

EDUCATION UPDATE

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GUEST EDITORIALS

College Completion Rates Can & Must Be Raised

By JENNIFER J. RAAB,
PRESIDENT OF HUNTER COLLEGE



One of the hardest experiences I go through every year is looking at the sea of expectant faces at our freshman convocation knowing that hundreds of these students are not going to graduate in four years, or six years – or at all – not from our college or any other four-year institution.

I'm hardly the only college president to have this experience. National completion rates are distressingly low, especially at public colleges, even if the standard is graduating within six years.

Among full-time undergraduates in the Class of 2010 who began seeking a bachelor's degree at a public institution, the four-year graduation rate was just 32.8 percent. The six-year rate was better, but still too dismal at 57.2 percent.

It's worth noting that statistics for individual schools can be misleading. A student who enrolls at one college and transfers to another may be counted as a dropout at the first.

Still, we have a problem that is serious on several levels. The dropouts suffer limited career opportunities and lower lifetime earnings. And all this hurts a nation that needs a well-educated workforce to compete in today's global economy.

At Hunter, we use a variety of strategies to increase graduations, and we're getting encouraging results. During the past decade we lifted our six-year rate by more than 14 points, and the trend continues upward.

One strategy is making financial aid readily available. Another is providing strong advisory services, faculty engagement, early assessment and early intervention for students who are struggling.

We also organize students into small cohorts, knowing that support groups for people in similar circumstances can be highly effective. For example, our "Brothers in Excellence" initiative for black males has been so successful that their six-year graduation rate is higher than the student body's as a whole. The program helps

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Big Data in Education

By PRESIDENT SUSAN FUHRMAN,
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY



In a year marked by widespread concern about the extent of government data collection and mining, educators and parents are beginning to little attention to the amount of data collected in schools.

Conversations about data privacy generally focus on security and protection from breaches and hacks, but increasingly are addressing the multiple uses of student data and the awareness amongst students and their parents.

Imagine Katie, an 11th grader in a high school of about 600 students. She has excellent attendance, gets good grades, performs slightly less well on standardized tests than her grades would predict, and is involved in multiple extracurricular activities. Katie is interested in attending a liberal arts college and is hoping that the academic honors she has received will help her. All of Katie's information is kept in a school information system, which she and her parents can log into in order to check her grades and standardized test scores. Several school entities use these databases to track students and compare performance across schools and teachers. Recently, a number of states and at least one private company, InBloom, are linking databases across levels of schooling, including same state college and postgraduate training.

Katie enjoys using the course management system for each of her major classes. She can check and submit assignments, enter discussion forums with classmates, see her grades and access additional resources. Her teachers and administrators use the learning or knowledge management system to organize and manage all class information and follow individual students throughout the year.

For physics, Katie uses educational software that allows her to simulate experiments. The software adapts to her input by giving her hints when she is having trouble solving a problem. This adaptive educational technology (AET) teaches Katie content and skills. It also records her answers and response times, the hints she uses, and the aspects of the software she attends to—providing insight into how Katie masters the material. AETs are not only useful to stu-

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Vision for The City University of New York

By CHANCELLOR J.B. MILLIKEN
What is your vision for the City University of New York?



In short, the world's leading city should have the world's leading public university. To be most successful, public universities must provide broad, affordable access and high quality academic programs, and CUNY should do both of these as well as any university. To achieve only one of these goals would not serve the city or our students well. So first, we must maintain affordability, which means keeping tuition moderate and providing significant levels of financial aid. Second, we should provide appropriate pathways for students to succeed by offering a broad range of academic programs, from certificates to associate degrees to bachelors, masters and PhDs. In the 21st century, this also requires us to be engaged in cutting edge research and knowledge creation. These are basic elements of the mission of any large, leading public university.

In addition, I think leading urban universities in the early 21st century must be increasingly global, digital and engaged in solving critical challenges that face New York City and urban centers around the world. Our students need to acquire global perspectives and understanding to live and work in a rapidly changing, globally connected environment. We should be competitive for the best faculty, who are leaders in their fields, who collaborate with peers here and abroad, and have access to the best technology in their classrooms and laboratories.

This requires resources, of course, and I believe there is no better investment for public or private funds than the City University of New York.

What are the greatest challenges?

At a time when almost everyone agrees that

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Finding Success for College Students Who Learn Differently: The Landmark College Model

By PRESIDENT PETER EDEN & DR. MANJU BANERJEE

The traditional brick and mortar model of higher education is rapidly evolving, as online courses, flipped classrooms, and adaptive learning become the norm rather than the exception. At the same time, new understanding of neuro-diversity and student learning is redefining best practices in the way we teach and learn. Despite the promise and affordances of technology that make college education a more achievable goal for many students today, challenges abound. Little is known about the online learning environment when considering college students who learn differently. Indeed, research is sparse on whether an online environment supports and scaffolds learning differences or creates additional barriers.

Landmark College in Putney, VT, is a private, progressive, and fully accredited college that offers 2- and 4-year degrees for students who learn differently. It is only one of two colleges in the country that exclusively enrolls bright students with documented learning disabilities and difficulties (LD), including dyslexia, Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder. For almost three decades, teaching and learning at Landmark College has been guided by the paradigm of universal design (UD). UD espouses a movement away from the “deficit model” of needing to remediate, compensate or accommodate learning challenges, to one where the learning environment is actively “designed” to anticipate and scaffold such differences. The focus is not on individual deficits but on the design of the learning space, including pedagogy and a culture of inclusiveness.

This juncture between UD, LD, and online learning is being actively investigated and informed by course offerings and research at Landmark College. Our students with LD have the opportunity to take flipped classes/blended courses and courses delivered through an online adaptive learning platform. Our faculty is continually learning the benefits and challenges these media have to offer for diverse learners. Further, in 2012, Landmark College launched an online/blended five-course certificate program on UD and technology integration for teachers, service providers, and other education professional around the country and Canada. Ultimately, these and related partnerships help students with LD better understand and avail of opportunities in higher education.

We all must better understand that online



Dr. Peter Eden, President, Landmark College

learning for students with LD carries with it a need to understand the nuances of online learning environment such as synchronous vs. asynchronous delivery, embedded video and other multi-media content, and the value of social presence of the instructor in a virtual environment. There is encouraging news on the horizon. In September, the Committee on Science, Space and Technology in the House of Representatives held its first ever hearing on the Science of Dyslexia. Those called to testify were Dr. Guinevere Eden, Director, Center for the Study of Learning, Georgetown University; Dr. Sally Shaywitz, Co-Director of the Yale Center for Dyslexia and Creativity; a parent of a child with dyslexia; Max Brooks, author and an adult with dyslexia, as well as, Landmark College Office of the President. Furthermore, the National Science Foundation (NSF) has recently awarded a three year \$486,970 NSF-REAL grant to researchers at LCIRT, Landmark College’s research institute, to investigate the role of social presence during instructor mediated synchronous versus asynchronous on-line course discussions in statistics for college students with LD.

The modalities in which education (and higher education in particular) is being delivered are clearly being transformed. And all stake holders: students, educators, parents, researchers, and administrators, need to be able to partner to harness the emerging possibilities while avoiding the pitfalls for students who learn differently. The advances and outcomes will

EXCLUSIVE INTERVIEW

President Tim Hall, Mercy College

By JOAN BAUM, Ph.D.

With a summa cum laude B.A. in philosophy and graduate work in religious studies, perhaps it was inevitable that Timothy L. Hall, the 12th president for the last six months of Mercy College in Dobbs Ferry NY, would invoke the words of the prominent Anglican scholar John Henry (Cardinal) Newman, to describe the philosophy behind his own Idea of a University as “an Alma Mater, knowing her children one by one, not a foundry, or a mint, or a treadmill.” He brings to his new position, however, not just philosophical ideas but broad and deep practical experience in the academic world as a chief administrator, not to mention significant expertise as a legal scholar. Factor in as well affability and a sense of humor: “How can one not be a lawyer these days!” During his tenure as president of Austin Peay State University in Clarksville, TN, where he noticeably increased enrollment and funding, he attracted national attention for his innovations in effecting student success. Indeed, one accomplishment, the institution of a “degree-compass program” designed by a colleague at Peay called Desire to Learn, will be marketed in the spring, though it has already been the subject of major articles and notice by the U.S. Department of Education. Using technology creatively, the performance-based program advises students in a way the president analogizes to how Netflix chooses movies, Pandora, music and Amazon books; i.e., looking at a wealth of data and suggesting what students might choose as coursework. Among personal and comparative considerations are the success rates of other students, SAT scores, overall academic background and other indicators. The program, President Hall says, has a “high degree of accuracy” but should not be viewed as prescriptive. It’s designed to give students suggestions about what to study that will lead to success.

“Success,” of course, is a fluid term, subject to and reflecting local and national conditions. The years 2002-2011, the president notes, were growth years in enrollment (a 32 percent increase) but that since then, due to financial pressures and smaller high school graduation, there’s been a turndown. He’s undeterred, nonetheless, in going for both access and excellence. “We’re in a fight against tuition increases,” he

benefit all students, as is the case with UD in any educational setting. Research and informed practice is leading the way.#

Dr. Peter Eden is the president of Landmark College in Putney, VT; Dr. Manju Banerjee is Vice-President of Educational Research and Innovation at Landmark College.



says, pointing to the fact that Mercy has been cited recently as one of the most affordable private colleges in the country, with an average cost of \$17,000 a year. But the breakdown for Pell eligible students who come from New York State (the majority of Mercy enrollees) is even more impressive. Between federal aid and what Mercy itself provides to low-income students, often the first in their family to go to college, the gap for the student is \$1100.

Such assistance may well help improve retention and graduation rates, a continuing problem for many colleges across the country. Success in these areas, however, should take into account demographics, of “tremendous importance” in assessing how students do and what success rates mean. Approximately 70 percent of Mercy freshmen are Pell eligible, and the graduation rate, typically six years, hovers at 36 percent. He feels confident, however, that Desire to Learn and PACT (Personal Achievement Contract) will make the difference, the latter a tailor-made, individual advisement program that covers all manner of counseling – academic, financial, psychological, career. He’s also “obsessive” about good teaching, hiring and retaining faculty “who can personally connect with their students.”

Like many institutions of higher education, Mercy is recruiting students from other countries (20 this year from Scandinavia and opening up in China), thus diversifying the campus with international presence. The president is also pleased to note that most graduates tend to stay in the area, contributing their learning to the community, especially in the more popular disciplines of health sciences, education and business. In that regard, President Hall hopes for even more success, with students being “great students and great citizens.” #

PERSONAL MEMORIES OF GOVERNOR MARIO CUOMO BY POLA ROSEN

I remember walking down Broadway after a wonderful ballet recital by Marianna, Mario Cuomo’s granddaughter. People stopped at every step to shake the Governor’s hand and thank him for being so wonderful. He was very kind and caring to them. At his other granddaughter Christina’s wedding, I complimented him and Matilda on having raised such a brilliant family. His immediate response was, “We don’t deserve the credit. Our parents who came from Italy, imbued us with values and courage. They are the true heroes of our family.” Dear Governor, we will always miss your wisdom, caring and kindness.





EXCLUSIVE INTERVIEW

Dr. Michael Sampson, Dean of The School of Education, St. John's U.

By LYDIA LIEBMAN

Recently, St. John's University appointed the impressive Dr. Michael Sampson to be the new dean of the School of Education. Sampson has had an extremely diverse career as an educator, academic leader, and award-winning author.

Sampson described himself as an extremely avid reader having read every book in his school library by the fifth grade. In high school, Sampson was active in the Boy Scouts of America and a star athlete; as a senior he was the captain of the Tom Bean Tomcats football team and was named to the Class B Texas State All Star Team. Sampson credits both of those experiences as being essential to his professional development. "Scouting is about service," said Sampson, "and being an athlete helps you understand team work and how to work together." Upon graduating from high school, Sampson received a scholarship to attend East Texas State University, where he graduated with a degree in Political Science with a teaching endorsement.

A first generation college student, Sampson worked throughout his university years. "I was driving a school bus for the district," described Sampson, "and I would get up at 5 am every day and drive the route and then go to class. Through this work I got to know the superintendent of the Commerce Public Schools and when I graduated college he offered me a job!" Sampson began his career teaching kindergarten and eventually became a reading specialist, teaching all the reading classes at the elementary school. After earning his Master's degree and later a Ph.D. in reading from University of Arizona, he accepted a faculty position at Texas A&M University- Commerce and eventually rose to become the department head and director of the doctoral program.

Throughout this period, Sampson published a number of professional books and textbooks about literacy and reading. Also during this time, his collaboration with children's



book writer and educator Bill Martin Jr. began. Together they published 21 books, many of which have gone on to receive awards and become New York Times Best Sellers including *Chicka Chicka 123*, *Panda Bear, Panda Bear What Do You See?* and *I Pledge Allegiance*. His love for reading and writing has been the driving force behind his work as an educator and academic. "It is my goal to create engaging, likeable books. The reader and the text must engage together. When I was a kindergarten teacher I noticed that the kids weren't really "getting" reading," said Sampson, "but when we would do Mother Goose they could get into the rhythm and I realized that was the key." Sampson's books use rhythm and rhyme heavily and are about topics children are typically interested in like sports and animals. "Our research has shown that kids learn to read faster when they read pattern books," said Sampson.

After nearly 25 years at Texas A&M,

Sampson began writing full time and traveling the world doing speaking engagements and author visits. "I traveled all over the United States and then spent time speaking to education departments in England, Italy and Germany," explained Sampson, "It was a great life but I still felt somewhat incomplete so I moved to St. Petersburg and started teaching at the University of South Florida." After three years, Sampson became the dean of Southern Connecticut State University. In 2012, he became dean of the College of Education at Northern Arizona University and as of June of this year, moved to New York City to become the new dean of St. John's University.

Sampson has unparalleled accomplishments as a writer, an educator and academic. While at Texas A&M, he received the Christa McAuliffe Award for Exemplary Program in Teacher Education due to his innovative teaching techniques and student teaching programs. "Preparing teachers to serve the community

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EXCLUSIVE INTERVIEW

President Shael Polakow-Suransky, Bank Street College

By LYDIA LIEBMAN

Earlier this year, Shael Polakow-Suransky was installed as the new president of Bank Street College of Education. Himself a Bank Street graduate, Suransky has had a unique and diverse career that began with teaching middle school and social studies about twenty years ago. He eventually rose to become an assistant principal and finally, the principal at Bronx International High School. Soon after he became Senior Deputy Chancellor and oversaw all instructional work in the city under Dennis Walcott. After three years in that role, Polakow-Suransky began his tenure at Bank Street. "I have a very unique perspective on teacher training and I have very strong beliefs about how important it is," he said.

According to Polakow-Suransky, Bank Street was founded initially as an education non-profit in 1916, called the Bureau of Educational Experiments. The first of its kind, it brought together nurses, psychologists, educators and other professionals to try to understand and develop a theory about how young children learn. This work eventually led to the creation of a school and a graduate school which became the current Bank Street College.

So far in his new position, Polakow-Suransky has yet to come up against any



serious challenges. "I have found a very wise group of seasoned educators. One of the unique aspects of Bank Street is that we have many practitioners on the faculty

who are grounded in what it's like to become a teacher or principal," he said. "The greatest challenge facing the field of teacher education is to develop systems that ground our work so the training we provide is truly useful for graduates when they go into schools." He said a strong connection between teacher and leadership training programs and school districts is key, citing the 'diploma mills' some education schools have become. "They haven't designed their programs to meet the needs of their students or the schools they're going to," he said. Bank Street prides itself on having a close relationship with schools. "Our work is rooted in the belief that you really need to understand the specific needs of children and adults in order to teach them effectively."

Polakow-Suransky has an international perspective to share. He was born in South Africa, and after moving to Michigan as a baby returned to study in Durban, South Africa in high school

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Vaughn College Installs Dr. Sharon DeVivo as Seventh President in 82-Year History

By LYDIA LIEBMAN

Recently, Vaughn College of Aeronautics and Technology appointed Dr. Sharon DeVivo as the college's seventh and first female president at the campus in Queens. The installation ceremony, in an unusual building resembling a plane hangar, featured words of praise for DeVivo from a plethora of Vaughn College dignitaries. "Sharon knows absolutely everything," said Mr. Thomas Broschart, President of the Faculty Senate: "she helped move us to the point that we're at now and she has visions for the future. I know that she will continue to work tirelessly and I hope that she stays with us as president for many, many years to come."

Jade Kukula, a 2007 graduate of Vaughn College who currently works in the defense and intelligence community at Aerospace Data Facility East, Lockheed Martin, spoke highly of the college and of Dr. DeVivo. "We have a saying where I work: supra et ultra. It means to go above and beyond," said Kukula, "and if ever there were a place where that's going to happen it's here at Vaughn College with Sharon DeVivo." Kukula said Vaughn College "gave her literally everything" and that the education she received has "kept the fire burning" since



she graduated nearly eight years ago. "The staff and faculty instill a fire in us and we need more of that in the STEM world," she said.

The president of the Student Government Association, David Cepeda, also shared positive remarks about DeVivo and the college. "DeVivo has hit the ground running. She has been the vigor behind many of our events this year and has cooperated with the students to bring forth many accomplishments," said Cepeda. "DeVivo has been the epitome of communication and integration." Cepeda *continued on page 25*

Cardinal Dolan Embraces the Essence of the Holiday Spirit

By DOMINIQUE M. CARSON

Over 1,000 people attended the 69th Annual Cardinal Timothy Michael Dolan's Christmas luncheon at the Pierre hotel. Amidst the glittering lights, three honorees received accolades including Ana Laffont and Joyce and Robert Giuffra.

Ana Laffont, an attorney who earned her JD from CEU San Pablo University in Madrid, is a current member of the Madrid Bar Association. Laffont received the Christmas Angel award for her service through Mary's Meals, an organization that she chairs. Mary's Meals helps feed almost one million impoverished children around the world. Laffont was inspired to take action by a friend of hers, a guitarist who passed away.

"At the funeral his guitar was just sitting there a symbol of the beautiful music he performed," said Laffont. "I realized that the guitar of my life was sitting there empty." She decided at that moment her goal was to make sure no child goes hungry.

"Love is an action," said Laffont. "We all have unique gifts we have been given." She indicated that everyone has a guitar; you just have to find your special guitar.

Joyce and Robert Giuffra received the Spirit of St. Nicholas award. "Joyce and I are pro-



foundly grateful for this award and would like to thank our friends for supporting Catholic charities; three shout outs to our three wonderful children, Elizabeth, Caroline, and Robert," said Giuffra. "When Joyce and I were selected to receive the Spirit of St. Nicholas award, I understood why catholic charities would want to honor Joyce; she is a saint, a wonderful wife, mother, and friend and she has devoted many hours to helping others. But, I still think my selection may have been a mistake."

Joyce Giuffra a graduate of Dartmouth College, served in the White House under George H.W. Bush before she became a press secretary for Senator Dole. She has been *continued on page 26*

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ERICA JONG GIVES BACK

By JACOB M. APPEL

In Erica Jong's best-selling 1973 novel, *Fear of Flying*, narrator Isadora Wing reflects, "No writer can tell the truth about life, namely that it is more interesting than any book." Maybe that prophesy is self-fulfilling, because over a four-decade literary career as a poet, novelist, memoirist and patron of younger writers, Jong has led a life far larger than much fiction. At seventy-two, with four marriages and twenty-five major publications under her belt, Jong remains passionate about writing—with a new novel, *Fear of Dying*, due out in 2015.

Fear of Dying, although fiction, reflects the insights that Jong has acquired during her maturation from feminist icon to doyenne of letters. "As you get older, you see your life differently. After your parents die, you see it differently." She describes the forthcoming novel as "a book about what matters...What matters is loving and being loved." The key to long term happiness, she adds, is having a partner "who understands you better than you understand yourself." As with many of her earlier books, *Dying* is about "humor and sadness—that's my thing." She later comments, "My humor is the humor of the gallows...of the pogrom." It is worth noting that she is an expert on satire, having writing a master's thesis on Alexander Pope.

Like many of her heroines, Jong did not end up leading the life she initially anticipated. As a young woman, her ambitions had been in the visual arts. Her maternal grandfather, Samuel Mirsky, was one of the leading portrait painters of his generation; her own mother "could draw and paint anything." From the age of ten, Jong visited the Art Students League regularly to hone her talents. Her other goal was a career in medicine. "I was going to paint and be a doctor," she explains. Her medical aspirations ended abruptly during her first year at Barnard College—itsself ironically her "third choice" after Radcliffe and Bryn Mawr, especially as she has since dedicated much of her adult life toward benefitting the institution. "I got into Bryn Mawr, but there were no men there," she reports candidly, so she decided not to go. "I planned to be premed at Barnard," she recalls. She changed her mind quickly after she signed up a mandatory zoology course and encountered a fetal pig in need of dissection. Her initial reaction: "It looked like a baby."

A stroke of good luck led her to advisor Robert "Bob" Pack, later a major American poet in his own right, who heard her tale of the fetal pig and responded, "Forget it. You're a writer." Pack fiercely encouraged Jong's craft, telling her, "I predict you'll become the most celebrated writer of your generation." (Pack is now eighty-five years old and Jong still corresponds with him.) His encouragement helped Jong overcome her fears of failure. Jong initially turned to poetry, publishing two collections (*Fruits & Vegetables*, 1971; *Half-Lives*, 1973) and studied at Columbia with luminaries Stanley Kunitz and Mark Strand. "I was considered a really good young poet," says Jong. "I read at the [92nd Street] Y...I



won the same award as Sylvia Plath and W. S. Merwin...Then I published *Fear of Flying* and the poets deserted me." While "disowned" by the poetic establishment, Jong proved one of the best-selling authors of the decade.

One of Jong's goals is to create opportunities for young women in writing. In partnership with then Barnard President Judith Shapiro, Jong established the Erica Mann Jong '63 Writing Center which provides free writing assistance to all Barnard students in need. Jong funded the initial fellowships that pay scholarships and stipends for peer writing tutors; other alumna, including Anna Quindlen, have since contributed substantially as well. "There are a lot of smart people who are afraid to write," Jong laments. "Let's say you want to write a paper and you're scared. The peer tutor stays with you until both of you are satisfied. Two drafts. Ten drafts...It gives you a friend, an editor, to go through the process with you." As for having a major literary program named after her, Jong replies, "I don't care about the name, but I do care about Barnard." She praises the fellows as "the smartest young woman you'll ever meet in your life" and notes that the fellows program has "become a signature program of the college."

So what does Jong recommend to aspiring writers who wish to follow in her footsteps: "Read, read, read. Read what you like and what you don't like." In her own training, Jong says she "spent a whole year" studying the poetry of Denise Levertov. "I was trying to figure out why she broke the lines where she broke the lines."

Erica feels that the generativity that comes with age is a great blessing. #

Dr. Jacob Appel, a physician and attorney, has won awards for his novels and short stories.

Recruitment of English Language Teachers for Primary and Secondary Schools in Hong Kong

The Education Bureau (EDB) of the Hong Kong Special Administrative Region cordially invites you to apply for the positions of English language teachers who are fluent in Standard English in public-sector primary and secondary schools in Hong Kong.

ROLE

The positions are required to teach English as a second language to Hong Kong students and assist in teacher and curriculum development in public-sector primary schools (for students aged between 6 and 12), secondary schools (for students aged between 12 and 18) and schools for students with Special Educational Needs (SEN). Details of the scheme are available from the EDB website:

<http://www.edb.gov.hk/NET>

QUALIFICATIONS FOR APPOINTMENT

Applicants should have the ability to use English fluently and spontaneously, to give grammatically accurate responses in communication and to write or speak creatively. They have to fulfill one of the following qualification requirements under the Scheme. For more information please browse the following webpages:

- (A) For primary school positions : <http://www.edb.gov.hk/pnet>
 (B) For secondary school positions : <http://www.edb.gov.hk/snet>

TERMS AND CONDITIONS OF APPOINTMENT

- The appointment will be on a two-year contract basis normally from 17 August 2015 to 16 August 2017, subject to renewal after expiry.
 - Remuneration package:
 - Salary from HK\$23,285 - HK\$47,290 (USD2,985 – USD6,063*) per month (Primary)
 - Salary from HK\$24,450 - HK\$56,810 (USD3,135 – USD7,283*) per month (Secondary)
 - End of contract gratuity for satisfactory performance and conduct
 - Return airfare reimbursed per contract (including baggage allowance on first appointment)
 - Cash retention incentive for satisfactory completion of continuous service from third year onwards
 - Medical insurance allowance
 - Special allowance HK\$19,081 (USD2,446*) per month if his/her normal place of residence is established to be outside Hong Kong
- For details, please browse: http://www.edb.gov.hk/NET_package
- The salary, the terms and conditions of service to be offered are subject to the candidate's qualifications and post-qualification teaching experience and the prevailing conditions at the time the offer of appointment is made.
- * USD 1 = HK\$ 7.80 (subject to fluctuations)

INTERVIEWS

Suitable applicants will be required to attend an interview and written test in person. Interviews will be taking place in early March 2015 in New York.

HOW TO APPLY

Applicants who will choose North America as the interview venue please apply through Footprints Recruiting, EDB's recruitment agent on or before 15 February, 2015. An advisor will contact you with full application information.

The webpage is: <http://www.footprintsrecruiting.com/teaching-jobs-abroad/program-name/hong-kong-net-scheme>

Email: hongkong@footprintsrecruiting.com

Phone number: 1-604-677-6556 ext 5008

BLACK HISTORY MONTH

Interview with Dr. John Silvanus Wilson, Pres. of Morehouse College

By DR. POLA ROSEN
& LYDIA LIEBMAN

Transcribed By LYDIA LIEBMAN

Education Update (EU): Where would you like Morehouse College to be in five years?

Dr. John Silvanus Wilson (JSW): In five years I want Morehouse to be measurably on the way to what we strive for. My inaugural address was called “The World of Our Dreams” and I contend that as soon as we have the world of our dreams on campus it will be much easier to realize the world of our dreams on earth: this means capital and character preeminence. We need to produce first-rate men and we need to do it on a first rate campus. Capital preeminence means a first rate campus and that means a great endowment, well paid faculty, top notch facilities and generous financial aid... basically, the infrastructure. Character preeminence means where educated men who are not only smart but good, who are able to compete in the world now and work toward a new one.

EU: What are your thoughts on a tuition free education like Minerva College in California?

JSW: There is no question that we need to drive the cost of education down. Morehouse College and HBCU’s (historically black colleges and universities) have not been as pricey as a lot of other options but relative to our constituency it’s been an enormous challenge. We do

not have the option to let our costs keep growing. We have to disrupt the financial model that we have which means also disrupting the financial model in higher education. There’s diversity in higher education and I think you have a number of options that are pricey and not so pricey so there ought to be some options that are free. I’m confident that we’ll successfully flatten and then reduce the cost of education at Morehouse but I’m not guessing we’ll be able to offer it free on my watch. I admire Minerva.

EU: What has been the greatest challenge you have faced?

JSW: Capital impairment. Most small liberal arts colleges have this issue and we certainly don’t have a large enough endowment. You don’t have the freedom to go where your imagination will take you as we did at Harvard when I attended there. I would like to see Morehouse College and a few other HBCU’s shift from funding being the problem to imagination being the problem instead. That’s a challenge I would love to overcome.

EU: What has been your greatest triumph?

JSW: I think the most significant triumph has been hosting the president of the US on campus. On my sixth day in office I received a phone call from the White House that led to the



president being the graduation speaker of Morehouse in May 2013. Five months later, for the first time ever, a sitting president came to Morehouse College and it’s the first time in Georgia for any college—black or white. That was a triumph and a signature moment for the college. The first degree I ever awarded as president was to President Obama. I gave him an honorary degree and then proceeded to hand out the degrees to five hundred African American males. Secondly, I would say, in the area of capital preeminence: I had an anonymous donor, a billionaire, get in touch with me. I think he saw the article in Harvard magazine and was intrigued. After a number of conversations he asked what our most important needs were and on the list of things I shared with him was our need to upgrade the technology infrastructure on campus. He asked how much it would take and I told him we had done an analysis that showed we needed 6.8 million dollars. He said he would give us a quarter if you could get the board of trustees to match it in 3 months. We did it!

EU: It is difficult to maintain the integrity of a single sex school. Is coed on the horizon for Morehouse?

JSW: You probably know that the all female Spelman is right across the street. This is basi-

cally a coed environment. We cross register. It’s pretty much like Harvard and Radcliffe were. The question about why we need HBCU’s is on the minds of a lot of people, and understandably, since the quest was for integration. It’s understandable for some to think that same sex and same race institutions should go away. The definition of progress has HBCU’s disappearing now that the doors of other institutions are wide open, even though I don’t think they are. It’s an obstacle because if people have a question whether or not you should exist, it’s a longer pathway to get people to invest in you in order to be world class. You’re going from non-existent to state of the art. So for people who ask about being predominately black or being all male I would say that when I was in college, graduating in the late 70’s, there were over 300 women only colleges in the country. There are now 50. Nobody would ever ask if Wellesley should be coed. Single sex women’s institutions have gotten themselves to a place where it is very clear they contribute enormously to this country and to this world. Do we need 105 HBCU’s? Probably not, but there is no question in my mind that the nation and the world needs Morehouse College.

The rest of this article can be read online at www.EducationUpdate.com.

What Do We Tell Our Children? The Struggle To Save Lives In The Black Community

By DR. SHELIA EVANS-TRANUM,
FORMER ASSOCIATE
COMMISSIONER OF EDUCATION,
NYS EDUCATION DEPARTMENT

As we celebrate the dawning of a new year, it is hard to forget that 2014 represented a historical moment defined by mourning, outrage, murder and protest. Last year, the American public was inundated with painful stories and brutal images of unarmed Black men and women killed by police officers in Missouri, Ohio, New York, California, Utah and Arizona. Echoing the final words of Eric Garner, these murders and subsequent non-indictments made all of us feel as though we could no longer breathe.

However with the help of social media activist, grassroots organizers, youth community leaders and engaged local citizens, these deaths have served as a clarion call to honor Black life throughout the United States and around the world. There must be a response from the educational community to these acts of violence as well. The reality is that our children are privy to more information through social media than most adults. We have to ask ourselves, how



are young Black boys and girls processing what they see? Do they feel safe in the streets and the community? Do they feel police officers are there to protect them and not to kill them? Do they harbor internal violence for the violence they see perpetuated daily? How many more times a day do they have to see Eric Garner killed by police officers, and how are those images affecting them? After all that they have seen, what do we tell them?

When Amadou Dialou was shot forty-six times in the hallway of his home as he pulled out his wallet to show the officer his university identification, it sent the message that if you are stopped by police do not go into your pocket. When Trayvon Martin was killed by a citizen of Florida, the message was do not wear black hoodies. In response to the death of Michael Brown one could surmise that one should not walk in the middle of the street even if cars are not coming. Akai Gurley has taught young boys not to walk down the steps in a New York City

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BLACK HISTORY MONTH

Amanda Washington: Carrying on the Legacy of Booker T. Washington

Amanda Washington is the great-great granddaughter of Booker T. Washington

1. Can you share both your professional and personal struggles and triumphs? What are you currently doing?

While a classroom teacher, I worked simultaneously between two extended-day charter schools as the sole English as a Second Language teacher for students between grades K-8 and also as the middle school Spanish language teacher. As such, I became engulfed in the world of my students and public education in D.C. A concept that I struggled with daily was that tragically, in the epicenter of our nation's political activity, my students were forgotten behind walls of poverty. I've been interested in education since I was a child and even still, my commitment to reform our country's public education system became increasingly propelled by the struggles that my students and I faced on a daily basis.

One of the most difficult moments for me as a teacher came when a student stopped me in the middle of a lesson and interjected, "Why are you wasting your time teaching black kids Spanish, Ms. Washington? You might as well end class...everybody knows that you have to be white to be anything in America." I count this moment in the classroom as both a struggle and a triumph because it was in that moment that I realized that an educator's role goes beyond the bounds of a concise lesson plan and a "check for understanding." I believe that this understanding distinguishes me as an excellent educator.

After working as a PreK-8th grade teacher for four years, I enrolled in Teachers College, Columbia University. I am currently completing my last semester as a Masters degree candidate in the Education Policy and Social Analysis program.

2. What college did you attend, what was your major and year of graduation?

I attended Spelman College and majored in English literature. I graduated in 2009.

3. How did your major, if at all, determine the course of your current career?

As a child, I'd loved reading and enjoyed analyzing the world around me. In fact, in the 11th grade, I conducted a social research study comparing the educational experiences of my friends at two local public high schools. One school was located in the suburbs and boasted multiple computer labs, a well-resourced library, an elaborate football stadium and an Apple laptop computer provided to each student. The other was an urban school where students were not allowed to even take their textbooks home at night.

Beyond providing me an opportunity to read



and study great international literature, majoring in English literature also helped me to hone my skills as a writer and an analyst. While these skills haven't directly determined the course of my career path, they have been invaluable as I continue to communicate my thoughts and research findings through writing.

4. Did you have internships, and were they helpful?

In the summers of my sophomore through senior years of college, I interned as a marketing analyst with United Healthcare's "Generations of Wellness" program. In this capacity, I traveled throughout many different states and stressed the importance of healthy living and holistic wellness.

I have complemented my graduate experience through graduate internships and fellowships with the New York State Education Department, the White House Initiative on Educational Excellence for African Americans, and the White House Initiative on Historically Black Colleges and Universities. My unique experiences as a teacher, a policy student at Teachers College, and a research fellow have provided me a myriad of lenses through which to sharpen my criticisms of education. Each of these experiences has invigorated my commitment to advocate for students' rights to a quality academic curriculum and greater opportunities to access education.

5. Were there mentors who helped you achieve your goals?

I've had the opportunity to work with amazing leaders in the field of education. One of these leaders is my mentor Dr. Ivory Toldson. Dr. Toldson serves as the Deputy Director for the White House Initiative for Historically Black Colleges and Universities. Under the mentorship of Dr. Toldson, I had the wonderful opportunity to present research concerning

higher education trends at the HBCUStory Symposium in Washington, DC.

6. What motivated you to choose your current career?

On the eve of the 50th anniversary of Brown v. Board of Education—my sophomore year in high school—I focused my final project on a comparative analysis of school resource allocation within metropolitan Richmond, Virginia. I intended to laud my hometown's 50-years of progress. Instead, I became infuriated by the vast educational inequities inflicted upon students across racial/ethnic lines and socioeconomic statuses. I discovered differences

in school technology, library infrastructure, course offerings, and facilities. These observations were catalysts that continue to motivate my commitment to researching disparity in P-12 education and the impact that it has on students' higher education success and trajectories. #

Between 1890 and 1915, Booker T. Washington was the dominant leader in the African-American community. 1895 his Atlanta compromise called for avoiding confrontation over segregation and instead putting more reliance on long-term educational and economic advancement in the black community.

Apollo Theater: Celebrating 80 Years in New York City

By DOMINIQUE M. CARSON

Apollo Theater is known as a popular entertainment venue for African American entertainers in Harlem, New York. Many musical legends have performed on the Apollo stage including Patti LaBelle, James Brown, the Jackson 5, Aretha Franklin, Bob Marley, Stevie Wonder, Earth Wind & Fire and The Temptations. It is truly a place where stars are born and legends are made. For the past 80 years, the theater has expanded to include other projects outside of entertainment.

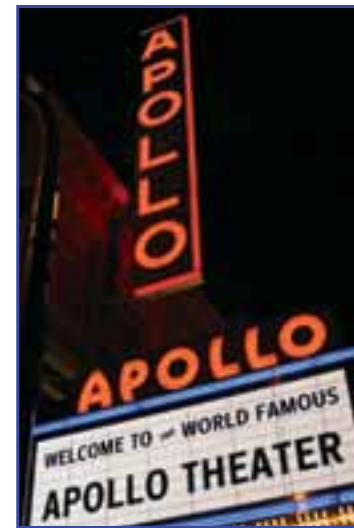
Recently, Teachers College, located on 120th Street, celebrated its 125th anniversary at the Apollo Theater with dinner, honorees and dancing on the stage.

"The Apollo will continue its legacy through a variety of programs designed to engage children, adults, schools, families, artists, and community-based organizations. The Apollo's education and community outreach activities build on the Theater's rich legacy as a cultural and economic anchor for greater Harlem," said Cynthia Tate, Apollo Theater's Public Relations Manager.

The Apollo Theater Academy, Saturday workshops series, Apollo's Family Series, in-school seminars, career day, and the internship program for high school seniors are among some of the interactive programs. The internship program is a great way for students to learn more about the art and entertainment industry through workshops, seminars, and meeting with elite professionals in the industry.

Shirley Taylor, Director of Education, strongly believes the Apollo Theater Academy has strengthened the theater's legacy because it delivers a "behind-the-scenes" presentation of the arts and entertainment industry.

"Apollo Theater will continue to build on



its core values, community, empowerment, and knowledge and continue to provide an outlet for our creativity as a venue. We have expanded our Apollo Theater Academy and now, eight years later, we are still growing," said Taylor.

Tour director and Apollo Ambassador Billy Mitchell also created a tour schedule for New York natives and tourists who would like to know more about the theater. Mitchell makes sure everyone gains

access to the legendary venue. Mitchell's diverting and heartening storytelling allows guests to connect with the past, present, and the future of the theater. He ends the tour with the *Tree of Hope*, a tradition that the theater started outside the Harlem Lafayette Theatre. It was a prominent place for African Americans to deliver their talents and also became the harbinger of good luck for those who were performing on stage. Today, the tree's trunk is located on the Apollo stage and every Wednesday aspiring performers touch the tree, hoping that the crowd will be amenable and recognize their gifts and talents during Amateur Night.

"The Apollo Theater means the world to me and I've been working for the theater for the past 49 years. I am so honored to work at a building that people view as a historical landmark. It has gone through a number of changes including management and employers but I am still here," said Mitchell. "Apollo Theater is a part of our history and I am blessed to see that the Apollo Theater will continue to grow because the history behind the theater is so rich and fascinating." #

NYU School of Professional Studies Strives to Bridge the Education-Industry Gap



Lawrence Ingrassia (center), NY Times, moderates panel discussion

By LYDIA LIEBMAN

Recently, the NYU School of Professional Studies hosted “Industry through the Lens of Education: Changing Perceptions of Career and College Readiness” at the Pierre Hotel in Manhattan. The day-long forum brought to light many of the issues facing education and workplace readiness.

“There are more college graduates than ever in today’s job market and they are having increasing difficulty finding jobs,” said Dennis DiLorenzo, Dean of the NYU School of Professional Studies. “While the reasons for this are complex, the base is a problem in communication. Designing effective skill building job training programs requires educational institution to listen to the needs of businesses... today’s panel and keynote will assist in outlining the roles and responsibilities of each of our stake holders in securing the bridge between education and industry.”

The event featured two panel discussions that tackled prominent issues regarding high education and the workforce, both moderated by Lawrence Ingrassia, deputy managing editor of The New York Times.

The first panel, aptly titled “The Accountability Factor: Who’s in Charge of Workforce Readiness?,” featured Anthony P. Abbatiello, managing director, Accenture Strategy; Alphonso David, deputy secretary and counsel for civil rights, Office of the New York State Governor; Rosemary Haefner, vice president of human resources, CareerBuilder; Lauren Weber, reporter, The Wall Street Journal; and Kathryn Wyld, president and CEO, Partnership for New York City. The discussion focused on the skills gap issue between higher education and the job market. “The expectations that we [the employers] have for the perfect candidate for these jobs are so high that nobody can become this job,” said Abbatiello, “we have to stop thinking we’re going to get the ‘perfect’ candidate in every job and look more at experience, along with some of those technical skills we hope to find.”

The second panel of the day, “The Generation Gap: What Educators are Doing to Evolve Professional Education and Career Readiness”, featured Jay Bhatt, president and CEO, Blackboard Inc; Jordan Goldman, founder, Unigo, and vice president of business development, Unigo Group; Matthew Philips, associate editor, Bloomberg Businessweek; Peter Stokes,

managing director, Huron Education, Huron Consulting Group Inc.; and Paul Taylor, senior fellow, Pew Research Center. The generational differences between employers and Millennials were addressed as well as the future of online education. “We are not representing the competency of the student to the employer. We have no idea what we’re going to get when we hire undergrads because we don’t know who they were trained in school,” said Bhatt: “it’s a visibility issue.” Other panelists shared their insight on how to bridge the gap: some suggest mentorship programs and taking steps to integrate studies and work. “For too long there’s been this sense of an ivory tower where you study and the real world where you work,” said Stokes; “but now we need to bring them much more closer together.

The keynote was delivered by Lindsey Pollak, an expert on Millennials in the workplace and best-selling author of “Becoming the Boss: New Rules for the Next Generation of Leaders” and “Getting from College to Career: Your Essential Guide to Succeeding in the Real World.”

Pollak spoke at length about the 80 million Millennials that are and will continue to become part of the American workplace. “Your colleagues will be 50 percent millennial. This room will be 50 percent millennial,” said Pollak. “Whether we think Millennials are ready or not, they are going to rise up and we need to be prepared for that. We need to shift our mindset.” Pollak went on to present the varying ideals of each generation and how that translates to the workplace. “The time of talking about Millennials as kids is over. We need to stop acting like Millennials are a problem and have to start thinking about how we’re going to make this the next greatest generation,” said Pollak. She cited the change in educational philosophy in the 1980’s from rote memorization and discipline to self-expression and creativity as a major influencer of the Millennial mindset.

She outlined some strategies employers and those in higher education could utilize when it comes to managing the Millennial generation. Some of these strategies included acknowledging that parents are part of the process, providing training on the job, and encouraging choice in career path and in curriculum, using the 85 percent rise in double and triple bachelor degrees as evidence. In closing, Pollak’s message was to focus on what cannot change and then allow some flexing around the edges. #



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CAREERS

Monique Wright, Health Educator

Wright Is A Graduate of The Young Women's Leadership School In NYC



(L-R) Monique Wright and Ann Tisch, Founder, The Young Women's Leadership School

Education Update (EU): Can you share both your professional and personal struggles and triumphs? What are you currently doing?

Monique Wright (MW): My professional and personal challenges are interwoven. My job as a health educator, working with people and communities who are affected and impacted by substance misuse, poverty, communicable diseases, stigma, and criminalization, is some of the most challenging work I have ever encountered. Personally, through my own identities and communities to which I have membership, I have gained insight to the multiple cross sections of these issues. I have realized that these issues are inextricably linked and often seen as separate, and disparately impact communities that are often folks of color teetering at the poverty line. Essentially, learning about both the history and our present day story has taught me the very essence of struggle, the many barriers that prevent people and their communities from living happy, healthy lives. On a daily basis, I have an ultimate responsibility. I work with communities which I am from, communities that need both recognition and resources, to change the health outcomes.

EU: Which colleges did you attend, and what was your major?

MW: I attended Wheaton College, MA 2007, BA Women's Studies University of Vermont, 2010 with a major in Higher Education Student Affairs, concentration in Social Justice Education & Student Leadership development.

EU: How did your major, if at all, determine the course of your current career?

MW: My college majors definitely gave way to my graduate study. The student affair field is filled with dreamers, intellectuals, and young people who are interested in developing college students' sense of self both in and beyond college environment. Even though public health and higher education are two distinct fields, with a host of outcomes. I have learned quite a bit of both from both spaces in terms of serving and helping. Both fields have taught me about the many roles professionals take in problem solving, and working with people, regardless of who they are, to make a difference.

EU: Did you have internships, and were they helpful?

MW: In college I had many passions. I was interested in working in the non-profit sector and working with young people. I interned at the Posse Foundation my first summer after college, Camp Fiver for the subsequent summers, and I taught English in Istanbul for my summer after college. They were helpful at that point in my life when I was committed to contributing to social-emotional development of young people who were interested in leadership early on in life. Each of these organizations was truly committed to the growth of their young folks. They have innovative program design, committed staff, learning environments, and resources to support their mission.

EU: Were there mentors who helped you achieve your goals?

MW: Most of the people I met over the years who were passionate and effective at their roles were mentors to me. I had great teachers in high school who believed in my brilliance, and were authentic in their relationship with me. In college, my posse and posse mentor, kept me in line, and in grad school, my supervisor and cohort helped me be successful in the program. My goals were usually centered around doing my best to impact my community in positive ways. Being a helper, and self-motivated person, my mentors and support networks played an important role in my overall development. I've been really lucky to land in places that provided me with a lot of love and guidance.

EU: What motivated you to choose your current career?

MW: A combination of coincidence and a commitment to health. Career wise I have been working to figuring out if there is an ideal job or path. Lately, I have been more committed to being engaged with the experience. I chose harm reduction because of its strong overlap with social justice theory and concepts. It's a paradigm that focuses on inequities and a viable pragmatic framework that gets folks talking and thinking about change. My work now is ideal. I get to create projects, manage, and execute them within a framework that supports the realities of substance use and health in society. #

What Generation Do You Belong To?

By LYDIA LIEBMAN

"Education is simply the soul of a society as it passes from one generation to another."

-Gilbert K. Chesterton

Education Update decided to take a picture of its own generations at the office one evening. Can you tell which one we fit into? Where do you fit?

Traditionalists: (Prior 1946) The Traditionalists can be characterized as valuing teamwork, patriotism, a strong work ethic and authority. Half of the generation's men served in the military and that hierarchal nature was brought into the workplace. Traditionalist learned the 'value of a dollar' due to living through the Great Depression. Innovation and industrialization mark the rise of this generation; vaccines for polio, whooping cough, tuberculosis and tetanus were invented by the Traditionalists. They also invented highways, airline systems, and railways.

Baby Boomers: (1946-1964) With 80 million people, the Baby Boomers are the largest generation America has seen. During the post war economy, the future looked bright and optimistic. Opportunities for employment and financial gains flourished. This generation saw the development of the space program, the civil rights movement, the rise of sexual freedom and the women's movement.

Boomers can be described as social cause oriented, free spirited, educated, and experimental. Many baby boomers continue to work past the age of 65.

Generation X: (1965-1979) Generation X consists of approximately 46 million people making it the smallest of the generations. This generation experienced an influx in technological advancements such as the personal computer, cable and satellite television and communication devices. Goal-oriented, independent ('latchkey kids') and entrepreneurial are some traits of the group. Scandals such as Watergate and the Lewinsky-Clinton affair as well as the Iranian Hostage crisis, the AIDs



(L-R) Carlos, Dominique, Dr. Rosen & Lydia Liebman

epidemic and the economic downturn of 1980 mark the emergence of this cohort and led to a general downturn in outlook and rise of skepticism compared to that of the Baby Boomers.

Millennials: (1980-2000) The rise of the Internet, texting and social media has led the Millennials to expect immediacy. Student loan debt and high unemployment rates have shaped the Millennial mindset to become less concerned with owning things, especially with the rise of rent oriented startups such as ZipCar and Rent the Runway. The shift in education from disciplined and rigid to a more creative and collaborative approach has had a huge impact on Millennial mindsets. 'Helicopter' and 'Snow Plow' parents are terms that have been used to describe the overprotection and coddling that the Millennials have received from their parents. Post Columbine lock-downs in schools and hotel style accommodations in college dorms have also added to this notion. Millennials can be described as socially responsible, peer oriented, and pressured to succeed. With 43 percent of this generation consisting of people of color, it is America's most diverse generation yet.

Generation Z: (2001-present) While data is still developing for Generation Z, it is clear that this generation has expertise in technology. With technology ever expanding, the future of this generation seems limitless. #

*Voting Age**continued from page 13*

people develop political consciousness." This comment raises the question: why should the government get to decide when a young person develops a sense of politics? How might those with more developed and informed opinions voice them at earlier ages.

Social Studies teacher Mr. Martin agreed with Mr. Hoff: "To vote you should be an adult. Eighteen to twenty one is the lowest voting turn out, also since eighteen is the age you get your licenses." But as mentioned before, some teens mature more quickly than their peers, so what does "adult" really mean.

When the voting age was originally set by our founding fathers, only land owning white men could vote. This was later amended, to

include women and people of color. Since certain requirements for voting have been dropped with sufficient reasoning in the past, we should also lean towards disproving the voting requirement of adulthood. Eighteen is not a fair minimum age, since at the age of sixteen you have the right to employment, to get emancipated, to marry, and to start driving; the fact that you receive your licenses at age eighteen doesn't undermine the responsibility you have at age sixteen.

Obviously, it's important to keep all viewpoints in mind as the 2016 presidential election gets closer and closer. In the meantime, I challenge you to think about this: if you were given the chance to vote at the age of sixteen, would you take it? #

Haley Hershenson is a high school junior in NYC.

End of Year Recommendations for College Applicants



By **JAYME STEWART, DIRECTOR OF COLLEGE GUIDANCE AT YORK PREP**

The end of the calendar year can be a daunting time for high school seniors seeking college admissions. There is urgent work for seniors who have not yet completed their college applications, from organizing recommendation letters to finalizing personal essays. A timely approach to the college application process is necessary for both students and their parents to ensure a feeling of control during this hectic time. Every high school senior has the opportunity to take extra steps to bolster his or her collegiate appeal before hearing back from college admissions departments.

Students must take great care in preparing the supplemental materials that will accompany each application. Once again, time management is a key factor in ensuring students are putting their best foot forward and have all necessary materials to meet application deadlines. Students should give teachers ample time to write thoughtful recommendations and, if they are applying for financial aid, keep their parents informed of deadlines for the FAFSA form, CSS, and each college's own application for financial aid. Students should by now have identified a unique topic idea for their personal essays, which should address who they are as students, who they are as community members, and how they could be an asset to a particular college or university.

Seniors who are waiting to hear, and particularly those who are applying for early decision or early acceptance applications, should send their mid-year grades and exam scores, provided that they have kept their grades up. This information can be accompanied with a letter or email to the college's admissions department with any updates that might better position a student for acceptances, such as new volunteering endeavors or extracurricular accomplishments. These letters show admissions departments that students are serious about pursuing higher education and are committed to attending the college or university to which they've applied.

Students who have already submitted their college applications should remain in close contact with their guidance counselors. A good guid-

ance counselor sticks with a student throughout the college application process, especially in the critical period between application submissions and acceptance or rejection letters from colleges, as this is the time when colleges are making their decisions. At York Prep, we often make phone calls or email recent accomplishments of each senior.

Those students who are deferred from their top choice school may choose to write "plead letters" to express to the college just how much they wish to attend the particular school. These letters may include supplemental materials, such as continuing excellent grades, which could be useful for admissions staff members to see when making their final decisions about candidates. The game is never over until the summer. Wait-listed students will need final grades to show that they are still working hard to earn a place at college.

So clearly, seniors need to keep their final grades up after college applications have been submitted. They must also resist giving into the temptation of taking the easiest classes a school has to offer at any point during their senior year.

Finally, students should maintain an open line of communication with their guidance counselors at all times. While students are expected to drive the college application process, it is invaluable for them to have a supportive team of people working to keep them focused and motivated throughout the process. #

Jayme Stewart founded York Prep, along with her husband Ronald Stewart, in 1969. She served as the head of York Prep's English Department during the school's first 10 years and has served as Director of College Guidance for more than 45 years. Mrs. Stewart, and her co-director, Janet Rooney, work closely with students to prepare them for acceptance into top colleges, which paves the way for successful and fulfilling careers. She wrote the well-received book on college prep, "How to Get into the College of Your Choice and How to Finance It" Mrs. Stewart has provided numerous lectures and media interviews on the topic of college guidance and preparation. Mrs. Stewart graduated Phi Beta Kappa from Barnard College.

VOTING AGE: TOO OLD OR YOUNG ENOUGH?

By **HALEY HERSHENSON**



Why is it that you can run a lemonade stand at preschool age, but you can't have a say in elective politics at high school age? In a modern society in which young people have access to technology and resources to become informed on today's issues, this generation's voting age should be lowered. If young people want to become more active in helping their communities, they need to be provided with more of a say in how their communities are run and by whom. Lowering the voting age would send a powerful signal to the teenage generation that their say matters.

Today, different people, specifically Nest+m history teachers, have varied points of view on whether or not the voting age should be lowered. When asked for his opinion, Social Studies teacher Mr. Curry-Smithson replied, "Absolutely. So many people do have the right to vote and don't exercise it. Why not give the people the opportunity to vote who will exercise it? If people started voting at an early age, they would continue to. If the age were lower, voting could also be included in school curriculum. Perhaps a homework assignment could be for the student to go out and vote!"

Certainly voting and issues around voting could be folded into a school curriculum to great effect, but for some, the educational benefits aren't quite enough to justify lowering the voting age. Social Studies teacher Ms. Siokalo for instance, thinks that, "In order for there to be a lower voting age, like sixteen, there should be a requirement to prove you can handle the responsibility, before you can vote." Social Studies teacher Mr. Zucherro, agreed, saying "Yes, but there should be some kind of assessment teenagers would take before they can vote; a non-stringent test.

Perhaps teenagers should be "screened" or interviewed as if they were applying for a job. If the government didn't believe sixteen year olds had enough responsibility to work, we wouldn't have gained that right, so why is it not the same case with voting?

Many others seem comfortable with the status quo, however. Social Studies teacher Mr. Hoff, for instance, thinks that "Eighteen is an appropriate age and the right age where young

continued on page 12

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Tina Flaherty: Author, Churchill Scholar, Benefactor



Interview By DOMINIQUE M. CARSON
& DR. POLA ROSEN
Transcribed By DOMINIQUE M. CARSON

Tina Flaherty is an accomplished author, businesswoman and philanthropist. She is known as “One of America’s top corporate women.” Flaherty’s career has truly expanded; she got her start as a TV and radio personality and then became a corporate Vice President for three organizations: Colgate-Palmolive, Grey Advertising, and GTE (now Verizon). She has received many accolades in public service, academic achievement, and writing including an honorary degree from St. John’s University. Flaherty took the time out to converse with Education Update about her third book, *What Jackie Taught Us: Lessons from the Remarkable Life of Jacqueline Kennedy Onassis*, which highlights Jackie’s significant contributions to America and to society. In her book, Flaherty explains why Jacqueline Kennedy’s memory and life will forever engage the public.

Education Update (EU): What made

you decide to publish a book on the late Jackie Kennedy?

Tina Flaherty (TF): I was a Vice President of three corporations. It was eighteen men and only one woman and I was that one woman. I broke grounds in 1976. But, when you’re ambitious yourself, you always wonder what gives people their edge, what makes them? Why is Jackie so beloved? Why does the world idolize Jackie? It was curiosity and I knew she had a lot to teach because she was so smart. I wanted to know what gave Jackie her edge.

EU: What other information you can tell us about Jackie Kennedy that we didn’t know?

TF: Jackie almost married another man; his name was John Husted. He was socially prominent but Jackie’s mother was not that keen on him. Jackie wrote in her yearbook that her ambition was not to be another cake-baking housewife. She met John Kennedy at a dinner party and while at first it didn’t click, she decided he had everything she wanted in a man. Another thing I should tell you about Jackie

that most people don’t realize is that she had a negative self-image. Her mother told her she was not feminine, her shoulders were broad, and her hips were too wide.

EU: When Jackie married John F. Kennedy, what job did he have?

TF: He was a junior senator.

EU: Now you live in the same building where Jackie Kennedy lived?

TF: Yes, I live in the same building where Jackie spent the final 30 years of her life. I’ve been here since 1989 and Jackie died in 1994.

EU: Did you ever see her in the lobby or the elevator? Did you ever invite her for a cup of tea?

TF: I didn’t know Jackie well. We would have a nod and a smile. I did have an interaction with her son, John Jr. because he loved dogs. Once he came into the building and took my dog, Liam for a walk.

EU: How did you decide which of the 14 opinion leaders, as you call them, would be featured?

TF: The original book came out in 2004 but this book, in 2014, is expanded to include new and original essays from a striking array of people who are in art, politics, fashion, and history. Some of the people knew her. For example, Ken Barwick, who was president emeritus of the Municipal Art Society, shared with Jackie a focus on saving Grand Central Station. Ashton Hawkins, Executive VP of the Metropolitan Museum of Art, knew Jackie well and wrote a wonderful essay about her dedication to the museum. Hawkins was frequently Jackie’s escort. Best selling author, Dr. Andrew Roberts just came out with a book about Napoleon. I wanted to know if Napoleon and Jackie had any similarities and indeed he says they did. They both had the gift of self-awareness.

The rest of this article
can be read online at
www.EducationUpdate.com.

Review of *A Smarter Charter*

A Smarter Charter: Finding What Works For Charter Schools And Public Education

By Richard Kahlenberg and Halley Potter
Published by Teachers College Press, New York: 2014

By MERRI ROSENBERG

Charter schools and public schools weren’t intended to be adversaries.

When Albert Shanker, the teacher union leader, originally proposed the concept back in 1988, he envisioned a teacher-directed alternative to conventional public schools that would enable disruptive, innovative, and experimental approaches to education to flourish.

Instead, as authors Richard Kahlenberg and Halley Potter, respectively an advocate for class-based affirmative action in higher education admissions and a fellow at The Century Foundation specializing in public policy solutions for addressing educational inequality issues, contend, the charter school movement got derailed in a serious and substantive way.

As they write, “Proposed to empower teachers, desegregate students, and allow innovation from which the traditional public schools could learn, many charter schools instead prized management control, reduced teacher voice, further segregated students, and became competitors, rather than allies, of traditional public schools.”

Given that there are currently 6400 charter schools in the country, serving 2.5 million students in 42 states, figuring out a way to bring them closer to the original vision is imperative. While the authors admire the KIPP charter school model, as well as the Boston charter schools—largely because “they allow motivated low-income students to be educated in an environment where they have peers who

also support achievement”—clearly that’s not enough.

Despite initial claims that charter schools would rapidly eclipse the achievement of public schools, “perhaps the central lesson of research on the performance of charter schools is that just being a charter school is not a guarantee of success any more than is being a district school.”

Citing Ted Kolderie, one of the charter school movement founders, the authors write “we need to get beyond the debate over whether charter schools are good or bad and instead hone in on the question of what types of charter schools best serve students.”

The book explores the issues of what happened to teacher voices, and increasing hostility towards teachers’ roles, in the development of charter schools; how charter schools became more, rather than less, segregated economically and racially, and the disappointing achievement of charter schools.

Not to paint an entirely dejected picture, the authors also profile selected successful charter schools (with a valuable appendix featuring information on several of these schools) and offer strategies and suggestions to make them work better.

As they write, “Charter schools should start with big dreams, creative ideas, and experimentation—not repetition of one mediocre model...Charter schools can address the educational demands of a 21st-century society by giving students the chance to work with a diverse group of peers and treating teachers as 21st-century professionals engaged in collaboration, critical thinking, and problem solving.”

This is an important contribution to a provocative educational issue and worth discussion by concerned educators and policy makers.#

Joel Klein’s *Lessons of Hope*

By ERIC NADELSTERN

I read Joel Klein’s *Lessons of Hope: How to Fix Our Schools* as Polonius would read Hamlet. At once it is all very familiar as I served in a number of different positions of increasing authority during the eight years of the Bloomberg/Klein administration; however, it is also a story told from a vantage point I never lived or experienced. And while there is significant overlap in what Joel and I would highlight as the essence of that work and what we were able to accomplish, there are, of course, differences as well.

Klein shares his rise from humble beginnings heavily influenced by some of his public school teachers in Queens to head the nation’s largest school district with 1700 schools serving 1.1 million children. Among his many contributions to improving public education in New York, he seized the opportunity to close scores of large failed schools and replace them with campus communities of new small schools, trained his own principals in a leadership academy he created; granted them and their school communities the autonomy to make the important decisions; held schools, principals and teachers accountable for raising student performance, and introduced innovations through technology that furthered student learning. Along the way, he would butt heads with the teachers union long accustomed to co-governing the school system, politicians accustomed to using the schools for purposes of political patronage, a press hungry to report decisions before they have been made, and educators vested in a school system that failed



Joel Klein

half of its students.

Most significant, however, were Klein’s achievements in raising student performance. Standardized reading and math scores increased each year except the last when the New York State Education Department intentionally re-normed its exams to set a lower bar of performance at the outset of the Commissioner’s own tenure. The achievement gap between white, African American, and Latino students narrowed, significantly more students graduated with the higher Regents endorsed diploma, and the high school graduation rate itself increased by more than 35%, the first increase in a half century.

Most amazing is Joel’s ability to remember details such as the content of conversations with key players. I suspect he kept a diary from which much of the material for this book comes. However he was able to reconstruct the highlights of an eight year effort of this magnitude, one thing is crystal clear; that is, Klein’s *Lessons of Hope* is a compelling blueprint for the future of our schools. In its pages lies the solution to the most intractable problem facing our society; namely, how do we educate all of our children to their highest potential. While Joel Klein is insightful enough to point the way, will we prove smart enough to follow his lead?#

Eric Nadelstern is the Professor of Practice in Educational Leadership and the Director of the Principals Academy at Teachers College, Columbia University. He is the Former Deputy Chancellor for School Support & Instruction in the Klein Administration.



A Giant Leap Forward for Mankind: Achilles International

Watch Education Update's new video on the Achilles International at www.EducationUpdate.com

By DOMINIQUE M. CARSON

Achilles International is an organization that exemplifies hard work, dedication, and perseverance. Located in New York City and launched by Dr. Dick Traum, Achilles International is world-wide track organization that allows people with disabilities to participate in various athletic activities. Traum became an amputee at the age of 24. Despite his disability, Traum became the first amputee to complete the New York City marathon successfully in 1976. Achilles International participants have suffered many disabilities including autism, visual and hearing impairment, stroke, arthritis, amputation, multiple sclerosis, cancer,

head injuries, and many more. The organization encourages their members to have an active lifestyle by giving them the necessary training and support so they can be effective runners.

Thirty-one years since its inception, Achilles International has 40 chapters in the United States and over 110 in the following countries: Norway, Canada, New Zealand, Mongolia, Dominican Republic, South Africa, Russia, and Japan. In 1995, the club also launched the Achilles Kids, a free walking and running program for children that are disabled. Achilles Kids is considered to be a safe haven for kids because they are educated on the importance of fitness, establish and maintain friendships, and most importantly establish a high level of confidence even if they're disabled.

After working with adult athletes, Dick thought about getting kids involved at a young age, before they had a chance to develop a negative self-image. Thus was born Achilles Kids. #

Resources for Children with Special Needs Celebrates 30 Years

By MARIAH KLAIR CASTILLO

Resources for Children with Special Needs, the only independent non-profit organization in New York City that works with the families of children with special needs, recently held their 30th Anniversary Gala at the Manhattan Penthouse. The organization, founded by Tondra Lynford, Helene Craner, and Karen Schlesinger, helps children with special needs and their families by giving them support and various resources to help these children gain a better quality of life. These three co-founders created the organization motivated by having their own children with special needs. Moreover, Lynford, along with her husband Jeff Lynford, are active supporters in improving the quality of life for children all over the world.

Mickey Stalonas, Executive Director of the Warner Fund, was given the Impact Award, for investing in non-profit organizations. The Warner Fund recently gave Resources \$960,000, making the organization the largest receiver of grants from the Warner Fund. Stalonas praised the organization for their efforts, saying, "Parents are the heroes, and Resources gives them the ammunition to help their children."

Ellen Miller-Wachtel, Chair of the Board of Directors of Resources and the Vice President and Deputy General Counsel of Major League Baseball Properties, Inc., was given the Leadership Award.

Margaret Cuomo, M.D., was awarded the Visionary Award for her work advocating cancer prevention. Dr. Cuomo, a radiologist, has worked with cancer patients at North Shore University Hospital, and has seen firsthand the devastating impact of being diagnosed with cancer. She therefore used her experience to advocate living a healthier lifestyle and to write *A World Without Cancer*.

Tondra Lynford presented Dr. Cuomo with the award, saying, "Since its inception, Resources for Children with Special Needs has provided



(L-R) Dr. Margaret Cuomo, Jeff Lynford, Tondra Lynford & Hunter College President Jennifer Raab

advocacy and support for all children and their families dealing with all things that prevent or disrupt the process of learning. Any child who has undergone cancer treatment falls in this category. For a child, cancer is not only a loss of innocence; it is a learning handicap."

In her speech, Cuomo talked about cancer prevention. Over 50 percent of all cancer is preventable through a healthy diet, exercise, moderation of alcohol, abstaining from smoking, protecting the skin from the sun, and managing stress. There is a critical time of development for children where one can reduce their risk for cancer, and she notes that what parents can teach their children should be reinforced at school and through legislation. Cuomo advocated for new legislation to eliminate harmful chemicals from household products, and invited the audience to join her in this fight. She states, "A collaborative effort is needed to prevent cancer, and that goal is within our reach."

She also quoted Eleanor Roosevelt: "Surely, in the light of history, it is more intelligent to hope rather than to fear, to try rather than not to try. For one thing we know beyond all doubt: Nothing has ever been achieved by the person who says, 'It can't be done.' You must do the things you think you cannot do."

Cuomo and Lynford are prime examples of Roosevelt's quote.#

The Achilles Society Restores People's Lives: An Interview with Founder Dr. Dick Traum

By DR. POLA ROSEN & LYDIA LIEBMAN

Transcribed By LYDIA LIEBMAN

Education Update (EU): How did Achilles International begin?

Dr. Dick Traum (DT): It started when I became a runner. In the mid 70's, I began going to the YMCA which led me to get into running. I discovered that I could hop and skip with my artificial leg at first but eventually I was able to jog for 10-15 minutes at a time. I worked myself up to a mile, then two miles and then in 1976 I entered and completed a five-mile race at the YMCA. This marked the first time someone ran five miles with an artificial leg! Then in October, 1976 I finished the 26 mile marathon. I ran a few more times and there was an article about me in *Runners World* which caught the attention of Terry Fox, a young man in Canada who underwent an amputation due to estrogenic sarcoma. Fox was very inspired by the article and went on to found *Marathon of Hope* in Toronto. He ran 26 miles a day to get across Canada to raise money for cancer research. He passed away in June 1981 after completing over 3300 miles and becoming Canada's greatest hero. I was then invited to participate in a race held in his honor in Toronto, Canada, where people are the most accepting of those with disabilities. I was on the board of the NY Road Runners Club in New York and I thought maybe we could start a program to encourage people with disabilities to compete in this beautiful sport.

I sent out a flyer to 1100 people who had medical affiliations announcing an 8 week program that would engage people with disabilities in running. The first meeting had no more than



two people but we eventually grew to the idea of being a running club. In October of 1983 we had six (6) Achilles members compete in the New York City Marathon. This year we have 220.

EU: And why choose the name Achilles?

DT: Most running clubs have a Greek name so it seemed the natural thing to do and we chose Achilles specifically because he had an actual vulnerability.

EU: How widespread is Achilles International? In how many countries do you have chapters?

DT: We're currently in 13 states, 160 different schools with most of those in New York City, and present in 70 countries including New Zealand, Russia and China. Our biggest program for those with vision impairments is in Tokyo, Japan, where they are very far ahead of us as far as making it easier for blind people.

EU: Can you describe some of the challenges you have overcome?

DT: Personally, one of the most difficult things I ever did was complete a 100 kilometer race in 1988. That's 62 miles. A challenge that

Achilles faces is that as we become bigger, other marathons are sometimes not interested in us because the media is more intrigued by our runners and it shifts the attention from the fastest guy at the marathon to one of our runners overcoming a disability to run.

EU: Can you tell us a success story?

DT: There's one girl who is 22 with autism who runs with us. When she first started with us she barely smiled, avoided eye contact and in general did not communicate verbally. Now that she's been with us she smiles and she's just happy. I think the key is that she's found something she can do better than most people. We've also seen people with traumatic brain injuries (TBI) come out and run and over a period of time it seemed the TBI had improved. According to a study at Mount Sinai, if you have a TBI and exercise, your cognitive ability will improve as well as socialization skills.

EU: In your opinion, how can we rise

above the stigma attached to the disabled?

DT: I'm currently writing a book titled *Addiction to Achievement*. If you can get someone to do something they consider remarkable (i.e. running a marathon), it will change their level of aspiration. They feel good about themselves and ask what's next? What we, as a society, should be doing is introducing people to achievement. I think the key in America is mainstreaming. We include people with and without disabilities in our runs because I think it's very important for them to rub shoulders. The only way to get over stigmas is to mainstream it. We hold something called the Hope and Possibility 5 Miler. It's a race initiated by people with disabilities that invites those without disabilities to join. We have 700 people with disabilities and 5000 without it. We hold it in Munich, Brazil, Pittsburgh and it's growing. This is *our* race and we invite those to participate who are not disabled.#



The Anderson Center for Autism Celebrates Ninety Years of Success

By LYDIA LIEBMAN

The Anderson Center for Autism, formally referred to as the Anderson School, was founded in 1924 by Dr. Victor V. Anderson; a pioneer of his time who believed children with special needs would benefit most from an integrated program that comprehensively addressed their educational, emotional and social needs. Ninety years later, The Anderson Center has grown to a staff of 800 supporting nearly 500 individuals. Some attend school and live at the 100-acre New Hyde Park campus while others are living in supported group homes. The Anderson Center also provides consulting services and professional development training.

The Anderson Center accommodates children as young as five years old but according to Kathleen Marshall, Division Director for Program Services, many children begin their tenure between the ages of 7-10, though lately there has been an increase of teenagers. "Over the years, school districts have become more equipped to provide appropriate education for younger children with special needs," she said of the influx in late starters, also adding that money is often a factor.

"We bring in an array of interesting options offering children a lot of choice and options that respond to their specific needs. We're fairly unique in how we brought education to life and brought smiles to peoples faces that come to us often with few skills," says Executive Director Neil Pollack, "so it can be frustrating when we see people come in at 15 years old with very basic lev-

els of communication and you wonder why these skills weren't offered when they were younger."

Admittance to the center begins with the school district, which has full authority for placement. In the words of Pollack, if a parent wants their child to attend here and it's not in agreement with the district, a lawyer may become involved with legal proceedings against the district but if the district agrees they work on placing the student together. "In general, we have a very good relationship with New York as we place children from all over New York State," said Pollack. The Anderson Center is also approved in New Jersey, areas of Massachusetts, and Connecticut, though the center caters primarily to New York and only opens up to other states in times of vacancy.

The Anderson Center has received countless accolades over the years. Most recently, it was the unanimous choice for the 2014 Business Excellence Award presented by the Dutchess County Economic Development Corporation. Also in 2014, the University of Minnesota bestowed its Moving Mountains Award to the center for "Earn and Learn", a program through which staff members receive enhanced compensation based on their completion of pertinent college credits. "I think our dedication to continued refinement and lifelong learning has contributed," said Pollack when asked what factors might have led to these honorable achievements. "We are outcome oriented on many levels and always looking at helping our students

to reach identified outcomes," added Marshall.

Along with its dedication to its residents and students, the Anderson Center is highly committed to building a superb staff while utilizing internships and partnerships. Ever year, approximately fifty graduates of Marist College will go on to work at the Anderson Center across many departments including IT, Human Resources, management, and development, among others. "Marist is very dedicated to ensuring their students get as much hands on experience and opportunity as possible," said Marshall. Vassar, SUNY New Paltz, Mount Saint Mary College and Bard College also have internship programs with the Anderson Center.

Along with those programs based in New York State, the center reaches out to the international community as well. "A year ago we created the Anderson Center International and we bring people in from Europe, Africa and South America to stay with us for a year up to 18 months," said Pollack, who described the ideal candidate one who has at least Bachelors degree, but hopefully a Masters degree and at least a year of work experience in their own country. "I thought it would add new blood to the Anderson system and lead to the exporting of our knowledge," he continued. Currently, there are 11 international fellows working at the center.

"You have to work together with your staff," explained Pollack, "It's one thing to be a strong leader and get people to create motivation but it's another thing to create an educated workforce."

According to Pollack, 50% of the workforce have varying degrees in specific areas and others in direct care. "The minimum education requirement for us is a high school diploma but our average DCP has 50 college credits. Our staff is interested in education, math, the arts, and many other topics, but all have the common goal of achieving for themselves and supporting other people while doing that," said Pollack, "it leads to a much better outcome." A unique aspect of the center is that all members of the staff are involved in treatment: the maintenance crew will take students fishing and staff members with experience in the arts will use music therapy.

When asked about success stories, Pollack and Marshall had a plethora to recount. Marshall recalled one case where a particularly aggressive male with autism had an aptitude for fixing things. "A maintenance man offered to work with this young man after school by showing him all the tools in his belt and how to use them," she said, "he learned how to do fix it jobs around the campus and it was really great for his self esteem." She credits the one-on-one relationships the Anderson Center encourage as a prime factor that leads to success.

Throughout any changes that may come, the overall mission will remain the same. "When people come here to take an in depth tour the most common statement I hear is that everyone is always smiling," Pollack said proudly, "we want people to be happy." #



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Beginning on May 7, Learning & the Brain® will be presenting a three-day conference for educators in New York City. The theme of this year's conference is "Educating World-Class Minds: Using Cognitive Science to Create 21st Century Learners".

The featured keynote speaker will be Dr. Steven Pinker. Dr. Pinker is Harvard College Professor and Johnstone Family Professor in the Department of Psychology at Harvard University. He is the author of several noteworthy books including the recently released title, *The Stuff of Thought: The Thinking Person's Guide to Writing in the 21st Century* (2014). Dr. Pinker will be speaking on the topic of "A Thinking Person's Guide to Writing in the 21st Century."

The focus of this conference is to present some of the latest research on preparing students for the rapidly globalizing world. Learning sciences, along with new global school models, are providing insights into ways to promote "world-class" skills and schools. At this conference, you will discover ways to use the learning sciences and successful international school models to prepare your students for a competitive, changing, globalized world. Cognitive scientists, psycholo-

gists and educators will be exploring ways to improve schooling based upon recent research.

Some of the other keynotes include Professor Yong Zhao of the University of Oregon who will be talking on the topic of "World-Class Minds vs. Authoritarian Education: The Suicidal Quest for Educational Excellence" and Pasi Sahlberg who will be discussing educational reform in Finland and how American schools can learn from reforms in that country. There will also be breakout sessions during the conference where such topics such as teaching math and science, learning foreign languages and preparing for our increasingly interconnected world will be addressed.

This event is produced by Public Information Resources, Inc. and co-sponsored by the Dana Alliance for Brain Initiatives, the Program in Neuroscience and Education at Teachers College at Columbia University and both the NASSP and NAESP among other organizations.

The conference will begin at 12:45 PM on Thursday, May 7th at the Sheraton New York Times Square Hotel in Midtown Manhattan. Additional pre-conference workshops for educators will be run on the Thursday morning starting at 8:15 AM. #

Therapeutic Boarding School: An Alternative Educational Program for Students with Special Needs

What options are there for children and young adults when learning disabilities or mental health issues complicate the tasks of growing up? For some kids, their school's guidance counselor or tutoring supports, or private counseling and psychiatric treatment can turn the tide. But for others, a more concentrated, more specialized, more intensive approach is required. This may be the case when students engage in school refusal or a variety of other maladaptive and self-destructive behaviors.

When confronting these challenges, families can benefit from exploring the often-unknown world of therapeutic boarding schools and other residential treatment options. These programs offer a suite of uniquely powerful tools for helping such young people to regain their equilibrium, to control self-destructive impulses, and to build a personal and academic foundation for success. Families have choices among different types of programs, including wilderness therapy, therapeutic boarding schools, residential treatment centers and young adult transition programs. These options exist on something of a continuum, with wilderness therapy a common first step, depending on the severity of the problem, therapeutic boarding schools or residential treatment centers a second or third step, and for students over 18, young adult transition programs. Sometimes, students go directly to a therapeutic boarding school.

Therapeutic boarding schools are a common

choice of treatment and offer a wide range of specialties and approaches. Some focus on learning and social issues, others on mental health issues such as depression and anxiety, OCD, or addiction. Many treat a combination, and all focus on the related behavioral problems. Students are engaged in various forms of daily psychotherapy combined with highly structured academic and residential components.

Most important to look for in selecting a school is which students they best serve, the therapeutic approaches and frequency, the quality and type of academic programming and supports offered, and the qualifications of staff and administration. Additionally, since a child's problems have inevitably had a considerable impact on the entire family, it is important to consider the extent of family support and involvement expected from a school.

Parents can research options online, make direct inquiries to schools, and on their own decide on a placement. They can also seek advice from educators or mental health professionals. Educational consultants extensively travel the country, visiting and evaluating schools and programs. They develop relationships with clinicians, educators and administrators. This ongoing research and communication enables them to select and present to parents the most appropriate programs from which to choose. Parents should always visit a program before enrolling their child and should ask for references from former or current families. #

Child Mind Institute Raises \$6.63 Million at Fifth Anniversary Child Advocacy Award Dinner Honoring Hillary Rodham Clinton



(L-R) Hillary Clinton, Brooke Neidich & Dr. Harold Koplewicz

The Child Mind Institute (www.childmind.org) raised \$6.63 million and honored Former Secretary of State Hillary Rodham Clinton and Dr. Thomas R. Insel at its fifth anniversary Child Advocacy Award Dinner at Cipriani 42nd Street recently. These critical funds will allow the Child Mind Institute to continue providing life-changing mental health care for children, pursuing scientific breakthroughs, and expanding public education and outreach efforts.

Secretary Clinton received the 2014 Child Advocacy Award for her longstanding commitment to helping children in need.

"What I love most about Hillary is her work on behalf of children," said Child Mind Institute president Harold S. Koplewicz, MD. "Hillary's first job out of law school was at the Yale Child Study Center where she was dismayed at how little judges in family court knew about children's psychiatric and learning disorders. Since that time, she has been a caring and fierce advocate for kids, most recently as founder of the child advocacy organization Too Small to Fail."

Secretary Clinton spoke about the importance of lifting stigma surrounding mental illness and discussed how vital it is that we treat mental illness with the same sense of urgency and care as physical health.

"Central insight of the Child Mind Institute is that the mental health and well-being of children is every bit as important as the physical health and well-being," she said. "It may

seem obvious, but that is not yet firmly enough embedded in our national understanding, and we still face stigma around the treatment and care of children with mental health challenges."

In addition, Dr. Thomas R. Insel, director of the National Institute of Mental Health, was presented with the 2015 Child Mind Institute Distinguished Scientist Award in honor of his extraordinary contributions to research in brain development and disease. Both the 2014 Child Advocacy Award and the 2015 Distinguished Scientist Award were designed and donated by Michael Aram.

The evening, which was hosted by Ali Wentworth, also spotlighted the stories of families who have worked with the Child Mind Institute to overcome mental health issues. The evening concluded with a lively auction led by Lydia Fenet of Christie's, which raised funds for the Child Mind Institute's financial aid program. To date the Child Mind Institute has provided \$2.3 million in financial aid to families in need. Each dollar raised for the financial aid fund will be matched by time donated by Child Mind Institute clinicians.

"The financial aid fund is such an important part of what the Child Mind Institute does," said Brooke Garber Neidich, chair of the Child Mind Institute board of directors. "No child should be denied mental health care because his or her family can't pay. These donations will ensure that more children than ever receive the help they need." #

The Education at Town Hall

By TOM WIRTSHAFTER
& MARVIN LEFFLER

This year Town Hall's Education Outreach will be sending teaching artists to over 30 NYC Schools offering classes in acting, dancing & stage craft to over 10,000 students. We are proud of the work we are doing to help educate the next generation, and of the important role education has always played in our history.

You may know of Town Hall as the 93 year old concert hall on 43rd Street near Times Square, or as the home of the New York City Repertory Company High School for the Theatre Arts; but what you might not know is that Town Hall started back in 1894 by organization known The League for Political Education. Since women could not vote in 1894 The League was established to teach women, and also men, civic lessons on how our government worked and how to be a good citizen and more importantly, a voter. And women did win the right to vote in 1919, two years before The Town Hall opened its doors.

When the League opened Town Hall in 1921, their mission as a place for public meetings and discussions of the important issues of the day continued, and began a tradition that continues today. Richard Strauss, the renowned composer, came to perform at the Hall that same year and declared that the Hall had some of the best acoustics for music in New York. For the next 40 years, Town Hall served as the meeting place for New York inviting all types of organizations and performers to take the stage.

In 1935, Town Hall began a broadcast of "America's Town Meetings of the Air" a show which lasted for over 20 years and became



President Emeritus Marvin Leffler

one of the most popular shows on radio. The evenings featured such luminaries as Pearl S. Buck, Carl Sandberg, Langston Hughes, Francis Perkins, Eleanor Roosevelt and Joseph McCarthy to name a few. The watchword for The Town Meetings became "freedom of speech" and along with that went the understanding that every issue has various points of view, the show strove to present and discuss all sides of the issues.

Today the Town Hall Foundation is a not-for-profit institution where education remains a core principal of our mission. And this year, we are beginning a new tradition of educating individuals about our rich history by offering guided tours. The tours will discuss the founders and individuals who built the Hall, its architecture, as well as many of the great nights that have taken place over the last 93 years. If you would like to join us on the tour, please visit [#](http://thetownhall.org/town-hall-tours)

Tom Wirtshafter and Marvin Leffler are respectively the President and President emeritus of the Town Hall Foundation.

Under the Sea: Creating New Careers

By LANE ROSEN, PRES. NYSMEA

I am a proud member of the scientific organization NYSMEA (New York State Marine Education Association). Our mission is to promote marine environmental awareness throughout the state. Members include many marine educators from all levels of the ocean community. The members of the organization are the pioneers of marine science education and have written many books, scientific research papers and course curriculums. NYSMEA promotes the exchange of instructional materials between scientific, recreational, commercial, public and educational communities. Our organization holds an annual state conference, field trips, meetings, presentations and puts out a monthly newsletter called The Strandline. The NYSMEA website provides lesson plans, scholarship opportunities, job postings, field trips and links to other marine related websites.

Our annual state conference was held in Cornwall, NY in 2013, Coney Island in 2014 and will be held at Molloy College in 2015. The conference includes professional development workshops, presentations, auctions, field trips and exhibits. At this year's conference I viewed a movie on the history of Coney Island Creek presented by a local historian, attended

a workshop on ocean conservation with colleagues and current students at local high schools and participated in field trips to the NY Aquarium and Coney Island Creek. At the 2014 conference I was also named president of the scientific organization NYSMEA. With this title I have the responsibility of promoting the NYSMEA mission and I plan to encourage fellow teachers and high school students to join the organization.

NYC has 538 miles of coastline with lots of STEM, (Science, Technology, Engineering and Mathematics), opportunities for students. Along the coastline of NYC there are thousands of jobs available for New Yorkers. Training for these jobs is found all over the country. These marine-related jobs are being filled by people who live out-of-state. My vision is to create a STEM program with a marine-related theme to help students prepare for life after high school or college. I would love to see more students get training directly after high school for a marine related career. There are thousands of careers available in the marine sciences. We have such a close proximity to the coast it would be in our best interests to train our students for these ocean careers. Students learn better when they

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CHILD MIND INSTITUTE HOSTS STUDENT ARTISTS

By SYBIL MAIMIN

The larger-than-life self-portraits currently hanging in the gallery spaces of New York's Child Mind Institute are arresting in their intensity and straightforwardness. Created by teenage students at the Dalton School, the pastel portraits are products of young minds open to new ways of seeing and doing. Under the guidance of art teacher Lotus Do, students in Beginning Drawing classes began the project by sketching small everyday objects and learning how to make the objects "pop" out of the page, or contrast with their backgrounds. They moved from charcoal to pastels as they took on the assignment of portraying themselves. Do explains, "The idea is for students to suspend self-critical thinking and think more objectively about drawing." The young artists studied facial proportions, shapes, composition, light, and color tones. They learned the basics of shading and perspective. To capture their likenesses, they looked in mirrors. Max, a student, explains, "You look at yourself and analyze your face. . . The biggest struggle is having a feel, feeling the lines rather than overly thinking about them. You have to distance yourself from the idea of a self-portrait and get away from preconceived notions." Ben, another student, who sees himself as a "novice artist," says the challenge was, "You see your face every day and have a clear picture of what it should look like. . . "On paper it looked different--my nose was too big, my hair unruly. . . It was hard to look at." He concluded, "You mustn't be self-critical.



Linda Sirow

Art is a mental game." The resulting observational portraits are wonderfully expressive, subtly mysterious, colorful, sober, and skillfully executed. Do applauds the students for allowing their portraits to be hung on public walls. "Kids are worried about what people think of them," she notes. "These students are very brave."

The show, "Pastel Self-Portraits: Works by High School Students from The Dalton School," is part of the Child Mind Institute's Student Art Project and the inaugural exhibit funded by the Doris Sirow Memorial Art Fund. As noted by co-founder and president Dr. Harold S. Koplewicz, the Child Mind Institute, an independent non-profit organization dedicated to children's mental health care, has always exhibited student art in its gallery. He explains, "When families come to see us, they are struggling. Creating a warm and inviting environment is essential." In addition, "I love having

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WeBop Brings Jazz to Early Childhood Education

By LYDIA LIEBMAN

For the past ten years, Jazz at Lincoln Center has been making toddlers toes tap every week at WeBop, its jazz education early childhood program.

Founded in collaboration with Lori Custodero of Columbia Teacher's College, WeBop enacts the philosophy of Jazz at Lincoln Center Artistic Director Wynton Marsalis that in order to become a lover of jazz, one must be educated in jazz.

Children ages 8 months to 5 years are split into groups that meet once a week for 45 minutes over the course of an 8-week term. Parents and caregivers are expected to come along and become part of the class in hopes they will continue some of WeBop's work outside of the classroom. The classes are taught primarily by Teachers College graduates (with proficiencies in early childhood education as well as music) with the assistance of an accompanist and twice during the term, a live band.

The lively curriculum of WeBop includes an opening blues, movement activities and introductions to jazz concepts such as form and



Elizabeth Leitzel

structure, call and response, riff and swing. "We introduce concepts in a very specific way so that it is more relatable," said accompanist Caili O'Doherty, "for example, if we're teaching them about [the jazz musical concept] swing, we'll ask them about their experiences on an actual swing and show how the two relate." Each class closes with the reading of a book set to music. O'Doherty described the children's book "Goodnight Moon" set to the melody of John Coltrane's "Naima" as a popular combination.

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Where Would Stephen Hawking Be Without Technology?

By MARK SURABIAN

Take away Stephen Hawking's technology and the renowned cosmologist's productivity and participation is severely restricted to the reach of a yes and no with his eyes. Innovative assistive technologies have clearly advanced our progressive dialogue on who can participate, and more importantly on who can be a learner in the 21st century. Affordable and more intuitive technologies have provided limitless bridges for struggling learners across any and all educational obstacles. But after thirty years of assistive technology availability, the effective selection, integration, and recognition of the value of such tools seems to still remain an afterthought in our dialogue on addressing the needs of struggling learners.

Our classrooms from preschool to higher education serve a more diverse population of learners than ever, but too often still function within a 20th century schoolhouse mindset. We spend excessive time to amass libraries of paper-bound books and yet lament the effort it would take to provide a digital copy to a student with dyslexia. We expect paper and pencil proficiency for all, even for students with dysgraphia, while we adults depend upon computers for more efficient output. Our thoughts on testing accommodations for alternative learners are limited to the standard large print and at the most text-to-speech, and we balk at the actual effort required to make a standardized test truly accessible. We believe that UDL would be too laborious to implement, while overlooking the classroom management gains of better serving our diverse learners. Furthermore, assistive (and many instructional) technologies are often dismissed by traditional educators who cite

the lack of pedagogical principles for their use, which further leads them to falsely claim that such tools are a "crutches" for struggling students.

As an assistive technology provider for almost thirty years now, I have lived a longitudinal study of watching my students overcome obstacles that would have otherwise diminished their inquisitive minds. From them I have learned that the greatest gain from assistive technology use is not the measurable increase in their overall participation, but rather the knowledge that no obstacle is insurmountable and nothing should ever impede their learning. The limits of our pedagogy and our personal beliefs as educators create the greatest obstacles in their way, but thankfully their blind faith in the promises of technology empowers them to become problem-solvers for their own learning experiences. We must acknowledge that assistive technologies extend the reach of any pedagogy to engage students otherwise underserved, and we must find ways to effectively weave them together. If we want critically thinking and creative learners, we must bridge the gap that exists between them and the classrooms we have poorly constructed, as opposed to merely detailing the "deficits they have" that keep them from learning. #

Mark Surabian founded ATHelp.org, an assistive technology website and associated free clinic in NYC which serves children and adults with communication, vision, learning, and physical challenges. He provides consultation to school systems and agencies, and is an instructor on Assistive Technologies and Universal Design for Learning at Pace University's Graduate School of Education.

American Museum of Natural History Opens Doors to Nature's Fury

By JAMES CLARK

We can recall lessons of natural disasters from the 1906 earthquake in San Francisco. We even remember the recent catastrophes such as the earthquake and typhoon in Tohoku, Japan; the tornados in Moore, Oklahoma; even Hurricane Sandy that plunged the East Coast. Damage was caused, lives were lost, and we are still left with a lingering question why?

The American Museum of Natural History (AMNH) opened its doors to its new exhibit *Nature's Fury*, dedicated to the science of natural disasters.

President of AMNH Ellen Futter said the new exhibit sheds light on historic and recent natural disasters, and the science it takes to predict and lessen the risk of future catastrophes.

"While these events often instill fear, understanding the science behind them helps us better predict, prepare for, and cope with them," said Futter. "This exhibition is part of the Museum's

longstanding effort to explore the interactions between humans and the natural world. And as our climate warms and our environment changes, understanding the impact of these phenomena is more important than ever."

Senior Vice President Michael Novacek said the exhibit illustrates how dynamic the planet is.

"Natural disasters are part of the human experience," said Novacek. "They're phenomena that are tremendous in terms of our daily lives."

Curator of *Nature's Fury* Edmond Mathez said science is bringing us an understanding of how natural disasters work and how we can lower the risk that are the result.

"Science is allowing us to be more probabilistic about these natural disasters," said Mathez. "In the last several years we have seen extreme weather events, we will be able to better prepare for the ones in the future."

Other speakers included assistant curator for

High School Students Create 3D Printed Prosthetics For Children

By HENRY HIRSHLAND, SENIOR,
BEAVER COUNTRY DAY SCHOOL

I can't remember the last time I'd seen a smile so bright. With cameras flashing, and the video tape rolling, twelve year old Leon's face lit up with both pride and excitement as he successfully wrote his name on a piece of paper. Although you may wonder why any twelve year old boy would be so excited about the seemingly trivial task of writing his name on a piece of paper, Leon was born without fingers on his left hand, making daily tasks such as eating with a knife and fork or writing his name previously unimaginable experiences. Seeing his beaming face in front of the NECN news crew, there to cover the culmination of the "DIY" (Do It Yourself) prosthetics project, brought a similar sense of pride and excitement to me. Not only was I happy for Leon, I also felt a huge sense of accomplishment and purpose for all the work I had done the past few weeks.

I had just spent the entire winter term of my junior year at the NuVu Innovation Studio. The overall theme of the term was health, and every two weeks we would be assigned to a new project, or "studio," that in some way incorporated the overarching theme of health. Projects ranged from producing animation videos, to creating video games, and to re-engineering the human body. The goal of NuVu is to immerse students into a broad range of topics, that all require unique skillsets, to give students the opportunity to develop passions, while providing students all the tools and resources needed to pursue them.

In the DIY Prosthetics Studio Catherine Wei, Charlotte Francis, and I were assigned the task of designing a prosthetic hand. To do so, we spent a few days learning how to use the 3D CAD software "Rhino," as this was the first time any of us had used 3D printers. During this time, we quickly learned a lot about 3D design and each other. We found the two biggest problems with currently available prosthetics were the cost and the functionality. To combat costs, we designed our hands so all parts could be 3D printed for less than \$5. We focused our design around functionality, instead of trying to imitate the appearance of a human hand. We came up with designs that were fun and unique looking in order to give children a sense of "superhero-like" pride out of what is traditionally a hindrance and embarrassment.

Originally, Catherine and Charlotte conceptu-



alized the "Ratchet Hand," which held various utensils. I prototyped a hand that would fit inside a baseball glove, enabling kids to play baseball without a hand. Along the way, we realized that the design process took a significant amount of time, and constant reiteration, so we decided to all work together on the Ratchet Hand. This not only boosted our productivity, but also forced us to think critically about our own ideas, as we had to find ways to communicate them both verbally and visually.

While I appreciated the potential of a low-cost, high-function prosthetic hand, it was still just a laboratory project. But when Leon put on our prototype and fluidly wrote his name, I was taken aback as I realized: this was something more. We had actually created something that could change the lives of children without hands.

Leon's beautiful smile and bold signature helped me bring my love for design and innovation to bear on a real-world problem. I realized that being in the real world wasn't a matter of a college degree or a profession. The real world is all around us; we just need to recognize that.

After our NuVu term, we had opportunities to present our work at both the MIT Museum, and the e-Nable Prosthetics Conference at the Johns Hopkins Medical Center. The prosthetic hand project showed me that my work could change the world, just like the work of any revolutionary inventor or entrepreneur.

As I watched Leon that day carefully yet boldly sign his name using the prosthetic that we had designed, it dawned on me that life for both Leon and me would never be the same. #

Henry Hirshland is a senior at the Beaver Country Day School, a private co-educational day school in Massachusetts. He will be attending Stanford University in the fall of 2015.

the division of anthropology Jennifer Newell, and James Webster curator for the department of earth and planetary sciences. Each speaker noted the importance of studying and researching disasters and highlighted that their research will allow mitigation that will help save more people when nature strikes again.

The museum features hands on exhibits including a seismometer that measures magnitude as you make a stomp with your feet;

an interactive table that shows the timeline of Hurricane Sandy, and the effects it had on the island; and a simulator that allows the visitor to see the inside and approach of a tornado. It also features historic tornados, hurricanes, earthquakes and volcanoes showing the progression in technology and predictability between the events.

The exhibit is open to the public starting November 15th until August 9, 2015. #

The Link Between Mentorship and Success

By JENNY SIHUA WANG

Many child psychiatrists and successful individuals have spoken of the importance of mentorship. I can personally testify to it, as one of my brother's teachers helped me apply for and obtain a scholarship to a private prep school. Another high school teacher drove me to apply for college scholarships that I would not have even known of otherwise. In large part because of these supportive adults in my lives, I am now in my junior year at Columbia University.

I was curious about whether mentorship was a common thread running through Columbia students, so I asked some of my friends about their experiences with supportive adults. Nine out of ten told me that one or more high school teachers had acted as their mentors.

One of them, Ana Gonzalez, told me that mentoring changed her life. In 11th grade, she was a member of her school's literary magazine. Because the faculty sponsor of the magazine was also her English teacher, Ana developed a relationship with her both inside and outside of class. After taking the SAT in 11th grade, she told her teacher the score. The teacher strongly encouraged her to apply to elite universities, but Ana responded that she could not afford the tuition. She was surprised when she was told that she indeed could, and that many elite universities offered comprehensive financial aid packages.

Previously, Ana had not been aware of this important information. Simply being notified

of it changed the trajectory of her future plans and motivated her to apply to schools like Columbia.

Another student from a low-income background told me that organizations could act as mentors as well. One of his high school friends told him about a scholarship program that offered full rides to top schools. At first, he thought it was a scam, but after researching the organization, QuestBridge, he changed his mind and decided to apply.

QuestBridge provides exceptional low-income students with information, scholarships, and matches with universities that provide full financial aid. The program guides students even after they begin their college careers by arranging mentoring families for them, pairing current and incoming scholars. Students involved in this mentoring network are not only given support, but also learn how to mentor others in turn.

According to the QuestBridge website, students who are chosen for the program typically come from households that earn under 60,000 dollars a year for a family of four. This is by no means a strict cut-off, for applications are reviewed holistically in the decision-making process. The organization also allows individuals who are not U.S. Citizens or Permanent Residents to apply.

By simply supplying information about financial aid and programs such as QuestBridge, teachers can broaden their students' options for
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EAST HARLEM'S "RADICAL" MOVEMENT

By JEFFREY R. GINSBURG

For 56 years, East Harlem Tutorial Program (EHTP) has been on the frontlines of a radical education movement in East Harlem. We were founded by a woman, Helen Webber, who started a reading group in her apartment on 105th Street in 1958. The reading group became a tutoring program, then a mentoring program; today, we serve 600 students in neighborhood after-school programs. In 2011, we launched a pair of high performing public charter schools, East Harlem Scholars Academies, to serve another 1,500 families.

What made EHTP so "radical" back then was the firm belief, held by Mrs. Webber, that all children both wanted to learn and were capable of learning. It's a sad fact that this notion—which remains our guiding principle—remains radical among many; too many others assume that students who have fallen behind lack either the will or the ability to perform at a higher level.

At EHTP we know that will and ability are two qualities that our students and their families possess in spades. What they have traditionally lacked is high-quality classroom teachers, state-of-the-art facilities, enrichment opportuni-

ties that further both their classroom learning and life perspective, academic counseling that opens future doors and the continuity that delivers all of this to them from the time they enter kindergarten until the day they graduate from college. Our comprehensive approach matters and every link in the chain is important.

We have excellent teachers and staff who are not only working with our students but are training an elite corps of rising teachers. We have core values that underpin a culture of high expectations and lasting results. And this fall we broke ground on an educational complex at the corner of 105th Street and Second Avenue that will stand as a testament to our vision for decades to come.

A student is someone who is being taught; a scholar is someone who advances into the world to pursue learning. We call our students scholars because we want them to value their journey as learners—and to realize that it has no end. #

Jeff Ginsburg is the Executive Director of East Harlem Tutorial Program (EHTP) and the Co-Founder of EHTP's Schools, East Harlem Scholars Academies.

Bank Street Hosts Forum: Making Excellent Teachers

By EMILIE SCHWARZ

Recently, Bank Street College of Education and Teach for America hosted a panel discussion that explored the findings of featured speaker, Elizabeth Green's, new book: *Building a Better Teacher*, which was published this past August. President of Bank Street College, Shael Polakow-Suransky, gave a welcome speech to a large, excited audience, followed by an introduction to the panelists presented by Charissa Fernandez, the Executive Director of Teach for America, New York. Prior to the panel discussion, Green gave a brief presentation to the audience on some of the revelations she learned and informative data she gained during the course of her research. The enthusiasm for the topic was palpable, with audience members sitting throughout the raised rows of the auditorium busily scribbling notes from the presentation.

Elizabeth Green is the co-founder, CEO, and editor-in-chief of Chalkbeat, a non-profit news organization that focuses on education policy, education-based effort and improvement in communities. The organization, formerly known as Gotham Schools, has just recently begun to expand its focus beyond the New York City area. Green, who "has been obsessively

researching and writing about education since she was 17 years old," came up with the idea for the book after receiving an assignment from the New York Times; she was asked to write an article on teacher quality, which she describes as a "very buzzy topic at the time."

She ultimately wrote the book because she realized that there was a "great disconnect in our national dialogue on how to improve education" and that "a lot of it boils down to a misunderstanding of teaching." In a fashion appropriate for a room full of educators, Green began her talk by conducting an exercise with the audience that walked them through some of the surprising facts that she discovered through her research. The exercise involved a series of three questions, which served to show the audience her two major takeaway points: first, that teaching requires specialized knowledge and skill and second, that education has not been treated this way in the United States. In reflecting on her own attempt at teaching a group of students (as part of her research for her final chapter), Green discovered that she "actually needed some skills that [she didn't] have."

**The rest of this article
can be read online at
www.EducationUpdate.com.**

America-Israel Friendship League's 2014 Partners for Democracy Award Dinner

The America-Israel Friendship League (AIFL) held its 2014 Partners for Democracy Award Dinner recently at the Plaza Hotel in New York City, honoring The Iron Dome.

"The AIFL is taking the extraordinary step of honoring not a person but a defense system. The Iron Dome Missile Defense System successfully secured the skies of Israel against rockets and missiles launched by Hamas in the recent Gaza war. Had not the Iron Dome achieved the success it did, Israeli's civilian population was at risk of immense casualties. The Iron Dome is an example of the successful combination of Israel's initiation and the U.S. support of financing and technical cooperation," said AIFL Chairman, Kenneth J. Bialkin.

The League presented its Partners for Democracy Award to MK Peretz, former Israeli Minister of Defense who secured government support for the project; Dr. Daniel Gold, initiator and entrepreneur of the Iron Dome System and the Hon. Raymond W. Kelly, whom Ken Bialkin called "New York's Iron Dome" for his relentless fight against



(L-R) Ray Kelly & Dr. Charlotte Frank

domestic terrorism.

Honorees also included RAFAEL Advanced Defense Systems, Ltd., the prime contractor for the Iron Dome project/ President & CEO Vice Admiral (Ret.) Yedidia Yaari; Israel Aerospace Industries, Ltd., developer and manufacturer of the Iron Dome's radar system/Nissim Hadas, IAI Executive Vice President & Elta President and mPrest, developer and manufacturer of the Iron Dome Command and Control System/President & CEO Col. (Ret.) Natan Barak.

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LAW & EDUCATION

TITLE IX REVISITED –
SEXUAL HARASSMENT

By ARTHUR A. KATZ, JD

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

When we think about Title IX, we usually identify it as the Federal law that has required equality of athletic programs for men and women. However, Title IX is not so limited. Title IX deals with sexual harassment and requires schools to affirmatively take actions to eliminate all such unwanted activity in the educational environment.

Surveys and policies at a number of universities have been making headlines, ranging from the recently announced Harvard University sexual misconduct policy (which has engendered faculty argument as to whether the policy violates basic principles of fairness by lowering burdens of proof and reducing procedural rights of an accused person, and may result in more harm than good), and (ii) the federal inquiry into Princeton’s sexual misconduct and discrimination policies, to the survey by MIT examining sexual assault on campus (in which nearly all 11,000 graduate and undergraduate students were asked to participate and 35% of the students responded, including 46% of all female undergraduate students and 35% of the male undergraduates). The results of the MIT survey, in particular, were revealing not only for the clear and explicit questions that were asked, but for the forthrightness of the survey’s publicized results that reflected at least 17% of the women and 5% of the men had experienced a sexual assault while attending college. These results appear, at first blush, to reflect a higher level of sexual harassment at MIT than at other schools in New England, and across the United States, that regularly publish similar statistics. However, the results of the MIT survey were not ‘sugar-coated’ but demonstrated that a well-conducted and well-worded survey is capable of revealing the vast extent of the sexual harassment problem in the education environment. Since MIT has one of the better anti-harassment education policies, and probably one of the lowest actual levels of campus sexual harassment, of any university, the survey results are indicative of the need for improvement of a pervasive sexual harassment attitude that continues to exist despite the significant inroads made to eliminate sexual harassment since the passage of Title IX more than 40 years ago.

Sexual harassment does not suddenly spring forth at the commencement of college life. If anything, the MIT survey results reflect the permissive environment that commenced years earlier in the primary and secondary school systems.

Title IX applies not just at the college level, but to ALL private and public elementary and



secondary schools and school districts that receive ANY Federal funds.

Under Title IX, federally funded schools must ensure that students of all ages are not denied or limited in their ability to participate in or benefit from the school’s educational programs or activities on the basis of

sex. A school violates a student’s rights under Title IX when the alleged sexual harassing conduct is sufficiently serious to limit or deny a student’s ability to participate in or benefit from the school’s educational program (i.e., creates a hostile environment), and (ii) the school, upon notice, fails to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. A school is deemed to have notice of sexual harassment if a responsible employee knew, or in the exercise of reasonable care should have known, about the sexual harassment. A school’s failure to take prompt and effective corrective action in such cases would violate Title IX, even if the student did not use the school’s grievance procedures or otherwise inform the school of the sexual harassment, and neither the student nor the student’s parents want to file a complaint. A criminal investigation into allegations of sexual harassment does not relieve the school of its Title IX obligation to investigate and resolve sexual harassment complaints promptly.

The U.S. Department of Education’s Office for Civil Rights (the “OCR”) has issued useful guidance concerning a school’s Title IX obligations regarding sexual harassment. An excellent guidance issued in April 2014 specifically discusses issues for administrators in primary and secondary schools and school districts, including requirements that schools may not be aware of. In addition, many state and local laws have mandatory reporting requirements for schools working with minors. Schools should be careful to satisfy their state and local legal obligations in addition to their Title IX obligations, including training, to ensure that school employees are aware of their obligations under such state and local laws and the consequences for failing to satisfy those obligations.

Title IX protects all students from sex discrimination, including sexual harassment. Any elementary or secondary school student can experience sexual harassment whether the student is male or female, straight, gay, lesbian, bisexual or transgender, part-time or full-time, whether or not possessing disabilities and irrespective of race, national origin, immigration status or citizenship; and a school’s obligation to respond appropriately is the same in all instances.

**The rest of this article
can be read online at
www.EducationUpdate.com.**

THE ETHICS COLUMN

EMBRYO BANKING &
THE RIGHT TO WITHDRAW

By JACOB M. APPEL, MD, JD

Few decisions are as personal, or as complex, as the decision to have a child. These decisions are complicated even further when the future child has already been conceived and now remains stored as an embryo, awaiting a legal determination regarding its future. Yet such is the scenario facing



Dr. Karla Dunston, a forty-three year-old emergency room physician in suburban Chicago, and her ex-boyfriend, thirty-three year-old firefighter Jacob Szafranski. At issue for the courts is whether an artificially-conceived embryo stored in 2010, after Dunston’s diagnosis with non-Hodgkin’s lymphoma and before chemotherapy likely to render her sterile, can be implanted without Szafranski’s permission. In short, does Szafranski have veto power in deciding whether or not he wishes to become a father?

Judge Sophia Hall of Cook County’s Circuit Court considered three different standards for deciding such cases. One approach relies upon what the parties agreed to, either in writing or verbally, prior to conception of the embryo. Lawyers call this a “contract” approach, as it allows couples to make their own rules and contingency plans. A second approach—the one advocated by Szafranski—argues that sound public policy and the Constitution favor requiring both parties to consent mutually to parenthood. The third alternative is for courts to adopt a balancing test, weighing the interests of both parties. In this case, Dr. Dunston wants a biological child that she can no longer conceive, while Mr. Szafranski does not feel ready for parenthood. Needless to say, there is no definitive ethical means to weigh the desire to have a child with the

desire not to have a child. Finally, a societal welfare approach might also take into account the potential interests of the future hypothetical child.

The facts of *Szafranski vs. Dunston* remain in dispute. On the one hand, both parties signed an agreement ahead of fertilization that stated “no use can be made of these embryos

without the consent of both partners”; on the other hand, they also drew up a co-parenting agreement declaring that both of them “agree[d] to undertake all legal, custodial, and other obligations to the [c]hild regardless of any change of circumstance between the [p]arties”—a document Szafranski never signed, but Dunston states he agreed to verbally. The Illinois Appellate Court heard oral arguments on the case in December and will soon decide the matter.

Whatever happens in this particular case, there are compelling reasons to prevent such controversies from arising in the future. The surest way to achieve this end is to place the burden upon fertility clinics, rather than potential parents. All parties planning to store embryos should be required to sign binding written contracts in advance of such high stakes procedures—contracts that cannot be overridden by verbal agreements. Imposing severe penalties upon clinics that fail to clarify clients’ wishes in advance is the surest way to provide guidance in future disputes. If women are going to put all of their eggs in one basket, so to speak, they should have a clear understanding of how strong a basket it is. #

Dr. Jacob Appel is a Harvard trained lawyer and physician trained at Columbia who specializes in psychiatry and ethics.

New York Comic Con Returns

By MARIAH CASTILLO

Recently, the New York Comic Con brought the Javits Center to life. In its 9th year, and with 151,000 in attendance, the convention was bigger than ever, officially beating San Diego Comic Con as the largest cultural convention in North America.

Not only was the convention bigger, the atmosphere was different this year as well. The first difference was the new, comprehensive harassment policy. One really could not walk around the show floor without seeing a sign about the convention’s zero tolerance policy of harassment.

This has come to the relief of convention goers, especially to cosplayers, fans who dress and sometimes behave as a certain character. In various conventions around the world, some cosplayers would be made to feel uncomfortable because their costumes were perceived as invitations to do so. Now, conventions such as NYCC are taking the stance to say that costumes are not consent; making someone feel uncomfortable loses sight of why people go to these conventions

in the first place.

The second difference between this year’s convention and previous years’ is that people of all races, genders, and ages attended, and the organizers of the convention created events to celebrate the changing demographics in media. This appreciation for diversity was reflected in the various panels on diversity held at the convention, all of which were filled to the room’s capacity.

Celebrities from all forms of media attended, including Lucy Liu, Bill Nye the Science Guy, Gail Simone, the first female writer of Wonder Woman, and Patrick Stewart. Many of the star-studded panels were filled with fans who wanted to catch a glimpse of their favorite writer, director, or actor. The vendors also had the most beautiful, the most innovative, and sometimes the most bizarre products for convention goers to test out and buy.

As a symbol of what popular culture has to offer, this year’s New York Comic Con did not leave anyone disappointed.#

MERCY COLLEGE – THE DEAN’S COLUMN

*What the Common Core Standards
Should & Should Not Be*By DEAN ALFRED S. POSAMENTIER
& DR. STEPHEN F. WEST

There seems to be an ever-escalating concern about the adoption of the Common Core State Standards in Mathematics (CCSSM). Every decade or so there are suggested innovations as to how to best teach mathematics. Naturally, as times change so might the emphasis we place on topics in this field. Political events, such as Sputnik, have spurred on what in the early 1960s was known as the “new math.” Technological advances and international test results in mathematics achievement also have had an influence on what and how we teach mathematics. The confluence of these factors and a lack of uniform state standards for the development and implementation of a purposeful, national mathematics curriculum have led to the development of the CCSSM.

These standards have become a political “football” by politicians especially during this election season. Groups of parents are upset when their children come home with homework assignments that the parents do not understand, or where the parents feel the children are being asked to do what they consider to be silly things. By the same token teachers are being highly challenged to learn new mathematics content and strategies, for which they often receive no additional training or support.

What are the CCSSM and why should we care? In particular, the CCSSM is simply a set of skills that each student should be able to perform upon graduation from high school. According to CCSSM, these are skills necessary for success in “college, career, and life after high school graduation.” New York State (NYS) has always had Standards. We were members of the commission that produced the most recent NYS Mathematics Standards that were published in 2005, and were not drastically different from those currently published in the CCSSM. As a matter of fact, they were lauded across the country as among the best produced at that time.

What is equally important to understand is what the CCSSM do not say. According to the CCSSM, “These Standards do not dictate the curriculum or teaching methods.” For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A...” This statement is critically important to geometry teachers in NYS, to counter the prevailing belief that the CCSSM has “changed” the geometry curriculum.

Because of its heavy emphasis on the topic of transformational geometry, the CCSSM appears to have created a major shift in the approach to teaching geometry in New York State. This is simply not the case. For example, the intuitive notion of congruence (same shape and same size) remains the same. The actual definition



Dean Alfred Posamentier

of congruence will depend on the choice of an underlying set of axioms. The CCSSM does not specifically identify which set of axioms is to be used – a choice of axioms is part of the geometry curriculum. However, the NYS adaptation of the CCSSM requirements include using transformations to introduce congruence and similarity – an approach that is not only unnecessary, but also causes confusion among mathematics teachers and can distract from some of the classical aspects of the subject.

The required use of the transformational approach has now even angered most of the mathematics teachers in the state for a number of reasons. First there is a general insecurity about the topic of transformations with which most teachers may not have strong familiarity; as a result they struggle to understand what is being expected of them as they teach the high school geometry course. Once again, we are faced with the situation where students will not be properly motivated towards a study of mathematics.

Some have felt over the past decades that the many beautiful geometric relationships – some even counterintuitive – have been overshadowed by the strong emphasis of proof. This beauty could be further camouflaged by the introduction of transformations. We need to highlight the power and beauty of mathematics as we progress in this ever increasing technological society.

Controversies about how mathematics should be taught are not new. Each time new ideas are presented, some parts remain and some not. As we look at the CCSSM, let us follow the path the standards suggest, without dictating to teachers how they should meet them. What makes education in Finland so superior – as seen through international comparisons – is their willingness to give teachers the freedom to teach as they feel most effective, yet holding them responsible to meeting standards. #

Dean Alfred S. Posamentier, is a professor of Mathematics at Mercy College, New York and Dr. Stephen F. West is a Distinguished Teaching Professor of Mathematics Emeritus at SUNY Geneseo.

ENDICOTT COLLEGE RECEIVES
GRANT FOR RESIDENTIAL
STUDENT SINGLE PARENTS

Endicott College, Massachusetts, a leader in furthering programs for single parents in higher education, announced it has received a unique grant from the Fund for the Improvement of Postsecondary Education (FIPSE), a unit of the U.S. Department of Education. Valued at \$495,000 over three years and beginning October 1, 2014, this grant will fund activities at the newly established Center for Residential Student Parent Programs, located at Endicott College. The Center will serve as a national hub for single-parent programs, including partnerships with colleges and universities across the country, and for the related evaluation, research and policy advocacy efforts surrounding them.

FIPSE grants are awarded to organizations focused on improving postsecondary educational opportunities through innovative educational reform ideas. The Center for Residential Student Parent Programs will use FIPSE funds to build and sustain a robust national network of programs and institutions targeting supports for low-income, single-parent students. The Center has already begun building an expert advisory board and collaborating with institu-

tions serving single-parent students from across the country.

This grant represents many years of hard work, patience, and networking on a national scale,” said Endicott College president Dr. Richard Wylie. “To see it come through is not only a feeling of satisfaction, but also excitement. Endicott, as well as myself personally, has a broad commitment to expanding the dialogue on supporting single, low-income student parents, and I am so proud to be a part of work that will further this important initiative across the nation. Through the hard work of so many dedicated people, these types of programs continue to help single parents get the education they need to succeed, and it’s a huge step to have those programs supported by the U.S. Department of Education.”

The Center for Residential Student Parent Programs is not the first initiative at Endicott College established to benefit parents seeking post-secondary education. Endicott founded its groundbreaking residential single parent program Keys to Degrees: Educating Two-Generations Together in 1993.#

CORNELL PROVOST KENT
FUCHS BECOMES PRESIDENT OF
UNIVERSITY OF FLORIDA

By NANCY DOOLITTLE

Cornell Provost W. Kent Fuchs has been named the 12th president of the University of Florida. Fuchs, who was appointed Cornell’s chief academic officer in 2009, came to Cornell in 2002 as the Joseph Silbert Dean of the College of Engineering.

Known for his knowledge of Cornell, clarity of purpose and vision for the future, Fuchs became provost at the onset of the economic recession and helped the university find creative ways to hire and retain diverse, outstanding faculty, develop its new budget model and strategic plan, and establish the Cornell Tech campus on Roosevelt Island.

“I am grateful to have had the opportunity to serve Cornell for the past 12 years,” said Fuchs. “Cornell is a wonderful university with a marvelous history and glorious future.”

In developing the strategic plan, “Reimagining Cornell,” Fuchs led the effort to erase the university’s \$150 million deficit and, in his words, to make Cornell a leaner, stronger university by 2014. The plan included downsizing and restructuring the university, and developing a new budget model.

“This comprehensive change in Cornell’s budget model is one of the most important initiatives impacting the university’s future that I have been involved in during my tenure,” Fuchs said when

announcing the model in 2012. Cornell balanced its budget that July.

Both as dean and later as provost, Fuchs spearheaded efforts to increase diversity within the Cornell community. He recruited faculty of color and women faculty and increased student diversity at the College of Engineering, and supported the establishment of institutional diversity goals and accountability with the Toward New Destinations initiative.

Fuchs led these efforts to recruit diverse, outstanding faculty and students and renew its focus on high-priority academic areas at a time when Cornell’s peers were less engaged in doing so, helping Cornell to increase its competitiveness and influence in the U.S. and internationally.

In 2012 Fuchs appointed a massive open online course (MOOC) committee to encourage this technological advance in the delivery of education. Fuchs said Cornell is “committed to remaining in the forefront of educational innovation.” The first four courses launched in early 2014.

Fuchs earned his B.S.E. from Duke University and his Ph.D. from the University of Illinois. In between, he earned his Master of Divinity from Trinity Evangelical Divinity School, an experience that he credits with reinforcing his lifetime focus on service to people.#

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Andre “Imani” Ward: Putting Your Life Back Together

By DOMINIQUE M. CARSON

Andre Ward, called “Imani” which also means faith in Swahili, is truly a man who continues to value the importance of hard work and dedication. He is the epitome of rebirth and restoration. After serving nearly two decades in prison, Ward rearranged his life and is now an educator, lecturer, activist, mental health aide instructor, social worker at the Family Renaissance’s Center for Psychotherapy, and a program manager at the Osborne Association. Ward received his Associate Degree in Liberal Arts and Bachelor of Science degree in Social Work from CUNY Medgar Evers College and his Masters’ Degree in Social Work from CUNY Lehman College. He is also an associate producer and co-host for “On the Count: The Prison and Criminal Justice Report. His radio station airs on 99.5FM, WBAI every Saturday from 11:00am- 12:00pm. The radio station is a social platform for people to express their ideas on the judicial system and other topics that are affiliated with criminal and social justice issues. Ward is considered to be the “voice and forerunner” for other individuals who are still trapped emotionally and mentally by the harsh realities of prison. Ward took the time to converse with Education Update about his road to success from prison and how he has strengthened as a professional and man.

Education Update (EU): What was the transition like for you when you were released from prison?

Andre Ward (AW): I was released from prison on January 16, 2009 and the transition from prison to the outside world wasn’t difficult. During that transition, I prepared myself; I read a series of books for logical development and I read a lot of books around communication, and education. When a transition came to fruition, it was really clear to me that all I had to do was really vocalize myself somewhere and just grow within that space. I had family support which is critical for anyone who is making that transition from prison to the outside world.

EU: Elaborate on your enrollment at CUNY Medgar Evers College.

AW: About two weeks after I was released from prison, I enrolled in a full-time undergraduate program at Medgar Evers College. I knew someone in prison who had been enrolled there. This person was like a mentor as I was working, growing, and developing as a person. When he heard I was released, he called me up and said, listen I can get you in, I can connect you with the right people so you can enroll. And that’s when my education began in terms of academia.

EU: How did you decide what you wanted to study as a major?

AW: I did my research and I realized that social work was aligned with the notion of empowerment through the transformation of individuals, recognizing strength, and being non-judgmental. I knew that in this profession, I could localize myself in social work and find my place there without being judged and ulti-



mately being valued for the strengths and abilities that I developed over time.

EU: Did you participate in events and/or organizations that were affiliated with social work while you were enrolled at Medgar?

AW: During my incarceration period,

I began to inform myself about the systems, the importance of community, how to build individuals, and politics, and so when I was released, I carried that same understanding into the classroom and the work I did. I began to join organizations; I became the associate producer of a radio program, immediately upon my release at 99.5, WBAI. The radio station really motivated me to really get involved in with our project, criminal justice reforms, policies, and activism. That work carried on to academia where I lectured at different colleges, sat on different panels at Columbia, Lehman, Vassar, LaGuardia, Medgar, Hostos, Brooklyn College, and so many other colleges. I really speak to the issues of mass incarceration and criminal justice issues from the perspective of someone who was formerly incarcerated.

EU: Did you have any challenges as a student on a professional/personal note?

AW: No, but there was an age difference in the classroom. Luckily I have a youthful spirit and I very much like to keep up with the younger generation. I was able to get different perspectives that enriched my whole academic experience. I looked at them as my younger brothers and sisters I think they looked to me as someone who could be respected and considered knowledgeable. Many didn’t know I was incarcerated until later on.

EU: Explain your involvement with the radio station, 99.5, WBAI.

AW: The program is called On the Count: The Prison and Criminal Justice Report. It’s more about me being mentored by and influenced by many others, including Eddie Ellis who passed away this year. I was his protégé and I really learned a lot from him. Understanding him in context really helped me realize what my role should be. He greatly influenced me to study a work called the Non- Traditional Analysis and the Criminal Social Justice which was a similar work that was created by him and many others while he was in prison after serving 25 years for a crime he never committed; he was framed by the CIA during the Black Panthers movement. This work really spoke to the understanding of crime and the factors that generate crime. That really developed my understanding of the world and expanded my views.

The rest of this article can be read online at www.EducationUpdate.com.

Under the Sea

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are interested and that is easy to do with such a strong connection to the waterfront. NYSMEA wants to help connect NYC youth with marine related careers. I would like to see a STEM collaboration from kindergarten through college. I envision teaching multiple topics like history, English and math through waterfront related themes. Students would enter a STEM program in elementary school learning robotics and ocean sciences (instead of the water cycle year after year). During middle school students would continue robotics and other subjects relat-

ing them to the oceans. In High School students would have opportunities to choose STEM courses with built in internships and training. Local businesses and government would get tax incentives to help form these relationships.

NYSMEA is an organization that promotes marine environmental stewardship. We would like to help educate everyone on the importance of the oceans. Our coastline and waters are a tremendous asset and resource for all New Yorkers and we must continue to take care of our oceans.#

Lane Rosen has been a science teacher at John Dewey High School in Brooklyn, NY for thirteen years is now NYSMEA President.

WeBop

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In the words of Education Associate Alison Magistrali, WeBop’s mission is to give children a vehicle for self-expression, boost self confidence, instill core values and improve musical skills in preparation for taking on an instrument. O’Doherty currently teaches many WeBop graduates piano privately. “The graduates are amazing students because they know the foundation,” said O’Doherty, “and we can easily build upon what they already learned in class.”

According to Dr. Michael Albaugh, JALC Director of Education Operations, WeBop has plans to expand to other communities across the country, starting in New Orleans and St. Louis. In New York, the program has already started to branch beyond the Lincoln Center campus with classes at Head Start of Washington Heights and at the Harlem Children’s Zone. At both locations the classes differ slightly as the attendees are typically older and thus

allows the teachers to explore topics with more depth. Magistrali also described the family time WeBop provides as a very valuable aspect of the program.

Both Dr. Albaugh and Magistrali have a plethora of success stories to share from WeBop’s history. Magistrali said one of her favorite moments was seeing a four year old WeBoper play alongside some of the famed members of the Jazz at Lincoln Center Orchestra in the hall during a rehearsal break. “It’s amazing to see a child get off the elevator and know exactly where they’re going with such excitement,” said Magistrali, “a child might not understand every single concept but when their first words are ‘Duke Ellington’ or ‘Louis Armstrong’ there’s something be said for that.”

O’Doherty credits the success of WeBop with the children themselves. “Kids are more naturally prone to learn music in this way,” she said, “they are natural improvisers. They are the best jazz musician model because they improvise everyday in their life and in turn, their parents improvise along with them.” #

American Israel Friendship

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Prior to the award presentations, Pulitzer Prize winning foreign affairs columnist for The Wall Street Journal Bret Stephens moderated an Iron Dome discussion with Ambassador Ron Prosor, Dr. Daniel Gold, Ambassador Dan Gillerman and Eric Cantor.

The gala dinner at the Plaza was attended by leading members of the American and Israeli business, technology and philanthropic communities as well as government and diplomatic missions.

Earlier in the day, The America-Israel Friendship League celebrated Israel Day at the New York Stock Exchange (NYSE). Since 2007, the New York Stock Exchange has designated the day of the AIFL Partners for Democracy Award Dinner as Israel Day at NYSE. The Exchange hosts meeting and conferences organized by the League relating to Israel’s remarkable economic growth and development. The day also highlights business innovation that can establish new partnerships and mutual investments, creating new employment opportunities in the U.S. and Israel.

Dr. Charlotte Frank, an officer of AIFL,

Mentorship & Success

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the future. Yet students may not be convinced to actually apply unless somebody believes in them and encourages them to try. The fact that almost all of my friends at Columbia had mentors serves as proof that such encouragement can go a long way.

Teachers are in a unique position to not only instruct their students, but to also act as their mentors. Through providing information about opportunities and encouraging their students, teachers can have an extraordinary impact on their students’ lives.#

Jenny Wang is a student at Columbia University and a reporter for Education Update.

officialiated at the awards ceremony

AIFL Chairman, Kenneth J. Bialkin stated “AIFL is honored that the NYSE recognizes Israel’s accomplishments as a start-up-nation, not only in commerce, science and technology, but also in the creation of a society which advances the cause of freedom, liberty and human rights. Israel stands as a partner with the United States in the common defense of the values we share.”#

J.B. Milliken

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education—and particularly higher education—is the key to economic competitiveness, the U.S. has lost its global lead in educational attainment. And rapidly increasing tuition and high student debt levels across the country have led many to question the value of traditional higher education. In a competitive fiscal environment, CUNY must continue to offer great value and continue to demonstrate to New Yorkers and their leaders that CUNY's success is critical to the success of the city and state, as well as to future generations of students. Fortunately, we have a great story—CUNY students have some of the lowest tuition and debt levels in the country. At the same time, we must increase our competitiveness for the best faculty and provide them with the technology and resources they need to teach, perform research, and serve New York. This requires public and private investment in facilities, information technology and laboratories.

Statistics indicate that many students drop out before graduation. What steps would you take to change those statistics?

CUNY has been a leader in the development of programs to address this challenge, but we have much work to do. While some of the highest achieving students in the city are applying in increasing numbers to Macaulay Honors College and our senior colleges, too many students still arrive underprepared. Programs such as ASAP (Accelerated Study in Associate

Programs), which has tripled community college graduation rates, and CUNY Start, which allows students needing remediation to get up to speed in low-cost, pre-matriculation classes that don't sap precious financial aid, are national models. With the help of an historic investment from the Mayor, we are expanding ASAP to more associate-degree programs at CUNY. Over half of the undergraduates at our most selective colleges, such as Baruch, Hunter, Brooklyn, Queens and City, started as community college students, met remediation requirements there, and then transferred to their senior colleges. It is critical that we continue to provide meaningful opportunities for students to succeed and advance.

If so many students arrive at CUNY unprepared, what else can be done?

This is largely an issue at our community colleges, where remediation takes place. We are challenging the thinking about traditional remediation to most effectively serve unprepared students. The majority of students who enroll at our community colleges require some remediation. CUNY's partnership with New York City schools, which provide three-quarters of our new freshmen, includes College Now, a collaborative program in over 400 New York City public high schools serving over 20,000 students. The CUNY At Home in College program works with the public high schools to make sure students meet college readiness standards, enter college needing little or no remediation and successfully complete their degrees. CUNY's partnership programs are the most extensive in the nation.

What does a more “global” CUNY look like and what steps are you taking to achieve that?

Every major university must be global in outlook and scope, and few are better positioned than CUNY. Our diversity is a huge advantage, providing a valuable asset few can match. Forty percent of our students were born outside the U.S. mainland and our students hail from 205 countries. We want our graduates to be competitive with graduates from the best universities anywhere, and to succeed, they need an understanding of the world that comes, in part, from an academic component that invites deeper global engagement. And we're making headway. Our success with the Fulbright program reflects our efforts to increase opportunities for CUNY students and faculty to study and work abroad: In 2014, CUNY set a record with 22 student Fulbright and 11 faculty Fulbright award winners. CUNY is expanding study abroad opportunities. We recently joined the Institute of International Education's Generation Study Abroad Initiative, pledging to double the number of CUNY students doing so by the end of the decade. I also believe our faculty must have opportunities to collaborate with the best of their peers around the world. One opportunity for both faculty and students can be an agenda that includes addressing the challenges that face a rapidly growing, global, urban population. CUNY should be a leader in this work.

What is your position on incorporating more online courses, such as MOOCs, at CUNY?

With technology contributing to the transformation of higher education, CUNY, like all leading universities, must embrace technology to serve our teaching and expand our reach. We're developing new technological tools, classroom platforms and blended learning opportunities that are changing the way subjects are taught and learned. In addition, in terms of access, it's hard to beat the 24-hour asynchronous delivery that online classes can offer. Our graduates should leave CUNY comfortable with online learning, because they will likely need it to retool throughout a successful career. The

CUNY School of Professional Studies offers 10 fully online degrees, and all CUNY campuses offer online or partly online courses. Our newest online degree is a B.S. in Information Systems Technology, designed for working students.

How do we reconcile a liberal arts education with finding a job after graduation?

There is nothing incompatible between a liberal arts education and being prepared for the workforce; the liberal arts provide a great framework for writing, speaking and critical thinking skills that make graduates more competitive. Our students should leave CUNY as lifelong learners, ready to assume productive roles in a rapidly changing world, and a broad-based liberal education can help them meet this challenge. I don't think the choice should be STEM (science, technology, engineering and math) versus liberal education; the best prepared graduates will leave CUNY and other universities with a broad education and exposure to many disciplines that will serve them well in a knowledge-based economy.

What other CUNY programs stand out as particularly innovative?

CUNY is expanding our offerings to track 21st-century workplace demands. Innovative new programs include: a Master of Fine Arts in Cinema Arts at Brooklyn College, which prepares students for the city's \$5-billion, 100,000-employee film industry; the CUNY School of Public Health will prepare students for the increasing sophistication of the health-care industry, offering undergraduate degrees in biotechnology, health science and urban studies, as well as a doctoral degree in nursing practice; CUNY's community colleges are expanding programs in high demand information technology fields that will enable some associate degree holders to compete for well-paying jobs that don't require a four-year degree. CUNY has also created Guttman Community College, a new model for community college, using innovative strategies to dramatically change community college success rates. These are only a few examples of how CUNY is adapting to meet the needs of New York and is striving to meet the challenge of providing the world's leading city with the leading public university.#

DBT in NYC
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Jennifer Raab

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participants with finances, academics, emotional difficulties and other personal problems. It also enlists a cadre of career men and women as speakers, mentors and role models.

Another initiative is “Take 15,” a program to convince students to take an average of 15 credits every semester so they'll have the 120 credits they need to finish in four years. It's based on three principles: Experience shows students

who maintain such a regular schedule are far more likely to graduate than those who don't. They save significantly on tuition by finishing on time. And lifetime earnings are greater since they start work sooner. To encourage participation, we offer incentives like allowing full-time, in-state student to take 15 or even 18 credits for the price of 12.

Among all the goals American public higher education must meet, one of the most urgent is getting students to on-time graduation. It's a big challenge, but it can be met.#

Child Mind Institute

continued from page 18

the opportunity to offer local school kids a place to display their work.” Linda Sirow, daughter of the late Doris Sirow and an art teacher at Dalton, explains the Memorial Art Fund will honor her mother by ensuring the exhibition program continues.

Public and independent schools in the New York Metropolitan area are invited to submit proposals for a gallery exhibition at the Child Mind Institute to curator Angela Gage at 212-308-3118, or angela.gage@childmind.org#

Sybil Maimin, a senior reporter for Education Update, is an artist as well as an alumna of Columbia graduate school.





Susan Fuhrman

continued from page 2

dents as they learn and track their own learning, but are also valuable to teachers, who can modify or personalize instruction based on the information the software provides about where students are encountering difficulties and/or excelling.

New platforms are emerging that connect the three types of databases storing educational information about Katie. In addition to Katie, her parents, and her teachers, there are two additional prominent users—researchers and developers. Researchers frequently want access to data collected by various software platforms because they can study the progress of students in various contexts, link progress to student backgrounds and classroom characteristics, and assess the effectiveness of teachers and schools. Using data collected by learning management systems, they can study the impact of various curricular or pedagogical approaches.

Commercial developers who create the platforms and programs that collect data are often asked by educators to provide ‘analytics’ or to find patterns in the data about students, teachers, classes, schools, etc. Commercial entities may also want access to the data in order to refine and improve their products and to develop learning materials that are responsive to the needs of students and therefore of interest to buyers.

Although these users are given data that is

coded to protect individual identities, it is not impossible for those identities to be revealed. A determined snoop could identify Katie through her unique course-taking, extracurricular, and academic record in a relatively small school.

Educators should be leading a wide-ranging conversation about how to protect the privacy of students. In a letter to the editors of the New York Times several months ago, I suggested that all the providers of data, especially students and parents, and all the data users should be addressing questions such as the following:

How secure is confidentiality when students’ names are coded to protect their identities?

Who owns and controls access to student data?

How do students and parents consent to the data collected about students? Are they informed about all the various possible uses for that data, and about security procedures?

More data can help educators improve learning, but at what cost to the personal aspect of interaction with students? Will the premium placed on what’s measurable depreciate teachers’ perception and judgment? Will recorded early missteps limit students’ ability to get a fresh start as they move on?

While recognizing the potential value of better educational data, educators and citizens cannot avoid wrestling with the hard questions about privacy, student-teacher relationships, and the infinite number of less measurable variables that bear on the education of every child.#

Vaughn College

continued from page 9

went on to praise DeVivo for facilitating and organizing a recent meeting at the college with Vice President Joe Biden, New York Governor Andrew Cuomo and the student ambassadors to discuss the future modernization of local airports.

After Cepeda’s comments, DeVivo was formally installed by Chair of the Board of Trustees, Mr. Thomas J. McKee to thunder-

ous applause. “I am so touched,” began DeVivo, “This ceremony is not about me but about this campus and this community. It’s about taking time to mark the significant achievements of this institution.”

DeVivo spoke on her last nineteen years at Vaughn with pride. Notably, she discussed how when she started at the college, 90 percent of the students were tied to one industry that, at the time, was struggling. Then, in 1996, Vaughn received approval for a Bachelor of Science degree. In 1997, the

Shelia Evans-Tranum

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Housing Project even if the elevator is slow or broken. Tamir Rice has yelled from the grave, little twelve year-old boys should not play with toy guns. And Eric Garner’s death has taught us that having asthma while in police custody can cost you your life.

The reality is that there are too many painful incidents with too many variables to teach children who are of a darker hue how to survive. If we taught them to live under such irrationality, we would teach them to live as though they were going to die. We would shackle their potential to thrive and dim the lights of their radiant spirits. What we must teach them, instead, is how to live free despite the consequences they might face. As we work to change society and how the actions of some continue to depreciate the value of Black lives, we must create for young men and women an avenue to change the future.

By creating a “Curriculum of Inclusion” which values the contributions of all Americans, we can educate all facets of society on the value of all life. Through education we can address

inauguration of President John Fitzpatrick brought about a series of significant changes that included several new degrees including flight, management, engineering, graduate degrees, a residence hall and fundraising efforts, among others. She spoke at length about the importance of community at Vaughn College, noting that it is a priority of hers for all to feel welcome, respected and valued.

DeVivo also addressed the challenges facing Vaughn College and higher education in general, citing the shrinking number of high school graduates, the high cost of college tuition and the need for higher education to be simultaneously innovative and rigorous. “Our response to these challenges must include voices from inside and out,” said DeVivo. “It will only be through a transparent, inclusive process of developing new degrees, finding

how unintentional and intentional bias affects how we respond to one another. We can ensure that each child who graduates from high school should also have a voter registration card. As adults continue to resist the efforts to repeal the Voting Rights Act, we must call upon the organizing skills of young people take charge and create an America that values their lives. And yes, we must encourage our young people to continue to video-tape injustice when they see it despite the harassment they might receive. Lives matter, and to the communities from which these victims come, Black lives absolutely matter.

Finally to the mothers of the victims, we encourage you to stay strong. We pay tribute to Gwen Carr mother of Eric Garner and a childhood friend, Sabrina Fulton, mother of Trayvon Martin, Lesley McSpadden, mother of Michael Brown, Samiria Rice, mother of Tamir Rice and Kadiatou Diallo, mother of Amadou Diallo as well as countless others who have to go to sleep each night without a son or a daughter who died too soon. May their final breaths continue to breathe new life into this movement of transformation and justice. #

new teaching methods and providing complimentary services that we will meet the needs of 21st century learning. DeVivo invoked the words of William Butler Yeats, one of her favorite quotes: “education is not the filling of a pail but the lighting of a fire.” “As educators [lighting a fire] has to be our goal. In the short term it is to provide the knowledge and the skills necessary to write a paper or solve a problem but the long term goal is to inspire a generation who are curious about the world,” said DeVivo. “The challenge is to inspire lifelong learning.”#

In 2013, Vaughn College enrolled 1742 students. Currently, the institution offers Master’s, bachelor’s and associate degree programs in engineering, technology, management and aviation as well as certificate programs in air traffic control, aircraft maintenance and aircraft dispatch.

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A 3 Year Makeover Worth Waiting For: Newly Renovated Cooper Hewitt Museum Opens

By JENNY SIHUA WANG

Recently, the Cooper Hewitt Smithsonian Design Museum reopened after a three year, \$91 million renovation. The new Museum features a contemporary design and cutting-edge technology, but remains closely tied with its past as Andrew Carnegie's mansion. Due to the renovations, it now has ten new exhibitions and 60 percent more gallery space, with the area for its permanent collection expanded five fold.

Cooper Hewitt was founded in 1897 by Sara, Eleanor, and Amy Hewitt, granddaughters of the industrialist Peter Cooper. The three sisters collected objects from around the world of technical and artistic merit for the Museum, receiving additional items from individuals such as J.P. Morgan, who provided thousands of antique textiles. Since that time, the museum's inventory has grown to over 200,000 objects, spanning from an Ancient Greek vase to a modular prosthetic limb. It seems like it would be difficult, if not impossible, to put such diverse objects near one another to create a coherent design narrative, but the renovated Museum has accomplished the feat of doing so.

The first floor of the Museum is home to the Process Lab, an interactive exhibition that reveals how designers think though and grapple with design problems. A large touchscreen table in the room challenges visitors to improve the form and function of commonly used products.

By engaging with the interactive display, users can get a sense of the dilemmas designers face, and try their hand at resolving them.

An industrial quality 3D printer located in a side room of the Process Lab shows the many ways that technology is involved in the contemporary design process. Some of the objects that have been printed by the machine, such as a skeletal-looking skateboard, were designed completely by a computer program. By calculating the stress points on a typical skateboard, the program devised a product that is functional, but uses the minimal amount of material.

On the second floor of the Museum, there are galleries dedicated to the Hewitt sisters' collection, and an interactive Immersion Room. Originally, this floor was home to private areas such as Andrew Carnegie's bedroom. Although few of the former furnishings remain in place, the renovators have attempted to reference the old functions of the rooms as much as possible. The former billiard room, for example, contains a display with a glass case precisely the length and width of a billiard table. By alluding to and celebrating the past, the Museum successfully integrates tradition and high tech innovation.

One of the highlights of the floor is the Teak Room, the only room created by the influential interior designer Lockwood de Forest that is still intact in situ. The room is decorated with elaborate woodcarvings, which were obtained

Cardinal Dolan

continued from page 6

a long term volunteer at the Jan Hus Church Homeless Outreach and Advocacy Program and serves on the board of the School of American Ballet.

Robert Giuffra, a partner of Sullivan and Cromwell Law Firm, is a graduate of Princeton University. He clerked for Chief Justice William Rehnquist of the U.S. Supreme Court and Judge Ralph Winter of the U.S. Court of Appeals for the Second Circuit. He has been a leader for the Bar, and was president of the federal Bar from 2008 until 2010. His mother, Dr. Mary Giuffra was the founder of the Nursing Department at the college of Mount St. Vincent in Riverdale and served on the board of our Lady of Mercy Medical Center in the Bronx.

Giuffra's grandmother Mary was an immigrant from Ireland. At the age of 82 she walked through a park and saw a woman with her children and asked if they had a home. Inspired by the woman's response Mary was determined to help feed the hungry. She started by bringing meals to the park. This caused more hungry people to show up for food. Mary passed away in 2003 at the age of 100, and her charity still feeds thousands of people today. Giuffra said his grandmother lived to be 100 because she had a mission.

Shael Polakow-Suransky

continued from page 5

and again in college. The school he volunteered at in Durban, Phambili High School, was known for taking in students that had been removed from government schools due to their political activism; most students' were local leaders in the anti-apartheid movement. "The classes were made up of some of the most dynamic teenagers I had ever seen and it taught me what is possible when young people are empowered and learn to take responsibility for their peers," he said.

Of his current job at Bank Street, which he described as a true dream job, he said, "I am learning a tremendous amount." He also spoke highly

by de Forest when he set up a studio in India during the 19th century. Another striking feature of the floor is the Immersion Room, an interactive exhibit that allows visitors to view, design, and experiment with a large array of wallpapers. Users can choose from many of the patterns in the Museum's physical collection, which subsequently appear on large video panels that span two walls of the room.

The third floor of the museum explores the history of tool usage through a collection of items titled "Tools: Extending our Reach." Within the collection, there are objects spanning millions of years, from a 1.85 million year old stone tool to a pill-shaped ingestible video camera. The focal point of the floor is artist Damien Ortega's piece "Controller of the Universe," which places ordinary tools into the context of visual art. As with many other elements in the Museum, the piece is interactive: the viewer can walk through the work and experience it from the center.

"My grandmother always said we come into this world with nothing and we are going to leave with nothing; it's the good that we do in between that really counts," said Giuffra. "Today 11 years after my grandmother's passing, her soup kitchen is a thriving Catholic charity that feeds hundreds of people every year. When my grandparents came to America, the church came with them; the church was their home. The church remains the home for those immigrants who are trying to make it in America."

Cardinal Dolan said this was the true beginning of the Christmas season. He called upon the audience to look at the Nativity scene in a new light. He said Mary and Joseph were impoverished and forced to leave their home. "There are many families like Jesus, Mary, and Joseph that Catholic Charities helps, thanks to God's grace," said the Cardinal.

Each year the Annual Cardinal's Christmas Luncheon is held to honor Catholic Charities that help aid New Yorkers in need including the Kennedy Child Study Center whose members include Michael W. O'Shaughnessy, Chair of the Board, Jeanne Alter, Executive Director and Dr. Pola Rosen, Board Member. On the stage with Cardinal Dolan was Monsignor Kevin Sullivan, the Executive Director of Catholic Charities of the Archdiocese of New York whose leadership is to be admired. #

of early-childhood teachers, citing an experience he had last spring where he spent two weeks observing in Bank Street's Pre-K classrooms. "Working with four year olds is challenging and exciting," he said, "I have so much respect for early childhood teachers, but to become a great teacher you need lots of training, coaching and support."

"Becoming a teacher is a transformative process for anyone." According to Polakow-Suransky, Bank Street prepares students to become superb teachers and leaders through their sensitivity to how children and adults learn and develop. "Students who attend Bank Street are known well and supported every step of the way, by our experienced faculty. It's an amazing experience," he said. #

Although the Museum has successfully undergone a drastic change over the past three years, its development is by no means over. An important event in 2015 will be the debut of an interactive pen that will enable individuals to collect information and images from their visits to the Museum. The pen uses near-field communication (NFC) technology to transmit information through a single touch to a compatible surface. According to Cooper Hewitt director Caroline Baumann, the pen will enhance visitors' experiences by allowing them to set aside bulky audio guides and to interact more effectively with the displays.

Ultimately, the most impressive aspect of the Museum is its ability not only to showcase the history of design, but also to encourage visitors to adopt the viewpoint of a designer. The Museum's interactive displays and touchscreen tables challenge individuals to tackle creative problems and to come up with innovative solutions of their own. #



Dr. Michael Sampson

continued from page 5

should be a mission everywhere,” said Sampson. He is a firm believer in partnerships and has brought partnership programs to the many institutions he’s worked with. “The experience I had at Texas A&M carried into my other assignments. In Connecticut we worked with central administration and selected three magnet schools to put our program in. In Arizona, I did the same thing with several American Indian Reservations,” described Sampson. “We would have reservation kids come tour the campus weekly and then our faculty would do small group instruction. Everywhere I’ve gone I’ve implemented the concept of teacher preparations as a partnership with schools and the university.” Sampson plans on bringing his partnership programs to St. Johns and the tri state area. He cites Northern Arizona as an example; the program there has reached across state lines to California. “I want to create partnerships with different school districts here. There’s a program I’m working on right now with a school in Forest Hills that helps us train teach-

ers over one year and offer them professional development in writing, STEM subjects, and reading comprehension.” He intends for the pilot program to run next year.

Along with his duties as dean, Sampson does weekly author visits to schools where he spends time reading to and talking with students in kindergarten through second grade. Sampson frequently visits St. John’s new campus at Astor Place where a school of education is housed to hold author performances and book talks. “Serving the community is so important at St. Johns and outreach to the poor is a priority of ours over national ranking and research,” Sampson said. Next week Sampson will be reading at a homeless shelter.

Sampson sees a bright future ahead for St. Johns. In one year he hopes to see the university piloting true partnerships with schools in the five boroughs and Long Island on the way to full implementation. In five years, he would like for most of the training of St. John’s teachers to be carried out by teachers in the schools. “I really want to have a totally ingrained partnership with the schools and teachers together,” said Sampson. #

Putting The Mind And Soul Back Into Psychiatry

By ALLEN FRANCES, M.D.

All medicine should be bio/psycho/social. Illness is never just a biological phenomenon; more than 80 percent of health outcomes are determined by economic, social, and behavioral factors, and the psychosocial part is especially important in psychiatry. As Hippocrates pointed out 2500 years ago, it is more important to know the patient who has the disease than the disease the patient has.

In recent years, psychiatry has embraced what a former president of the American Psychiatric Association has despairingly called a “bio/bio/bio” model. The enormous research budget of the National Institute Of Mental Health has been totally invested in biologically reductionist brain and genomic research.

Pat Bracken is an Irish psychiatrist and philosopher who would like to put the mind and soul back into psychiatry. Pat writes:

“I believe that psychiatry finds itself in a pernicious position. Pharma has used its financial power to mold psychiatry into something that serves corporate needs, not the best interests of patients, and the massive investment in genetic and neuroscience research has yielded practically nothing of clinical value for our patients. In fact, we have gone backwards. The narrow focus on biological research has led to a profound neglect of the social, cultural and psychological dimensions of mental illness.

“In the United States, where Pharma has had most influence and the perverse payment system has operated, there is evidence that, to a large extent, psychiatric care has become equated with the provision of a DSM diagnosis and a prescription. The New York Times carried a story in 2011 in which a psychiatrist spoke of having to train himself not to get too close to his patients and ‘not to get too interested in their problems’. His



role was simply to check the diagnosis and adjust meds.

“The reductionism that now dominates psychiatric theory and practice is ideological in nature: it does not stand up to conceptual challenge and is not supported by the

results of empirical investigation. Its dominance is sustained through finance from Pharma allied to a professional quest to be more ‘medical’ than the rest of medicine. What we have to grasp is that when we put the word ‘mental’ in front of the word illness, we are doing something important. We are delineating a territory of human suffering that is primarily about relationships, meanings and values. And, while we cannot experience anything without a functioning nervous system, knowledge of the brain will not help us a great deal in understanding the nature of this territory. The brain is a necessary, but not a sufficient cause of human experience.

“We are embodied beings but we are also encultured. We grow to become human in the midst of language, culture, history and relationships with others. These shape the way we experience ourselves and how we encounter the world around us and cannot be reductively explained in biological terms.

“The demand that psychiatry should simply become a ‘clinical neuroscience’ is nothing more than an assertion of dogma and is not based on a genuinely questioning scientific approach to the sort of problems that face us. We need to nurture the development of a psychiatry that sees relationships, meanings and values as its primary focus. I have used the word ‘hermeneutic’ to describe this.

“How to get there is the challenge. Evidence-

based medicine (EBM), with its focus on controlled studies and meta-analyses, has not proved robust enough in protecting psychiatry, and medicine in general, from corruption. It has been said that EBM itself is ‘broken.’ With our colleagues from other medical disciplines we will need to develop a much deeper form of critical appraisal.

“I believe that any profession that has power in the lives of ordinary people should seek to critically reflect on its own history, assumptions, values and practices in an organized and sustained way. A mature profession should not be afraid of this. We need practitioners who are trained to question and to doubt, to challenge their teachers and to see financial ties to third parties as an aberration.

“On a more positive note, our discipline has a rich history of grappling with conceptual issues before the rise of ‘neuromania’ and the DSM. The work of Karl Jaspers stands out in this area but many of our predecessors struggled to develop a theory and a practice of psychiatry that was not reductionist. The great Swiss psychiatrist, Medard Boss, for example, sought to develop a specifically hermeneutic psychiatry in the post World War II era. We do not have to re-invent the wheel. A growing movement of critical psychiatry is now emerging as a positive force for change within the profession.

“I believe that we need to develop a practice that is centered on relationships and we need to acknowledge the limitations of a diagnosis-guided practice in our field. This is not anti-medical but simply an acceptance that mental health work demands something different. We need to nurture negotiation skills in our trainees and encourage them to engage with the growing consumer movement in a positive and non-defensive way. We need to accept that psychiatry has done a great deal of harm to many of its patients and professional arrogance should be stigmatised and fought

against. We need to nurture doubt, questioning and critical reflection in our academic and clinical practice.

“Hermeneutic psychiatry would be one where doctors, patients, carers and other professionals struggle together to determine what research, teaching and service models are appropriate. I also believe that we should struggle to shed the power to order coercive interventions. This is not to say that sometimes people need to be cared for safely and even against their will, but there is no scientific or moral reason why the medical profession should be in charge of this.

“I do not claim to have an answer to all the problems of psychiatry but the following moves will be essential if we are to find a cure for our current ills: 1) collaborate with other doctors who are struggling to free medicine of Pharma corruption, 2) find ways of working positively with, and learning from, the growing international consumer movement, 3) balance our involvement with the biological sciences with an equal involvement with the humanities and social sciences, 4) nurture the development of a clinical discourse that is centered on relationships, meanings and values, 5) seek to shed the coercive powers that are now invested in us and promote an open debate about how people can be looked after safely through times of crisis.”

Thanks, Pat. We must get back to treating the whole person, not just his brain circuits. The brain is involved in all we do and what we are, but it is also itself influenced by our psychology and social context. We must equally counter those who err in recommending an opposite and equally extreme psychosocial reductionism. Mindless psychiatry and brainless psychiatry are equally misguided and harmful.#

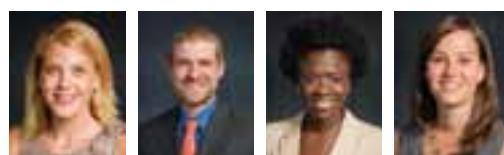
Dr. Allen Frances is professor emeritus of psychiatry at Duke University.

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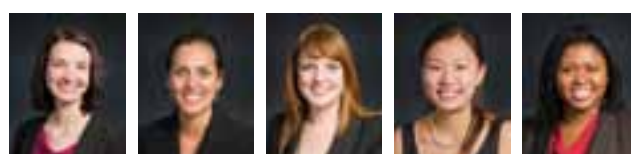
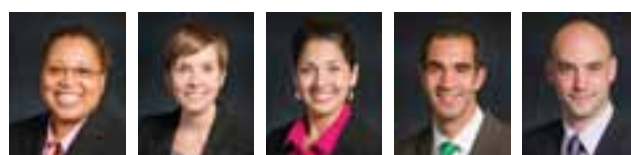
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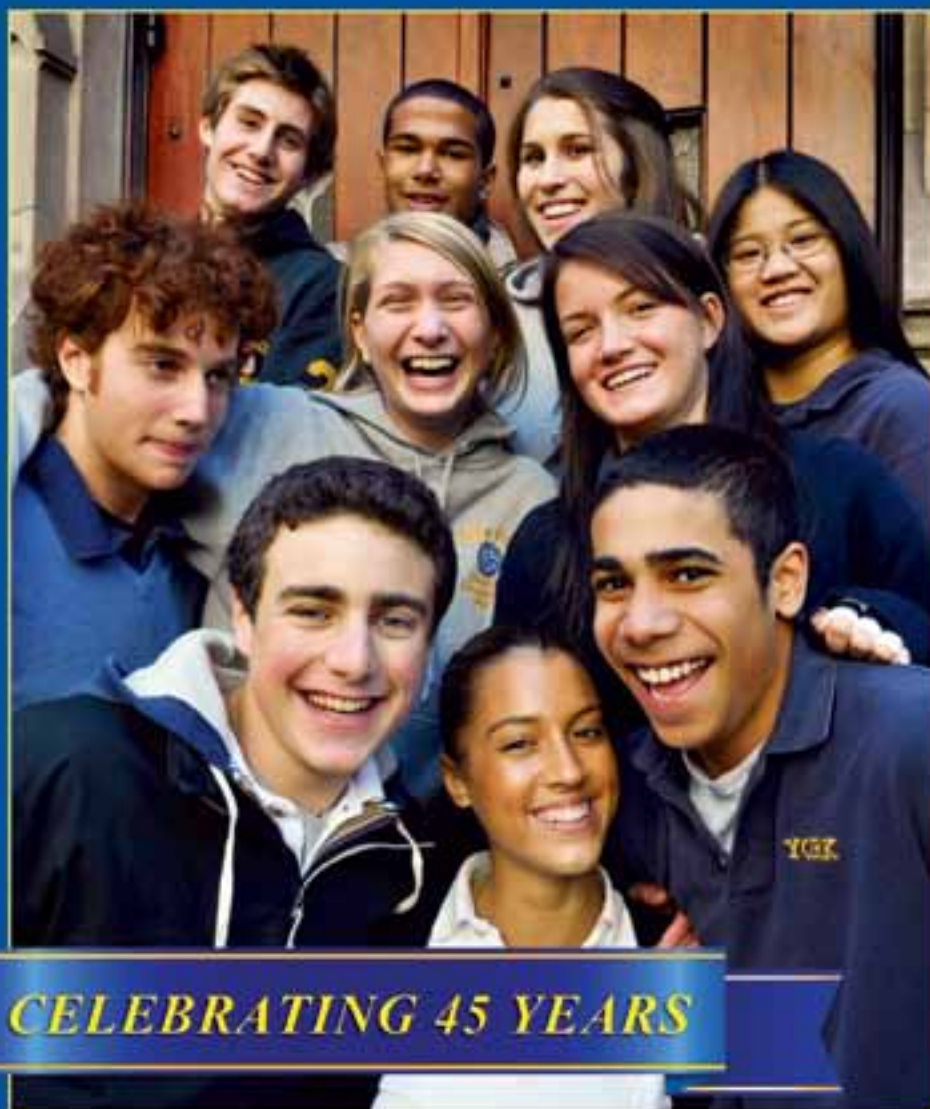
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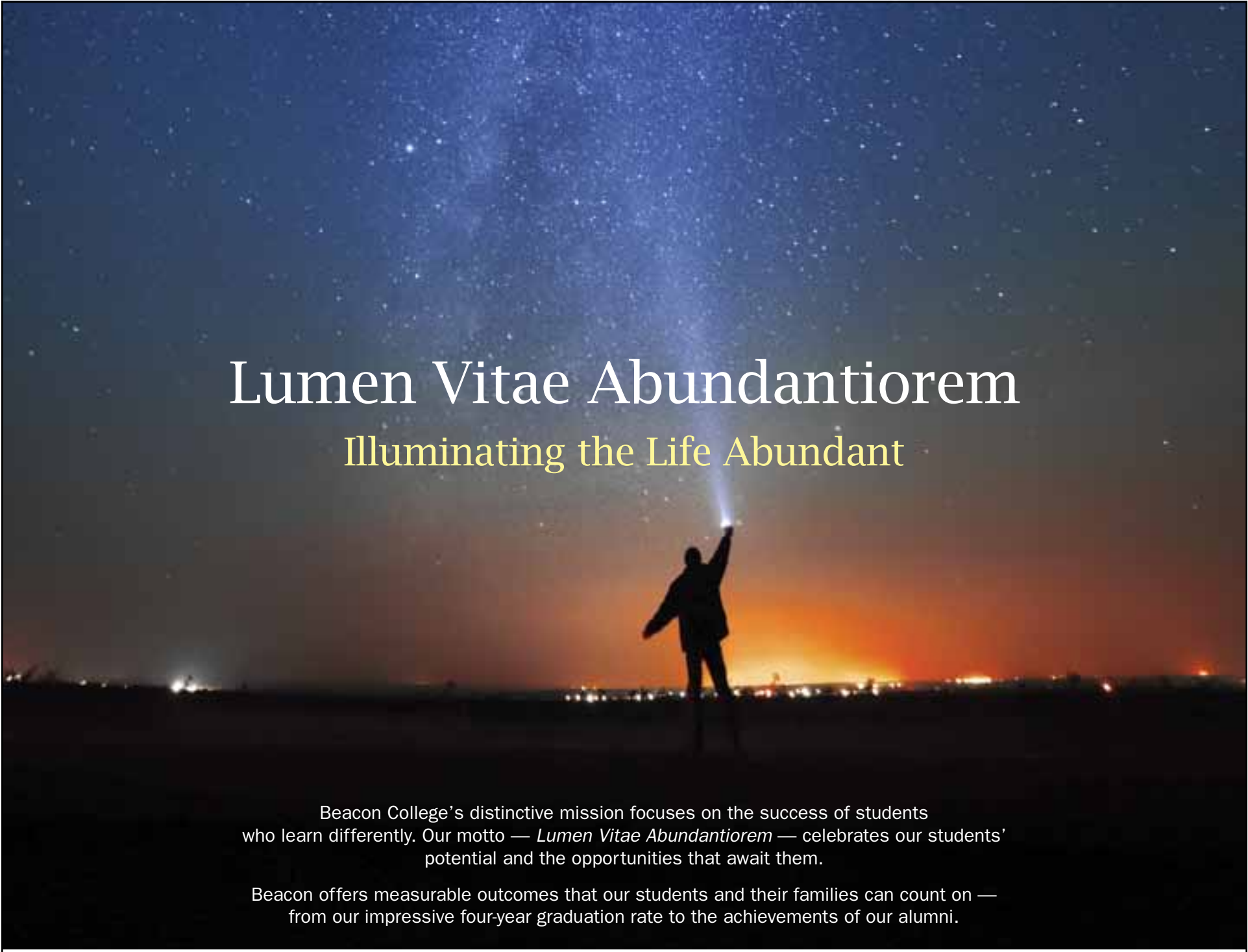
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