

EDUCATION UPDATE

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GUEST EDITORIALS

President Arthur Levine, Woodrow Wilson Foundation

As it enters its 20th year, *Education Update* has become one of the most prominent voices in education in New York City. It has reported on schools and colleges at a time in which unions and governments clashed, parents boycotted testing, the federal role in education expanded, charter schools grew in influence and the common core came into being. Heated debates raged over teacher accountability and school ratings, student achievement and assessment, educational equity and alternatives to traditional public schools, tenure and LIFO and much more.

These are not a series of discrete actors and issues. They are products of America's transition from a national, analog, industrial economy to a global, digital, information economy, which is radically changing the expectations and demands being made on our school.

Today's schools were created for an industrial nation and resemble the assembly line which typified the era. They are built on a common

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NYC Schools Chancellor Carmen Fariña

MY FAVORITE MONTH: SEPTEMBER

For a long time now, September has been my favorite month. Educators get into teaching to make a difference – so nothing brings a brighter smile to my face than seeing students, families, and colleagues pouring back into school right after Labor Day. This is a special September for me: my 50th as a New York City educator. I keep coming back – if you recognize that you're changing lives every day, it becomes hard to leave.

We've had a busy summer, all leading up to this month. I've met one-on-one with all our superintendents to share strategies to move each school forward. Principals and teachers have been hard at work too – thousands have attended professional development sessions, on topics ranging from school climate to STEM. Our teachers are in the classroom to make a difference. And if you want to make a difference, you have to be ready to go on Day 1.

The excitement about September isn't just

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President Tim Hall, Mercy College

This year marks the 20th anniversary of Dr. Pola Rosen's founding of *Education Update*. She launched this important newspaper before Google or Netflix or the iPhone existed and before any of us had ever heard of No Child Left Behind, Race to the Top, or Common Core.

The years *Education Update* has helped to chronicle have seen an ever-increasing emphasis on educational accountability as the social and economic benefits of education have grown ever more pronounced. What else could we expect? Education reform movements are prone to creating paper villains and metrics that often fail to capture the full breadth of what it means to be educated. They are capable of dispiriting those whose labor we need most to educate the next generation. Nevertheless, the stakes could not be higher. If we can improve, we must improve. The trajectories of not only individual lives are at stake, but the lives of families and communities and even our country itself.

In the area of higher education, for example,

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Dr. John J. Russell, Head, The Windward School

DON'T BLAME TEACHERS FOR SHORTCOMINGS OF TEACHER PREP PROGRAMS

The quality of teachers has long been identified as the most significant influence on student achievement. Acknowledging the importance of teacher quality, the federal No Child Left Behind Act required that by 2005-06 all children should be taught by "highly qualified" teachers in the core academic subjects. Unfortunately this ambitious goal is not close to being achieved.

In 2014, the National Council on Teacher Quality (NCTQ) released its annual review of teacher preparation programs in the United States, Teacher Prep Review 2014. As was the case in previous studies, colleges and universities were once again cited for their substandard preparation of teachers. The NCTQ report confirms that there is still a significant disconnect between the preparation teachers need in order to be successful and the preparation they

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Assembly Member Rebecca A. Seawright

Despite citywide acknowledgement of New York City's critically overcrowded schools and engorged class sizes, this summer the Department of Education (DOE) announced that it would not adopt a recommendation to lower the target class size to the size contemplated in New York City's Contract for Excellence law passed in 2007 (with Kindergarten classes staying below 19.9 students, grades 4-8 staying below 22.9 students and high school classes staying below 24.5 students). In a city where we compromise on space in every other aspect of life, we should not compromise on the space we allocate for our children.

Overcrowding is a very real and very serious problem in New York schools. Overcrowding presents itself through a number of symptoms including overly large class sizes and conveniently located trailers. In some schools, hallways, closets and gymnasiums are utilized as classrooms. In the Local Law 60 Report published by the DOE in November 2013, the DOE reported that 37 percent of schools did not

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President Lisa Coico, City College of NY

CCNY'S ROLE IN STEM EDUCATION

Throughout its long history, The City College of New York has been a pillar for science, technology, engineering, and mathematics (STEM) education. It is home to ten Nobel Laureates, the latest awarded to alumnus John O'Keefe in 2014, and now the new CUNY School of Medicine on the CCNY campus, an expansion of our established Sophie Davis School for Biomedical Education. A few of the many ways we have been actionable in our STEM efforts is through student education and success, faculty research and innovation, and community partnerships.

CCNY students are recipients of Goldwater, Gilman, and Hollings scholarships as well as National Science Foundation Graduate Research Fellowships and U.S. Geological Survey internships. They are conducting research in areas ranging from working on mirrors for the James Webb Space Telescope and testing water quality and availability in a rural Haitian-Dominican community to study-

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Dr. Kimberly R. Cline, President, LIU

LIU is embracing entrepreneurship by immersing students in a culture of engaged learning beginning with world-class faculty who are experts in their fields and who use a unique blend of classroom learning with real-world practice. In today's rapidly changing, technology-driven, highly competitive job market, one of the top traits hiring managers look for is entrepreneurship. LIU students develop their own businesses through our startup incubator, work at our student-run businesses, make use of our academic research centers, and gauge the financial markets at our real-time trading floors.

The 2015-16 academic year marks the beginning of Dr. Edward Rogoff's tenure as the Dean of the LIU Brooklyn School of Business, Public Administration, and Information Sciences. Dr. Rogoff has a long and distinguished track record as a visionary in business education, having directed a student entrepreneurship program at a top-tier university. His entrepreneurial skill and educational creativity have been recognized by the United States Association of Small Business

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President Russell Granet, Lincoln Center Education

In a matter of days, the largest school system in the country prepares to receive the more than 1.1 million students who will one day look back and credit their public school education for their place in this world. Teachers are busy preparing their classrooms and reviewing curriculum; parents are ensuring all the boxes on their child's back-to-school lists are checked; and students are savoring the last moments of summer freedom. The 'back-to-school' activities leading up to the first day of class seem to be as universal and timeless as education itself.

But education continues to change in today's world of high-stake testing: in a recent press article, seventeen elementary school students from New York City were asked what, if anything, made them anxious about the first day of school. Ten of the first, second, third and fourth grade students mention state testing, homework, and grades as the leading cause of anxiety – more impactful than making new friends

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College Bound Initiative Celebrates Bright Futures of High School Graduates



Queen Latifah and Stephen Siegel with CBI students

By LYDIA LIEBMAN

According to statistics, a child born into the lowest quartile of income has a 9 percent chance of attending college compared to children born into wealthier families, whose chance of college attendance rises to 85 percent. Those at the College Bound Initiative (CBI) have been working tirelessly to alter that fact.

Established in 2001 by Ann Tisch, CBI is a coeducational college guidance program that stems from the Young Women's Leadership Network (YWLN). Since its inception, the program has assisted nearly 7000 students in enrolling to college and has generated more than \$265 million in financial aid. "I think this is a fabulous organization," says CBI board member and former public school principal Gertrude Erwin, "this model is unique because we have full time counselors working with the students to get them into college. We have a tremendous success rate."

On May 28, CBI celebrated the 2014-2015 high school graduates with the help of three of the most recognized names in entertainment, culinary arts and real estate: actress, hip hop artist, and writer Queen Latifah, CEO of Union Square Hospitality Group and famously, founder of restaurant chain Shake Shack, Danny Meyer and Chairman of Global Brokerage and real estate magnate Stephen B. Siegel.

The class of 2015 has much to be proud of, with graduates going on to enroll at some of the nation's premier educational institutions including New York University, Franklin and Marshall College, Columbia University and Cornell, among many others. Many student stories were shared, including that of Ghanaian Mark Manu, who is the first of his family to go to college. Manu credited his counselor Ms. Daly for helping him through the immigration process and helping him to secure a green card so he could apply to college. In the fall, he will be attending

Gettysburg College with a full scholarship.

Amanata Kibbon, a student at Health Opportunities High School in Bronx who will be attending at NYU in the fall to study early childhood education, said that CBI made it possible for her to pursue her dreams. "The best thing was my advisor, Mr. Thomas. It was wonderful to have the opportunities that my parents were not able to have when they were young to be able to have an education and be able to attend college," she said.

Each of the honored guests praised Ann Tisch and congratulated the graduating class. "This experience makes me feel that maybe I didn't appreciate the privilege I had," said Danny Meyer, "... I am so grateful for the opportunity to be part of this incredibly powerful program." When asked what steps one should take to become successful, Stephen Siegel summed it up eloquently with "education, education, education". Finally, Queen Latifah took the stage to thunderous applause and cited her mother, who attended college when Latifah was a child, as her primary inspiration. "Be prepared for people who will say you can't do it," Latifah advised, "and make sure you don't believe them. Latifah went on to sing praises of the program and thank the counselors. "I'm very proud of the students who worked so hard to get to this point...each of these students is worth the time and the effort and the money," she said.

Tisch commented on the success of the celebration and the organization as a whole when she said, "I think this shows the struggles, but more important the success that these kids have because of the work that they do and the work that CBI is doing."

Currently, CBI is available to 13,000 students across 24 schools throughout New York City. Approximately 80 percent of CBI graduating seniors will be the first to attend college in their family. #



Ann Tisch with CBI Students

THE CAHN FELLOWS PROGRAM TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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<http://www.tc.columbia.edu/cahnfellows/>

and click on the "Nominate a Fellow" link on the left.

For further information, please contact Lily Woo, Director, at lily.woo@tc.columbia.edu or call 212-678-8204.



SELF-ADVOCACY: NEVER TOO EARLY TO START

By MARY HEBERT, Ph.D.

A growing population of students attending college are those with learning disabilities. Self-advocacy is essential for students with learning disabilities entering college. While parents, teachers, case managers and others have typically provided the necessary support and coordination of services throughout the K-12 years, students with learning disabilities must now prepare to self-advocate. Students preparing for college need to consider services for their learning disability on campus and how to approach what is available. This requires initiative and

follow through as young adults.

While self-advocacy is a skill set that is addressed and enriched in the college setting of a disability support program, it is key to contemplate the importance of the launch of solid self-advocacy skills as early as possible in a student's academic career. As soon as a student is diagnosed with a learning disability, the process of self-advocacy needs to begin.

During elementary school, awareness of the disability is important. Explaining the disability, answering questions the student has, asking them what they feel is helpful or not helpful,

including them in goal planning for their education are strategies to consider in accordance with their individual circumstances. This should continue in middle school, with students attending IEP meetings and collaborating with key players in planning the IEP/504. By now, students should be included in meetings, or at least portions of meetings, to identify goals, identify challenges and areas of strength, and generally be a part of the team in developing the academic plan. At the high school level, college planning, course selection, and refining the most helpful aspects of support are key. It is helpful when case managers are familiar with services and accommodations in college settings so that they

can assist the student in knowing what is going to be available after high school. Consider shaping and identifying high school accommodations so that by senior year they reflect a similar set of accommodations that would be available in college. This can also assist with selecting the appropriate college. College match becomes very important for every student and particularly for those with learning disabilities. This knowledge and awareness, as well as collaboration throughout the K-12 years, is essential for a successful college transition. #

Mary Hebert, PhD, Counselor, Fairleigh Dickinson University, Regional Center for Learning Disabilities

Dancing Beyond Disability: ZCO/Dance Project Shows The Power of Dance

By LYDIA LIEBMAN

Recently, Dixon Place presented "Brand New Day", a riveting dance performance from ZCO/Dance Project with Artistic Director, Zazel-Chavah O'Garra. ZCO/Dance Project, which features dancers with disabilities performing original choreography. The collective's motto, "Dancing Beyond Disability", is exemplified through their four-fold mission statement: to create performances that are witty, soulful, intelligent, powerful and intriguing, to create original dance works of artistic distinction performed by dancers dancing beyond disability, to present new, exciting, challenging and inspiring contemporary dance performance to the widest possible audience and to encourage the integration and inclusion of people with disabilities in dance and society.

Zazel stated that there are very few New York based dance companies that feature disabled dancers. She became disabled thirteen years ago.

"I didn't want to sit home and be paralyzed," she said, "while it was difficult to deal with physical therapy my love of dancing did not stop." The dance company is made up of dancers who have Broadway, national tour and film credits.

Michelle Mantione, was recently admitted to Hunter's Graduate Dance Education program. "Dance is the language of the soul and so often in physical therapy they treat the illness and not the person," she said, "but with dance I feel my soul fulfilled more. By dancing, I'm controlling the gaze of the public because physically disabled people are always getting stared at but when you're on stage you're controlling the gaze." She also said that these types of performances raise awareness that disabled people can train and be dancers too. #

More information can be found at www.zcodanceproject.com, including information about their upcoming performances and fundraisers.



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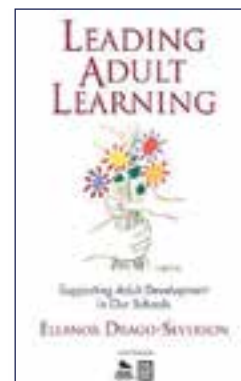
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Ellie Drago-Severson, Professor of Education Leadership and Adult Learning & Leadership at Teachers College
Jessica Blum-DeStefano, Co-instructor at Columbia University's Principal Academy and Adjunct Instructor at Bank Street College of Education

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BEACON COLLEGE SET TO OPEN NEW ACADEMIC YEAR ON PROMISING & HISTORIC NOTES

As Beacon College prepares to welcome its 27th entering Fall class for a new academic year, the community has good reason to be optimistic, and understandably proud.

The College will greet its largest class of new students, with 110 freshman and transfer students commencing their studies. Hailing from 32 states and 9 foreign countries, Beacon's full-time enrollment will be 285 students. This figure surpasses the previous record enrollment set just one year ago at 221 undergraduates.

There are further statistics – nationally relevant – that give Beacon's enrollment numbers a richer perspective. The 48.7 percent increase in full-time students at the College over the past two years dwarfs similar percentages of enrollment growth at private and public colleges and universities in Florida and across the U.S. Beacon's 59 percent acceptance rate this year places it among the national category of selective American colleges.

In February, the U.S. Department of Education released its College Scorecard reporting on the graduation rates of all accredited undergraduate institutions across the country. Here, too, Beacon's 83.3 percent graduation rate placed the College in rather exclusive company, and exceeded considerably the 59 percent graduation rate for all U.S. colleges and universities.

The College's enrollment growth is spurring campus development both along Leesburg's Main Street and within the institution's footprint on the side streets nearby. The façade of the Mason Art Gallery, a newly renovated academic center adjacent to the College's main

administration building, Beacon Hall, is in the final stages of a two-year reconstruction project – with a new bricks-and-mortar “facelift”. The Railway Depot Fitness Center and Student Union, located in the iconic, former Leesburg Railroad Station will be unveiled. An adjacent property on East Meadow Street will house important program elements of the College's accredited Studio Arts major. Beacon's first intramural playing field is taking shape, for student outdoor recreation and fitness.

“I think that Beacon's success of the past decade is both earned and deserved”, says Dr. George Hagerty, Beacon's President. “We are grateful to be prospering at a time of significant competition in higher education. I believe that our growth is in large part because we have always embraced and never deviated from our core mission to serve college-ready undergraduate students who lean differently. We teach our students not to mistake their ‘island of learning challenge’ for the whole landscape of their lives.”

Beacon recently made its inaugural foray into the arena of international education by partnering with the King Salman Center for Disability Research (KSCDR) to implement the pre-college COMPASS Program hosted on the Leesburg campus. As attested to by all associated with this offering, the Program was very successful in meeting its educational and cultural goals. #

For more information, please contact Steve Muller, Vice President for Institutional Development and Communication at (352) 638-9706, (smuller@beaconcollege.edu).

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Though a small school, three themes lie at the center of the Stevenson program, which make it vibrant:

- 1) A balanced liberal arts education offering authentic learning experiences in a classroom setting in English, mathematics, history, science, the visual and performing arts, physical education, and yoga.
- 2) Lively school activities, including 3-seasons of sports teams for boys and girls, a literary publication, yearbook, student council, and rock band.
- 3) A supportive counseling model that increases academic learning time, featuring daily morning faculty meetings to discuss student progress, 3-daily advisory meetings with students, and additional services by 4 doctoral-level and 2 master's-level clinicians.

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Google and the American Museum of Natural History Work to Create Googlers

By LYDIA LIEBMAN

The American Museum of Natural History recently teamed up with Google to give museum access to over 3000 students and teachers from 47 schools across the 5 boroughs. The Google Field Trip Program, which is a nationally sponsored initiative aimed at providing out-of-classroom experiences to underserved children, featured a multitude of hands-on educational activities including an interactive display of the Silk Road, a presentation of x-rays and a fascinating display of dinosaur fossils.

The event was spearheaded by Google's Chief Information Officer Ben Fried, a born and bred New Yorker with an affinity for the American Museum of Natural History that dates back to his own childhood. "For those of you that are here for the first time I am so jealous of you," Ben joked during his speech, "to experience this museum for the first time is an incredible thing! This museum taught my colleagues and I so much about science and the natural world." He went on to say that the museum does an incredible job at inspiring future engineers and scientists and, he hopes, will help to inspire future Google employees or as they call them, "Googlers". Fried emphasized the importance of learning science and computer programming when he said: "programming is the gateway to creativity. It's a way of thinking about the world and solving problems." Through the Google Field Trip program, the programming seed can be planted earlier through an exposure to science and technology at museums such as the American Museum of Natural History.

"We see the goals of the Google Field Trip Program absolutely consistent with the museum's vision," said Senior Vice President of the AMNH Lisa Guggenheim, who also showed support for the program's "emphasis on creating opportunities and access for young people, in and out of school, to use the resources of the museum."



Ben Fried, CIO, Google

In the Great Hall, children gathered in large groups around the many different booths. "My favorite thing about today was learning about inner x-rays!" said Javier, a student at MS 80 in the Bronx. Another student from MS 80 expressed interest in becoming an astronaut. Anise and Melanie, both students from PS 53, stated that her favorite exhibit was one that featured a bison and a foxtail because they were able to physically touch the fur with their hands. The theory that children would become encouraged to pursue a career in science after visiting the museum appeared to be proven correct as many students shared their enthusiasm for future science based careers.

According to Daniella Tuffee, a teacher at MS 80, the students will continue their day of science and discovery when they return to the classroom. "All our students will go back to the classroom and write a reflection to share about this experience," she said.

In her opening remarks, Guggenheim expressed her desire to make the museum feel like a place students can always come to. "It is our hope that when you visit the museum today, and many times to come, that you encounter science and nature and fall in love," she said. Based on the enthusiastic response of the attendees, it appears as though her hope will be fulfilled. #

FROM 3D PRINTING TO BRAIN IMAGING: ALL FOR THE BIRDS! DR. MARK HAUBER OF HUNTER COLLEGE SHARES VIEWS

How do birds recognize their own eggs? And why should they have to do so in the first place? This is the subject of research by Hunter College's Prof. Mark Hauber and his Animal Behavior and Recognition Systems laboratory. A native of Hungary, a citizen of New Zealand, and trained at Yale, Cornell, and UC Berkeley, Dr. Hauber has been at Hunter College for nearly 7 years, publishing over 100 articles with Hunter undergrads, Master's and PhD students. They focus on brood parasitic birds, including Europe's cuckoos and North America's cowbirds, which are amongst nature's few truly lazy parents: these birds sneak their eggs into nests of other birds and leave all the parental duties for the fosterers. The host species, targeted by brood parasites, must therefore evolve a sophisticated recognition mechanism to tell their own eggs apart from the parasitic, foreign eggs. This type of recognition is similar to other species' mirror-based self-recognition, because the egg laid by the mother bird, is an integral part of her own genetic make-up; yet birds do not need a mirror to tell self apart from other. Instead, they rely on sophisticated rules of thumb to tell own eggs apart from foreign eggs: these rules include "discordancy", the rejection of the most dissimilar egg from the nest, and "primacy" the learning of first-laid egg's appearance to recognize and reject later laid dissimilar eggs from the clutch. To avoid the need to use artificially dyed natural bird eggs for these experiments, the Hauber lab has taken to printing model eggs on a 3D printer, matching in shape, size, and weight the natural eggs of the parasitic birds and their hosts. Similarly, instead of invasive physiological or histological methods, to under-



stand how the minds of a parasitic bird, and their hosts, work, in a collaboration with Weill Cornell Medical College, Prof. Hauber has been using functional magnetic resonance imaging (fMRI) to visualize the brain activity of his avian subjects. Combining behavior with neuroimaging, has been a 20 year long aim of the Hauber research program, and the facilities built at Hunter College, and the collaborations within NYC's Upper East Side's biomedical corridor, provide a strong and productive environment for exploration and discovery by this team of excellent students and caring faculty. Many of these students are recruited from Hunter's nationally known Animal Behavior and Conservation Master's program, which is now directed by Prof. Hauber, recruiting students to work on companion animals, zoo populations, and wild species alike. #

Dr. Hauber is Director of the Animal Behavior and Conservation Master's Program and Hauber Lab at Hunter College. He is a graduate of Yale University, Cornell University, University of Auckland, Victoria University of Wellington and Postdoctoral Research Fellow of UC Berkeley.

POETRY

DON'T TELL ME FRIENDS...

By ABRAHAM AUERBACH

There are two sides of each coin
Sunshine and shadow
Fathomless evil yet sublime goodness
For: how could I enjoy the blossoms of
spring

When I remember a brutal boot
Trampling blossom and fruit together
How could I look into the innocent eyes of my grandchildren
When I remember the cruel hand murdering
Mother over child
O, where is that voice of thunder and where
is that prophet of yore

To punish the criminal and mitigate the pain.
Abraham Auerbach (1909-2009) was fluent in eight languages and was a poet. He was the father of publisher Dr. Pola Rosen.



We remember
with love,
Dr. Maxwell Felton,
a surgeon, great
friend, father, grand-
father & husband.

CAREERS

Virginia Maiorino, Physical Therapist

Current Job:

I have been very happy to work as a licensed physical therapist for the past 28 years. I was fortunate enough to make the decision to become a therapist after a career night event at my high school. Prior to my decision vocation testing concluded that I should become an engineer, but that did not appeal to me. My short list included becoming a professional dancer, veterinarian or brain surgeon. I was swayed from becoming a dancer by my mother, I decided that the prospect of animals

dying at my hands, despite the skills I would learn, would be too difficult to bear and at the young age that I was I thought that becoming a brain surgeon would take "too long"! It was then I heard a physical therapist (who was about my height, shy of 5'2") speak about her career and it was there and then I knew that is what I wanted to do.

Advice to others:

Whatever you choose to pursue as a career, focus to always keep a healthy work/life balance. Burn out in any career comes from a lack of this bal-

ance.

Mentors:

I wouldn't say I had any mentors, but I have had a lot of wonderful teachers and instructors. This is especially true for continuing education courses that I took in areas that I was interested in which included manual and movement therapies.

Salary:

The median annual wage for PTs nationally is reported to be \$80,000 with the best paid 10 percent making \$113,000 and the bottom 10 percent making \$56,000. #



Diabetes: Quality of Life and Making an Impact

By DR. KARIN HEHENBERGER

Type 1 Diabetes (T1D) is a relatively rare disease, affecting between 1 to 3 million Americans or 5-10 percent of the total diabetes population. It is growing world-wide, with the highest incidence in Scandinavia. Prevalence of the disease in the US has increased by 23 percent in the past 8 years for people younger than 20 years old.

The American Diabetes Association informs us that 29.1 million Americans, or 9.3 percent of the population, had diabetes; 86 million Americans age 20 and older had pre-diabetes. Diabetes is the 7th leading cause of death in the United States and is the primary cause of kidney failure, blindness in working-age adults and non-traumatic amputations.

Two days before my 17th birthday I was diagnosed with T1D, a chronic, autoimmune disease requiring life-long treatment with insulin in order to survive. The most significant change for me, which I think is true for most others affected by a chronic disease, is the sense of losing control over your body. Realizing that the future implied complete dependence on insulin injections to function, feel good, or even survive as a T1D, is tough for anyone, and especially teenagers who are also struggling with finding an identity growing up. The fear of dependence is exacerbated by the fear of bodily damage and harm if one doesn't take care of oneself (i.e. controlling your food, taking insulin, measuring glucose and essentially making sure the diabetes is under control).

I had to go through tremendous battles, but now 25 years post diagnosis, I am healthy and energetic. I ultimately had to replace my failing kidneys with a transplanted one from my Father, and my faulty pancreas from a young woman whose

family so generously donated her organs after her death. These procedures were not easy, but now I know the difference between living with diabetes and being "cured." I want this for everyone, but obviously not through the pathway I had to take.

I made a decision on the day I was diagnosed to learn as much as possible about diabetes, and dedicate my life to finding a cure for myself and others struggling with this disease. Medical school was a natural choice for me, since I could study my disease extensively, and then dig even deeper by completing a Ph.D. on the topic. After leaving academic medicine at Harvard, I joined the financial community and learned a tremendous amount about companies, the market, and what made for a successful management team. I also spent time in senior management positions at two biotechnology companies (Eyetechno pharma and Coronado biosciences) and at pharmaceutical giant, Johnson & Johnson. I learned different aspects of the industry, which will help me in the future as I identify and select companies to support through my current company, Lyfebulb.

Lyfebulb was built to improve the quality of life for people living with chronic disease, by creating a strong social community on and offline, as well as selectively support financially and through advisory roles opportunities that can make that difference. We are working to act as the bridge between patients and industry, and help create near term solutions to improve quality of life.

I hope that we can make life worth living for the many people who struggle with chronic disease and enable them to live beyond survival mode. I encourage you to visit our website and share your voice as a patient, loved one of a patient, provider or scientist, entrepreneur or investor at: www.Lyfebulb.com #

MARGARET CUOMO, MD & EXPERTS EXAMINE CANCER PREVENTION

By LYDIA LIEBMAN

Recently, the New York State Department of Health held The Cancer Prevention Summit: Transforming the Cancer Agenda For The Next Generation. The convention is an effort to reduce the startling figure of 35,000 cancer related deaths in New York annually.

New York State Department of Health Acting Commissioner Harold Zucker highlighted the many steps New York has taken to forward the issue of cancer awareness. "There have been tremendous achievements in science, technology and medicine," he said, stating that there are more than 400 different drugs on the market and 1000 more that are in clinical trials. Zucker spoke of a three-tier system of prevention that is system based, self based and society based. System based prevention, deals with those that are pre-disposed to cancer. In New York State, "research focuses on certain stem cells" said Zucker, who used ovarian cancer patients as an example. "This new market has allowed researchers to not only detect it and find a way to prevent it." Self-based focuses on individual prevention like going to the gym



L-R Matilda Cuomo, Dr. Howard Zucker, Dr. Margaret Cuomo, Howard Maier

and society-based is focused on the community.

New York State Lieutenant Governor Kathy Hochul spoke next, declaring the failure of the "war on cancer" in the early 1970's. "We didn't declare a war on polio, smallpox or typhoid fever; we prevented it. The governor and I are confident that we will enter a new era of rethinking, reevaluating and preventing cancer in our lifetime."

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ITZHAK PERLMAN CELEBRATES 70 MUSICAL YEARS



(L-R) Dr. Pola Rosen and Toby Perlman

By LYDIA LIEBMAN

Violinist, conductor and educator Itzhak Perlman celebrated his 70th birthday this August with a special concert on Shelter Island hosted by the Perlman Music Program (PMP) founded by his wife Toby. In his honor, Perlman's family and friends performed six pieces, including those by Mozart, Rossini, Sousa and Brahms. His five children and eight grandchildren were



Itzhak Perlman & daughter perform at his birthday

in attendance at the free, overflowing event. A full moon was glowing in the sky as if in celebration and the air was filled with the sounds of nature including cicadas and crickets. In 1994, Itzhak's wife Toby established the PMP as a way to support and nurture young musicians. Since 2000, the program has been based on Shelter Island on a 28-acre waterfront campus. #

Musical Duo Presents "Imagine Your Heart's Journeys" at Symphony Space

By LYDIA LIEBMAN

Vocalist, pianist and violinist Abigail Lumsden, together with her husband and co-producer, pianist Les Horan, present a multifaceted musical and visual happening in the release concert of their landmark double album "Imagine Your Heart's Journeys" at Leonard Nimoy Thalia at Peter Norton Symphony Space on Sunday, October 11 at 7:30 PM. Guided by Lumsden's captivating vocals and Horan's intricate harmonies, listeners are taken on a journey through the Great American Songbook ("Alice in Wonderland"), contemporary popular classics ("Imagine"), unique renditions of the classical repertoire (as demonstrated in the smart "Blue Chopin"), and a plethora of original compositions (such as the elaborate "Doorway" and upbeat "Clown").

"Both Les and I felt a need to celebrate, document and pass on the results of our lifelong musical journey," says Lumsden, "at this point we have reached a level musically and as performers that we are happy with. Our main joy would be to pass our music on to as many people as possible." "Imagine Your Heart's Journeys" serves as a benchmark for this musical coupling and rejoices in the melding of their diverse musical histories: she born from tradition and he primarily an improviser. "We've had a deep influence on each other," says Lumsden, adding, "we're so lucky to have met." Says Horan of Lumsden: "It's so rare to find a performer who's able to feel so at home playing classical music and at the same time improvising comfortably in her own unique,



Les Horan & Abigail Lumsden

rhythmic style ... she can swing like the best of them. Her vocals transport the listener into her own jazzy world. Whatever she plays or sings Abigail sounds authentic and inviting. Her audiences leave her shows feeling like they've just had a warm, musical hug."

The duo, accompanied by musicians such as Daniel Glass, Steve Doyle, Abou Diarrassouba and Heidi Siegell among others, is known for their electric performances that brim with energy. As described by Riverside Symphony Orchestra conductor George Rothman, "I've never seen an audience so taken... a terrific performance." The presentation at Symphony Space will also show the short film "Heart's Journeys, a Day in the Life" by Fifer Garbesi and Sina Madeon.#

Abigail Lumsden will be performing at Leonard Nimoy Thalia at Peter Norton Symphony Space on Sunday, October 11 at 7:30 PM. Tickets are \$25, \$20 for students and \$15 for children. Tickets can be reserved online at www.symphonyspace.org.

Lincoln Center Education: Path to Specialized HS

By KISA SCHELL

On the third floor of Julliard, an acoustic cover of "Say Something" can be heard from one of the dance studios where a middle school ballerina runs through her choreography with a Julliard ballet professional and a NYC DOE dance educator. Behind her are a group of her peers, each practicing their own routine, waiting for their turn to receive feedback from professionals. There is a palpable sense of anticipation and determination as each girl dances with a furrowed brow and headphones in her ears.

This scene is the product of a partnership formed by the New York City Department of Education and Lincoln Center Education. In a city of inequitable distribution of wealth, students from all financial backgrounds compete for the top public arts high schools. Oftentimes, those who are fortunate enough to afford private coaching for auditions are at an advantage from those who have never experienced a formal audition. Middle School Arts Audition Boot Camp seeks to level the playing field by providing a free, two-week program in dance, music (both vocal and instrumental), theatre, and visual arts to students from NYC public schools in disadvantaged communities.

Students audition for a spot in Audition Boot Camp and are selected based on their abilities. Because the length of the program is only 2-weeks, students must come in with some prior knowledge and experience to work with. From there, visual and performance professionals work with the young musicians, ballerinas, vocalists, and artists to build on their auditions for the 30 high schools specialized in the arts. Of the 98 students in the pilot year of Audition Boot Camp, an astounding 90 percent received an offer at a



Lincoln Center Arts Bootcamp

specialized high school.

Parents also benefit from the Boot Camp, as they are introduced to the high school application and audition process through informational nights. Although many parents are worried that art schools will render their child noncompetitive in the workforce, Lincoln Center Education head Russell Granet points out that creative schools often teach students the innovative skills companies will need in the future, regardless of whether the students go on to become professional performers.

Together, Lincoln Center and the Department of Education strive to equip students and families from Title 1 schools with the information and tools they need to be as successful at their auditions. This year, Audition Boot Camp served 147 students, a 50 percent increase from the previous year. Lincoln Center also plans to keep track of Boot Camp graduates, convening with them every year of their high school career in order to help with college selection and placement. In a city where many disadvantaged students struggle to keep up with their elite classmates, Audition Boot Camp is a welcome program, helping talented young artists bring their skills to the next level. #

W.C. FIELDS CENTENNIAL CELEBRATION AT THE NEW AMSTERDAM THEATER

By LYDIA LIEBMAN

On June 21, 1915, W.C. Fields made history with his debut in the Ziegfeld Follies at the New Amsterdam Theater. Almost exactly one hundred years to the day of his debut, W.C. Fields' granddaughter and Vice-President of W.C. Fields Productions, Inc. Dr. Harriet Fields, joined by grandson and Emmy Award winner and Fields Scholar Ronald J. Fields, American humorist Dick Cavett, VP of Operations of Disney Theatrical Group Dana Amendola and author Arthur Wertheim, presented an intimate and joyous celebration of the life and legacy of one of America's most prolific comic geniuses.

The interactive program, moderated by Harriet, explored the importance and lasting effect of the many routines made famous by W.C. Fields during his time with the Ziegfeld Follies.

"My grandfather is my spiritual inspiration, whenever I am in my beloved New York, my spiritual home, I always go to the lobby of the



Ron Fields & Harriet Fields

New Amsterdam Theatre and stand in front of the formal photo of W.C. Fields and meditate. Having given up organized religion, I come here for spiritual nourishment. I say thank you grandfather, thank you for being you, thank you for freeing me," said Harriet.

**THIS ARTICLE CONTINUES
ONLINE AT
www.EducationUpdate.com**

Lincoln Center Education's Summer Forum: Interview with Executive Director Russell Granet

By LYDIA LIEBMAN

This July, Education Update visited the Lincoln Center Education's (LCE) Summer Forum. The fully immersive, three-week professional development program features a variety of learning labs, workshops, panels, lectures and performances that cater to educators and artists.

To round out the day, we attended an exhilarating performance by the Villalobos Brothers, a trio of string players joined by a riveting rhythm section who artfully blended indigenous rhythms and melodies with intricate jazz harmonies with classical influences. The brothers began their music training at the age of about 5 and have been playing continuously since then.

Education Update sat down with Executive Director of Lincoln Center Education, Russell Granet, to talk about the Summer Forum and other exciting Lincoln Center Education happenings.

Education Update (EU): Tell us a little bit about the Summer Forum.

Russell Granet (RG): This summer is all about providing professional development experiences that explore the intersection of education, community and the four art forms we are known for: dance, music (instrumental and vocal), theater and visual art. We have over 320 participants representing 22 states and seven countries making this the largest forum we've ever had. One can come to the summer forum as a teacher, educator or administrator or as a working artist interested in education. The term Teaching Artist was born here in the late 70's,



Lincoln Center Education Group Lab

so last year we began the International Teaching Artist Training Program and we had 25 intermediate participants. This year, we had close to 200 applications and expanded to welcome an advanced group. As always, everything we do is based on the work of Maxine Greene and her belief that a work of art should be central to all learning. We continue that work today. The majority of our teachers are non-arts teachers, but certainly all are welcome.

EU: What do you do with graduate students to give them an opportunity to have a voice here?

RG: We have a fellowship program with the North Carolina School of the Arts and each year we host 6 Kenan Fellows that are here for 8 months. This fellowship is their introduction to the New York City arts and culture scene; and Summer Forum is their introduction to Lincoln Center. The goal of the fellowship is to see how an engagement with education can impact the artistry of actors, musicians, and dancers. During their stay, they create their own work

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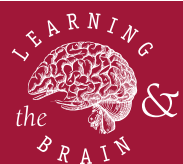
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JUNIOR JOURNALISTS

Crying, Confusion, and Conquest: My Experience With the College Process

By GRACE MOONEY

As a rising high school senior, college is the most prominent thing on my mind right now. It seems like the applications, tours, tests, and résumés never end. However, the most important thing is finding the right school. How am I supposed to know which school will be the perfect fit? Where will I be happy? College counselors tell you to write down everything you want in a school, and find the one that fits that profile best. But, I don't find that this is always a perfect formula.

It seems simple. Find out what it is that you want, and find a place that has it. I tried this, but it never worked out. I visited schools that weren't too pricey, had a commendable program for the major I wanted at the time, and weren't incredibly small. I wanted a liberal school with a good social scene that wasn't too far from a city in the Northeast. It had to have great job opportunities and excellent internship connections. I did my research, and found schools that fit my ideal. I was sure that I was done. I would apply to those schools in the fall, get into a few, and off I would go to college, happy as a clam. As it turns out, it's not that simple.

I started to visit these schools. I was positive



I would love them, but thought I should take a tour just in case. Then, slowly, I started to realize that I didn't love all the schools as much as I thought I would. In fact, I didn't even like them. It's an unexplainable feeling you get. You just can't imagine yourself living and studying there for four years. Technically speaking, they had everything I wanted, but there was no way I was going to apply.

The benefit to this strange feeling is that it has a positive end as well. There were some schools that I absolutely loved, but I couldn't explain the reason why. Some had all I wanted, some didn't. However, the ones that didn't seemed forgivable in their faults. They had other advantages that I hadn't even thought about when making my original list.

The college process is a difficult one, but that doesn't mean it's impossible. It's not as clear-cut as many people make it seem. There have been a lot of surprises along the way that have thrown me off and made me think that maybe I wasn't cut out for college. Although I wish the process was easier, I'm glad I learned to handle setbacks in the way that I did. #

Grace Mooney is a rising high school senior at Dominican Academy in New York City.

CAREER GOALS

Sean Reinicke, Student

By KISA SCHELL

It's not often that you hear of a child raised in New York City longing to become a park ranger in Yellowstone National Park. Yet for Sean MacGuire Reinicke, a high school senior at Beekman High School, this dream is becoming a reality. Sean was born in Lithuania and brought to the United States at the age of four. Though Sean had difficulty grasping the English language at first, he quickly surmounted this challenge and has excelled in many endeavors, both scholastically and creatively.

Currently, Sean is taking advanced English courses at his high school where he is inspired by an animated teacher, James Vescovi: "We do everything from 'Romeo and Juliet' to James Hanley. We just read the book 'The Dragon Can't Dance.'" My teacher is very wonderful. He's so nice and he's so lively and he's Italian—he just has this vibe where everyone in class just enjoys [the lesson] and we just come in and he has coffee waiting for us. No one does that and it's just amazing because we sit down and



everyone talks to each other and it feels great and the vibes are amazing." Sean describes many of the teachers at Beekman as influential figures in his life: "They all helped influence me to follow my dreams and none of them said that I should focus on something that can make me more money." In a society

where class and status are emphasized, it's not often that students are encouraged to pursue their dreams, no matter how unconventional they might be. The small class sizes and seminar-style settings have helped Sean feel at home and in an environment where people genuinely care about his interests and well-being.

In the fall of 2015, Sean will be starting school at SUNY Cobleskill. With the motto: "Real Life. Real Learning," SUNY Cobleskill encourages students to immerse themselves in hands-on fieldwork and internships to help them secure employment after graduation. At Cobleskill, Sean plans to concentrate on courses that are related to nature, from zoology to botany to wetlands and biology. Sean is most looking

Summer Adventures at Camp

By WILLIAM FREEDMAN

After living in the concrete jungle of Manhattan, it was a great opportunity to retreat to the green state of Maine where I spent my fourth summer at Camp Takajo. In Naples, Maine, you never hear honking horns, sirens screeching, and never get caught in traffic jams. As the buses rolled into camp, we were greeted by counselors who brought us to the cabins where we would be living for the next seven weeks.

Takajo offers many different activities ranging from soccer to sailing and lacrosse to photography. The counselors encourage you to try a wide variety of activities and as a result, get you to try new things. Before my first summer at Takajo, I had never tried sailing. Now, making my way down to the dock and hopping into a sailboat is my favorite activity at camp.



Although Takajo is a sports camp, it also offers many other activities such as canoeing, video, woodworking and photo. I had an amazing experience this past summer on a project I worked on in Photography. I took a panorama photo of the Takajo waterfront and started working. I spent the next several weeks laboring over my masterpiece, an enormous 5ft by 2ft collage. It was a fun experience and I was happy to tote it back to New York and hang it in my room.

After archery, lacrosse, laughing with my friends, movie night, and white water rafting, it was finally time to go back home. It will be difficult to return to the concrete jungle and to daily activities of homework and exams, and sitting in a classroom all day instead of being on a lake. #

William Freedman is a 7th grader at the Horace Mann School in NYC.

My 10 year Old Summer

By JARED ZELTNER

My first summer as a Philadelphia resident was busy, but great fun. My family moved from Atlanta to Philadelphia last year and I was excited to spend my first summer in the North East. We took a trip to Atlanta so that I could participate in a ballet intensive and visit friends; then it was back to Philadelphia for more fun.

My brother, my Mom and I flew to Atlanta in June. The first thing we did when we got off the plane was visit my best friend. While visiting friends is fun, I was really in Atlanta to see my old ballet teacher, Orlando Molina. I participated in a week-long ballet intensive at the Georgia Ballet; it was great fun and I loved it. I also was able to go to Legoland with all of my old friends. After the week ended we went back to Philadelphia for more summer fun.

My next summer activity was a ballet intensive at the Rock School; it was six weeks long. The Rock School is my year round ballet school in Philadelphia. It was tiring but fun. I made lots of friends who came to the program from



all over the country. I had three ballet classes a day, and I danced in two performances. My favorite performance was at the Mann Music Center in Philadelphia. It was the largest audience I have ever performed in front of, it was over 5,000 people. At the end of the sixth week I was sad to have the program end.

I was disappointed to have time off from ballet, but my Mom and Dad surprised me with two weeks of gymnastics camp. It was really fun to work on my tumbling skills and play games. The best part of the camp was landing my front flip on my feet. I also had time to see my non-ballet friends that I met over the year in Philadelphia. I was able to enjoy time on the playground. I love playing Zombie Tag with my neighborhood friends.

This was a summer to remember. I loved all my activities and I would be happy to do them again. I cannot wait to see what next summer brings. I am sorry that this wonderful summer is over but I am ready for another year of homeschooling, dancing, tumbling and playing. #

forward to working in a fish hatchery, as well as study abroad opportunities that will bring him to Hawaii and the Galapagos Islands. He is also excited to be in a rural environment with likeminded peers who come from different backgrounds: "I've always been a kind of country kid. I've never really been interested in the city and I've always wanted to go out and see more of the countryside. I think that me, a city kid, going to college at Cobleskill will be very interesting because not a lot of kids from NYC go to college there. Not only can I tell my

stories, but [the Cobleskill natives] can tell their stories to me about what their life is like."

From Lithuania to New York City to Cobleskill, New York, Sean has had a compelling journey. His interests in nature and the outdoors have grounded him and pushed him to pursue the career of his dreams at a school that emphasizes education through experience. As the old (and very corny) adage says, if his future were any brighter, he would have to wear shades. #

Sean is a graduate of Beekman HS and a freshman at Cobleskill SUNY.

Celebrating Hunter's 2015 Student Fulbright Award Winners

Recognized nationwide as a "top Fulbright producer," Hunter is proud to honor the College's 2015 Fulbright U.S. Student Award winners. Three members of the new graduating class are recipients of the prestigious government grant to spend the next academic year living, working and studying abroad. The Fulbright program's stated goal is for these young scholars to "interact with their hosts on a one-to-one basis in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding."

Bianca Malhotra '15, an economics major at Hunter's Macaulay Honors College, will spend her Fulbright year teaching English to university students in Turkey. This is a return trip for Malhotra, who studied abroad in Istanbul during the 2014 spring semester.

Malhotra cites a "timely" course in the Human Rights Program at Roosevelt House, where she learned about Turkey's involvement in the Arab Spring, as the inspiration for her previous semester abroad. She devoted that semester not only to studying in Istanbul but also to teaching English to high school and middle school students in a village outside the city center. The experience was so fulfilling, she says, that "I knew I had to come back."

Hugo Genes (IMA/MFA '15) a graduate

student in Hunter's Integrated Media Arts Program, has won a Fulbright to create multimedia documentation of the lives, culture and customs of Brazil's Xavante indigenous people. He intends to create filmed records that the tribe's older generations can pass down to younger generations, detailing and reinforcing their people's proud history, identity, and commitment to live sustainably.

Genes spent his own childhood on the shores of a river with a notorious environmental history. He grew up on Roosevelt Island, and crossed the East River daily to attend high school at Brooklyn Tech before heading upstate to Cornell University. As an applied economics major, he was courted by Wall Street and saw many of his classmates opt for careers in finance.

Maggie Slavin (MSEd '15), a South Bronx middle-school teacher earning her master's in special education, successfully applied for a Fulbright post in Amman, Jordan. "I chose Jordan," her application stated, "because I have knowledge of the language and region, and because many of my current students are Arab American." She is looking forward to teaching English to Jordanian students at the high school or college level, and to spending her "free" time working with Jordan's fast-growing Syrian refugee community. #

Barney Frank Promotes New Memoir at Roosevelt House for Public Policy at Hunter College

By LYDIA LIEBMAN

The Roosevelt House for Public Policy at Hunter College celebrated politician Barney Frank's memoir "Frank: A Life in Politics from the Great Society to Same Sex Marriage" as part of the annual Phyllis L. Kossoff Lecture recently. Frank's memoir, which was officially released on March 17, 2015 by Farrar, Straus and Giroux, is available for purchase at all major bookstores.

"If the memoir is anything like its author, it will have discerning truths, it will have vision, it will have humor, it will have wit and it will have a lot of wonderful stories about why America is what it is and how Barney helped make it that way," said Ambassador William J. vanden Heuvel during his introduction of Frank.

During his thirty-minute address, Frank discussed a myriad of topics, many of which are discussed in his memoir. Frank began by highlighting the general mistrust in government that has become apparent to him, citing the government's inadequate response to the financial crisis as one of the prime catalysts. "People who are angry at the government are not angry because they are philosophically opposed to government but because it hasn't responded to economic deterioration," he said, "...they think of FDR and they want to know why the government isn't responding now like the way it did then. They blame the government for not having done enough to help them."

Frank focused the core of his talk on breaking down two areas of "enormous expenditure in America" that, in his words, "are not useful and do more harm than good." Frank, who said famously on *Real Time With Bill Maher* that the war in Iraq was the "stupidest thing the American government ever did", said that the United States government would be a trillion dollars richer if we

and tactics that increase the pride of belonging for all involved and their willingness to contribute.

6) Expand institutional reach by connecting to others on the continuum of various relationships. Take an ecological perspective of the organization's impact and find like-minded alliances that seek win-win gains.

Benefits of ProMoting Impact:

Process Improvements: Leaders and their constituents increase their ability to accurately diagnose problems and devise interventions in multiple contexts that yield iterative enhancements.

Motivation Improvements: Stakeholder's motivation to participate increases, as the organization's identity becomes grounded in the



had not invaded Iraq. He also considers the military to be very "overextended". "Much of what we do in the military is protection of power and to maintain America's leadership," said Frank, "I don't want to be the leader anymore. I accept the fact that we'll be the strongest nation in the world but we don't need to intervene everywhere."

The second area of needless spending according to Frank is the prosecution of drug users. "Prosecuting people who use

drugs, importantly marijuana, is wasteful and intrusive," he stated, continuing "it's become clear that it is the area of American life where racism lingers deeply." He highlighted the fact that it costs more to send someone to prison than to a state university and suggested freeing up those resources so they could be put to work on infrastructure and other areas of need.

Frank, who is one of the most prominent openly gay politicians and the first congressman to reveal himself as homosexual, praised how far America has come in terms of LGBT rights. According to Frank, an indicator of this progress is the backlash Indiana received for their Religious Freedom Law, which would have allowed businesses to not serve individuals based on their sexual orientation. "The fight is about to be over," he said proudly.

Along with the aforementioned political opinions and those on other topics such as Benghazi and his choice for the upcoming presidential election (his presidential endorsement was not announced), Frank shed light on matters more personal such as his marriage to Jim Ready and his religious instincts. #

The Phyllis L. Kossoff Lecture is an annual forum that brings leading figures in public life to Roosevelt House for conversation and reflection on pressing issues of domestic and international concern.

manifestation of vision in specific actions that cause social good.

Impact Improvements: This mindful approach increases members' awareness of the conditions of the institution, either globally or locally, and heightens the institution's ability to make relevant, positive differences in the lives of many. #

Matthew G. Mandelbaum, PhD (dr.matthew.mandelbaum@gmail.com) is an Adjunct Assistant Professor in the Psychological & Educational Services Division of Fordham University. As a psychologist, social entrepreneur, educator, consultant, and founder of PsySoEd Dynamics, LLC in NYC (www.psysoed.com), he helps professionals and institutions devise solutions that lead to achievement.

Calling All Mission-Based Leaders Confronting Complex Problems

By DR. MATTHEW G. MANDELBAUM

As leaders of mission-based organizations, you face many trials. Several of these might be encapsulated by this meta-problem:

"How to scaffold sustained, consistent, purposeful effort, over very long periods of time and despite inevitable setbacks, appears at this time to be one of the great puzzles to be solved in developing a science of human excellence" (Feltovich, et. al., 2006). Leadership brings the challenges of developing and transforming vision, values, and purpose into the actions of stakeholders. Clearly, the mission's inspiration alone cannot cultivate growth and create the flexible architecture needed to succeed. But, what to do? How can you construct an operation that allows your organization to function well in the present and be prepared for an indeterminate future?

The goal is to create a predisposition for further development: as my mentor, the late Wharton professor Dr. Aron Katsenelinboigen taught me, where you enrich the qualities of your institution to foster continual development.

Working at the epicenter of psychology, social entrepreneurship, and education, I have devised a method: ProMote Impact™ that looks at the interplay of elevating Process and

Motivation to heighten impact. This framework helps organize the problem space and construct employable, strategic action plans that can increase the effectiveness of mission-based organizations.

ProMote Impact™: Δ Process * Δ Motivation => Δ Impact

Process

1) Clarify and enhance the mechanism of change. Articulate exactly how and for whom your organization creates social good.

2) Perform a transactional analysis of constituents. See how their actions lead to an implementation of the mission and how they can be improved.

3) Take 360-view of component factors of the organizations and its entry/exit points. Consider programming, facilities, human resources, finance, etc. in a systematic manner, in ways that they can improve the change mechanism.

4) Strengthen brand identity. Identify core values that can be tied to actions and define them well.

Motivation

5) Energize constituents by orienting and connecting them to the features, advantages, and benefits of organization and its membership. Allow values to lead to goals, strategies,

COWIN FINANCIAL LITERACY AWARDS

Philanthropist Joyce Cowin & Financial Literacy

In 2008, when people around the nation suffered financial losses, lost their homes and savings, their jobs and didn't know what to do, Joyce Cowin knew what to do. She would create a financial literacy program that would enable young and old to repair and rebuild their lives. She chose her alma mater, Teachers College, to donate several million dollars to create courses and lessons for teachers that could be taught in classrooms around the nation. The program has been in operation for three years. The teachers below have been recognized for their work by Joyce Cowin at the Harvard Club in 2015.



George Wolf, Teacher & Volunteer, Mt. St. Michael Academy

George Wolf, an educator at Mt. St. Michael Academy was awarded with the TC Cowin Financial Literacy Award for his achievement in teaching financial literacy. Once a week, Mr. Wolf would volunteer his time to speak with young people about what it takes to have a successful financial life. By incorporating real world examples, Mr. Wolf made financial literacy a fun, hands-on project. Students would "invest" in stocks and build portfolios, simulating what it is actually like to be invested in the stock market and take care of personal finances. This made a lasting impact on students who felt prepared to enter the real world of finance upon graduation and his efforts will impact students for the rest of their lives. Mr. Wolf shared his work with Education Update.

During the past two semesters, the focus has been on:

Financial responsibility. Checking account record keeping with practical application. Also, Wolf stressed the contractual obligations if the student uses a credit card. Focus on payment



due dates, minimum amount due and how to use credit responsibly to build trust in dealing with financial institutions.

Introduction to the stock market: This included relevant terminology and practical application of having a brokerage account. Focus was not on the portfolio results but why the portfolio achieved as it did. Included was dealing with

Deno Charalambous, Principal, Aviation High School

Recipient of the TC Cowin Financial Literacy Award, Mr. Charalambous became the principal of Aviation High School 6 years ago. During his time at Aviation, the graduation rate has risen from 84 percent to 94 percent due to Mr. Charalambous's positivity and proactivity. Aviation High School was recognized as the top high school in the nation for the teaching of personal finance by the W!SE (Working in Support of Education) Foundation. Education Update asked Mr. Charalambous the following questions regarding financial literacy in education.

What lessons did you give (or supervise) to enhance the financial literacy of your students?

I supervised five teachers that teach the financial Literacy course to all of our seniors. Our senior class is usually between 450 and 550 students.

What are the greatest needs of students today?

Students today have no concept of how to budget their money. They spend money they do not have and end up deep in debt which causes

uncertainty and critical thinking skills when investing your money, comparing risk aptitudes, taking no risk with no return vs greater opportunity for profit with the possibility of loss.

Time Value of Money: The focus was on using the power of their youth to secure a very comfortable lifestyle later. Emphasis was on participating in available long-term savings strategies, consistency in doing so and thinking long term. This is a "pay yourself first" strategy.

Student Loans and Financial Aid: This segment stressed that funds obtained from Student Loans have to be repaid after college even if they do not graduate and advised students on the seriousness of the obligations they are incurring while staying focused on getting their degree.

Greatest Needs of Students Today:



them stress and financial nightmares.

What advice would you give to other educators to enhance financial literacy of their students?

I believe that every school must teach a Financial Literacy course to their students. Personal finance is an area that very few people understand and is the basis for financial security as you grow older. #

Make students are aware of the importance and significance of financial responsibility. They must originate their own financial plan and track its success on a monthly basis. Students are shown what a plan may look like and they can adapt it to themselves given many variables.

Students should go to a bank and open an account independent of their parents in order to manage their own finances.

Advice for other educators to enhance financial literacy of their students:

Apply real life experiences to the lessons. Use interactive materials to allow the students to view our markets live and see how they function. Stress critical thinking skills. Being financially literate means making informed choices and understanding financial options regarding checking, savings, credit and investment. #

LETTERS TO THE EDITOR

NEW YORK, NY

American Israel Friendship League Fosters Global Understanding

To the Editor:

Congratulations to Vicki Cobb on this thoughtful and perceptive article about the American Israel Friendship League, organized by Dr. Charlotte Frank. The impact of the program on all participants is palatable and impressive. Continued success.

Carol Sterling

BALDWIN, NY

Veronica Kelly, Director Special Projects, The Bowery Mission

To the Editor:

Veronica, you have always been a most kind and caring person, and you have been blessed with the ability to make this project work.

Carol Heneghan

NEW YORK, NY

Outstanding Teachers of the Month- January 2005 To the Editor:

She is the best teacher in the world.
Melissa Meehan

NEW YORK, NY

Outstanding Teachers of the Month- April 2005 To the Editor:

Fran Meyers is truly the best teacher I have ever had the great opportunity to study with. She enlightened me with her knowledge of the English language, as well as her superior knowledge of ESL. Thank you Ms. Meyers.

Piper Rose

BANGALORE, KARNATAKA, INDIA

Nelson Mandela: Fighter for Racial and Social Equity

To the Editor:

Mandela is very inspiring. *-Esther Beullah*

OAKLAND, AK

Lucy Sprague Mitchell

To the Editor:

I am not sure where you are getting your information, but great topic. I need to spend some time learning much more or understanding more. Thanks for this fantastic information! I was looking for this for my mission.

John B.

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THE DEAN'S COLUMN

Perfection in Mathematics!

By DEAN ALFRED S. POSAMENTIER

Most mathematics teachers probably told you often enough that everything in mathematics is perfect. However, we actually have number with this designation, and are known as *perfect numbers*. They are numbers equal to the sum of their proper divisors (i.e. all the divisors except the number itself). The smallest perfect number is 6, since $6 = 1 + 2 + 3$, which is the sum of all its divisors excluding the number 6 itself. By the way, 6 is also the only number that is the sum and product of the same three numbers: $6 = 1 \times 2 \times 3$.

The next larger perfect number is 28, since again $28 = 1 + 2 + 4 + 7 + 14$. And the next perfect number is $496 = 1 + 2 + 4 + 8 + 16 + 31 + 62 + 124 + 248$, which is the sum of all of the divisors of 496. The first four perfect numbers were known to the ancient Greeks. They are: 6, 28, 496, and 8128. It was Euclid who came up with a theorem to generalize a procedure to find a perfect number. He said that for an integer, k , if $2^k - 1$ is a prime number, then $2^{k-1}(2^k - 1)$. This is to say that whenever we find a value of k that gives us a prime for $2^k - 1$, then we can construct a perfect number. We do not have to use all values of k , since if k is a composite number, then $2^k - 1$ is also a composite number.

In case you are interested the next few perfect



numbers are : 33,550,336;
8,589,869,056;
137,438,691,328;
137,438,691,328;
2,305,843,008,139,952,128;
2,658,455,991,569,831,744,654,692,615,953

,842,176;
191,561,942,608,236,107,294,793,378,084,303,638,130,997,321,548,169,216.

By observation, we notice some properties of perfect numbers. They all seem to end in either a 6 or a 28, and these are preceded by an odd digit. They also appear to be triangular numbers, which are the sums of consecutive natural numbers (e.g. $496 = 1 + 2 + 3 + 4 + \dots + 28 + 29 + 30 + 31$).

To take it a step further, every perfect number after 6 is the partial sum of the series:

$$1^3 + 3^3 + 5^3 + 7^3 + 9^3 + 11^3 + L. \text{ For example, } 28 = 1^3 + 3^3, \text{ and } 496 = 1^3 + 3^3 + 5^3 + 7^3$$

$$8,128 = 1^3 + 3^3 + 5^3 + 7^3 + 9^3 + 11^3 + 13 + 15^3$$

We do not know if there are any odd perfect numbers, since none has yet been found. Using today's computers, we have a much greater facility at discovering more perfect numbers, especially with the help of Euclid's method. If these numbers entertain you, consider the recently published book: *Numbers: Their Tales, Types and Treasures*, A. S. Posamentier and B. Thaller (Prometheus Books, 2015).

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

Lincoln Center Education

continued from page 11

here and this is their artistic home base.

EU: Do teachers and artists pay to come here?

RG: I don't believe in free programs because many times with free programs you'll have more people signing up than actually attend. For this there are subsidies between 30 to 60 percent. In many cases, the school district or employers pay for participants to attend. That said, the full tuition is \$950 a week and that includes the registration fee, daily breakfasts, the keynote every morning, panels every night and tickets to performances.

EU: Do most people come for the full three weeks?

RG: Most will come for an average of 10 days. By offering 1-day, 2-day, 3-day and 5-day labs, we offer different opportunities for people to engage with us depending on their schedule and budget. In addition to offering our 5-day Aesthetic Education Immersion, which we've been doing for decades, we also design workshops around current trends like 'arts and the common core', or how arts and sports are related. In wanting to welcome more and more people to Lincoln Center over the summer, we chose to create a 'choose-your-own-adventure', summer camp experience at the world's leading performing arts center for artists and educators and we want them to get better at incorporating the arts into everyday teaching and learning. #

For more information on LCE please visit LincolnCenterEducation.org.

OUTSTANDING EDUCATORS & DISTINGUISHED LEADERS

By LYDIA LIEBMAN



For over a decade, Education Update has honored distinguished leaders in the field of education and recognized teachers and administrators who have made a difference. This year's impressive list of Distinguished Leaders in Education included New York City Schools Chancellor Carmen Fariña, New York State Board Regents President Merryl Tisch, CSA President Ernest Logan, Dean of Education at Hunter College David Steiner, University of Hawaii Professor Maya Soetoro-Ng and Head of York Prep, Ronald Stewart. Along with the extraordinary roster of Distinguished Leaders in Education, twenty-one outstanding teachers and five administrators were honored from all five boroughs, along with three recipients of the Financial Literacy award, presented by philanthropist Joyce Cowin.

Following Dr. Rosen and co-publisher Adam Sugeran's introductions, CUNY Senior Vice President Chancellor Jay Hershenson delivered an informative keynote address that highlighted the recent achievements of CUNY and shared some exciting statistics: in the last five years, CUNY students and alumni have won 81 National Science Foundation Graduate Research Fellowships, 78 Fulbright Fellowships, 6 Paul & Daisy Soros Fellowships, 12 Barry Goldwater Fellowships and have produced one Harry S. Truman scholar. Hershenson also praised two CUNY partnerships including that with College Now, which currently has 20,000 students enrolled and offers free tuition as well as the ASAP program, which is on its way to serving at least 13,000 students by Fall 2017. Fittingly, he shared that 70 percent of CUNY freshman are products of the New York public school system.

Following the riveting keynote, there was no shortage of grandeur as a stream of education powerhouses took the stage. Ellen Futter, President of the American Museum of Natural History, kicked things off with a glowing introduction of Professor Maya Soetoro-Ng that emphasized her extraordinary work in peace education. "We need only to look at the news today to learn how urgently we need to be teaching our children to respect cultural differences without violence or bloodshed," said Futter. In a nod to the late AMNH curator Margaret Mead, Futter praised Maya as "one thoughtful, committed citizen changing the world with her vision, scholarship and dedication." Soetoro-Ng, who started her career in education at an alternative public middle school on the Lower East Side, stated, "New York was the place that helped set the standard for what a strong community education was." She also sang the praises of her mother, whom she regards as her favorite teacher. Famously, her mother would wake Soetoro-Ng and her brother, President Barack Obama, up before dawn each and every morning to be home-



CSA President Ernest Logan addresses the crowd at the Harvard Club celebration

school before she would begin her day in the field. "She made sure that education moved beyond the four walls of the classroom and that it was about the stories we tell," she said.

Hunter College President Jennifer Raab was the next to take the stage and delivered an exhilarating homage to recipient Merryl Tisch. "High standards are not negotiable to Merryl," said Raab, "Merryl stands up and speaks out for her principles and no one ever questions her commitment to the children of New York State." Standing up and speaking out was a trending topic during the speeches, with hot button issues such as testing. Tisch addressed the attendees to stand with her to continue the dialogue in a respectful and thoughtful way.

The theme continued with Carmen Farina's exhilarating speech following her introduction by CCNY President Lisa Staino Coico. "The most important purpose in education is to help the next generation to become good citizens in a democracy," Fariña said, "and to do that we need to be leaders and lead by modeling... we don't let things stay as they are because it's easier." Farina further expounded on the importance of standing up for children and keeping their best interests in mind whenever decisions need to be made. "I stand by every decision I've ever made. Every decision I make is with one mantra: 'Is this best for the kids?'... and I hope that everyone in this country does the same thing," she said to thunderous applause.

CSA President Ernest Logan was introduced by Dr. Charlotte Frank, whom Logan considers one of his great friends and an important mentor. Logan spoke briefly of his career, which began at the DOE as a curriculum writer and gave thanks to public education, which he considers "the great equalizer", for giving him such opportunities. He also took

his speaking opportunity to address the ever-present issue of race. "My heart is heavy that racism doesn't want to go away. It's the R word we never talk about," he said.

Hunter Dean David Steiner, who is moving on to Johns Hopkins University to spearhead their Education Policy Institute, was introduced by NYS Regent Roger Tilles who praised the many initiatives and programs Steiner has pioneered. Steiner praised the wonderful classrooms and extraordinary teachers he came across as commissioner but lamented the fact that the content being taught was "modest", reflecting back to the "melting pot" he grew up with compared to what he calls the "salad bowl" of today. "It's a set of standards around skills that work their way tortuously around content," he said; "we have become frightened of rich narratives to share with our children. We have to regain the courage to say certain things that are worth teaching." Steiner shared his appreciation for having been part of the Hunter family and thanked his colleagues.

The final honoree of distinction was York Prep Head Ronald Stewart, who was introduced by the Director of Lindamood-Bell, Cara Nemcheck, who shared that 1/3 of all York students come in with a learning disability and 100 percent go on to college. Stewart expressed his appreciation upon receiving the honor and thanked his wife, Jayme, who runs York Prep along with him.

Financial Literacy philanthropist Joyce Cowin came to the podium next to honor three financial literacy scholars: Mary Schiller, Deno Charalambous and George Wolf followed by the awarding of all the outstanding educators and administrators. Susan Tuthill, a teacher and recipient from Brownsville Academy High School in Brooklyn summed up the feeling in the room perhaps the best: "This event marks

the highlight of my career as an educator and inspires me to be the best that I can be."

The 2015 Outstanding Educators of the year include Albania Rosario, Frederick Douglass Academy III, Bronx; Michael Reyes, Equality Charter School, Bronx; John Hengghan, Frederick Douglass Academy III, Bronx; Nicole Conlisk, One World Middle School at Edenwald, Bronx; Michael Kleeman, One World Middle School, Bronx; Nicolas Kozak, Manhattan Hunter Science High School; Richard Premvaree, Manhattan Hunter Science High School; Dana Monteiro, Frederick Douglass Academy, Manhattan; Kara Nielsen, Simon Baruch MS 104, Manhattan; Moza Mfuni Coote, Dr. Gladstone H. Atwell M.S 61, Brooklyn; Jason Fleischaer, Brooklyn International High School; Susan Tuthill, Brownsville Academy High School, Brooklyn; Shahzia Pirani-Mellstrom, Brooklyn International High School; Megan Minturn, Brooklyn International High School; Aubrey Quamina, Brooklyn School for Career Development; Roger Wright, PS 52 Sheepshead Bay School, Brooklyn; Christine Lynn Christiansen, P.S 59-William Floyd School of Professional Studies, Brooklyn; Joy Hsueh, John Bowne High School, Flushing; Nicole Stefanski, The Hungerford School/P721R, Staten Island; Jacqueline Musumeci, The Hungerford School/P721R, Staten Island; and Jessica Goldstone, Public School 11, Staten Island. The administrators honored include Principal Manuel Urena, Repertory Company High School, Manhattan, Principal George Young, PS/MS 46, Manhattan, Principal Kevin Froner, Manhattan Hunter Science High School, Principal Deno Charalambous, Aviation High School, Long Island City and Assistant Principal Kevin Adelson, Joseph B. Cavallaro, I.S. 281, Brooklyn. #

PERSONS HONORED AT 13TH ANNUAL HARVARD CLUB EVENT



(L-R) Dr. Ellen Futter & Honoree Dr. Maya Soetoro-Ng



Dr. Charlotte Frank and Honoree CSA President Ernest Logan



(L-R) Honoree Dr. Carmen Farina and Dr. Lisa Coico



(L-R) Honoree Dr. Merryl Tisch and Dr. Jennifer Raab



(L-R) Joyce Cowin, Mary Schiller, George Wolfe, Deno Charalambous



Keynote Speaker Jay Hershenson, Senior Vice Chancellor, CUNY



Honoree Ronald Stewart and Cara Nemcheck



(L-R) Honoree Dr. David Steiner and Regent Roger Tilles



(L-R) Marvin Leffler, Christine Urena and George Young



(L-R) Dr. Pola Rosen, Russell Granet, Ann Unterberg, Joyce Cowin



(L-R) Dr. Charlotte Frank, Susan Tuthill, Keven Adelson



(L-R) Adam Sugerman, Jacqueline Musumeci & Dr. Charlotte Frank



(L-R) Christine Lynn Christiansen, Moza Mfuni Coote, Nicole Conlisk and Jason Fleischauer, Jessica Goldstone



(L-R) Honorees Nicole Stefanski, Albania Rosario, Michael Reyes, Aubrey Quamina



(L-R) Dr. Herman Rosen, Rachel Gellert, Dr. Pola Rose, Mohammed Ibrar, Dominique Carson, Lydia Liebman, Adam Sugerman



(L-R) Nicholas Kozak and Joy Hsueh



(L-R) CSA President Ernest Logan, and honorees Megan Minturn, Dana Monteiro and Shahzia Pirani-Mellstrom

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MASTER’S DEGREES
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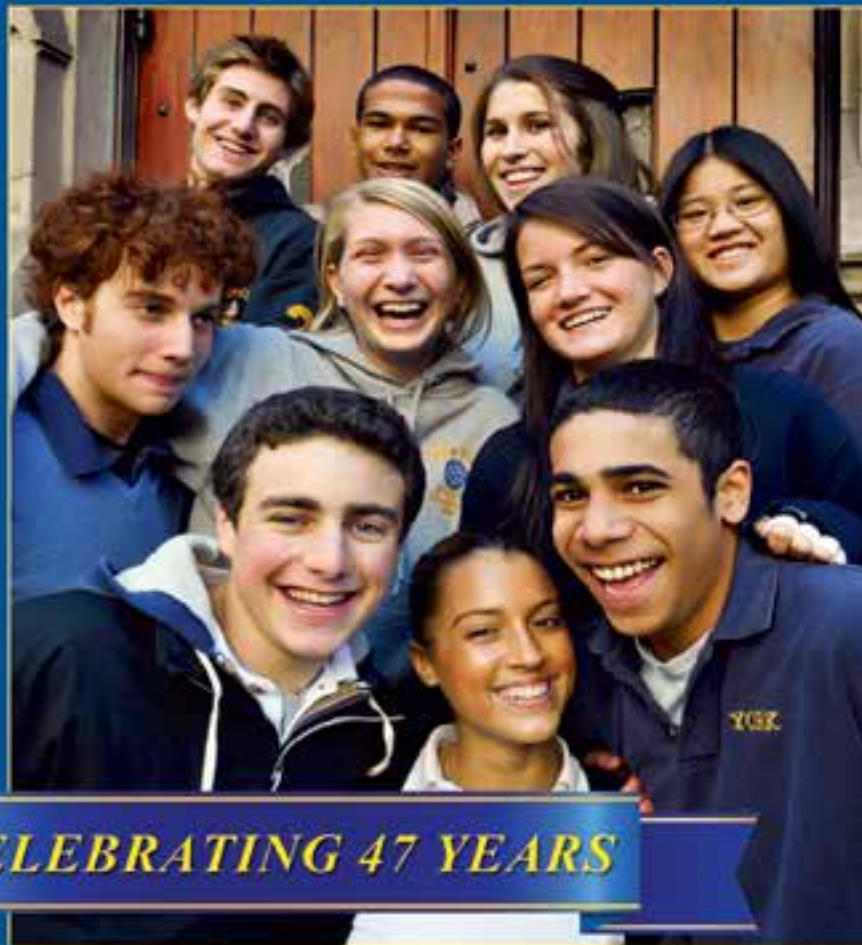
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| • Tuesday, November 3rd | 9:10 AM – 10:30 AM |
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| • Tuesday, November 17th | 9:10 AM – 10:30 AM |
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College Guidance for Today

By JAYME STEWART

We treat Seniors as adults and so my advice is directed to them. But students and parents are a team and so the advice applies to all team members:

My prime advice is to get started very quickly. Most of these suggestions should have been given to you and acted upon by this time of a high school student's final year.

Call every college you are interested in and visit or have a New York City interview. Arrive early for the interviews dressed appropriately. Be respectful and be well prepared to answer why you want to attend the college you are

being interviewed for. Before you leave, you should have the card of the interviewer with their correct name and address. After the interview you should write the interviewer a personal thank you note. They have volunteered their time and deserve your appreciation.

Organize a file folder for every college you are applying to. Make sure you have the right address for the admissions office. You should keep in these folders all correspondence with the college. Record the dates you have contacted the college, the date of the interview, and the dates of any campus tour. Sign up for any in-school visit by an admission officer and try to convey

to that college representative your enthusiasm about attending the college.

Your list of colleges should ideally be winnowed down to 9 to 13 colleges. Anything over that number and you are "over-shopping." Divide your list up so that you apply to 3-5 "long shots", 2-3 "probables", and 2-3 "safeties". Sign up very soon for the SAT or ACT exam. The old SAT's are only available until the Spring. The ACT's are staying the same. Try both exams as practice tests to decide which of them you feel more comfortable and confident in taking. Then take as many practice tests as you can before the real date. Always take at least 2 sets of the chosen exam since colleges are now "super-scoring" which means they take the best score of each sub test.

Make sure that all your high school graduation requirements are being fulfilled.

Go on line to commonapp.org and begin answering all the questions but do not send it in yet. You will need to proof read everything at least 2 or 3 times and then ask parents and friends to proof read again before you send it in.

Write the Common App essay. This is a formal essay. It is not a psychiatric, cathartic, or "poor me" essay. You want to present yourself

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as someone who can bring something positive to the college you want to go to. Again, proof and re-proof the essay. Other ideas can be used for "artist's statements" or "additional information".

Gather all your achievements, particularly those in the arts or sports or where you have a special talent, and create a resume. Consider creating a short "You Tube" of yourself. You want to make sure the college gets this resume and knows all the positive qualities that you have.

Make a list of all the "due" dates and get everything in on time. Stay focused and you will feel the satisfaction of having done all that you can do. I wish you success. #

Jayme Stewart has been the guidance counselor at York Prep for many years.

A MESSAGE FROM THE CHINA INSTITUTE

By SHENZHAN LIAO,
DIRECTOR OF EDUCATION

I am proud to introduce you to our education programs.

Founded in 1926 by renowned scholars and educators, including Dr. John Dewey and Dr. Hu Shi, China Institute is the oldest non-profit organization in America solely dedicated to advancing a deeper understanding of China.

Education has always been at the heart of what we do. China Institute is chartered by the

Board of Regents of the University of the State of New York as a school of continuing education. Our school of Chinese Studies, founded in 1933, is the oldest educational center of its kind in the United States.

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Hollis Dannaham, M.Ed.
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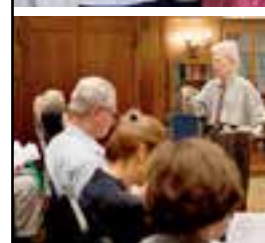
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- November 3 | 9:30 AM-4:00 PM
PD Workshop: Chancellors Conference Day
- November 11 | 10:00 AM-1:00 PM
CI@CI Language Pedagogy Workshop:
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- December 5 | 1:00 PM-4:00 PM
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Ernest Logan President, Council of School Supervisors and Administrators

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CAREERS

*Ryan Gonsalvez, Resident Advisor,
From the Bronx to Landmark College***Current Job:**

I'm currently a Resident Advisor at Landmark College. In the future, I would like to become a social worker.

Advice to others:

Anything is possible and you have to believe in your dreams. You control your future.

Mentors:

My uncle was a mentor to me because he showed me the ropes and how to become a young man. My mother was also very influential to me.

Salary:

It would be nice to have a salary that would keep me comfortable but I was always told that if you get a job you like you never have to work a day in your life.

College:

I attended Hostos Community College in the Bronx and now I am at Landmark College.

Internship:

I interned at the New York City Food Bank when I was a junior in high school, which was a



very humbling experience. #

Proudest Moment:

When I graduated with my Associates it was a huge deal. Graduating from high school was an incredible feeling because I never thought that it would happen. #

Please go to page 27 and read the interview with Arlene Alda, author of Kids From the Bronx. Ryan is a kid from the Bronx.

**NEW EXCITING BUILDING
COMES TO LANDMARK**

Landmark College marks its 30th anniversary this fall with the opening of the \$10 million Nicole Goodner MacFarlane Center for Science, Technology & Innovation, heralding the dawn of a new era of teaching, learning, and discovery.

Located prominently at the entrance to the college quad, the MacFarlane Center will serve as an incubator for new ideas, STEM (Science, Technology, Engineering, and Math) courses and degree programs, research activities, and faculty-student experiences.

It will also house the highly acclaimed Landmark College Institute for Research and Training (LCIRT). "This space gives us the ability to demonstrate universal design in action and creates an opportunity for us to really catch innovation by its tail," said Manju Banerjee, Ph.D., Vice President and Director of LCIRT. "It's naturally a hub for a meeting of minds around innovation and research." LCIRT's renowned research team is currently working on two projects funded by the National Science Foundation, as well as numerous other grant-funded research projects.

Landmark College President Peter Eden, Ph.D., said, "The Center shows our continued commitment to change lives and education. This new facility is important because it will bring more STEM and professional-based program experiences and opportunities to students, educators, and professionals in the field of learning differences (LD)."

The building is named for alumna Nicole



**Nicole Goodner MacFarlane and
Professor Geoff Burgess**

Goodner MacFarlane, a student from 1996 to 1998 who helped secure a \$2 million matching pledge – the largest gift in the college's history – from the Tambour Foundation as part of the "Pioneering Pathways, Changing Lives" capital campaign to build the center.

"The center will solidify the college's position as the leader in education and research for the benefit of students with LD and other academic challenges, and will afford them the same wonderful opportunities that I experienced as a student," MacFarlane said.

Concurrent with the MacFarlane Center's opening, Landmark College this fall began offering two new bachelor's degrees: a B.S. in Computer Science (which will be housed in the MacFarlane Center) and a B.A. in Studio Art.

"Our students have talents and strengths

CAREERS

*Jonathan Westbrook,
Captain of Summer Love*

Transcribed BY LYDIA LIEBMAN

Education Update paid a visit to the Sassafras River, Chesapeake Bay to speak with Captain Jonathan Westbrook. Westbrook, 31, is the captain of 105-foot yacht entitled "Summer Love". Built in 1955, the vessel has undergone a number of renovations including a major hull reconstruction in 1999. The yacht features 4 guest staterooms, 4.5 bathrooms and crew accommodations for 6.

Education Update (EU): How did you become a boat captain?

Jonathan Westbrook (JW): I've been around boats all of my life and it's something I've always loved. When I was eleven, I got my first job in a restaurant cleaning tables and by the time I was fifteen I was working 3 jobs. I graduated high school at sixteen and immediately started college at Coastal Carolina University where I originally studied Marine Biology by then switched to Business. I worked all through college so I could afford to go. I went to school with the strategy of finding out what it was I enjoyed doing and then finding a way to make that my living. I started out by washing boats at a marina in Washington D.C. after college. I worked in an office but did that part time and eventually I ended up managing some boats and then driving them and now here I am today.

EU: Did you have to get a license?

JW: Ultimately you have to get a license from the Coast Guard to be a boat captain. In order to obtain that you have to pass an exam and pass a number of physical examinations and you have to have been at sea for a certain number of days.

EU: What is the highest license one can obtain?

JW: You can be a Master unlimited, which is unlimited tonnage. You're regulated not based on the length of the boats but the tonnage. I hold a license that allows me to work with boats up to 500 tons and it can be any type of boat.

EU: What is the most dangerous thing about navigating a large boat?

JW: You must always ensure the safety of the passengers. Sometimes the condition will get rough and people will move around and in that related to arts and to sciences," said Eden. "Now they can stay at Landmark College to express these talents and strengths fully."

The College offered its first bachelor's program in 2012, and its success led to the current expansion. "We have had very strong enrollment in our B.A. in Liberal Studies program, which demonstrates that there is a real need for Landmark to offer bachelor-level programs," said Monika Bissell, D.B.A., vice president for academic affairs at Landmark College. "In offering these new degrees, we are responding to that need while providing majors that are of particular interest to many of our students." #



instance it's possible to become injured. But most of the time while conditions can get rough and uncomfortable the boat is still safe.

EU: Do you have any advice to a high school or college student who is interested in boating and navigating as a career?

JW: You have to get out on the water. Get a boat or find a friend with one and get out on the water and see what it's all about. You have to find out what sort of boat you want to work—whether commercial or pleasure. Then you have to go to some sort of school at some point.

EU: Are there any schools or programs you would recommend?

JW: Chesapeake Maritime Academy is very good—I've taken a number of classes there. Mid-Atlantic Maritime Academy, Marine Professionals and Sea School in Fort Lauderdale, Florida are all good as well. Many are stand-alone schools but some are affiliated with colleges. SUNY has a very good program.

EU: How much could a young person expect to make on a ship?

JW: On a private yacht, an entry-level deck hand will start at around \$40,000. A mate could be anywhere from \$45,000 to \$75,000. A chef could make anywhere from \$55,000 to \$85,000 and an engineer could be between \$50,000 to \$75,000. A captain can start at around \$100,000 and go up to even several hundred a year.

EU: Do you recommend this job to other young people?

JW: I don't have a job. I love what I do. I am doing exactly what I want to do and I just happen to be getting paid for it.

EU: What are some challenges for those looking for a job like this?

JW: You have to be able to do everything and anything for long periods of time. It's a lifestyle, not a job. You will travel and see wonderful things but it's difficult to grow in attachments... spouses, houses, kids. The things that a lot of people want in life are difficult to have with this job. Aside from that there are rough seas, long hours, and sometimes it's frustrating like with any other job. Every job has it's ups and down and all that matters is what you make of it.

EU: What do you like most about your work?

JW: No day is the same as before. You go somewhere new, you meet someone new, you see something new, eat something new... every-day is an adventure. #



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KOSSOFF LECTURES AT BARUCH COLLEGE

HENRY R. KRAVIS

By LYDIA LIEBMAN

Earlier this year, Henry R. Kravis visited Baruch College as part of the 10th Annual Burton Kossoff Business Leadership Lecture Series. Kravis is a co-founder, co-chairman and c-chief executive officer of Kohlberg Kravis Roberts & Company (KKR), a leading global investment firm. Kravis gave those in attendance a great deal of profound business advice. He spoke about his involvement as Chairman of Sponsors for Educational Opportunity (SEO), an eight-year academic program that prepares low-income public high school students for admission to the nation's most competitive colleges. "The gap between the rich and the poor is becoming wider and that there is nothing that is going to close that gap more than education," he said.

Kravis spoke fondly of his many mentors, which include his father, who was a petroleum engineer in Oklahoma. "He really wanted me to go and become a petroleum engineer and work with him and I didn't want to become one so he encouraged a career in business," he said, adding that his father got him a summer job at Goldman-Sachs. The second mentor he spoke of was his economics teacher in high school, who inspired him to pursue economics in college. "Everybody needs somebody in their life to be a mentor to them. It doesn't matter who that person is," he said.

Other topics addressed were 'favorite' business deals of his career, what makes a good employee ("someone who can think



Phyllis Kossoff and Henry Kravis

outside of the box and stand up for themselves"), and how KKR has come through the hard times of the financial crisis. When asked to give advice to recent graduates, he encouraged all to get into the workforce, for "you never know who you will meet". He also said it is essential to have passion. "Whatever you do, have passion for it. If you're just going through the motions you should probably be doing something else," he said, "...think about everything as a team sport."

Phyllis Kossoff created the Business Leadership Lecture Series in honor of her late husband, Burton, who graduated from Baruch College in 1946. Since the first lecture in 2005, the series has featured an array of business executives who have turned their companies into industry leaders. Past speakers have included Jack Welch of General Electric, David Neeleman of JetBlue, Richard Parsons of Citigroup and Ian Gate of Colgate-Palmolive.#

Alan Lubin named NYSUT Executive Vice President Emeritus.

LAW & EDUCATION

Harvard & MIT Sued; Settlement Reached with Department of Justice

By ARTHUR KATZ

edX is a non-profit massive open online course ("MOOC") provider and online learning platform which hosts online college-level courses on the Internet in a wide range of disciplines. edX was founded by the Massachusetts Institute of Technology and Harvard University in 2012 with the intent of making available, without charge, university courses, including lectures, class notes and related materials. Since the founding of edX, other institutions, including Berkeley, Georgetown, Dartmouth and Caltech, have joined edX.

edX is a platform provider. It provides the software to enable courses to be freely accessible. However, it is the members of edX (the universities) that provide the course content. Hundreds of courses are avail-



able through edX. For example, MIT has made available through edX a significant portion of its OpenCourseWare ("OCW"), an initiative commenced more than ten years ago and which now encompasses substantially all of MIT's undergraduate curriculum, portions of which have been translated into various foreign languages, including Spanish, Portuguese, Simplified Chinese, Traditional Chinese, Thai, Persian, Turkish and Korean. OCW, by itself, now averages over half a million visits each month.

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg, Steindler, Houston & Rosen, P.C.

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THE ETHICS COLUMN

Doctors vs. Legislators in Israel

By JACOB M. APPEL MD JD

On July 30, the Israeli Knesset passed (by a narrow 46-40 margin) a highly controversial law permitting, with a judicial order, the forcible feeding of hunger striking prisoners when their lives are at stake. The statute was presumably aimed at jailed Palestinian lawyer Mohammed Allen, who had stopped eating to protest his administrative detention—and has since been freed. As with most aspects of the Israeli-Palestinian conflict, attitudes toward this law risk being influenced by one's broader opinions on Middle Eastern politics. That is a mistake. One does not have to be an enemy of Israel to view this approach as deeply misguided. In fact, the Israeli Medical Association has urged doctors not to comply with the law, and its highly-regarded leader, Dr. Leonid Eidelman, has described the force feeding of competent prisoners as "torture."

The use of force-feeding on prisoners has a long and disturbing history. Its notable targets have included female suffragettes in Edwardian Britain and Soviet dissidents. The brutal death of Thomas Ashe, an Irish Republican, who perished during such a feeding in 1917, proved a cause célèbre for his nation's independence



movement. More recently, the United States government has used this technique against prisoners at Guantanamo Bay. Several states continue to force feed domestic inmates—most prominently, William Coleman in Connecticut—and California threatened to force feed convicts en masse during a 2013 protest.

Earlier this year, the issue arose with regard to imprisoned Venezuelan dissidents Leopoldo Lopez and Daniel Ceballos. So Israel is not alone in its decision to force feed inmates. Nor, however, is it in good company.

Opposition to force-feeding is one of the few issues that unites health care professionals and ethicists of nearly all political persuasions. The World Medical Association's Declaration of Tokyo (1975) and Declaration of Malta (1991) denounce such feedings unequivocally. So do the canons of the American Medical Association.

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

**THIS ARTICLE CONTINUES
ONLINE AT
www.EducationUpdate.com**



TO KILL A MOCKINGBIRD SEQUEL: ROLE MODEL LAWYER SHOWN AS RACIST?

By JOAN BAUM, Ph.D

Isaiah 21:6 is the source of the title. Go Set A Watchman – “For thus hath the Lord said unto me, Go, set a watchman, let him declare what he seeth.” But had a prophet been set to watch over the publication of this putative prequel to the iconic *To Kill a Mockingbird* (1960), he might likely have foreseen the controversy that would follow. Even before Watchman’s official debut on July 14th of this year, pre-publication screeds flooded the media, and Amazon reported a virtual storming of its pre-ordering department rivaled only by the midnight release of the 7th and final Harry Potter book. Watchman has created a sensation for mainly two reasons, questions, actually: 1) should the book have been published now, approximately 60 years after it was written, since there is no indisputable evidence that Harper Lee sanctioned it? And 2) what should loving readers of *Mockingbird* (1960), a Pulitzer Prize-winning book, and in 1962 an Oscar-winning movie starring Gregory Peck, make of their beloved hero, Atticus Finch, being charged in Watchman by his daughter Jean Louise (a.k.a. Scout) with being a white supremacist?



Would the frail and elderly 89-year-old Lee, now in an assisted living facility, have sanctioned the publication of the typescript which was “discovered” last year by her good friend and lawyer? The question remains unresolved, though the controversy about Watchman is essentially about the changed character of Atticus Finch. The story goes that when Lee submitted the manuscript of Watchman, her debut book, her editor at Lippincott (acquired by HarperCollins in 1978) advised that she redo the narrative and focus attention on young Scout. The rest is history. *Mockingbird* was written (or rewritten) after Watchman, but it is set in the South 20 years earlier, in the thirties, when Scout was a child (she’s 26 in Watchman, living in New York and known as Jean Louise Finch). Because Watchman depicts the fifties, it describes a different South – and a different Atticus Finch.

Those who feel an ownership about the characters in *Mockingbird* are, to say the least, distressed that their hero, Atticus Finch in Watchman, argues a racist line, or at least espouses views that clearly represent attitudes in Maycomb, Alabama (a stand in for Monroeville, Alabama, where Lee was born and raised), in the mid fifties, when the book as composed. The Supreme Court had just ruled for integration in *Brown v Board of Education*, and Citizens’ Councils, sophisticated updates of the KKK, were on the rise. Indeed it is Council material Jean Louise comes across in Atticus’s

papers that leads her to go to a membership meeting where she sees and hears her beloved father and her long-time beau, Hank hold a racist line. The discovery horrifies, then angers, her. Toward the end of the book Jean Louise confronts Atticus in a vicious exchange. She’s full of fury, he, quietly asserts his belief that the cause of the Negro must go slowly. He also is a firm believer in a conservative interpretation of the Tenth Amendment [states rights]. But wasn’t he always racist, some voices ask, even in *Mockingbird*?

On the day Watchman was officially published, The New York Times ran a piece by Randall Kennedy, professor of Law at Harvard, that “enraged admirers of Atticus Finch.” Kennedy’s theme constitutes an indictment of the “immature sentimentality ingrained by middle school lessons about the nobility of the white savior and the mesmerizing performance of Gregory Peck.” Kennedy pointed out that in 1992, a professor of law, Monroe Freeman writing in *Legal Times*, had asserted that Finch “in *Mockingbird* ought not be lauded as a role model for attorneys because he had been reluctantly assigned the rape case, not volunteered; because he abstained from criticizing the exclusion of blacks from juries or segregation in the courtroom (Blacks had to sit in the balcony); and because he took a temperate view of the KKK.

For all his criticism, however, Kennedy sees Watchman as an opportunity to look into the complexity of race issues, in the thirties and fifties, if not now. Those defending Atticus in *Mockingbird* argue that it’s an ideal vision of justice that Lee presents, and that in the book Scout gets from her father a sense of steadfastness and justice as a foundation for who she is and how she will live her life --until she questions justice as an adult, on the trips home to Maycomb, where she painfully finds herself ambivalent about the one person in her life she has loved the most. Watchman in this regard is the more complicated – and complex – coming-of-age book. Jean Louise loves her father deeply. She hates what he espouses, or does not oppose. The exchange between them toward the end of Watchman, as she gets ready to flee to New York, is fierce, furious, unrelenting. But before she leaves, her eccentric, learned, cynical but wise Uncle Jack shows up to confront her about her warped idealization of her father and her insufficient understanding of heritage and home. It’s a heady war of words, full of philosophical argument and tough-love prodding that occasions a sharp and sudden violent act, but the fight leaves Jean Louise finally, cathartically, with a greater appreciation of the South, her father and herself. He is proud

Arlene Alda: A Personal Interview with Education Update

By JOAN BAUM, Ph.D

Arlene Alda writes that the idea of collecting 64 interviews covering six decades for the book she calls *Just Kids from the Bronx: Telling It the Way It Was* (Henry Holt & Co.) started as a chance conversation one evening when, at a dinner party in the Hamptons, with her husband Alan Alda, she heard a man she had just met utter magic words: “The Bronx.” It turned out that he was Mickey Drexler, the CEO of J. Crew, and that he was musing on his old neighborhood around Allerton Avenue. They made a date to stroll for old times’ sake, even if her times were eleven years older than his. And lo! they discovered they both grew up in the same building. “Who knew,” she says, “that this prominent businessman had such stories to tell about his childhood. She got to thinking: what other people of “measured success” could say. Take the 56-year-old American astrophysicist, science communicator extraordinaire and Frederick P. Rose Director of the Hayden Planetarium Neil deGrasse Tyson, who remembered sneaking up to his Bronx roof with his telescope to watch the skies, though neighbors at first thought he was up to no good. It’s a story he tells with humor but not without also being “very candid about racism.” His interview comes in the middle of others that proceed chronologically and show, as Arlene Alda says, that the Old Bronx, her Bronx, may be gone, but that the borough “is coming up” and the population is stable, though the ethnicity has changed, from largely Jewish, Italian and Irish in her day to African American and Latino now. Capturing that diversity is one of the attractions of the book, as is irony. As many of those from her generation report, they lived in cramped quarters with parents, siblings and grandparents, a fact of urban life that seems not to have changed substantially with the changing demography of the borough today. Her older sister, however, still lives in The Bronx, not far from where they all grew up. “She loves it,” the major difference being that she lives in a private house where there once were only two-to-five-story buildings.

Doing the book was, for her, a “labor” of “love” – both words important. Though this award-winning photographer and author of 19 previous books, most witty stories for children, is a Phi Beta Kappa from Hunter College, a Fulbright recipient and a professional clarinetist who played with the Houston Symphony under Leopold Stowkowski (not to mention being a graduate of P.S. 76 and Evander Childs High School!) she admits that doing the book was

that his daughter has learned to stand up for what she believes in and that she has learned to think for herself through his instruction and by his example, even though her views go further and faster than he can accept. As some readers have pointed out, Jean Louise learns something Scout didn’t --“to tolerate (if she cannot and will not condone or support) the gray area



challenging. So much material needed first to be transcribed (interviews averaged from 45 -60 minutes). Then she had to select portions of the interviews, allowing for overlaps but not repetitions, as she moved forward in time. And finally she had to shape each story into a coherent narrative and all the stories into a memoir that moved forward in time. Excerpts had to be made, transitions provided, focus kept on theme. She also determined to keep herself out of it, and not show up with a list of rehearsed questions. She wanted authenticity, voice, free-ranging nostalgia. She got it, but it was hard work. She became, in effect, a “social scientist.” As a photographer, she’s visual, her other books being image-driven. Now she was word driven, a departure for her, an “adventure.” She also knew that she wanted to concentrate not only on her own generation, the ‘50, so she “reached out” for younger residents, those who went on to jobs and careers (including graffiti artists who become professional artists), different from those that attracted so many of her generation who were graduates of The Bronx High School of Science or The High School of Music & Art.

An entertaining collection, with photos and a lot of funny stuff and little known stories about well known people, *Just Kids from the Bronx* ranges over decades and links people past and present by paying homage to a place that, in the words of Mary Higgins Clark, one of the interviewees, has the distinction of having a “the” in front of its name along with only The Vatican and The Hague. A remarkable woman who is her own success story (including staying married – 58 years, so far – to one the country’s most talented and revered actors), Arlene Alda realizes with skill and grace the wish inherent in what one of her interviewees confessed: “I’m sick of hearing about Brooklyn.” #

between black and white choices.” Perhaps some schools will dare include Watchman on reading lists along with *Mockingbird*. Not incidentally, it should be noted that the book is well written, though dotted throughout with unidentified arcane references to 19th century literature and history, allusions that suggest the kind of readership Lee wanted. And deserves. #

Pres. Arthur Levine*continued from page 4*

time based process—13 years of schooling, a 180 day school year and classes for durations specified by the Carnegie Foundation in 1907. The measure of student progress is seat time, the amount of time students are taught. The underlying assumption is that all students can learn the same amount in the same period of time. The process is the same for all students and the outcomes are variable.

In contrast, information economies focus on common outcomes. Process and time are variable. In schools, this translates into a shift in emphasis from teaching to learning—what students know and are able to do. This has resulted in the adoption of state standards for student achievement and tests to assess student progress.

Because today's jobs demand higher levels of skills and knowledge than ever before in history, states have raised their graduation requirements and are demanding higher graduation rates. They are holding schools and teachers accountable for results and supporting the creation of what they hope will be more effective schools like charters.

The sharp divisions on issues and among stakeholders are the consequence of these competing visions of schooling. For example, LIFO and tenure are time based and rooted in the industrial model of schooling: pay for performance, standards and testing are outcome-based products of the information economy.

Today our schools are being required to do both—maintain common time-based processes and achieve common outcomes. This is an impossibility. In the end, the information economy model of schooling will prevail. The challenge is to make an effective transition from the former to the latter. If we fail to do this—the divisions will become more bitter and the victims will be our children, our schools and our teachers. #

Pres. Lisa S. Coico*continued from page 4*

ing at the top research institutions around the world.

The STEM education they receive pays off in many ways, including “Grover,” a car designed by chemical engineering students that placed 11th in the 2014 AIChE Chem-e-Car finals at Georgia Tech and winning thousands of dollars in prize money for startups ranging from a chip that can determine drug treatment options for cancer patients to reusable bamboo cloth baby diapers in CCNY's Zahn Innovation Center Entrepreneurship Final Pitch.

I am very proud of the work of our students and that they work alongside some of the best faculty in the country. The Grove School of Engineering's Department of Biomedical Engineering is recipient of the 2015 Biomedical Engineering Society Diversity Award for its exceptional impact on diversity among faculty and students and ongoing commitment to diversity through the NIH Minority Scholars program.

The new Barabino Laboratory, named for the

Chancellor Carmen Fariña*continued from page 4*

about being back in the classroom, and making a difference again. It's about doing better than we did last year and the year before. Since Mayor de Blasio and I took office, we've worked tirelessly to make real improvements for our 1.1 million children – the students of New York City. And we've seen results across multiple measures, including our State test scores.

Now it's time to build on that progress. This isn't really a special September because it's my 50th year. It's really special because of the changes we're making to better serve our children this year, and into the future.

First and foremost, it's a special September because, for the first time, every 4-year-old in New York City will have access to free, full-day, high-quality pre-K. It's a special September because of our new school support structure, which will give principals both the support and supervision they need to raise achievement. It's a special September because the City is renewing its focus on attendance—which means engaging parents as partners—and includes the 130 Community Schools that meet the whole needs of our students.

I'm excited for these, and so many other changes as we head into the 2015-16 school year. There's a long journey ahead of us, and we won't be satisfied until all students are reading on grade level and on the path to college. But if I know New York City's educators – and our brilliant students and hard-working families – they're up for the challenge.

Welcome back, and have a great school year!#

Grove School's dean Gilda Barabino, officially opened in July, allowing the dean and a seven-member team to conduct work on vascular and orthopedic tissue engineering research and apply these principles to solving problems in medicine.

A study by CCNY physicists suggests that “smaller is smarter” when it comes to influential super spreaders of information in social networks, presenting a major shift from the widely held view that “bigger is better,” and highlighting consequences for a broad range of social, natural and living networked systems.

CCNY researchers have developed an eco-friendly biodegradable green “herding” agent that can be used to clean up light crude oil spills on water.

As the world's growing demand for digital data slows the Internet and cell phone communication, CCNY researchers may have determined a new way to increase its speed by proposing a scalable algorithm, called Collective Influence.

With the recent opening of the City College Center for Discovery and Innovation, our faculty and students have a state of the art facility in which to build and expand upon our STEM advancements as well as attract top scientists worldwide.

We strongly encourage using education, research, and experience to build better com-

Pres. Tim Hall*continued from page 4*

we are simply not graduating enough students to serve the economic needs of the nation. We can point fingers of blame for the lack of graduates our economy needs, but—in the end—we will all be losers.

The challenges of demography, especially, are real in education. Low income students, for example, are overwhelmingly less likely to graduate from college than students from the highest quartile of family income. We may be inclined to shrug our shoulders as if this were a sad situation, but one of little personal consequence. In reality, though, as John Donne noted in *Devotions Upon Emergent Occasions*, “No Man Is an Island.” The educational deficiencies of our neighbors, no matter how distant, will eventually find us out. The same focus I direct to seeing that “my” kids have the education they need is the focus needed to see that “our” kids have the education they need.

Of all the subjects about which thorough and informed news coverage is crucial to our collective futures, it's hard to imagine one more important than education. The incessant polemics of political leaders and interest groups, from whatever quarter of the educational spectrum, require more independent voices as balance. *Education Update* is such a voice, and I hope it thrives further into the future than any of us can see. Congratulations to Dr. Rosen for twenty years of important public service. #

munities. Recently, our Engineers Without Borders-USA student chapter used their summers and winter break working on water distribution and sanitation projects in rural Honduras, and they extended goodwill closer to home by helping to build a green and sustainable community center on a reservation.

In partnering with our local communities, CCNY hosts hundreds of high school students from across the five boroughs in a number of STEM summer programs on our campus in Harlem.

Through the New York STEM Institute, students, particularly women and underrepresented minorities, participate in a free, intensive six-week program focusing on math (advanced algebra to calculus), science (chemistry and physics), and critical writing and reading in preparation for successfully pursuing college majors in these areas.

The annual Institute for Ultrafast Spectroscopy and Lasers Photonics training summer program offers high school students an opportunity for applied research in photonic science and technology.

And, the annual HIRE (High School Initiative in Remote Sensing of the Earth Systems Science and Engineering) summer internship program lets students work closely with scientists in the field and in labs, collecting and analyzing data, and making presentations at the CUNY Summer STEM Symposium.

For 168 years, City College has opened doors to opportunities where faculty research

Dr. John Russell*continued from page 4*

actually receive in their pre-service education courses.

Teacher preparation programs simply do not sufficiently prepare new teachers for the classroom, and state licensing examinations are not rigorous enough to protect students from teachers who are ill-equipped to teach subject areas such as math, reading, writing, science, and social studies. For example, in its 2014 review, NCTQ evaluated 687 pre-service education programs that claim to prepare teachers to teach students identified as “struggling readers” and found that 75 percent of these programs did not meet the basic standards set by NCTQ. In response to these deficiencies, at The Windward School, every new faculty member – those with teaching experience as well as those just starting their teaching career – enter a two-year professional development program at The Windward Teaching Training Institute. This comprehensive teacher-training program presents instructional practices and curriculums that are based on the latest validated research.

A solid knowledge of effective pedagogy and research-based curriculum is absolutely necessary, but not sufficient to insure high quality teaching. Teachers must also be able to effectively deliver instruction. In an attempt to improve the quality of new teachers, a handful of schools of education have recently increased the length of student-teaching in their pre-service teacher preparation programs from the typical 12 weeks to 24 weeks or more. In stark contrast, teachers new to Windward are required to work in the classrooms of a master teacher for extended periods of time – minimally one year, more often two or three years. In addition to the invaluable learning experience of seeing master teachers expertly deliver a research-based program, new teachers receive continuous targeted feedback and mentoring from the master teachers, curriculum coordinators, and administrators. The combination of intensive mentoring and rigorous course work has proven to be absolutely necessary in order to develop the full potential of new teachers.

If this country is to achieve the goal of having all students taught by “highly qualified” teachers as stated in No Child Left Behind, it will require colleges to do much more than merely increasing the length of student-teaching. Ultimately if colleges and universities are serious about preparing pre-service teachers to teach effectively, they must offer them a rigorous program of study and practice that will provide a solid foundation in the most effective research-based instructional practices and curriculums. With this background knowledge in place, an expanded and refined student-teacher experience has the real possibility of improving the quality of teaching. #

illuminates our understanding of the world and offers solutions to some of today's most challenging problems. Above all, City College is a change agent in the exchange and implementation of ideas that empower and transform. #

Dr. Kimberly Cline*continued from page 4*

and Entrepreneurship, which named Dr. Rogoff Outstanding Educator of the Year in 2010.

The LIU Brooklyn campus is distinctly advantaged by location and accessibility. Exceptional opportunities exist forming potential synergies with leaders and organizations in real estate, technology, and arts activity and commerce. Through our multi-faceted partnership with the owners of the Barclays Center, our students attend on site classes and have the opportunity to intern at this state-of-the-art entertainment venue.

The College of Management at LIU Post including the School of Business, School of Professional Accountancy and School of Computer Science, Innovation and Management Engineering is ranked among the "Best 296 Business Schools" for the 13th consecutive year by The Princeton Review. Under the leadership of the school's new dean, Dr. Robert Valli, an internationally-renowned authority on innovation ecosystems who created and directed the Kauffman Global Foundation for Advancing Innovation, Dr. Valli is ideally suited to foster an entrepreneurial spirit on the LIU Post campus, with a history of navigating complex markets and nurturing innovation.

LIU's Center for Entrepreneurship and Innovation brings students together, inspiring and supporting their creative efforts with resources to help them turn their visions into reality. Many of these resources are found in LIU Post's on-campus Incubator, which features elements of the shared workspaces that house New York's vibrant startup community. LIU has also invited the entrepreneurial community onto campus through LIU Post's participation in Start-Up NY. LIU is the first private university in the region to participate in Start-Up NY.

Our students intern at the Big Four accounting firms, Fortune 500 companies, and technology firms. LIU cites many notable alumni who are highly-successful business leaders and entrepreneurs including: Jorge M. Perez, Chairman and Chief Executive Officer of Related Properties, and benefactor of the Pérez Art Museum in Miami; Howard Lorber President and CEO, Vector Group; Chairman, Douglas Elliman Real Estate; Chairman, Nathan's Famous; John Kanas, Chairman, President and CEO BankUnited Inc.; Gary Winnick, Chairman and CEO, Winnick & Company; Al Kahn, Co-Owner of CraneKahn LLC; former Chairman and CEO of 4Kids Entertainment; Founder of the National Law Enforcement and Firefighters Children's Foundation; Sarabeth Levine, Founder and Chairwoman of Sarabeth's Kitchen; Michael P. Devine, President and Chief Operating Officer of Dime Community Bancshares Inc.; John O. Utendahl, Vice Chairman of Deutsche Bank Americas and Founder and CEO, Utendahl Capital Partners; Rosemary Roser, Vice President and Controller of the National Football League and; Larry Wachtel, known as "The Voice of Wall Street," and Senior Vice President and Financial Analyst at Prudential Securities.

LIU is shaping an entrepreneurial culture powered by ideas, ingenuity, and leadership. #

Rebecca A. Seawright*continued from page 4*

have a proper gym. Unable to accommodate all students at one time, most schools start serving lunch before noon, leaving children hungry during their afternoon classes.

The effects of overcrowding on teachers and students are overwhelmingly negative. Students struggle to learn in a loud and disorderly setting and teachers burnout quickly in the taxing environment of an overcrowded school. A 2003 New York State Court of Appeals held that the large class sizes resulting from overcrowding deprived students of their right to an education.

The challenge for City schools is that there is limited space to expand. In 2013, Portuguese architects, Ana Luisa Soares, Filipe Magalhaes, and Andre Vergueiro imagined a New York skyline with schools perched on rooftops. The imagery of the plan is clear: here in New York, we place education above everything else. More practical visions already being explored by schools in the City include rooftop play areas and greenhouses where students are free to learn, play or eat.

Another frequently explored alternative is leasing space elsewhere, be it a shuttered bodega or abandoned supermarket. While this solution is the urban equivalent of locating a classroom in a trailer, some find it to be a more palatable alternative to today's wildly overcrowded classrooms. Yet another undesirable option is to bus students outside of the City where space is at less of a premium. We simply need to find more creative ways to provide our children with near and sufficient access to favorable educational environments. Whether it requires additional funding or extensive cooperation between local government officials - or both - our classrooms should be considered among our society's most essential "learning laboratories," to be treated with great care and support. It is time to go "back to the future" and rededicate efforts to lower class size. #

President Russell Granet*continued from page 4*

or whether their new teacher would like them.

At Lincoln Center Education, we don't believe a single day of testing can determine a young person's intelligence; nor do we believe the skills for lifelong success are given the proper time and weight in daily education. Skills that we believe are essential for success in the 21st century are: creativity, problem-solving, collaboration, communication, and imagination. As the world's leading cultural center, we strive to bring the arts back into the center of daily life for everyone - particularly students, parents, teachers, and marginalized members of the community. We aim to use the highest quality of arts, like only Lincoln Center can, to level the playing field and close the opportunity gap for young people. As a result of our mission, LCE's roster of free/low-cost program offerings are unlike those of any other cultural institution:

Arts Audition Boot Camp: In partner-

COVER STORY***Distinguished Leaders in Education,
Awarded by Education Update
at the Harvard Club, June 2015*****CARMEN FARIÑA,
NYC SCHOOLS
CHANCELLOR**

Carmen Fariña is Chancellor of the New York City Department of Education, the largest school district in the United States, serving 1.1 million students in over 1,800 schools. Over the past 50 years, she has worked in virtually every capacity, from teacher and principal to district superintendent and deputy chancellor, distinguishing herself as an innovative educator committed to helping students, teachers, and principals excel.

Fariña went on to become one of New York City's most successful principal and superintendent. Under her leadership, P.S. 6 in Manhattan, a good school, rose from 76th on the citywide reading test to among the top three, becoming one of the City's best public elementary schools. She achieved this remarkable turnaround by visiting each classroom daily, encouraging teachers to share best practices, and enhancing staff training. During this time, she was also an adjunct professor at Bank Street College: P.S. 6 served as a model site for prospective principals, hosting more than 500 visitors a year.

A daughter of Spanish immigrants, Fariña was the first person in her family to graduate from college. She holds a Bachelor of Science from New York University and three master's degrees from Brooklyn College (Bilingual Education), Fordham University (Gifted/Arts Education), and Pace University (Administration and Supervision).#

**MAYA SOETORO-
NG, PROF.,
U OF HAWAII**

Maya Soetoro-Ng is the Director of Community Outreach and Global Learning for the Matsunaga Institute for Peace and Conflict Resolution at the University of Hawaii in Manoa. She was awarded a Masters degree in Secondary Education from NYU's College of Education and a PhD in Multicultural Education from the University of Hawaii. For many years, she worked at the University of Hawaii's College of Education where she taught Multicultural Education, Social Studies Methods, and Peace Education at both the graduate and undergraduate levels. She has written a picture book entitled "Ladder to the Moon" and is currently under contract to write a young adult novel entitled "Yellow Wood". Maya is the co-founder of a nonprofit Our Public School, which works to connect public schools to the communities that surround them. With partner Kerrie Rosevich, she has created a program of peace education called Ceeds of Peace, which develops collaborative action plans for peace with educators, family, and community leaders.#

ship with the New York City Department of Education (NYCDOE) and Lincoln Center constituent organizations, Carnegie Hall, and Studio in a School, prepares 8th grade students from Title 1 Middle Schools for competitive high school auditions (90 percent success rate compared to a city average of 60 percent). Starting this year, LCE will also provide high school mentorship for Boot Camp alums, supporting them as they prepare for college.

Arts in the Middle: In partnership with the NYCDOE, using ongoing arts engagement as a powerful tool for school improvement, working with fifteen middle schools across the city with low or no arts programming.

Lincoln Center Scholars: In partnership with Hunter College and the NYCDOE, educating and certifying the next generation of music, dance and theater teachers for NYC public schools.

Up And Away: The first piece of theater designed exclusively for young audiences with Autism Spectrum Disorder and their parents/caregivers.

The list of programs goes on—not just because the arts are an essential component of being human, but because preparing today's young people for success in the 21st century (and supporting teachers and parents in this endeavor) is a communal and shared responsibility. #

Margaret Cuomo, MD*continued from page 9*

Margaret Cuomo took the floor next. “We know that cancer is complex ... most permutations interact with the environment and only about 5-10 percent are inherited defects,” she said. “Most cancers are preventable.” Cancer prevention, in the words of Cuomo, requires activity and determination. Increased focus on consumption of fruits and vegetables and whole grains, regular physical activity, avoidance of alcohol and tanning beds and harmful chemicals are all tactics one can use to prevent cancer. “Imagine a system of personalized medicine

based on patients that would allow cancer to be prevented and predicted. Imagine a world without cancer,” rang Cuomo’s powerful words.

Dr. Graham A. Colditz of Washington University delivered the keynote. He reviewed potential for prevention and improving current cancer prevention tactics. He also spoke of ways to implement those prevention tactics and what else needs to be addressed. He presented case studies of relevance, including one based in Kentucky, which has the highest percentage of lung cancer that correlates with the lowest historical tax on tobacco in the country while Utah, with the lowest smoking rates, has the lowest lung cancer rates. Unfortunately, “just

having the knowledge does not take us to implementation,” said Dr. Colditz.

The remainder of the busy day featured a variety of sessions including “Cancer Prevention Research”, moderated by Dr. Maureen Killackey of Columbia University, a keynote on Health Disparities lead by Dr. Thomas A.

LaVeist of Johns Hopkins University, a session titled “Cancer Prevention in Action” moderated by Dr. Alvaro Carrascal of the American Cancer Society and “Knowledge to Action: Next Steps for Cancer Prevention” moderated by Anita McFarlane of Susan G. Komen for the Cure and Cheryl Gelder-Kogan of CKG Consulting. #

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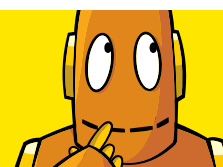
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— James B. Milliken, Chancellor



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