**AP ENGLISH LITERATURE COMPOSITION:** In 2007, 24 students took the AP Exam and 62.5% of them passed compared to an international passing rate of 61.1%. The five year trend from 2003 to 2007 shows an average of 18 students taking the AP Exam yearly with an average of 61.5% of them passing. The best year was 2004, 80% of the 10 students passed the exam.

**AP ENVIRONMENTAL SCIENCE:** In 2007 this course was not offered at CNG, and in the last five years it has only been offered in 2006, with 5 students taking the AP Exam and 60% of them passed compared to an international passing rate of 50.5%. The Best year is yet to come.

**AP EUROPEAN HISTORY:** In 2007 and 2006 this course was not offered, with AP World History filling the gap, but in 2005, 7 students took the AP Exam and 100% of them passed compared to an international passing rate of 68.4%. The three year trend from 2003 to 2005 shows an average of 8 students taking the AP Exam yearly with an average of 97.2% of them passing. The best year was 2005, 100% of the 7 students passed the exam, which was incidentally the year the course was no longer offered.

**AP GOVERNMENT & POLITICS - COMPARATIVE:** In 2007, 8 students took the AP Exam and 50% of them passed compared to an international passing rate of 58.6%. The only other year that this course was offered at CNG was in 2005, and 15 students took the AP Exam yearly with an average of 66.7% of them passing, compared to 65.2% passing internationally. Of these two years 2005 stands out as the best year, but I think the best year is yet to come.

**AP HUMAN GEOGRAPHY:** In 2007, 7 students took the AP Exam and 85.7% of them passed compared to an international passing rate of 50.9%. This course was also offered for the first time at CNG in 2006, but those AP Exam results were not returned to us. The Best year is yet to come.

**AP PHYSICS B:** This course was not offered in 2007, but in 2006, 5 students took the AP Exam and 20% of them passed compared to an international passing rate of 60.4%. This course was also not offered in 2005, but it was offered in 2004 and 2003. The three year trend for 2006, 2004, and 2003 shows an average of 7 students taking the AP Exam, with 47.6% of them passing. The best year was 2004, 72.7% of the 11 students passed the exam.

**AP WORLD HISTORY:** Front row: Felipe Vargas, Daniel Mullen, Nicolás Bejarano, Ami Spiwak. Back row: Terry Osmond Teacher, Christopher Smith, Camilo Gutiérrez, Caio Ribeiro, Simón Rubinstein, Felipe Cano, Camilo Cano. Not in Picture: Ryan Connelly
**AP Physics C - Mechanical:** In 2007, 9 students took the AP Exam and 88.9% of them passed compared to an international passing rate of 71.5%. The three year trend from 2005 to 2007 shows an average of 8 students taking the AP Exam yearly with an average of 82.3% of them passing. The best year incidentally was 2007.

**AP Spanish Language:** In 2007, 12 students took the AP Exam and 66.7% of them passed compared to an international passing rate of 64.5%. The five year trend from 2003 to 2007 shows an average of 7 students taking the AP Exam yearly with an average of 93.3% of them passing. The best years were between 2006 and 2003 when 100% of the students consecutively passed the AP Exam.

**AP Spanish Literature:** In 2007, 11 students took the AP Exam and 81.8% of them passed compared to an international passing rate of 61.5%. The four year trend from 2004 to 2007 shows an average of 9 students taking the AP Exam yearly with an average of 93.5% of them passing. The best year was 2006, 100% of the 7 students passed the exam.

**AP Studio Art 2D:** In 2007, 3 students took the AP Exam and 33.3% of them passed compared to an international passing rate of 67.3%. The four year trend from 2004 to 2007 shows an average of 4 students taking the AP Exam yearly with an average of 30.8% of them passing. The best year was 2006, 50% of the 6 students earning passing grades of 3 or higher.

**AP Studio Art 3D:** This course was only offered in 2004 with 1 CNG student attempting the course, but not successfully passing. Internationally in 2004, of the 1707 students attempting the course, 60.2% of them passed.

**AP Psychology:** In the last five years this course has only been offered in 2003, when 3 students took the AP Exam and 50% of them passed compared to an international passing rate of 69.5%.

**AP United States History:** Often the first AP course CNG students are exposed to, most of them taking it as 10th graders. In 2007, 13 students took the AP Exam and 53.8% of them passed compared to an international passing rate of 53.2%. The five year trend from 2003 to 2007 shows an average of 15 students taking the AP Exam yearly with an average of 66.5% of them passing. The best year was 2004, 88.9% of the 18 students passed the exam.

**AP World History:** Offered at CNG for the first time in 2007, with 80% of the 10 students passing the AP Exam, compared to an international passing rate of 54.2%.

**Advance Placement Exam Results 2007**

![Advance Placement Exam Results 2007](image-url)
CARLOS BERNAL, Profesor de H.S.

Era el tiempo de la bruma, de la bruma y del frío, tiempo caliginoso, como nos enseñaron los poetas del Siglo de Oro (¿qué se hicieron Calderón, Gracilaso Lope...?). Claro, no era el comienzo de los tiempos, apenas un poco menos de la mitad de los tiempos. Entonces, todos los días a las siete de la madrugada, Armando Silva y yo llegábamos a levantar las nubes que se habían quedado pegadas al piso, y a sacar las que habían pasado la noche en los pasillos. Una vez limpio de neblina, entraban al Colegio los estudiantes del programa de Bachillerato de 11° y 12°, llegaban a cumplir con las clases de Religión y de Filosofía. Todos en los salones, yo por los pasillos. Debía tomar nota de los que se presentaran ante Miss Vargas.

Es cierto que había superado la edad de los miedos hacía varios años. Sin embargo, la intensidad del frío anulaba la razón. Entonces, con el cuerpo congelado, vivía la parálisis del terror. Los fantasmas que me habían visitado en sueños se aparecían en la realidad real: una cabeza humana de la que caía una ruana laaaaarga, por cuyo borde se asomaban cuatro pies!!! Juro que en varias ocasiones y a diferentes horas del día gris, esos bultos se paseaban por los corredores de la Escuela Alta. Además, estoy seguro de que la bruma exterior, se metió en mi conciencia porque allí ha permanecido una escena bíblica: Adán y Eva en el Paraíso, no he podido aclarar si fue un sueño soñado o una realidad soñada, ni cómo entró esa imagen a mi mente. El asunto de los fantasmas llegaba hasta las viviendas de los estudiantes. En algunas mañanas, un duende “chistoso” suspendía el servicio de energía justo en el momento en que cierto alumno bajaba a esperar el bus del colegio y el pobre quedaba atrapado en el ascensor durante una hora. Lamentablemente, perdía la primera clase,”...qué}

“También yo quise huir del mundo. Ustedes me lo impidieron…” E. Sábato
tristeza y qué susto, mister. Lo peor es no haber presentado el examen.”

También presencié muchos milagros en esta querida casa académica. La mayoría de estudiantes trataban su almuerzo en términos, pues aún no había cafetería; con frecuencia, se formaban grupitos para socializar; me fascinaba la alegría que reinaba allí, entonces me acercaba y presenciaba el hecho sobrenatural: la comida se había licuado! Yo quedaba pasmado ante el fenómeno. Y qué tal la llave mágica del salón de algunas profesoras, el metal se cargaba de una energía misteriosa y al tratar de abrir, la puerta les caía encima! Cosas de demíurgos. Y qué decir de asombro cuando me enteré de los perros intelectuales que tenían en ciertas casas. Los esforzados estudiantes, después de “largas horas” de trabajo, no podían entregar sus tareas porque el perro se las había comido!

El día terminaba a las cinco de la tarde, después de cumplir con el requisito de alfabetización en la sede del Plan Padrinos, en Chapinero. Al salir de allí, mirábamos hacia la montaña oriental y veíamos el sol salir. Vida de verano. Alegría de la naturaleza. Se fueron las nubes y la magia. Las canecas no se incendiaban, ni nubes, el metal se cargaba de una energía misteriosa y al tratar de abrir, la puerta les caía encima! Cosas de demíurgos. Y qué decir de asombro cuando me enteré de los perros intelectuales que tenían en ciertas casas. Los esforzados estudiantes, después de “largas horas” de trabajo, no podían entregar sus tareas porque el perro se las había comido!

Todo era bello, y todas eran muy celebreatión gozosa porque Escilda era el carnaval, sus alumnos no han olvidado sus enseñanzas. Yo tampoco. Como pueden entender, es imposible continuar con los ejemplos. No terminaría. Sólo quiero que las bellas de hoy, entiendan que esa es una cualidad de siempre en el Nueva Granada, como un estado natural.

En cuanto al hacer particular de un establecimiento educativo, qué decir. La construcción de conocimiento en las más variadas áreas del saber, cuenta con lúdicas mentes formadas aquí. Profesionales de todas las disciplinas al servicio de la comunidad. De ayer y de hoy. Este directorio es voluminoso, con frecuencia lo hojé. Está aquí, en mi memoria favorita, muy cerca del centro de mi corazón: Ros- tros, nombres, hechos, aciertos, afectos. Hay una sección que duele: La lista de los que ya se fueron, los que tomaron la delantera. Sin embargo, sé que ya preparan el reencuentro feliz.

Estos han sido mis años maravillosos en el Colegio Nueva Granada. Desde luego que desde la racionalidad binaria, felicidad se comprende gracias a tristeza, y sí, por allí transité en ocasiones. Todo camino está hecho de luces y sombras, el caminante no puede escapar a esa condición existencial. Entonces, aquí dejo mi inventario de más de la mitad de los años. Un paso feliz y un presente luminoso. Ojalá el futuro alumbre más, porque ya llegan orgulosos los padres de hoy, alumnos ayer, vienen con la nueva generación de la mano; sonrientes confiados en la seguridad de su proyecto familiar. ¿Ya entrevimos las necesidades del nuevo siglo? ¿Sobre esa reflexión elaboramos el menú académico que hará felices a los nuevos habitantes?

Pronto serán las cinco de la tarde. El sol cae. Es hora de meditar, no debo permitir que las sombras impidan pensar, me disuelvo. Callo."
Each year’s competition commences with a first round test (20 multiple-choice questions) in May. The highest-scoring students then present a second test (10 free-response questions) in September and a small number pass to the Final Round, consisting of theoretical and experimental tests, in October. Subsequently, a National team is selected to represent Colombia in international competitions.

CNG has been involved with the Physics Olympics for almost 20 years and traditionally sends one or two students to the last round. This year, for the first time, all students who presented the second round made it through to the final round.

The physicists representing CNG in the final round are Seniors Laura Amaya, Laura Durrance, Andres Morales, Paul Bessudo, Nack Choon Jung, and Santiago Serna.
BINATIONALS IN MEDELLIN

GIRLS VOLLEYBALL
Juliana Jimenez 11th
Maria F. Blandon 11th
Christina Cruz 10th
Ana Maria Cruz 10th
Laura Tamayo 10th
Cristina Bayona 9th
Denise Hakim 9th
Cristina Barreiro 9th
Coach: Maria Alicia Orozco

BOYS VOLLEYBALL
Felipe Villamarin 12th
Santiago Cruz 11th
Juan Pablo Guzmán 11th
Jose Luis Gomez 11th
Santiago Valencia 9th
Mauricio Blandon 9th
Samuel Castaño 9th
Coach: Juan Baldion

BOYS SOCCER
Alain Douer 12th
Pablo Saravia 12th
Santiago González 12th
Alejandro Roldán 12th
Manuel Araujo 11th
Gabriel Gonzalez 11th
Santiago Santos 11th
Diego Van Meerbeke 10th
Andrés Santos 10th
Sebastian Marin 9th
Diego Baena 9th
Santiago Clavijo 9th
Coach: Harold Durán

BOYS SOFTBALL
Camilo Pelaez 12th
Andrew Clarkson 12th
Phil Smiley 11th
Christian Metzler 11th
Alex Alder 11th
Gabriel Carmona 11th
David Adams 10th
Andres Herrera 10th
Patrick Clarkson 9th
Alex Carmona 9th
Gabriel Obregon 9th
Miguel Hobbs 9th
Coaches: Zulema Benavides, Bobby Hernández

BOYS GOLF
David González
Athletic Director: Freddie Badillo
Assistant Principal: Scott Terry

AWARDS:
Most Valuable Player in Volleyball - Jose Luis Gomez
Best Setter in Volleyball - Jose Luis Gomez
Outstanding Outfielder in Softball - Miguel Hobbs
Best Right Fielder in Softball - Miguel Hobbs
Best Shortstop in Softball - Gabriel Obregon
Best Catcher in Softball - Andrew Clarkson

STANDINGS:
Boys Volleyball – 2nd Place
Boys Softball – 3rd Place
Girls Volleyball – 4th Place
Boys Golf – 5th Place
Boys Soccer – 6th Place

Binational in Medellin
Way back in August 2006, Mr. Dwight Mott, High School Principal, envisaged the establishment of what I hope becomes a withstand-ing tradition at CNG, one to nurture the spirit. It was an event to open time and space for the appreciation and the enjoyment of the arts, essential in our ever faster-moving, technological world.

The idea was commissioned to the newly installed Creative Core Team, which includes Nazly Serrano and Fernando “Chico” Navarro –P.E. teachers, Stalin López –Photography and Digital Image teacher, Patricia Angel and Gloria García –Visual Arts teachers, Catalina Botero –Drama teacher. Additionally, Alejandro Vergara and Leonardo Hernández, Band teachers from M.S., were in charge of the musical segment of the Festival. Counting on the team’s hard work and enthusiasm, we embarked on a challenging and delightful journey.

Numerous activities, including hands-on workshops, conferences, museum visits, dance presentations, and student collective exhibitions and performances, highlighted the four-day event. Experts in their fields such as Armando Silva, Pablo Tamayo, Esperanza Vallejo, Mateo Pérez, María Cecilia Herrera, Jhon Alex Toro, and Universidad Jorge Tadeo Lozano enriched the hours of the eager participants. Throughout this unique event, the spirit of cooperation and learning, as well as the expression of creativity and talent prevailed.

At the conclusion of the Festival, happy faces, sincere compliments, and a sense of fulfillment pervaded. The young artists had a chance to experiment, explore and express their individualities, and also had the opportunity to work collectively. Hence, the ultimate goal was accomplished. A tacit mission of the artist is not only to convey successes, fears, joys, frustrations, and visions of the world, but also and even more importantly, to dream and thus to transmit those essential dreams that all societies must always cherish. Let’s keep on celebrating the arts!
Un libro que nació en un salón de clases

En los mitos podemos vislumbrar la esencia de lo que realmente somos.
Los personajes fantásticos muestran la eterna lucha entre la luz y la oscuridad.

POR SUSANA CASTELLANOS DE ZUBIRÍA, Profesora de H.S.

Ha sido profundamente satisfactorio que el trabajo en el departamento de español del Colegio Nueva Granada, CNG, como profesora de literatura me haya permitido profundizar en el, para mí, apasionante tema de las leyendas y los mitos, gusto que motivó mi decisión de estudiar Literatura en la Universidad Javeriana. La fascinación se debe a que el tema se encuentra en un punto de cruce entre la historia, la religión y la leyenda. Estas narraciones, que cuentan sucesos no necesariamente como fueron sino como la gente los ha ajustado para dar explicación y manejar sus temores, permiten intuir los miedos comunes de grupos sociales muy diversos.

Personajes fantásticos, héroes, brujas, hechiceras, vampiros muestran la eterna lucha entre la luz y la oscuridad.

En las clases con los estudiantes de grado 11, como decía al inicio, hemos tenido la oportunidad de trabajar, en forma seria y a la vez divertida, temas relacionados con los mitos griegos y he podido observar que los mitos de la antigüedad todavía se sienten familiares y cercanos. Los dramas antiguos tienen actualidad pues sus simbolismos y sabiduría encierran verdades profundas a cerca de la eterna condición humana. En los mitos podemos vislumbrar la esencia de lo que realmente somos. Fue en estas clases de literatura cuando me surgió la idea de proponer crear una electiva llamada Mitología Clásica, que fue aceptada y tuvo gran acogida entre los estudiantes, quienes con entusiasmo han aprendido, por ejemplo, los nombres de las tres diosas Moiras del destino ó de las Erinias, furias vengadoras en los casos de parricidio, matricidio o filicidio, y se han sumergido en el estudio del árbol genealógico de las divinidades para localizar a los padres del Cancerbero ó a la mamá de Pegaso. Cursos realmente fascinantes que reflejan lo imperecedero del encanto de los mitos griegos.

Esta asignatura de mitología clásica fue transformándose con los años en un curso de mitología del mundo expuesto en charlas en la Fundación Santillana y la Universidad del Rosario y, finalmente, en Mitos y Leyendas del Mundo.

Como puede notarse, he contado con la suerte de estar cerca de personas maravillosas que han hecho que se mantenga mi afecto por el tema.

El libro no contiene todo lo que podría contener pero es para mí un abrebocas, me alimenta el entusiasmo...
para futuras investigaciones. Eso es lo maravilloso de la docencia y la investigación literaria. Sus senderos nunca terminan.

Este libro, nacido en un salón del CNG, propone un recorrido por los mundos sobrenaturales de diversas culturas, de las cuales busca sus principales dioses y demonios, nos acerca a ellos y a sus costumbres, pasiones y caprichos.

Todo esto para encontrar que a pesar de las notorias diferencias entre los pueblos, subyacen profundas semejanzas provenientes de un misterioso temor a unas divinidades que en muchos casos han creado al hombre con el simple propósito de tener quien los adore y les sirva.

En muchas culturas encontraremos dioses, en ocasiones intransigentes e irascibles, diosas enigmáticas, tentadoras y peligrosas. En otras, prodigiosas vírgenes y al mismo tiempo madres.

Los lugares que habitan las deidades pueden ser hermosos paraísos a los que, por lo general, de los humanos solo logran llegar los guerreros más valientes.

Los dioses también frecuentan temibles inframundos, lugares espantosos y escalofriantes en los que se pagan las culpas cometidas durante la vida.

Algunas de las divinidades, aburridas o defraudadas por la mediocridad y la mezquindad humanas, en ataques de furia destruyeron a los hombres con grandes cataclismos o torrenciales diluvis dejando con vida, por lo general, a una sola pareja para darle otra oportunidad a nuestra frágil especie de mortales.

Así mismo, veremos que las divinidades de todo el mundo tienen en común la costumbre de exigirles a los hombres que reconozcan su inferioridad ante los supremos que no perdonan la soberbia, ni el dejar de ser adorados en la forma que ellos consideran adecuada. Esto, incluso, exige en ocasiones sangrientos sacrificios humanos.

No es tema de este libro explicar la existencia manifiesta de los dioses ni establecer si fue el hombre quien los creó o si, como dicen los relatos que vendrán a continuación, fueron ellos los que crearon al hombre.

De todos modos, los dioses están ahí, habitando en sus templos o en misteriosas cavernas. Algunos se pueden sentir en el palpitar de unas hojas, en ciertos rincones de un bosque, otros continúan siendo recordados en poemas y sagradas narraciones o en los vestigios arqueológicos de lejanas civilizaciones.

Refiriéndose a estos asuntos siempre es pertinente recordar la frase del matemático Blas Pascal:

“Prefiero equivocarme creyendo en un dios que no existe, que equivocarme no creyendo en un Dios que existe. Porque si después no hay nada, evidentemente nunca lo sabré, cuando me hunda en la nada eterna; pero si hay algo, si hay Alguien, tendré que dar cuenta de mi actitud de rechazo”.

Después de todo, si los dioses no existen, nada se pierde al creer en ellos pero si no se cree en ellos y existen podrían desatar sobre nosotros su terrible furia, una vez más.

“ESTE LIBRO, NACIDO EN UN SALÓN DEL CNG, PROPONE UN RECORRIDO POR LOS MUNDOS SOBRENATURALES DE DIVERSAS CULTURAS, DE LAS CUALES BUSCA SUS PRINCIPALES DIoses y DEMONIOS, NOS ACERCA A ELLOS Y A SUS COSTUMBRES, PASIONES y CAPRICHOS.”
Una familia es un sistema complejo de interrelación humana que ha ido evolucionando para responder a las necesidades biológicas, psicológicas y sociales de sus integrantes. En la familia sus vínculos pueden ser de consanguinidad, de matrimonio, de convivencia o adopción y pueden compartir o no un vínculo emocional, legal, un sistema de creencias y su cotidianidad. La familia tiene tradicionalmente una serie de funciones que incluyen la reproducción de nuevos individuos, su crianza y educación, el establecimiento de redes afectivas, el apoyo social y económico a sus miembros, la transmisión de valores y ser el espacio primario de convivencia para la mayoría de los individuos de una sociedad.

Las nuevas familias difieren del esquema tradicional, ya sea porque sus miembros formaban parte de otra familia nuclear que se desintegró (viudez, separación o divorcio), o por ser familias de padres o madres solo con sus hijos, o compuestas por abuelos y nietos; o por sobrinos y tíos; en fin cualquier familia que desborde el esquema de padre, madre e hijos.

Al igual que una familia tradicional una neo familia puede ser funcional o disfuncional dependiendo de las relaciones que se establezcan entre sus miembros y del cumplimiento o no de sus funciones.

Una neo familia puede llegar con paciencia, amor y respeto a construir un espacio que ofrezca a sus integrantes las condiciones necesarias para su desarrollo sano e integral.

Si usted es parte de una neo familia estos consejos le pueden servir:
- Empezar la convivencia proveniendo de familias nucleares anteriores requiere tiempo y una actitud positiva para facilitar el proceso de adaptación.
- El diálogo ayuda a la integración y posibilita la resolución de conflictos.
- Mantenga claridad y consistencia sobre las expectativas de comportamiento, el respeto, y los límites de todos los miembros.
- Establezca acuerdos sobre temas de convivencia diaria como el manejo de los espacios comunes, las rutinas y las responsabilidades en el hogar.
- Es importante respetar las diferencias individuales según la etapa del desarrollo de cada hijo y no tratarlos a todos igual.
- Los adultos deben explicar a sus hijos que la nueva relación de pareja no disminuye su afecto ni su rol como padres.
- Evite involucrar a los hijos en los conflictos de la pareja porque va a afectar las relaciones entre todos.
- El manejo del dinero y los aspectos legales de la relación deben ser claros.
- Compartir actividades con todos los miembros de la neo familia puede ayudar a su integración.
- Se recomienda buscar especialistas en consejería de familia cuando una problemática ameace la estabilidad familiar antes de que se vuelva más compleja o se torne insoluble.

Hoy en día la familia tradicional se ha desdibujado y han aparecido nuevas formas de familia que cumplen las funciones del núcleo familiar, aunque con algunas características diferentes al modelo original.
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*Depende de la cámara digital utilizada.
La primera experiencia fue la trabajar en la construcción de un currículo colombiano en el área de ciencias sociales que le permitiera a toda la comunidad del CNG ver la importancia que tiene para todos no sólo conocer la cultura americana y extranjera en general, sino la necesidad de conocer y amar la propia con la cual tenemos una gran responsabilidad social. Es por eso que desde esta materia se dio inicio a las salidas culturales, tan famosas hoy en el colegio. Porque sabíamos que vivenciando la realidad colombiana fuera del aula de clase el nivel de aprendizaje iba a ser mucho mayor.

El tipo de metodología usado en esta área también ha sido fundamental ya que este trabajo es la resultante de la línea de investigación “Cómo aprenden los estudiantes” que se ha venido desarrollando a lo largo de los años. En donde no solo las salidas culturales han servido como marco de referencia para analizar los diferentes campos de las ciencias sociales colombianas sino también han sido fuentes primarias para la investigación acerca de las mismas.

Dentro de esas fuentes primarias también se ha usado la investigación directa con los abuelos, que no sólo ha ayudado a mejorar las relaciones a nivel intrafamiliar sino a valorar el trabajo de los abuelos y padres en la construcción de capitales y los beneficios que éstos traen para el país.

Obviamente esto ha ido acompañado de un ejercicio que desde hace más de 40 años se viene haciendo en el mundo y del cual somos pioneros en Colombia y ya completamos los 25 años de estarlo ejecutando con nuestros estudiantes El modelo de las Naciones Unidas, que tantos beneficios les ha traído no sólo en el campo académico sino en su desarrollo integral.

Esto ha permitido que desde el aula de clase nos hayamos proyectado a la comunidad liderando procesos y haciendo parte de entidades como Servicio Social, Team Leaders, MUN, NHS, Personería, etc. Pero con la aparición de la Alianza Educativa en el escenario bogotano desde el 2002 se nos brindó la perfecta oportunidad para que
nuestros alumnos pudieran palpar de verdad su entorno y comenzaran a interactuar con niños iguales a ellos cuya única diferencia es el estrato social.

Al principio varios profesores del CNG participamos ayudando a capacitar profesores para la construcción del currículo de la Alianza Educativa. Algunos hicimos parte del Comité Académico del mismo. Otras contribuimos con la selección de personal y varios donan su tiempo para cumplir con uno de los objetivos iniciales que se propuso la Alianza cuando se fundó: atender a un grupo de niños de la AAE los sábados: Los Nogales, los de Jaime Garzón en Kennedy; El San Carlos los de Miravalle en Usme; La Universidad de Los Andes los de La Giralda en Las Cruces; y el Colegio Nueva Granada los colegios de Argelia y Santiago de las Atalayas en Bosa.

Como tenemos muy claro que para que el aprendizaje sea efectivo, debe ser aplicable de manera inmediata a situaciones de la vida real, iniciamos en el H.S. las visitas a los diferentes colegios e invitamos a muchos niños de la AAE a participar de las actividades del colegio. Actividades y experiencias que se alimentan de la motivación interna de los alumnos y permiten la aplicación práctica de lo aprendido.

Es así que hemos comprobado a través del Modelo de las Naciones Unidas y de NHS como al igual que los alumnos del CNG los estudiantes de la Alianza Educativa son dueños de un enorme potencial para un crecimiento y desarrollo continuo. Prueba de ello es que ya hay muchos alumnos de la Alianza se encuentran estudiando en varias universidades como la Nacional, la Distrital, la Pedagógica la Libre y los Andes. Muchos de ellos han pertenecido a lo largo de estos cinco años al proyecto MUN como es el caso de los 19 alumnos que en la actualidad se encuentran estudiando en los Andes, diez de ellos han pasado por esta actividad y de los cinco que recibirán para el 2008 tres hicieron parte del MUNAAE.

Acabamos de realizar el V modelo en la Alianza y los cuatro Secretarios Generales egresados actualmente se encuentran becados en los Andes dos en ingenierías, uno en medicina y el cuarto, David Parga, se acaba de inscribir para Ciencias Políticas. Claro que como a través del CNG se logró que el Colombo Americano le diera una beca para estudiar inglés en esta institución, a esta altura David ya prácticamente ha terminado todos los niveles y el CA lo ha seleccionado por Bogotá, para acceder a una beca completa en Estados Unidos en la carrera que desee el ganador. Son 14 los aspirantes seleccionados de todas las sedes del CA en Colombia. De todas maneras David ya tiene asegurada su entrada a Los Andes debido que fue a nivel Alianza el primer puesto en ICFES.

Todas estas motivaciones y muchas más son las que nos han llevado a construir un proyecto cuyo objetivo central es el de enseñarles a los estudiantes del CNG, a partir de su trabajo dentro y fuera del aula, su deber, compromiso, y responsabilidad para consigo mismo, su familia, su colegio y la sociedad.

En la actualidad ya existe un grupo de estudiantes y profesores, con representación de todas las escuelas en donde hemos comenzado a prepararnos para enfrentarnos a este reto que propone SLK12 y para ello desde el año pasado hemos venido asistiendo y participando de diferentes eventos que nos permitan conocer más de cerca la realidad de nuestro entorno.

Asistimos a cinco desayunos de trabajo con Líderes de la Fundación Jean François Revel en El Metropolitán Club, El Nogal y Casa Medina. Visitamos las localidades de Usme, Usaquén, Suba y Ciudad Bolívar con...
el programa Bogotá sin Hambre en donde tuvimos la oportunidad de conocer las condiciones de vida de sus habitantes, los comedores comunitarios, las madres comunitarias y toda una serie de servicios y necesidades que tienen estas comunidades en Bogotá. Hemos estado reflexionando sobre la problemática y en este momento estamos listos para, con la ayuda de todas las personas que en el CNG trabajan en este tipo de proyectos de manera solitaria y a nivel Bonsái, llevar a cabo un programa en conjunto que tenga las siguientes características:

- Acoplar “Service-learning” al contenido y a los estándares académicos. Utilizar cualquier tema, área o materia del currículo siempre y cuando sea apropiado al estándar o meta que el estudiante aprende.
- Los alumnos de K4 a Grado 12 ayudarán a identificar y a resolver necesidades verdaderas de la comunidad educativa, de los colegios de la Asociación Alianza Educativa y del Hogar Nueva Granada.
- Beneficiar a la comunidad de manera recíproca combinando una experiencia de servicio con una experiencia de aprendizaje.
- En el proceso, los estudiantes ligan el desarrollo personal y social al desarrollo académico y Cognoscitivo.
- Usualmente estas experiencias son positivas, significativas y verdaderas para todos y cada uno de los participantes.
- Implican trabajo cooperativo promoviendo así las habilidades asociadas al trabajo en equipo y sus implicaciones ciudadanas y comunitarias, evitando la competitividad.
- Se trabajan problemas complejos con ajustes complejos antes que problemas simplificados en el aislamiento.
- Ofrece oportunidades a los estudiantes de resolver diferentes problemáticas dentro de un contexto específico y real de la actitud de servicio, antes que quedarse en un conocimiento generalizado y abstracto sin ninguna aplicabilidad.
- Ofrece oportunidades de adquirir hábitos de pensamiento crítico; es decir, de adquirir la capacidad de identificar las preguntas y resolver las situaciones dentro de una situación del mundo real.
- A partir de este ejercicio no hay respuestas dadas; los resultados son inmediatos e incontrovertibles.
- “Service-learning” es mucho más significativo para cada uno de los participantes y les puede generar consecuencias emocionales que les ayudan desafiar valores así como ideas, y por lo tanto apoyar el aprender y los desarrollos sociales, emocionales y cognoscitivos.

Pero es muy importante también tener muy en claro qué no es “Service-learning”

Un programa que:
- No registra un sistema de horas de servicio a la comunidad para obtener el grado de Bachiller o el High School.
- No es voluntario en forma esporádica es decir por raticos o de acuerdo al estado de ánimo.
- No es uno más dentro de los muchos que hay y que se le agrega a un plan de estudios existente en las escuelas del CNG.
- No es un servicio compensatorio asignado como forma de castigo por profesores o administradores y directivos del colegio.
- No es solamente para los estudiantes de High School.
- No es unilateral y que sólo beneficia a los estudiantes o solamente a la comunidad.

Por eso, teniendo muy claro lo anterior estamos invitando a toda la comunidad del CNG a vincularse voluntariamente a este proyecto que nos permitirá crecer no sólo académicamente sino como seres humanos con una gran responsabilidad social y una clara conciencia de la importancia de este renglón para el desarrollo del país y de nosotros mismos y que no sea sólo una estrategia de manejo de imagen y promoción de marca o de algunas de nuestras acciones por los demás. No se trata aquí de dar donaciones, de asistencialismo o paternalismo se trata de crear conciencia en cada uno de los miembros de la comunidad del CNG que ante este panorama de pobreza y subdesarrollo en Colombia y América Latina todos somos responsables de intentar encontrar soluciones viables; y la única forma de hacerlo es utilizando los espacios de reflexión que tenemos a la mano, el hogar, la escuela y el entorno que nos rodea.
El Hogar Nueva Granada arrancó el 2007 con el curso de cuarto grado! Desde su inicio en el 2001 hemos incrementado el número de niños atendidos así:

<table>
<thead>
<tr>
<th>Año</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>N° de niños</td>
<td>150</td>
<td>187</td>
<td>220</td>
<td>267</td>
<td>320</td>
<td>360</td>
</tr>
</tbody>
</table>

Recordemos que estamos próximos a cumplir nuestra meta inicial de llegar a 5° de primaria atendiendo 400 niños en el 2008. Es una gran satisfacción para el Hogar contar con una reputación extraordinaria dentro de la comunidad a la cual le presta sus servicios. Parte del éxito de nuestro programa es el ofrecer servicios y aprendizaje complementarios tales como nuestro programa de inglés, tecnología, arte, learning center, pediatría y odontología entre otros. Tenemos en promedio cada año 250 solicitudes de ingreso para 40 cupos a asignar. Desafortunadamente no podemos atender tantos niños como quisiéramos y requiere nuestra comunidad vecina.

Queremos contarles en esta entrega la evolución que han tenido los ingresos y egresos del HNG y el alcance de nuestros programas.

Para el año 2007 tenemos presupuestado unos gastos totales de funcionamiento de $670 millones. El 25% de estos son administrativos (directora, contadora, secretaria y personal de servicios generales, depreciación y mantenimiento) y el saldo son los gastos de operación siendo los principales los educativos y de alimentación. En el Hogar se generan actualmente 33 empleos directos.

Los siguientes son algunos de los indicadores de costos que manejamos:

<table>
<thead>
<tr>
<th>Año</th>
<th>2005</th>
<th>2006</th>
<th>2007 (Presup.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cst Total niño/mes</td>
<td>139.000</td>
<td>158.000</td>
<td>155.000</td>
</tr>
<tr>
<td>Cst alimentac niño/mes</td>
<td>22.000</td>
<td>25.000</td>
<td>31.000</td>
</tr>
</tbody>
</table>

También hemos tenido presencia en la comunidad de los barrios a través de nuestros programas de capacitación y Escuela de Padres, donde se han atendido un gran número de familias en cursos de temas diversos como pautas de crianza, prevención de abuso infantil, taller de costura, construcción, taller de motivación a la lectura, elaboración de cuentos y desarrollo de lenguaje. Nuestro Learning Center atendió en el 2006 a 582 niños y a 604 en lo corrido del 2007. Nuestro servicio de pediatría y odontología atendió 778 pacientes durante el 2006 y a 740 en lo corrido del 2007. Nos sentimos orgullosos de que el Hogar no sólo beneficie con una excelente educación a sus estudiantes sino que tenga un impacto importante en sus padres y familias.

Para el Plan Padrino 2007-2008 se vincularon el 26% de las familias del CNG. Nuestra meta es incrementar significativamente el número de familias vinculadas con el objetivo de que con este Plan tengamos cubiertos los gastos de operación del Hogar. Sabían ustedes que si cada familia del CNG aportara $52.000 al mes, se cubrirían la totalidad de los costos del Hogar?

Al finalizar el año 2007, hemos tenido presencia en la comunidad de los barrios a través de nuestros programas de capacitación y Escuela de Padres, donde se han atendido un gran número de familias en cursos de temas diversos como pautas de crianza, prevención de abuso infantil, taller de costura, construcción, taller de motivación a la lectura, elaboración de cuentos y desarrollo de lenguaje. Nuestro Learning Center atendió en el 2006 a 582 niños y a 604 en lo corrido del 2007. Nuestro servicio de pediatría y odontología atendió 778 pacientes durante el 2006 y a 740 en lo corrido del 2007. Nos sentimos orgullosos de que el Hogar no sólo beneficie con una excelente educación a sus estudiantes sino que tenga un impacto importante en sus padres y familias.

Cómo nos financiamos? Nuestra principal fuente de ingresos ha sido el plan padrino con que generosamente nos apoya la comunidad del CNG. Nuestros ingresos han evolucionado así (cifras en miles de pesos):
When school started, in August 1999, the CNG community was greeted with a wonderful surprise: the idea of building a day care center for the children of the low-income neighborhoods around the school had been approved by the Board of Directors and had the Instituto Colombiano de Bienestar Familiar’s backing.

An idea held by many of the teachers and parents who had had a chance to work with the nearby “barrios” was going to crystallize thanks to the leadership of Juanita Villa, a CNG mom and, at that moment, President of Coprogreso, a day care center for underprivileged children 2 to 7.

Under the direction of Dr. McCombs and Juanita Villa, the coordination of Annie de Acevedo and Amparo de Rocha, having Coprogreso as a model, a number of meetings were organized in which information was given and input received.

Hogar Nueva Granada, “Un Futuro que Hace Parte de su Presente” was the slogan chosen by the volunteer CNG moms who supported the Project from the very beginning. Their first meeting took place on September 16th, 1999 at 9:00 A.M. in the Board Room.

Support, ideas, and commitment started flowing in. The board of directors, administrators, principals, staff, Servicios Generales, P.T.A., Bookstore, alumni and, especially, the students embraced the project. This gave the leadership group “Las Damas de los Jueves” (as Dr. McCombs named them) a green light to plan, create, clarify, and materialized ideas proposed by the school community. Committees for construction, fund raising, events, health, education, communication, and design were organized.

This project came as a response to the core of Colombia’s current crisis: poverty and lack of education. Its mission was that of providing children of low-income neighborhoods with opportunities to break their families’ poverty cycles, and provide CNG students, tomorrow’s leaders, with a hands-on experience in social responsibility.

Colombia at the moment had a population of 37.4 million with 15.8 million between 0 and 18 years of age. There were 2.5 million children under 18 that worked, 20 thousand street children, and 3 thousand of them enrolled in irregular armed forces. There were 19 thousand children under trial, 2.7 million school age children out of school, a 60% school dropout rate, and 48 thousand children enrolled in special care processes in the ICBF (government child care institution). Between 1996 and 1998 more than 700 thousand people had fled from their homes to become refugees in the largest cities, 65% of them under 18 years of age (UNICEF, Situation Analysis From a Children’s Rights Perspective, 1996 & 1997 figures).

The armed conflict continuously brought refugee families to Bogotá, creating an ever growing need for care centers for young children as both parents needed to work in an attempt to subsist.

Hogar Nueva Granada’s vision was to provide young children with a positive beginning and later with basic educational support. It was important that they too might achieve the basic structure necessary to be contributing members of society.

The groundbreaking ceremony took place in November 2000. Representative members of the different groups and organizations that made up the CNG community were present. It was a moment which reminded everyone...
that this ongoing project involved each and every one of the CNG community members.

Parents and CNG friends made donations. Moms eagerly organized bazaars, bingos, bake sales, concerts, magic and dog shows. Students did newspaper, book and used clothes drives, out-of-dress code days, sold mini bricks, paper pots and pans, love bags and flowers, created recipe books to be sold, made up stories and drew pictures of what the Hogar was going to look like, said prayers at the sight, etc. Also, with fundraising in mind, the H.S. created the Medieval Carnival and science teachers organized and taught a science course, open to other schools ….. The list could be never-ending but what is worthwhile emphasizing is the love and commitment that embraced each one of these activities.

On February 29th, 2000 the creation of Fundación Hogar Nueva Granada took place. Guest speakers included the First Lady, Nohora de Pastrana, Dr. Barry McCombs, the Minister of Education, the Director of the Instituto Colombiano de Bienestar Familiar, Mr. Eduardo Cárdenas, President of the Board, and Camila Vélez, then a 5th grade student, who spoke in the name of the student community. P.T.A.’s President, Ana Milena Montoya, also attended. The CNG choir sang for the first time in public the beautiful Hogar Nueva Granada anthem composed by the music department.

On November 2001, the Hogar, now under the direction of Perla Douer, opened its doors as a child care center with 100 students. At the beginning there were 4 grade levels, Párvulos, (ages 2-3), Pre-Kinder (ages 3-4), Kinder (ages 4-5) and the Alternative Shift (Jornada Alterna ages 6-13). At present it has 360 students and in February 2008 5th grade will be opened thus having completed the students’ education through Elementary.

El Futuro del Hogar Nueva Granada

PERLA DOUER: Directora HNG

En el Hogar Nueva Granada queremos y es nuestra responsabilidad dar las mismas oportunidades de educación que buscamos para nuestros hijos y que les han sido negadas por unas condiciones económicas desfavorables. Es por eso, que como comunidad debemos pensar en el futuro del Hogar Nueva Granada: EL BACHILLERATO.

Queremos perpetuar los cambios a nivel educativo, psicológico y sociológico que hemos logrado con esta población infantil. Sabemos que con solo primaria no lograríamos una transformación esencial en sus vidas, por lo tanto un acompañamiento hasta el final de su escolaridad y en la etapa de la adolescencia es imperioso para lograr un cambio verdadero.

Desde el inicio del Hogar Nueva Granada fuimos conscientes que la necesidad en el sector era de bachillerato, pero quisimos empezar formando niños desde su infancia. Las cifras muestran los faltantes en el área educativa superior en Colombia:

- De cada 100 niños que se matriculan en el primer grado de primaria en Bogotá, solo 56 terminan el Bachillerato.
- 5 millones de colombianos entre 5 y 24 años que deberían estar en un programa escolar se encuentran fuera del sistema educativo.
- El promedio de educación de la población colombiana mayor de 25 años en 1997 era de 6.5 años que equivale a tener un año y medio de bachillerato.
- El 19% de los menores de 19 años de edad son madres solteras o se encuentran embarazadas.
- Solamente el 29% va a la secundaria y el 13.3% a la universidad.

Nuestros beneficiarios serían los alumnos que culminan quinto grado y sus familias.

**NUESTROS OBJETIVOS:**

- Crecer curso por curso hasta llegar a grado once.
- Ser un bachillerato técnico que nos distinga de otros, logrando procesos de pensamiento y capacidades acordes con el mundo de hoy.

Este proyecto está programado para iniciar labores en el año 2009. ¡Es por esto que pensamos enfrentar este reto porque sabemos que como comunidad lo vamos a lograr con el apoyo, trabajo y confianza de todos!
A todas estas empresas y familias (Plan Padrino 2007-2008) por creer en nosotros y acompañarnos en el crecimiento y futuro de nuestros Hogar Nueva Granada.
For the last 70 years, Colegio Nueva Granada has been present in Colombia and has always had the main goal to work for communities in need.

In the last 10 years, the school has materialized many important projects.

With strong will, and thoughtful spending, we have made possible the social and academic education of low income families by having at our disposal specialized staff along with the help from our hard working students.

An excellent example is the High School Social Service Program, that by promoting programs of continuing education enables, adults to earn their bachelor degrees.

Today, as never before, the school opens its doors to share its classrooms, computer labs, and outdoor fields to provide opportunities of growth and development in the community. This carries a wave of positive change that proposes new attitudes toward life and our nation.

With the support of the Board of Directors and parents who have been always attentive that those programs don’t just stay in paper, they assure that they become a reality, providing opportunities to strengthen the formation of social, ethical and moral values.

Thank you CNG, thank you, Doctor Barry McCombs, thank you Maria Isabel Wiesner for supporting the adoption of the continuing education program and making it part of the curriculum in which our students can build a more just society.
Here are many beautiful memories I think of when I look back at my life. Nevertheless, I believe my school years at CNG are especially memorable. When I think of my teachers, my friends and everything we shared for thirteen wonderful years, a big smile fills my face.

I never expected to come back and relive the school spirit fully again. As the years go by, life brings opportunities, and I must say one of the greater ones has been to be a part of CNG once more.

Today, I am the Primary Library Director, WOW! This is a dream come true. Seeing children’s happy faces day after day and being able to share with them my love and gratitude for this school is a gift. But my good fortune does not end here. I am also a parent of two wonderful girls who are receiving what I did as a child from CNG. I now witness their happiness everyday as being part of this school and it simply takes me back to my own experience as a student at CNG.

I hope the essence that has kept our school alive for the past seventy years perseveres and carries on for all future generations. This way, confident, responsible and committed human beings will continue to lead our world.
A group of CNG alumni decided several months ago that they wanted to organize a get together in Phoenix, Arizona. They had had one, five years ago, in Miami and wanted to repeat the wonderful experience. More than 100 alumni came to the meeting. I was chosen to represent CNG at this meeting and was accompanied on the trip by Dr. McCombs and his wife, Julie.

Going to Phoenix for the CNG alumni meeting was quite an experience, a curious experience and one that I enjoyed tremendously. Having checked the list of participants and I had met a few, just a few.

Having spent a great part of my life connected to CNG, first as a student (first five years), as a sibling, and then as staff (on and off during almost fifteen years), many of the people I met at Phoenix I had seen in the yearbooks, heard of, so really meeting them was easy and fun.

The organization of this event, thanks to Christine Anderson, was fantastic. It was the perfect type of hotel with a round pool and a bar next to it, where we passed the time remembering experiences at CNG and laughing. The weather was beautiful since the temperature had dropped a couple of degrees so it wasn’t that hot.

Breakfast, the first morning was hilarious. Comments such as - I know you, don’t I? Class of 68… no, but thanks, class of 63… your Peter’s sister? No I Pam’s brother… you gave me my first kiss… I did? - were heard throughout the dining room as I sat and watched and tried to place faces with the pictures I had so often looked at. Eventually those I knew arrived and through them I met more and more. Lots of my brother Carlos (70) and my sister Margarita’s (72) classmates, none who really remembered me but they were extremely nice and friendly. So many haven’t returned to Colombia since they left, so many questions, and such interest in what is happening. I did not hear one negative comment, all were good, all want to come back, everyone had a yearbook in perfect condition, many had never lost touch with each other, It made me realize how positive the CNG experience had been for them. Hopefully many will come to our 70 year Homecoming and see what CNG has become. They will be pleased.

CNG K4 2008-9 ADMISSIONS

K4 is CNG’s pre-school program. It is a kinder-garden for children who are 4 years old in August of the year they enter K4. Candidates eligible for admission to CNG K4 in August of 2008 are children born between May 1st, 2003 and August 31st, 2004.

All CNG families with K4 applicants must adhere to the season. Below, please find the chronogram for next semester:

- January 21-25: Formal interviews for prospective candidate families with children enrolled at CNG
- March 8: Prospective candidate K4 observation at CNG
- March 10-14: $50.000 fee, pay at CNG on the day of the observation
- April 1: Formal interviews for pre-selected prospective candidate and alumni families that do not have children enrolled at CNG
- All prospective parents informed of admission decision

* For more information, refer to the K4 REQUIREMENTS sections of Admissions on the web page: www.cng.edu
Dejando huellas en el Hogar

STELLA PACHECO – Clase del ’87

E n Junio del 2007, la clase de 1987 cumplió 20 años de haberse graduado del Colegio Nueva Granada. En esos veinte años, muchos no habían regresado al colegio, estudiamos, nos casamos, viajamos, crecimos… en fin… fueron años durante los cuales pasaron muchas cosas en nuestras vidas. Sin embargo, lo que no había pasado del todo, eran las memorias de tantos momentos lindos, especiales y enriquecedores que pasamos dentro de nuestro plantel educativo.

Por eso mismo, quisimos hacernos presentes, y dejar una huella en el Hogar Nueva Granada, en nombre de la Clase de 1987. De alguna manera, pensamos devolver un granito de arena al Colegio Nueva Granada, a través de su obra social: Hogar Nueva Granada. Este sería un acto que tendría, no sólo un impacto en las comunidades vecinas a nuestro colegio, sino en nosotros mismos, ya que a través de él nos UNIRÍAMOS nuevamente, trascenderíamos como gestores de una MUY buena causa y adicionalmente, serviríamos de ejemplo a los demás Exalumnos del CNG.

El 25 de Mayo del 2007, tuvimos una cita en nuestro Colegio, lo recorrimos, vimos a nuestros profesores: Miss Hakim, Miss Saenz, Camachito, Chico, Alicia, Nazly, Profe, Miss Estrada, Miss Rodriguez, Mr. Fitzkee, Mrs. Girald… saludamos a Alvarito, nuestro conductor, reconocimos los que fueron nuestras salones, nos reunimos y vimos como están en la actualidad la mayoría de nuestros compañeros a través de una presentación digital. También regresamos a nuestro parque y por supuesto almorzamos al lado del famoso elefante del Colegio Nueva Granada. ¡Cada instante que vivimos fue ESPECTACULAR!

Y este mismo día, hubo un hecho que realmente tocó nuestros corazones. Fuimos juntos hasta el Hogar Nueva Granada a dejar un regalo, producto de nuestra unión, compromiso, agradecimiento y responsabilidad, no sólo con el Colegio sino con nuestra ciudad y nuestra patria...

...Hubo un hecho que realmente tocó nuestros corazones. Fuimos juntos hasta el Hogar Nueva Granada a dejar un regalo, producto de nuestra unión, compromiso, agradecimiento y responsabilidad, no sólo con el Colegio sino con nuestra ciudad y nuestra patria...

La satisfacción que se siente de hacer una obra como ésta, es indescriptible. Literalmente, hay que vivirla para sentirla!!!
As I reminisce about the number of years I have been connected to CNG, I realize how many changes the school has gone through, but also, how many basic values have been kept alive. When I was a student, Colegio Nueva Granada’s building was a large English Tudor styled house on Calle 76 and Carrera 3rd in what had once been the Japanese Embassy before World War II. It was a small school, Kindergarten through eighth grade, with about 12 students per grade level. The school was practically the last building on the mountain. There were three school buses, one of them was chauffeured by Juan, whom we dearly loved. At the time, Mrs. Henderson, my grandmother, was the Director. She was a very structured individual, she had been a sergeant in the U.S. Army, with an extremely, generous heart and whose main priority was the students’ learning. She, therefore, personally trained many teachers so they could become more effective in the classroom.

During those years, I remember that on more than one occasion she delivered the students by bus to their homes because of political unrest. I also remember that rationing was frequent, whether it was water, electricity, sugar, milk or any other staples which also became part of the management of the school.

At that time we all went home for lunch. On First Fridays, we went to mass in the Rosales chapel and brought our breakfast with us in a bag, something that made us feel very important. Our breakfast with us in a bag, something that made us feel very important.

One aspect of CNG that marked my life from that time forward was the fact that Mrs. Henderson believed it was important to offer students as many activities as possible. We could join the Cub Scouts or Brownies, the “Chatterbox” (our newspaper) staff; we could take ballroom dancing, ballet, photography or carpentry plus several sports. The Cub Scouts and Brownies were very active and taught us many important skills such as cooking, sewing our own clothes, knitting, carpentry, electricity, mechanics and many other things which many of us have maintained as hobbies throughout our lives. Another special aspect of CNG was the plays each grade level put on where we had to learn to sing and dance. These “artistic” experiences became unforgettable for many students.

The social responsibility activities were also important. At Christmas time we invariably visited orphanages and took presents, sang Christmas carols, and shared different activities with the children. Some of the presents we took we made with the skills we had acquired through the Scout program. The social part also had to do with the general services people whom we were taught to respect and be thankful for.

CNG was also a place where people with different needs, religions, nationalities and races came together. At the time, several children were the victims of polio and wore braces on their legs or walked with crutches; one girl, the daughter of the Coca Cola general manager, came to school in a bed on wheels. We learned to respect and admire those who had handicaps as well as those who were not typically Colombian because of cultural differences. Additionally, Mrs. Henderson organized a youth group which met every Saturday afternoon where dancing and games were the order of the day. CNG was a wonderfully, warm place to study.

Several years later I returned to CNG as a professional. The school had grown quite a bit, the location had changed, yet the tenets, which had impacted me as a child, still remained. One, there were activities students could join which would round off their academic education; two, students from different countries, religions, races and with different needs made up the student body; three, social responsibility was still important in one way or another. Throughout the years, additionally to being a teacher or an administrator I have always been involved in extracurricular activities with the students. I have felt that this contact with them is important and is a way of giving them possibilities to develop skills they wouldn’t develop in the classroom. As the years progressed in the high school we have added the NHS, the Senior Independent Study, the Model U.N., a wide variety of clubs for boys and girls, and developed a leadership program giving students the opportunity to broaden their abilities. In Middle School we also added student council, NJHS plus a variety of clubs. In Elementary the choir, the dance group and student council were initiated.

As I look to the future, I know that those who work at CNG will ensure that the warmth, the caring, the values and basic tenets will remain. These have made for a different school along its 70 year history; these have differentiated us from others; these have made us special.
When I was asked to write a few memories of the time spent studying at CNG many images came to mind. I do not remember much about the days when I was in grammar school though I do know I started school in 1st grade and when I was planning on entering 6th grade I was told I had to go to 7th grade thus skipping 6th grade. At the time, since CNG was a small school and since we really knew all the children in the different grades, the experience was not the least bit traumatic. Upon reading our school “newspaper” The Chatterbox from the year I graduated I found an article called “Class History-1945-1954” and there they state that I joined the class in 4th grade - why they wrote that I do not know but after so many years it is not important. All I remember is that we loved going to school then and that I had many friends both in my class and the class I had been in for many years.

We had to walk to school 4 times a day – we lived about 15 blocks away from school but our father believed children should walk and, on our way to school, we had a marvelous time. At that time it was safe to walk around unescorted- the only time we had to walk to school with a maid to keep us safe was when we had to go to Mass at 7 o’clock at the little chapel close to the Ambassador’s house- we all would take a black, metallic lunch box with our breakfast and after Mass we would walk back to school to start classes at 8:00 a.m. I remember I would start feeling faint many times during the Mass and had to go outside to sit on the steps in front of the little chapel till I felt better.

Everyone in school knew everyone as we all studied in a huge house located a block away from where the United States Ambassador lives. School was quite strict then though we really did not realize this. The Director I remember the most was Mrs. Henderson (Charlotte Samper’s grandmother) who ruled the school with discipline that she was used to as she had served in the Second World War and was used to having everyone obey her. We used to march to class with marching band music. We all participated in many plays which usually were performed on top of a wooden stand in front of the school building. We all loved dressing up and performing in front of our parents. We had no uniforms and the boys wore mostly jeans and shirts and the girls dresses or skirts, I do not remember ever going to school in slacks or jeans. We had home room teachers who usually taught us all the subjects and had one classroom where we stayed for all the classes. School started at 8:00 a.m., at noon we all went home for lunch and then had classes from 2:00 to 3:30 p.m. There was no cafeteria at school.

When Halloween came around we loved to go Trick or Treating in our different homemade costumes. Since very few Colombians knew what this was all about we would only go to the homes of people we knew from school, teachers and classmates- the highlight of the night was going to the U.S. Ambassador’s house as they would give us all kinds of American candy, gum and chocolates. We usually went with one of our parents in groups of eight or ten. Surprisingly we did get a lot of candy though we had to walk quite a bit to find the appropriate houses where they would greet us with a smile and candy and not with amazement and shock.
School ended for us in 8th grade as there were no more grades after that. Everyone had to go finish High School either in the United States or at another school in Bogotá. Our graduation ceremony was quite exciting. It took place at the “Salon Rojo” of the Hotel Tequendama. The boys all wore dark suits, white shirts, and ties and the girls a white dress of a soft kind of gauzy material which came to our knees and had short puffy sleeves, hose (which we wore for the first time) and white shoes. The dresses were not identical but most of them looked sort of alike. We were all about 13 years old and felt very grown up, sophisticated, and quite elegant. The United States Ambassador was always present at the ceremony and would personally give us our diplomas. After the ceremony everyone went home to celebrate. In our family our uncles and aunts always teased us saying they were tired of having to go to graduation parties in our honor (mine and my two brothers) as we graduated first from 8th grade, then from High School and then from the University. In Colombia no one graduated from 8th grade!

There were about 1/3 Colombians to 2/3 foreigners in school at that time. Most of the foreigners were North Americans. We only spoke in English at school and had only one or two classes in Spanish. We also had French classes. After our graduation from 8th Grade those of us who went to continue our education in a Colombian school had to present exams of all the subjects the Colombian schools had from first to third “bachillerato” to be able to enter the school of our choice. Colegio Nueva Granada was not approved by the Ministry of Education at that time. In my case, my parents hired a tutor who went to my house daily for 5 months to teach me and two other friends some Math, Spanish grammar, religion and Colombian history and geography so we could catch up on the subjects we needed to take tests on. Fortunately, we all did so well in the tests that we were able to enter 4th Bachillerato the next year at the Colombian school.

Though CNG is not at all today as it was yesterday we will always have fond memories of the school where we learned to speak English and to love reading and where we also learned to respect everyone’s nationality and religion. We always will also honor and remember Mrs. Henderson and all the great teachers we had and the many friends we made then. Unfortunately, since at that time communications were not as they are now, we lost track of most of our friends who left for the United States or Europe and were never heard from again. Most of them remain in my memory as the 13 year old friends I once had who received our 8th grade diploma at the Tequendama Hotel in 1954.
My name is Maria Eugenia de Hart. I am 63 years old and all my life I have been keenly aware of what Colegio Nueva Granada has meant to me and others throughout my life.

When I went to school, all those years ago, CNG was a school a lot of people could afford; as a matter of fact it was one of the most inexpensive schools in Bogotá. That meant that many Colombian children from diverse backgrounds were enrolled, and we all benefitted from the social and economic diversity. As a Colombian child, in school I was not pigeon-holed into a rigid category, as most children were, and still are, in my society.

As time went by, I realized how radically different that was to my home environment, that conformed to social mores of separation instead of inclusion, based on family names and status.

Aside from that, there were students from many different countries, and three religions. Jews, Catholics, and Protestants attended, together with children from non-religious homes. Religious activities took place outside of school hours, and one of the things we were exposed to was the Catholic priest, Father Landínez, the Protestant minister, Reverend Wood, and the Jewish Rabbi, unfortunately I cannot remember his name. They were good friends among themselves, and this we got to see every week. No one thought religions should be banned, rather we should be exposed to the best that every one of them could offer us to make us better people.

"WE WERE RAISED IN AN ETHICAL ENVIRONMENT THAT ENCOURAGED US TO THINK ON OUR OWN, TO QUESTION EVERYTHING, TO BE CURIOUS EVERY DAY, TO BE FAIR, AND ALSO TO LOVE AND RESPECT OUR ELDERS"...

We loved to go to school so much that when we were sick most of us felt sad if we had to stay at home. None of us wanted to miss out on anything, the reason being that almost all of our teachers made learning fascinating and fun. We were raised in an ethical environment that encouraged us to think on our own, to question everything, to be curious every day, to be fair, and also to love and respect our elders (all my peers remember Mrs. Henderson, Dr. Bjork, Miss Worthman, Miss Erickson, Mrs. Plata, and so many others). The result of this was that cheating was never part of our school life; not because we were watched every minute but because in that educational environment it made no sense. We all knew who the brightest student in our class was (no one ever beat Annette Lawrence in my class), but there were no second, third, and last places. The competition more than anything was with our own selves.

When I changed schools and was exposed to the Colombian educational system, I went into a bout of culture shock, for everything I had taken for granted was swept away. From the ethical perspective which makes you responsible and accountable for your life, I was thrown into a moral perspective, the morals being a blind obedience to social and cultural dictates that nourished Colombia’s gravest flaws every single day.

I have devoted my life to being a psycho-therapist and an educator. And not a day goes by that I don’t try to replicate in one way or another the ethical/liberating background that I lived as a child. And today I welcome the opportunity to say thank you, from the bottom of my heart to colegio Nueva Granada for setting me on the right path, the ethical path, the only one that has any chance against the increasingly frightening world of ignorance that surrounds us.
Quadres Carne de Res

CNG

70 Year Celebration

Alumni Reunion

7:00 pm

Friday
June 6th, 2008

600 Tickets Only

Tickets for sale at CNG's activities office.

Contact: Lucy Ospina lospina@cng.edu - 3176248
* ¿Qué sería de un cuerpo sano sin una mente bien nutrida.

Y qué sería de Colombia sin un colegio como El Nueva Granada.
Por eso en Alpina queremos saludar a quienes durante 70 años alimentaron la mente de muchas generaciones de colombianos.
Felicidades Colegio Nueva Granada