

EDUCATION UPDATE

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Volume XX, No. 4 • New York City • MAR/APR 2015
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CARMEN FARIÑA



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DEBBIE BIAL



RUTH GOTTESMAN

WOMEN SHAPING HISTORY 2015



LINDA MACAULAY



RACHEL AIN



SUSAN COLE



JULIA GILLARD



ERMINIA CLAUDIO



JOLYNE CARUSO



CHARLENE HAN
POWELL

GUEST EDITORIALS

Reflections of a Union Leader

By ERNEST LOGAN, PRESIDENT, CSA

When Carmen Fariña was named chancellor, all kinds of speculation ran wild, especially: "Will she get rid of the networks?" Well, she's getting rid of them. For the last five years, I've seen some positive things develop under the 55 networks, but I've continued to worry about doing without superintendents. Superintendents were there by law, but they hovered in the background like ghosts.

In introducing a new school support structure that strengthens superintendents while incorporating some of the best network features, the chancellor has made her most sensible decision to date. Good superintendents are good for schools. They have school leadership backgrounds and finely developed instincts about what really happens in schools.

Their virtual absence hits home hardest when a tragedy strikes at the heart of a school community, a school is abruptly closed or a Principal or AP is suddenly swept up in an unfair investigation. If a Principal is up against the wall, her network leader doesn't have any formal responsibility for her and her superintendent might not know her very well.

There was a bizarre disconnect between support and supervision. The person who knew the Principal best was her network leader, a consultant she hired under a corporate model to supply the school's instructional, operational and student services supports. By law, superintendents maintained the responsibility to hire and rate the Principal, but they were devalued as "mere educators" and many felt marginalized and barely visited their schools. School leaders were left vulnerable and probably thought

about it only when they had a problem and said, "Who do I call?"

Now, there will be no guesswork. The superintendent will be held accountable for helping school leaders improve their school's performance in a way the network leader never was. As with the networks, instructional, operational, and student services support will be united. Principals will maintain independence over their budgets and human resources. The finest network talent will move under the superintendent or into a Borough Field Support Center. New Affinity Groups will spur camaraderie. Professional learning communities, like Learning Partners, will foster collaboration across boroughs.

Another disconnect with the network system was geographic. A lot of the networks had schools in three or more boroughs. Community ties to elected officials, community leaders, and organizations eroded. Relationships that had once existed between school levels frayed: the pipeline among schools that used to feed into each other, such as elementary into middle schools, began to weaken. Principals often didn't know anything about the school down the block.

Because networks weren't rooted in geography, issues like weather-related disasters, crime and policing, and health emergencies sometimes couldn't be approached effectively at the neighborhood level. For parents, the geographic disconnect was also significant. If they couldn't resolve their child's issue at the school level, say, in Brownsville, Brooklyn, they might have to turn to a network office in Woodside,



Queens. This could be baffling.

Often, our Education Administrators and Supervisors navigated a geographic wasteland. A building might contain three separate schools, each part of three separate networks. A Supervisor of Psychology could serve his network school in a building that housed two other schools, but he couldn't walk down the hall and serve the kids in the two others. Instead he might have to travel to two more boroughs. You can't make this stuff up: the cost in money, time and human forbearance was high, but, most of all, the children were getting short-changed.

For schools in low-income areas, the network system often worked the least well. Schools that needed the most support sometimes ended up working with the weakest networks. Networks had the same number of staff whether they served 25 schools with 7,000 students or 25 schools with 40,000 students, regardless of performance and whether most of them were high performing or low performing. Now, the neediest schools will get the most support, through a superintendent hand-picked by the chancellor.

That's been the most ironic disconnect of all: The networks, through no fault of their own, weren't set up to provide much accountability to the chancellor. Networks were a complex archipelago of independent islands so remote from Tweed that the chancellor could be held blameless for what happened at the school level. In the end, accountability fell almost exclusively at the schoolhouse door. . . at the feet of the Principal. I'm thrilled that nobody, least of all the chancellor, will be held harmless anymore.#

Ernest Logan is the President, Council of School Supervisors and Administrators. The Council of School Supervisors and Administrators is the collective bargaining unit for 6,100 Principals, Assistant Principals, Supervisors and Education Administrators who work in the NYC public schools and 200 Directors and Assistant Directors who work in city-subsidized Centers for Early Childhood Education.

Goins, former CEO of Health and Hospitals Corp, Attorney; Dr. Ruth Gottesman, Board of Trustees, Teachers College and Albert Einstein College of Medicine; Linda R. Macaulay, Founder of the Macaulay Honors Program, Ornithologist at Cornell University; Charlene Han Powell, Pastor, Fifth Avenue Presbyterian Church; Rebecca Seawright, the first female Assembly Member to represent the 76th Assembly District of NYS; Maya Soetoro-Ng, Director of Community Outreach and Global Learning, half-sister of President Barack Obama; Kathryn Wylde, President & CEO, Partnership for NYC.

We are also honoring these young women who will be our future leaders:

Mariah Klair Castillo, Rachel Gellert, Helen Guo, Lydia Liebman, Scout MacEachron, Annie Nova, Kisa Schell.

EDUCATION UPDATE

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WOMEN SHAPING HISTORY 2015

WOMEN AT BARNARD FOR 125 YEARS!

We are proud to celebrate Barnard's 125th anniversary by featuring some of their graduates shaping history in this issue. Their education at Barnard helped to shape their leadership skills. Among the icons in this issue are Binta Brown, Jolyne Caruso, Susan Cole, Charlynnne Goins and Rachel Ain.

For the past seventeen years, *Education Update* has been honoring women who have achieved extraordinary things throughout their lives. In our 2015 Women Shaping History Issue, we are honoring these amazing women:

Rachel Ain, Rabbi, Sutton Place Synagogue, NYC; Debbie Bial, Founder and Executive Director of Posse; Binta Niambi Brown, Founder

of Fermata Entertainment Advisors LLC; Jolyne Caruso, CEO of The Alberleen Group LLC; Laura E. Cisneros Garza, M.D- Physician in Monterey, Mexico; Erminia Claudio, Executive Director Operations of the Council of School Supervisors & Administrators; Susan A. Cole, President of Montclair State University; Joyce B. Cowin, philanthropist, member Board of Trustees, Folk Art Museum, Teachers College, and Chamber Music Society of Lincoln Center; Mildred Dresselhaus, Professor of Physics at the Massachusetts Institute of Technology, Presidential Medal of Freedom, Hunter Grad; Carmen Fariña, Chancellor of the NYC Department of Education; Julia Gillard, former Prime Minister of Australia; Charlynn

Past profiles have included Chief Justice Judith Kaye, Author Erica Jong, Dancer Twyla Tharp, Pan Asian Rep Founder Tisa Chang.

Inspiring video by
EDUCATION UPDATE videographer
Carlo Del Rosario
<http://youtu.be/udpkHUok2ik>

WINNERS

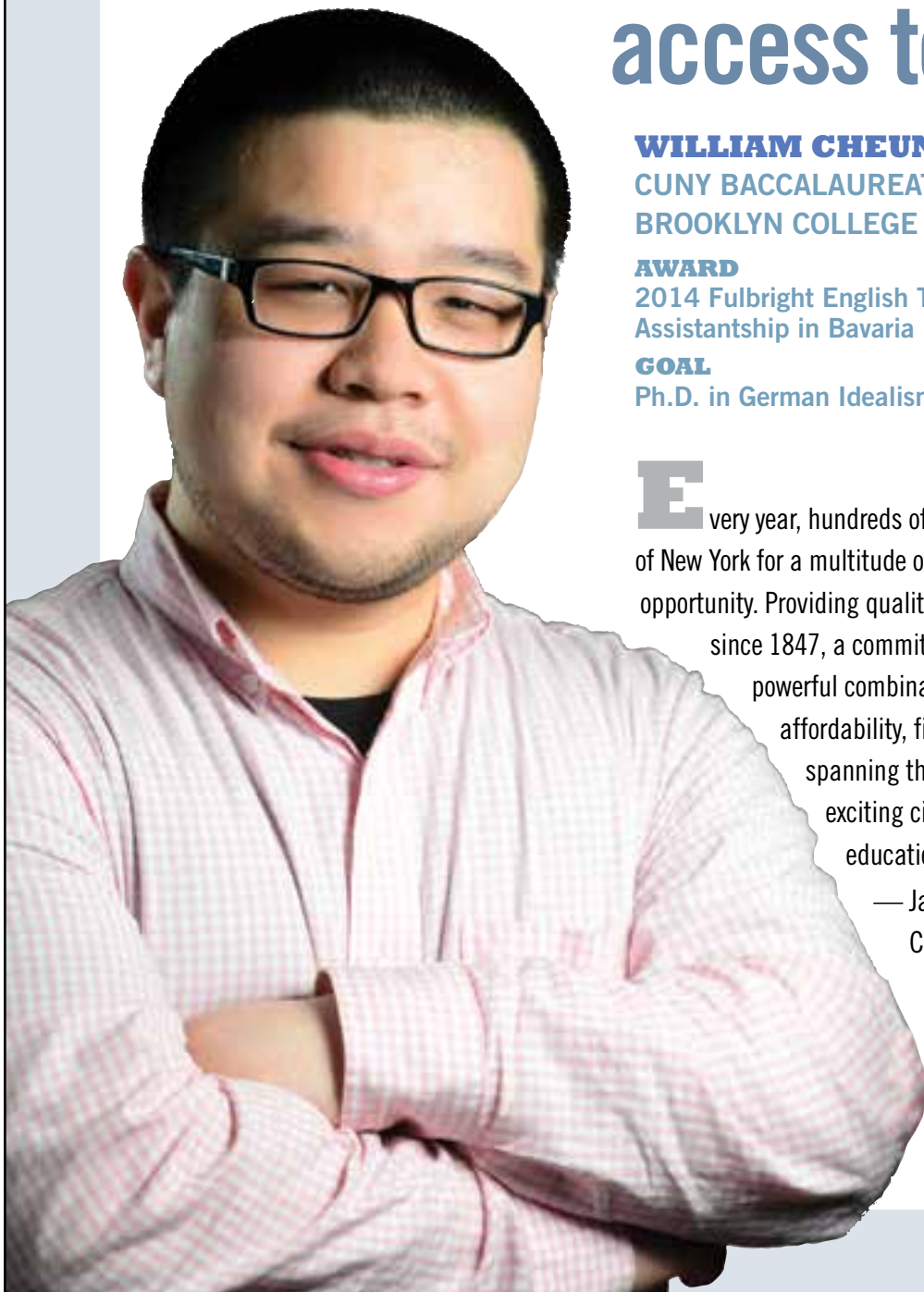
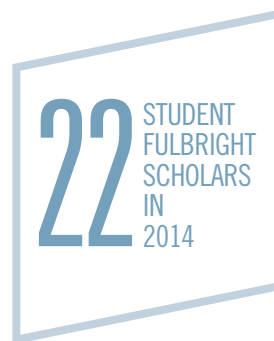


access to success

WILLIAM CHEUNG
CUNY BACCALAUREATE/
BROOKLYN COLLEGE '14

AWARD
2014 Fulbright English Teaching
Assistantship in Bavaria

GOAL
Ph.D. in German Idealism and Ethics



Every year, hundreds of thousands of students choose The City University of New York for a multitude of reasons that can be summed up as one: opportunity. Providing quality, accessible education has been CUNY's mission since 1847, a commitment that is a source of enormous pride. The powerful combination of quality academics, remarkable affordability, financial support and 24 modern campuses spanning the five boroughs of New York – the world's most exciting city – makes CUNY a singular value in higher education. That's the CUNY Value.

— James B. Milliken
Chancellor



CUNY The City
University
of
New York

cuny.edu/welcome

CARMEN FARIÑA: NEW YORK CITY SCHOOLS CHANCELLOR

Career Path

I was happily retired, doing consulting work and spending time with my three grandchildren when Mayor de Blasio asked me to join his Administration and transform the way we educate students in this City. The Mayor's and my professional paths had crossed before and I shared his vision of one school system rising together. Nonetheless, I was on the fence. I told my family that if I accepted the job I wouldn't have as much time for outings and vacations, and asked them how they felt about it. My then 10-year-old grandson, Charlie, cut to the chase. "Abuela," he asked, "will you make a difference for the kids?" I said that I hoped so, to which he replied: "Then you should do it." A little over a year into this job, I still get up every morning excited to make a difference in the lives of 1.1 million school children.

Challenges

was a first generation American, raised by Spanish immigrants in a family of limited means. Although I had dreams of becoming a teacher, college did not seem even remotely possible. I learned, quite by accident, that I was on a non-academic track: my advisor had steered me toward typing and stenography classes while many of my classmates benefitted from math and other credit-bearing courses. I was fortunate to have a teacher take a personal interest in me. She not only helped me catch up on the math classes I'd missed and take the Spanish Regents, she steered me toward scholarships, enabling me to attend New York University. I was the first person in my family to graduate from college. Another challenge was being a working wife and mother during a time when that was not widely accepted by my culture or colleagues. None of my married female friends worked. I distinctly remember having to convince prospective employers that my role as a mother would not interfere with my job as a teacher. It was a different era.

Accomplishments

As Schools Chancellor, I am incredibly proud of our initiatives focused on meeting the needs of the whole child. This includes our historic expansion of pre-kindergarten and Community Schools—which offer wrap-around services for students and families—as well as our new stand-alone department to support English Language Learners, our renewed focus on arts education, and our expansion of after-school programs for middle school students. I am also proud of our new leadership model, which has transformed the role of superintendents to better support principals, and our Framework for Great Schools, a new holistic research-based approach to school improvement. These innovations will have a profound impact on our students for years and decades to come. Finally, I am personally proud of doing my work with integrity, credibility, and commitment every day.



Mentors

Without a doubt, my father was the most influential person in my life. He believed that women could, and should, succeed at anything they put their minds to, at a time when few fathers were pushing their daughters toward excellence. As a teacher, my first principal was another strong influence on my life. He created a culture of excellence and publicly recognized teachers—including me—for doing outstanding work. He made you want to be the best you could be. To this day, I model his inclusive, supportive leadership style.

Turning Point

Meeting my husband was an important turning point in my life. When we were married in 1965, most men did not believe in egalitarian relationships. Tony has always supported me in whatever I chose to do, and that includes my current role as Schools Chancellor. You simply cannot be as available when you are doing a job like this, but Tony respects me and the work. To have this kind of relationship after almost 50 years together is incredibly special and wonderful.

Goals

My long-term goal is to ensure that all New York City children—in every neighborhood, in every borough—are on a path toward college, a career, and a bright future. I truly hope and believe that history will remember us as the Administration that worked tirelessly to lift all children, no matter what zip code they lived in or no matter in what neighborhood they live in, what language they speak or what challenge they faced. #

Elizabeth Blackwell, MD First Woman Medical School Graduate

In 1849 Elizabeth Blackwell became the first woman to graduate from medical school. She opened the New York Infirmary located at East 7th Street near Tompkins Square Park now called Beekman Downtown Hospital. Twenty-seven years later, Sarah Hackett Stevenson, MD, became the first woman physician to join the American Medical Association. Since that time, there have been many pioneering women physicians to acknowledge and many accomplishments to celebrate. #

WOMEN SHAPING HISTORY 2015

For the past seventeen years, *Education Update* has been honoring women who have achieved extraordinary things throughout their lives. They come from diverse backgrounds and a range of fields, but are unified in their shared value of education and the value of imparting knowledge to future generations. Their paths, careers and accomplishments are remarkable and inspirational.

We asked each of them to answer the following questions:

1. What has inspired your current career path?
2. What are some of the greatest challenges you've faced? How did you overcome them?
3. What are some of the accomplishments you are most proud of?
4. Who have been the most influential mentors in your life?
5. What would you describe as a turning point in your life?
6. What are your goals for the future?

REBECCA A. SEAWRIGHT: NYS ASSEMBLY MEMBER

Career Path

My children are my greatest inspiration for running for elected political office. It's very important to me that they see more women government elected leaders at the table fighting for equality.

Challenges

Over the course of my career there have been times when I experienced rampant sexism. Being underestimated and overlooked due to my gender has been frustrating to say the least, but I overcome those challenges by always ensuring that I am better prepared than anyone else in the room.

Accomplishments

I am so proud of my two children who have both taken on leadership roles in their respective schools this year. My daughter is the editor of her public high school paper and my son is a government student senator at his state university.

Mentors

The most influential mentors in my life have been former Governor Ann Richards and Roe v. Wade attorney Sarah Weddington.



Turning Point

Becoming a mother and being sworn in as an attorney were both major turning points in my life.

Goals

I look forward to passing laws that help our community – like my bill to stop construction of the Waste Transfer Station. Additionally, I am very eager to take part in passing the Women's Equality Act.

Maya Soetoro-Ng

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ning to work with friends at the United States Institute of Peace a bit more and I am looking forward to informally contributing to their efforts to share their peacebuilder toolkits and other educational materials. I'd like to continue adding new techniques and peacebuilding resources (human and otherwise) to my Ceeds of Peace workshops and through them, I'd like to convince educators and community leaders that all the dimensions of peacebuilding are possible —from wellness and resilience to

conflict transformation and negotiation, from human rights and equity to compassion and participatory leadership. These are arenas to which everyone can contribute substantively. I'd like to help the social, emotional, and artistic dimensions of formal schooling to be fully supported in our public schools. I'd like to see our girls grow up to be powerful, supported, and loving human beings. I'd like to see the Ceeds of Peace and Our Public School go national. I'd like to see fewer wasted hours in our learning environments and more that matters in our institutions of learning. #

WOMEN SHAPING HISTORY



MAYA SOETORO-NG: PROFESSOR AT UNIV. OF HAWAII

Career Path

Today, as the Director of Community Outreach and Global Learning for the Matsunaga Institute for Peace and Conflict Studies, I'm able to connect the University of Hawaii to multiple points in the community through internship development, service learning, and meaningful place-based study. I'm so happy to have a job that is in line with my desire for broad community, rich dialogue, and project-driven learning.

Before this, I taught at the College of Education and at various middle and high schools in New York and Hawaii for more than a decade. This was work I valued and enjoyed. I believe I succeeded because I always asked students to tell me their, "So what?" Students became adept at answering the question of whether and how the work we did together mattered and what they were going to do with the skills they had honed. They reflected on why they cared about our shared space and combined efforts and how they might use their learning in another time or place. This meant that our work was purposeful, action-oriented, and often project based.

When I worked with youth on the Lower East Side of Manhattan in the 1990s, I recognized immediately the power of thoughtful and ongoing community engagement. Students and educators on the Lower East Side would work on service learning projects (student-led and student-selected) all morning on Wednesdays. They worked on a wide range of projects. Some worked with public homes for the elderly. Others created the first recycling systems in the housing projects, organized programs to read to the younger kids, or engaged in community beautification. Together we transformed an abandoned lot next door into a community garden. It was a collaborative and unifying experience not just for the school but also for the community. The science teacher built solar panels and composting systems with the kids. The English teacher would plan poetry readings. The art students painted murals and benches. The math teacher used algebraic and other mathematical computations to plan the design of the garden, and so on. This really increased my commitment to have education be interdisciplinary, dynamic, and solution driven. All of my experiences teaching teachers as well as middle and high school students continue inspire my current career path in the Matsunaga Institute for Peace and Conflict Resolution. Because I saw the bridges between school and community so clearly, I could also see the importance of service learning and community outreach. Because I could see the need for compassion and care in the community, I could also see the importance of educational connection and exchange for proactive peace building.

Challenges

On a professional level, the greatest challenge we face is that of convincing others that peace building is practical and action oriented, that all of us can do it, that it can be taught, and that it is an essential component of transformative leadership. Part of the challenge is that peace building is not easily quantifiable and that people therefore see it as utopic abstraction, a naive distraction from "rigor". We at the Matsunaga Institute work hard to show that it is much more rigorous to learn negotiation and mediation skills and develop grassroots leadership capacity. It is much more rigorous to understand the truth of any given day from multiple perspectives or think about human rights internationally at the same time as we strive to impact opinions or public-policy locally. We work to overcome misconceptions about peace and conflict studies through our peace studies majors and our sponsored events, which invite a broad cross section of the community to participate.

Personally, I've lost a lot of family and that has certainly been challenging. Parents and other family members died too soon, and those losses made me feel untethered. I recognize that is part of what makes it so important to me that we build community where we are and through the work that we do. It's not just the community of our birth--our ascribed community--that matters and fortifies, but also the community we find, acquire and create.

Accomplishments

Other than my daughters, what fills me with pride is the knowledge that I've fostered cooperation and exchange through consultancy, non-profit creation, and curriculum/workshop development. Several years ago, I intensified my connection building. The East West Center on the UH campus fosters global exchange of teachers and students and I continue to be involved with them. I also started, in partnership with a number of people, Our Public School (ourpublicschool.org) to build bridges between schools and communities. And with partner Kerrie Urosevich, I started the Ceeds of Peace (ceedsofpeace.org) to bring together community,

educators, and families in action plan development, as part of a 360-degree approach to raising peacebuilders. There is much we can do in our respective corners of the world to find and bind people, and then build peaceful progress.

Mentors

I was homeschooled for many years by our mother. She would always do projects with me -- building kilns, making yarn dolls, writing and binding books lovingly with ribbon. We would look at the stars and name them. That sense of curiosity she fostered was a big part of what shaped me as a teacher and a parent, and it helped me to realize the value of travel with a purpose (whether by foot or through imagination). She built the desire for exuberant exploration into all of my childhood years and this nourished and taught me in ways that surprisingly endure. She was optimistic and kind, too, and that matters more than I understood then. Her capacity for gratitude, forgiveness, and compassion, along with a hearty sense of humor, are the things that make us resilient and happy.

Turning Point

Once I began working as a teacher in Hawaii,

I saw that the education that took place within the four walls of the school was not serving Hawaii well. The students came from places of tightly knitted communities and those communities needed to be honored, and so I saw that we needed to get the kids out to the fish and taro ponds, the oceans and streams for environmental leadership opportunities. Mathematics could be learned and used to improve the circumstances of our community and to highlight pathways to greater economic equality or social entrepreneurship. Social studies could be used to build empathy between people through multifaceted explorations of history and current events. English education can inspire identity work and the crafting of autobiography and oral history so that everyone feels that they have a voice and stake in their communities, and young people can intertwine their stories with those of literature to understand the poetry and possibility in their own lives.

Goals

I'd like to continue peacebuilding efforts that inspire youth, from the ground up. I'm beginning...

continued on page 4

FDU'S REGIONAL CENTER FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES



Academic Success for College Students with Learning Disabilities

FDU's award-winning Regional Center is one of the nation's leading programs for students with language-based learning disabilities. Available at FDU's two northern New Jersey campuses, the Regional Center offers students the support they need to thrive throughout their college-level studies. It is one of the few programs of its kind nationwide **offered at no additional tuition or fees.**

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Metropolitan Campus
Teaneck, NJ

WOMEN SHAPING HISTORY

CHARLYNN GOINS: ATTORNEY,
CIVIC LEADER, BUSINESS EXEC.

Career Path

When I first started out in 1976, I was a tax lawyer at Proskauer Rose Goetz & Mendelsohn, where I was involved in both U.S. and international tax issues. In 1982, I left the practice of law to join Integrated Resources, Inc., Proskauer's largest client at the time. There I helped build its variable annuity, asset management and other non-tax shelter businesses. From 1986 through 1989, I was the Chief Operating Officer of a new Integrated Resources subsidiary created to develop a market for its asset management and insurance products in Europe and Asia. From 1990 through 1997, I was responsible for the offshore mutual funds business of Prudential Mutual Funds and Annuities, which was the retail investment management arm of Prudential Financial Inc. As Senior Vice President and Director of International Marketing, I headed up product development, marketing and sales of mutual funds for international clients of the branches of Prudential Securities, Inc. in Europe, Asia and South America. Upon my retirement from Prudential, I served for two and a half years as a consultant to the United States Department of Commerce's Minority



Business Development Agency, with responsibility for developing a strategy to increase minority owned businesses' access to debt and equity capital.

As you can see, my career has not followed a straight path. It has wended its way from stay at home mom, to law school and practice at a Wall Street firm, to business positions in the financial services industry, to work as a director on corporate and not for profit boards. I am now 72, and once again I will redirect my career path as I retire from my last corporate board. I will continue to be active in the not for profit

world and determine whether there may be new opportunities that appeal to me.

Challenges

I graduated from law school when I was 34, a wife, and the mother of a seven year old and a ten year old. In the year leading up to graduation, I interviewed with various law firms, some of which had had no experience with students over the age of 25, much less women with children. I was able to persuade a few firms that I was still young enough to become an associate at their firms, and once I began work at a firm, I was able to prove that I had the skills and the energy to do well. In fact, one of my clients was in Switzerland, where some cantons did not permit women to vote. It was challenging to interact with lawyers and executives on the other side of a transaction, when they had had no experience dealing with women.

As I practiced tax law, I became more and more interested in why a client wanted to do something, as opposed to how to accomplish what the client wanted to do in the most tax advantaged way. At age 39 I was invited to join my firm's largest client at the time in a business role. This was a challenging invitation. I had already started my career as a lawyer ten years later than my peers, and now I was considering changing careers. I couldn't resist the invita-

tion, and I never regretted it. However, as with all my challenges and opportunities along the way, I could not have overcome them without having a husband who always encouraged me to do whatever appealed to me and then supported my efforts to be successful.

Accomplishments

One of the accomplishments of which I am most proud is my appointment to Chairperson of the New York City Health and Hospitals Corporation by Mayor Michael Bloomberg, a role I held as a volunteer for over four years. I also served as Chairman of the New York Community Trust for five and a half years. Both of these positions were as rewarding as any paying position I ever held.

Mentors

Throughout my career I have had several mentors, all male, some my age and some who were old enough to be my father. They provided invaluable guidance and support.

Turning Point

As you can see from my answer about my career path, my whole life has been full of turning points. But this has been invaluable to creating who I am today and for that I am thankful.

Goals

I'd like to be more involved in the non-profit world. #

Barnard College Film Festival: Jodie Foster
Receives Award; Dreamcatcher Documentary
Reveals the Struggles of Chicago Sex Workers

By JENNY WANG

Recently, Barnard University inaugurated its 5th annual Athena Film Festival, a four-day event that celebrates women and leadership. A viewing of the documentary chosen to launch the event, Dreamcatcher, was preceded by the presentation of the Laura Ziskin Lifetime Achievement Award, which is given annually to a woman in the film industry who demonstrates leadership and creativity.

This year, the honoree was Jodie Foster, who was given the award for her groundbreaking film performances and her work as a director and producer. Upon receiving the award, Foster shared some of the challenges she experienced as a woman in the film industry. As a young girl, she wanted to be a director, but she felt discouraged from pursuing her passion because she never encountered female directors. In her speech, Foster explained her mindset at the time: "I thought [directing] was something that I couldn't do, that I never would be allowed to do." However, after her mother took her to a film festival that included selections by female directors, her resolve to become a director reignited. Today, Foster is an acclaimed director and producer, with Directors Guild Award nominations for her work on episodes of House of Cards and Orange is the New Black.

After the award was presented, the festival's opening film, Dreamcatcher, was shown. The



Jodi Foster & President Debra Spar

documentary centers on Brenda Myers-Powell, a former prostitute who helps Chicago girls and women escape the cycle of sexual abuse. Her non-profit organization, the Dreamcatcher Foundation, has helped over 70 women escape sex trafficking.

In the opening sequence, Myers-Powell drives through the streets of Chicago, looking for women who might be in need of help. When she first talks to prostitutes, she never forces them to accept her assistance, but tells them that they can contact her if or when they decide to leave prostitution. Some of the women she talks to during these nighttime drives have horrific stories of abuse: one of them almost died when she was stabbed nineteen times by a man.

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

China Institute

Spring 2015
Programs, Classes & Resources for
K-12 Educators & the General Public

Workshops & Courses

- Short courses and professional development workshops for K-12 teachers
- Short courses for Chinese language teachers
- Chinese language and culture classes for children & adults held throughout the year

Study Abroad in China

- Summer study program for U.S.-based Chinese language teachers
- Summer study in China for high school students in Beijing and East China

Resources for Educators

- Our new *We All Live in the Forbidden City* education program offers children's books, children's workshops, professional development, and free interactive resources at walfc.org
- Lesson plans and additional resources available for free at china360online.org

Exhibitions

- Gallery exhibition & lecture series: *Mao's Golden Mangoes and the Cultural Revolution*
- Gallery tours and group visits through DCTA, our arts education program.

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WOMEN SHAPING HISTORY

BINTA NIAMBI BROWN:
ATTORNEY & MENTOR**Career Path**

I've always been a relatively creative person, having grown up studying music and photography, and to a lesser extent theatre. I've also always had a huge interest in technology... my parents were much more likely to give us electronics, gadgets and computers than jewelry, or even clothing, and in addition to music and language training, my mother also enrolled us in coding and programming classes relatively early... that was in the mid-80s, for context.

Then too, I was always very entrepreneurial, whether selling Girl Scout cookies or lemonade, or my personal favorite, marigold seeds... and so business held special appeal to me as well. I love the autonomy and liberty associated with building your own business...

In addition, perhaps because we were the first generation to grow up with the rights and legislative gains accomplished during the civil rights movement, OR perhaps because I grew up in a very Catholic home, I've also had a great sense of justice... this led to interest in policy, but also the law.

The first fifteen years of my career I spent practicing corporate law at two very large law firms, and though I had many important successes in those roles, I was never really happy... I've always wanted to run either an entertainment or media company, perhaps because of my background in the creative arts, perhaps because of my interest in its role in culture and society building... or maybe a combination of each of those things.

Though I flirted with a career as a pro musician, it was the business of the industry that fascinated me more than anything.

So about eighteen months ago, fascinated with emerging business models and how they are a transforming moribund, incumbent industry, I left my position as a partner in a large

firm for a fellowship at Harvard, where I spent the year studying new business models, trying to understand them, and thinking about how to apply those learning's to the media, music and entertainment industries.

All of these lifelong interests and passions have led directly to the launch of my advisory services boutique focused on the creative industries, Fermata Entertainment Advisors LLC. Fermata is the perfect confluence of everything that has ever inspired or motivated me. We identify, build and support the businesses that will define the music, media and entertainment industries of the 21st century. We also work with creative talent. It's incredibly exciting, very hard work, but immensely rewarding...every single day I use legal, entrepreneurial, business, strategic and creative skills... we're wildly optimistic about our prospects, though we acknowledge the degree of risk and amount of hard work ahead.

Challenges

Probably the greatest challenge was overcoming a very serious health crisis in my mid-thirties that seemed to turn my world (and that of my family and close friends) completely upside down. I think what I had to learn was that there are only so many things in life I can, or should even try or attempt to control... and that I needed to worry about, to focus on the things I can in fact control. Overcoming the illness, but also resuming my professional career after the two disruptions illness caused also required me to learn to trust and rely upon others more than I had during my days of a headstrong, self determined corporate lawyer. The other challenge for me was having the courage to pursue entrepreneurship, to leave the safety of corporate America and start something new... even for the most creative of minds, it can be very difficult after years of relative safety and

**Mentors**

Ann Fudge, Vernon Jordan, Sam Butler, Bob Joffee and Allen Parker. They've been absolutely instrumental in helping me to get this far. I half suspect that everything I'm doing now is directly connected to their gentle nudges over the last twenty years. I'm truly blessed to have had each of these amazing individuals in my corner.

Turning Point

I think life is episodic, so there have been a series of turning points. Without question going to Interlochen Arts Camp as a teenager... being surrounded by others who shared my passion for and commitment to the arts, gave me confidence and inspired me with all kinds of thoughts as to what life might be like. It also focused my ambition. Attending Barnard was where I discovered who I am and what I'm capable of... beyond those two events, the most significant turning points to date were recovering from a serious illness and deciding to start my own company.

Goals

Joy and happiness! I started my own company this year, and am also COO of another start-up, appLOUD.co, a live music platform. So my immediate goals are to get both of these businesses stabilized and productive. To achieve revenue benchmarks and a healthy rate of growth, but also to build businesses that shake up and transform the creative industries, having a huge positive affect on culture, hopefully uplifting and inspiring our shared and individual humanity. To create a viable business model where artists are well compensated for their work, and fans have a bevy of high quality music and entertainment to enjoy and inspire them. Beyond my business goals, I'd love to get married and start a family. I'm sure my parents would love that as well. And beyond those aspirations remain being a good daughter, a loving sister and friend. And maybe playing bass for Prince.#

security to turn your life upside down... how did I get there? One day, I woke up and literally said, I don't have time to be afraid. Let's get going. And I haven't stopped moving since.

Accomplishments

This is a pretty tough question oddly enough. I'm very pleased with having had the experiences of advising elected officials and senior executives, but I don't really consider that an accomplishment. And it is way too early to suggest I've succeeded as an entrepreneur, that story is still being written. I suppose my greatest accomplishments rest in having mostly been a good mentor, having helped others to accomplish and realized their goals and dreams, that, and perhaps being a good daughter. As far as professional accomplishment goes, I'm still very much a work in progress, so am reluctant to cite professional accomplishments at this point... there's still much more to do.

Hunter Alumna Mildred Dresselhaus Receives Presidential Medal of Freedom

Eminent scientist and Hunter alumna Mildred Dresselhaus (HCHS '47, HC '51) received the Presidential Medal of Freedom, the nation's highest civilian honor, at a White House ceremony recently.

"Growing up in New York during the Great Depression, this daughter of Polish immigrants had three clear paths open to her: teaching, nursing, and secretarial school," said President Obama. "Somehow she had something else in mind. She became an electrical engineer, and a physicist, and rose in MIT's ranks. She performed groundbreaking experiments on carbon and became one of the world's most celebrated scientists. Her influence is all around us, in the cars we drive, the energy we generate, the electronic devices that power our lives.

"When she arrived at MIT in 1960 only 4



percent of students were women. Today almost half are. A new generation walking the path that Millie blazed," said Obama.

Dresselhaus is a professor emerita of physics and electrical engineering at MIT. In its announcement of the 2014 medalists, the White House called her "one of the prominent physicists, materials scientists and electrical engineers of her generation," and recognized her for "deepening our understanding of condensed matter systems and the atomic properties of carbon, which has contributed to major advances in electronics and materials research."

Much like Hunter President Jennifer Raab, Dresselhaus is a forceful advocate for women in science and engineering. She cites another Hunter alumna, physiologist and Nobel laureate Roslyn Yalow '41, as a significant influence

and early inspiration. In fact, Dresselhaus has said, taking Yalow's class at Hunter changed the course of her life. President Raab has noted that Hunter College is a trailblazer in training science professionals, particularly women and minorities from the New York City school system.

Upon graduating summa cum laude, Dresselhaus won a Fulbright Fellowship to work in a major laboratory at Cambridge University. She went on to earn a master's at Radcliffe and a doctorate at the University of Chicago.

Dresselhaus has received many top prizes, including the National Medal of Science and the Enrico Fermi Award. She has chaired the governing board of the American Institute of Physics, and has served as president of both the American Physical Society and the American Association for the Advancement of Science.#

WOMEN SHAPING HISTORY

LINDA R. MACAULAY:
RESEARCH ASSOCIATE, CORNELL LAB OF ORNITHOLOGY

By JOAN BAUM, Ph.D.

Although the American Bald [old word for white] Eagle became the nation's official symbol in 1787, and although it's a raptor, meaning a bird of prey, Linda R. Macaulay, one of the world's foremost recorders of bird sounds, Research Associate of the Cornell Lab of Ornithology and 40-year member and philanthropic supporter of the field is happy that this once-endangered species is our national symbol and not the turkey, which Benjamin Franklin had proposed. She's also happy that one of her daughters, watching "Jeopardy" one evening when bird categories was the subject "got every answer right." Macaulay knows her way around birds, lots of birds, all over the world, and she also knows her way around enterprises and institutions that promote science education, though her particular interests for some time now have been enhancing the lab with a hope of advancing research in science that will attract more young people, especially women.

Though most high school students know nothing about the field or its career opportunities, ornithology could well be one of the most important research areas in years to come, as identifying bird species all over the world is one way of learning about habitats, other cultures, and working with local governments. As the mission statement of the lab puts it, "We use science to understand the world, to find new ways to make conservation work, and to involve people who share our passion." For sure, Macaulay is one of the most passionate around, proud of what she has been able to do in recording bird sounds and in continuing that work (always "an adventure"). Much of her work is in still relatively unexplored parts of the world, where there are many species most Americans will never get to see—starlings, warblers, plovers, the shoebill (go online and see why it's so named), all habitat specific. Bird sounds, Macaulay notes, are used by scientists to assess the biodiversity of landscapes, and recording them is a good way to combine travel and research, not to mention providing an unusual opportunity to get close to lions and hippos. She recently was in Peru and Chile and last year in Oman. Key, of course, is going to places that have relatively stable governments and working with local guides.

A bio major at Beaver College (now Arcadia) Macaulay became enamored about birds after going on field trips in college and being mentored by particular teachers. But she loved bird watching as a child and recalls how she enjoyed hiking with friends and family, spotting species. With that joyous past no doubt influencing her, Macaulay associated herself with a free summer camp-cum-course at Cornell that had been established for mainly public-school youngsters interested in bird watching. Students come from all over the country. How do the kids find



out about the camp? Social media! They network, Macaulay says (raptors tend to capture the imagination of the boys). The camp is particularly important because, as Macaulay points out, bird watching is not part of school curricula. But it does promote valuable skills such as close observation and listening. Mentors taught her to listen to bird sounds over and over again, maybe 200 times, to persevere. Her record is extraordinary, especially of "first cuts" – particular bird sounds captured for the first time. She has hundreds of first cuts to her credit, now part of The Macaulay Library of Sound at the lab that has over 100,000 bird sounds which can be heard not only at the lab but some also at The Bronx Zoo and The Museum of Natural History. Macaulay has contributed close to

6,000 recordings of 2,688 species.

How to make bird watching and related research relevant to city kids? The lab has various programs, including "All About Urban Birds." Other ways of engaging kids and reaching science teachers involve pairing up with organizations such as the Scouts or various community groups, and going to science fairs. She also enthusiastically supports another lab program that connects a birdseed company seeking endorsement and with getting bird houses and feeders into classrooms. Her husband Bill, who had been a student at Baruch College, wanted to give smart students with limited opportunities as great an education as he had. Thus was born the Macaulay Honors College, giving the future leaders of New York the opportunity to improve life in New York City. "Rebuilding the quality of education at CUNY with the Honors College as a flagship expands opportunities for all New York students, she points out. "Our students will be the future leaders of New York with most of them staying in New York City to work and live for the rest of their lives. They have incredibly diverse backgrounds, come from many cultures

and walks of life, have a great awareness of the rest of the world and are not U.S. centric, which is a huge advantage in our global world these days." Each Macaulay Honors student gets free tuition for four years and a \$7,500 stipend to do whatever they want and go wherever they want, including two all-expense paid trips to Europe, and a computer.

Macaulay's reach beyond the lab is manifest in the numerous organizations to which she belongs. A trustee of Cornell University since 2010 and an officer and member of many of its governing and academic committees, she is also a member of the board of the American Museum of Natural History (its vice chair since 2009), where she works closely with its Ornithological Department. Since 2011, she has also been a member of the research-oriented Rogosin Institute in NYC which is affiliated with New York-Presbyterian Hospital and Weill Cornell Medical Center, and provides care for patients with kidney disease, as well as for cancer and diabetes. Might a pet therapy program be down the line? With birds, of course. #

Please see page 9 for MacCaulay Honors students and their reflections.

Governor Cuomo: What are you afraid of?

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WOMEN SHAPING HISTORY

JOYCE B. COWIN:
REFLECTIONS BY FRIENDS**Jennifer Raab, President, Hunter College**

Joyce is living proof that you don't always have to be in the classroom to have a profound impact on the lives of students and the ways they learn. At a time when teachers are under attack and labeled as the problem rather than the solution – at a time when schools struggle to make ends meet and philanthropists give to other more fashionable or high-profile organizations and charities – Joyce remains firmly committed to the cause of education. She has said that her life in education is not a profession – it's a calling – and she has proved it by devoting her career to making quality education accessible to all. She believes that there is nothing more important in this world than a good education – and she puts her time, her intelligence, her creativity, and her money where her mouth is.

Joyce's lifelong association with Teachers College has led to some of New York's great advancements in the field. From helping to found and fund East Harlem's Heritage School for the arts to her one-of-a-kind Financial Literacy Project, Joyce has found unique ways to do more than give. She creates. Joyce figures out what's missing from students' lives and works to fill in those gaps.

The Financial Literacy Project is the perfect example. With brilliant foresight, Joyce has found a way to help ensure that the economic crisis of the last several years never happens again. Unlike most of Washington and Albany, Joyce understands that the key is education – arming the next generation with the knowledge to protect themselves and to act against the circumstances and policies that have left so many poor and homeless.

Joyce is part of a family legacy at Hunter that began with Joyce's mother, Sylvia Berger. Sylvia was already an acclaimed lawyer – and one of the first women to graduate from NYU Law School – when she came to Hunter to take a Russian class so that she could read the great Russian novels in their original tongue. According to her teachers, Sylvia was the best student they ever had. The respect was mutual, and Sylvia continued to take classes at Hunter until the age of 96.

Joyce has honored her mother's devotion to Hunter by sponsoring student scholarships in her name, passing on the gift of education just as her mother had passed it on to her. It was Sylvia, after all, who encouraged Joyce to attend Teachers College and pursue a career in education.

There's a wonderful motto that she embodies daily with elegance, passion, soul, and charm: the motto of Hunter College – *Mihi Cura Futuri, the Care of the Future is Mine*. There are few who have cared for the future so extensively, wisely, and selflessly as Joyce. She is an inspiration to us all.

**Dr. Louise Mirrer, President, NY
Historical Society**

The New-York Historical Society is transforming a substantial portion of its fourth floor, a 20,000 square-foot open-study storage space, into a cutting-edge permanent history exhibition focused on women's history—the first such educational center in New York City. The new exhibition will use a brand-new environmental storytelling technique that fluidly combines architecture, design, historical objects, and digital media to showcase the fascinating but little-known stories of women, some of whom changed the course of the nation's history, in a stunning and informative immersive experience. We are proud to name the Joyce B. Cowin Gallery of Women's History in Joyce Cowin's honor and in recognition of a major gift to the New-York Historical Society. Joyce has an outstanding record of personal and professional achievement in New York, above all in education and philanthropy, and is a Women's History Maker in her own right. Her mother was also a pioneering female lawyer in New York, so her understanding of the importance of our project is no surprise. The personal stories of individuals profiled in the Joyce B. Cowin Gallery's inaugural exhibition will include one of Joyce's favorites, the story of Katherine Graham, who ascended to the paper's leadership at age 46. As the first female Fortune 500 CEO and without any female role models, she embraced for her company notions of gender equality being espoused by the women's movement, and presided over the Post during the Watergate controversy. Her memoirs won the Pulitzer Prize in 1998. Stories such as Kay Graham's told in the Joyce B. Cowin Gallery will function as pathways into the larger history of

continued on page 17

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WOMEN SHAPING HISTORY

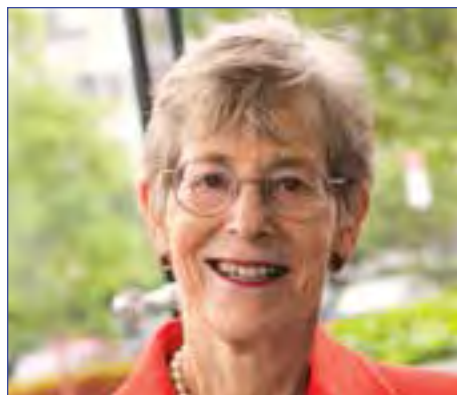
DR. RUTH GOTTESMAN: TRUSTEE TEACHERS COL. & EINSTEIN MED SCHOOL

**Joy in Life and Learning:
The Ruth L. Gottesman Mathematics
and Science Education Scholarship**

Rajwant Sandhu has a keen appreciation for the beauty and fragility of life. A biology major as an undergraduate with a nearly perfect GPA, she loved science and was preparing for medical school. The night before taking the MCATs at the end of junior year, Sandhu was rushed to the hospital with a heart attack. "It was totally unexpected," she reports. One month later, she suffered a stroke. "It was kind of massive," she states. "I couldn't walk; I couldn't write. My education just vanished, and I had to relearn everything, starting with the ABCs."

Sandhu worked hard to recover her physical abilities and lost knowledge. She also underwent a heart transplant, and two weeks later, registered to complete her senior year. "The world felt different to me," she muses. "Now education is my passion because I saw how hard it was to regain what I knew. It's very scary, what happened to me, but I think of it as a blessing. I'm here, and maybe I can make a difference with students, especially when they are having a difficult time. I can share my story to encourage them and to show that hard work pays off."

Sandhu is now in TC's MA program for Science Education. She and Patrick Galarza, an MA stu-



dent in Mathematics Education, are the first holders of the Ruth L. Gottesman Mathematics and Science Education Scholarship. Ruth Gottesman (MA 1952, EdD 1968) has been a trustee since 1990 and is the lead benefactor who established TC's Gottesman Libraries. An Emerita Professor at Albert Einstein College of Medicine, she has long heard medical school applicants say that their interest in medicine "all began with a wonderful biology teacher" or "with a wonderful math or physics teacher." "There's such a great need for teachers who can attract young people to these disciplines," she says.

Galarza agrees. "These are the sorts of things people are going to need to know when they move into the field of business, when they move into the field of engineering and different fields of science," he maintains. "There's also an important element of perseverance that says, 'I need—I want—to figure out how I can understand this better and master this material.'

I think that's pretty important too."

Like Sandhu, Galarza is enchanted by beauty, although his sensibility goes to mathematics and how it reveals the cosmic wheels and pendulums that make the universe go.

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**DEBBIE BIAL:
EXECUTIVE DIRECTOR, POSSE****Career Path**

In 1989, a NYC student who had dropped out of college, made a poignant comment. He said, "I never would have dropped out of college if I'd had my Posse with me." It made sense. Why not send a team, or a group (a Posse) of students together to college? That way if someone grew up in a major, urban center but ended up in a rural college town, he'd be less likely to drop out. The idea was simple but it sparked a movement. Today Posse is about developing a new national network of leaders who represent the great diversity of this country. Posse is not just a college success program, it is a social justice initiative focused on developing young people who can represent the voices of all Americans as they succeed in the workforce and make the critical decisions that will affect us all.

Challenges

Starting a non-profit is a risky business. In the beginning Posse borrowed space from the College Board. We had a little office with just one desk and one computer. Our first check came from the Rockefeller Foundation, \$5,000. That was exciting. But we didn't always have funding. If we were going to grow, would we be able to raise enough money to sustain the initiative? High schools would nominate students for the Posse Scholarship by calling the office phone



number. I would write down their names on a yellow legal pad. I often worried, would we find enough candidates? Vanderbilt University was our first partner. How would we get more partners? The challenges seemed huge in the early years but we always believed that this could work. Today Posse has more than \$80 million in assets. We operate out of ten cities. Our Wall Street headquarters is 14,000 square feet. The 16,000 nominations come in electronically and we have 51 top college and university partners.

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WOMEN SHAPING HISTORY

SUSAN A. COLE: PRESIDENT, MONTCLAIR STATE U.

Career Path

My parents were both immigrants to this country, and neither of them had the opportunity for much formal education. However, both of them worked hard and successfully at educating themselves, and, growing up, it was understood, in our household, without any room for debate, that my brother and I would be well educated. I pursued my education through my Ph.D. without really giving any serious consideration as to what I would do with it. I began teaching at the City University of New York because I was qualified to do that and because I needed to work. That experience introduced me to public higher education and the impact it had on the lives of multitudes of people.

I found that I was a passionate and effective teacher, but I became more and more interested in the policies and practices that governed how public higher education was administered. I have always had an aptitude for managing things, and before long my career turned to administration, and, ultimately, to the presidencies of two public universities.

Running a large public university (Montclair State University has more than 20,000 students) is a tough, all-consuming job, practiced in a volatile, complex, and highly politicized environment, and I love it. Every day of my life, I get up in the morning knowing that what I do that day could have a long-term impact on the lives of tens of thousands of people. Those people are not abstractions to me. I can see them walking across campus, in the library and laboratories, and every day I am determined to improve their chances at preparing for constructive lives. I believe that education is the necessary foundation for democracy, that Thomas Jefferson was right when he said that our nation cannot be ignorant if we wish it to be free.

Challenges

When I look out upon the world, I do not count myself among those people who have had great challenges. I had good parents, access to the public schools and limitless cultural opportunities of New York City, the chance for an excellent education, good health, a good husband, great kids (and now some above-average granddaughters), and, above all, the freedom to shape my life as I chose. I had the chance to do meaningful work, as long as I was willing to make the effort and work hard. Of course, I have had challenges, obstacles, and disappointments, but they have been such as every active and engaged life must bring. If I think about people with 'great' challenges, I think, for example, of the women of Afghanistan. They have had what I would call great challenges. Mine have been just about the right size.

Accomplishments

I am most proud of the transformations I was able to achieve, principally at Montclair State University, but also in public higher education more generally in New Jersey and elsewhere. As



I look back on my presidency at Montclair State I see: enrollment increased from 12,000 to 20,000; degrees granted increased from 2,200 a year to 4,500; hundreds more highly qualified faculty; about 1 million more square feet of educational facilities; large numbers of new academic programs and increases in important research initiatives; and many new services and programs to support student success. All of these accomplishments occurred during a period of substantial disinvestment in public higher education by the state. The University was not asked or required to succeed; it did so because I was able to help the talented and capable people who comprised this University community to find a common moral center and larger purpose, assuming, as my mother taught me, that everything would be achieved through our own efforts, building for the students and the world they would inhabit. I am proud of that. It all would have been easier with adequate support and we would have been able to do even more, but I am proud that the absence of that support never stopped us.

Mentors

In my personal life, my mother who, starting with very little, worked hard to create a decent life for her family and who taught me how to work, how to be smart, how to be courageous, and how to take responsibility for my own life and for my family. My mother taught me to assume that everything I would do or have would come from my own efforts.

From public life, I have been inspired by and admired the accomplishments of many courageous women, among them women like the great Eleanor Roosevelt, the social reformer Jane Addams, and the controversial, but brilliant anarchist and philosopher, Emma Goldman.

Turning Point

There were three turning points in my life. The first was the day I stepped into a classroom as a professor, when I stopped taking education for granted. The second was the birth of my first child, when I realized my life would never again be wholly my own. The third was the first day of my first university presidency, when I felt, yes, now I can start being who I

JOLYNE CARUSO: INVESTMENT BANKER

Career Path

My Wall Street career started quite accidentally and reluctantly, since I had no desire to pursue a career in business. My father got me my first internship at Bear Stearns in the summer of 1977, when I was on my way to Barnard College to study writing. Throughout high school, I intended to pursue a career in journalism, but once I landed on a trading desk, the excitement of the floor and the fast pace of the business was enticing. After 4 years of writing in college and working part time at Bear Stearns, I was offered a full time job in the Equity sales division. That began a long and very successful career that has culminated in me starting my own firm, The Alberleen Group, an investment banking and merchant banking company.

Challenges

I realized at a very young age that there were hardly any female role models on Wall Street and that my journey was going to be a lonely and challenging one. My first encounter with the inequities of being female in a highly male-dominated business occurred when my male peers were awarded Associate Director and Managing Director titles, when I was in my 20s. I quickly discovered that I had to fight for my promotions, and work harder to demonstrate my contributions. As a commission-based salesperson, I learned to "ask for the order" an invaluable lesson that has served me well throughout my career. Decades later, I hit the proverbial glass ceiling while at Lehman Brothers where I ran the global hedge fund business and was not considered for a major division job. It was then that I realized, in order for me to be truly happy and fulfilled in any future career on the street, I had to start my own firm. In early 2010, I wrote a business plan, raised all the start-up capital and launched The Alberleen Group.

Accomplishments

I am so proud of all the fabulous women that I have hired, trained, mentored, coached and who now have very senior roles in finance. As a "woman who helps women," I am most proud of all the women who have succeeded and exceeded

was always meant to be.

Goals

At my point in life, my past has become a somewhat larger landscape than my future, but, as a genuine "be here now" product of the sixties, I still enjoy taking each day as it comes and giving it everything I've got. So my goal is to continue to build a rich and sustainable educational asset for my tens of thousands of students and the hundreds of thousands who will come after them. After decades of work, my optimism and energy remain surprisingly undiminished. As I once said many years ago, I remind myself of that great American intellect of the 20th century, Gracie Allen, who said: "They laughed at Joan of Arc, but she went right ahead and built it anyway!" #



me in business. I hope this is among my greatest legacies.

My mentors

One of my most cherished female mentors was my paternal grandmother- Josephine Caruso. She barely graduated high school, raised a family while working part time as a factory worker and at the age of 92 she "retired" from Estee Lauder because the factory moved to a distant location. She possessed a tireless work ethic, valued family above everything else and she truly loved and relished life, with all its disappointments and joys. When she died at aged 96, I vowed to keep her spirit and strong attitude every day of my life.

Turning Point

The turning point in my life was when, after 17 years together and 10 years married to my husband, we decided to have children. In my mid-to-late 30's I had a son and daughter, and they helped me become a better person and manager. I became more patient, much better organized and empathetic. Their births also resulted in making some very difficult, life-altering decisions for our family. After my son was born, my husband retired from a successful career in law and became a stay at home Dad at 37 years old. He truly was a pioneer and while we were criticized by many for the decision, it was one of the best choices we made in our marriage. I became the breadwinner, and also had the freedom and luxury to pursue an amazing career without constantly worrying about what was happening at home. It was a turning point in my career and in our lives in which we have been blessed by two fabulous children and a happy 30 year marriage.

Goals

My goals in business are to build a truly differentiated investment banking firm- one where the bankers have the freedom to build their own businesses in an entrepreneurial environment and where there are no biases and stigmas that are prevalent on Wall Street today. For my life goals, I hope to combine my business ambitions with my deep philanthropic desires and to be able to meaningfully contribute to organizations like Barnard College that help shape and develop outstanding women today. #

WOMEN SHAPING HISTORY

RACHEL AIN: RABBI, SUTTON PLACE SYNAGOGUE

Career Path

I have been a congregational rabbi for 10 of the last 11 years. The commitment to take on these positions (7 years in Upstate NY and now close to 3 in NYC) are a result of the inspiring people that I met from childhood through rabbinical school and the personal interactions that I had with them as well as my experiences traveling to Poland, Israel, Berlin, and around the United States in peer communities. I was fortunate to be raised with a deep love for the Jewish tradition and the Jewish community. Becoming a congregational rabbi was my way of maintaining that connection, being a part of people's lives across the age spectrum, each and every day, and adding my own voice to the sacred tradition while being an advocate for improving the world. The ability to serve as a link (though not an intermediary) between people and the wisdom of Judaism, at all points in the lifecycle and throughout the calendar year, is a privilege that I do not take lightly.

Challenges

Even in the 21st century, there are still assumptions about what a leader looks like and often a young woman is not that vision in religious communities. While overall, gender has not been a barrier to my professional advancement there have been a number of moments where gender played a role in initial assumptions by others regarding my ability to balance being a mother and a rabbi as well as breaking down stereotypes about whether or not the Rabbinic voice could emanate from a woman. I overcame these challenges by persisting, by working hard,



caring deeply, and forming relationships with individuals. I also, gently, challenged people to look at their assumptions—why were they making them, what was the risk, and what was the reward. I was fortunate that my congregations were open to this idea and they could let me in, and not worry about what my gender was. That being said, I am a very proud mother and wife, two parts of my identity that people were fearful would conflict with my rabbinate. I love my husband and children deeply and I am conscious that to be the best family member as well as Rabbi that I can be I need to be aware of how I am highlighting different parts of myself at the appropriate moments.

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

KATHRYN WYLDE: PRES. & CEO, PARTNERSHIP FOR NYC

Career Path

Early in my career, I worked with local non-profit organizations and experienced the difficulty of trying to get better housing, health care, education and other services for low income communities that had little political power or financial clout. In 1981, David Rockefeller announced his intention to organize powerful business leaders to work with government, labor and others to tackle some of these tough issues. I volunteered to prepare a plan for how the banks and businesses could help rebuild distressed areas and was hired as one of the first employees of the Partnership for New York City. For almost 35 years, I have had the opportunity to bring the resources of the business community to help deal with the biggest challenges facing the city and its communities.

Challenges

There is a serious lack of trust in “big business” and “Wall Street” that can make it dif-



ficult to forge effective partnerships with other sectors. Fortunately, New York City is full of business leaders who are willing to spend time developing relationships and who have a genuine commitment to creating opportunities

CHARLENE HAN POWELL, PASTOR FIFTH AVENUE PRESBYTERIAN CHURCH

Career Path

In college, I was greatly inspired by my faith tradition and the way it impacted all areas of my studies. I ended up changing from pre-law to a religion major and explored many different religions. Ultimately, I felt called to pursue a career in the religious field which ultimately led me to attending seminary. During that time, I interned at a church and fell in love with parish ministry. I love being able to interact with people as they are on their own faith journeys and provide support, encouragement and education. My greatest inspiration for being a minister is being able to help people engage with the divine and lead fuller lives because of that relationship.

Challenges

When I initially explored the possibility of being an ordained minister in the Christian church, I was met with a lot of negativity and pushback. There are passages in the Bible that seem to indicate that women should not be leaders or teach in the church and so it was from that place that I was being told that I shouldn't pursue ordained ministry. At first, this caused me to question whether or not God had actually called me to this profession or if I was going down a dead end path. So for several years, I simply pursued my religious studies without thinking further about ordination. It was during my exploration of other faiths that I became certain that there was nothing about my gender that made me less capable and worthy of being a minister. With that new conviction, I pursued my studies with a new sense of purpose and intentionally surrounded myself with people who wanted to empower my voice rather than suppress it. Even as an ordained minister, I still face this challenge, but I never let it limit me. I use whatever limitations are put before me to push me to be even greater.

Accomplishments

I am proud to be the first woman of color to be called to and ordained in a tall-steeple New York City church. For as diverse and progressive as New York City is, the church is not reflective of these great things. I realize that my race and gender are not an accomplish-

ment, but I am proud that I pursued something that hasn't been available to my peers in the past. My hope is to encourage more young women of color not to be afraid of becoming ordained ministers and going after the jobs they feel called to.



ment, but I am proud that I pursued something that hasn't been available to my peers in the past. My hope is to encourage more young women of color not to be afraid of becoming ordained ministers and going after the jobs they feel called to.

Mentors

My most influential mentor is my great grandfather. While I never actually met, his story has inspired me my entire career. He was one of the first ordained Presbyterian ministers in Korea before it was divided. He came to the Christian faith after the Presbyterian Church sent missionaries to Korea to teach and convert the natives. After setting up a church and a seminary, my great grandfather was adamant that the missionaries should return to their homes so that the Korean church could be distinctly Korean. I am always aware that the ministry I do is in the unique context of the place I am doing it. My great grandfather has taught me that.

Turning Point

The most significant turning point in my life was the birth of my daughter. To be honest, I was terrified to have a girl. I know firsthand how hard it is to be a woman from the horrors of middle school to the hardships of adulthood. I felt a greater responsibility to be a good and positive example to my daughter and didn't know if I would measure up. Since she was born, I have simultaneously learned how important my profession is and how unimportant it is. I hope that my daughter will look at me and see that she can be anything she wants to be, but I also hope that she knows that family always comes first. Being a mom has shaped me in ways that I could have never imagined and has also made me better at my job.

Goals

My goals for the future are unclear. I know this much. I want balance in my life. I do want it all, but I know that I can't have it all at the same time. My only goal for my future is to continue to pursue excellence in my job and to be available as a wife and a mom. I am eager to go wherever that path takes me!#

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WOMEN SHAPING HISTORY

ERMINIA CLAUDIO: COUNCIL OF SCHOOL SUPV. & ADMINS.

Career Path

For as long as I can remember I wanted to be a teacher. As early as kindergarten, I would come home from school and write on the walls of my bedroom with chalk. My mother would get furious with me, but that never stopped me. Each day I would read aloud to my silent audience of dolls and stuffed animals, perhaps it was my way to escape from some of the harsh realities of my life at that time.

At the age of 14 I had my first job with the Neighborhood Youth Core Program. One requirement for employment as a youth worker was that you had to come from a low income family. I was assigned to a camp that was located in one of the highest crime areas of

Staten Island. As I look back, I fondly remember spending countless and joyful hours with children who came from a common background similar to my own, reading books, taking trips to the park and walking several miles to the local public pool.

In addition to this early experience, I worked every summer either in camps or youth programs.

In HS I joined the Future Teachers' Club.

Challenges

My dad died unexpectedly when I was 2 and my sister Clara was 5. It was a very difficult time for my mom, my sister and me. For several years we were transient, moving from apartment to apartment. At the age of 5 we moved



to a low income public housing development. Growing up my mom did the best she could; she was tough, demanding, but loved us. While my childhood was not storybook, I credit my mother for instilling in me wholesome values. I believe that the primary reason I am the person I am is directly related to my experiences living in low income housing, strong work ethic and the determination to make a difference in the lives of children.

At the young age of 19, I married the love of my life, Fredrick Claudio, and had my first daughter Justine at the age of 20. I finished college with her literally in a knap sack. At the age of 21, with a one year old, 24 credits shy of a degree; I secured my first teaching job at Our Lady Help of Christians (parochial school). There were 50 students in my class. I went to college at night and weekends and completed my degree at the end of the summer term. The intensity and scope of these responsibilities and having extremely limited income at this young age were at times overwhelming. But I was determined to continue to follow my

dream of being an educator.

When I was 32, a mother of two daughters, ages 3 and 13, my husband Fred was diagnosed with stage four lymphoma. After seven intensive years of therapy, Fred passed in 1996. At the age of 39 I was a widow. It was essential for me to meet all the responsibilities of single parent, especially because of the experience I had growing up without a father. I wanted so much more for my daughters.

A year prior to the passing of my husband, my eldest daughter Justine was in a near fatal car accident. Following the accident, my daughter needed several extensive surgeries and physical therapy that spanned the next several years. The concurrent events of my late husband's illness, his death and my daughters many medical needs were again at times overwhelming. It seemed that my whole world had turned up side down. Through this very difficult time the only constant was my love for my daughters and my dedication to my students. I buried myself in my work and continued my passion for teaching.

Accomplishments

If I have been successful, it is because I truly believed that every position I held was the most important.

Raised two loving, strong, intelligent and successful young women Justine and Jenna. I have two grandchildren, Jillian and Shaun and they are the light of my life! Two wonderful sons-in-law.

Lifelong educator - I worked my way up the ranks - teacher, staff developer, Regional Instructional Specialist, Principal, and Community Superintendent.

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

Julia Gillard, Former Australian PM: 90th Stephen A. Ogden Jr. '60 Memorial Lecturer at Brown U.



Julia Gillard, prime minister of Australia from 2010 to 2013, delivered the 90th Stephen A. Ogden Jr. '60 Memorial Lecture on International Affairs recently. As prime minister, Gillard developed Australia's landmark policy paper on its role in the Asian Century. In her talk, "Engagement in the Asian Century: The Opportunity of Our Lifetime," Gillard discussed strategic, economic, and leadership challenges as Asia rises and the lessons essential to national success in the decades ahead.

Julia Gillard was sworn in as the 27th prime minister of Australia in June 2010 and served in that office until June 2013. She had previously served as deputy prime minister and minister for education, employment and workplace relations and social inclusion.

During her time in government, Gillard delivered nation-changing policies including the reform

of Australia's education system; creation of an emissions trading plan; improvements in the provision and sustainability of health care, aged care, and dental care; the nation's first national plan to care for people with disabilities; and the restructuring of the telecommunications sector, including construction of a national broadband network. In foreign policy, Gillard worked to strengthen Australia's ties with many countries, including the United States, China, India, Japan, Indonesia, and South Korea.

She is also an honorary professor at the University of Adelaide. Gillard's book on her service as prime minister, *My Story*, was published by Random House in October 2014. Gillard completed tertiary studies at Adelaide University and received degrees in arts and law from Melbourne University. #

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CD Release Concert
Peter Norton Symphony Space - 4/24 - 7:30

Gene Ess & Fractal Attraction
Album Release Celebration
DROM - 4/26 - 8:30





EDUCATION UPDATE PRESENTS

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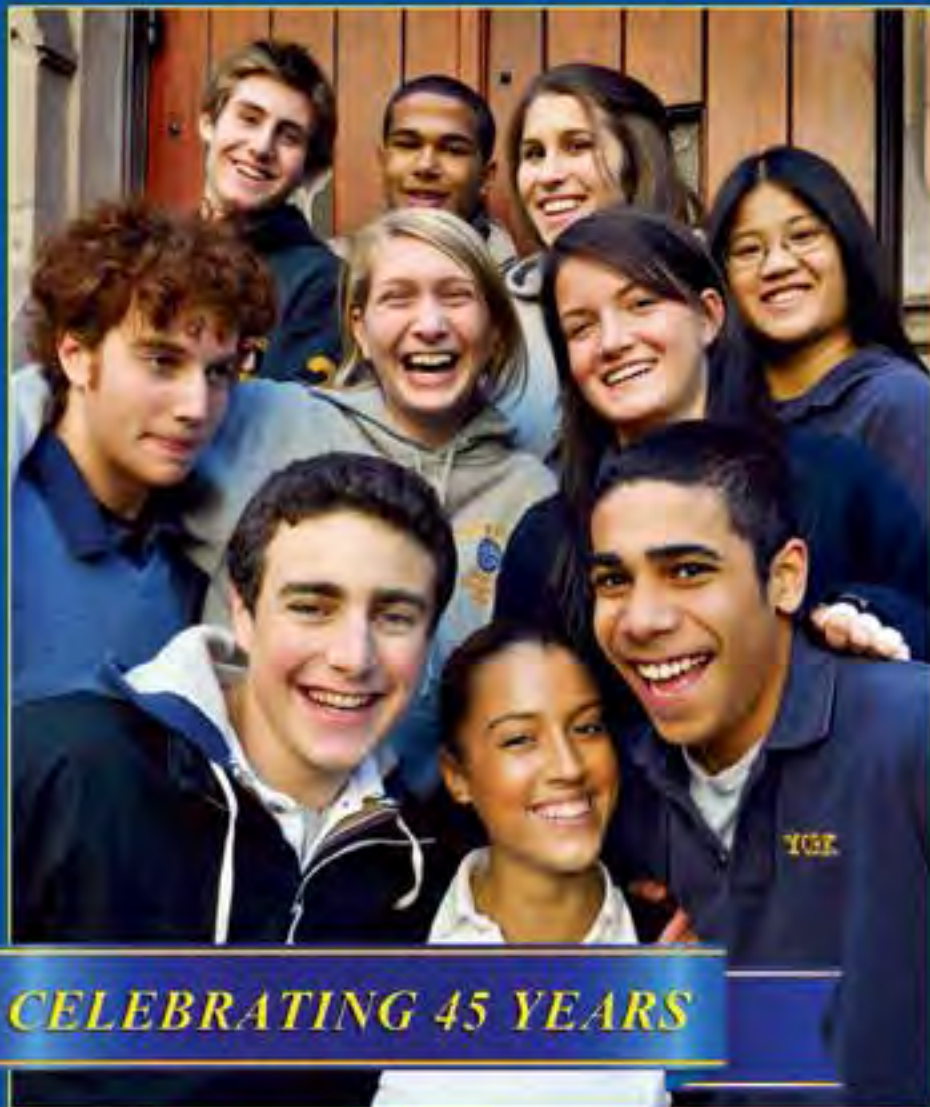
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Joyce Cowin

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women's rights, labor movements, and the fight for equality, with the ultimate goal of energizing public understanding of women's history with the rediscovering of women who are often forgotten but who managed to produce incredible change over a short period of time. The new Joyce B. Cowin Gallery of Women's History will be located adjacent to our new women's history theater and film.

Dr. Peter Dillon, Superintendent of Berkshire Hills Regional Schools

Joyce Cowin is a remarkable woman. We met first 17 years ago when The Heritage School, collaboration between Teachers College and The New York City Department of Education, was founded by Professor Judith Burton. Joyce was engaged from day one. She saw the arts as transformative and worked hard to support students having access to rich cultural and artistic opportunities. She cared deeply about partnerships and supported opportunities at MOMA, The Whitney, The Studio Museum of Harlem, The Guggenheim and ICP. She wanted students from Harlem and the Bronx to feel at home in great museums and have a sense of ownership. They did.

Joyce showed skills in connecting across multiple contexts. Joyce was a regular pres-

ence in the School; she was not a visitor because she knew students well. Every Valentine's Day, she gave every student an ivy plant and spoke about college aspirations. She was often at shows and performances and shared a graduation prize in her mother's memory. Joyce was a strong advocate for Heritage, its students and staff at Teachers College. She had the Presidents' and Board of Trustees' ears and she insisted that we all be creative in setting students up for success. At her urging, Board meetings were held at the School. The school had a high graduation and college acceptance rate. The school also received significant grant support for summer and afterschool programs.

Joyce's legacy is in showing that exceptional learning can happen when students are afforded exposure and opportunities to grow. The arts provide a wonderful frame for that development. Joyce played an instrumental role in support the school's mission and working to provide rich cultural and artistic opportunities for students. She cared deeply about students and visited classes often.

Joyce is a great example of someone who cares deeply about kids, who invests in them and who uses her relationships to bring others to do the same. New York and all of us are better because of Joyce.

Dr. Peter Dillon was the principal of The

Heritage School from 2002 to 2006.

Juan Carlos Reyes, Graduate Of The Heritage School



The Heritage school shaped my future in a way that I never imagined. Prior to enrolling at the Heritage School I attended two big NYC high schools. My time at these schools was an absolute waste, and that is not an understatement. Somewhere in the transition from middle school to high school, I lost my passion for learning and, like many of my peers at the time, I found alternative activities during school time. By the end of my sophomore year, I had been suspended, expelled, and had cut class almost every single day which resulted in a year that culminated in two high school credits. As the academic year ended and after a positive Outward Bound experience, I began to realize that I wanted to do better. The problem was that I did not know how I could change my life around particularly when most of my peers were in the same boat as I was-- discouraged, distracted, and without a clear vision of the future.

Fortunately, I had a close relationship with Arthur Levine, who at the time was the President at Teachers College Columbia

University. He recommended that I speak to Peter Dillon, who was then the AP at the Heritage School. Peter Dillon took the time to listen to my story and he expressed a vote of confidence that I will never forget. I remember his words as if it were just yesterday: "sometimes people need a second chance, sometimes a third, or even a fourth chance". His vote of confidence meant the world to me. That, coupled with a small learning environment, kind caring teachers and a martial arts instructor who became my mentor, helped reshape my academic journey. It has now been almost 11 years since I graduated from the Heritage School. I now hold a BA in Political Science from Baruch College--CUNY and an MA in higher and post secondary education from Teachers College Columbia University.

I worked for President Susan Fuhrman in Teachers College from 2006-2013. During this time I had the opportunity to meet Joyce Cowin. We've talked about the Heritage School extensively and she knows how proud I am to be a Heritage Alum. I also had the opportunity to thank her in person for believing in the Heritage School and its vision. Mrs. Cowin invested in a school that she knew would succeed. She knew that the students the Heritage School served deserved a better shot at life and sometimes that shot is all a 14 year kid needs before he reaches for the stars.#

Kathryn Wylde

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ates have made a huge contribution to improvements in the city's most distressed schools and will continue to do so. Taking part in rebuilding the city's burned out neighborhoods was particularly rewarding because it restored a middle class in the city and gave homeownership opportunities to thousands of families that, as a result, have shared in the economic benefits of renewal. It also launched the city's affordable housing industry, including dozens of minority and women-owned firms. Finally, in my role with the Partnership Fund, we contributed to the emergence of New York as the global capital of digital media and a center of entrepreneurship and innovation. These were accomplishments that required the participation of many people and institutions, but I was privileged to be part of.

Mentors

Everyone has teachers who have influenced their lives, and I had several, most importantly in grade school and in college. Then there were many professional mentors, men and women, who have offered their advice and

support throughout my career. One I would mention was the late Frank Macchiarola, a former schools chancellor who became the first President of the Partnership (the job I have now). Frank encouraged me to stay true to my personal values, but work in partnership with people who had very different points of view. He also knew the importance of humility.

Turning point

I grew up in the Midwest and came to New York City the summer after my freshman year in college to work in a day camp for poor kids in Brooklyn. They say New York City is full of people who did not fit in where they grew up and that was definitely true for me. Coming to the city was life-changing. Things that got me in trouble in Wisconsin -- being direct, rebellious, high intensity -- were assets in the city. I was smitten.

Goals

My professional goal is to ensure that New York remains the global capital of commerce, finance and innovation, despite growing competition and new challenges. My personal goal is to stay healthy and spend more time in Puerto Rico, where my husband has lived for many years and the sun shines brightly.

EDUCATION UPDATE PRESENTS

FOURTH NEW YORK CITYWIDE SPECIAL EDUCATION CONFERENCE

FOR TEACHERS, ADMINISTRATORS, PARENTS & STUDENTS

EDUCATION UPDATE is proud to honor the following young people who have overcome enormous odds and provide an inspiration for the rest of us.

They are receiving an award at our Special Education conference on Saturday, March 24, 2015 at the Weill Cornell Medical Center.

WE SALUTE THEM.

Helena Lubin

Molly Roberts

Ellie Katz

Diana Bilezikian

Abigail Lanier

Juan Carlos Reyes

EDUCATION UPDATE salutes Dr. Dick Traum for founding the Achilles Society. Please visit <http://youtu.be/udpkHUok2ik> to see the Achilles Society in action.

For more information and to register for the conference, visit: www.EducationUpdate.com/special



The Startling Case of the Dyslexie Font

By DR. JOHN J. RUSSELL

Paul Simon said it well in his song “The Boxer” (1968): “A man hears what he wants to hear. And disregards the rest.” While there are almost endless examples of this type of myopia in every field, education tends to be particularly prone to the shortsightedness of substituting anecdote for evidence. Fueled by a remarkable amount of positive media coverage, the Dyslexie font has the potential to make inroads into education in spite of a glaring lack of research support.

The Dyslexie font was created by the Dutch graphic designer Christian Boer with the intended purpose of making reading easier for people with dyslexia. Boer, a self-identified dyslexic, began work on the font in 2008 while he was studying at the Utrecht Art Academy in the Netherlands, and the design of the font eventually became his graduate school project. While the Dyslexie font has been around since 2008, it did not take off as a media darling until November of 2014, when it was featured at the Istanbul Design Biennial. A blizzard of publicity followed. The New York magazine feature, “The Approval Matrix,” rated the Dyslexie font as somewhat “highbrow” and “brilliant” (November 17-23, 2014). The on-line magazine Slate reported, “Designed to make reading clearer and more enjoyable for people with dyslexia, Dyslexie uses heavy base lines, alternating stick and tail lengths, larger openings, and semi-cursive slants to ensure that each character has a unique and more easily recognizable form” (November 10, 2014). The Guardian of Great Britain (demonstrating a lack of understanding of the true nature of dyslexia) got on the bandwagon saying, “Watching letters float and twist across a page, flipping and jumbling with gymnastic abandon, can be a daily frustration for readers with dyslexia. But the restless characters might soon be tamed thanks to a new font”, and that Boer, “...has put all 26 letters of the alphabet through a finely-tuned process of adjustment to weigh them down and make it harder for similar letters to be confused” (November 12, 2014). The Dyslexie font was also the subject of reporting on NPR radio and CBS television, and quickly began to trend on social media outlets like Facebook.

Supported by this positive media coverage, Boer’s website proclaims that, “Traditional fonts are designed solely from an aesthetic point of view, which means they often have characteristics that make characters difficult to recognize for people with dyslexia. Oftentimes, the letters of a word are confused, turned around or jumbled up because they look too similar.” His website also posts, “Representative research among many dyslexics has shown that the font actually helps them to read text faster and with fewer errors.”

The only problem with these glowing reports and enticing promises is that there is scant evidence to support them.

Actually, the evidence is far less than scant.



On his website, Boer has a section called “Research.” One of the principal sources of the evidence listed there, that supposedly supports the Dyslexie font, is the paper that Renske de Leeuw (2010) wrote as part of her graduate school program. There are several significant problems with this research. For example, the sample was compromised in a number of ways. It consisted of a small number (43) of adult (ages 19 - 25) Dutch-speaking dyslexics and non-dyslexics who attended the same university as Leeuw.

All of these factors severely limit the ability to generalize from the results of the study. Most astonishing are the conclusions that Leeuw reaches based on the results of her study that examined four hypotheses. Three of the hypotheses dealt with reading speed and accuracy differences, which was produced by the Dyslexie font in dyslexic and non-dyslexic participants. She concluded that the results of this study did not confirm two of her hypotheses: “The results indicated that neither the dyslexics [sic] nor the normal readers did increase their reading speeds significantly while reading the words on the EMT and Klepel with the Dyslexie” font.” EMT and Klepel are the instruments that were used in this study to measure reading speed and accuracy. The results directly contradict the claim on Boer’s website that with the Dyslexie font, “Reading is faster, easier and, above all, more enjoyable.”

The second hypothesis in the study predicted that reading with the Dyslexie font would allow dyslexics to read more accurately. The results provide conflicting (scant) support for this hypothesis. Leeuw found that while dyslexics made fewer substitution errors with the Dyslexie font, they made more guessing errors.

Another study cited on the Boer website was conducted by Pijpker and reached the same conclusions as Leeuw: there was no improvement in reading speed with the Dyslexie font and there were mixed results for reading accuracy.

The graphic designer Chuck Bigelow has examined more than fifty scientific studies and books about the relationship between dyslexia and typography. He concluded, “In the scientific literature, I found no evidence that special

A Conversation with Mitch Draizin, Congressional Award Foundation

By DR. POLA ROSEN
& LYDIA LIEBMAN

Transcribed By LYDIA LIEBMAN

Established in 1979, the Congressional Award Foundation strives to recognize initiative, achievement and service in young people. Education Update spoke with board member Mitch Draizin about his involvement with the foundation and shared his favorite stories of success.

Education Update (EU): Can you explain your involvement in the Congressional Award Foundation?

Mitch Draizin (MD): My involvement began in the last quarter of 2013. The focus of my tenure has been two-fold: one is to make more members of Congress aware of the program and to enlist their assistance in promoting it within their respective constituencies. It’s a wonderful program that helps encourage young people to become our future leaders. I have also been focused on expanding the program in New York City and New York State. We currently have over 30,000 students in the process of earning awards and only 210 are from New York City. I’ve been working on various levels to promote the program within the school system as well as in youth organizations such as the Scouts, the Botanical Garden club, and many more.

EU: How does one register to become part of the program?

MD: Anyone who wants to register can register. As opposed to a contest, nobody loses because they aren’t competing with anyone. When they sign up they choose a mentor and develop a program which includes the areas of the award program. We have validators, coaches and members of the community who can actually verify what the participants have done.

EU: Can you expand on how exactly you plan to reach out to more New York youth?

MD: In New York I’m working with a number of councilmembers to choose certain schools where they think there would be an interest and, at the same time, certain councilmembers are introducing us to youth groups. The young people are interested because they’re already doing things in their youth groups that would count towards earning the Congressional Award. I’ve been working with several of the vice chancellors at CUNY to introduce the program in high



schools and I’ve been working with Hunter President Jennifer Raab to introduce it into some of her high school programs.

EU: What are some examples of what young people have done?

MD: There are four program areas: voluntary public service, personal development, physical fitness, and expedition/exploration. This past summer, over 80 medals were presented to youths from New Jersey. At the ceremony, a student shared his exploration experience of living as a homeless person for a period of time and he actually slept in a box on the street. The point is to understand other cultures and other people’s points of view.

EU: Can you share a particularly fond memory you have from being on the board of the foundation?

MD: When I was in Washington during my first summer of being on the board I attended the annual Gold Medal Ceremony in the Cannon Caucus Room. I remember sitting with the members of Congress who actually presented the awards and I remember feeling like it was graduation day. It was so emotionally impressive. The diversity and how proud the families were really struck me. You have significant diversity: kids from all different backgrounds, many of whom are first generation. Many of them go on to Ivy League schools and are certainly future leaders of this country. I’ve met parents who don’t speak English but their child is on his or her way to Harvard.#

dyslexia fonts confer statistically significant improvements in reading speed compared to standard, run-of-the-mill fonts.” He also found conflicting evidence regarding reading accuracy: “Some studies found that for certain subsets of reading errors, special fonts do reduce error rates for dyslexic readers, yet for other subsets of errors, special dyslexic fonts were no better, or in some cases worse; hence, the findings on reading errors are mixed.”

Despite the enthusiasm of the media, like many other educational innovations, claims about the Dyslexie font’s ability to make reading faster

and easier for dyslexics simply do not survive careful scrutiny. While Boer’s self-proclaimed intentions are admirable, it should be noted that he owns and sells the Dyslexie font. All students—and most certainly dyslexic students—need to be protected from well-intentioned innovations and fads masquerading as science. As the ultimate consumers of educational innovations, we must all be wary of the substitution of anecdote for evidence, testimonials for data, and personal opinion for real science.#

Dr. John Russell is head of The Windward Schools in White Plains, NY and NYC.



Henry Winkler and Lin Oliver Celebrate the Release of 4th “Here’s Hank” Book

By LYDIA LIEBMAN

Henry Winkler, known to most for playing the iconic television character Fonzie or “The Fonz” on “Happy Days,” has co-authored 27 books with writer-producer Lin Oliver since 2003.

On February 8th, the release of the fourth book of their *Here’s Hank* series, “Fake Snakes and Weird Wizards,” was celebrated at the Upper East Side Barnes and Noble with Winkler and Oliver in tow.

Oliver and Lin spoke of their individual upbringings with Winkler focusing on the difficulty he had in grade school and his early desire to become an actor. “You are not defined by school. Not doing well in school has nothing to do with how brilliant you are. It has nothing to do with how smart you are. You have brilliant thoughts even if you can’t spell,” Winkler said to a room of young children and their parents, “every one of you has greatness inside you and your job is to find what your gift is and dig it out.”

Winkler’s moment of clarity came when his own son was having problems in school that mirrored his own. He described his symptoms of being exactly what he had been experiencing his whole life. “When I was 31 I found that I was not stupid, I was not lazy and I was trying as hard as I could. I had something with a name. I had dyslexia,” said



Winkler.

“Hank Zipzer” is based on Henry’s own stories of growing up on the Upper West Side in Manhattan. “We decided to create a character much like Henry, who has learning differences but is not tragic about them,” said Oliver, “he has so many other talents and other resources available to him that he is very optimistic.” The “Hank Zipzer” novels went on to become a series of 18 books and that have sold over 4 million copies in 7 different countries.

“Here’s Hank” is a prequel to the “Hank Zipzer” series and aimed toward a younger reading level. The “Here’s Hank” novels are geared toward those with dyslexia beyond the narrative: each book is set with the Dyslexie font, which was developed by Christian Boer of the Netherlands, who is, along with his children, dyslexic. The “Here’s Hank” books are the first in the United States to be set with this font created specifically for those with reading impairments.

After reading a selection of the new release to a room of delighted children and before signing books, Winkler made his message of determination clear: “Never give up. Put one foot in front of the other and don’t stop. There is no reason that you can’t live your dream the way I lived mine,” he said, “I never let my dream out of the front of my brain.” #

The Possibility in Disability – Festivals that Inspire

By KAREN KRASKOW

‘Disability is a matter of perception. If you can do just one thing well, you’re needed by someone.’ Disability film festivals underscore this piece of encouraging advice from Martina Navratilova and we, in New York, are fortunate to be the host to two of them in March: the ReelAbilities Film Festival (which by the way has spread to 14 other cities) and the Pace University Film Festival Marathon. Both celebrate the lives of individuals dealing with a disability, physical, developmental, or psychological. Empowerment, inclusion, the desire to lead a fulfilling life within society - are themes that will come through each and every short or narrative film.

The 7th Annual ReelAbilities: NY Disabilities Film Festival opens on March 12th and continues to March 18th. Every film of this festival is followed by a post-screening discussion, in the company of a featured actor, filmmaker or advocate in that particular field. Films (exhibitions and performances) will take place at the JCC Manhattan, Lincoln Center for the Performing Arts, the Intrepid Sea, Air & Space Museum, university campuses, NYPL branches- 38 locations in the

five boroughs and counties (4) surrounding the NYC area. For a full program of the NY locations, go to ny.reelabilities.org. Tickets can be purchased online or by phone: (646) 505 5708.

The third annual Celebration of Individuals with Disabilities in Film: Disability Film Festival Marathon 2015 at Pace University will take place on the following dates:

Tuesday March 17th from 10 a.m. - 4 p.m.

Monday and Tuesday March 23rd and 24th from 10 a.m. - 4 p.m.

Wednesday March 25th from 10 a.m. - 2 p.m. followed by a Panel Discussion by Distinguished Practitioners on Wednesday evening from 6 - 8 p.m.

The Panel Discussion on Wednesday will generate discussion with the audience, while hearing reflections from experts in the field of disability advocacy. The films, which are selected replays of films from the first three days, are bound to provoke vital discussion of the challenges and opportunities brought out in each film.

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

Chapel Haven: A Gateway to Independent Living for Adults with Different Learning Styles and Special Needs

By MARIAH KLAIR CASTILLO

There are very few places in the world that are as safe and welcoming to adults with learning differences as Chapel Haven. On a recent visit by publisher Dr. Pola Rosen and assistant editor Mariah Castillo, it was clear that Chapel Haven offers great support services for adults on the autism spectrum and developmental and social disabilities. It is also one of the six programs awarded by the Advancing Futures for Adults with Autism (AFAA) in 2013 for being one of the best and most innovative practices for adults with autism. The program is the first of its kind, offering adults with learning disabilities the skills they need to live independently and to advocate for themselves. It remains a pioneer in these areas.

The idea of independence and self-advocacy can be seen in the program’s history. The residence was opened in 1972 by Jerry Rossman and Sydney Krauss as the Maplebrook Parent Association. According to Dr. John Bilezikian, Chair of the Board of Directors, it was the young adults themselves who decided to name the program Chapel Haven; partly because Chapel Street in New Haven is the original site of the program. Originally, while the co-founders believed that it was necessary for these adults to learn how to live independently, ultimately was expected that they would return home to their parents. “They didn’t expect their kids to say, ‘Wait a minute, we’re doing great here. We want to stay in New Haven,’” added Catherine Sullivan-DeCarlo, the Vice President of Admissions. In fact, about 85 percent of the adults who have graduated from the program live independently, in the surrounding New Haven community, with reliable public transportation and great social atmosphere. Having achieved the goal of independent living, they don’t return “home” but make their new home in and around the Chapel Haven environment; an ideal arrangement for continuing the goal of independent living.

For their first two years at Chapel Haven, adults live on campus as part of Chapel Haven’s residential program. There, adults follow a curriculum to meet over 200 objectives that cover various skills that Chapel Haven deems necessary to live independently. While the adults may learn these skills in a classroom setting, they are also assessed in real-life settings. “What differentiates us from many programs out there,” said Michael Storz, President of Chapel Haven, “is that we believe that in order to truly learn independent skills, to not be dependent on this campus hub, your classrooms need to be held in authentic settings which include apartment settings, community settings, recreation, and employment. Assessments are held in all of these settings. If someone is doing well in the school setting which has structure, but not in the apartment setting, for example, we can add more structure



(L-R) Diana Bilezikian & Michael Storz

to the apartment setting.

Many residents, in addition to mastering skills for independent living, have also gone to get their high school, IEP, and college diplomas. These students register for classes at the various community colleges in the area, including Gateway Community College and Southern Connecticut State University. The students can use Chapel Haven’s blended subject requirements to gain their diplomas.

After the initial two-year program, Chapel Haven students are assessed on how well they’ve mastered the skills. Those who are able to live independently, with support from Chapel Haven, find employment and a place to live. Those who are not yet ready to live independently, even with support from Chapel Haven, are eligible for an extra year of services through a residential Chapel Haven program called “Bridge.” Those in need of more extensive support move into another residential Chapel Haven program called “SAIL.”

Chapel Haven also has a program for young adults with Asperger’s syndrome, a residentially-based 2-year program that provides an individualized core curriculum focused on Social Communicative Competencies. Chapel Haven also features a satellite campus, ‘Chapel Haven West’ in Tucson, Arizona.

Most of the graduates of Chapel Haven are able to live independent lives and find employment. Some have gone to be very successful in their various fields. In a first for Chapel Haven, Diana Bilezikian, the daughter of Dr. John Bilezikian, has written a book, called *Dear Diana: Diana’s Guide to Independent Living- for Adolescents and Young Adults with Different Learning Styles and Special Needs*. The book was a sell-out at a recent conference! A few graduates, including Chris Murray, David Hogin and Vito Bonanno have become successful artists. Storz listed various graduates who have obtained impressive positions in a variety of business settings. Bilezikian emphasized, “Chapel Haven does more than help its young adults find employment. It gives them the assurance that they are needed.”

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



Welcoming The Mentally Ill Back Into Our Community

By DR. ALLEN FRANCES

Brain research may be the greatest scientific adventure of our time, but it has had no practical payoff for the mentally ill. We have learned fantastic things about what makes us tick, but none of the findings has helped a single patient.

The National Institute Of Mental Health is betting billions of dollars that useful answers are just around the scientific corner. My guess is that if there were low hanging fruit, we would already be picking it.

Progress in understanding and treating mental disorders will be slow and piecemeal. Don't hold your breath waiting for breakthroughs. With its 100 trillion connections, the human brain is the most complicated contraption in the universe. Things can go wrong in lots of different ways. The more we learn about mental disorders, the further we seem from really understanding them.

The fascination with brain research has in fact been paradoxically bad for patients. Its future promise distracts attention from their pressing current needs. Vast amounts of money, time, and talent are devoted to the high tech stuff, while the simple things that would make their lives livable are terribly shortchanged. We could, but don't, provide a decent place to live; caring people to live with; and easy access to treatment.

The rest of the civilized world does a much better job of caring for the mentally ill. Some places- Italy and Scandinavia- do an especially great job. The US is a disgraceful laggard- hundreds of thousands of mentally ill in prison, hundreds of thousands homeless.

We don't need more research into what to do. We just need to have the heart, will, and funds to do it.

Virgil Stucker has been living with and for the severely mentally ill all his adult life. Perhaps better than anyone he can tell us what works. Virgil was founding Chairman and President of the Foundation for Excellence in Mental Health Care and is currently the founding Executive Director and President of CooperRiis Healing Community.

Virgil writes: "Too often, we have thought that only 'rocket scientists' could understand the vagaries of the mind, heart, brain, and soul. We need the scientists, but, first and most; we need people who understand the healing power of relationships and engagement in community.

"For forty years, my wife Lis and I have lived in four different therapeutic communities, where we raised our children and host our grandchildren. Our youngsters grew up among the residents (diagnosed with schizophrenia, bipolar disorder and depression) who ate at our table and shared in our lives.

"I am reminded of a meal when our young Christoph was puzzled about his friend Ed at the end of the table who was wearing his



depression with head down. Christoph crawled under the table, looked up into Ed's eyes with a chuckle and Ed soon lost his depression. I remember another time when Christoph wandered too close to the river and fell in. One of the residents jumped in and saved his life.

"Now that they are adults, Christoph and his sister Stephanie continue to work with us in our CooperRiis community. Our Heidi is solving food system problems in Massachusetts and our son Dominic works worldwide on climate change issues. Our seven grandchildren also now sit some days at the table in our community.

"It has been my life's passion to help the victims of mental illness discover that they can again be loveable, loving, purposeful people with the ability no longer to be overwhelmed by their illness. The nonprofit therapeutic communities I led provide college-like experiences where recovery and community reintegration skills and resilience are learned.

"Therapeutic communities provide residents with a home (not housing), purposeful work, and myriad meaningful relationships. Each resident awakens into a world that needs them, either in the organic gardens, in the barns with the animals, in the woodshop making flutes and drums, in the kitchen preparing holistic meals or keeping the campus in order.

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

CAEDMON SCHOOL EXPLAINS NEGOTIATING SCHOOL TRANSITIONS K-13

By SYBIL MAIMIN

It's "Admissions Season" in New York City-- crunch time for families with children who have applied to new schools. Letters and emails of acceptance and rejection have arrived. Exhilaration or disappointment may follow, but decisions must be made fairly quickly. Complicating matters for some families, independent schools send word before public schools do. To help diffuse the stress and help families and students negotiate the admissions process, The Caedmon School hosted "Supporting Our Kids Through School Transitions K-12" with a panel of experts who looked at the issues and suggested ways of coping.

Sharon Thomas, director of the MAIA Education Resource Center and Educational Consultant at the Brearley School, tells parents to "drown out the noise about what is the best school" and "find the best school for my child." She said: "It is the student's job to feel good in school, to have enough comfort to do well." Fit isn't always apparent right away, and a parent and child may differ about its meaning. A parent may seek an institution that meshes with a child's interests, while his child may look for a place with a special "personality." Matthew Stuart, Head of School at Caedmon, a pre-K (2.8 years) through 5 Montessori-based school on the Upper East Side, explained that the parent selects the school at kindergarten level, the child's voice is part of the process in fifth grade, and the student makes the choice by eighth grade. The biggest challenge, he noted, is that "the right fit" may compete with school reputations. While advice from friends and family is

plentiful, "admissions offices know what they are doing and look for kids who will succeed and thrive" in their institutions.

Todd Germaine, a psychotherapist and owner of Practice for Reflective Parenting, spoke of the anxieties and fears associated with changing schools. He spoke of young people's needs for autonomy, choice, and involvement in decisions. Many students nurture highly developed ideas and expectations about a new environment. His own daughter's mythologies about middle school involved mean kids, popular kids, crushes, sex, and drugs, causing her great anxiety. Reassurances and a pull-back to reality, are necessary. A common mythology about entering high school is that students will be completely on their own and mistakes will follow them through life. Clarification of new responsibilities and expectations are needed. Erika Nagy, a psychotherapist and clinical social worker, spoke about the Special Education journey. "Learning differences are nobody's fault unless they go unaddressed," she stated. Parenting a child with special issues is complicated, but finding a place where they can thrive produces a sense of relief. When transitioning a child from a mainstream to special-ed school, speak positively about the new situation, talk with the child about fears and reframe them, try to arrange play dates with friends from the old school, stay calm, and, when necessary, get help from professionals. When moving from a special-ed to mainstream school, involve your child in trying to find a good fit, help her strategize about the new situation, speak with the school learning specialist, and arrange for any necessary accommodations.

Sheri Maxman, owner of College Maven, counsels high school students. Going to college is a huge time of transition for youngsters, she said. At age 18, they are not yet adults but are often expected to act like adults. Ideally, the letting-go process should occur throughout high school. Teens should learn to take care of themselves, from doing their own laundry, to health care, to learning. They must be given the freedom to take responsibilities and to make mistakes. They must also learn when to ask for help. If an issue arises, the parent should let the child take the lead and, for example, be the person who talks to the teacher or coach. On college visits with parents, a teen might take a separate tour to feel free to ask his own questions. Special needs students should know the nature of their issues, as well as their strengths and weaknesses. They should go over their evaluations (with someone other than their parent) before they go to college. "They are leaving home. It's scary," said Waxman. "Let them know it's okay to be scared their first year." Despite the initial anxieties, declared Caedmon's Stuart, who helps a class of graduating 5th graders negotiate the search process each year, "I hear lots of wonderful stories of acceptances, happiness, and success." #



SENIOR EARLY CHILDHOOD EDUCATION SUPERVISOR

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Lydia Liebman**Changes**

Ideally, I'd like to see a society that values the arts more. I'd like to think that all the kids going to college for music, dance and the visual arts will

have their investment returned one day by a society that appreciates what they do and recognizes the hard work that goes into being an artist. I also think there needs to be some serious attention paid to the student loan crisis in this country. If the cost of education keeps soaring it will eventually become completely unaffordable for middle class families and that will only impact society negatively. I feel that education should be a reality for everyone. Finally, I want to see equality across platforms from marriage equality to gender equality and beyond.

Books

I read everything from Shakespeare and Dickens to Tolkien and Jonathan Franzen when I was in high school- I love to read. I'd just encourage high school students to find something that interests them and read about it! In this Internet age, I think any extra-curricular reading should be considered a victory.

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

Rachel Gellert**Changes**

If I could make any changes in our society it would be access to education and the representation of women in media.

I believe that all young people regardless of race, class, national origin etc. should have access to first-class education that empowers them to achieve their fullest potential. I also strongly believe that women and girls deserve to feel that their worth is not measured by their weight on a scale. I have hope for a future society that tells women they are valued for their diversity, strength, voice, confidence, creativity and power far above a rigid idea of physical beauty.

Contributions

I would like to build an academic and professional career that revolves around empowering young people to find their voice and fight for their vision of what the world can be. I think that children, particularly teenagers, are an immeasurably powerful force of positive social change and I want to play a role in facilitating that potential. Plus working with kids is awesome and makes me insanely happy :).

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

1. What changes would you like to see in our society?
2. What kind of contribution would you like to make to society?
3. What book(s) influenced you most as a student and how?
4. What— in your opinion— makes a good leader?
5. What inspires you to be the person you are today?

*Mariah Klair
Castillo***Changes**

The first change I would like to see in society is the increase in tolerance for people with different identities. The American culture promotes individ-

ualism, which can be great, but people are so wrapped up in themselves that they don't even try to empathize or meet people who are different than them. Furthermore, I want the rights of all people to be legally recognized. Tolerance can only do so much. For everyone to enjoy their rights as human beings, there have to be laws in place that allow them to do so.

Contributions

I want to be the one who makes the lives of women and children much more bearable. I am not exactly sure how I will contribute (I've dreamed of working in the United Nations, helping women in Southeast Asia get the right to an education and to their bodies, and becoming a lawyer).

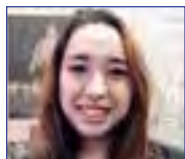
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*Scout
MacEachron***Changes**

Understanding. I want someone who runs a ranch in middle America to know and to understand the realities of someone who farms in Ghana. I

want a policeman to understand why the person he locks up committed the crimes they did. David Foster Wallace, in his infamous speech "This Is Water," said "most days, if you're aware enough to give yourself a choice, you can choose to look differently..." He means we can choose to look differently at the people around us. Maybe the guy who just cut you off lost his job today, maybe the woman who pushed past you on the subway is late to pick up her sick child. This is one type of understanding— giving those we encounter on a daily basis the benefit of a doubt. Another, much larger type is that which I mentioned before; the ability to understand the life of someone wildly different than yourself. But why is this important?

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

*Kisa Schell,
Macaulay Honors Scholar***Changes**

The biggest change I would like to see in our society would be for people to be more considerate towards one another and to be less self-entitled

and self-serving. To a certain degree, I can understand the desire to put oneself first. Self-preservation is important and inherently human, but being inconsiderate and narcissistic seems to be the biggest social epidemic of my generation. Life isn't all about how others perceive you through social media. Life shouldn't be about being the most special snowflake. Being a part of a society is a collaborative effort that requires mindfulness and human decency, both of which seem to be genuinely lacking in this day and age. I'd also like for society to be less about popularity and branding and more about the appreciation of knowledge, literature and the arts. One quote that comes to mind is from the namesake of my high school alma mater, Eleanor Roosevelt: "Great minds discuss ideas; average minds discuss events; small minds discuss people."

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

Annie Nova**Changes**

Where do I start? Author, Graham Greene, once said "We'd forgive most things if we knew the facts." We can't know all of the facts, but can we be nicer and

more understanding to the people around us battling most of the same things we all are.

Contributions

There are more ways than ever today for an individual to express himself or herself. My expression of choice is writing. Story telling has been around for as long as humans have because it is a way for people to make some sense of their lives, to put words to their experiences, and to fill in the spaces between their understandings. I would love for my words one day to enter into other people's lives in any kind of meaningful way.

Books

In high school I read of Mice and Men by John Steinbeck and realized by the end of the book the enormous potential of literature to increase our sympathy towards other people. Native Son by Richard Wright did the same, and is just as relevant today as ever, with the racial injustices going on.

**The rest of this article
can be read online at
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Helen Guo**Changes**

I would like to see more political activism from young people, in terms of voting. I would also like to see a reform in the public education system, to

emphasize learning versus doing well on tests, but also realizing that those two ideas don't have to be mutually exclusive.

Contributions

I would like to pursue some kind of public policy and help propose changes in the public education system. When I was in high school I remember during my junior year, public funding for education was cut and many of my teachers were being fired, I want to make sure that this doesn't happen and ensure that education is a top priority for everyone, especially in government.

Books

A book that really influenced me was "The God of Small Things" by Arundhati Roy.

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

Julia Qian**Changes**

I would like to see the world be more interconnected with love and support, and there to be more respect, understanding and appreciation for dif-

ferences among people.

Contributions

In a long run, I hope to be a respectful, positive, supportive and strong voice and ally for people or a community who need me. I also believe that one could make a subtle difference simply through daily interactions with people and it is my hope to carry out my various identities in such a positive way.

**The rest of this article
can be read online at
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**DOMINIQUE CARSON
WAS FEATURED IN
MARCH/APRIL 2011**



Churchill's Final Farewell: The State And Private Funeral of Sir Winston Churchill

Churchill's Final Farewell: The State And Private Funeral Of Sir Winston Churchill

By Rodney J. Croft

Foreword By Andrew Roberts

Published by Croft Publishing 2014: 155 pp.

Reviewed By MERRI ROSENBERG

No surprise that 2015 is chockablock with World War II- themed materials, marking as it does the 70th anniversary of the end of that significant historical event.

And no surprise that scarcely any corner of this conflict attracts aficionados, as well as professional historians, to mine some neglected area of interest or study.

Rodney J. Croft, a semi-retired British surgeon, has turned his attention to 'Operation Hope Not' the codename for the

State and private funerals of Sir Winston Churchill, the first book ever written with this its sole subject, perhaps arc ane to some, yet one that no doubt will find an audience among worldwide Anglophiles, Churchillians and amateur historians particularly intrigued by the British affinity for, and expertise, in pomp and ceremony.



State funerals, usually reserved for the British monarch, have been provided to certain distinguished commoners, such as Sir Isaac Newton, The Viscount Nelson, the Duke of Wellington, and William Gladstone, who served as prime minister.

Queen Elizabeth II had actually decided to provide a state funeral for Churchill shortly after her own coronation in 1953. 2015 marks the 50th anniversary of Churchill's funeral, which took place on January 30, 1965, following his death on January 24. And it's no surprise either that Churchill had provided detailed instructions for his burial--it wasn't as if he were someone to leave anything to chance. As Croft writes, "Everything was planned just like a full military exercise, down to the last minute and in some cases seconds."

**The rest of this article
can be read online at
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REVIEW OF *Gateway To Freedom: The Hidden History Of The Underground Railroad*

Gateway To Freedom: The Hidden History Of The Underground Railroad

By Eric Foner

Published by W.W. Norton & Company: New York and London: January 29, 2015: 301 pp.

Reviewed By MERRI ROSENBERG

For those of us raised on that unforgettable Scholastic grade school book about Harriet Tubman and the Underground Railroad, this volume is a significant contribution to expanding our understanding of that distinctive institution.

Eric Foner, the DeWitt Clinton Professor of History at Columbia University, whose impressive career as an historian has largely focused on the Civil War, Abraham Lincoln and Reconstruction, brings his many scholarly gifts to bear on this comprehensive and compelling exploration of the Underground Railroad.

Foner's interest in New York's anti-slavery work was triggered by one of his Columbia student's discovery of a notebook containing a "Record of Fugitives" in the papers of the 19th

century abolitionist editor, Sydney Howard Gray which, in turn, motivated this prolific historian to pursue a nuanced investigation into the realities of the Underground Railroad.

While "it is impossible to say how many slaves escaped to freedom in the decades before the Civil War," there's no denying that "the city was a crucial way station in the metropolitan corridor through which fugitive slaves made their way from the Upper South through Philadelphia and on to upstate New York, New England and Canada," Foner explains.

New York wasn't exactly pure. Slavery existed in New York, and its environs until 1827; New York's relationship with the abolition movement was complicated by the city's entangled commercial interests with the slaveholding South. Unlike upstate communities, or New England, formal abolitionist movements existed alongside entrenched institutions that were perfectly content to profit from slavery. Many individuals participated in capturing, and returning, fugitive slaves.

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

Review of *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination In A Digital World*

**The App Generation:
How Today's Youth Navigate Identity,
Intimacy, and Imagination In A Digital World**

By Howard Gardner and Katie Davis.

Published by Yale University Press: New Haven and London. 2014: 244 pp.

Reviewed By MERRI ROSENBERG

Forget the metaphoric hand wringing and finger wagging that those of us in the digital immigrant generation all too often display towards the digital native generation's immersion in technology. Never mind the hyperbole surrounding the Cassandra-like prophesies of



(L-R) Howard Gardner & Lewis Frumkes

the end-of-civilization-as-we-know-it because the younger generation seems permanently attached to their smart phones.

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

JUST KIDS FROM THE BRONX BY ARLENE ALDA

Reviewed By DR. JOAN BAUM

Arlene Alda writes that the idea of a collection of 60+ interviews covering six decades, *Just Kids From the Bronx: Telling It the Way It Was, An Oral History* (Holt) came to her "as a lark" one evening when at a dinner party with her husband Alan Alda, she heard a man she had just met, Mickey Drexler, a prominent CEO, utter the words "The Bronx." She got to wondering about "other interesting and accomplished people from The Bronx," some famous, some not. As Mary Higgins Clark remarks, "there are only three places that have a 'the' in front of their names: The Vatican, The Hague and The Bronx." Arlene Alda's wide and deep learning served her well. A Phi Beta Kappa from Hunter College, a Fulbright recipient and a professional clarinetist who played with the Houston Symphony under Leopold Stokowski, and then, in later years, going on to become an award-winning photographer and author (19 books), Alda intelligently assembled her differ-

ent and diverse voices. Many of her generation went to The Bronx H.S. of Science or The H.S. of Music and Art. Many also lived in cramped quarters with parents, siblings and grandparents, a fact of urban life that seems not to have changed for many, when the ethnic demography changed from Jewish, Italian and Irish to African American and Latino. The shift is reflected in the book's chronological structure and in the identification of different residential areas with their distinct class and culture --the South Bronx is not the West or the East Bronx and neither is Riverdale.

An entertaining collection that includes photos, it's clear that nostalgia rules more than geography, especially as interviewees recall the days before TV drove neighbors indoors. Read the book, if not just because all proceeds will go to organizations that benefit children in The Bronx but also because of fair play: As one interviewee says, "I'm sick of hearing about Brooklyn."#

Giving Is Not Just For The Very Rich

A valuable resource for you, **Giving Is Not Just For The Very Rich** is an inspiring, easy-to-use guide that gives you numerous creative ideas on how to reap the many benefits of giving. It's all about your feeling connected to worthwhile programs, achieving a sense of purpose, and deriving immeasurable pleasure from helping others.

Dr. Susan Aurelia Gitelson offers you reasons to give, considers values and concerns, and advises you how to give wisely. She presents you with examples from the wealthiest donors, innovative givers, social entrepreneurs, celebri-

ties, government officials, nonprofit professionals, volunteers, and social media networkers. To help you zero in on major areas for your giving, she reviews religious philanthropy, education K-12, higher education, science and health, arts and culture, sports, multipurpose umbrella organizations, awards, and international aid. Finally, she shows you how to evaluate charities, make choices, and realize your commitments.

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



Joseph A. Califano, Jr. Sheds New Light on Lyndon B. Johnson at Hunter College

By LYDIA LIEBMAN

Recently, The Roosevelt House Public Policy Institute at Hunter College presented a riveting book discussion with Jonathan F. Fanton, President of the American Academy of Arts and Sciences, and Joseph A. Califano, Jr., Founder and Chair Emeritus of the National Center on Addiction and Substance Abuse at Columbia University and author of *The Triumph & Tragedy of Lyndon Johnson: The White House Years*.

Califano served as President Lyndon B. Johnson's chief aide for domestic affairs from 1965 to 1969 and Secretary of Health Education and Welfare in the Carter administration from 1977 through 1979. "The Triumph & Tragedy of Lyndon Johnson: The White House Years" was originally published in 1991 and hailed as "a joy to read" by The Washington Post and "readable, forthcoming and shrewd" by the New York Review of Books. Recently republished with a new 7500-word introduction by Califano, the book is a compelling addition to the biography genre.

Led by Jonathan F. Fanton, the book discussion touched upon a myriad of topics relating

to the LBJ administration. Califano made it clear that "poverty and civil rights were the overwhelming objectives of the administration." He also noted that LBJ "desperately wanted the war to end in Vietnam" and entered every discussion with the mindset of "making a bipartisan deal."

The recently released historical film "Selma" proved to be a popular topic at the discussion as Califano fielded related questions from both Fanton and the audience. "In the movie, LBJ is portrayed as quite condescending when in fact Martin Luther King Jr. and Johnson had a true partnership," said Califano, when asked to react to the portrayal of Johnson in the film. "We tend to look at Martin Luther King as a purely religious man but he was a shrewd politician," said Califano, "He was not a naïve preacher. I think that's why Johnson and King got along." He added that he thinks if King had been given the opportunity, he would have been "a damn good president!"

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



Baruch College Remembers Burton Kossoff '46



He was a gentleman in the finest sense. He lived his life with optimism, devotion, honor, and courage. He loved people and recognized the inherent potential and dignity of all human beings. He dedicated his life to his beloved wife, Phyllis, their children, Stephanie and Mitchell, and the causes dear to his heart.

As a young man, Burt served his country as a first lieutenant in the US Army Air Forces during World War II. He was awarded the Distinguished Flying Cross, the Air Medal with six oak leaf clusters, and several Battle Stars, in recognition of the nearly 40 combat missions he flew in the Pacific. Throughout his life, he felt an enormous affinity for those who served their country.

Burt was a graduate of Baruch College and an inaugural member of The Baruch College Fund, serving as a trustee from 1970 to 1990, and later as trustee emeritus. Active in student affairs, he was elected to Sigma Alpha DELTA (MC) and Beta Gamma Sigma business Honor Societies. He was a member of the Spanish Club, vice president of the Veterans Club, and served on the staff of The Ticker school newspaper and the Lexicon yearbook. In 1946, he received Baruch's prestigious Monroe D. Franklin Award to a returning veteran, in recognition of his scholarship, integrity, and heroic service to his country.

As a Baruch alumnus, Burt sustained his dedication to his alma mater with the same energy and commitment he demonstrated as a student. During his tenure on the board of trustees, he served as secretary and as member of the executive and minority business committees.

When their daughter, Stephanie, was born with cystic fibrosis (CF), Burt and Phyllis were instrumental in raising funds for research and care programs for cystic fibrosis. Their continued efforts contributed to raising the average life expectancy of children with CF from three to five years to 37 years, today. An active member of the Cystic Fibrosis Association of Greater New York, Burt served as vice president, industry chairman of the fundraising program, and member of the Board of Directors.

Burt's commitment to service was seemingly limitless. He was also past (FORMER MC) President of the Young Presidents Organization and Business Men's Club of the YMCA, and was an active member of the American Legion, New York Athletic Club, Inner City Handball Association, Temple Emmanu-El, and Park Avenue Synagogue.

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

CCNY is a Top Producer of Fulbright Scholars



President Lisa Staino-Coico, CCNY

The City College of New York was a co-leader nationally in producing the most 2014-2015 Fulbright U.S. Scholars, the U.S. Department of State's Bureau of Educational and Cultural Affairs has announced. City College and Seattle University each received four awards during the year to share top place among master's institutions. Top-producing institutions are highlighted annually in The Chronicle of Higher Education. CCNY's four Fulbright Scholars were:

Dr. Adeyinka Akinsulure-Smith, associate professor of psychology in the Colin Powell School for Civic and Global Leadership. Her grant was to explore women and wellness in post-conflict Sierra Leone.

Dr. Daniel DiSalvo, assistant professor of political science in the Colin Powell School. He taught U.S. history and politics at Universidad de San Andres in Buenos Aires and lectured in different cities in Argentina.

Dr. Tatyana Kleyn, associate professor in the School of Education. She spent the fall 2014 semester in Mexico instructing teachers of English as a Foreign Languages and studying children that have been deported or whose parents were deported from the United States.

Dr. Andrea Weiss, professor of film and video. Her Scholar Award to Spain was for research and production of a documentary, "Bones of

Contention," that explores the theme of historical memory in post-Franco Spain with a focus on the erasure and denial of LGBT history.

The Fulbright Scholar Program was established in 1946 under legislation introduced by the late Sen. J. William Fulbright of Arkansas, the program's purpose is to build mutual understanding between the people of the United States and other countries. Fulbright Scholars are selected on the basis of academic or professional achievement and demonstrated leadership potential in their fields. The U.S. Department of State's Bureau of Educational and Cultural Affairs manages the program.

Since 1847, The City College of New York has provided low-cost, high-quality education for New Yorkers in a wide variety of disciplines. More than 16,000 students pursue undergraduate and graduate degrees in: the College of Liberal Arts and Sciences; the Bernard and Anne Spitzer School of Architecture; the School of Education; the Grove School of Engineering; the Sophie Davis School of Biomedical Education, and the Colin Powell School for Civic and Global Leadership. U.S. News, Princeton Review and Forbes all rank City College among the best colleges and universities in the United States. #

Coach K: Mentoring His Way to 1,000 Wins

By MIKE COHEN

St. John's had just tied Duke at 32-32 late in the first half at Madison Square Garden on January 25th. This was the game where Duke Coach Mike Krzyzewski, holder of the Division I coaching record, was supposed to gain his 1000th career victory against an underdog Red Storm Squad.

Having already won four national titles in three separate decades at Duke, dating back to his first title in 1991, Coach K has sustained a level of greatness that ranks him, perhaps, as the best to ever coach college basketball. Still, for Coach K, it's the passion for the game and the relationships to his players and fellow coaches that he's built along the way that seem to mean the most to him. As a player at West Point, legendary coach Bobby Knight mentored him, allowing him to realize the value of connecting with others. He, in return, has counseled countless coaches and players in pursuing their goals in basketball and in life.

When St. John's Head Coach Steve Lavin was given a chance to be the interim Head Coach of UCLA, Coach K guided him by telling him, "The kids deserve you to be 100 percent in the moment and giving everything you have," said Lavin, who ultimately went on to get the Bruin job.

Coach K's former player, long-time Duke

assistant, and present Marquette coach Steve Wojciechowski said, "Coach has been an amazing mentor for me. He's just a phenomenal role model in every sense of the word, not just from a basketball perspective, but also from a personal one. I think all the guys that have been around him would echo what I said. He's a very unique person and he's had a profound impact on so many of our lives in basketball and outside of basketball."

At the moment from the upper press box at Madison Square Garden, I looked down at the Duke bench and saw Coach K jumping up and down in the huddle in a defensive stance urging his team to get past the 32-32 tie. A 67 year-old man coaching, well, like he was the interim coach at Duke, wanting to deliver for his players as though this was his first victory and not his 1000th. Everything that I had seen and researched about Coach K had made sense in that moment. He was being in the moment, winning the day, and doing what he does best, teach—even in front of 20,000 people.

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





MERCY COLLEGE – THE DEAN’S COLUMN

Algebra Can Reveal Curiosities

By DEAN ALFRED S. POSAMENTIER

As the Common Core Standards of being rolled out the schools we try to bring as much meaning to algebra as we can. One of the strong uses algebra at the elementary level is that it allows us to look at arithmetic phenomena to see if they are generalizable, or if they are only effective specific instances. Let’s consider one such situation. We can notice that the difference between consecutive squares is twice the square root of the first square plus 1. We can show this with the following example. The difference between the squares, 64 and 81 can then be found by taking twice the square root of 64 and adding 1 – that is, $2 \cdot 8 + 1 = 17$, which is equal to $81 - 64$. This gives us a nice procedure of finding the difference between any two square numbers. Using simple elementary algebra this is rather easy to see since $(x + 1)^2 = x^2 + 2x + 1 = x^2 + (2x + 1)$, which yields the above mentioned relationship: $(x + 1)^2 - x^2 = 2x + 1$.

Let’s now, please visit consecutive squares by observing the following pattern:

$$\begin{aligned} 2^2 - 1^2 &= 4 - 1 = 3 = 2 + 1 \\ 3^2 - 2^2 &= 9 - 4 = 5 = 3 + 2 \\ 4^2 - 3^2 &= 16 - 9 = 7 = 4 + 3 \\ 5^2 - 4^2 &= 25 - 16 = 9 = 5 + 4 \end{aligned}$$

With a little bit of manipulation we can create from the above equations the following:

$$\begin{aligned} 2^2 - 2 &= 1^2 + 1 \\ 3^2 - 3 &= 2^2 + 2 \\ 4^2 - 4 &= 3^2 + 3 \\ 5^2 - 5 &= 4^2 + 4 \end{aligned}$$

The question one has to ask oneself, is will this be true for all such squares?

As we ponder this question, let us take a larger-number to see what may occur.

$$\begin{aligned} 25^2 - 24^2 &= 625 - 576 = 49 = 25 + 24. \\ \text{This can be re-written as: } 25^2 - 25 &= 24^2 + 24. \end{aligned}$$

It would *seem* that this pattern does hold for all numbers, but that is by no means a proof. This is the point at which we must enter the algebraic world.

This leads us to considering a general case for the number a , where we would like to determine if $a^2 - (a - 1)^2 = \sqrt{a^2} + \sqrt{(a - 1)^2} = a + (a - 1)$.

A simple proof would go like this.

$$a^2 - (a - 1)^2 = a^2 - (a^2 - 2a + 1) = a^2 - a^2 + 2a - 1 = 2a - 1 = a + (a - 1).$$

We can see, therefore, that the difference of consecutive squares is equal to the sum of the square roots, or put another way, the sum of their bases. At the same time, we also proved that the difference of consecutive squares is always an odd number¹.

A more ambitious question would be to con-



sider to randomly selected squares and see if there is some structure that can be generalized to the difference of these two squares. In other words, we will look to see if there is a particular pattern resulting from the following equation:

$$a^2 - b^2 = \sqrt{a^2} + \sqrt{b^2} = a + b, \text{ where } a \text{ and } b \text{ are any natural numbers.}$$

We begin with $a^2 - b^2 = a + b$

Then factoring the difference of two squares, gives us: $(a + b)(a - b) = a + b$.

By adding $-(a + b)$ to both sides of the equation, we get: $(a + b)(a - b) - (a + b) = 0$.

This can be simplified as the following: $(a + b)(a - b - 1) = 0$.

We know that when the product of two numbers is 0, then one or both of the two factors must be 0. If both a and b are equal to 0, then clearly this equation is satisfied. However, this trivial case does not interest us much. Once the numbers a and b are greater than zero, then also $a + b$ is greater than zero. Therefore, the above equation is only satisfied if $a - b - 1 = 0$, or $a = b + 1$.

This tells us that the above equation is satisfied whenever a , and b , differ by 1. What does this tell you about our original conjecture?

When students can identify arithmetic curiosities, the instruction should lead to an attempt to justify them by algebraic means. This way algebra takes on some “real” meaning – something that is long overdue in the school curriculum.

1. In case you are interested in seeing how consecutive squares relate to triangular numbers, see: Posamentier, Alfred S.; Lehmann, Ingmar: *Mathematical Amazements and Surprises. Fascinating Figures and Noteworthy Numbers*. Afterword by Herbert Hauptman, Nobel Laureate. Amherst (New York), Prometheus Books, 2009, p. 42.

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.

THE ETHICS COLUMN

Judging Medical History

By JACOB M. APPEL MD JD

Twice a day, every weekday, during my four years of residency training at New York’s Mount Sinai Hospital, I walked past the statue of Dr. J. Marion Sims (1813-83) on my way to work. Located on Fifth Avenue at 103rd Street, opposite the New York Academy of Medicine, the monument praises Sims as a “surgeon and philanthropist” whose “brilliant achievement carried the fame of American surgery throughout the world.” To a degree, this is unquestionably true: Often referred to as the “Father of Gynecology,” Sims’ accomplishments include pioneering the cure of vesiculo-vaginal fistulas and inventing an eponymous speculum that made many subsequent advances in women’s healthcare possible. What is not mentioned is that much of Sims’ pioneering but controversial research was performed on African-American slaves during the 1840s.

An ongoing debate exists in the medical literature regarding the ethics of Sims’ conduct. One on side, Durrenda Ojanuga Onolemhemhen of Wayne State University has argued that these slaves, including women named Lucy and Anarcha, could not meaningfully consent to the procedures as they were regarded as human chattel and that the painful procedures were



conducted without anesthesia—although anesthetics were already available to well-off white women. (Anarcha underwent thirty surgeries without anesthesia while the doctor attempted to perfect his procedure.) An excellent, critical account can be found in Harriet Washington’s *Medical Apartheid*. Troubling concerns also have been raised regarding

experimental procedures that Sims conducted upon indigent Irish-American women when he operated at Woman’s Hospital in Manhattan. In response to these critics, urogynecologist L. Lewis Wall has defended Sims as a man of his time who offered female slaves treatment for a debilitating condition.

The Sims controversy raises challenging questions: How should history judge the achievements of medical pioneers who used research techniques, such as experimentation on vulnerable subjects, that are clearly not ethical today? Should Dr. Sims be honored with a statue at all? Modern medicine has confronted these issues haphazardly. A few of the most egregious medical offenders have had their honors revoked.

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

LAW & EDUCATION

Charter Schools – A Primer

By ARTHUR A. KATZ, JD

During the past several years, we have been hearing more and more about charter schools. The controversy over the efficacy and need for charter schools continues unabated. However, for many of us, what charter schools are remain a mystery.

According to the U.S. Department of Education, “One of the fastest-growing areas of school reform is the creation of public schools through the chartering process. Since they first appeared in the early 1990s, many charter schools have provided students with additional meaningful opportunities to receive a high-quality education. . . . The U.S. Department of Education is committed to supporting the establishment of high-quality public charter schools from which all students can benefit.”

So, what is a charter school?

First, and foremost, a charter school is a public school which, however, operates independently from the local public school system. It is not controlled by the local school district or, in New York City, the NYC Department of Education. It is called a “charter” school because it is granted a limited charter by the



appropriate state authority or school district (as provided in the law and regulations promulgated by the governing authority) which is based upon a contract with its governing authority. In its contract (or charter), the charter school commits to meeting specific academic goals set by, or agreed with, the governing authority, including obtaining levels of student achievement. The school’s charter normally will include a description of how student performance will be measured pursuant to State assessments required of other public schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Once its charter is granted, if the charter school thereafter fails to meet its commitments, then its contract may be terminated.

Charter schools are subject to the same Federal and State audit requirements as other elementary and secondary schools, must operate in accordance with State law and are required to meet all applicable Federal, State and local health and safety requirements.

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

Power Education: Grace Outreach

By KISA SCHELL
& DOMINIQUE CARSON

Grace Outreach, founded by the Grace Family in 2004, is an academic program that helps lower-income and marginalized women earn a GED. Using a results-focused model, Grace Outreach combines a rigorous curriculum with an individualized component to support every student's needs. The learning takes place in a safe, judgment-free environment that encourages students to pursue further education as well as their employment goals.

The Director of Mathematics at Grace Outreach, Zaukema Blanding, stated: "I need no applause for doing something I absolutely love to do. I'm in my 8th year teaching here and I'm just so proud of the organization."

Grace Outreach was recently awarded a hundred thousand dollar grant from News Corp to build a technology center, further enhancing the education they provide. The program is also funded by foundations, corporations, and private individuals. Grace Outreach provides women, 18 years and older, the opportunity to revisit their education through individualized instruction to pass the TASC exam (high school equivalency diploma) as well as the College Prep Program, which prepares students to pass the Compass Exam. The Compass Exam enables students to enroll in CUNY Schools without having to take the required remedial courses that are non-credit bearing.



William
Grace

Honoree Keisha Smith articulated her appreciation: "This honor is a shared one, with my colleagues who also joined me tonight. We began to think about how to make philanthropy an innovative example and we learn that when we—as corporations—partner with non-profit organizations, it empowers individuals to live their best lives."

In an interview after the event with William Grace, son of founders Margaret and Patrick Grace, it became clear how deeply all of the members of the Grace family care about alternative learning. William, who has dyslexia himself, has achieved greatly throughout his academic career. As a graduate of the Winchendon School in Massachusetts and a current student at the College of Mount Saint Vincent, William noted how his experience at boarding school has aided his college experience: "It helped me learn how to live on my own before I went to college, so the transition from high school to college wasn't that difficult for me. College just felt like high school with fewer rules. I love it!" With hopes of becoming an artist and also obtaining a degree in business, William was enthusiastic about his new school: "I love how I'm actually able to create my own schedule. I love how I manage my own time. I'm glad I don't commute. If you're really going to get a college life, you really should live at college." Clearly William continues his family's fine tradition of improving the lives of those in need. #

China Institute: The Year of the Sheep

By LYDIA LIEBMAN

The China Institute kicked off the Year of the Sheep with a fascinating Chinese New Year Family Celebration that began with a riveting lion dance and kung fu performance outside and ended with two wonderful workshops.



In the Chinese Zodiac, the Sheep is considered kind, tender and sympathetic with an emphasis on creativity and elegance. The Year is meant for contemplation and appreciation and to wish goodness on to others. The celebration for this exciting new year began at the China Institute with lion dances performed by the St. John's University Lion Dance Club. The lion dance is a traditional part of the new year celebration that is meant to bring good luck. Following the dances, members of various martial arts organizations, demonstrated varying styles of Kung Fu. According to long-time practitioner Frank Adamo of Upstate New York, practicing kung fu can improve one's fitness and over all health. "It brings a great sense of camaraderie and enjoyment to me," says Adamo.

The celebration continued inside the China Institute with two workshops for children and parents including a dumpling making class and a lantern-making workshop as well as a buffet of traditional Chinese foods.

The dumpling-making workshop proved to be both enjoyable and educational. Workshop leader Yu Ye gave an informative presentation

on the 1800-year-old food and then assisted the class in creating the dumplings. When asked if he was enjoying the workshop, attendee Nathaniel enthusiastically responded positively stating that his favorite part was cutting the dough to create the dumpling shape. "I thought it was great," said Nathaniel's father, "I thought it was great to learn something about dumplings as well as make them."

In the lantern-making workshop, lead by Sarah Wang, parents and their children created working lanterns in the form of a sheep complete with LED lights. Constructed from cotton batting, mini lanterns, and Elmer's glue, the finished product resembled a baby sheep complete with facial features and feet! China Institute's Director of Education and Dean of its Confucius Institute, which provided great support to this celebration, Shenzhan Liao, spoke proudly of the record turn out for this year's celebration: "We have seen the biggest crowd for the celebration of The Year of the Sheep with around 400 kids and families having enjoyed the colorful Lion Dance. China Institute is very grateful to this neighborhood, which has served as our home for the past 60 years. As we are moving downtown this coming fall, we hope to see everyone at our new home!" The Institute will be relocating to space at 40 Rector Street, a 19-story office building near the World Trade Center later this year. #

STEM AT JOHN DEWEY HS

By DOMINIQUE M. CARSON

Recently, educators, administrators, and organizations joined together at John Dewey High School's STEM collaborative meeting to discuss how to apply K-12 sustainability themes to the New York Waterfront.

Lane Rosen, John Dewey High School's Marine Biology Teacher and assistant principal explained why it's necessary for schools and various agencies to collaborate with each other, create a STEM Pathway from kindergarten to college, and provide leadership roles for students.

"STEM has always been a part of Dewey; I started at Dewey around 2002 and we already started doing some wonderful things in the program. My colleague, Mr. White, from Edward R. Murrow High School and I did a sand dune restoration with about 30 students and a grant from the New York Aquarium. The kids really got involved in all of the field studies," said Rosen. "We did fishing, looked at different animals and measured them, we kayaked, the kids participated in field studies and it was great."

Linda Curtis-Bey, Executive Director, STEM, NYCDOE also shared a few words about the program and why the Department of Education should work on engaging students about what they need to know about STEM. She says teachers need to build a framework for students to figure out the relevance in various STEM topics so they can understand the bigger pic-



ture.

"Having done this for a quite few years now and working with professional development of teachers, principals, and administrators, I began to understand the idea that once you start teaching, you really start understanding what you're teaching.

"It's about problem solving and figuring out different ways to solve the problem. Through the process I think we get students to understand math, technology, and science but also engage in their communities and environments."

US Navy Career Counselor Chief Freddie McAbee and Michael Fourte, Lt. Commander were present and shared how STEM helped them create a remotely operated vehicle for the SeaPerch Challenge. While the students are building the vehicle, they are learning about ship and submarine design, naval architecture. This is an underwater robotics program.

Kathleen Elvin, Principal of John Dewey High School summed up by saying: "We have lots of opportunities in this room for our kids to learn together, to learn from each other and to have those experiences that I think everybody remembers. The trips they had, the projects they completed, that's where we build a science community. It becomes the culture; it becomes the way we do things instead of just the things we learn in the classroom." #

Education Technology: Israeli Company

By GILLIAN GRANOFF

When I traveled to Open University in Ramat Aviv to meet Ofir Zukovsky, the Executive Vice President of Business Development at the Center for Education Technology (CET), the non-descript concrete walls of the building led me to expect a stale corporate environment. Instead, I discovered a budding metropolis of scientific discovery. The bright orange walls and modern interior design belie the misleading exterior and is a reflection of the transformation of a company that has set the standard for reinventing curriculum technology for over 40 years. This vitality and creativity are what have helped CET to secure its position as a pioneer in the education technology industry.

Set on the campus of Open University, CET embraces an open philosophy, creating a successful partnership between corporate and community values. Founded in 1973, the center was an initiative by the Israeli Government and Baron Rothschild to bring computer technologies into the classroom. It eventually grew to become the largest publishing house for school textbooks in Israel. Today, CET has pioneered innovative and inclusive platforms for education technology in Israel and abroad.

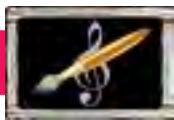
For over forty years, CET's programs have redefined the interaction between teacher and students, facilitated independent learning, and helped students of all levels to fulfill their potential through technology. The center is known as

a leading architect in redefining the global landscape of education by designing computerized curriculums proven to improve the success of students from all backgrounds, including those students with special needs students.

CET's bilingual platforms enable a cross-cultural dialogue between Arabic and Hebrew learners that cultivate an atmosphere of collaboration. Students from both backgrounds engage online through CET's virtual campus, Ofek. Ofek publishes a bilingual human rights website for primary school students as well as an online youth magazine for high school students titled Makom. These platforms allow students to express their views on a range of topics from current events to politics and the environment in an accepting community of their peers.

CET also uses technology to meet the needs of students with disabilities as well as new immigrants in Israel. To increase the success rate of immigrant students and children of immigrants, CET has developed innovative models that allow immigrant students to prepare for the Matriculation examinations. The diversity in the subjects offered encourage and stimulate marginalized students who might otherwise dropout.

CET aims to support the training and growth of other startups in education technology through its subsidiary, MindCET. CET supports an inclusive model of education that cultivates tolerance and makes learning accessible to all students in a complex political and religious climate. #



A VISIT TO EDGAR DEGAS HOUSE IN NEW ORLEANS

By DOMINIQUE M. CARSON

Most people don't realize that Edgar Degas House is the elegant home of French impressionist, Edgar Germain Hilaire Degas, in New Orleans. Degas' home affords a unique view into the life of the artist, now an inn, where he lived with his two brothers and their families in New Orleans. He was particularly sympathetic and attached to his sister-in-law who was blind. Degas was also suffering from visual problems and ironically, his brother ran off with the neighbor who was reading to his blind sister-in-law, never to return. Degas never forgave him.

The historic house museum has been around for 18 years and it is open to the public for weddings, painting classes, and other special events. It has nine rooms and guests can have a homemade Creole authentic breakfast on the second and third floor of the house. Guests can also participate in the Edgar Degas House Creole Impressionist Tour, conducted by



Degas' great-grand nieces, where they can learn more about Edgar Degas, his maternal family, and the French Creole culture.

Truly, a visit and tour here provides a step into the past and into the life of one of the foremost painters of the world. The tour runs for two hours and fifteen minutes and is \$29 per person.

For more information about Degas' and his life as an artist, guests can watch the award-winning documentary, "Degas in New Orleans, a Creole Sojourn."#

Philadelphia Museum of Art Unveils Exciting Year Ahead

By MARIAH KLAIR CASTILLO

Recently, the Philadelphia Museum of Art held a luncheon to preview their upcoming projects. Despite the bad weather, press from all around the city gathered at the Asia Society to meet with the curators and directors of the Museum.

The first speaker was Timothy Rub, the George D. Widener Director and Chief Executive Officer of the Museum. "We have a wonderful year ahead of us at the Philadelphia Museum of Art, and it is our hope that you will become as excited as we are of what's to come."

Before starting off the preview of the Museum's upcoming projects, Rub began by reviewing the last six months. The biggest highlight of the year happened in July 2014, when the Museum unveiled its new master plan designed by Frank Gehry. Rub explained that Gehry's purpose in this redesign is "honoring the past, while preparing the museum to serve its needs in the 21st century." The renovated museum will have an increase in gallery space by 50 percent by expanding downwards. 55,000 square feet of gallery space will be added at the new lowest levels of the museum, allowing the museum to increase in size without creating an addition to the exterior.

Rub then talked about the current installations at the Museum. "Allora & Calzadilla: Intervals" mixes various forms of media created by Jennifer Allora and Guillermo Calzadilla. This exhibition is also a collaboration with the Fabric Workshop and Museum in New York City, and each venue offers different pieces that are best experienced when one goes to both. Another exhibition he talked about is called



"One of the best solo shows I've ever seen."

— Aasif Mandvi, THE DAILY SHOW

written & performed by
JANE ELIAS

directed by
TRACY BERSLEY

The poignant story of a woman's self-discovery through her relationship with her father, a Greek Jew who survived Auschwitz and Bergen-Belsen. Now he just wants to dance with his daughter at her wedding. Not too much to ask, right?

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"Represent: 200 Years of African American Art." This exhibition includes Henry Ossawa Tanner's painting "The Annunciation", which, in 1899, is the first work by an African American artist to be acquired by an American museum and, according to Rub, "the first major work by an African American artist to many." The third ongoing exhibition at the Philadelphia Museum of Art he talked about is called "Drawn with Spirit: Pennsylvania German Fraktur from the Joan and Victor Johnson Collection." Rub says the collection embodies the "artistic spirit of Pennsylvanian Germans."

He lastly unveiled the upcoming exhibition called "Ink and Gold: Art of the Kano." Rub noted that this is "the first major exhibition that will survey this important school of Japanese painters. The Kanos created a dynasty that represented the pinnacle of Japanese artistic excellence." The Kano school spanned four centuries, and the paintings represented the important shifts in Japanese history, including the rise of the shoguns, the unification of Japan, and the opening of the country to the West. This exhibition, with 120 pieces, is, according to Rub, "the first exhibition outside of Japan, and the first anywhere since 1974, to fully examine the Kano legacy as the most enduring and intellectual school of painters in history."

Jennifer Thompson, the Gloria and Jack Drosdick Associate Curator of European Painting and Sculpture before 1900 and the Rodin Museum, presented "Discovering the Impressionists: Paul Durand-Ruel and the New

Painting." "Although they're celebrated today," Thompson stated, "in the 1870's and 1880's they were ridiculed, called lunatics, their paintings were described as nightmarish and monstrous." She then described how Paul Durand-Ruel, an art dealer, promoted and bought thousands of paintings from Monet, Renoir, Pissaro, Cassatt, Degas, and other artists who would soon become known as the Impressionists, thus propelling their careers. The new exhibit, along with exhibits in Paris and in London, includes paintings from Durand-Ruel's gallery, and will be the largest of the three.

The next exhibit, "The Wrath of the Gods: Masterpieces by Michelangelo, Titian, and Rubens" links the art of famous painters from the 15th to 17th centuries and the myth of Prometheus, who stole fire from Mount Olympus and gave it to humanity. It will also examine Rubens's process in creating one of his masterpieces, "Prometheus Bound."

The final exhibition was titled "Audubon to Warhol: The Art of American Still Life" and was presented by Mark D. Mitchell, the Associate Curator of American Art. Mitchell described the pieces, which were created between the creation of the American Republic to the mid-20th century. He noted the shifts in style and focus of the paintings, from Audubon's aim to mix nature, science, and art to the drama and vivid imagery found in more modern artists.

A trip of only 90 miles will plunge you into the treasures of the past and the glory of the present at the Philadelphia Museum of Art! #

2015's New Usdan Adds Dance Style Classes & New Aftercare for Working Parents

Usdan Center for the Creative and Performing Arts (www.usdan.com), the nationally acclaimed summer arts day camp whose alumni include Natalie Portman, Mariah Carey, Jane Monheit, Jackie Hoffman, Olivia Thirlby, Taylor Dane and many others, announces The New Usdan with many new courses for 2015. The Center begins its 48th season with new program options that will add breadth to Usdan's renowned offerings, while new calendar options will accommodate more family summer plans.

In addition, Usdan will now offer Aftercare, from 3:05 to 6 PM each camp day, at no extra charge, for busy and working parents. The next, free Open House for the new season is on Wednesday February 18 from 11 AM to 2 PM at the Center's 200-acre woodland campus, at 185 Colonial Springs Road, Wheatley Heights (Huntington), New York 11798. For information and reservations, call (631) 643-7900, write toinfo@usdan.com, or visit www.usdan.com.

New Dance programs include hip hop (for grades 4-12, intermediate level), Beginning Combination Dance (grades 4-12, incorporating jazz, lyrical, theater and modern dance styles), and Lyrical Dance (grades 4-12, combining

ballet and jazz). The Art Department will offer classes in Sewing and Fashion Design, beginner and advanced, where students can both design and create their clothes, Architecture Design (grades 7-12, building design principles, drawing and model-making), and Lego Design (grades 2-12), a program that uses Legos to create works of art and building design.

In addition to the Center's frequent Open House dates, Usdan offers individual week-end guided tours available by appointment. Weekday self-guided walks are also available. For directions to the Center, visit www.usdan.com. For an appointment, call 631-643-7900 (Visitors must be 21 years of age or accompanied by a parent). Families who cannot attend an Open House may make individual appointments for visits on weekends or weekdays throughout the Fall and Winter.

Usdan Center offers more than 40 programs in music, dance, theater, visual arts, creative writing, nature and ecology and chess, annually hosting more than 1,600 students from towns throughout the Tri-State New York area.

Usdan Center for the Creative and Performing Arts is open to all young people from age 6 to 18. #

Military Education & Careers: Financing Your College Education

Compiled By DOMINIQUE CARSON,
MARIAH KLAIR CASTILLO,
& KISA SCHELL

With college loan debts at a staggering high, many individuals may wonder what can be done to receive a college education without breaking the bank and locking oneself into a cycle of loan repayments. Although this option may not be for everybody, Education Update would like to inform readers of the educational benefits they can receive from military service. Thus, the first in our series "Military Education & Careers: Financing Your College Education" is the United States Military Academy, more commonly known as "West Point."

The United States Military Academy- West Point, New York: Located approximately 50 miles north of New York City on the Hudson River, the United States Military Academy's four-year program is known as the "West Point Experience." The Academy has 37 majors, providing a balanced education in both the arts and sciences. Classes are small (the average class being 18 students) and the faculty to student ratio is 1:6. Each cadet receives a Bachelor of Science degree and commissions in the U.S. Army once they meet all of the requirements of a commissioned officer in today's Army. They serve on active duty for a minimum of

five years. West Point graduates have served our country in a variety of capacities for over 200 years as military leaders, engineers, and explorers on land and in space, as well as in business and government. The co-educational program is competitive. Candidates must be nominated from a member of Congress or by the Department of Army. Prospective cadets have to be at least 17 but no more than 23 years old on July 1st of the year of admission, be unwed, and have no legal obligation to support children. Candidates must be qualified academically, medically, and physically. The government covers all costs and medical care provided all requirements are met.

Education Update will provide an ongoing series to help plan for the economic benefits of a military college education as well as the colleges that provide support services for returning veterans who may have to deal with PTSD. For example, the College of Staten Island has been recognized for its ongoing efforts to provide veterans with services that go above and beyond the call of duty. Our continuing series on military education and careers will appear in Education Update. In addition, for more information on this and other military schools, visit us online at www.educationupdate.com/military. #

CHINA INSTITUTE COURSES

Gallery

Mao's Golden Mangoes and the Cultural Revolution ~ Through April 26, 2015

Around half a century ago during the Cultural Revolution (1966 – 1976), China was in a political "mango-fever." In 1968, after receiving a gift of mangoes from the visiting Pakistani foreign minister, Mao Zedong sent the fruit to the "Worker-Peasant Mao Zedong Thought Propaganda Teams." It coincided with a turning point in the Cultural Revolution from student-leading to worker-peasant-leading. Mangoes, an unfamiliar fruit at that time in China, became a temporary political symbol of Chairman Mao's benevolence and love for the people.

Illustrations and photos of mangoes appeared in publications, paintings, posters and badges, as well as on everyday objects such as mirrors, quilt covers and enamelware. Wax mango models were displayed in glass boxes to express respect for Mao, along with circumstances of the gift printed in red on the cases. By showcasing over 80 mango-related objects, *Mao's Golden Mangoes and the Cultural Revolution* explores the interaction of material culture and politics during this period. This exhibition is organized by the Museum Rietberg Zürich and is curated by Alfreda Murck and Alexandra von



Shenzhan Liao,
Director of
Education,
China Institute

Przychowski. The China Institute Gallery showing of the exhibition has been expanded to include loans from the Collection of Judy Manton and from an Anonymous Private Collector.

Education

For PreK-12 Students:
Chinese for Children Afterschool Classes ~ Spring 2015

Learn Chinese in a fun and immersive environment! Registration for Spring 2015 classes is still open to both current and NEW students!

We will be accepting registrations up to the 3rd week of class (February 13th). We are introducing new textbooks to further strengthen our curriculum and to help our students achieve high proficiency in listening, speaking, reading, and writing. 5% discount for siblings.

Children's Outreach Workshops

China Institute's *We All Live in the Forbidden City* program offers a series of children's workshops that can be brought to schools, museums, and libraries near you. Led by the program's experienced teachers, students will learn about Chinese culture through creative activities, interactive storytelling, animations, and group discussions.

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

BRONX, N.Y. NATIVE SERVES ABOARD USS FITZGERALD

By NAVY OFFICE OF COMMUNITY
OUTREACH PUBLIC AFFAIRS

A 2004 William Howard Taft High School graduate and Bronx, N.Y. native is serving aboard the U.S. Navy destroyer USS Fitzgerald (DDG 62), living and working at the Navy's forward-deployed base south of Tokyo.

Petty Officer 2nd Class Febis Soto is a boatswain's mate aboard the destroyer operating out of Yokosuka, which is located approximately 35 miles south of Tokyo and accommodates the United States' furthest forward-deployed naval forces.

An Arleigh Burke-class guided-missile destroyer, Fitzgerald is 505 feet long or more than 1 1/2 football fields. The ship is 66 feet wide, weighs more than 9,200 tons, and its four gas turbine engines can push the ship through the ocean at nearly 35 miles per hour. The ship is named in honor of Lt. William Charles Fitzgerald, who was posthumously awarded the Navy Cross for extraordinary heroism on August 7, 1967 in Vietnam.

As a Sailor with numerous responsibilities, Soto said he is proud to serve his country aboard a destroyer in Japan. He added that it is an exciting time to be in the military, and serving in the world's greatest.

"I navigate, take on fuel, deal with very

dangerous evolutions," said Soto. "I also supervise and guide junior sailors in their career paths."

Soto also said he is proud of the work he is doing as part of the Fitzgerald's 300-member crew, living thousands of miles from home, and protecting America on the world's oceans.

"The best thing about serving aboard USS Fitzgerald is that it's stationed in Japan," said Soto.

"Fitzgerald sailors represent every state in the union as well as a diversity of ethnicities. It is an honor to lead and serve with the finest sailors the nation has to offer," said Cmdr. Chris England, the ship's Commanding Officer. "These sailors should be justifiably proud of their accomplishments – a direct reflection of their dedication to mission accomplishment, motivation, and commitment to the Navy."

Approximately 40 officers and 260 enlisted men make up the ship's company. Their jobs are highly specialized and keep each part of the 2 billion dollar destroyer running smoothly — this includes everything from washing dishes and preparing meals to maintaining engines and handling weaponry.

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

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Ken Bove
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Pola Rosen
Publisher, Education Update

Lifetime Achievement Award

Theresa Kane, RSM
Associate Professor, Mercy College

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New York City



WOMEN SHAPING HISTORY 2015

DR. LAURA E. CISNEROS GARZA: PHYSICIAN, MONTERREY, MEXICO

Career Path

Medicine itself inspired my career path. I love medicine. I've dreamt of being a doctor since I was 8 years old. I worked very hard to be the first of my class in primary school, secondary school and college so that I could be given the opportunity to become one. In 1979, I attended the Facultad de Medicina at Universidad Autónoma de Nuevo León and graduated in 1985. After that I declared my specialization in gastroenterology. I went to study Digestive Endoscopy at the International Teaching Center of Digestive Endoscopy at the Fujigaoka Hospital, University of Showa, Yokohama, Japan and Liver Transplantation at Clinic of Barcelona Hospital in Barcelona, Spain. God has been most important to my career path along with my family.

Challenges

My greatest blessing is my children: a boy and a girl, twins. My greatest challenge was, as a divorced woman, raising my twins alone while working to excel professionally. It was a challenge to combine the blessings of being a



mother with being a professional woman. The trigger for my professional growth was to ensure that my children could achieve successful careers and that they could maximize their desires and receive the best possible education. They traveled with me to Barcelona and finished high school there while I was training.

Accomplishments

I'm proud to have trained at great institutions such as International Teaching Center of Digestive Endoscopy in Japan and the Clinic of Barcelona Hospital, which is one of the best institutions for hepatology in Europe.

I'm proud to have started and been part of hepatology research in exciting issues such as new treatments for hepatitis C, hepatitis B, hepatocarcinoma and liver support systems like a bridge to liver transplantation. I'm happy to have had the opportunity to work in two liver transplantation programs in Monterrey Nuevo Leon, Mexico in both a public and a private hospital.

**The rest of this article
can be read online at
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