

EDUCATION UPDATE

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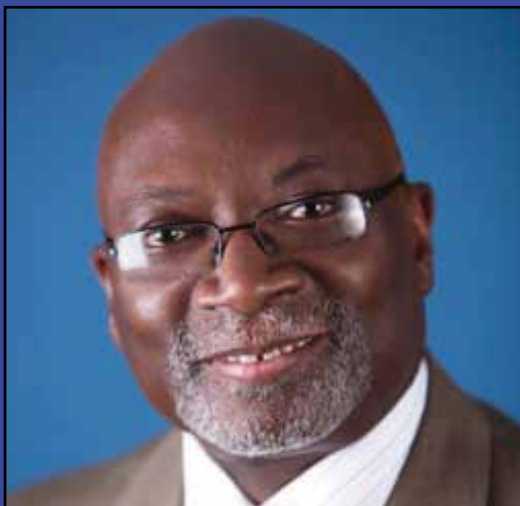


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GUEST EDITORIAL

Change in Climate of Education

By CHANCELLOR CARMEN FARIÑA

Since I became Chancellor, I have been humbled by the overwhelming support I have received from teachers, principals, and parents throughout the City. From large town halls to small gatherings, I have been welcomed with open arms by school communities across the five boroughs.

As a child of Spanish immigrants, I entered school unable to even speak English. My teacher marked me absent every day because I never answered during roll call. Why would I? I never heard my name called. My father eventually discovered that my teacher had been mispronouncing it for weeks.

At the time, I could not have imagined going to college, let alone becoming New York City's Schools Chancellor. Our standard for excellence must be a back-to-basics approach premised on partnership. One person can make a difference, but teams of people can be historic difference-makers.

After a career dedicating myself to our City's classrooms, I'm reflecting on my first 100 days in office as Chancellor. I've unearthed four pillars, and they will be at the epicenter of everything we do.

My first pillar is to return dignity and respect to our work force. We must honor the teachers, principals, and school staff who are doing the incredibly hard, on-the-ground work. These professionals command our respect, and we are committed to providing them with the support and training they need to hone their craft.

One of my first acts as Chancellor was to convene a meeting with principals. Nearly 1,000 showed up—and expressed their frustration at not being honored and recognized. They hungered to be consulted about decisions that would affect their practice, and to be assisted. As a result of this meeting, we produced an all-day conference for relatively new principals hosted by experienced principals. To my delight, principals have remained in touch with one another and are extending their conversations. We all know that teachers play the most critical role in shaping the lives of children. It's time we give teachers the respect they are due and give them room to do what they do best and in the process return JOY to the classroom.

My second pillar is to improve student achievement by aligning Common Core strategies with everything we do including academics as well as the arts. We must ensure that all of our students, not only graduate, but graduate with a well-rounded education that will enable them to succeed in college and beyond. By stressing the Common Core strategies in everything we do and increasing our use of technology, we increase the opportunities for success. To this end, we are moving professional development into its own department. We are honoring the work principals do by making it a requirement that they have seven years of pedagogical experience before they take charge of a school. This policy, which just got the green light this week, reaffirms the importance of school-based experience. Finally, we are offer-



ing teachers and principals professional days in which they can share best teaching practices.

My third pillar is to engage parents in every aspect of school life. Parents matter. Parental involvement and support are crucial to student achievement. Research shows that parents who engage in read-alouds and nurturing educational practices lay a strong foundation for later success in school. When parents are engaged at the school and district level, children and schools benefit.

We have started to form parent advisory groups and are infusing parents into many of our existing structures. In May and June we are holding three full-day parent conferences on both curriculum and strategies to increase parent involvement in their schools. Parents have not only helped us develop the conferences, they are advising us on how to improve our relationship with them moving forward. We're also hosting an all-day conference later this month for parent coordinators and 600 people have already signed up.

My fourth pillar is to create new collaborative and innovative models within our City and schools. We don't reach the cutting edge when we work alone. Progress happens when we

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LETTERS TO THE EDITOR

NEW YORK, NEW YORK

To the Editor:

You have the liveliest, most informative, and most significant writing one can find almost anywhere. Thank you. It's a pleasure to read your newspaper.

Dr. Howard Sage

INDIA, NEW YORK

Bilingual Education for the 21st Century**To the Editor:**

All languages of the world and the knowledge enshrined in them are common heritage of the whole human race. Any policy, which results in the marginalization and consequently vanishing of a language, is a criminal act on part of us, the so-called humans.

Prof. Joga Singh

SAN DIEGO, CALIFORNIA

Dr. Harriet Fields: Health Care Activist in Africa**To the Editor:**

This article was truly from the heart and soul of Dr. Fields. She has risked her own health and well being for her passion that she describes so eloquently in the above article. Keep up the good work. I know that what you are doing is very

much appreciated by the many lives you have touched. Thanks for sharing your life with us.

Allen Fields

PORT WASHINGTON, NEW YORK

Cecelia McCarton, M.D.: The McCarton Center for Developmental Pediatrics**To the Editor:**

This article doesn't mention what an amazing human being CeCe is, and it should! Caring, compassionate, so smart and always available to help us get through our darkest days.

Judy

NEW YORK, NEW YORK

Veronica Kelly, Director Special Projects, The Bowery Mission**To the Editor:**

I would love to help volunteer any way I can. Please reach out to me.

Jaime Feldman

Outward Bound & Harvard Grad Ed School Found Expeditionary Learning**To the Editor:**

What is done at the grade 9 to 12 level specifically?

Arlene

EDUCATION UPDATE

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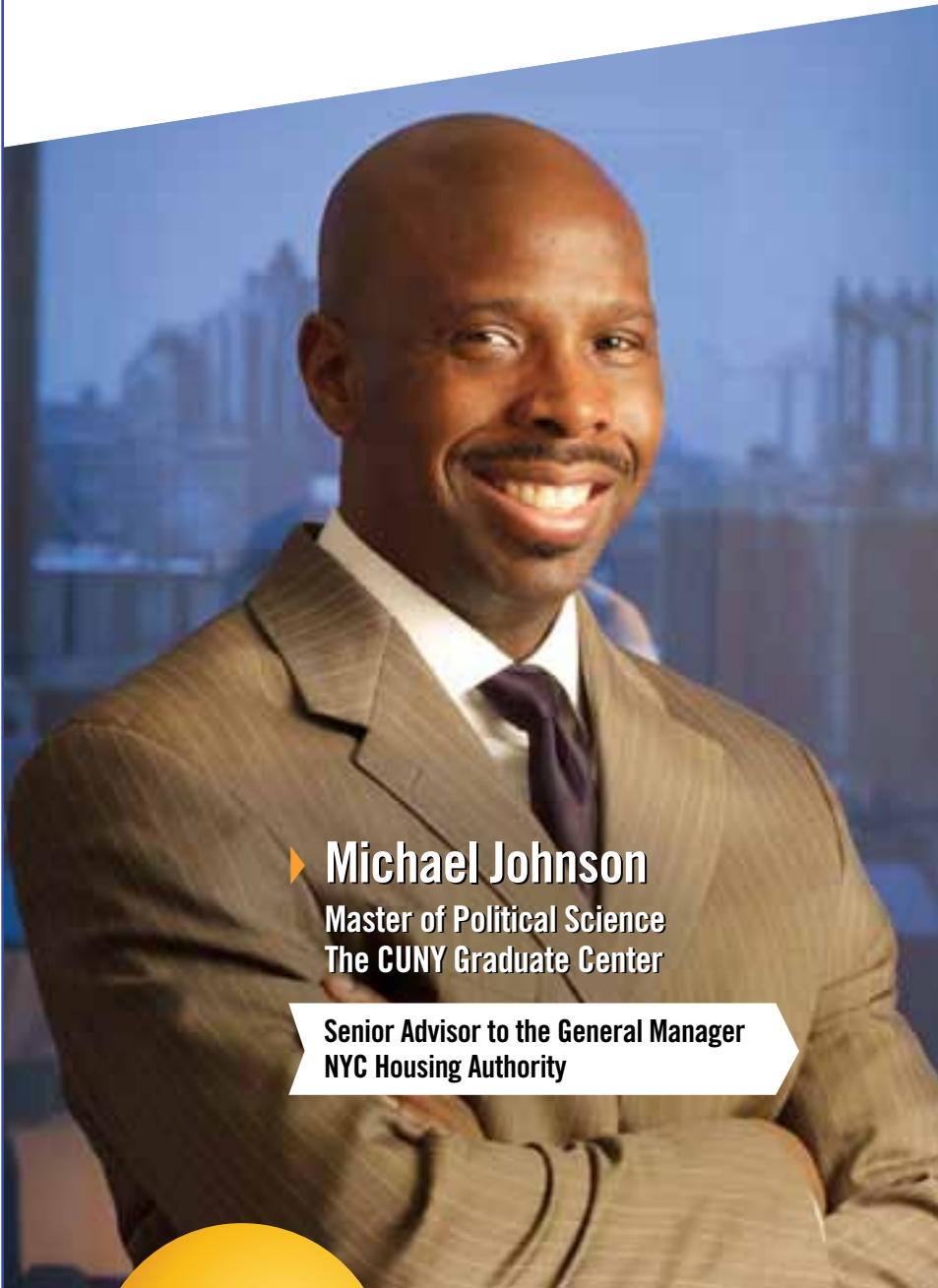
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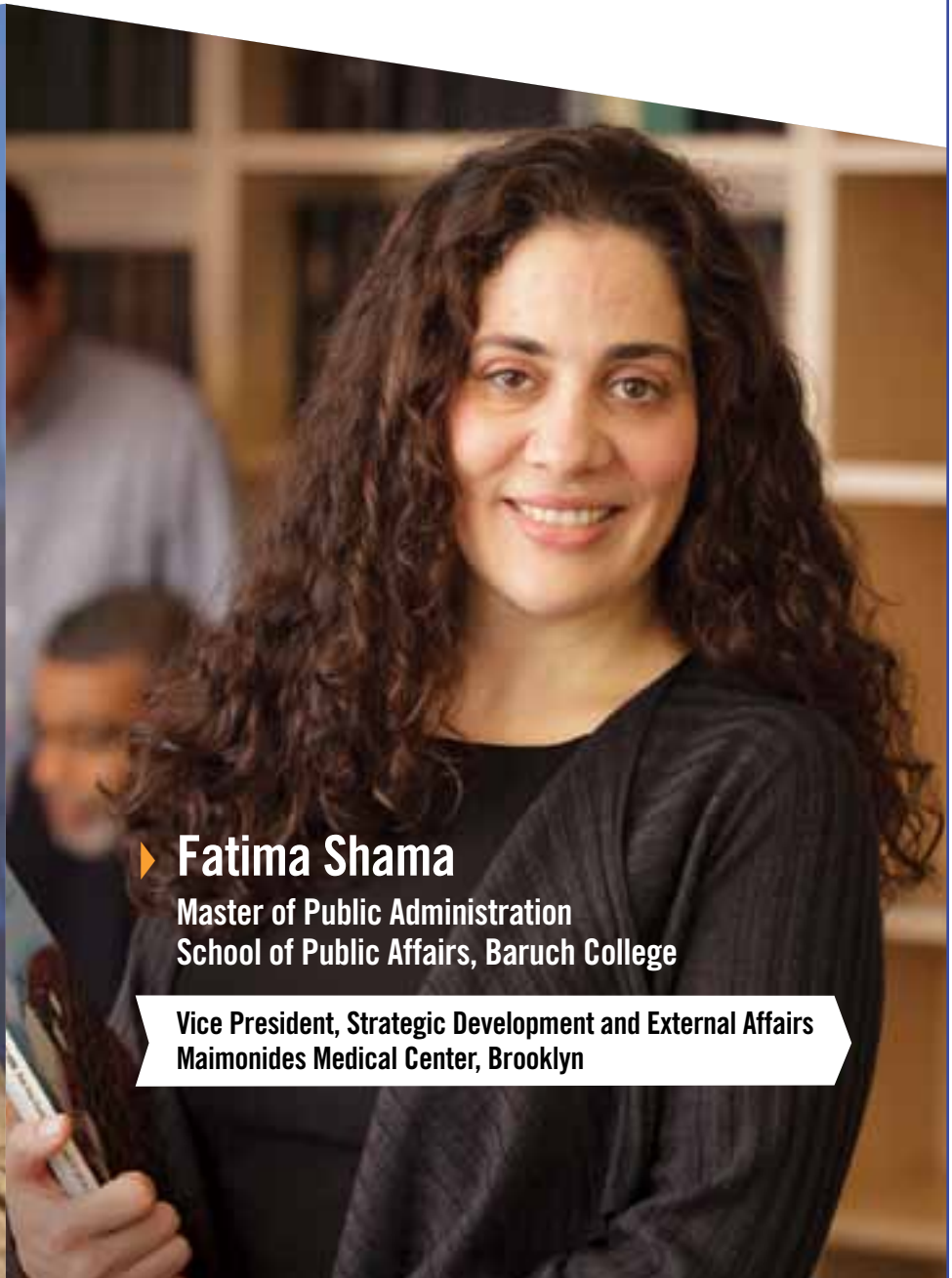
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WHOOPI GOLDBERG RECEIVES THE LANDMARK COLLEGE LD LUMINARY AWARD



(L-R) Joanne Eden, Whoopi Goldberg,
& Dr. Peter Eden, Landmark College president

By MARK DIPIETRO

Academy Award-winning actress Whoopi Goldberg received the Landmark College LD Luminary Award at the College's fundraising gala, "Uncut Diamonds: Brilliance Through Innovative Education," recently in New York City. Goldberg, co-host of ABC-TV's "The View" and the star of such motion pictures as *The Color Purple*, *Sister Act*, and *Ghost* (for which she won the 1990 Academy Award for Best Supporting Actress), has been outspoken about her lifelong struggle with dyslexia,

which went undiagnosed until she was a teenager. "The Landmark College LD Luminary Award recognizes people in the public eye who are helping to demystify learning disabilities," said Dr. Peter Eden, president of Landmark College. "A Landmark College LD Luminary is someone who can educate society regarding the inadequate and archaic practices in higher education when it comes to bright individuals who learn differently—for example, due to dyslexia, or ADHD, or ASD. Whoopi Goldberg is an excellent example of a per-

BARUCH COLLEGE HONORS DR. MATTHEW GOLDSTEIN & DR. LEWIS FRIEDMAN AT 25TH ANNUAL BARUCH DINNER

Friends, colleagues and alumni of Baruch College paid tribute to Matthew Goldstein, Chancellor Emeritus, The City University of New York and Dr. Lewis Friedman, Retired Faculty Member, Baruch College School of Public Affairs during the 25th Annual Bernard Baruch Dinner.

Dr. Matthew Goldstein, served as chancellor of The City University of New York (CUNY) from September 1999 to June 2013, the first CUNY graduate to lead the nation's most prominent urban public university.

Prior to serving as chancellor, Dr. Goldstein held senior academic and administrative positions, including president of Adelphi University, president of Baruch College, president of the Research Foundation, and acting vice chancellor for academic affairs of CUNY. He has also

held faculty positions at several colleges and universities and has written extensively in mathematics and statistics.

Dr. Lewis Friedman received a PhD in Political Science and was a tenured faculty member at The City University of New York for 30 years. During this period he started a real estate business that owned and operated multi-family residential property in Manhattan. He effectively combined the insights and skills of each profession to inform and enhance the other.

At this year's dinner, Baruch student Catherine Ochoa, a sophomore majoring in management of musical enterprises, performed a song. Catherine (or Cathia, as she is better known), made it into the Top 16 overall contestants and Top 4 on "Team Usher," during the 2013 season of the reality TV talent show, "The Voice."#

son who, despite the challenges she faced in school, found a way to learn, found strategies to help her read—and through determination and resolve, has risen to great heights. Whoopi now influences countless others with LD, as they search for the right educational model and the confidence needed to turn a difference into a strength." In a 2005 interview with The Academy of Achievement, Goldberg recalled that, when she was a child, teachers were confounded by her inability to read even though her comprehension skills were strong. "If you read to me, I could tell you everything that you read," Goldberg said. "They knew I wasn't lazy, but what was it?" After years of enduring derogatory remarks about her difficulty

with reading, Goldberg discovered that she is dyslexic and began working at learning "how to learn things," as she told Howard Stern in a 2013 interview. "Reading is great," she told Stern. "I love it now that I have it down." The Landmark College LD Luminary Award was one of the highlights of the April 29 "Uncut Diamonds" fundraising gala, which supports the College's \$10 million capital campaign, "Pioneering Pathways, Changing Lives." The specific goal of the capital campaign is to build a new Science, Technology and Innovation Center, further establishing Landmark College's commitment to STEM (Science, Technology, Engineering and Math)

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Dr. Matthew Goldstein
Chancellor Emeritus
The City University
of New York



Dr. Lewis Friedman
Retired Faculty Member
Baruch College
School of Public Affairs

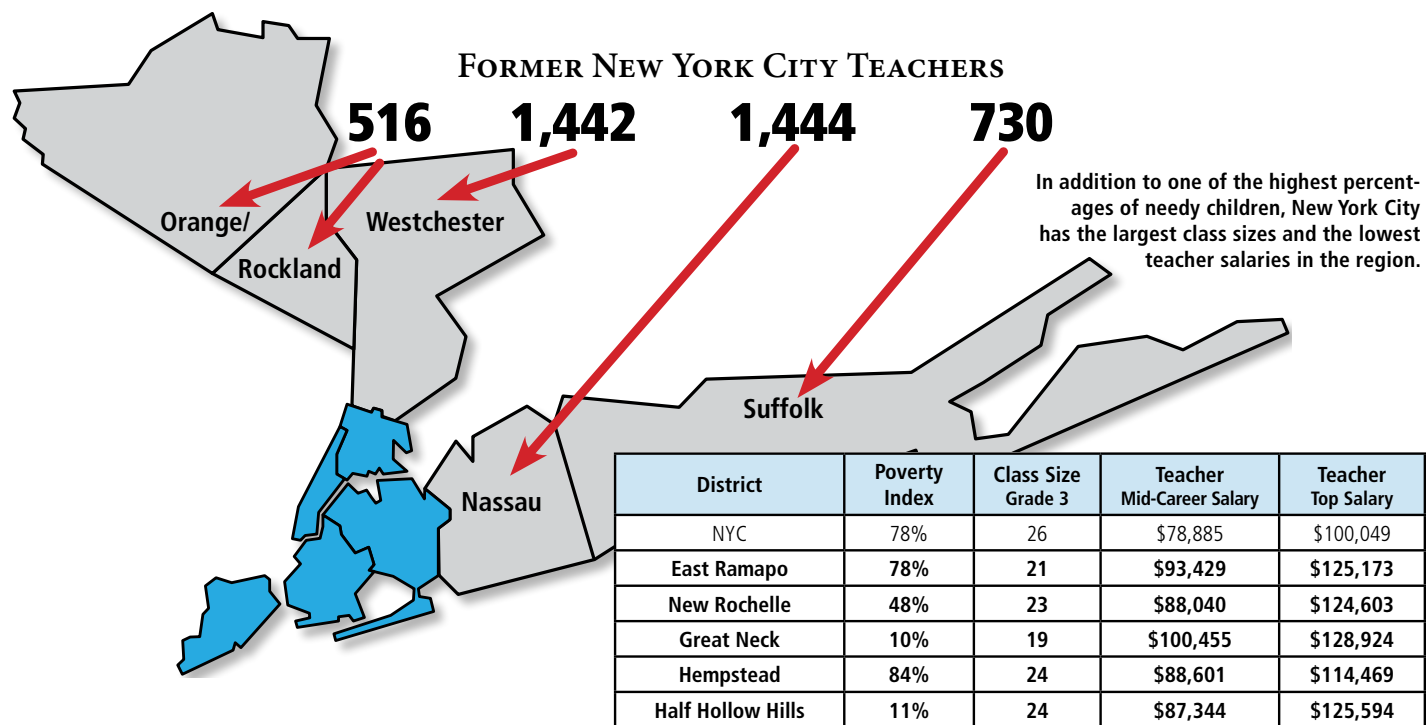


*From friends, colleagues,
students and alumni of Baruch College*

Baruch COLLEGE CUNY

Previously run in the Daily News

NEW YORK CITY'S TEACHER EXODUS



New York City is in the midst of a teacher exodus. More than 32,000 teachers walked away from jobs in New York City classrooms in the last eleven years, with more than one in eight leaving for jobs in nearby suburban systems that have higher pay, lower class sizes and better teaching conditions.

The previous mayor claimed poverty while rolling up multi-billion-dollar surpluses. His Department of Education raised class sizes, focused instruction on test prep rather than real learning, and forced teachers to generate reams of unnecessary paperwork. Tens of thousands left, and more than 25 percent of all city teachers are now contemplating leaving within three years.

For me as an educator, the most troubling part of this teacher exodus is that the number of resignations among mid-career teachers (6-15 years of experience) nearly doubled between 2008 and 2013, even in the teeth of the recession. These are teachers who have honed their craft,

know how to reach struggling students, and are invaluable as mentors for their newer colleagues.

Attrition of Mid-Career Teachers is Growing

— 2008 vs. 2013 —
In 2008, mid-career resignations were 15% of the total.
In 2013 they were 43%.



But under the circumstances it's hard to blame the thousands of teachers who left our classrooms for the suburbs – or the teachers who say they are now planning on leaving. Or the thousands of highly qualified graduates who will choose one of these districts rather than New York City for their first teaching job unless conditions improve.

Obviously teachers have a personal stake in this. But so does every public school parent. If New York City is serious about having a first-class school system, it has got to find a way to slow the loss of teachers, particularly to the suburban areas where pay and working conditions are so much better.

The city's economy is steadily improving, and honest budgeting will show that new resources are available from the city and the state.

Critics keep saying that New York City cannot afford to treat its teachers and students fairly. But the real question is this — can we afford not to?

— Michael Mulgrew



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Immigration Reform: Community Colleges Must Be Ready

By DR. M. EDUARDO MARTI

I could have been an undocumented immigrant.

In 1960, I escaped Cuba in fear of political repercussion. At the time of this, the most momentous decision of my life, I was an impetuous 19 year-old, ready to fight in the counter-revolution. My parents wisely asked me to leave the country for a month, to cool off. Since I had the good fortune of already having a valid US tourist visa and the Cuban Government exit permit, my exile began uneventfully. I simply got an airplane ticket and left, never to return.

When I arrived in Miami, an immigration officer asked me some pointed questions about my intentions. He quickly ascertained that if I went back to Cuba, my life could be in danger. He offered me political asylum. If it was not because of this specific US policy toward Cubans, I would have become an undocumented immigrant because it did not take me long to realize that it would be folly for me to join one of the many groups talking about fighting Castro. My visa would have expired and I would have stayed as an undocumented immigrant. I could not return.

I can only imagine what today's undocumented immigrants go through. Leaving your country, your friends, and your family behind, getting to know a new country with different language, customs and laws is never easy. On top of this, undocumented immigrants are



forced to live in the shadows, constantly afraid of being reported to the authorities or totally under the influence of an employer. When immigration reform is finally enacted, millions of children of undocumented immigrants, most likely, will be able to access higher education and some form of financial aid. The smart ones will go to selective independent colleges with scholarships, others will attend state colleges but the majority will go to a community

college.

After WWII, when millions of veterans returned with GI Bills in hand and overwhelmed the universities, the Truman Commission of 1947 called on community colleges to receive the returning veterans. After the Higher Education Act of 1965 was passed and members of ethnic minorities and the poor were able to use Federal Financial Aid to go to college, and the universities were, once again overwhelmed, the number of community colleges mushroomed and welcomed this new population of students.

It is in the public interest to graduate as many previously undocumented immigrants as it is possible. Community colleges should closely examine the Accelerated Study in Associate Programs (ASAP) developed by CUNY as a good way to serve this new population of at-risk students. Effective academic and student support services have proven to have an impact on retention and graduation rates.

At the heart of the ASAP is an enhancement of academic and student support services. Although not all previously undocumented students may be able to attend full-time, some of the elements of the ASAP program may be adopted by many community colleges.

Extended orientation programs have a significant impact on retention. Tutoring is another way to ensure student persistence. Peer tutoring, especially if performed by another previ-

ously undocumented student, can be a very powerful retention tool. Not only do the students get academic help but also, while being tutored, they can get informal counseling on how to survive the college experience.

Colleges nationwide must emulate CUNY, SUNY and other systems that have clearly stated policies for a smooth transition from community college to the baccalaureate-granting colleges. For the independent colleges that depend on articulation agreements for transfer, regional clearinghouses could be established that will enable easy access to transfer agreements and, then, students can tailor their course of study to maximize the transfer of credits.

The benefits to society extend beyond the fiscal considerations. Educated populations generally attract more businesses; communities tend to be safer and healthier. This contributes to a better quality of life for all the members of the community. It simply makes sense to educate the largest possible number of people. Let us prepare community colleges to embrace previously undocumented immigrants by having programs that increase graduation rates. #

Dr. Eduardo Marti, former Vice Chancellor for Community Colleges at CUNY, President Emeritus, Queensborough Community College, serves as Trustee at Teachers College and the Council for Aid to Education. Most recently, he served on NY Governor Cuomo's Commission on Reform of Education.

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PRESIDENT OF WOODROW WILSON FOUNDATION SPEAKS ABOUT STUDENTS TODAY

By **ARTHUR LEVINE & DIANE DEAN**

Boards of trustees are dealing with a panoply of Star Wars-like issues that their predecessors could never have imagined. Should our institution offer MOOCs? Does it still make sense to continue to buy books for the library? How does our institution educate students to live in an emerging global society or to work at jobs that do not yet exist? Yet looming larger and more immediate is a change that has already occurred: students today are different from their predecessors in ways that have profound implications for colleges and their boards. Those are the findings of a study we conducted between 2006 and 2012 of current undergraduates, including a survey of a nationally representative sample of 5,000 students; two surveys and interviews with chief student affairs officers; and focus group interviews with students on 33 campuses. (Comparable studies were carried out in 1969, 1976, and 1993.) Five differences between students today and their predecessors stand out.

1. Today's undergraduates are the first generation of digital natives. The class of 2013 was born into a world in which Apple, Microsoft and AOL already existed. By the time those students were in kindergarten, texting, Web browsers, smartphones, DVDs, Yahoo and the dot-com bubble were realities. Before today's students finished elementary school, Google and the iPod had come onto the scene. Middle school brought Skype and Facebook. They had to wait until high school for YouTube, Twitter, and the iPhone. The ubiquitous presence of such technologies has shaped students' understanding of the world. It has influenced their preferences and molded their expectations for how they will learn, work, socialize, recreate, and live. The result is a growing and fundamental mismatch between our analog higher education institutions and the digital natives whom we enroll. In contrast, digital natives prefer active and concrete learning involving practical applications, games, and collaborations. They focus on gathering a breadth of information rather than gaining depth. Skilled gatherers, they are adept at and comfortable with finding information "just in time." A majority (78 percent) think undergraduate education would be improved if classes made greater use of technology and professors knew more about how to use it. Half would like more blended instruction in their courses, combining online and in-person classes. A third would like more courses completely online. This fundamental mismatch is producing problems in the classroom. That issue is particularly apparent with regard to conflict resolution, which students prefer to handle through the psychological distance of technology. Students argue via texting, and "unfriend" each other via social media sites. Over two-fifths of the campuses we surveyed reported increases in online incivility among

students. Over half reported increased Internet or e-mail stalking and harassment.

2. Today's undergraduates are older. Fewer live on campus and more attend part-time. Most people think of traditional undergraduates as college students—those who are 18 to 24 years old, attend college full-time, and live on a campus. But such students make up less than a quarter of all undergraduates.

Nontraditional students, the new majority of undergraduates, are older, primarily women, employed, and attend college part-time. Higher education is one of the many activities—including commitments to families, spouses, friends, and jobs—that they juggle each day. College is often not their principal priority.

These students are prime candidates for online degrees, and proprietary institutions, as competitors with traditional campuses, gear programs to their needs. These students are markedly different from traditional students who are asking for collegiate life with all the bells and whistles in facilities, services, physical plant, and course offerings. In short, the current marketplace for colleges is composed of consumer-oriented populations with sharply opposed expectations and demands than what colleges traditionally have been offering students.

3. Today's undergraduates are products of the worst economy since the Depression. The students now enrolled believe the economy is the most important issue facing the country. It has determined whether, where, and how they go to college. One in four who previously lived on his or her own is moving back in with parents. Across the spectrum of colleges we surveyed, a majority (68 percent) of deans reported that greater numbers of students are working, and they are working longer hours. Most working students (80 percent) say they need or want the money to pay for basic living expenses and tuition. In short, today's undergraduates are more vocationally oriented, more likely to choose their college based upon cost, and less likely to live on the campus than their predecessors. They want programs that will provide them with jobs.

4. Today's undergraduates are more immature, dependent, coddled, and entitled. Two-fifths of undergraduates told us that they phone, e-mail, or text their parents daily. One-fifth said they contact their parents three times a day or more. Students routinely ask their parents for advice on college courses or assignments, issues with roommates and friends, and other intimate aspects of college life. Nearly half of undergraduates turn to their parents for such guidance. Such fathers and mothers, often described as "helicopter parents" for their hovering behaviors, come to students' rescue. As many as 45 percent take remedial courses. Although students are in constant contact with

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Known By The Company We Keep



JOSEPH PIRO

Collaborating with five European countries to better integrate technology into teacher education programs in Belgium



VALEDA DENT

Evaluating caregiver library use in rural villages in Uganda and its impact on preschoolers' school readiness, while teaching at Uganda Martyrs University



KAREN OGULNICK

In Myanmar to work with English teachers at Mandalay University to enhance English language and literacy



GEOFF GOODMAN

In Uganda to research literacy acquisition on rural preschool children and their caregivers and teaching at Uganda Martyrs University

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MERCY COLLEGE – THE DEAN’S COLUMN

The Key to the Success for American Education

By **ALFRED POSAMENTIER, Ph.D.**

All the concern about the new Common Core Curriculum Standards and the standardized tests our students are taking is overshadowing another controversial issue in education: assessments for future teachers.

Having outstanding teachers is the key to the success for American education. As the national discussion focuses on how we can best train future teachers, 35 states have adopted the Education Teacher Performance Assessment (edTPA) as a way to prepare teachers. But as of May 1, New York joins only one other—Washington—that will use it to evaluate student teachers for certification.

The edTPA requires teacher candidates to submit at least three lesson plans covering three days of classes, sample tests, reports about their students and instructional goals, and a 20-minute video, which will be graded by education professionals hired by Pearson. Though it is well-intentioned, the edTPA, sadly, contains too many flaws that not only significantly damage the validity of this assessment, they have the potential for deleterious effects on candidates and, consequently, our future teaching force.

What could be bad about an assessment that observes a teacher in the classroom, evaluates

his or her reasoning, and comments about significant aspects of the teaching performance? Consider how these principles are applied:

- The Candidates submit their own video and commentary (unproctored) – with absolutely no security that it this is, in fact, their own work.
- How do we know that this instrument can truly predict who will be an effective teacher? Who determines a passing score?
- The assessment may not take into account optimal teaching arrangements for varying subject areas. When is a small group arrangement better than a whole group lesson, and vice versa? Furthermore, who determines what constitutes optimal teaching?
- The assessment leaves too much to chance, such as the nature and timing of the class being taught. By its very importance for the candidate’s future, it may overwhelm the student-teaching experience.

We already know from decades of research that student teaching—the portion of a future teacher’s training when he or she interns in a real classroom setting—is the single most important part of teacher preparation. It’s where everything learned in courses must be put into action coherently, with real students, colleagues and parents. Adding the pressure of an

additional high-stakes performance assessment (to the other numerous standardized tests our teacher candidates must take) in the student-teaching semester means that all the important hands-on learning—from practical logistics to theoretical understandings—is overshadowed by the burdens of the test.

This assessment doesn’t provide any more information about a candidate than faculty already has, or that can be gleaned from program assessments and ongoing observations of student teaching. Despite some who find this assessment a good indicator of future performance, evaluations based on one lesson provide no more transparency about performance and classroom readiness, and perhaps far fewer insights. Developers of the assessment argue that the edTPA is designed to take context into account. But there is still a chance for considerable bias in the scoring process. There are already discussions about changing the scoring so that scorers become specialized—one scorer grades for student participation, another looks at classroom questioning, and a third, visual representations—but that could mean the entire process loses its integrity. How can you isolate these tasks from one another without considering how the pieces fit together?

Although, I agree with Commissioner John



B. King Jr., who continues to support this exam, that raising the competence of future teachers is of paramount importance to our educational system, I would hope that as we move forward to build truly strong teachers we would “cleanup” these flaws before they damage the teacher candidates’ future, and possibly our education system through a possibly inaccurate assessment instrument.#

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U.S. Supreme Court Justice Sonia Sotomayor Teaches Teachers

By DOROTHY DAVIS

“How the heck can I teach teachers?” asked Justice Sotomayor. “You know you’re the gateway not just to knowledge, but to kids learning to enjoy learning...figuring out what the world is about so they can be part of a vibrant and growing society.”

Justice Sotomayor spoke at the New-York Historical Society’s kickoff of a project to invigorate the teaching of the Constitution. She was joined by Professor Eric Foner of Columbia University and Professor Linda Greenhouse of Yale Law School. Co-sponsors NYHS, Institute for Constitutional History, New York University, American Historical Association seek to fill the gap caused by Congress’s ending the Teaching American History Grant Program.

“Serious study of the Constitution has fallen out of vogue. We are addressing that since one of the main purposes of education is to educate a strong and active citizenry,” said organizer Mia Nagawiecki, Director of Education at the NYHS.

“Tell students,” said Justice Sotomayor, “that our Founding Fathers were rebels! They started a war for freedom, were not very conserva-

ive, but provocative, daring, courageous! It took all those qualities to create a nation and a unique Constitution.” After her brief remarks she answered questions:

Q: “How can we guarantee equal education for all?”

A: “Rethink the financing. We can’t have a system based on property taxes in which the more wealthy areas have more resources.”

Q: What do you think about immigration reform?”

A: I can’t tell you because that issue will come before the court. Laws don’t get passed by judges, but by people. It’s up to you to do something to change laws you don’t like. That requires an involved citizenry—why I’m so grateful for all of you teachers here to learn more about the Constitution. There is a wonderful, interactive website for you—Justice Sandra Day O’Connor’s www.icivics.com.

Q: How should we teach the Constitution to students new to the U.S.?”

A: Their understanding of government has not been positive. I tell them we have a democracy—if you become a citizen you have the right to express yourself, to vote people out

of office—rights created in the Constitution. We are participants in our government, not bystanders to it! Create programs not just to educate children but to open up possibilities for parents! If you can achieve that you will have great success with students! Good luck!

Professor Sanford Levinson (University of Texas Law School, author of “Our Undemocratic Constitution: Where the Constitution Goes Wrong and How We the People Can Correct It” & “Framed: America’s 51 Constitutions and the Crisis of Government.” To Come: “Faultlines in the Constitution” for 11-16 year olds).

“There is not only one Constitution in the U. S. Each state has its own. Education isn’t protected by the U.S. Constitution” but is by State legislation. Massachusetts protects environmental rights. We don’t venerate state constitutions as much as we do the flawed U.S. Constitution. Topics to discuss: Are all kinds of religions to be tolerated? Equal rights—what does it mean? Bicameralism? Presidential Veto? An earlier Inauguration Day? Is the Constitution too difficult to amend?”

Professor Eric Foner of Columbia University, author of “Reconstruction: America’s

Unfinished Revolution, 1863-1877”—the least understood period of American history—conducted a detailed analysis of the 14th & 15th Amendments. “Every session of the Supreme Court deals with some issue arising out of the 14th Amendment” [equal protection under the law]. To a question about how to get kids excited about the Constitution and the Supreme Court in view of the Roberts courts 5-4 politically motivated decisions overturning our rights, he recommended studying opposing opinions. “The online resources of the Supreme Court enable you to get behind the sound bites and into the nitty-gritty.”

Professor Linda Greenhouse (Yale Law School, the NY Times) discussed “Justice Roberts and the Supreme Court in the Obama Era.” She recommended “Brown vs. the Board of Education” as “a safe Supreme Court decision to teach.” In recent court decisions “the First Amendment [the Bill of Rights] has become a major tool of deregulation. We’re trained to think it is an unalloyed good thing—but it has been flipped...with pharmaceutical and tobacco industries upholding the rights

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STEPHEN SPIELBERG CELEBRATES LINCOLN WITH THE GILDER- LEHRMAN INSTITUTE

By DANIELLE M. BENNETT

From July 1-4, 1963, the most important battle of America's Civil War History was fought—a battle that left approximately 51,000 American casualties bonded by the sense of freedom, but divided over the meaning of that very same principle. It was the Battle of Gettysburg and a little over 150 years later, its significance prevails among scholarly discussions, in journals and even in institutions of higher learning. The leader of the Union Army and the country's Commander-in-Chief, Abraham Lincoln, is still revered today, not only for his leadership in that battle and war, but for the words he spoke to commemorate those lives sacrificed on that massive battlefield in Pennsylvania.

This year, two scholars received the coveted prize named in Lincoln's honor. The Lincoln Prize, awarded by Gettysburg College and the Gilder Lehrman Institute of American History in New York, went to professors, Dr. Allen C. Guelzo and Dr. Martin J. Johnson. It was Guelzo's third prize win, and both Guelzo and Johnson received \$25,000 and a bronze replica of Augustus Saint-Gaudens's life-size bust, "Lincoln the Man." Both Guelzo, a Henry R. Luce professor of the Civil War Era and director of Civil War studies at Gettysburg College, and Johnson, assistant professor of history at Miami University Hamilton, humbly accepted the award before a crowd of academics and journalists gathered at the Union League Club in New York.

Richard Gilder and Lewis Lehrman, both businessmen and philanthropists, co-founded the Gilder Lehrman Institute of American History in New York in 1994 and amassed the Gilder Lehrman Collection, one of the largest of historical national documents and artifacts privately owned. The Institute is dedicated to history education and lends support to teacher training and professional development, curriculum development, exhibitions, publications, history theme schools and the History Teacher of the Year Award program. Along with Prof. Gabor Boritt, director emeritus of the Civil War Institute at Gettysburg College, Gilder and Lehrman awarded an estimate \$1 million to Lincoln Prize winners, since the prize's inception in 1990. The award is given annually.

Guelzo received the honor for his book "Gettysburg: The Last Invasion (Alfred A. Knopf, 2013). "Gettysburg" recaptures the Battle of Gettysburg while also depicting the circumstances of war and society beyond the battlefield. Gilder introduced Guelzo, describing Guelzo's book as "well worth the read."

"I am as much of a surprise to myself tonight as the Lincoln prize is to me," said Guelzo, during his acceptance speech. Guelzo was born in Yokohama, Japan, and not of "academic estate," he said; but instead, Guelzo grew up as the grandson of a paper hanger and the son of a father who left the family when Guelzo was



(L-R) Professor James Basker, President, Gilder Lehrman Institute, Dr. Pola Rosen, Stephen Spielberg

just 10 and who remained absent from Guelzo's life for 30 years.

Such circumstance gave Guelzo a keen perspective about life. Guelzo underscored the importance of providing all people a fair chance in the race of life. Near the end of his speech, Guelzo asked that the prize not honor him; but rather, Lincoln and the men who fought at Gettysburg.

Johnson's book, "Writing The Gettysburg Address" (University Press of Kansas, 2013) analyzed and explored the emotional and personal journey Lincoln experienced while writing the speech. Lehrman called it "a masterpiece of modern scholarship" in Johnson's introduction. He also said that Johnson produced a very clear narrative about the speech and through Johnson's study, readers got to learn the brilliance, poetry and divine quality of Lincoln's words.

According to Johnson, the speech was not an "off-the-cuff" creation from Lincoln's mind but a pensive process that drastically evolved after Lincoln visited the Gettysburg battlefield. After Lincoln's visit, he understood more deeply the dedication of the soldiers who fought there and the last, handwritten revisions of the speech became the words we know well today.

Although Lincoln penned the infamous speech, Johnson said, "We created the Gettysburg Address as a nation, as a people—our celebration of its ideas."

In addition to the prize winners, Academy award-winning filmmaker and cinema storyteller, Steven Spielberg, who was in attendance, received the Special Achievement Award for his 2012 release of "Lincoln," which grossed over \$275 million worldwide and receive two Academy Awards with one going to lead actor, Daniel Day-Lewis, his third Oscar win. "Lincoln" was based on Doris Kearns Goodwin's "Team of Rivals" and Tony Kushner's screenplay.

When accepting the award, Spielberg humbly declared that he is not a writer.#

The Windward School Features Dr. Gordon Sherman, Authority on Brain Research

By YEHUDA BAYME

Introduced by head of The Windward School, Dr. John Russell, Dr. Gordon F. Sherman delivered a lecture titled "Welcome to the Future: Where Diverse Brains Thrive." Dr. Sherman is the executive director of The Laurel School of Princeton, The Newgrange School in Hamilton, NJ, and The Newgrange Education Center in Princeton, NJ. He is internationally recognized as a leader in brain studies.

The focus of his talk was on the diversity of ways that different brains function. Sherman began with an introduction on what the brain does. It controls motor ability, as well. One of the most astonishing aspects of the brain is that it is composed of different parts that work together to produce a finished product. Sherman spoke about how when we see the world, there are 33 different components that are working together to give us that picture. He said "the brain is more sophisticated than a computer and is more like a symphony with all the different parts working together."

According to Sherman, the brain is formed when the baby is a fetus. At that point, the environment nurtures and "fine tunes" the brain

to perform. When the person is young, he is still able to learn new things due to the receptability of the brain to the environment. This is what neuroscientists call "neuroplasticity." As we get older, our brains are less able to learn new things.

Dr. Sherman also introduced us to a term he coined, called "cerebrodiversity," which are the differences in the way we process information. He stressed that evolution selects which brains have what "it" wants. According to Sherman "if the environment wants what you have, then you will be successful. However, if you don't have what the environment wants then you are in trouble." Recognizing the diverse ways in which our brains process information, we hope to better society by recognizing their differences.

According to Dr. Sherman, "we have a tendency to judge cerebrodiversity harshly," but facts show that we should not. Sherman gives us examples of people with Asperger's syndrome who can paint beautiful pictures or who have world views that are profoundly creative. As we have seen the rise in autism, perhaps it is now most important to recognize the need to interact with these unique minds and acculturate a more diverse environment.#

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Stevenson School Informs LD Students of Best College Choices

By SYBIL MAIMIN

All colleges are required by law to provide “reasonable accommodations” to students with documented disabilities. However, accommodations (for physical, emotional, and academic needs) vary widely from institution to institution and, unlike the experience in K-12 where school personnel “find you,” institutions of higher learning require a request for services from the student. A recent panel of experts at the Robert Louis Stevenson School that focused on school choice and success for students with special challenges, offered much valuable information as well as tips and strategies. Finding “the right match” is key. The “right” school has the right support system. Victor Schwartz, a psychiatrist and medical director of The Jed Foundation, an organization that works to prevent suicides and protect the emotional health of college students, said parents and students should learn how mental health services operate in colleges prior to applying. He advised working with a high school counselor to find schools with robust programs. (“The college terrain is tremendously variable” regarding services, he warned.) Schwartz suggested having conversations with professionals at the chosen college the summer before attendance to put a clear plan in place and ensure someone at the school knows about the student’s needs. With preplanning, a person familiar with the student will be able to step

in and help should a problem arise. (Schwartz reminded those wary of advance conversations about disabilities that a college cannot retract acceptances.)

Sherri Maxman of College Maven LLC, who provides college counseling for high school students with learning differences, suggested calling colleges during the search phase and inquiring if they provide the support a child needs. Type in “Disability Services” on a college’s web site to get an appropriate contact number. An evaluation from the past 3 years is required for disability accommodations. Colleen Lewis, director, and Ashley Schleimer, Student Services Coordinator, of the Office of Disability Services at Columbia University, stressed the importance of making a child aware of his or her own disability and of the support they need and are entitled to. In college, it is the responsibility of the student to request services. Lewis and Schleimer are surprised at the number of people who have never read their evaluations, cannot articulate their needs, and do not understand how their disability may impact their learning. The students who make the best transition from high school to college are those who are informed, prepared, and have taken advantage of the opportunity to plan for their needs before they arrive on campus. For those who assume their choice of schools may be very limited, consider that Columbia, in the Ivy League, offers a Student Disability Office



(L-R) Head of School Douglas Herron and Dr. Matthew Mandelbaum

with a staff of 16 that organizes accommodations and support services including assistive technology, networking groups, academic skills workshops, and learning specialists.

Some general advice from the panel included: help your child understand his rights and responsibilities; encourage self-advocacy; accept your teen for who she is, not who you want her to be; it is not necessary to identify as LD on college applications, although it may help explain poor grades; neuropsychological and legal services are out there for you; and reflect on your own teen years in order to gain some empathy.

Dr. Matthew Mandelbaum, director of outreach at the Robert Louis Stevenson School, which helps adolescents with histories of social-emotional and learning differences succeed, spoke of recognizing strengths and struggles and addressing both. There is room for optimism and hope, he said. With the right school and the right services, all students have the capacity for sound development. Stevenson headmaster, Douglas Herron, echoed the message, saying he is “extraordinarily impressed” with the number of services available for different learners today as well as the openness with which they are discussed and embraced.#

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HEARING LOST - BUT NOT THE SOUND OF MUSIC

By KAREN KRASKOW, M.A., M.S.W.

"If you lost your hearing, could you find music again? Could music find you?" That is the question posed at the opening of *Lost and Sound* (dir. Lindsey Dryden, UK), a film of the ReelAbilities Film Festival. Annually in the spring, at the JCC (76th and Amsterdam Ave.) and 31 other locations in NYC, LI, and Westchester—as well as 13 cities in the US—we are treated to eye-opening films which bring us closer to a way of thinking that includes sponsors and celebrates the lives of individuals facing physical and mental challenges.

In *Lost and Sound*, we enter the lives of three individuals whose lives have been affected by hearing loss; a music journalist, Nick, an aspiring dancer, Emily, and a young girl, Holly, who lost her hearing as a baby and was born into a family of musicians, who yearn, with her, to extend the gift. Each journey shows us different choices, different coping strategies, and inspires us to not let loss define us. The question of whether to use cochlear implants (which restore hearing though not completely) is answered differently. The different ways music is restored into their lives is played out: by the teacher who says to Holly, as she sits at the piano,

"look at that rainbow... look at that rainbow as a child would see it, and then play"—hearing those words will better allow her to express what she feels from the music; by Emily, who finds that 'sometimes...it's difficult to communicate with people, so I express my feelings in dance....Movement...(is) my language; and Nick, who chooses not to accept cochlear implants, because "I've invested so much in the world of one earedness. [I] want to appreciate what I've got." Each develops their own attitude of strength: the dancer abruptly admonishes us: "Be yourself. Get on with it. Deal with it." And Holly comments, with wisdom beyond her years, "If you dwell on it then you've lost the battle, really."

Each film at the ReelAbilities Film Festival, which was held in NYC from March 6th to March 11th, is followed by speakers who understand from their own lives the stories depicted in the films; they have either worked with individuals affected by the issue focused on in the film, or they have experienced that difficulty themselves. After *Lost and Sound*, Wendy Cheng, musician and founder of the Association of Adult Musicians with Hearing

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SIXTY YEARS AFTER BROWN: IS THIS THE EDUCATION SYSTEM FOR WHICH THEY FOUGHT?

By DR. SHELIA EVANS-TRANUMN

In the Native American communities, the Clan Mothers are charged with making decisions that consider seven generations in the future. I am not sure if Oliver Brown, the father of Linda Carol Brown and her sister, Terry Lynn even knew about this cultural tradition when he decided to sue the Topeka Board of Education. I do believe, however, that Oliver Brown, along with Thurgood Marshall and Chief Justice Warren believed that collectively they were eradicating the injustices of the past regarding the children of chattel slaves that would last through the generations. In 2014, sixty years the phrase, "with all deliberate speed," has faced many roadblocks, which in reality thwarted the progress of equal protection under the law for African Americans and other disenfranchised groups.

Carol Brown was seven years old when she had to walk 20 blocks each day through the Rock Island Railroad Switchyard to the closest of four elementary schools in Topeka, Kansas for African American students. Her father, Oliver Brown, felt that this journey placed her



life in jeopardy and had her apply to the Sumner School, which was reserved for whites. When her admission was denied, he sought the help of the NAACP Legal Defense Fund. Attorney

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Dyslexia: Advantage or Disability or Both

By JOHN RUSSELL, Ed.D.

Over the last several years, successful dyslexics have received an unprecedented amount of attention in the popular press, so it is fitting that this year's speaker at The Windward School's annual Robert J. Schwartz Memorial Lecture is the distinguished neuroscientist and educator, Dr. Gordon Sherman. His talk described the value of cerebrodiversity (our species' collective neural heterogeneity), of which dyslexia is a byproduct, and challenge conventional assumptions about socially and culturally defined disabilities. In an article that Dr. Sherman published in the journal of The International Dyslexia Association, *Perspectives on Language and Literacy* (Winter 2010), he refers to the work of the renowned scientist Dr. Norman Geschwind (1982), who posited that dyslexia's advantages may outweigh its disadvantages, stating, "One of the most important lessons to be learned from the genetic study of many diseases in recent years has been that the paradoxically high frequency of certain conditions is explained by the fact that the important advantages conferred on those who carry the predisposition to these conditions may outweigh the obvious dramatic disadvantages." Thirty years later an ever increasing number of case studies and a small number of research studies are fueling renewed interest in Geschwind's seminal hypothesis about dyslexic advantages.

Fast-forward from Geschwind's 1982 report to the present. In the January 26, 2014 edition of *The New York Times*, in an article entitled What

Drives Success, Amy Chua and Jed Rubenfeld examine the traits that enable certain cultural/ethnic groups to succeed when others struggle. In their article, Chua and Rubenfeld report, "It turns out that for all their diversity, the strikingly successful groups in America today share three traits that, together, propel success. The first is a superiority complex—a deep-seated belief in their exceptionalism. The second appears to be the opposite—insecurity, a feeling that you or what you've done is not good enough. The third is impulse control." I was struck by the numerous parallels between these traits and the characteristics of the highly accomplished dyslexics featured in Malcolm Gladwell's most recent book, *David and Goliath*. In his book, Gladwell presents a case study of David Boies, the prominent, highly successful attorney. As a dyslexic, Boies faced challenges as a student, most notably his difficulty with reading. Gladwell points out that it was these very struggles that led Boies to develop compensating strategies similar to the three described by Chua and Rubenfeld that have, in turn, made him the successful attorney that he is today. There are many other individuals who ascribe their successes in various fields to their dyslexia.

Gladwell notes, "You wouldn't wish dyslexia on your child." Then he provocatively asks, "Or would you?" Dyslexia, according to Gladwell, is a "desirable difficulty" in that there are dyslexics who appear to benefit from their disability. As an example, he cites the results of a study

conducted by Julie Logan (2009) who found that more than a third of the entrepreneurs she surveyed—35 percent—identified themselves as dyslexic. The study also indicated that dyslexics were more likely than non-dyslexics to delegate authority and to excel in oral communication and problem solving. Gladwell suggests that dyslexia has blessed these individuals with these abilities that make them particularly well suited for entrepreneurship, implying causality from this apparent correlation.

In 2012, Drs. Brock and Fernet Eide published *The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain*, in which they contend, like Geschwind before them, that dyslexia, or the "dyslexic processing style," isn't just a barrier to learning how to read and spell; it's also a reflection of an entirely different pattern of brain organization and information processing—one that predisposes a person to important abilities along with the well-known challenges. In *The Wall Street Journal* article "Dyslexia Workarounds: Creativity Without a Lot of Reading" (April 1, 2013), Melinda Beck reports on successful dyslexics like Connecticut Governor Dannel Malloy, Cleveland Clinic CEO and thoracic surgeon Dr. Toby Cosgrove, and actor and children's book author Henry Winkler, in presenting the positive side of dyslexia. "I frankly think that dyslexia is a gift," Dr. Cosgrove tells Beck. "If you are supported in school and your ego remains intact, then you

emerge with a strong work ethic and a different view of the world." Unfortunately, that turns out to be one mighty big "if." While the case studies and anecdotes attributing an advantage to dyslexia are inspirational, they can also be dangerously misleading.

The sad truth of the matter is appropriate support for dyslexics is lacking in most schools across the country, and bright, capable, learning disabled students face plummeting self-confidence simply because there is a lack of understanding about their true capabilities. Far too often, they experience chronic academic frustration and outright failure. As a result, students frequently come to The Windward School with feelings of insecurity that reinforce their academic struggles, but once they are remediated, they exhibit that deep seated belief in themselves that is critical to success. What our students continuously tell us confirms this. One student recently wrote, "At my former school, if I didn't answer a question correctly, the other students would laugh at me and I would feel very stupid and embarrassed. Being different felt awful. Although my experiences at my former school were dreadful, since being at Windward I have achieved so much academic success that I believe in myself."

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Dr. John Russell is Head of the Windward School.

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Arlene Alda Reads at Hunter College

By DOROTHY DAVIS

“Jackson, tell Mrs. Alda you have ‘Iris Has a Virus’ at home and it is your favorite book!” said a doting mother in the audience to her adorable 4-year old. But Jackson just smiled mischievously and pressed his lips together.

Arlene Alda, Hunter Class of 1954 (Music Major, Phi Beta Kappa, Cum Laude) had just finished reading “Iris Has a Virus” as well as “Did You Say Pears?” and “Hurry Granny Annie,” three of her delightful, clever, wonderful books for kids (and their parents and grandparents) to an enthralled audience of fellow Hunter alums and their children, who had gathered to hear her in a sun-filled corner of the new Leon and Toby Cooperman (Class of '64) Library, as part of Homecoming 2014.

An award-winning photographer, Alda has written over 15 children’s books, plus several for adults. Before her marriage to actor Alan Alda and becoming a mother (they are the parents of three daughters and eight grandchildren) she was a successful professional musician, playing clarinet for several orchestras including the Houston Symphony Orchestra under conductor Leopold Stokowski.

Many of her books are illustrated with her

photographs, among them “Did You Say Pears?” which humorously pictures homophones (pear, pair; sun, son) and homonyms (horns, horns; pitcher, pitcher). “Here a Face, There a Face” finds faces in the most unlikely places (a faucet, a house, an old tree) and turns them into lively characters. Her latest book “Hello, Good-bye” wittily illustrates opposites.

She signed this book for Diane Caron (Class of '54) after her reading and told us how she photographed the eye-catching cover:

“My husband and I were in France. I wanted a cover to mean ‘hello and good-bye’ and he was a willing victim. There were these bushes....‘Why don’t you go through the bushes?’ I asked. He did that and fell down. He must have done this for me many times to get him in the right place at the right time.”

I purchased “Did You Say Pears,” “Here a Face, There a Face,” and “Hello, Good-bye” and brought them on a visit to my daughter and grandkids in Canada. eleven-year-old Julianna, a book lover, read them in a flash. “Did you like them?” I asked her. Without hesitation she exclaimed, “They were cool!”

Just like their author!#



Arlene Alda signing copy of her book



Three Hunter Students Win Fulbright-Hays Scholarships to Study in China



Ariel Yardeni



Daniel Cione



Ricardo Alvarez

Hunter students Daniel Cione '16, Ricardo Alvarez '15 and Ariel Yardeni '16 have won highly competitive Fulbright-Hays scholarship awards to study in China. All three are enrolled in the Chinese Flagship Program, Hunter’s undergraduate honors program for high-achieving students interested in becoming proficient in Chinese language and culture.

Cione, a sophomore with a double major in anthropology and Chinese, was awarded a scholarship to complete an advanced Chinese-language immersion program this spring at Shaanxi Normal University in Xi’an. He will follow those studies with a summer internship at the Xi’an High Tech Industrial Zone.

Alvarez and Yardeni have won a summer scholarship supporting a Chinese-language

immersion in Beijing. They will also do field work in rural areas, and engage in a comparative study of contemporary society and educational systems in the U.S. and China.

Alvarez is a junior with a double major in political science and Chinese and a planned minor in economics. This spring, he is studying abroad at National Taiwan University and plans to pursue graduate studies in business, with a focus on international trade.

Yardeni, a sophomore in the Macaulay Honors College at Hunter, is especially interested in global health and health policy. Last summer, she studied Chinese at National Taiwan University and is looking forward to learning about the education system in rural China and teaching young children in the communities she visits.#

A Fulbright Scholar Shares Her Experiences in Malaysia

By RACHEL GELLERT

I am sitting in my little house in Terengganu, Malaysia thinking about my college years at NYU in Manhattan.

I have been teaching for the last three months at a secondary school in a small rural town in Marang, Terengganu, Malaysia. Terengganu is the most conservative Islamic state in Malaysia and my school and community are 100 percent Malay Muslim. This experience is like nothing I have ever encountered before—it is simultaneously stressful and inspiring and confusing and exciting and exhausting and empowering. Every day feels a bit like a roller coaster, but on the quieter moments I am certain there is nowhere else I would rather be. I am head over heels in love with my students. They fascinate and inspire me on a daily basis. I have also been holding a speaking workshop with the teachers at my school, which has given me incredible access into the adult community here as well.

I am most excited for my upcoming English camps. This Sunday I am hosting a “Save the Planet—Eco Superhero Camp” for my younger students. I get to take them outside of school,



run fun activities, clean up the beach and talk about how we have the power to keep Earth clean and change the world.

But what I am most excited to share is my second English camp, coming up in May. I am working with two of my Fulbright ETA friends from nearby Malaysia schools to host a 3-day 2-night All Girls Empowerment camp. We are even starting a fundraiser on Crowdrise that will soon go live. <http://www.crowdrise.com/StrongerWomenStrongerWorld/fundraiser/LizzieBethRachel>

Here is another link to the photo blog I have been keeping on Tumblr: <http://raeinmalaysia.tumblr.com/>

I would like to connect Education Update with my students here. Some of them have really incredible English and I know would be absolutely overjoyed at the idea of having something they wrote published in a newspaper in New York. I would love to write a few experiences of my own down and send them to you. I will continue to keep you posted on my adventures out here.#

KEYNOTE SPEAKER

PRESIDENT ERNEST A. LOGAN

COUNCIL OF SCHOOL SUPERVISORS AND ADMINISTRATORS



Ernest A. Logan worked for nearly 25 years in the NYC public schools, many of them as a CSA member, before taking a leave of absence to join CSA's staff in 1997 as a field service representative. Rising through the ranks, he was elected President in November 2006 by acclamation and again in November 2009 and 2012. He began his third term as CSA's President on Feb. 1, 2013.

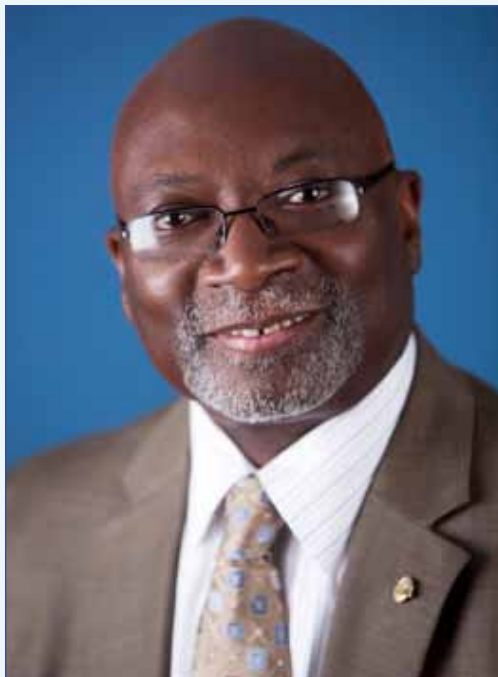
Mr. Logan, the 11th of 13 children, was born in Harlem, and raised in East New York, to a family that valued education. His father, a college graduate and trained engineer, died when Mr. Logan was 8, a huge loss for the Logan family emotionally but not spiritually; the older Mr. Logan, and his wife, had imbued their son with the importance of a college degree, family and faith, and his mother kept those values alive for her children despite the hardships they faced.

Mr. Logan remained focused on the future, graduating from Franklin K. Lane High School in 1969 and SUNY Cortland in 1973. He attended Baruch College/CUNY and received his master's degree in education.

He began teaching English at PS 224, D-19, Brooklyn, soon after graduating from SUNY Cortland and within five years, he was a curriculum writer for the Office of Curriculum and Development. In 1983, he became the Assistant Principal at JHS 263, D-23, Brooklyn, and in 1991, he was appointed as Principal of I.S. 55, D-23.

As Principal, he represented his CSA colleagues as the District 23 Chair from 1993 until the fall of 1997 when he became CSA's Director of Community School Districts and worked in the field enforcing the contract and protecting his colleagues' legal rights. In March 2000, the Executive Board chose Mr. Logan as First Vice President to fill a vacancy created when Donald Singer, then-President of CSA, moved to work fulltime at the American Federation of School Administrators, the national union. A few months later, running with Jill Levy, he was elected Executive Vice President, a position he retained through the 2003 election. When Ms. Levy chose not to run in 2006, Mr. Logan won the presidency in an unopposed election. Mr. Logan is also the Treasurer of AFSA, and, as a member of the General Executive Board, chairs its legislative committee.

As CSA President, he secured a contract for his Department of Education members that provided substantial salary increases and numerous reforms including a rating system for Principals that is tied into school performance and specific leadership competencies. Mr. Logan has repeat-



edly called for high standards and accountability from his members, and does not accept complaints that "the job is too tough." Mr. Logan has forged relationships with city and state officials, understanding the importance of "bridge building" as he calls it, to secure legislation, resources and policies that enable CSA members to perform their jobs to the best of their abilities.

In addition to his responsibilities at the union, Mr. Logan is a board member for New Visions for Public Schools and the NY Research Alliance. He also recently became a member of the advisory board of the NYC Independent Budget Office. Mr. Logan belongs to numerous organizations including St. John's University's Phi Delta Kappa chapter, the NY Alliance of Black School Educators, the National Association of Secondary School Principals, the NY Academy of Public Education, 100 Black Men, and is a life member of the Association of Black Educators of NY. He is also a member of the Education Equality Project, founded by the Rev. Al Sharpton and former NYC Schools Chancellor Joel Klein.

He has served on the board of the Brownsville Community Development Corporation and is a deacon at the Mount Calvary Baptist Church in Harlem, where he also serves as the Chairman of the Board of Trustees.

He has received numerous awards from labor and education groups. Mr. Logan and his wife, Beatrice, a retired high school guidance counselor, have established the Ernest A. Logan Scholarship at SUNY Cortland, which provides tuition assistance for NYC public school students.#

DEAN JERROLD ROSS

ST. JOHN'S UNIVERSITY



The career of Dr. Jerrold Ross has been long and diverse. Born and schooled in New York City, he attended the High School of Music and Art, Queens College for his Master of Science degree, New York University for his Bachelor of Science degree, and later, the Ph.D., all in music education. In 1997, Emerson College (Boston) awarded him an honorary Doctorate of Humane Letters for his work arts education.

In the field of higher education, Dr. Ross held the positions of president, at the age of 30, of the New York College of Music (New York's oldest conservatory). He then moved to become Chair of the Department of Music and Music Education and subsequently Associate Dean for Academic Affairs at NYU's School of Education (now the Steinhardt School). During that period, he was also Director of Town Hall, then owned by NYU. One of the key programs he introduced on that stage was the "Legendary Ladies of the Movies," expanded by the Kennedy Center into what we all know as the "Kennedy Center Honors." From the NYU position, he moved to St. John's University where, since 1995, he has been Dean of The School of Education. The New York City Department of Education rankings placed St. John's at the top of several categories, the most important being the appointment and continuing tenure of teachers in the City's schools. St. John's School of Education, which recently celebrated its 100th anniversary, is also renowned for its many partnerships with public, charter, and Catholic schools. Along with Chancellor Carmen Fariña, he



believes that "all schools are part of one City."

From 1967-2003, Dr. Ross was president of the Board of Trustees of the Usdan Center for the Creative and Performing Arts, the nation's leading summer arts camp for children, ages 6-19, where a new building for early childhood was named in his honor. Dr. Ross' other work includes having obtained grants and research contracts from the JP Morgan Chase Foundation, the Andrew W. Mellon Foundation, the National Foundation on the Arts and Humanities, The U.S. Department of Education and the National Endowment for the Arts among many others. #

OUTSTANDING EDUCATION

Dear Colleagues,

Education Update is proud to celebrate our twelfth year of honoring teachers and administrators who enrich the lives of children in classrooms around the city every day.

We are requesting nominations for Teachers and Administrators (principals, assistant principals, deans, etc.). Our

PRESIDENT KIMBERLY CLINE

LONG ISLAND UNIVERSITY

Dr. Kimberly R. Cline is leading Long Island University (LIU) through a transformational process focused on providing students with an exceptional education that combines a solid grounding in liberal arts and sciences with real-world, experiential learning, helping them to successfully enter careers in the global workplace. Many innovations have been achieved under Dr. Cline's presidential leadership including the LIU Promise Initiative that provides incoming students with personal Success Coaches who serve as a single point of contact from academic counseling to financial aid, student life and career preparation, ensuring they are fully prepared to succeed with the help of a capable advocate and trusted guide, a groundbreaking, cross-disciplinary entrepreneurialism focus through multiple initiatives such as the opening of five new student-run businesses, and partnering with a Long Island venture capital company. To leverage the opportunities offered by the region's strongest industries, Dr. Cline created a host of career-ready minors such as entrepreneurship, financial engineering, alternative investments, fashion merchandising, and equine management. To take full advantage of the international stage of New York City that sits at LIU's door, she originated a UN Ambassador lecture series that allows students to learn directly from the most influential world leaders of our age. To assist talented high school students to find out if a career path is really right for them, the new Summer Honors Institute @ LIU that gives them a week-long, intensive, behind-the-scenes view of some of the most popular careers. Recognizing the importance of athletics, an array of programs has been introduced for fall



2014. They include golf, track and field, wrestling, fencing, and swimming. To strengthen university operations, Dr. Cline has instituted a robust focus on institutional effectiveness, conducted a comprehensive strategic planning process, and integrated all major enrollment service areas. Looking to the future, Dr. Cline has made a significant commitment to increasing the university's fundraising and advancement capacity, recognizing the power that nearly 200,000 active alumni could contribute toward long-term success. Dr. Cline previously served as president of Mercy College, as Vice Chancellor and CFO of SUNY. Dr. Cline's degrees include a BS, an MBA, a JD, and Ed.D.#

JOYCE B. COWIN

ROLLS ROYCE OF FINANCIAL LITERACY

Joyce B. Cowin, an alumna and long-time Trustee of Teachers College, has given the College a gift to create an innovative and unique professional development program for New York City public school teachers that will address the critical need for high-impact financial literacy in students in grades 9-12.

"Every person past the ninth grade should have knowledge of money—how to finance a college education, how to balance a checkbook, how to ensure that expenses don't exceed income, how to monitor a credit card and interest, how to shop for clothes and food, and how much to pay for rent and what a mortgage is," Cowin said. "When the market collapsed in 2008, so many wonderful, hard-working people who had saved money throughout their lives were snookered about sub-prime mortgages, and they lost everything. We need to educate the next generation to ensure this never happens again."

A partnership among Teachers College, the New York City Department of Education and the nonprofit Working In Support of Education (W!SE) launched The Cowin Financial Literacy Project in Fall 2012, with the first workshops for teachers from select New York City schools in Summer 2013. Teachers College alumna Dr. Pola Rosen has been a consultant and collaborated on this important endeavor. New York State Education Commissioner, John King, also has fully endorsed the program. The program is now expanding to other cities.

"This collaboration is a wonderful example of partnership between the public and private sectors, with the goal of strengthening New York City public school students' skills in an important field," Dennis M. Walcott, New York City Schools Chancellor, wrote to Cowin. "Financial literacy is necessary for our students' success in the 21st century."

No central financial education resource for teacher professional development currently exists in New York City. The Cowin Financial Literacy Project distinguishes itself from the more than 800 other financial literacy curricula that have previously been developed in the United States by addressing this critical need.

The Cowin Financial Literacy Project created an academic curriculum, and also "focused on helping teachers to integrate important concepts about finance into courses that they are already teaching, such as World or U.S. History," said the project's director, Anand R. Marri, Associate Professor of Social Studies & Education at Teachers College.

Joyce Cowin is a Trustee of the Youth Counseling League, the Jewish Board of Family and Children's Services (JBFC) and



the Child Development Center, where she previously served as President of the Board. She is a Trustee of the American Museum of Folk Art, the primary sponsor of the Folk Art branch at Lincoln Center, a member of the The Chamber Music Society of Lincoln Center and The Stecher and Horowitz Foundation, as well as Chairman of the Committee on Education. At JBFC, she started special programs of Art Therapy for disturbed teenagers who have difficulty expressing themselves verbally. Cowin also is a life member of the Metropolitan Museum of Art.

Cowin is a Smith College alumna and earned her master's degree in Curriculum and Teaching from Teachers College. She chaired the College's Alumni Council and served as its liaison to the Board of Trustees for 30 years, and has also served for more than 30 years on the Board itself. With her late mother, Sylvia Berger, she funded the creation of TC's Cowin Conference Center. Cowin also is the founding funder of TC-affiliated Heritage School, an arts-themed public high school in East Harlem.

Cowin has actively supported Manhattanville College, where she has funded a fall lecture and an art room at the college's museum, as well as a spring art trip, in honor of her late father, Arthur Berger. She serves on the Board of Trustees of the American Folk Art Museum in New York City and has served for more than 50 years as a Trustee of the Jewish Board of Family and Children's Services, which honored her.

Cowin serves on the board of the Chamber Music Society of Lincoln Center and has a longstanding involvement with the Metropolitan Museum of Art.#

OUTSTANDING EDUCATORS OF THE YEAR

culminating ceremony for Outstanding Administrators and Teachers of 2014 will be held at a breakfast at the Harvard Club in NYC on June 25, 2014.

The event provides medals and certificates to the Outstanding Educators of 2014 and the accolades of peers, colleagues, family and education leaders. It garners the attention of local newspapers and television.

To nominate a Teacher or Administrator go to:
www.EducationUpdate.com/awards
The Deadline For Nominations Is May 23, 2014.

Final decisions are made by our illustrious Advisory Council consisting of regents, college presidents, deans, administrators, professors and union leaders.



Fifth Grader Surmounts the Odds



Helena Lubin



Helena's Dog

By ALAN & SHARON LUBIN

Just a little more than one year ago, our granddaughter, Helena, was diagnosed with Type I diabetes. Helena is 10 ½ years old and a 5th grader at Karigon Elementary School in the Shenendehowa school district, in Clifton Park, NY, demonstrating a great talent in art.

After a brief hospital stay, she had to be injected six to eight times a day with insulin and had to prick her fingers often to monitor her glucose levels—all because her pancreas stopped producing the insulin needed to live.

Within two months, she switched to an insulin pen for the injections, and within a few more months, she switched to an insulin pump that has a pod that is required to be attached to her arm, leg or stomach by injection and taped on for two to three days. In addition, she now has a glucose monitor attached in a similar fashion to track the trends of her glucose. With these wonderful advances, she has gone from more than

55 actual injections a week to fewer than ten (plus finger pricks).

You never see Helena without her pocket-book filled with the Bluetooth monitors, test strips and the other equipment she must have with her whenever she leaves home. She still cannot eat anything without following a mathematical formula that must be changed often as she grows up. Yet she still smiles most of the time.

This disease can be cured in her lifetime if the research continues.

Helena and her parents, Annette and Evan, will again be participating in the Juvenile Diabetes Research Foundation (JDRF) Walk to Cure Diabetes in Albany. We hope you will join us in supporting JDRF in the research needed to find a cure for this life threatening disease.

Here is the link to Helena's team page: <http://www2.jdrf.org/goto/Sweet4Cure#>

Matilda Cuomo Gives Award to Dr. Jeffrey Lieberman at Mental Health Foundation

By DANIELLE M. BENNETT

Dr. Jeffrey Lieberman, chairman of Psychiatry at the Columbia University College of Physicians and Surgeons and Director of the New York State Psychiatric Institute, was the guest of honor at The Mental Health Foundation's second annual Special Evening in New York event for his years of leading work in the field of mental illness. Former First Lady Matilda Raffa Cuomo gave the award this month at The Christopher Columbus Citizens Townhouse on the upper eastside.

The event, which was emceed by Newsday columnist and TV commentator, Ellis Henican, kicked off with Steven Podaris, president of the Mental Health Foundation who praised Mrs. Cuomo, a foundation board member, for her years of commitment. Podaris gave a little background behind the foundation's It's Okay To Talk About It Grant Program, which uses a peer-to-peer approach with young people suffering with mental health issues. It's Okay emphasizes the message of hope. The grant



Jeffrey Lieberman & Matilda Cuomo

program supports other programs that Podaris said really make a difference in the lives of young people.

"While we have been able to make some modest contributions over the last five years, I think what is important ... is that the programs that we are supporting are really reaching young people," said Podaris.

Cuomo put into perspective the importance of addressing mental illness among young people today.

"There are too many examples of young people today suffering because they can't and won't ask for help." She continued, "We must improve early treatment that will enable people to have healthier and happier lives."

In 1987, Mrs. Cuomo began the New York State Mentoring Program, an initiative based on the idea that the difference-maker between children who thrived and those that don't was a caring adult. The program was canceled but Mrs. Cuomo began a private program, Mentoring

continued on page 30

CROHN'S & COLITIS FOUNDATION LUNCHEON HONORS WOMEN OF DISTINCTION



Molly Roberts and Dr. Robbyn Sockolow at CCFA Luncheon



Molly Roberts with Grandparents, Dr. and Mrs. Max Felton

By PATRICIA LAVELLE

The Greater New York Chapter of the Crohn's and Colitis Foundation of America (CCFA) recently held its 21st annual Women of Distinction Awards Luncheon. The funds raised through the event are used to support research for treatments for not only the symptoms of Irritable Bowel Disease, but also to treat the cause of it. The grand ballroom of the Waldorf-Astoria was overflowing. Festivities included an awards presentation, a silent auction, and a fashion show, sponsored by Bergdorf Goodman.

This year's top honor recipient was Dr. Robbyn E. Sockolow, MD, the director of Pediatric Gastroenterology and Nutrition, New York Presbyterian Hospital, Weill Cornell Medical College. Dr. Sockolow is board certified in both pediatrics and pediatric gastroenterology and has dedicated work to helping the lives of children suffering from GI diseases such as Crohn's and ulcerative colitis. Working in the field for almost twenty-five years, she has seen mass change occur. "One day there will be a cure for IBD and I will retire but until then you can count on me to be there for you and for your children in holding your hand the

entire time," stated Sockolow a promise of her commitment to her patients and their families.

In addition to the Woman of Distinction award, the CCFA also honored two Rising Stars, Casey Mintz and Taylor Sinnett. Mintz was diagnosed with ulcerative colitis at the age of 11 and since then has had multiple surgeries related to her disease. She stated at the microphone, "It was not my wish to be the poster child of a disease, but I am happy to help others." Another brave young woman was Molly Roberts who has overcome surgery and begun a jewelry business online that dedicates all its profits to CCFA.

Crohn's disease and ulcerative colitis are both major categories of Irritable Bowel Disease (IBD). IBD affects over 1.4 million Americans and children are the fastest growing patient group suffering from the disease. The mission of CCFA is to find a cure for Crohn's disease and ulcerative colitis. Since 1967, the CCFA has been a leading organization in advocacy and research efforts for IBD and a support system for children and adults living with IBD. The organization provides research, educational, and support programs for patients, their families, and health care professionals.#



BOOK REVIEW

Review of *Raising Global Children*

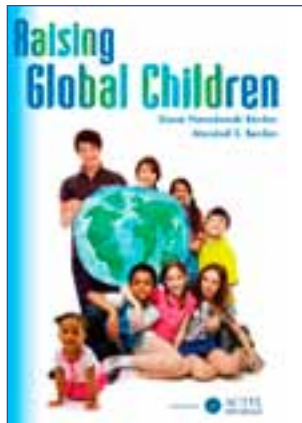
By MERRI ROSENBERG

Preparing American students for a global economy has been a buzzword for more years than I can remember, surfacing as a political campaign theme and finding its way onto school web sites as a familiar meme.

Yet, the reality is that despite the elementary schools that, admirably, offer authentic dual-language tracks or immersion in another culture with enrichment activities, the fact remains that most American students are pitifully prepared to compete in a global marketplace.

College is simply too late. All the study abroad and exchange programs can't make up for the reality that students around the world are taught, not only one or two additional languages, from the earliest grades, but are also "equipped with what academics and business leaders have come to call a global mindset: the ability to operate comfortably across borders, cultures, and languages," as the authors of this timely book suggest.

Stacie Nevadomski Berdan works in the international careers field, counseling companies on global issues and speaking with college



students about the field; Marshall S. Berdan is a former high school English teacher and business journalist who is now a freelance travel writer. Practicing what they preach, the couple has traveled extensively with their twin daughters and made sure that their education—inside, and outside, the classroom—encompasses a variety of multi-cultural experiences.

The authors are quick to point out that raising a globally-prepared child doesn't require unlimited disposable income, nor is it the province of the economically and socially elite. As they write, "Given the great cultural diversity that can be found here in the United States, it's not absolutely necessary to go overseas to have an authentic global experience."

Based on surveying about 1,000 professionals who've attained success in the global marketplaces, there are some strategies that can be adopted by anyone.

continued on page 23

Baruch College Hosts Employment and Visual Impairment Conference

By JASMINE BAGER

The blind and visual impairment community recently joined together at Baruch College, for the Seventh Annual Employment and Visual Impairment Conference on Policy and Practice: Your Future is Now. Workshops, awards, inspirational speeches and networking opportunities were aplenty.

The all-day event took place on the 14th floor at the William and Anita Newman Vertical Campus Building. Deborah Dagit, retired chief diversity officer and vice president, global diversity and inclusion at Merck, and president of Deb Dagit Diversity, LLC gave the inspirational morning keynote address. Karen Gourgey, director of Computer Center for Visually Impaired People (CCVIP) at Baruch College gave the opening remarks.

Rolling onto the stage with her wheelchair, Dagit told the audience what they already knew—that not much has changed over the decades in the area of corporate diversity. She credits her mother for insisting that she be placed at a regular school as a child in California, as it allowed her to have a competitive education. She spoke of her struggles to earn the respect and attention of those in leadership roles when she earned her degrees and wanted to perform higher in jobs. "About



Deborah Dagit with Karen Gourgey

71 percent of disabilities are not apparent," she said. But when she started maneuvering using a wheelchair when her brittle bones were unable to lead her with just a cane, she said that people treated her as a "Make a Wish Person," (the organization dedicated to granting the last wish of a dying patient). She managed to defeat those naysayers and lead—while also helping to place 400 people with disabilities into fulltime, competitive employment, per year. She encouraged the audience to strive to go beyond even what they had imagined for themselves.

The CCVIP Distinguished Service Awards *continued on page 24*



ST. JOHN'S
UNIVERSITY

New Manhattan Location, New Weekend Opportunities for Educators

With a convenient new East Village location for our Manhattan campus and a reputation for excellence in education, this is the right time to advance your career as an educator through graduate study at St. John's University.

The School of Education now offers a new weekend cohort format that fosters professional growth in these areas:

M.S.Ed.: Career Change: Early Childhood Education, Birth–Grade 2

M.S.Ed.: Career Change: Adolescent Education and Teaching Students with Disabilities, Grades 7–12 (Special Education courses online)

M.S.Ed.: Career Change: Adolescent Education (Mathematics, English, Social Studies, Spanish, or Biology)



Barnard College Student Leadership Awards

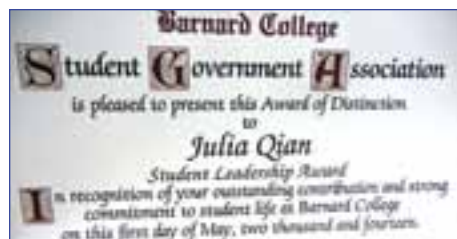


(L-R) Julia Qian and Debra Spar

Students at Barnard College recently came together for a dinner celebration in honor of leadership at their school. Barnard College President Debora Spar welcomed her students and praised their leadership skills.

"This is always one of the loveliest events of the year although it is bittersweet because it means saying goodbye to people who have done so much for Barnard College," she said. President Spar talked about what it means to be a student at Barnard, a pioneering force in undergraduate women's education, since 1889, and how the girls have provided a wonderful support system for each other in their clubs, community work, classrooms and in life. The simple activity of convincing a classmate to change an idea is an act of leadership. She applauded the work at the College's Athena Center for Leadership Studies, which is "dedicated to the advancement of inspired and courageous women leaders around the world."

Leadership is one of those tricky things to define, she said. We are living at a time when the need for leadership is vital in all areas of society. Despite our advancement in all fields,



Student Leadership Award

people tend to underestimate women. "When many of us think about leadership, we tend to think—still—of a man, standing on a stage, or rallying a crowd or leading an army into battle. But, of course, real leadership is much more varied phenomenon—and a much more subtle one," she said.

She gave an example of a good leader, "it's not about claiming my idea, it's about developing our idea," President Spar said. It is not enough for Barnard students to be smart, and to do well academically, but it is essential for each student to translate ideas into actions by engaging those around them.

"I am really proud of us for making this community what it is. I suggest for us students to keep pushing, keep creating and keep molding Barnard into what we want it to be," current student and Student Government President, Maddy Popkin said. Among the honorees was Julia Qian, a student from Shanghai who has interned at *Education Update* and is the mentee of publisher Dr. Pola Rosen whom she calls her "New York mom!"#

TC Academic Festival

By PATRICIA LAVALLE

Teachers College recently held its sixth annual Academic Festival, a day of programming that brings together the Teachers College community in a homecoming-like fashion. The theme of this year's events was "Where the Future Comes First," an accurate title since the festivities featured Carmen Fariña, Chancellor of the New York City public schools as the Phyllis L. Kossoff lecturer. In her speech, entitled the First 100 Days, Fariña addressed the current state of learning and the future of education policy in New York City. A wide array of speakers had been gathered to present on a multitude of subjects, including some young adult and child friendly presentations. In addition, the Alumni Council hosted its Distinguished Alumni Luncheon, which honored five TC alumni, including James Gordon, Ed.D., David W. Johnson, Ed.D., professor at University of Southern California; Deborah Kenny, Ph.D., Head of Harlem Village Academies in NYC; Kate Parry, Ed.D., Hunter College with years of teaching in Uganda; Eric Shyman, Ed.D., professor of special education at Molloy College. #



Eric Nadelstern



(L-R) Distinguished Award Winners Eric Shyman, Kate Parry, David Johnson, James Gordon, & Deborah Kenny

WHAT WORKS BEST WHEN IT COMES TO EDUCATION? NYU PANEL DISCUSSES OPTIONS

By PATRICIA LAVALLE

"Do I really need to know this for the exam?" This question asked frequently by students, especially when final exams loom in the near future, reflects the current "learn to the test and teach to the test" mentality of students and teachers in today's education climate. At the third and final installment of this year's Education Policy Breakfast series, hosted by New York University's Steinhardt School of Culture, Education, and Human Development, a lively panel discussion ensued over what the best testing policies are for our city, state and nation. This year's series focused on testing, with the previous two sessions focused on the history of testing, its benefits and consequences.

The morning came alive as discussion heated up between panelists, breakfast attendees, moderator and current Peter L. Angew, Professor of Education at NYU and former chair of the board of the Oakland school district in Oakland, California, Pedro Noguera. Sitting on the panel were Ann Cook, Philip Weinberg, and Frank Worrell. Cook, the executive director of the New York Performance Standards Consortium, maintained her position of performance based evaluations in lieu of high stakes standardized testing. It is this ideal of education that is at the core of the model for the consortium of 39 New York public high schools Cook oversees. Cook expressed that Worrell, professor in the Graduate School of Education and Psychology Department at University of California, Berkeley, took a difference stance on the subject at hand. Worrell spoke in defense of testing, not of any particular test, but rather, of testing as a form of useful assessment. Weinberg, an experienced New



Dean Mary Brabeck and Professor Pedro Noguera

York public school teacher and administrator and now Deputy Chancellor for Teaching and Learning at the New York City Department of Education, provided the discussion within a firsthand experience within the Department of Education, although he was not able to officially comment on the department's plans regarding testing.

In addition, Park Slope principal of P.S. 321, Elizabeth Phillips, joined the panel to discuss the recent frustrations arising from New York State's high stakes testing and the state's contract with Pearson. Phillips was recently published in the *New York Times* discussing the issues about teachers not being able to talk about the recently administered statewide. The gag order that teachers received regarding releasing test questions and instructions denies these educators the opportunity to discuss problems with the exam.

Breakfast attendees gathered in masses around the microphones placed in the audience to test the panelists on their knowledge and opinions on high risk standardized exam practices. The event could have gone into the early hours of the following morning if all questions had been asked, proving that while much has been discussed regarding education, some questions are still left unanswered. #



(L-R) Carmen Fariña, Chancellor of NYC Department of Education, Susan Fuhrman, President, Teachers College, Phyllis Kossoff

THE ETHICS COLUMN

The Nurse Practitioners Are In

By JACOB M. APPEL, MD JD

A provision of this year's New York State budget agreement, largely unnoticed beyond the medical community, may have transformative ramifications for the delivery of health-care, especially in underserved communities: Starting on January 1, 2015, the Nurse Practitioners Modernization Act will permit nurse practitioners to provide care without a supervising physician. Seventeen mostly smaller and western states already allow NPs such autonomy. The nation's 113,000 NPs, who have been eligible for Medicare reimbursement at non-hospital clinics since 1997, increasingly offer services traditionally performed by internists and family physicians.

Not surprisingly, advocacy groups for medical doctors, including the AMA, have objected to this encroachment on their professional turf. Their objections are grounded in concerns over the level of training that NPs receive. However, in the primary care setting, the data suggests that NPs and MDs produce similar outcomes. An extensive Columbia University study, for instance, found that both at six months and at two years, patients treated by NPs did as well as those treated by MDs, and even demonstrated lower blood pressures. A recent report in Health Affairs also noted that care provided by NPs may prove less costly, as they are prone to order fewer expensive and unnecessary tests. For many indigent or homebound patients in underserved communities, especially in upstate New York, the choice is not between seeing an MD or an NP; it is between seeing an NP or receiving less care. Since NPs must operate within a limited "scope of practice," little fear exists that they will be performing neurosurgery or organ transplants without training.

The need for NPs is not a result of market forces. Rather, it is the direct product of an artificial doctor shortage partially created by MDs themselves. No new medical schools opened in the United States between 1982 and 2000, largely as a result of pressure from existing physicians to keep competition low—and reimbursement high. Moreover, many doctors choose to settle in lucrative urban markets. Of the nation's 25,000 psychiatrists, for example,



2,710 practice in metropolitan New York City and 40 in Wyoming. Some of this shortage is alleviated by foreign medical school graduates who serve residencies at American hospitals, but then must return to their home countries. While the last decade has seen efforts to increase the number of medical school slots, it will take years for this supply to catch up with the needs of an increasingly aging population.

Nurse practitioners are not the only health-care professionals looking for expanded powers. Psychologists continue to seek prescribing rights, which they already possess in New Mexico and Louisiana. In some states, but not New York, midwives are still required to have licensing agreements with obstetricians. While the floor for admission to these professions may indeed be lower than for admission into medical school, that may be because the floor for admission to medical school is inappropriately high, impeding the career opportunities of many promising clinicians. What matters to most patients is the knowledge, availability and bedside manner of their provider, not the sequence of letters after that individual's name.#

Jacob Appel is a Harvard trained attorney, a Columbia-Presbyterian educated physician who is completing a residency in psychiatry at Mt. Sinai Hospital in NYC.

Graduation Around the Nation

By WAGNER MENDOZA

Thousands of commencement speeches are given yearly in colleges around the world. The top colleges and universities in the United States seem as though they are in constant competition with each other to designate the more successful, affluent, and popular, keynote speaker/s. The keynote speakers for commencement ceremonies are usually accomplished academics, entrepreneurs, or celebrities invited by the student body of the school. Usually spoken to motivate and ignite a spark in the hearts of the candidates for graduation, commencement

speeches inspire the soon-to-be college graduates to strive for a better future.

Some of the top-tier universities in New York will graduate their students in the coming weeks of May. Often, the speeches are available online.

Upcoming Commencements and Keynote Speakers:

- Barnard College, Cecile Richards, Planned Parenthood President
- The University of California, Los Angeles, Randy Schekman, 2013 Nobel Prize winner in physiology and medicine and UCLA Alumnus

LAW & EDUCATION

Are College Football Players Students or College Employees?

By ARTHUR KATZ, JD

Recently, the Chicago Regional Director of the National Labor Relations Board ruled that scholarship football players at Northwestern University are employees under the National Labor Relations Act. Although this ruling, if ultimately upheld, could have far reaching implications, I do not intend to focus on these implications, but on the basis for the ruling.

Northwestern is a NCAA Division 1 school. The football staff, in addition to having a head football coach, also has a director of football operations, a director of player personnel, a director of player development, nine full-time assistant coaches, four graduate assistant coaches, five full-time strength coaches, two full-time video staff employees, two administrative assistants and various interns. None of the football staff is considered to be part of the academic faculty.

Although the Northwestern football players are matriculating students, the NLRB determined that those players who receive grant-in-aid scholarships were "employed" by Northwestern as athletes, and that attending Northwestern as academic students was secondary.

The NCAA rules limit "countable athletically related activities" to 20 hours a week during the regular football season and spring football practice and to 8 hours a week during the remainder of the off-season. However, many activities are not included in the counted hours such as mandatory training meetings, "voluntary" weight conditioning and strength training, training tape review, travel and "voluntary" practices.

Northwestern football players are subject to strict and exacting control throughout the entire year, commencing with training camp 6 weeks before the academic year, during which players may be engaged in football related activities from as early as 5:45 a.m. until 10:30 p.m. Once school begins, players do not commence regular classes for several weeks, to enable them to devote 40 to 50 hours per week to football related activities. Players may spend an additional 25 hours over a weekend traveling to and from the game, in meetings and competing in the game.

After the end of the season, players still are expected to devote significant time to football related activities and although some of these activities (including conditioning, weight training and review and discussion of game tapes) are "voluntary", it is unusual for a player to not actively participate.



The athletic department (not the admissions office or the financial aid office) "awards" football scholarships, which are not need-based, as are other scholarships awarded by Northwestern. Scholarships are paid solely in exchange for participating in the football program, and include full tuition, tutoring, fees and books, room and board, and certain incidentals.

As a result of the foregoing factors, among others, the NLRB found that "it is clear scholarship players devote the bulk of their time and energy towards the football services they provide" and "the fact that the players undoubtedly learn great life lessons from participating on the football team and take with them important values such as character, dedication, perseverance, and team work, is insufficient to show that their relationship with [Northwestern] is primarily an academic one."

The NLRB distinguished its 2004 Brown University decision regarding graduate teaching assistants, who were held to not be "employees" of Brown, on several grounds including (i) the status of teaching assistants as primarily students whose research and teaching was a core element of their academic degree requirements, and (ii) the relationship of graduate students with the academic faculty.#

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg P.C. and the editor of the Law & Education section of Education Update.

- Stanford University, Bill and Melinda Gates
- Harvard University, Michael R. Bloomberg, Former New York City mayor
- Cornell University, David J. Skorton, Cornell President
- University of Michigan, Mary Barra, CEO

of General Motors

- New York University, Janet Yellen, the first woman to serve as chair of the board of governors of the Federal Reserve System #

Wagner Mendoza is a high school senior in Queens and is entering NYU in the fall.



Charter Schools Born Out of Frustration

By DR. JERRY CAMMARATA

The controversy over charter schools was born out of frustration at the turn of the century. The New York City Board of Education could not get its hands around student achievement. The school system (as it still is) was a vast institution of haves and have nots and leaving more kids behind than ever before. Graduation rates were dismal and something needed to be done. The public school students were the losers.

The Central Board hired Rudy Crew as Chancellor and we thought he and Mayor Giuliani would make ground breaking strides to reverse the educational disparity in the nation's largest school system. Mayor Giuliani and I met with Mayor John Norquist of Milwaukee, to see his Charter Schools in action. We thought it would be a good idea for New York City.

Mayor Giuliani did not take his pilot idea of charter schools lightly. It was not a program concept to replace public education, and it was not a union-breaking vehicle placed on high speed. Rather, Mayor Giuliani wanted charter schools to be a beacon of experimentation to show what could be done, require those charter schools to share their success with the public school system and for the public school system to glean areas of value. Unfortunately, the bureaucracy of the Board of Education was so entrenched that the charter schools came into being, and they never shared their successes (or failures) because there was no mandatory requirement to do so.

And what about those school buildings, which house charter and public schools together today? The charter schools often get new construction for their classrooms while the

public school classrooms must wait for long periods of time. What message does this send to the public school students—the have and the have nots? The public school students are losers again.

Even with the UFT in the game of charter schools, you would think it would employ the best of its collective competencies, rather, it has struggled with its East New York charter school, producing students with poor grades. The UFT should not be a loser.

Charter schools are like trickle-down economics. Charter schools have done little to change the landscape of the public school system as we thought it would. There has been no substantive collaboration during the Bloomberg Administration that has transformed our public schools of New York City into temples of teaching and learning. Are the public school students second rate citizens? The public school students are the losers.

We are in a mess. A ten-fold proliferation of charter schools and nothing to show for it at the Department of Education; nationally, in 2010, Margaret Raymond, a Stanford economist indicated only 17 percent of charter schools achieved higher examination scores compared to the public schools. Let's call it what it has become—A Charter School cottage industry growing out of a seed of good intention and cannibalized by self-serving interests. Yet, I concede there are a few charter schools producing great results, as witnessed by the Harlem Success Academy 4. It is one of New York State's highest performing schools. However, what is its influence on the surrounding low performing public schools in Harlem—that's

the issue! To see one lucky parent cry because the charter school her child is in may be taken away pales in comparison to the thousands of parents who cry every day because their children are not getting a good education in the surrounding public schools—and cannot do anything about it. The public school parents are the losers.

So that leads us to the UFT. The UFT should be calling the existing charter schools to task. The UFT IS the New York City Department of Education and as a partner it should demand that the performance indicators of every charter school (as well as their own charter schools and every public school) be provided to the Department of Education as part of an improvement standards program and that the superintendents of school districts conduct staff development around new and innovative teaching methods achieved. I bet that, in the hands of our competent UFT teachers, we can produce valued innovative teaching methods, leading to success in our public schools across the five boroughs. The UFT should stand alongside the Mayor on this issue. The UFT can be the Winner!

I have come to regret my decision to support charter schools when I was a member of the Central Board of Education.

Mayor de Blasio is not only right for trying to amend the proliferation of charter schools, he is on firm educational ground—even if harsh rhetoric gets articulated and a step back might need to be taken. The movement toward further privatization of education is wrong. Parents deserve a voice in their public schools once again, they must not fear that a poor per-



forming neighbor school exists, they must be assured that our school system has an extraordinary portfolio of value from Harlem to Port Richmond, and there is a cooperative hand extended from the Mayor's office, to the teachers, administrators, parents and the prize of the system, the students. This must be a Win-Win situation. If we are talking about this a decade from now, WE are the losers!

More Charter schools is not the answer. If public schools are broke, we must fix them. Our New York City universities are educating some magnificent future teachers and I am sure they are ready to get the job done. Let's be more careful when we apply a principle—let's ask a principal first.#

Dr. Jerry Cammarata is currently the Chief Operating Officer and Dean of Student Affairs at Touro College of Osteopathic Medicine - Middletown. He is the Former Member of the Central Board of Education & Commissioner of the Department of Youth and Community Development.

Phyllis Kossoff Lecture Presents Colgate President Ian M. Cook

By YEHUDA BAYME

The ninth annual Burton Kossoff Business Leadership Lecture Series was held recently at Baruch College's Zicklin School of Business. This year's speaker was Ian M. Cook, President and Chief Executive Officer of Colgate-Palmolive. Mr. Cook addressed the audience about specific concerns a company needs to be aware of in order to stay successful. His company, Colgate-Palmolive, is an over 200 year old consumer packaged goods organization that has grown to make tens of billions of dollars a year, with products in 220 countries, and over 38,000 employees. His company exemplifies the values needed to be active in the global market.

Phyllis Kossoff created the lecture series in 2003 in loving memory of her husband, Burton, a Baruch Alumnus and World War Two U.S.



(L-R) Ian Cook, President of Colgate Palmolive, Phyllis Kossoff, Mitchel Wallerstern

Air Force Veteran, who was the founder and CEO of Burton Packaging Co., Inc., and an officer of the Cystic Fibrosis Association of Greater New York.

President Cook has helped Colgate-Palmolive

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A QUARTER MILLION DOLLAR GIFT TO QUEENSBOROUGH COMMUNITY COLLEGE

Inspired to help support scientific research and resources for students in the Science Technologies, Engineering & Mathematics (STEM) Academy, Dr. Amy Wong has awarded a \$250,000 gift to the Queensborough Community College Fund, Inc. in memory of her late husband, Dr. Pak (Peter) Wong (1935- 2014), who was a Professor in the Department of Chemistry at the college for more than 30 years, three as Chair.

Although Amy and her late husband Pak both studied at several other institutions of higher learning, they frequently spoke of the special place that Queensborough held in their hearts as a community college because of its strong commitment to diversity, mentorship and quality education.

Indeed, Pak was deeply grateful to America for allowing him to achieve exceptional scholarly success, and he expressed his gratitude in a uniquely American way by dedicating himself to making a difference not only in teaching and research opportunities for his students, but also making a difference in the communities where he

lived and worked.

"Pak, who was one of six siblings, was the only member of his family to attend college," said his widow. "His immigrant journey to America was truly remarkable and he always felt a strong bond with his students, knowing that many of them shared a similar experience."

A significant percentage of outstanding students at Queensborough are first-generation college students who persevere to obtain a quality education, no matter what obstacles they might face. They represent some 80 nationalities from over 100 countries around the world.

Dr. Wong was born in 1935 in the city of Zhongshan, China. As a youth, he was not particularly interested in school; however, he was a voracious reader and taught himself English by pouring through issues of Reader's Digest.

Dr. Wong went on to Kings High School in Hong Kong where he discovered his passion for chemistry. He was determined to travel overseas to continue his studies in the sciences. His

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Performing Medicine: A Day of the Arts

By JASMINE BAGER

The worlds of medicine and the arts came together for a spring festival, hosted by The New York Academy of Medicine. The all-day event, "Performing Medicine," explored the themes of interrelationships of medicine, health and the performing arts. Actors, dancers, doctors and musicians all took part at the Hosack Hall, art deco auditorium.

Performers included Dr. Richard Kogan with a musical performance and lecture on creative genius and psychiatric illness; Brian Lobel on his comedic adventures as a cancer patient; Parkinson's coach and dancer Pamela Quinn on reading bodies; David Leventhal with DANCE FOR PD from Mark Morris Dance Group/Brooklyn Parkinson Group, and Mount Sinai's Academy for Medicine and the Humanities on the art of listening. Dr. Danielle Ofri lead a panel and musicians from Weill Cornell's Music and Medicine Initiative and provided musical interludes. Tours were available to the Coller



Richard Kogan

Rare Book Reading Room and Gladys Brooks Book & Paper Conservation Laboratory.

The Center for the History of Medicine and Public Health's mission is "to preserve and promote the heritage of medicine and public health, explore the connections between history, the humanities and contemporary medical, health policy and public health concerns, and

make the history of medicine and public health accessible to public and scholarly audiences."

The New York Academy of Medicine library was founded in 1847, and contains more than 550,000 volumes, including approximately 32,000 items in the rare book and historical collections. The Library is one of the largest medical collections in the US open to the general public, to whom it has been available since 1878.#

In the early 70's, Pak applied for a post-doctoral residency scholarship at Brookhaven National Research Laboratory. There, as a Research Associate, he co-published six scientific papers on the topic of physical chemistry.

During this period, he was appointed assistant professor in the Department of Chemistry at Queensborough Community College. His capacity to understand the academic needs of his students was coupled with his vision to introduce new technology, promote undergraduate research and open doors for aspiring women instructors in the department.

"Pak was one of the finest chemists that ever served our college," said Paris D. Svoronos, a distinguished Professor of the Department of Chemistry for over 30 years. "We shared a vision to expand the department and to create more research opportunities for students, irrespective of their backgrounds."#

out into a world that extends well beyond our own borders.

Although the target audience for this book is parents, classroom teachers could certainly apply some of the suggestions to enrich their environment. It's clear that the responsibility for preparing children for the world they'll compete in as adults belongs to all of us.

As the authors urge persuasively, "Exposing children to a wide variety of cultural experiences will help them become more aware of the world beyond our borders, minimize the fear of the unknown, and encourage them to think critically about global issues." #

Book by Stacie Nevadomski Berdan and Marshall S. Berdan. Published by American Council on the Teaching of Foreign Languages(ACTFL). November 2013: 240 pp.

Cahn Fellows at Teacher's College Hone Principals' Skills



(L-R) Chuck Cahn, Founder, Martha Polin, Cahn Fellow 2014, Lily Woo, Incoming Program Director

Transcribed By YEHUDA BAYME

Chuck Cahn, Founder of the Cahn Fellows Program at Teachers College, welcomed his remarkable cohort of principals saying, "You are now the 12th cohort of principals. You will start the program with a trip to Gettysburg, which marked one of the most pivotal points in the history of our country and is a cornerstone of our program. You will find that it will be the pivotal point for you. Then you will spend a week and a half here at Teacher's College with our faculty. There will be a lot of conversations that will get you to reflect on your leadership style, why you do what you do, probably things you haven't thought about before and some ways we could do things differently. You will find that you have two faculties, the TC faculty and the faculty at these two tables, and you will find the opportunity to talk freely about whatever is on your mind. You will work with a mentor. You will work on a project for the course of the year. Finally you will provide a presentation in June, for the work you have done throughout the year." Cahn went on to say, "One of our pioneers is here, Lily Woo, who has been a principal for twenty-four years. Lily was in our first cohort in the year 2003-2004.

One of the former participants underscored her appreciation at having a group of smart colleagues. It's the relationships and the actions,



Chuck Cahn, Founder

the reflections and the value of sharing your learning with others that was at the heart of my success as a principal and at the heart of this program, she reflected.

Professor Nancy Streim, Associate VP at Teachers College spoke to the cohort: "I know you are embarking on an incredible journey. The Cahn Fellows Program is a wonderful opportunity and I know that you are going to learn and grow and prosper, make new friends, have life-long partners that grow out of this experience. I can feel the excitement and tension in the air as this is just the beginning. "I could never be a principal because the job you do is the hardest in education. You are the group of people that do it with such passion. You are the future of our educational system."#

Queensborough

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devoted mother, unable to read or write herself, encouraged her son to save his money to pursue his dream of getting an education. Eventually, he was able to travel to Australia where he obtained his Bachelor's in Science degree from New South Wales University of Technology, in 1962. And it was in Australia where he met his wife, Amy, who at the time was enrolled at the University of Sydney.

In 1965, they left Australia and came to the U.S. where Dr. Wong was accepted at the University of Wisconsin-Madison to earn a master's degree. He pursued his graduate work with Dr. John E. Willard, a prominent radiation chemist. Afterwards, he earned a Ph.D. in Chemistry from the University of Wisconsin-Madison in 1968.

Raising Global Children

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These include studying at least a second language from elementary school; travel within the United States, as well as outside its borders; discuss current world events at the family dinner table; host foreign exchange students; attend cultural events, like music, dance, film and art exhibits, that feature other cultures, and even eat at ethnic restaurants.

What matters more than acquiring specific language skills (although they are undeniably important), is encouraging a mind set in your children that celebrates diversity and difference, cultivating their sense of curiosity, and developing their confidence and independence that truly allows them to move

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Dwight Schools & Shanghai Qibao Baruch College HS Launch Global Education

The Dwight Schools, a global network of independent International Baccalaureate (IB) World Schools spanning three continents, in partnership with Shanghai Qibao High School, announce the fall 2014 opening of the Shanghai Qibao Dwight High School, the first, independent, Chinese-American collaborative high school in China. Approved by the Shanghai Municipal Education Commission, Shanghai Qibao Dwight High School will be the first Sino-foreign cooperatively run high school in Shanghai officially approved by the Ministry of Education of China.

The new Shanghai Qibao Dwight High School, located in the Minhang district, is a three-year, full-time bilingual boarding school for students in grades 10-12. An IB World School candidate, Shanghai Qibao Dwight High School will introduce a new model of education in China, integrating an international perspective with courses from Chinese compulsory education, including Chinese language, history, math, geography, and politics. Students will have the option to participate in the Shanghai academic proficiency exams; and graduates will be eligible to receive a Dwight School diploma, a Shanghai Qibao High School joint diploma, and an IB diploma (pending authorization), enabling them to apply to top-tier universities anywhere in the world.

"We are delighted that Dwight was selected to partner with the esteemed Qibao High School, a highly respected leader in Shanghai with a network of 12 schools," said Stephen Spahn, Chancellor of The Dwight Schools. "Dwight is committed to educating the next generation of global leaders and to forging innovative collaborative relationships with those who want to bring shared value to students through education. We look forward to working closely and creatively with Qibao's expert administration and faculty to design a model school that offers the best of Chinese and IB thinking, preparing graduates for success in higher education and the global marketplace."

"We highly appreciate Dwight's educational concept of 'igniting the spark of genius in every child,'" said Qiu Zhonghai, the Principal of Qibao Middle School. "It is our deep wish to create a superb international school fusing the essence of Chinese and Western education, to bring new sparks of wisdom for the development of China-U.S. education, and to prepare students who choose the school for a wonder-

ful life. The formal establishment of Shanghai Qibao Dwight High School is not only a landmark event for New York and Shanghai to deepen international cooperation, but also a landmark in deepening the reform of basic education in Shanghai."

The Dwight Schools are among the world's finest IB educators with campuses in New York, London, Seoul, and on Vancouver Island. Dwight was selected as a partner by the Shanghai Education Committee for its 141-year track record of success in delivering a personalized, world-class education and for excellence in teaching the academically vigorous IB curriculum, recognized as the "gold standard" worldwide. Dwight was the first school in the U.S. to offer the comprehensive IB curriculum (Primary Years, Middle Years, and Diploma Programs) for students from preschool through grade 12.

In the first year, Shanghai Qibao Dwight High School anticipates enrolling 100 students from Shanghai and 50 from other areas of China for its tenth-grade class. International students will also be encouraged to apply. In future, when the school is at full capacity, an estimated 1,000 students will fill all three grades. Highly qualified Chinese and international teachers are joining the faculty; and the school will be managed jointly by administrators from both Shanghai Qibao High School and Dwight School, ensuring that students benefit from the expertise of both partners.

Shanghai Qibao Dwight High School looks forward to building an enriching student exchange program as well as online collaborations with Dwight global campuses in New York, London, Seoul, and on Vancouver Island.

The Dwight Schools are dedicated to igniting the spark of genius in every child, and rest on three pillars: personalized learning, community, and global vision. With campuses in New York, London, Seoul, and on Vancouver Island, The Dwight Schools educate 2,000 students representing over 40 countries. Graduates attend such leading colleges and universities worldwide as Harvard, Yale, Princeton, MIT, Stanford, NYU, Oxford, and the University of Edinburgh. Dwight School, located on Manhattan's Upper West Side, and Dwight School London are IB Open World Schools, two of only six originally selected from 3,700 IB World Schools to pilot IB education online.#

CAREERS

Architecture Student

By JAZMINE BARANA

Native New Yorker Vanessa Tai is an architecture student at the Cooper Union, School for Advancements in Science and Art, pursuing her professional bachelor's degree. Her father who

works as an architect influenced her decision to pursue a degree in architecture. She worked for The Cooper Union as a student helper and as an assistant for an artist. Tai pursued art in high school and, through an encouraged push towards

Baruch College

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were then given out to the Dean of School of Public Affairs at Baruch College, David Birdsell, whose wife accepted it on his behalf; Julie Jansen, freelance corporate consultant and career coach, and Iris Rosen, LCSW, director, social work at SUNY College of Optometry, University Eye Center both accepted their awards in person. All winners in that category are members of the CCVIP board of advisors.

The crowd then broke away into five different morning workshops, which occurred simultaneously on the same floor, in intimate classroom settings. Conference volunteers, wearing light blue t-shirts, helped those participants who were blind or with low vision—and their guide dogs—find their way to the workshop that they had signed up for in advance. The workshops included: "ObamaCare for New Yorkers: Understanding the Affordable Act," presented by the Honorable Richard Gottfried, chair, committee on health, NY State Assembly; "Employers Perspectives on Hiring People with Vision Loss," presented by Kyle Goodridge, senior vice president, global workforce diversity at Citigroup, Inc.; "Arts, Leisure and Travel—Accessible Art in NYC," moderated by Sandy Kupprat, project director at NYU center for health, identity, behavior and prevention studies, as well as representatives from several art museums in the city, "JAWS 15 and Windows 8 Tablet," which explained the capabilities of the device, and "Low Vision Evaluations at SUNY Eye Center," presented by Rebecca Marinoff, OD, FAAO, assistant clinical professor, low vision residency supervisor at SUNY University Eye Center.

The Breaking Barriers Awards took place after a brief lunch intermission. Moderated by Craig Wolfson, Rosicki, Rosicki & Associates, P.C., employer recipients, Association for the Visually Impaired (AVI), Vis-Ability Inc., Michael Parker, Helen Keller National Center, Kris Agency, Mahadai Deoki and Judith Lauterstein, Lighthouse Guild, CUNY, Patricia Bianchi, VISIONS, Healing Arts Initiative, The Catholic Guild for the Blind, The Jericho Project and the Helen Keller Services for the Blind, Executive Cleaning Services, all were honored. In addition, the Louise Tropp Volunteer Service Award was presented to Brenda Farley individually, and the Matthew P. Sapolin Visionary Award was presented individually to Arnie Kramer, recently retired district manager at the NY State Commission for the Blind.

For several hours, vendors displayed their products at the exhibit area. Those representatives included: Baruch's CCVIP, Andrew Heiskell Braille and Talking Book Library, CTECH, promoting their new products, Low

Vision International and their MagniLink Student text-to-speech device, the Flick robotic near/far camera with speech from Sight Enhancement Systems, HIMS Inc, and their product E-bot and Candy HD. Vis-Ability promoted their products for low vision and blindness, including video magnifiers, reading machines, screen reading software, refreshable Braille and literacy software, and BrailleDepot showed their handheld devices for those with trouble reading small print.

Boaz Zilberman, founder and CEO of Project-Ray flew in from Israel, to present the world's first Smartphone with advanced mobile technology for initiative eye-free operation, in the afternoon workshop session. "There is a void in eye-free interfaces, that don't require any visual. How inefficient is the technology now—very few people use them," he said. Project Ray is an app that allows users to swipe to activate the use of a menu, contact list and voice command, which controls all aspects. It is better suited for someone with visual impairment, he said.

Other afternoon workshops included: "Accessible New York: Lessons Learned, PASS Coalition Update," moderated by Vincent Cuccia, Planet Pepper, board of advisors, CCVIP, "Employment Success Stories," moderated by Debbie Fiderer, coordinator, community services program, Helen Keller National Center for Deaf-Blind Youths and Adults and CCVIP conference committee member, "Trains, Planes, Boats and More: The Low Vision Traveler," presented by Cheryl Echevarria, owner of Echevarria Travel and "Meet the Commission," presented by Ana Duraes, district manager, White Plains, NYSCB.

Conference planning organizers Nancy O'Connell and Shawn Zahn have been planning this event all year. "We have a wonderful mix of people here; professionals in the field and from different organizations. We will have a recap and discuss what didn't work and what worked later on, and we take the evaluations (collected from the participants) seriously," they said.

The event was sponsored by Baruch College Continuing and Professional Studies and School of Public Affairs, Computer Center for Visually Impaired People, The New York State Commission for the Blind, Rosicki, Rosicki & Associates P.C., Interpublic Group, The Hidden City Café, Helen Keller National Center for Deaf-Blind Youth & Adults and Joseph A. LaRosa. The Metropolitan Placement Consortium organized the Breaking Barriers Awards, and VISIONS Services for the Blind and Visually Impaired's Blindline.

The next event will be held at Baruch College on March 27, 2015.

For more information, and for the complete list of speakers, moderators and presenters, visit [#](http://www.Baruch.Cuny.edu/ccvip)

college-level summer programs, she decided on her major. She would like to share her passion of architecture in Hong Kong, where her family is originally from.

"I decided architecture suited me for its concepts and design processes, aside from socio-eco-

nomical reasons. In 10 years, I will have acquired my architectural license in the US, Canada, and Germany. Luckily, the college I attend holds a strong principle of free education; therefore everyone who is accepted, receives a full tuition for all five years of attendance," Tai said. #

Dr. James P. Comer Appointed to President's Advisory Commission

By CYNTHIA R. SAVO

President Barack Obama has appointed Dr. James P. Comer, the Maurice Falk Professor of Child Psychiatry at the Yale Child Study Center and the founder and director of the School Development Program, to the President's Advisory Commission on Educational Excellence for African Americans. Dr. Comer and the other Commission members will advise the President and Secretary of Education Arne Duncan "on ways to advance federal programs that improve educational opportunities for African Americans, increase participation of the African American community in federal agency programs, and engage stakeholders in a national dialogue on the mission."

President Obama said, "These fine public servants bring both a depth of experience and tremendous dedication to their new roles. Our nation will be well-served by these men and women, and I look forward to working with them in the months and years to come."

On July 26, 2012 President Barack Obama signed the Executive Order that created the



White House Initiative on Educational Excellence for African Americans to help accelerate national efforts to support African-American students. President Obama appointed Dr. Freeman A. Hrabowski III, president of the University of Maryland, Baltimore County, as the Commission's chair.

"I am honored that President Obama has appointed me to his Advisory Commission," said Comer. "It was my

belief 50 years ago that the focus of research and intervention in African-American education should be on excellence and potentials more than deficit; and should use a holistic and public health approach. This led to my desire to improve schools and education, especially for children who have been closed out of the social and economic mainstream. I look forward to collaborating with Dr. Hrabowski and the other Commission members to provide the President and Secretary Duncan with our collective knowledge, wisdom, and experience."#

JOHN DEWEY HS EXPANDS MARINE BIO VOLUNTEERS

By LANE ROSEN

Every year, John Dewey High School (JDHS) Marine Biology students try to expand marine environmental education to include the outdoor environment by organizing coastal cleanups along Coney Island Creek in Kaiser Park. JDHS works with the staff of Partnerships for Parks and a local partner group, the Friends of Kaiser Park who have supported hundreds of local volunteers who want to play an active role in maintaining the park and its waterfront. These types of partnerships help make the cleanup days easier for the students and teachers because they provide tools, supplies and on-site support.

The students themselves show leadership by organizing and managing information tables during the cleanup projects. The students have set-up marine fossil displays, marine-related arts and crafts projects, and water quality experiments. They use these opportunities to share information about the dangers of pollution. Last fall Partnerships for Parks, through its Catalyst Program, and a Parsons School consultant, offered JDHS an opportunity to participate in an urban waterfront planning and development project where the students became urban planners for their local park. We are hopeful that experiences working in the park can turn youth into urban planning and marine professionals. Through our youth, and because of local waterfront access, we are fulfilling our mission to

bring science, technology, and education to the larger community.

In terms of serving the community, JDHS HOSA (Health Occupations) students along with JDHS faculty promote cancer awareness by tabling at public events like our Kaiser Park cleanups. Several of our students and staff are cancer survivors sharing their personal stories to educate the Coney Island Community. Further, HOSA students have organized several autism walks to promote autism awareness.

JDHS Robotics placed 12th among NYC teams this year. The students have built and held robotics demonstrations at Kaiser Park events such as "It's My Park Day", as a way to expand the local audiences and interest in technology and engineering. The team built an ROV under a Partnerships for Parks grant to clean up the bottom of the creek and take underwater pictures.

JDHS science students will host a free tree giveaway on Sunday May 4th working in partnership with NYRP, Partnerships for Parks and Friends of Kaiser Park. Large numbers of trees were lost to Super Storm Sandy in Coney Island and the event will help restore trees in the Coney Island community and raise awareness about the need for tree replanting in Kaiser Park and throughout NYC.#

Lane Rosen is a science teacher at John Dewey High School in Brooklyn.

Dr. Charlotte Frank Honored at the American Friends of Yeshivot Bnei Akiva

The 35th annual Scholarship and Tribute Dinner was recently held for the American Friends of Yeshivot Bnei Akiva. Honorees Nira and Ken Abramowitz, Guests of Honor, and Dr. Charlotte Frank, recipient of the Educational Leadership Award, are each well known throughout the Jewish community. "Their contributions to the people of Israel should serve as inspiration to us," stated Ido Aharoni, consul general. The event was in honor of the late Marvin and Renee Herskowitz a'l, whose names are linked through the dedication of the Department



of Jewish Studies at Orot Yehuda, Efrat.

For over 75 years, the Yeshivot Bnei Akiva of Israel has become the largest religious Zionist educational network of schools in Israel. By teaching Jewish values and principles, the students gain a mature level of understanding of their heritage, with 73 schools servicing

more than 24,000 students each year, shaping and molding the future of the Jewish State. Students come from varied ethnic and economic backgrounds, with the hope that each will go on to become leaders. #

High School Ranks Number One in Financial Literacy

By JASMINE BAGER

Held during National Financial Literacy Month, The New York Stock Exchange Euronext hosted the second annual "100 Best Wise High Schools Teaching Personal Finance" awards at their headquarters on Wall Street. With almost 1,000 schools involved from 34 states, Passaic County Technical Institute's (PCTI), NJ, earned the top spot this year. Two other New Jersey schools placed in the top 30, as did nine from New York State. Other top schools came from Indiana, Utah, Virginia, Alabama, Tennessee, Nebraska, Arkansas, Florida, Illinois and South Carolina.

"We created the Financial Literacy Certification Program to address the chronic lack of financial literacy among young people," said Phyllis P. Frankfort, president and CEO of W!se. "It is imperative that all students receive personal financial education before they graduate high school, so they have the knowledge and skills to help break the cycle of poverty, make wise financial decisions and be on a path to financial wellbeing."

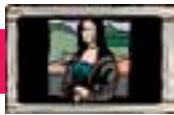
Now in its 11th year, the award-winning program provides teachers with a curriculum and instructional resources to teach personal finance and to measure student knowledge. It is the first such ranking in the country and aims to prepare students for the "real world" by teaching them to become financially literate. Participating schools administer W!se's standardized Financial Literacy Certification (CFL) Test to its students. Teachers have access to training, educational resources, pre-tests, and online practice tests. Developed in 2003, the program has expanded nationally and has been widely recognized for its success, including the US Treasury Department's John Sherman Award for Excellence in Financial Education. So far, 678 students have been certi-

fied in the last five years. "Our Initiatives are built on five pillars—relevancy, real world experiences, strong partnerships, volunteerism, and evaluation," according to W!se.

Ryann Carlson, who received a perfect score when she took the test while a student at Lake City High School, Coeur d'Alene, ID, has since graduated and is now an aspiring educator, enrolled at the University of Missouri. Current High School for Math, Science and Engineering senior, Max Drogin, represented NY students. Both Carlson and Drogin explained that the course—and test—taught them how to budget and to ask themselves, "Is this daily cup of coffee at the cafe really worth it?" They both stated that the financial knowledge gained from the instructors was useful, not just for their resumes, but also because they were "financially illiterate" before joining the course.

Knowing that high school gymnasiums across the US are decorated with sports banners, which are visual measurements of success, W!se handed out banners to each winning school in attendance. Bruce Kasman, chief economist, managing director and head of economic research, JPMorgan Chase served as keynote speaker and Duncan L. Niederauer, president of IntercontinentalExchange Group and CEO, NYSE, and James Abry, chief financial officer, SCP Worldwide and vice chair at W!se, also spoke to the audience.

Dr. Charlotte Frank, senior advisor, research and development at McGraw-Hill Education, Michael Breit, partner at EisnerAmper LLP, both on the W!se board of directors, presented awards to the top schools. Steve Wheeler, director of education at the NYSE and Deborah Smith, senior VP community affairs manager, at Wells Fargo Foundation, presented additional awards. #



Italian Futurism: Reconstructing the Universe, Guggenheim Museum

Photo: Agr/Riccardi/Paoloni



Synthesis Of Aerial Communications (Sintesi Delle Comunicazioni Aeree), 1933–34
© Benedetta Cappa Marinetti, Used By Permission Of Vittoria Marinetti And Luce Marinetti's Heirs

By CAROLINE BIRENBAUM

Five years in the making, the first complete presentation of Italian Futurism in the United States, on view at the NY Guggenheim Museum until September 1, rewards repeat visits.

The avant-garde European literary and artistic movement was launched in 1909 by Filippo Tommaso Marinetti, a cosmopolitan poet with a bent for publicity and a desire to see Italy achieve primacy in the modern world, and lasted until his death in 1944.

Inspired by the sense of speed introduced by the automobile and other modern inventions appearing in the more developed Italian cities, he issued a dramatic Manifesto calling for an approach to literature befitting the new world of noisy, dynamic and constant change. Then, in 1912, venturing beyond “free verse,” Marinetti introduced the idea of “free words,” dispensing with syntax, punctuation, even meaning, to play with pure sounds and create word-drawings to be read as literature, experienced as visual art, and performed as dramatic works. He repeatedly declaimed his Zang Tumb Tuuum, a sound poem about an artillery battle, at interactive theatrical events designed to bring attention to the movement.

In 1910, a group of painters drafted their

futurist manifesto, and in the following years, practitioners in many other fields followed suit. (The current exhibition title derives from a 1915 manifesto by the artist/designers Depero and Balla.) In 1913, a traveling exhibition made its way to cities in Europe as well as to London, to mixed critical response. Marinetti worked tirelessly, and successfully to spread the movement throughout Italy. Both cultural politics and national politics become complicated, especially as regards the relationship of some Futurists to Fascism; these aspects are beyond the scope of this article, but worthy of examination.

The exhibition is organized chronologically. Starting at the bottom of the ramp and spiraling around the entire rotunda, it culminates at the very top in spacious rooms not usually open to the public. Encompassing more than 360 works in many mediums, it is divided into manageable sections that are introduced by well-written wall text.

The first phase of Futurism, concluding with the end of World War I, is better known outside of Italy than subsequent developments. The artists chose industrial, public subjects, often reveling in nocturnal urban scenes illuminated by electric light, and strove to envelop viewers in

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Superb Anders Zorn Exhibit at National Academy Museum

By SYBIL MAIMIN

The artist Anders Zorn was clearly a man of his time. In 90 beautiful and telling works in the exhibit, “Anders Zorn: Sweden’s Master Painter,” at the National Academy Museum, the values and sensibilities of Europe and America towards the end of the nineteenth and beginning of the twentieth centuries are apparent. Born to simple circumstances in rural Sweden in 1860, Zorn’s story of rags to riches was not uncommon in an exuberant era of mass migrations, industrialization, new fortunes, and urbanization. Zorn is perhaps best known for his exquisite oil portraits of luminaries in elite society, politics, and the arts. Rich, deep colors, fashionable attire, and confident demeanors mark these paintings, reflecting their milieu—the Gilded Age in the United States and Belle Epoch in Europe. A dapper-looking, well-connected man, Zorn fit easily into upper class circles where demand for his handsome likenesses was high. In seven visits to the United States he painted about 100 portraits, rivaling his friend John Singer Sargent, the very successful American portraitist, for high society commissions. His sitters in America included the industrialist Andrew Carnegie and 3 presidents—Grover Cleveland, Theodore Roosevelt, and William Howard Taft. Other subjects included people at work, such as lace makers and brewery workers, where broad

brush strokes, attention to light, and a keen eye produced wonderfully atmospheric canvases.

Skilled in several art mediums, Zorn made almost 300 etchings early in his career, participating in the revival of that art form. An impressive group of these boldly worked, parallel and cross hatched depictions of people and places is included in the National Academy show. Zorn’s first medium was watercolor. In 1881, as travel became easier and more popular, the young Zorn left his studies at Stockholm’s Royal Swedish Academy of Fine Arts to explore new cultures and become familiar with foreign artists and styles. He traveled to Spain, Turkey, Italy, Greece, Algeria, England, France, Germany, and the United States. A penchant for travel remained throughout his life. The early watercolors are masterful; some, done during his foreign travels, focus on costume and local color, reflecting a fascination with the “exotic” that was common during his time. Others show his attraction to the sea as light plays on surfaces and water shimmers. In “Fish Market from St. Ives” (1888), delicate grays, blues, and browns capture a busy work beach where huge fish squirm on the sand, gasping their last breaths by a calm sea under a gray sky. Other scenes from nature show a lush, idyllic world.

Zorn’s life came full circle in 1896 when he returned to live and work in his home province

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MUSEUM REVIEW MUST-SEE CHICAGO IN BROOKLYN

By JAN AARON

“The Dinner Party” at the Brooklyn Museum consists of a three-sided banquet table with 39 place settings; each dedicated to a famous woman, and is widely hailed as an epic work of feminist art. “Chicago in LA: Judy Chicago’s Early Work 1963-74,” at the museum through September 28, is an exhibition of pre-Dinner Party works, and explains how she went from eager grad student to feminist emissary. In this context, it becomes more than art and present a focused picture of art in a time defined by enormous social and cultural upheaval.

The artist, born Judith Cohen in Chicago in 1939, used last name Gerowitz, in the 1960’s, her first husband’s surname. When he died in a car accident in 1963, she changed her name to Chicago in 1970 in an Art forum magazine ad. In the following years, she earned her master’s degree at the University of California, Los Angeles, and became famous enough to be invited to exhibit in “Primary Colors,” an avant-garde 1966 exhibit at the Jewish Museum in New York. The work she chose, “Rainbow Pickets,” a series of six brightly colored beams is seen in a 2004 recreation in the Brooklyn show. The 60’s were years she explored Tantric, American Indian, and Art Deco styles that appeal even now, but brought

scorn from her early teachers.

Ms. Chicago, who was at the press preview, explained that in graduate school, she met with great resistance whenever she introduced female sexuality in her work. “Yet male artists got away with it,” she said.

Competitive and determined, she decided to “beat the guys at their own game.” She adopted their tough guy attitudes. She dropped works that referred to her gender and became a serious artist working with power tools, and fiberglass castings, and auto-painting techniques. She apprenticed at a fireworks company to produce a series of happenings. And there’s more: She moved San Francisco’s experimental art scene, she taught at Fresno College in 1970, creating a course of study for women called “The Feminist Art Program.” The next year, she and the painter Miriam Schapiro moved the program to the California Institute of the Arts. There with their students, they created Womanhouse, an institution for collaborations, installations and performances in an old house. Space does not permit covering all of this amazing artists accomplishment. For the entire story, go to the thoroughly engrossing exhibit in Brooklyn. My personal favorites are “Through The Flower.” I’m sure you’ll discover your own. (718-638-5000 or brooklynmuseum.org)#

VP of Transformation at YAI Gives Keynote at Conference

By JASMINE BAGER

Dr. Francoise Legoues, vice president of transformation at the YAI National Institute for People with Disabilities and former Vice President of Innovation, office of the CIO, IBM, recently delivered a keynote speech, as part of the three-day YAI Conference, now in its 35th year.

"I am an optimistic engineer who thinks that the glass is not half full or half empty. When it is filled half way, it can hold twice as it can now," she said.

She has four patents to her name and mentors women in technology. The self-proclaimed "techie" says that technology has changed "everything we do."

While many teachers—and mothers—criticize their children's social media activity, Dr. Legoues is actually an advocate for the use of such platforms. She moved halfway across the world, from a small town in France to the US, and credits social media to keeping her connected to everyone and everything she left behind.

"When we became a mobile society, we lost a level of contact with a network of people," she said. Technology is not only useful for social interactions, but can benefit those with health conditions. She gave the example of her eldest daughter who gained much from technology when she was diagnosed with Type I diabetes years ago. Her daughter was put on a glucose monitor and utilized many other devices that "100 years ago was 100 percent fatal but now, this type of diabetes is just a massive annoyance," she said.

"The brain is so complicated, we are just starting to understand it," she said. Those with physical limitations can still sometimes outsmart a computer. She said that random phrases and puns can sometimes be misread by a device, as in the case of IBM Watson in 2011, a machine that won the TV game



Dr. Francoise Legoues delivers Keynote

of Jeopardy—but got the final answer incorrectly. How did that happen? The game show Jeopardy often plays on words and the computer did not program in that type of wit into its algorithm. The human brain analyzes, defines and is flexible, even after a stroke. Robots have been helpful in other ways, too. Some robots have been helping children in wheelchairs learn how to build social connections, because their chair provides an instant barrier to others and doesn't allow them to participate physically due to space. These robots can help build pathways to allow these children to playfully engage with the robot in a way that would later become useful when in the presence of other children or even adults.

Tablet computers, smart phones and apps on those devices have elevated the level of confidence for individuals with physical challenges. Tablets help their users with

magazine covers, textile designs, and more. Among his most delightful pieces are a scale model of a display pavilion he designed for a publishing house based on the company's name and logo, decorative men's vests, wooden toys, and a ballet performed by puppets rather than human dancers.

The last section, which is dominated by paintings and aerial photographs of spiraling flight, fits especially well with the architecture of the Guggenheim Museum.

The exhibition concludes with five splendid murals by Benedetta Cappa Marinetti that have decorated the elegant conference room of the main post office in Palermo, Sicily since their creation 80 years ago. These "Syntheses of Communications" are prescient, speaking even today to our wireless world. These paintings are probably the most significant loan to the exhibition, which features works by about 80 artists and writers, from more than 50 identified public

Jerrold Ross, a Master Teacher

By DANIELLE M. BENNETT

Good teachers do finish first. That's certainly what Dr. Jerrold Ross, a 50+-veteran educator can attest to by the show of love and support he received at an event last month in New York honoring his years of service and his retirement from St. John's University.

The public event was held at the New York Hilton Midtown and not only celebrated the life's work of a renowned education leader, but raised more than \$125,000 to support the Jerrold, Alice and Murray Ross Scholarship for Graduate Education. The scholarship raises money to assist deserving students who desire to pursue a graduate degree in The School of Education.

For 19 years, Dr. Ross has served as Dean of The School of Education. A colleague, Peg LaRosa D'Angelo, an alumna of The School and chairperson of Ross's celebration committee, sang Dr. Ross's praises. She said of Dr. Ross, as reported by St. John's news, "This is a very joyous celebration for a wonderful man, someone who is a great scholar and who loves the University and The School of Education."

Other colleagues and friends spoke comically and reverently about the honoree. President of St. John's University, Rev. Joseph L. Levesque, took to the podium.

"Well I'm honored that Jerry Ross asked me to say some words on this great night of celebrating himself," he said in his opening to an amused audience. He said he anticipated the event to be more like a coronation but a well-deserved one.

All jokes aside, Rev. Levesque's admiration for his colleague was bountiful as he spoke on Dr. Ross's work with pre-service teachers.

"Jerry Ross is a builder of the universe of

physical limitations surf the internet and become more independent overall, since they often have the ability to tap repeatedly on the device to prompt different services or applications.

Technology has brought a positive impact



teaching excellence," said President Rev. Joseph L. Levesque (as reported by St. John's news).

The evening's conversation turned to Dr. Ross's legacy—what it will be for The School of Education. Retired educator of NYC public schools, Geraldine DiPersia, also an alumna, reportedly said "I think his legacy will be that he was really open and brought The School of Education to the forefront in New York while giving the students who were preparing to become teachers a global perspective."

For Dr. Ross, his legacy has yet to be formed. The retired educator intends to keep his educational embers burning by continuing to work with young children, even on a voluntary basis. "As I look at it, you can never stop being a teacher. That's really the beauty of being *continued on page 31*

on society and should be valued for what it does to people.

"I'm so excited to be sharing things with friends and family who can't be here. It creates deeper connections, Facebook re-introduces the village," Dr. Legoues concluded. #

Italian Futurism

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the action depicted. You may recognize works on loan from New York museums, and perhaps appreciate them more fully in the context of this exhibition.

Less familiar are multi-exposure photographic studies, numerous publications, "music" of noise machines, film clips and audio tracks, striking conceptual architectural drawings that prefigure Art Deco buildings, a suite of dining room furniture, ceramics, clothing and costume design, and a light show to accompany a Stravinsky score.

One of the revelations to New York viewers is the versatile artist, Fortunato Depero, who painted, engaged in inventive theatrical productions, designed advertising for well-known firms such as Campari, created book jackets,

Zorn Exhibit

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of Dalarna. Swedish culture was caught in a wave of nationalism and Zorn was able to give his countrymen some delightful paintings that show rural folk culture and traditions. A favorite in the National Museum in Stockholm, now being exhibited at the National Academy Museum, is "Midsummer Dance" (1897). A large oil painting, it shows costumed villagers dancing around the maypole on summer solstice. The special light of that day suffuses the lively canvas. Other works capture the

and private European and American collections, and others who prefer anonymity.

The museum provides much background information. Staff members are eager to engage viewers in conversation. Display copies of the beautifully designed and very informative

timbered cottages, deep forests, and small town camaraderie found in Dalarna. A treasured artist in his native Sweden, Anders Zorn died in 1920.

The National Academy Museum at Fifth Avenue and 89th St. is part of the National Academy, a unique institution comprising a museum, art school, and association of artists and architects. It is housed in the beautiful 1902 Beaux Arts Huntington townhouse. Gallery hours are Wednesday to Sunday, 11am - 6pm. Closed Monday and Tuesday. The Anders Zorn exhibit ends May 18.#

Sybil Maimin is a senior writer for Education Update and a sculptor.

catalogue can be consulted at several levels of the ramp, and a large study room with reference material is located just beyond the final gallery.

For further information, public programs, and the highly regarded new Guggenheim app, go to [#](http://www.guggenheim.org)



Review of *Smart But Stuck: Emotions In Teens And Adults With ADHD*

Smart But Stuck: Emotions In Teens And Adults With ADHD

By Thomas E. Brown, PhD.

Published by Jossey-Bass: San Francisco, CA: 2014: 276 pp.

Reviewed By **MERRI ROSENBERG**

Most of the time, issues around ADHD (Attention Deficit Hyperactivity Disorder) focus on cognitive concerns, behavior problems and how the disorder affects executive function skills.

That focus, however justified, neglects the emotional component of ADHD, which has a significant impact on someone's ability to perform appropriately in the classroom, on the job and in social situations.

"We must recognize the critical role of emotions, both positive and negative, in initiating and prioritizing tasks, sustaining or shifting interest and effort, holding thoughts in active memory, and choosing to engage in or avoid a task of situation," the author writes.

And the author definitely has significant professional credibility to make his case. Thomas E. Brown, PhD, is a clinical psychologist and assistant clinical professor of psychiatry at Yale University School of Medicine, as well as the associate director of the Yale Clinic for

Attention and Related Disorders.

Through a series of anecdotes, based on several representative patients, Dr. Brown explores ways in which ADHD interferes with smart, high-IQ people's functioning. They can become easily overwhelmed by frustration, or anger, anxiety or boredom, and get derailed from tasks that need to be tackled. For some individuals with ADHD, an inability to even recognize these emotions can create additional hardships as they negotiate a complex and sometimes confusing world. Problems with recognizing emotions can result in social isolation from peers. When these emotions become too extreme, the behavior that results—for example, a teen with ADHD whose anger leads him to punch a hole in his bedroom or overturn a table in a classroom—can lead to harsh consequences and set up even more of a negative feedback loop.

In some situations, as Dr. Brown observes, "sometimes the working memory impairments of ADHD allow a momentary emotion to become too strong; the person is flooded with one emotion and unable to attend to other emotions, facts, and memories relevant to that immediate situation."

When students leave the relatively protected, structure environment of high school for col-

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Review of *Gemina: The Crooked-Neck Giraffe* By Karen B. Winnick

Gemina: The Crooked-Neck Giraffe

By Karen B. Winnick

Published by the Santa Barbara Zoological Gardens, Santa Barbara, CA: 2013: 37 pp.

Reviewed BY **MERRI ROSENBERG**

It's hard to resist an animal story, especially one as charming and winning as this one.

Here's a lovely picture book, sure to be an appealing read-aloud for kindergarteners and first graders, about a giraffe who doesn't let her physical difference get in the way of a happy life.

Karen B. Winnick's fable-like tale is based on the true story of Gemina, who lived for more than two decades at the Santa Barbara Zoo. Blessed with a distinctive charisma (yes, giraffes can have charisma), Gemina was one of the most popular attractions at the zoo.

Some of it undoubtedly was due to her distinction as being the only crooked-neck giraffe at the zoo. More of it, however, was the result of her outgoing nature and friendliness to the

visitors who flocked around her enclosure.

To underscore the significance of how Gemina's differences were a cause of celebration, rather than pity, Winnick pictures her with a little girl in a wheelchair and a young boy with scoliosis. As the boy observes after meeting Gemina, "he wasn't so bothered by his bump anymore."

The lessons Gemina represented are clear.

As Winnick writes, "Every afternoon, Gemina walked around outside with the other giraffes. They didn't treat her any differently because of her crooked neck. Gemina was part of the herd."

And just in case you might have missed the point, a bit later Winnick writes, "Gemina made many people feel better about themselves. They cared about her because she was different. People saw that Gemina didn't let her difference stop her from doing anything the other giraffes did."

As part of a curriculum lesson on accepting differences, this would be a very palatable way of communicating that message to young children. Gemina's legacy is worth sharing, and preserving.#

Review of *Dear Diana: Diana's Guide To Independent Living*

Dear Diana: Diana's Guide To Independent Living: For Adolescents And Young Adults With Different Learning Styles And Special Needs

By Diana Bilezikian

Published by AAPC Publishing: Shawnee Mission, Kansas. 2014: 207 pp.

Reviewed By **MERRI ROSENBERG**

As if parents of special needs children didn't have enough to keep them up at nights, concerns about their children's futures, loom especially large. The issues these families struggle with while the children are in school—negotiating the complex dance with school systems about appropriate placements, assuaging social slights from peers, or simply figuring out what success and progress mean for their children—fade into the background when these young adults leave school to attempt independent living.

In this poignant, brave, touching and incredibly practical book, Diana Bilezikian, a graduate of Scarsdale High School and Chapel Haven, a New Haven, CT., program for independent living for young adults on the autism spectrum, as well as those with developmental and social disabilities, offers an insider's guide to handling the challenges of daily life for those who see the world in a distinctive way.

It's an impressive accomplishment, and an invaluable resource. Bilezikian serves as a trans-

lator for those who may not understand the often illogical and confusing ways of the world. Recognizing that many of those on the autism spectrum are quite literal, Bilezikian identifies many English idioms that simply make no sense to the population she targets—phrases like "catch a bus" or "down to the wire"—and explains what they mean.

Tasks that most 18-year-olds manage to figure out when they graduate from high school, like opening bank accounts, cleaning their own places, and understanding how to behave in a work environment, are often baffling and bewildering to young adults with developmental and social disabilities.

In this accessible how-to book, Bilezikian uses a letter/advice column format to discuss topics and provide answers to such concerns as managing money, avoiding impulse shopping, figuring out public transportation, avoiding internet scams, checking mail daily and paying bills regularly, performing job tasks, and even understanding the importance of personal hygiene and good grooming. She recognizes that many young adults with social disabilities need assistance with concepts like: respecting someone else's personal space, asking appropriate, rather than inappropriate questions, when meeting someone new, or even knowing how to give and receive compliments. Bilezikian tackles table manners and roommate situations, too. Nor does she avoid the sensitive topic of intimate relationships with

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REVIEW OF THE MOSES VIRUS BY JACK HYLAND

The Moses Virus

By Jack Hyland

Published by Taylor Trade, 2014, p.p. 256

Reviewed By **JOAN BAUM, PhD.**

Jack Hyland's certainly on to a hot global topic – biological warfare – and, considering the recent Passover holiday, a timely cultural one as well, since the plot of his debut novel references the Biblical *Exodus*'s ten plagues, which were visited on Egypt until Pharaoh let Moses lead his people out of bondage. As one of the book's characters remarks, "You could say Moses was the first leader to use plagues as weapons against his enemy." Indeed, the title of Hyland's book, *The Moses Virus* (Taylor Trade Publishing), updates the Biblical myth in an imaginative way that has contemporary resonance: the real-life reconstruction several years ago by scientists at the Centers for Disease Control (CDC) in Atlanta of the 1918 Spanish Influenza virus that killed more than 50 million people worldwide. The CDC is preserving the reconstructed virus in a

refrigerated state, but what if the wrong people somehow got hold of it?

And so was born Hyland's fanciful narrative that turns on a proposed bio-terrorist attack executed by a brilliant, power-crazed CEO who wants to secure control over his company, the largest genetically modified seed-making enterprise in the world. To name him as the evil source is no spoiler, however, because *The Moses Virus* is not a "Who Dunit." It's not even a "Why Dunit," since the baddie, Dr. Hermann Bailitz, chairman and president of Belagi, a multi-million dollar agri-industrial empire, is identified early on as a fanatic who would blackmail third world countries into controlling their populations, by killing off most of their people and food supplies and then holding back the antidote. "Man can live without computers...but all men must eat to survive." What the novel is, is a "How Dunit," with all manner of chase scenes and a growing number of armed thugs who threaten the good-guy protagonist. He's Dr. Tom Stewart, a distinguished theoretical forensic archeologist and a trustee of the American

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THEATER

The Pan Asian Repertory Theatre: Fishing for Wives

By JAZMINE BARANA

This romantic comedy focuses on two Japanese-American fishermen living in Hawai'i during the turn of the twentieth century. Although living in Hawai'i meant freedom, the two find themselves bound by strong Japanese traditions.

Giving us a piece of Asian-American history, Director Ron Nakahara highlights the resilience of native culture. The assimilation into American

culture is difficult, as some of characters find out. But through internal hardships, they learn to appreciate the environment and the people they have grown to love. Nakahara successfully illustrates a story of envy, strength and a journey towards love.

Talk about global education and diversity in our studies, this play is a must see for high school and college and grad students!#

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Smart But Stuck

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lege, those with ADHD can be left adrift, struggling with difficult feelings of anxiety and isolation. Nor are adults immune. Some of the more intriguing chapters concern adults with ADHD, especially middle-aged women, whose anxiety, lack of concentration and distraction are often attributed to menopause, rather than ADHD.

There are remedies, including appropriate medication, talk therapy and finding the right support systems and accommodations to achieve success at school, on the job, and in

personal relationships. It's not easy, but the effort, Dr. Brown suggests, is worthwhile.

"Getting unstuck is a process that involves thoughtful assessment and effective treatment, usually with medication. In many cases, getting unstuck also requires an ongoing supportive counseling or psychotherapy relationship to address complex and often hidden emotions. With the right supports in place, many of those stuck by ADHD can develop realistic and sustainable hope and learn to survive—and even to thrive."

This is a significant, and important resource, that belongs on the bookshelves of special education teachers and school psychologists.#

Dear Diana

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boyfriends and girlfriends, confronting questions about when to engage in sexual relationships and why using a condom for protection against sexually transmitted diseases matters.

Bilezikian has performed an important service for her community; this volume belongs in the hands of every family with special needs children, and every young adult with special needs, who is bravely venturing into the world.#

Sound of Music

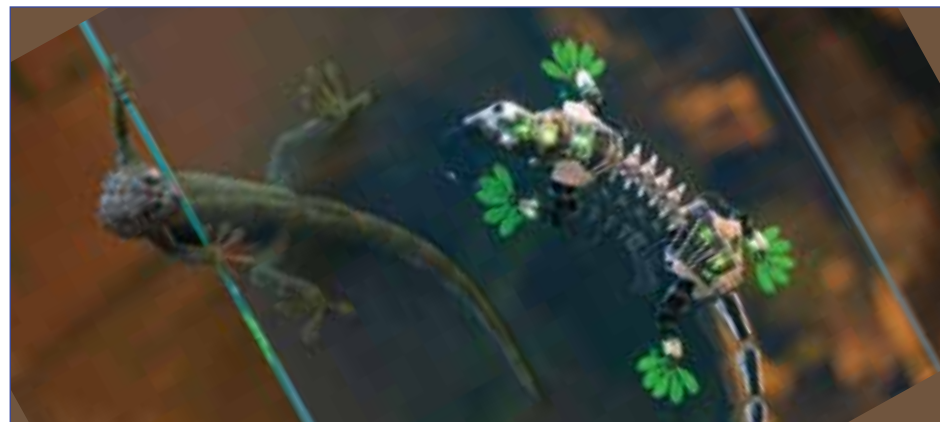
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Loss told us of her own story of hearing loss, and how she and others still play ... piano, violin, viola... despite the imperfections of cochlear implants and hearing aids. She spoke of their wish that these devices would be improved so that their musicianship can continue and flourish. #

Karen Kraskow is an Educational Therapist in New York City.

MOVIE REVIEW

AMNH'S Unseen is a Must See



A gecko with an animated "gecko robot," from the "too small" sequence of the 3-D giant screen film, "Mysteries of the Unseen World," produced by National Geographic Entertainment and Day's End Pictures.

By JAN AARON

The Natural Geographic film "Mysteries of the Unseen World" lives up to its title: Directed by Louis Schwartzberg, it offers an incredible, intimate experience in its depiction of nature scenes that are too tiny, slow or too fast for our normal eyes. Some American Museum of Natural History (AMNH) films are for kids. This film is for everyone. And everyone is sure to come away shaking their heads in disbelief at what they've seen. The filmmaker uses many different techniques to capture a variety of sights like a lizard scooting across water and lightening descending from in the sky and ascending from the ground. If we possessed x-ray vision like some comic book characters, we would view life like this, and also see the various rays – gamma rays, microwaves, and

radio waves.

Mr. Schwartzberg's expert time-lapse photography shows us through various techniques some unpleasant sights like lizards spreading slime and the idyllic like plants creeping toward the sky. We see close-ups the tiny structures supporting a butterfly wing. And (ugh), the tiny organisms that thrive on our bodies, making you feel you need a shower. Narrated by Forest Whitaker, the film uses some computer animations toward the end, which breaks the mood. But the film is still an outstanding look at our unseen world. (until June 29, 2-D and 3-D showings). While at the museum, be sure to see the new exhibit "Petosaurs: Flight in the Age of Dinosaurs," a truly awesome experience, with terrific interactive opportunities. #

The Moses Virus

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Academy in Rome. No way he won't prevail – save the day, win his ladylove and continue his successful academic career, some of which resembles that of the author. Hyland, a long time highly successful investment banker, is Chairman Emeritus of the American Academy in Rome and board co-chairman of Teachers College at Columbia University, as well as trustee of the College Art Association and Clark Art Institute. It's obvious that he's fascinated by history, science, medicine, art and architecture, all of which figure prominently and impressively in his adventure tale.

Hyland not only invokes the putative *Exodus* (ascribed by doubting historians to about 2000-1440-BC) but Church history, ancient and modern, with particular emphasis on the years directly preceding the Nazi juggernaut. It seems that under the supervision of a wily cardinal, the Vatican hid the Egyptian virus in a secret underground passage in the Roman Forum as a kind of defensive negotiating chip with Germany, once it became clear that Hitler would not stand by his nonintervention pact.

As explained by the good Father O'Boyle, who meets an untimely end, "We never intended to release the virus, just to use it to demonstrate its power to kill German soldiers."

When the story begins, this secret passageway will be accidentally discovered by a renowned archaeologist and his graduate assistant who are working on excavating a buried room, leading to Nero's Golden Palace. Tom, in Rome researching a new book, is nearby witnessing their work. Their strange and sudden death, however, followed by the immediate arrival of a Hazmat team, makes it clear that the reported cause of death – a cave in – is hardly true. More deaths follow, these hardly accidental. And so "The hunt is on." Will Tom and his allies locate the sealed up canisters in time to destroy the virus before Bailitz gets it?

The strength of *The Moses Virus* is its historical and medical lore, some of the latter fascinating, such as why younger people are at greater risk in pandemics. Hyland, obviously passionate about the cities and countryside he's traveled to, is eager to give them loving attention, their history, their present-day condition, and plans by private and public entities to maintain and enhance them.#



Chancellor Fariña

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work together, when we harness the vast and exceptional resources of our city—and one another. I anticipate deeper collaborations with our cultural institutions and universities in ways that impact our classroom work.

These four pillars have become the supporting beams of our school system—and the essence of all of our work going forward. Everything we do will have an impact on the classroom. As a non-English speaking child, I understand how important education, in particular early childhood education, is in giving kids the opportunity to succeed. That's why I'm such an advocate for truly universal, high quality, full-day pre-kindergarten. And now, because of Mayor de Blasio's leadership, and with funding in place, the City is moving toward truly universal, high-quality, full-day pre-k. Children in communities across the City will have more time to explore, discover, learn, and make friends during a pivotal time in their development. By the 2015-2016 school year, more than 70,000 students will be able to benefit from this historic initiative.

In addition to an early school start, middle school has been a particular focus of my first 100 days. It's close to my heart. As you know, middle school is a tough time for a lot of kids. It's a time of transition. Kids are discovering who they are. As a parent, I remember this time well. If you're a parent, I'm sure you remember it too. The challenge is this: if 7th graders are not totally engaged in academics, many of them do not even reach high school. It's clear that if we are to increase our graduation and college readiness rates, we must focus on middle schools. This administration, like none before it, is committed to devoting unprecedented resources to ensure that the best academics are available to all students in middle school grades. This means that all subject areas will be integrated into reading and writing. But our efforts must extend beyond classroom work. It's crucial that middle schools have an emphasis on the arts, so that every child can experience chorus or drama or being part of a band. There is no better incentive to be successful in school than to stand before an audience and share your talent. And, by the way, parents choose middle schools that have outstanding extracurricular activities.

Something as simple as team sports can also hook kids into school when other things may not. As a superintendent, I urged middle school principals to do phys ed first thing in the morning to improve attendance. It worked! Let us not forget that kids also need the opportunity to learn outside traditional classroom time. That's why extended time after the school day is crucial, particularly in neighborhoods where students have few opportunities to engage in enrichment activities.

As you may know, we are in the process of expanding our after-school programs to ensure that students who need the extra guidance and support receive it. These programs are currently in 239 middle schools; our goal is for every middle school grade to have free after-school programming. Students will benefit from lessons aligned to what they're learning in school, including literacy and math support, but they

will also get to participate in art, dance and recreational activities. They'll be having fun, but gaining skills that will help them in applying to our audition high schools.

As Mayor de Blasio has said, "this is not a boutique effort" for only a few kids or a few schools. This is system-wide, historic change.

Nothing epitomizes my commitment to collaboration better than our Learning Partners Program, which we launched on Monday. This is a really exciting initiative that is bringing schools together to share strong practices. The idea is simple: principals and their staff will be more effective if they are able to share ideas, visit other schools, and learn from their peers. So far, we have seven host schools and 14 partner schools, across all five boroughs and all grade levels. Next year, the program will nearly quadruple.

As a lifelong educator, this has truly been a personal dream of mine: to encourage, through an innovative initiative, system-wide collaboration and disseminate best-practices across the entire district. It's now coming into fruition.

Starting this year, for the first time in a decade, we will not base promotion decisions for students in grades 3-8 solely on exam results. So, going forward, teachers and principals will instead be empowered to make that determination based on a more comprehensive, authentic review of their students' classroom work.

But I know that often, the deepest learning happens outside a school building. Academics are not the only part of a child's education, so we are forming unique relationships with cultural and science institutions. Our partnership with Urban Advantage at the American Museum of Natural History, which certifies science teachers, is a prototype that I would like to see replicated at other institutions. This was one of my proudest legacies as Deputy Chancellor.

Another example we are implementing is a museum after-school program, in which seventh graders will be exposed to programs that emphasize American history. They'll learn in small groups under the instruction of a trained docent. We want to bring experts in the field into our classrooms, and take our classrooms out into the field. These are the types of programs that will help level the playing field.

To be truly successful, we need to tackle something we don't frequently talk about: summer learning loss, which accounts for two-thirds of the achievement gap in reading by 9th grade. Students from low-income backgrounds are likely to slide two months back in reading every summer, while affluent students enjoy overall growth. To tackle this challenge, this summer we will be expanding NYC Summer Quest - our pilot summer enrichment programs that are designed to support students through fun, engaging, comprehensive activities. We currently have 11 programs in the Bronx, and this summer we are aiming to double that number. With up to 11 more programs serving middle school students, Summer Quest will reach up to 2,800 kids. Summer learning must become a scalable and sustainable strategy for improving student outcomes. But we cannot forget students who need our support most, those with disabilities. And we're working with schools to develop innovative ways to help them learn. District 75, for

Landmark College

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and educational innovation. The public phase of the \$10 million capital campaign launched in February with a \$2 million matching pledge from the Tambour Foundation, motivated by Landmark College alumna Nicole Goodner MacFarlane, who received the Landmark College Accolade at the recent gala. The event was held at ROBERT, at the Museum of Arts and Design, and also featured a live auction led by Simon Teakle of Simon Teakle Fine Jewelry and Objects. Auction items included original artwork by Landmark College students. Landmark College was the first institu-

Sonia Sotomayor

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of corporate free speech to invalidate regulations. "Shelby vs. Holder" "cut the heart out of voting rights...an audacious decision, oblivious to Constitutional history." She reminded people that Presidents nominate Justices, so if they want to turn things around they should "keep that in mind when they go to the polls in

tion of higher learning to pioneer college-level studies for students with dyslexia. Today Landmark College, offering two and four-year degree options, a graduate-level certificate in universal design with technology integration, and summer programs for students who learn differently, is a global leader in integrated teaching methods for students with dyslexia and other learning disabilities, ADHD, and ASD. Students, faculty, and other professionals from all over the world are drawn to Landmark College for its innovative educational model—designed through research and practice to help all students who learn differently become confident, self-empowered, and independently successful learners.#

Presidential elections."

A panel of education professors then discussed ways "to put this rich content to use in the classroom."

"We hope to work with a strong cohort of dedicated educators to develop teaching strategies," concluded Mia Nagawiecki. Please contact us if you are interested!

What did teachers think of the event? Their responses ranged from "It's Great!" to "It's Excellent!"#

Matilda Cuomo

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USA, to continue the mission as it's done since 1995. The program has gone international with sister programs in Italy, Spain, Morocco and interest in Holland, Switzerland and the U.K.

Dr. Lieberman, who is also the president of the American Psychiatric Association, humbly accepted Cuomo's introduction and praises. Although mental illness, like cancer or diabetes, is endemic to the country's population, it has historically been ignored or discriminated against, said Lieberman to the audience. This negligence was and is most evident in the military, he commented. During World War I, soldiers contended with shell shock; in recent wars of Iraq and Afghanistan, it's Post-Traumatic Stress Disorder (PTSD).

"In mental illness, the sweet spot is when

example, is working with Alderbaran, a robotics company based in France, to explore how robots might improve teaching and learning for students on the autism spectrum. This is just the kind of innovative approach that we will be developing to lift all of our children up.

We are also renaming the Division of Students with Disabilities and English Language Learners. It will become the Division of Specialized Instruction and Student Support, which more accurately reflects our commitment to make sure children with special needs, ELLs, and those who are teaching them, get the tailored support they need.

We need to create a welcoming and nurturing school system in which every student, every teacher, and every principal is heard and supported. A system in which excellence is expected, and the entire community comes together to

they are young," said Lieberman. Early identification and signs of mental illness in young people will give them a chance to get on the right course in life and save the health care system the expense of what would be life-long care of their illness.

Lieberman mentioned the advances that have been done in the study of mental illness with psychopharmacology, genetics, neuroscience and other scientific technology. But more needs to be done, starting with perception and money, he suggested. A strong proponent of this approach is the founder of the Jed Foundation, Donna Satow, who was present during the evening.

Despite poor funding, Lieberman remains hopeful. "The best way to make progress... is through organizations like this that bring people together, forge a commitment to a common agenda, and to basically move the ball down the field with respect to this cause."#

make that happen.

I want to enlist your expertise and commitment to our public school students. I speak to you as my partners in this effort. You are teachers and principals representing public, charter, parochial, and independent schools. You are policymakers. You are chief executives. You are parents. You are grandparents. You are New Yorkers. We are all interdependent on one another. Each of you has something to offer. Each of you can help New York City become a world-class educational system.

There's an old African proverb: "If you want to go fast, go alone. If you want to go far, go together."

Today, you are part of the answer, and with your partnership, we will get to where we need to go.#
Carmen Fariña is the Chancellor of all New York City public schools.

Arthur Levine

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peers via social media, a majority of undergraduates (61 percent) say they feel lonely. They say they are overwhelmed by all they have to do (87 percent), feel psychologically exhausted (79 percent), and experience overwhelming anxiety (61 percent). In sum, the students whom colleges are educating are more dependent on adults, communicate poorly face to face, expect continuing approbation for their work, have inflated perceptions of their strengths, and require significantly more psychological and emotional support.

5. Today's undergraduates are the most diverse generation in higher education history. Students now on college campuses have grown up in a nation in which many of the historic glass ceilings that existed for women, people of color, and gay people have cracked. They believe the country has made real progress in race, ethnic, and gender issues; they have close friends of other races and most are comfortable with interracial dating and marriage. Current undergraduates are also environmentally green and global in orientation. Still, they have little knowledge about the world. Most were, for example, unable to recognize the names of the leaders of China, France, and Iran. Those findings present colleges and their boards with an opportunity to translate their rhetoric about multiculturalism and diversity into concrete plans and to make internationalization of their programs a priority.

Implications for board members:

These changes in undergraduates suggest to us five questions board members should ask about their institutions.

1. What is the mission of our institution?

In 1828, after the Connecticut legislature condemned the curriculum of Yale College for its irrelevance and cut the college's financial support, Yale issued a report. That report was an account of a college being pressured to change as the nation was transformed from an agrarian to an industrial economy. It asked whether Yale should change a lot or a little, quickly or gradually. Yet the authors concluded that was the wrong question. The right question, was "What is the purpose of a college?" That is still the correct question, and all others should follow from it. Should a college offer MOOCs? Should it build buildings; change the composition of its faculty, or increase its budget in one area as opposed to another? In today's financial environment, few campuses can do everything, and mission is the true compass for choosing one priority over another.

2. What type of students does our institution

seek to enroll? Different student populations demand different things of their colleges. Our research found that traditional and nontraditional students are, in fact, making diametrically opposed demands. Students are not fungible. Institutions need to plan carefully which populations they want to enroll, then gear their activities to their mission and that student body.

3. Beyond pocketbook issues, what does the board need to know about our institution's students? Boards should ask for annual student dashboards with key indicators about their students and their activities. Those indicators might include those concerning demographics, admissions, financial need and aid levels, classes and courses, attendance patterns, remedial needs, grades, parental involvement, graduation rates, time to degree, post-college employment, student and employer satisfaction.

4. Does our institution have established plans in areas such as: digital future, diversity, internationalization, affordability, and career services? Given today's students and the global transition to a digital information economy, these areas are essential for college action. Institutions and their boards can better address them through long-term plans than by drift and accretion.

5. How can our board best monitor the effectiveness and relevance of our institution's policies and programs vis-à-vis student needs? You can accomplish that in many ways—externally, by means of accreditation or periodic visiting committees, or internally, through continuing institutional research. The mechanism is less important than an institution's commitment to gather and act upon this information.

Boards need to ask the fundamental questions rather than being distracted by the fad du jour, collect data rather than relying upon anecdotes and personal predilections, and encourage their institution to develop long-term plans rather than drifting or adopting a succession of piecemeal changes. While the challenges facing higher education are great today, this is also a moment of unprecedented opportunity. No generation in modern memory has had a better chance to shape the future of higher education. #

Arthur Levine is president of the Woodrow Wilson National Fellowship Foundation and former president of Teacher's College at Columbia University. Diane R. Dean is associate professor of higher education administration and policy at Illinois State University. They are the authors of Generation on a Tightrope: A Portrait of Today's College Student (Jossey Bass, 2012).

Jerrold Ross

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involved with education on any level. There are always so many things to teach, and there will always be so many people eager to learn," he reportedly said.

Dr. Ross earned many accolades over the years. Starting out as a public school music

teacher in Syosset, Great Neck and New York, Ross earned a Ph.D. in music education from NYU and eventually became associate dean of academic affairs in the School of Education at NYU. He directed research and training projects throughout the city and in keeping with his connection to students of all ages, served as a board member and secretary of the Alumni and Friends of LaGuardia High School of Music

Shelia Evans-Tranumn

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Thurgood Marshall won the case on behalf of Carol and other students in Kansas, South Carolina, and Delaware. The cases became known as *Brown v. Board of Education of Topeka, Kansas*. On May 17, 1954 the Supreme Court ruled in favor of Brown and established for America that segregation was unconstitutional under the Equal Protection Clause of the Fourteenth Amendment.

Sixty years after this landmark decision, we are forced to reckon with the realities of our current education system. While progress has been made in many areas of education, disparities among the races still exist. Across America, particularly in the inner city, children still attend their neighborhood schools. A closer look into these predominantly minority districts solidifies the fact that the American School System has made little progress in integrating these schools.

In addition, district data reveals that large minority areas still have the least prepared teachers, textbooks remain outdated, and technology is often discarded in the back of a

Ian M. Cook-Baruch College

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to receive awards in the past couple of years for excellence in a number of areas. Baruch College Dean of International Affairs David Birdsell introduced Mr. Cook, enumerating some of the accolades Colgate-Palmolive has recently acquired including one of the world's most ethical companies of 2013; U.S. E.P.A. Energy Star Partner of the Year; Top 50 Companies for Diversity; Top 50 Companies for Executive Women.

Cook underscored the two parts of his company's strategy: the strategic initiatives needed to sell the products, and the company focus, which narrows the company's products to a precise "formula." The strategic initiatives include keeping products innovative, building communication lines that endure and developing and underscoring leadership qualities. Colgate-Palmolive's company focus is a four-category line of products that we are generally familiar with. They are: oral care, personal care, pet nutrition, and home care.

Cook believes that culture is the most important strategic initiative in his company. He said, "If an investor was to ask, 'what is the single thing that makes this company perform', the answer is not an algorithm, the answer is culture." According to Cook, it is in the people and the expertise and the experiences they have had that allow the company to perform. "How

classroom. Students attending these schools are not able to successfully compete with children whose districts and parents invest in the future achievement of their children. Most educators now consider this phenomenon to be the "achievement gap." I see it as the "access gap." Do all children have equal access and ability to have an equal education? This question was at the heart of *Brown*, and we still struggle today to see the progress that has been sustainable.

America has made progress in some areas, but we just are not there yet. Deliberate speed has slowed to a snails pace and many children for whom the law was intended receive an inferior education, have overrepresentation into special education, are culturally isolated, must attend separate and unequal schools, are housed in dropout factories and end up in the cradle to prison pipeline. This is neither the education system envisioned in *Brown*, nor is it one that should remain unchallenged. For the seven generations to come, what kind education system will we leave for them?

Dr. Shelia Evans-Tranumn is an Educational Consultant and former Associate Commissioner of Education for New York State.

we get things done is every bit as important as what we get done." To do this, Colgate trains its employees in ethics. They translate all of their training into 40 languages so that everyone understands. This enables Colgate staff to communicate across language barriers and share ideas.

A unique aspect of the company is found in its branding. Like Coca-Cola, Colgate caters to the native tastes found in specific regions of the world. Colgate's green tea flavored toothpaste is a big hit in China. Charcoal enhanced toothpaste also has a certain appeal in the far-east.

Colgate has developed a broad vision for the future. Colgate has made an effort to spearhead an initiative to bring oral hygiene to parts of the world uneducated in these good practices. The campaign "Bright Smiles Bright Futures" aims to have one billion children receive adequate dental care by the year 2020. Special mobile dental vans have been traveling across the United States providing dental screenings and oral hygiene education to millions of children each year.

Colgate strives to bring a message to the world that gently encourages each and every individual to care about one or more of jobs its products can be used to complete. To do this, Cook and his team have spent the last number of years upholding a tradition of excellence by weaving a tight model of performance and passing the bar of standards in ethics, efficiency, and education. #

in New York City. Dr. Ross was a founding board member of the national accrediting group, Teacher Education Accreditation Council for eight years. He served as a Teacher Education Certification and Practice Board member and evaluator of programs in higher education programs for New York, New Jersey, Connecticut and Rhode Island. In June 2006, Dr. Ross received the Distinguished Achievement medal

as an administrator at St. John's University.

Further capitalizing on Ross's honors for the night were proclamations and certificates signed by the Queens borough president of New York City Council, Gov. Andrew M. Cuomo, Mayor Bill de Blasio and Sen. Chuck Schumer. The proclamations certify that April 28 is Jerrold Ross Day in Queens and Manhattan.

Job well done, Dr. Ross. #



FOR STUDENTS

We offer a **transformative learning experience** for students with language-based learning disabilities (such as dyslexia), ADHD, and ASD.

- **Saturday Open House • June 14**
 - Learn about our B.A., A.S., and A.A. degree options
 - Meet and speak with Landmark College faculty and students
 - Participate in a demonstration class
- **10-Day Workshop for College Success in NYC**
 - August 4 -15, Winston Prep School, New York
 - For college-bound high school graduates and rising seniors

FOR PROFESSIONALS

We offer educators extensive **professional development and training, research, and support** for their students who learn differently.

- **Landmark College Summer Institute • June 24 - 27**
Cerebrodiversity: Teaching and Learning from Strengths
- **Certificate in Universal Design: Technology Integration**
 - Blended online program for graduate students and professionals
 - 2014 -15 program begins **September 20**
- **Learning Disabilities Innovation Symposium • October 3**
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