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## THE AGE OF TECHNOLOGY IN AMERICA



## TECHNOLOGY IN OUR SOCIETY

## Ceeds of Peace: Teaching Peacebuilding Skills as Essential Life Skills

By DR. MAYA SOETORO-NG, DR. KERRIE UROSEVICH & LISA TAYLOR



Dr. Maya Soetoro-Ng

As violence continues to plague communities worldwide through cowardly acts such as school shootings, public bombings, and family violence, fear and hopelessness can prevail. Rather than coming together, communities often shatter along ethnic, socioeconomic, gender or other fissures of difference. Through a 360° approach, Ceeds of Peace works to build connections by bringing communities together to ensure our young people have opportunities to thrive. Ceeds of Peace convenes educators, administrators, families, and community members to learn strategic and thoughtful leadership skills, many that begin with the letter "C". Skills such as critical thinking, conflict resolution, courage, compassion, connection, and collaboration, whereby partners build bridges across differences and commit to raising peacebuilders, together.

Ceeds of Peace Founders, Drs. Maya Soetoro-Ng and Kerrie Urosevich, believe that each community knows best the unique strengths, histories, and needs of their children, and are therefore in the best position to create effective solutions in collaborative and strategic ways.

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## New Year's Thoughts on Technology

By JOHN J. RUSSELL, Ed.D., HEAD OF THE WINDWARD SCHOOL



Research conducted in 2013 by the National Literacy Trust in Great Britain revealed that "39% of children and young people read daily using electronic devices including tablets and eReaders, but only 28% read printed materials daily. The number of children reading eBooks has doubled in the last two years (from 6% to 12%)." In addition to verifying the increased use of digital reading, the research of the National Literacy Trust also examined the effect of technology on students' reading abilities and their enjoyment of reading. Their findings are troubling: "... those who read daily only on-screen are nearly twice less likely to be above average readers than those who read daily in print or in print and on-screen (15.5% vs. 26%). Those who read only on-screen are also three times less likely to enjoy reading very much (12% vs. 51%)."

Dr. Maryanne Wolf, the Tufts University neuroscientist, and her colleagues raised similar concerns in their article, "The Importance of Deep Reading" (2009). While recognizing the remarkable capability of digital media to provide "... efficient, massive information processing; flexible multitasking; quick, interactive modes of communication...", Dr. Wolf and her colleagues also questioned how well suited digital reading is for deep reading, which they define as "... the array of sophisticated process-

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## School Reformers' Comeuppance

By MICHAEL MULGREW, PRES., UFT



The days of test-and-punish are over. After a disastrous experiment with the Common Core standards - implemented without proper curriculum or teacher training - New York now has a chance to get things right.

Last week, Gov. Cuomo's task force issued its report, finding that the standards and their implementation were flawed and calling for a new set of state standards, with curriculum and tests to match, to be created. About time.

This is a huge victory for those of us who repeatedly warned the state that it was making a mistake - moving too fast and in the process scapegoating teachers and angering parents.

A major problem with the Common Core was that it was forced on parents and schools without proper input from those affected by it. The commission wants educators, parents and students to be deeply involved in the creation of the new standards, including new age-appropriate benchmarks for students in the early grades and accommodations for students with disabilities and English language learners.

And, in contrast to the rushed rollout of the Common Core, this will hopefully happen via a carefully planned, comprehensive multi-year rollout, in large part to properly train teachers and prepare parents for what's to come. While this process goes forward, the task force recommends that the results from tests aligned to the current Common Core standards not be used as part of student and teacher evaluations before 2019.

Annual state tests will continue, as required by federal law. But the commission acknowledges that the current six days of state testing for elementary students are too many, and that the actual tests be shorter.

That's not all. The commission also urged that educators and local school districts be

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## Coping With Frightening News

By HAROLD S. KOPLEWICZ, MD, PRES., CHILD MIND INSTITUTE



When tragedy strikes, parents are doubly challenged: you must process your own feelings of grief and distress, and help your children do the same. You can't protect them from grief—but you can help them express their feelings, comfort them, and help them feel safer. These healthy coping skills will serve them well in the future and give them confidence that they can overcome adversity.

**Break the news.** When something happens that will get wide coverage, don't delay telling your children about what's happened. It's much better for the child if you're the one who tells her. You want to be able to convey the facts, however painful, and set the emotional tone.

**Take your cues from your child.** Invite her to tell you anything she may have heard about the tragedy, and how she feels. Give her ample opportunity to ask questions and avoid encouraging frightening fantasies.

**Model calm.** It's okay to let your child know if you're sad, but if you talk to your child about a traumatic experience in a highly emotional way, then he will likely absorb your emotion and very little else. If you remain calm, he is likely to grasp what's important: that tragic events can upset our lives, but we can learn from bad experiences and work together to grow stronger.

**Be reassuring.** Talking about death is always difficult, but a tragic accident or act of violence is especially tough because of how egocentric children are: they're likely to focus on whether something like this could happen to them. So it's important to reassure your child about how unusual this kind of event is, and the safety measures that have been taken to prevent this kind of thing from happening to them.

**Be developmentally appropriate.** Don't volunteer too much information, as this may be overwhelming. Instead, try to answer your child's questions. Do your best to answer honestly and clearly. It's okay if you can't answer everything; being available to your child is what matters. Difficult conversations like this aren't over in one session; expect to return to the topic as many times as your child needs to come to terms with this experience.

**Be available.** If your child is upset, just spending time with him may make him feel safer. Children find great comfort in routines, and doing ordinary things together as a family may be the most effective form of healing.

**Memorialize those who have been lost.** Drawing pictures or sharing stories are all positive ways to help provide closure to a child. It's important to assure your child that people continue to live on in the hearts and minds of others. #

## The Great Technical Divide

By ERIC NADELSTERN, PROFESSOR, EDUCATIONAL LEADERSHIP, TEACHERS COLLEGE

Our lives in the 21st Century have been defined by technology. Twenty years ago, I didn't own a cell phone, now I can't leave home without it. Cablevision just informed me that I have 9 devices in my home that run on wi-fi. That's 9 devices for the two of us, and just at home. Fifteen years ago, we had none.

My workday begins by checking e-mail, the weather, the stock market and news headlines, I grade papers that students submitted online and record their grades using online rubrics. When it's time for lunch, I look at online menus for local restaurants and place an online order.

After lunch, I return calls on my iphone, answer more e-mails, perhaps grade more papers. If I don't have a meeting in which everyone sits with a computer or ipad in front of them, I might sit down to write an article such as this one on my computer, send it on the same device and expect a response from the



publisher before day's end.

As I drive home after work, I return any unanswered calls on Bluetooth, and then plug my iphone into the car or listen to Satellite radio. After dinner, I sit with my ipad, check late incoming emails, bone up on my poker skills, go to Amazon.com to purchase whatever my wife says we need, and then either watch a bit of a streamed movie or series or read on my ipad before turning in. The question isn't how could I do my job without constant access to technology, but rather, how could I live the life I've chosen.

My daughter's high school students in the Bronx can't enjoy this level of access at home or in school. Their peers just a few miles away over the Westchester border are constantly tuned into technology, much as I am. The difference represents the greatest class and racial divide in history, but because technology is often a private affair, no one is screaming from

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# WINNERS

## CUNY colleges offer a wealth

of rigorous, innovative and life-changing academic opportunities, sparking an enrollment surge to 275,135 in 2014-15 and attracting so many motivated, high-achieving students that every year they garner not just a few but a raft of top national honors. For 2015, CUNY boasts 17 Fulbright Scholarships awarded to students for study and teaching abroad; other prestigious awards recently received by CUNY students include Truman, Goldwater and Rhodes scholarships and Math for America and National Science Foundation Graduate Research fellowships. Uncompromising in its mission of excellence and opportunity, CUNY provides an extensive

array of challenging academic offerings, from traditional liberal arts programs to the Macaulay Honors College, from high-level scientific research with faculty mentors to initiatives to boost college readiness and keep students on track to a degree. Academic value: It's the leading reason why CUNY is New York's top higher-education destination.

### SEAN THATCHER

#### HIS STORY

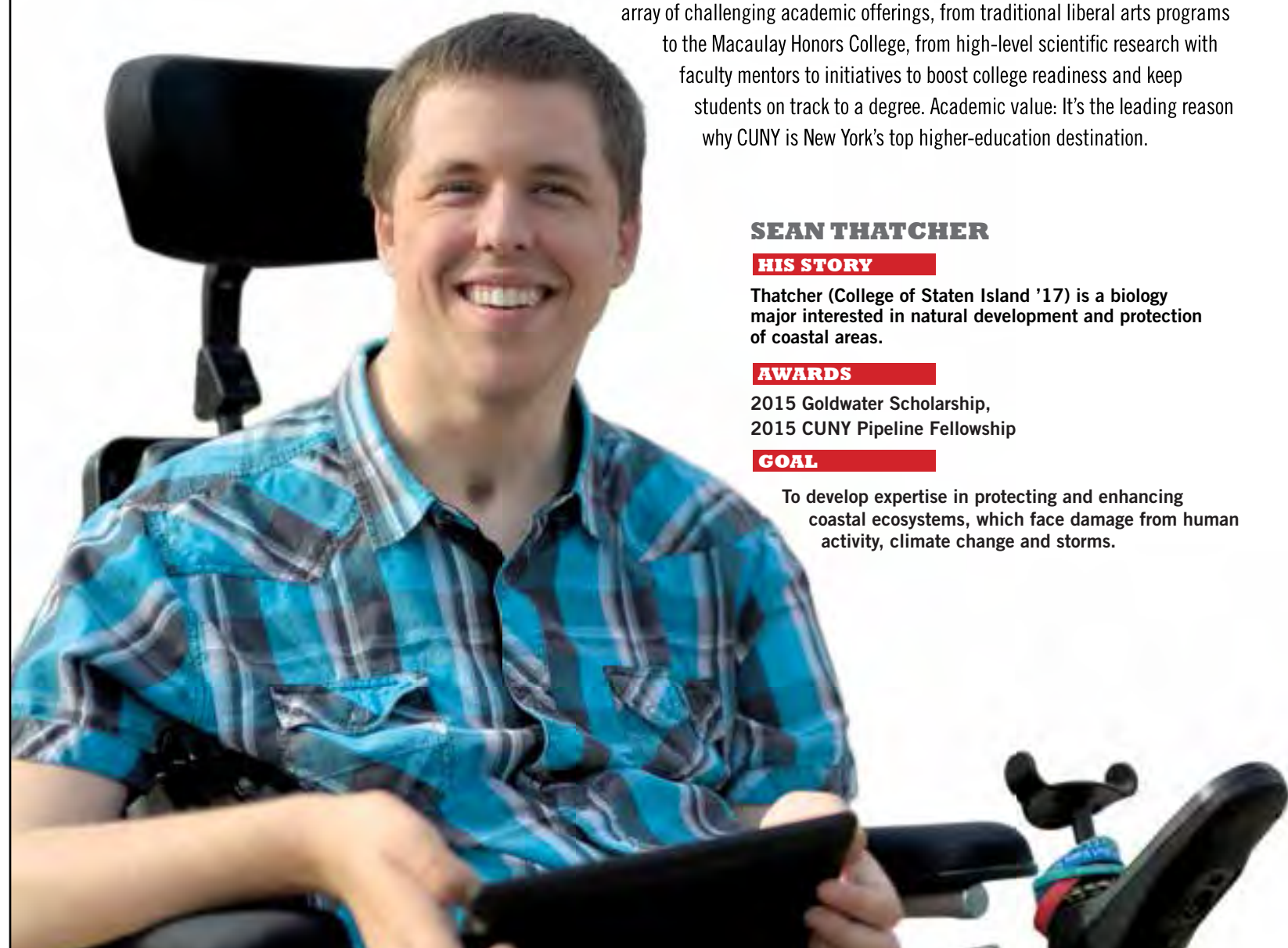
Thatcher (College of Staten Island '17) is a biology major interested in natural development and protection of coastal areas.

#### AWARDS

2015 Goldwater Scholarship,  
2015 CUNY Pipeline Fellowship

#### GOAL

To develop expertise in protecting and enhancing coastal ecosystems, which face damage from human activity, climate change and storms.



•  
**15**  
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SCIENCE  
FOUNDATION  
GRADUATE  
RESEARCH  
FELLOWS  
IN 2015

•  
**17**  
STUDENT  
FULBRIGHT  
SCHOLARS  
IN 2015





## COVER STORY

## The Privilege of Coding with President Obama



By JACOB SONENSHINE

The organization code.org has targeted two world leaders in their latest effort to promote computer science as a field that should be in school's core curriculum. 'Hour of Code,' the organization's latest initiative, took to British Prime Minister David Cameron's office on December 8th and President Obama's office on December 7th, to teach the leaders how to code. It was not computer science professionals that taught these leaders how to code. Instead, high school students sat one on one with the politicians. Fourteen year-old Adrianna Mitchell, a student at American History High School in New Jersey, sat with President Obama in the White House, and taught him to code Java Script. Code.org personally chose the ninth-grader for Obama's hour of coding. The founder of code.org, Hadi Partovi, met with Mitchell and her peers. According to Mitchell, he asked questions to see "which one of us would answer the questions and had good answers." She added, "they wanted me to teach the president how to code." What exactly did Mitchell teach President Obama? She focused on 'blocking,' or using chunks of data, expressed through visual blocks, to code information into a digital production. Coding normally uses written data, such as a URL, to input information while blocking consolidates that written information into visual rectangles. Mitchell taught President Obama to write the information into the blocks, before sequencing the blocks into the appropriate format.

When the president completed the assignment, a cartoon figure had emerged on the screen. The president does not necessarily need to code but wanted to learn the skill as it has become increasingly necessary in this age of digitization. Mitchell recalled the president saying, "this could be a useful thing." Due to the usefulness of coding, Mitchell's school has woven it into their curriculum. "I can use it to make up new things, like games," said Mitchell. She said that she uses coding in her physics class to put together kinematic equations, which measure the motion of objects; namely displacement, velocity, and acceleration. Mitchell also said that coding is used for machines and even robots, although she doubts it could help her in the job market. However, she did say that coding could improve the performance of a bank. "The machine shows the money, right?" she offered, "...they [computer experts working for a bank] probably have to put in some type of equation for the money to come out." She continued demonstrating her digital expertise, and said that "the money doesn't come out by reading your mind." President Obama urged Adrianna and her peers to use coding in their everyday lives. Mitchell said her math teacher creates coding games that engage students. She said that after some games, students "want to keep coding." She continued, "I think that it will become a core curriculum." She believes "public schools will put it into their curriculum," because "kids enjoy it." #

## Trevor Packer at College Board Champions Coding

By SYBIL MAIMIN

The "Learn How to Code" movement is hot and many important and influential individuals and entities are joining the push for computer science classes in every school in America. In 2015, the College Board, best known for its SAT and AP exams, partnered with code.org to develop advanced placement computer science courses. Coding, which is similar to programming and involves creating a set of steps to be fed into a machine to solve a problem, can be taught as part of computer science or as a separate course. Code.org, a non-profit organization founded in 2013, offers free beginning coding lessons on its website, trains educators, and encourages high schools to include computer science in their curricula. It especially encourages women and minorities to take computer classes to correct the current vast underrepresentation of that group in computer proficiency.

In a conversation with Education Update, College Board executive Trevor Packer explained that, in addition to testing, the College Board does research and advocacy and develops courses, programs, and services that enhance college readiness and success. It "cares about connecting students to 21st century careers and diverse opportunities." Positions that require coding are increasing and, "If all kids don't have equal access and opportunities in high school, they won't have equal access to jobs and careers." Besides possibilities of employment in the field, Packer sees other values in coding education, including improved individual and societal experiences due to immediate solutions to problems, as well as the ability to quickly fix an unsatisfactory result. Departing from traditional practice of programmers working alone, the College Board encour-



ages coders to work in teams, and a new advanced placement computer science course will revolve around groups of students explaining how they came up with a particular code, used it and, together, solved a problem. Teamwork is increasingly common in today's workplace and the course will help build needed social and communication skills.

A major obstacle to increasing computer science courses is the shortage of educators trained in the subject. There are no com-

puter science courses in some states. In others, no students take advanced placement computer science, and in others no females or minorities take the subject. The challenge is being met by "up-training" mathematics and basic science instructors to teach computer science. (Computer science is seen as a subset of mathematics.) Two-week summer university courses supplemented by year-long weekend learning and on-line courses will gradually prepare a teacher to teach computer science and then, to teach code. Google and Dell have provided grants to train teachers in schools without computer science classes.

Some people question the need for all students to learn to code, saying unless one plans to be a programmer, the skill is unnecessary. Solutions to problems can be found online with a Google search. Yet, coding advocates remind us, computer science and coding teach how to analyze and solve problems. Because we live in a digital age, understanding the devices and apps so essential and common in our lives is helpful. In the 21st century, a general education that includes mathematics, science, history, literature, and art should also include at least a basic knowledge of computer science and code.#

## Online Instruction Offered at Lindamood-Bell

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**Cara Nemchek,**  
NY Center  
Director,  
Lindamood-Bell

own link to their Lindamood-Bell instructor, and Follow-up Instruction is provided just like in the Learning Center. This is an especially convenient option for students who can no longer attend a Learning Center because of location, scheduling issues, or family circumstances. It allows Lindamood-Bell students an opportunity to receive high-quality follow-up instruction from virtually

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## Silicon City at the New-York Historical Society

By LUCAS MAUTNER

The New-York Historical Society is connecting the next generation of digital innovators with the pioneering achievements of their predecessors. Through the generous support of Google.org, New York City school students can visit the museum and experience a computer coding workshop and a guided tour of the *Silicon City: Computer History Made in New York* exhibition for free! The exhibition opened on November 13, 2015 and continues until April 17, 2016. The workshops take place in coding labs within the landmark New-York Historical Society building.

The course opens with an introductory video to "Scratch", a programming language developed at M.I.T. A Google employee explains the importance of coding: "Programming is a tool that you can use to bring your dreams and imagination to life."

The students begin by logging in with their digital passports, which allow them to access their saved files from any computer connected to the Internet once they are back at school or at home. The lesson takes the form of a virtual boat floating on a digital sea. The students are able to decorate their boats with sprites, ClipArt-like images that can be dragged and dropped onto the boat. From there, they program the wave physics

*continued on page 26*



President Louise Mirrer, NYHS

## COLLEGE OF STATEN ISLAND HONOREES AT CELESTIAL BALL

By LYDIA LIEBMAN

The College of Staten Island held the Sixth Annual Celestial Ball this past December at Richmond County Country Club in Staten Island. Always a spectacular affair, this year President's Medals were awarded to Mr. Edward Burk, Staten Island Deputy Borough President; Dr. Christine Cea '88, Member, New York State Board of Regents and Research Scientist, New York State Institute for Basic Research in Developmental Disabilities (IBR); Mr. Cesar J. Claro, President and CEO, Staten Island Economic Development Corporation (SIEDC) and Executive Director, Richmond Country Savings Foundation; and Dr. Wilma P. Jones, Associate Dean and Chief Librarian, College of Staten Island. In addition, the college recognized individuals who have made contributions by giving honorary degrees. This event honored Dr. Betsy Dubovsky and Dr. Sally Williams.

Many special guests were in attendance including past Borough President James



President Fritz & Dr. Christine Cea

Molinaro and past Celestial Ball President's Medal recipients including Mr. Robert Cutrona,

Professor Gordon and Lorraine Di Paolo, *continued on page 21*

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• Special Education  
Childhood  
• Special Education  
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## A Chat With Hadi Partovi, Founder of Code.org

By JOAN BAUM, Ph.D.

Hadi Partovi, entrepreneurial founder of the non-profit Code.org, which was launched in January 2013, is so passionate and confident about the cause - "Computer Science is For Everyone," but especially for students under-represented in the online generation - women and minorities - that he already risked doing something that might at first sound like a gimmick. But lo! He did it - and lo! It not only worked, it worked spectacularly to judge from the overwhelming response.

What he did was the subject of a TEDx talk he gave recently in a manner that was not only engaging but persuasive, though readers can and should see for themselves by going online at Code.org. The year before he had organized an Hour of Code grassroots movement nationwide, challenging students to complete short programming tutorials during Computer Science Education Week. He anticipated skepticism. What can one hour do? The response was unbelievable. What he did was attract hundreds of business and education partners at the start, including 50,000 teachers who, fueled by the idea, carried it into their middle school and high school classrooms. The reaction, as the numbers show, has been astounding, and the "seed" he planted took root at all levels: district, city, state, nation, as teachers signed on for training. Hadi Partovi's ultimate goal is global-- there are one billion students out there world wide, he notes.

Despite the name "Code.org" Hadi Partovi has wider goals: to get students to learn and love computer science. He'd like, of course, students to acquire hard skills - to know what algorithms are, how to make APPs, and to understand the workings of the Internet. But his pervasive hope is to get students to realize how creative they can be doing code, thereby gaining confidence in themselves, welcoming collaboration and being able to say, "I can make this, I can do this." Computers are fun and learning simple code relatively easy, Partovi says. Programming skills he argues will enable students to participate in the world competitively. They don't have to become computer programmers, but they should know that no discipline or subject will evolve in this century without "a solid grounding in technology." In schools, when students learn about water or photosynthesis, it doesn't mean they will go out to become botanists. It does mean basic science literacy. The world has already been dramatically changed by technology, he points out, affecting jobs. Understand how technology works is "the foundation for every career." As he says in his TED talk, "... trucks will soon drive themselves, robots will flip burgers," but look around, despite progress in the last two years in getting more schools to offer computer science classes, many districts still don't provide professional development training to teachers.

A 43-year old Iranian-American whose family emigrated to this country during the Iran/



Iraq war, Hadi Partovi is himself an example of the kind of student he would inspire. He went to Harvard, became a computer programmer and then a venture capitalist and angel investor, now CEO and founder of Code.org. But it was his earlier life that chartered his course. His father gave him and his brother Ari a computer. At that time there were no APPs, no games, so he and his brother really learned all about computers. His arrival in the United States in the '80s coincided with the great economic boom in the tech industry and he was ready. He took on summer work as a programmer, the idea for Code.org coming to him on the day of Steve Jobs' death in 2011. After raising funds for Code.org from various tech companies and their founders, he was off and running.

In the last couple of years, he notes that progress has been made at all governmental levels. States have come on board - important because education is a state right. Policy changes to make computer science a part of the math-science core curriculum would be initiated at this level.

Internationally, the UK, South Korea, Saudi Arabia, Argentina, Australia and Italy in particular have "rolled out computer science as part of their national curricula," and nine out of ten parents in this country indicate they want computer science classes in their schools. Teachers themselves are advocating more and more, some in fact going beyond suggestions of Code.org and insisting that computer science be mandatory instruction.

The future, says Hadi Partovi, will involve training more teachers, which has already begun at the elementary school level because it's relatively easy to do there. Lower-grade teachers and librarians hear about Code.org and sign up for training, which means a weekend or a workshop an hour a week for half a year. Companies have already offered their offices and most schools have some kind of computer lab. As of the end of 2015, the Code.org website shows, "six million students were enrolled in Code.org classes, and the organization has recently partnered with College Board to develop advanced placement computer classes. The number of participating teachers is also growing rapidly. But a lot remains to be done. The website offers free coding lessons.

\*This was a local TED (Technology, Entertainment, Design) talk, independent of the TED conferences. #

## TECHNOLOGY AT HIGH SCHOOL FOR MATH, SCIENCE & ENGINEERING AT CCNY

By DR. CRYSTAL BONDS,  
PRINCIPAL

The High School for Math, Science and Engineering at the City College of New York, (HSMSE) founded in 2002, is one of the eight specialized high schools in New York City. As a school established on the premise of, and with a strong focus on, science, technology, engineering and mathematics (STEM), it draws students interested in STEM from all over the city as well as former industry professionals, who have a passion for their discipline (engineers, architects, actuaries) and who have a love for teaching that resonates as they bridge their industry experiences to the curriculum.

Serving in my fifth year as principal, I have seen how the curriculum and school community challenges and supports our precocious youth to reach their potential. According to the United States Department of Commerce, it is predicted that by 2018, STEM jobs will grow at a rate of 17% versus non STEM jobs at a rate of 9.8%. At HSMSE, we do a tremendous job as we work together to prepare our young people for college and careers, some of which have not been created yet. There are many classes and practices in place to make this possible; however, I would like to highlight just a few innovative engineering and science classes taught at the school.

Principles of Engineering (11th grade) uses the premise that engineers apply scientific principles to solve human problems. The projects are chosen to expose the students to a wide range of engineering fields and a variety of methods and materials. Most work is done in groups, as professional engineering is, and applies the principles learned in previous engineering courses.

Digital Electronics (11th grade) students



design circuits and simulate them. The course covers topics in mechanics, including: forces and motion, rotational motion and equilibrium, gravitation, work and energy, fluid mechanics, and thermodynamics.

Innovation and Design (12th grade) Students acquire the skills they need and then apply those skills in meaningful contexts by solving problems posed

in projects. Through projects, students demonstrate mastered skills and knowledge, rather than parroting phrases or concepts on short answer, multiple choice, and true/false sets of evaluations.

Advanced Architecture (12th grade) creates designs that deals specifically with architectural concepts and develops advanced techniques in freehand drawing, model making, presentation drawings and computer assisted design. The course focuses on urban design issues as it relates to exploring a full range of neighborhood conditions. Students explore the design of New York City in terms of historical context of the past century and how we can develop designs that address the future needs of the city population in terms of site, program, infrastructure, form-mass and sustainability. The project culminates with a juried presentation and exhibition at the Center for Architecture Foundation.

Advanced Placement Computer Science (11th & 12th) is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing.#

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## Marymount Manhattan College: Digital Media Production Studio

Marymount Manhattan College (MMC), a private liberal arts college in Manhattan, is pleased to announce the opening of a fully integrated state-of-the-art digital media production studio within its Theresa Lang Center for Producing. The facility, outfitted to simulate leading television studios and professional recording centers, is used by students studying digital media, sound, and video production. The opening comes at a time of exceptional growth and opportunity at MMC, as the Division of Communication and Media Arts unveils four new majors, starting in September 2016.

The new digital media production studio offers MMC students hands-on experience in a multi-camera live broadcasting environment where they learn professional production roles, such as control room engineer, camera operator, sound technician, director, and producer.

“MMC students will now be able to create professional quality programming for their portfolios and gain invaluable experience that will give them a competitive advantage when entering the workforce,” explained Professor Laura Tropp, Chair of the Division of Communication and Media Arts.

The new production studio is located in the college’s main building, 221 East 71st Street, and boasts:

A Video and Performance Studio featuring a digital television setup with a cutting-edge control room that communicates with video cameras, microphones, and teleprompters, where talent performs for three live cameras. The facility includes a state-of-the-art video switcher, allowing student directors to select, combine, and record multiple sources live, including feeds from studio cameras, student videos, live voiceovers, digital assets, music, and Skype interviews.

A Professional Sound Recording Studio with



David Podell, Dean of Education

both analog and digital mixers, Protools software, whisper booth, keyboard and microphones. In addition to recording sound, music and voiceover from the whisper booth, students can record multiple microphone inputs from the Video & Performance studio, allowing for large live recording setups. Live sound recording may be mixed into live TV programs, making the facility a dynamic, fully integrated digital production studio.

Along with the new studio, the College is celebrating new areas of studies for students to fully realize their creative and career ambitions. The four new Bachelor of Arts (B.A.) majors—Digital Journalism; Cinema, Television, and Emerging Media; Digital Media and Video Production; and Public Relations and Strategic Communication—are essential additions to the College’s Division of Communication and Media Arts in response to the ever-changing media landscape.

These four new majors, coupled with MMC’s state-of-the-art digital media production studio, will prepare students to excel in all aspects of communication and media arts. Because MMC is located in New York City, a global media capital with unparalleled internship and professional opportunities, students can take their learning from the classroom to real-world experiences in their chosen field.

Dr. Kerry Walk, President of Marymount Manhattan College, celebrated the new offerings. “MMC’s expansion into four new Communication Arts majors and the creation of a new digital media production studio demonstrate our commitment to empowering students to succeed in today’s digital landscape,” Walk observed. “We seek to create an environment in which students can seamlessly move from college to career. These enhancements of our programs and facilities help us realize this vision.”#

## Ada Byron, 1815-1852, First Woman to Anticipate Computers

Ada Byron never knew her father, the poet, who fled England shortly after her birth. Her mother, determined to discipline out of the child her estranged and notorious husband’s passionate Romanticism, had Ada study mathematical calculation. The conflict between Lady Byron’s program for her daughter and Byron’s genetic programming makes a fascinating story. Ada’s intellectual mentor was Charles Babbage, generally called the “Father of the Computer.” His Analytical Engine— an elaborate imagined system of gears, wheels, and levers— was never built, but Ada was the first to see from mechanical drawings that the machine, in theory, could be pro-

grammed. She published her insight as “Notes” to her translation of an Italian lecture on the Analytical Engine, but her achievement was not recognized officially until 1980 when the U.S. Department of Defense named its new super computer language ADA. Unlike other recent writers on the Countess of Lovelace, Dr. Joan Baum does justice both to Ada and to her genuine contribution to the history of science. Rather than force tenuous conclusions about this driven personality, Baum appreciates the enigma of a complex young woman who, regardless of motives, anticipated one of the twentieth century’s most significant developments.#

## TECHNOLOGY AT LANDMARK COLLEGE IN VERMONT

By MELISSA WETHERBY, MAT, MSIT

Often technology in education is framed as a magic bullet that will change students’ lives. In reality, students still need to master the underlying skills required in academia. Selecting technology is only half the battle; teaching students to use these technological tools for learning should be a process built into the curriculum.

For that reason, while Landmark College does integrate technologies such as Kurzweil, OneNote, and Dragon into our classrooms, we also continue to teach students more traditional methods using paper, pencil, and three-ring

binders. We also try to select technology that is easy to use, and does not add to the cognitive load of our students.

Programs such as OneNote for notetaking allow students more versatility for their notes with tags, recordings, and amazing search features, but even with OneNote we still focus on the “how” of note-taking. Using Cornell two-column notes, revising notes, and reviewing notes still remain part of the equation, and of course the important piece, learning to recognize what is important to capture in a lecture and how to paraphrase and move it into long-term memory.#

## New Technology & Education

By SYBIL MAIMIN

New technology is changing our society rapidly, but New York City public schools have not kept up with the revolution. In the City, fewer than 10 percent of schools offer computer science classes and only 1 percent of students take advantage of these programs. Tech education has gone through swings in New York State with introduction of innovative courses in the 1980’s and 90’s, followed by a downturn and just a patchwork of programs as new standards and testing requirements put greater emphasis on traditional areas of study. Technology has been grouped with science and mathematics education but has had to fight for attention against its more well-known partners. In 2010, Commissioner David M. Steiner outlined to the New York State Board of Regents a Statewide Learning Technology Plan. The mission was “to develop policies, recommend practices, advocate for resources and create incentives for action that turns our vision into reality. . . All students will access learning materials in electronic form, including video, text, and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology.”

In September, 2015, in a major speech on education reform, Mayor Bill de Blasio announced that within 10 years all city public schools will be required to offer computer science to all students. Computer science will not be a graduation requirement and middle and high schools can choose to offer it as an elective. The goal is for all students, at all levels, to have some exposure to the technology. DiBlasio declared, “Computer science education is literacy for the 21st century. When you do find students in computer class, they’re learning word processing or typing when they should be learning how to code.” Even in elementary school, a program like Scratch, developed by the Massachusetts Institute of Technology, can teach young children the rudiments of coding. The mayor, who is intent on meeting the challenge of growing income inequality, hopes graduates can benefit

from the enormous increase in the City’s tech industry which grew 57% from 2007 to 2014; DiBlasio envisions good job prospects and better futures for local students equipped with computer skills. In addition, broad-based computer education could bring greater diversity to the tech industry whose current demographic is 70 percent male and 61 percent white. In New York City, as elsewhere, students who choose to take computer science are mostly male, and white or Asian. Of the 738 City students taking the Advanced Placement test in computer science in 2014, 29 percent were female, and 19 percent were black or Latino.

The main hurdle to offering computer science to all students is the dearth of teachers in the field. Di Blasio speaks of training five thousand instructors in ten years. Some might teach computer science as a separate course while others, especially in elementary grades, might train to incorporate the skills into the broader curriculum. Another obstacle is lack of state certification in computer science; the state will have to develop a certification program in the subject. The cost of the program, \$81 million over 10 years, has been strongly criticized by the mayor’s political foes. The City, which hopes to raise half the amount from the private sector, has already received some contributions.

Two other major American cities have made strong commitments to computer science education. Chicago is making a year-long computer science class mandatory for graduation by 2018, and San Francisco is offering the subject from prekindergarten through high school with required classes through eighth grade. #

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## FROM BIRD SONGS TO CODING AT BRAINPOP

Founded in 1999 by Avraham Kadar, M.D., immunologist and pediatrician, BrainPOP was originally a means to explain the foreign concept of asthma to one of his young patients. In nearly 20 years, BrainPOP has become a leading online resource for students across the world, used in over one fourth of classrooms in the United States. BrainPOP is available in several major world languages, including American and British English, Spanish, French, and Mandarin, with hopes of expanding further. With its lovable characters, Tim and Moby, BrainPOP offers animated movies, educational games, concept mapping, review quizzes, primary source activities and more, designed to supplement what students learn in school and further their understanding. BrainPOP is always evolving and recently launched a new site design, based on constant feedback from students and educators. Allisyn Levy, VP of GameUp, elaborated on the importance of the constant changes to the site: "With our recent site redesign, we were focused on responding to our users' feedback to enable accessing BrainPOP and GameUp across devices. Our site is now mobile-ready and we will continue to build in HTML5 to allow for the flexibility of school and home use across different devices. As a former teacher, I know first hand about the challenges of implementing technology, so everything we design asks what we're doing to make teachers' lives easier, and helps solve real problems. Teachers and students are involved in our design process from early on and we have dedicated staff who are continuously communicating with our users so that we can iterate and improve based on feedback."

In a beautiful and bright headquarters overlooking 6th Avenue, the BrainPOP team brings together former educators, animators, scientists and numerous other experts to provide the most conscientious and informative resources for students from elementary school through high school. Levy commented: "There are a lot of strong, experienced teachers on our staff. You can tell the emphasis and value that BrainPOP places on the importance of listening to students and kids; designing for students and kids by having experienced educators on our team is incredible." This influence is quite evident in the clear and concise way the videos are presented, allowing educators to pause each video at different points of discussion. Additionally, BrainPOP's endless list of resources allow for comprehensive support for students and teachers to expand on concepts.

Using technology in non-traditional ways, BrainPOP strives to push students and educators to further explore what they learn in school. Each video follows a basic format in which Tim, a young man, and Moby, a robot, receive a question from a student and explain the topic at hand through background information and vocabulary words. Students then have access to interactive quizzes and primary source activities to review what they have just watched and even have the option of submitting their work to their teachers.

One of the most interesting learning materials is the concept map, which allows students to visually organize the new concepts they have learned and can even go as far as to embed the related clips for reference. Recently, there have been many requests for socio-emotional topics, in light of recent current events. The BrainPOP team hopes to move forward with these topics by conducting active research in schools.

For the younger crowds, BrainPOP Jr. seeks to explain rudimentary concepts in interesting ways with characters Annie and Moby. BrainPOP also offers BrainPOPESL for English language learners. Abuzz with creativity, the open layout of the office allows for team members to collaborate freely. BrainPOP combines the whimsy of animation with simple, unbiased discussions on all topics, ranging from the traditional academic subjects of science, math, English and social studies to more broad topics like Digital Citizenship.

BrainPOP also works closely with educators to provide supplementary resources for their lesson plans. Andrew Gardner, Director of BrainPOP Educators, "My job is to create, curate and provide all teacher support. All of the support resources for teachers appear on BrainPOP Educators. We just want to create the most helpful resource we can provide." Educators can even apply to become a Certified BrainPOP Educator. As part of the Certified BrainPOP Educator program, candidates attend hands-on training workshops to better understand how to use BrainPOP's tools to their fullest extent.

Several years ago, BrainPOP introduced GameUp, an extensive library of online, educational games to supplement topics students learn in schools. Supplied by a diverse group of developers, including the Smithsonian Center for Learning and Digital Access and the MIT Education Arcade, the games on GameUp encourage students to think critically and expand on their prior knowledge. With topics ranging from bird songs to coding, the games on GameUp are not only entertaining but also incredibly useful in learning new skills.

With all of these facets combined, BrainPOP provides a cohesive user experience, from an introduction on the topic through videos to practice through gaming: "In my nine years at BrainPOP, we've gone from being known for movies and quizzes, to offering a much richer, more engaging wealth of resources that includes games, primary sources, playful assessments, apps, and much more. Now students can come to BrainPOP to see what they know about Coding, for example, create a concept map while watching a movie on Coding to construct knowledge as they go, play games about coding, and eventually, even create their own games to teach a concept like coding!" says Levy.

As BrainPOP looks towards the future, the company hopes to expand their reach and help educate as many children as they can, all over the world. #

## TECHNOLOGY AT THE COLLEGE OF NEW ROCHELLE

Recognizing that technology is a costly and important driving force in instruction and administration in higher education, The College of New Rochelle (CNR) embarked on a unique shared services model for technological advancement with Marist College. This shared-services partnership, which received the 2015 Innovation Award for Resource Enhancement from the National Association of College and University Business Officers (NACUBO), leveraged Marist's technology proficiency to address CNR's need for the affordable and timely onboarding of new technology and will optimize CNR's academic and business platforms. The first phase of the collaboration resulted in CNR's new website, the second phase transitioned CNR's finance operations to the Banner enterprise resource planning system, and integrating all student-related functions will be the third phase.

On the teaching-learning front, following are a few highlights of The College of New Rochelle's technology initiatives. In the School

of Nursing, faculty are using VoiceThread, an innovative discussion platform that uses audio, video, documents (or any resource) as the basis for online student discussions through audio or video, as well as text. A growing number of faculty are using the "flipped classroom" model of teaching in which faculty put lectures online so students can view them before (and after) coming to class, redirecting class time to more collaborative group projects and presentations. Entergy and Con Edison awarded The College funds to purchase 45 iPad minis which have been distributed to students, faculty and peer tutors in designated biology major courses. CNR Biology Professor and Chair Dr. Lynn Petruccio reports that the iPads have been used by students to create animations in Keynote for learning biology concepts, to take and share notes with each other in Evernote, to take pictures of specimens or slides and organize them into Evernote lab notebooks, to study together through FaceTime, to read online textbooks and to identify plants for Environmental Biology.#

### LETTERS TO THE EDITOR

#### NEW YORK, NEW YORK

##### *Don't Blame Teachers for Shortcomings of Teacher Prep Programs*

#### To the Editor:

Worse yet, many teachers who have prepared well do not find support from principals and superintendents. If we can create a culture where well-prepared teachers are appreciated most, more will want to be well prepared.

*Debbie Meyer*

#### OCEAN VIEW, NEW JERSEY

##### *President Arthur Levine, Woodrow Wilson Foundation*

#### To the Editor:

The industrial model has largely contributed to the ever-growing gap in achievement between traditional learners and those with learning disabilities and differences. These students demonstrate an ever growing deficiency year after year in the American school setting, not because they can't learn, but, because they can't keep up with the generalized pace of the standard curriculum in the industrial model. Their potential to learn is then underestimated and the formal system gives up on them, typically graduating them without adequate knowledge and skills. All the while, the demands of society are ever expanding. Unless education truly becomes individualized for all students, more and more of those with special needs will become marginalized and struggle unsuccessfully to become productive contributors to our society rather than long term dependents.

Beacon College, in Leesburg, Florida, is the premiere model of an institution of higher learning that focuses on the learner as an individual. The results are outstanding with a graduation rate of 83.3 percent for students who the traditional colleges struggle unsuccessfully to serve. Don't give up on these learners with special needs. Offer them the right programs, in the right settings, provided by well-prepared and highly motivated faculty and learning specialists. The results will show a high rate of return on investment.

*Eileen Marinakis R.N., M.A., A.P.N.*

#### GALLUP, NEW MEXICO

##### *Dyslexia in the Prison Population*

#### To the Editor:

I have read an abstract of your study online. It could be very useful in my dyslexia research. I have a son with dyslexia and am a grad student at Western New Mexico University. Please send me a copy.

*Kim Hilderman*

#### DAR ES SALAAM, TANZANIA

##### *Dyslexia in the Prison Population*

#### To the Editor:

Great job. Please do not let stigma or bad perspectives from pessimist people stop or discourage you to help people. In Tanzania we are working in hard situations, stigma, poverty, and misunderstanding about mental health.

*Joyce Bamwenda*



## INTERNATIONAL JAZZ EDUCATORS CELEBRATE 25 YEARS IN LISBON, PORTUGAL

By LYDIA LIEBMAN

The International Association of Schools of Jazz (IASJ) celebrated its 25th anniversary this year in Lisbon, Portugal. The IASJ, founded in 1990 by NEA Jazz Master saxophonist David Liebman, brings together students and teachers of jazz from around the globe annually.

This year, Universidade Lusitana de Lisboa and Escola de Jazz Luiz Villas-Boas co-hosted the banner year with 40 schools from 25 countries in attendance including The Rimon School of Israel, Guildhall School of Music and Drama of London, University of Tasmania, Australia, The New School of New York and the EMU Educacion of La Plata, Argentina, among many others.

During the week long conference, attendees spent each morning in master classes and workshops relating to Portuguese culture including demonstrations on Fado music, traditional music and choral singing from Southern Alentejo. During the afternoon, students attend instrumental masterclasses and then hold rehearsals with an international ensemble coordinated by Liebman at the beginning of the week. "I try to make the groups as international as possible with each student from a different part of the world," said Liebman, who applies the same principal when assigning teachers to the ensembles. "The ensemble is crucial work- it's the part where all the parts of the world get together and discover



new things that are going on across the world," said Massimo Cavalli, a bass teacher at both Universidade Lusitana and Escola de Jazz Luiz Villas-Boas, "using jazz as the universal language they put their own style into the ensemble."

During the evening, students participated at jam sessions hosted by the Hot Club, which is Europe's oldest jazz club. At the end of the week, all six ensembles present original music in concert.

This year, there was an unmistakable celebratory energy due to the important 25th anniversary. Over the years, the IASJ has met in The United States, Europe, Africa and South America and thousands of jazz students and teachers have been touched by the organization. "This

*continued on page 26*

### BARNARD COLLEGE: EXCLUSIVE INTERVIEW

## Daguin and Moulton: Two Inspirational Women in the Culinary Industry

By KISA SCHELL

The American entrepreneurial success story was celebrated recently at Barnard College, where culinary giants Ariane Daguin and Sarah Moulton were celebrated for their rich careers at a riveting BENet event. Three themes highlighted the stories of their accomplishments: developing and sustaining professional relationships, innovation, and culture.

Growing up in France, Daguin grew up in a culinary family where she learned the skills of her trade at a very young age. In her late teens, Daguin struck out on her own and came to the United States first as an au pair but quickly expanded her horizons as a distributor for Commonwealth Farms. From there, Daguin founded the ever-successful gourmet food



**Ariane Daguin**



**Sarah Moulton**

distributor D'Artagnan, known for its high quality products and company culture. Named after musketeer Charles de Batz-Castelmore d'Artagnan, known for his iconic slogan "all for one and one for all," which the company embodies through its collaborative

philosophy.

A graduate of the University of Michigan and the Culinary Institute of America, Moulton is another example of unparalleled excess in the culinary industry. For 23 years, Moulton was the executive chef of Gourmet Magazine but her career has only continued to blossom as she published numerous cookbooks and appeared on the small screen as well, most currently hosting *Sarah's Weekend Meals* on public tele-

*continued on page 27*

### INTERNATIONAL EDUCATION

## Yale Student Visits China

By JACOB SONENSHINE

Although economic experts today question China's economic dominance, despite a reported 6.9% GDP growth rate, American universities send students to the country for academic and work experience.

Yale undergraduate student, Larry Milstein, originally from Scarsdale, New York, returned to America with a different perspective on China than that of those experts.

The university funded Milstein's two-month fellowship to China in the summer of 2014, after receiving a donation. The global affairs major went to study Mandarin, which he had studied prior to the trip. After developing a "passion for China," he went back to China in 2015 to work for Alibaba, a media giant. The classes he took were run through Duke University.

However, before speaking about his observations of the Chinese economics and education, the bilingual Milstein quickly noted a major difference between America and China: language tonalities. "Depending on the inflection of your words," one sentence could have two completely different meanings," said Milstein. "You have to be really conscious of the tonality of how you pronounce it (a word)." The Chinese language has 4 different tones, each possessing "entirely different meanings." Milstein initially went to China to study Mandarin before he knew he wanted to return for other purposes. He called the experience "a challenge."

Of course, Milstein had other interests in learning about the country. The opinions editor of The Yale Daily News has covered finance and technology for the paper. He took a particular interest in covering the rise of Chinese philanthropy- and indeed- Alibaba's CEO, Jack Ma, has led an effort for more philanthropy by setting up charity

funds. Milstein said one of his main objectives included "evaluating the rise of philanthropy in China." He spoke to top Chinese business leaders, Chinese university educators and Yale Professors, regarding the matter.

Although he says he may not stay in journalism, he noted his ambition in learning about the field. After noting his experience doing research for a Chinese journalist who wrote for The New Yorker, he called the experience "a great process" for "earning my stripes" as a reporter.

After learning about "the different environments" in the Chinese workplace, Milstein said "I love reporting and writing" but, "going back to China to do journalism I don't think is in my cards."

Milstein's focus shifted to business during his trip to China in the summer of 2015. Although he studied at the University for International Business Economics in Beijing in 2014, he went to China, specifically, to intern for Alibaba in 2015. He framed the work environment in the Chinese firm as "technocratic," and mentioned that he observed "innovation" and entrepreneurialism. He continued saying that there are "very creative people," which "marks a new chapter in Chinese business." Milstein said that Chinese firms frequently use data analytics and quantitative analysis, which technology supports well. He also mentioned that there is a rising focus on computer science.

He underscored that "technology is very central for any endeavor." After saying that "having an understanding of different media platforms is important," he noted the importance of Twitter and blogging in identifying professionals. Social media is "very much the key in distinguishing many people in these different sectors," he says.

On his overall experience in China, Milstein simply says, "I will be going back."#

## Abigail Lumsden and Les Horan Make A Sweet Return to the Bitter End

By LYDIA LIEBMAN

Musical duo Abigail Lumsden and Les Horan will be kicking off the New Year with a special performance on Thursday, January 7 at 7:00 PM at the legendary Bitter End located at 147 Bleeker Street in New York City. Recently, Abigail and Les brought their latest double album "Imagine Your Heart's Journey's" to a full house at Symphony Space. "It's just the two of us doing what we love most: imagining our 'heart's journey's by making beautiful music," said Abigail, "...we'll never miss an opportunity to play incredible music and give audiences the feeling that they belong right there with us!"

Abigail Lumsden will sing, play piano and play violin/viola and Les Horan will piano and melodica. Who would think of playing "Angela's Theme" from the sitcom, "Taxi",



on only piano and violin? Or turning the songs, "Downtown" and "On Broadway" into one grooving medley? They will also be bringing their unique improvisations of Chopin, The Beatles, Regina Spektor and Dave Brubeck as well as Abigail's originals into the space.

"Imagine Your Heart's Journeys" covers the gamut from the Great

American Songbook, contemporary popular classics, unique renditions of classical repertoire and beautiful originals. "I've never seen an audience quite so taken which was very touching," says George Rothman of the Riverside Symphony Orchestra regarding a performance by Abigail and Les, "... it was just terrific!"

The performance is only \$10 at the door with no cover or minimum. All ages are welcome. #

## NEW COLUMN LAUNCHED!

## DEAR HOLLIS

We are starting a new monthly column where you can get your special education and intervention questions answered by an expert. Parents, teachers, and administrators can receive valuable information. Please send your questions to [hdannaham@gmail.com](mailto:hdannaham@gmail.com).

**About the expert:** After 30 years serving complex learners of all age groups as a special education teacher, reading specialist, school leader, and clinical learning specialist, Hollis Dannaham, M.Ed., now consults with schools to design intervention and special education programs, coaches teachers and administrators, and provides professional development workshops.

**Dear Hollis:**

I am a middle school principal who is trying to implement a Response to Intervention program in my school. I am having a problem with scheduling since I can't pull students from their classes. What can I do?

*Well Intentioned in Westchester*

**Dear Well Intentioned,**

You are not alone! Scheduling is one of the greatest challenges when implementing an RTI program. Try carving out an intervention period for each grade level. During this period the grade is broken into homogenous groups and all teachers are on deck. The RTI students get small group remediation from the specialists,

students struggling in a content area get an extra period with that content teacher, and high achieving students are given extension projects to complete. All student benefit. Let me know how it works out!

*In Service, Hollis*

**Dear Hollis,**

I am a parent of a 6 year old with Autism Spectrum Disorder. Every morning is a battle to get out of the house. I can't get my son to complete basic routines. What can I do?

*Signed, Frustrated in New Jersey*

**Dear Frustrated,**

Try creating a picture, morning routine chart. Take a piece of card stock, draw a line down the middle and on the top left write the words "To Do" and on the top right, put the word "Done." Then laminate it. Find pictures of each of the activities you want your child to complete. For example, get out of bed, brush your teeth, etc.. Keep the list to four items maximum. Place velcro hooks down both sides of the chart and velcro loops on the back of each picture. Have your child move the picture from the "To Do" side to the "Done" side after each task is completed. If all pictures are moved to "Done," then give your child a small reward. Good Luck!

*In Service,  
Hollis*

## Juilliard Expands Asian Presence With The Tianjin Juilliard School

In the presence of the First Lady of China, Mme. Peng Liyuan, Juilliard President Joseph W. Polisi recently announced plans for The Tianjin Juilliard School, a key milestone in Juilliard's multifaceted expansion in Asia.

In addition to offering a U.S.-accredited master's degree—a first for any performing arts institution in China—The Tianjin Juilliard School will be open to a range of arts enthusiasts, with instrumental lessons for people of all ages and abilities, weekly public performances, and an interactive exhibit space. The new school is anticipated to open in 2018 in a new facility designed by Diller Scofidio + Renfro, the same firm responsible for the 2006-2009 expansion of Juilliard's iconic New York home.

The announcement of plans for the new school represent the latest component of Juilliard's global strategy to make its artistic and educational expertise accessible to a wider public. Earlier this year, Juilliard announced the development of arts curricula for students in grades K-12. In addition, Juilliard Open Studios, an app for iPhone and iPad, was released internationally in May in English and in simplified and traditional Chinese.

"I believe that maintaining Juilliard's prominence in the global performing arts landscape will depend on a robust series of programs to

engage with a wide range of learners in different parts of the world," President Polisi said. "Together with the roots we will build in Tianjin, our educational apps for the consumer market, our program for primary and secondary school students, and future digital products are all part of this strategy. All of these programs are structured in a way that not only will preserve, support, and enhance the world-class performing arts education that Juilliard offers in New York, but provide new kinds of work for our alumni, build communities of support around the world, open access to new pools of talent, and position Juilliard as a leader in global performing arts education."

Recent preliminary approval of a graduate degree program from China's Ministry of Education paves the way for Juilliard and its partners — the Tianjin Conservatory of Music, the Tianjin Binhai New Area CBD Administrative Commission, and the Tianjin Innovative Finance Investment Company (TIFI)— to develop the new facility in Tianjin. Pending final approval, The Tianjin Juilliard School will comprise multiple components: a graduate program offering a Master of Music degree from Juilliard in the areas of orchestral performance, chamber music performance, and

*continued on page 27*

## Whitney Museum Launches Laurie Tisch Education Center



**Laurie M. Tisch, Founder, Education Center, Whitney Museum**



**Kathryn Potts, Head of Education**

By JOAN BAUM, Ph.D.

Once asked what she has learned more than anything else over her years as an innovative philanthropist, Laurie M. Tisch says without a moment's hesitation and with an understanding laugh "patience." You wait long enough and have confidence in what you're trying to do, and your work will get known. "You think it will take forever," but then things take hold. She recalls a taxi ride not too long ago when she gave the driver an address uptown and he automatically responded, "Oh, the Children's Museum of Manhattan." She was "thrilled." That took only ten years! No doubt, it will take far fewer for the newly reopened Whitney Museum of American Art and its unique third-floor Laurie M. Tisch Education Center to become the go-to downtown art place for all ages. On July 1, 2015, Laurie M. Tisch took up the position as elected co-chair of The Whitney Board of Trustees, along with Neil G. Bluhm, and with Richard M. DeMartini president.

As the president of the Laurie M. Tisch Illumination Fund she started in 2007 with The Whitney particularly in mind, she can take great pride (and she does) in how fast schools, community organizations and outreach institutions have already caught on. As she has often said, "art should be a right, not a privilege," especially so for disadvantaged youngsters and adults, immigrants, and the physically and mentally challenged, many of whom "thought a museum was not for them." Each month, for example, blind and visually impaired visitors can go on touch tours, led by special docents, where they learn how to visualize sculpture. It's just one of several initiatives Laurie Tisch says she felt would "blow out" and "illuminate" art for the general public.

On occasion, she's been referred to by others as a bit of a "maverick philanthropist," a woman in a well-known family of male philanthropists who takes a serious and sustaining interest in funding projects for nonprofits that would promote social change by way of education, art, health care and health awareness and public service. She knows that plans must often be modified and evaluated, but "not everything succumbs to metrics." Still, that "doesn't mean we can't measure in some way what we do,

even if only anecdotally, see if we've moved the needle."

The founding chair of the Children's Museum and the Center for Arts Education (she is on the board of Lincoln Center and The Aspen Institute), she continues to want to "spark opportunity," which led to the name The Laurie M. Tisch "Illumination" Fund." She always knew that The Whitney on whose board she has served for many years would be successful downtown because it already had a reputation uptown for outreach and education programs. She remembers a trip she made to a primarily African American school in Brooklyn where she watched a fourth-grade class drawing. "Who's your favorite artist?" she asked, and the kids called out, "Jacob Lawrence!" They knew about him from Whitney talks they had attended and knew that his work was at the Museum. Today, The Whitney is going further in broadening the presence of black artists — incubating new talent, and showing more established work. Indeed, the opening exhibit at the Museum featured the Harlem Renaissance modernist Archibald Motley, and the place was packed, looks and voices full of admiration.

Now with a dedicated education space, The Laurie M. Tisch Education Center, students from K through high school and college can participate in a variety of interactive programs designed by age and needs, thanks especially to Kathryn Potts, the Helena Rubinstein Chair of Education, who for three years went into the community, asking people what they wanted.

Laurie Tisch notes a recent glorious Saturday this past summer, "when you'd think kids would be outdoors," but there they were, the teens, inside, watching a performance. Just this past month, a new policy was enacted that opens The Whitney to all students at CUNY — for free. Yes, the new Whitney is a fabulous place, says, but a great museum has to be seriously involved with its constituent communities. "It is a great honor to be co-chair, and I look forward to making the Whitney an even more important presence in New York and beyond."#

*This is the second in a series on the new Whitney. A piece focused specifically on education programs will run in the early Spring.*



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## *A Life Fueled by Passion: An Interview with David Flink, Founder, Eye to Eye*

By **DR. POLA ROSEN  
& LYDIA LIEBMAN**

In 1998, Brown University student David Flink founded Eye to Eye, the only mentoring movement for young people with learning disorders in the country. Since then, Flink has gone on to become recognized as one of the nation's foremost leaders on the frontier of the new learning rights movement. He is the author of "Thinking Differently: An Inspiring Guide for Parents of Children with Disabilities" and a featured keynote speaker around the country and internationally on topics relating to learning disorders.

**What do you speak about when you travel across the country?**

At this point there's a broad range of topics I speak about. I talk about learning disabilities and how to make schools better for our kids. I also speak about entrepreneurship.

**Talk about your own learning disorder and how you managed to get through Brown University?**

I was diagnosed with ADHD and Dyslexia in 5<sup>th</sup> grade. Before I was officially diagnosed, I had trouble in school and was labeled the "bad" kid. I figured it was easier to be that kid than the dumb kid. Suddenly, when I was diagnosed, I had these words to describe myself. I say that if your child is diagnosed with an LD that it is a much better label than the ones they're hearing such as 'crazy' or 'stupid.' I changed schools



in 6<sup>th</sup> grade to The Schenck School, which was the only school in Atlanta that taught kids with LD's. The only difference between the two schools was that one saw me for everything I was and the one I left didn't know to see me.

Brown is a great environment for people who

have learning disorders. I felt really comfortable asking for accommodations and I found my voice. I understood what the proper accommodations were. I also created independent studies around that passion.

**What brings you the most joy about running Eye to Eye?**

I wake up excited to come into the office because I know that through Eye to Eye kids are getting mentored. It's the mentorship that I never had. I wish that when I was in 5<sup>th</sup> grade there had been a cool college kid around the corner who said "Hi, I have Dyslexia, let me tell you how to get through school". The best I had was Tom Cruise... but Tom Cruise isn't here. I needed some here. Now we are affecting the lives of thousands of people every day. That's what motivates me.

**What are some devices or programs that you find particularly helpful for those with LD's?**

The iPhone is a wonderful piece of technology. Of course, it's not marketed as such but I think it's very intuitive and create a lot of easy tools that can compensate for all weaknesses. Siri is helpful for spelling. There's also a setting you turn on that will read any-

thing on the screen out loud for you. There's also a reminder feature that is location specific- if you tell the phone places you go often it can remind you about things based on that location.

**What advice would you give for a young person living with a learning disorder?**

I have three pieces of advice: Have a sense of self and own your identity. Do things you love and that make you feel good and that challenge you.

Be comfortable being an advocate for yourself. Your parents should not be the ones asking for help; you should.

Think about accommodations that are based on your gift. Ask for asset based accommodations.

**Your first book was a huge success. Can you tell us about your second book in the works?**

I was curious to see how people with LD's succeeded. I've been fortunate to meet an extraordinary tapestry of people. I met David Guggenheim, a New York Police Officer and a celebrity chef - all of them have Dyslexia and they're all succeeding. So I'm going to see what are the themes and similarities that allowed them to be successful. It's going to be about working in the real world with an LD.

**Any parting words?**

I want respect for those with LD's. Our society demands different things for those with LD's and we can't afford to leave them out. It's too big of a group to forget about. #

## Windward School Opens Manhattan Campus Under Expert Leadership of Dr. John Russell

By LYDIA LIEBMAN

92Y and The Windward School celebrated Windward's arrival in New York City toward the end of 2015. The evening's feature was "Digital Reading and the Dyslexic Brain", a lecture by renowned author and reading researcher Maryanne Wolf. An author of over 140 scientific publications, Wolf is the John DiBaggio Professor of Citizenship and Public Service, Director of the Center for Reading and Language and the Professor in the Eliot-Pearson Department of Child Study and Human Development at Tufts University.

The dynamic and energetic Wolf presented a "whirlwind tour" of the reading brain that explored, in her words, "how we as a species are changing in a digital culture," she said, "... the promise, the threats and the questions we all must be raising together." Using reading as a case study, Wolfe explored how insights from the reading brain can inform about the development of children, a little bit about dyslexia and what is happening today. Among the many topics Wolf talked about was the importance of deep reading and the relative loss of it amongst today's technology. Deep reading, which according to Wolf is the array of sophisticated processes that propel comprehension and include deductive reasoning, analogical skills, critical analysis, reflection and insight, takes time to deploy in children and takes many years to be developed. "My greatest concern is with our children," she



Dr. Maryanne  
Wolf

said, asking, "Will changes in attention and the expectation for constant and immediate information from external platforms threaten the formation of deep reading?" She cited the phenomenon of the "busy mind", which is the mind that skips from one thought to the next without entering the depths that words give.

Wolf spent the last part of her lecture talking about the importance of access to education through technology. She asks, "can we create a tablet that can help children learn to read even if they have no teacher or school in impoverished areas?" She discussed her Global Literacy Project and a recent visit to rural Ethiopian villages. There, it took less than four minutes for a young boy to manage a tablet. Within a week, all the children in the village were able to use the tablet and its reading apps. Within a year, the children had learned the alphabet, could recognize words by sight and had mastered other apps that would assist them in future learning.

Following her lecture, Wolf sat down with Bloomberg news anchor and Windward parent Stephanie Rühle. During this segment, Wolf and Rühle discussed the lecture in depth and discussed dyslexia.

Overall, the evening was a wonderful welcome to an important and groundbreaking institution in New York City. The new Manhattan campus is located at 205 East 92<sup>nd</sup> street and plans to collaborate often with the 92Y, where the welcome ceremony took place. #

## Educators Visit Israel Under The Banner of JCRC

By ELANA NEEDLE, PhD

Ask yourself this question: do you want to go on a week-long study tour with 16 strangers? In July? In the Middle East? I definitely hesitated with my answer, but eventually said: of course! Saying yes brought me to one of the most enriching experiences I've had.

Our tour, "Scholars as Bridge Builders", was funded by the Jewish Community Relations Council of NYC (JCRC). The trip had an ambitious programming agenda. And, it started as soon as we landed in Israel, overlooking Jerusalem. For most, it was their first trip to Israel. I've personally stood at that very promenade three other times in my life. As an adult, I was able to view Jerusalem from a different perspective than as a recent college graduate, a teenager and a young child. I realized that in order to be a more effective teacher and tour participant, I would need to set aside my past experiences. For this trip, I was a student and educator. I would cast my ever critical eye

on the land, its' social justice issues, history, policy-making and governance in a way that would permit me to learn. It was my job to take the voices from the people and organizations that we met with back to the States and represent the reality of the situation to my peers, and my students.

Most importantly for me, we went into the West Bank. We were able to see Rawabi, the very first planned city in the West Bank. We had the opportunity to speak with eminent Palestinian and Israeli survey researchers. These researchers investigate what Israelis and Palestinians think about among other things, the two state solution, and the intentions of the other populations (i.e. do Israelis view Palestinians as threats and vice versa). We had lunch with two Palestinian University professors, who are also warriors for peace. And later, we talked with an Israeli settler living in a Jewish settlement intentionally placed within a Palestinian territory, outside the Green Line.

## New at the Child Mind Institute

Dear Friends,

We are excited to announce that this winter the Child Mind Institute will offer parent and child social skills groups. This is a 10-week, evidence-based program designed to help children in grades 1 through 3 develop social, problem solving, and school readiness skills. The groups have 2 concurrent components:

A child social skills group teaches children strategies to make new friends, problem-solve, think flexibly, stay focused and follow directions through games, role-plays, arts and crafts and other fun activities.

A parent behavior management skills group coaches parents in building positive behavioral management skills, with a focus on encouraging their children's new skills learned in group. Parents meet other parents who share their experi-

ences and who are looking for new ways to help their children.

The winter session will be held at the Child Mind Institute from 5:30 to 6:30pm starting Monday, January 11, 2016, for 10 weeks (excluding holidays). The cost is \$2,500. To be eligible for the group, children should be in grades 1 through 3 and present with social skills deficits or have been diagnosed with ADHD, ODD, or anxiety or mood disorders. To determine eligibility and fit, we require a diagnostic evaluation for any child who is not a current patient of the Child Mind Institute. Cost for the evaluation is based on the rate of the clinician assigned. Parents can sign up by contacting Jessica Prizer at 646-625-4259 or [jessica.prizer@childmind.org](mailto:jessica.prizer@childmind.org) and visit our website for more details. We hope to see you this winter!

## Governor Cuomo Announces the 'Get on Your Feet' Student Loan Forgiveness Program

Governor Cuomo announced that New York State will begin accepting applications for the new 'Get On Your Feet' Loan Forgiveness Program on December 31. First announced as part of Governor Cuomo's 2015 Opportunity Agenda, the program offers up to 24 months of federal student loan debt relief to recent college graduates living in the State.

"Ensuring students are able pay for college and not saddled with debt is critical for both their individual success and the continued economic growth of New York State," Governor Cuomo said. "With this program, we are telling recent graduates: if you invest in New York's future, we will invest in yours."

Studies have shown time and time again that helping students pay for college is critical to ensuring their success after graduation. Students who graduate with debt are less likely to start a small business or to purchase a home, and the consequences of defaulting on student loans can prevent a person from ever realizing their goals. This program offers that help by supplementing the federal Pay As You Earn loan repayment program and allowing eligible college graduates living in New York State to pay nothing on their student loans for the first two years out of school.

In short: an array of voices were represented. A few were missing, but we still had access to see and hear things that would have been impossible otherwise.

Our divergent experiences and frames of interest allowed for a dialogue that was continuously engrossing and dynamic.



To qualify, applicants must have earned an undergraduate degree from a college or university located in New York State in or after December 2014, have an adjusted gross income of less than \$50,000, and be enrolled in the federal Income Based Repayment plan or Pay as You Earn plan. Recipients will have a maximum of 24 payments, equal to their monthly student loan repayment amount, paid on their behalf. Applications are accepted year round.

Already, more than 2,500 graduates from the class of 2015 have registered to apply for the program through the New York State Higher Education Services Corporation. Once fully implemented in 2020, more than 24,000 recent graduates are expected to participate.

SUNY Student Assembly President and Binghamton University Student Thomas Mastro said, "The 'Get on Your Feet' loan forgiveness program ensures that SUNY graduates have time to settle into New York State careers before taking on the added financial burden of having to make student loan payments. The SUNY Student Assembly is proud to stand behind this innovative program and we encourage all eligible students to apply when they are eligible."#

We came face to face with the hard questions: what effects does the Boycott, Disinvestment and Sanction (BDS) movement have on Academia? Is the BDS movement inherently Anti-Semitic? As Americans, many of us value the separation of Church and State as enshrined

*continued on page 27*



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— A diagnosed learning disability is not required. —

## Dr. Manju Banerjee of Landmark College Gives Keynote at Columbia University



By LYDIA LIEBMAN

Recently, Columbia University School of Social Work presented the enlightening Assistive Technology Seminar. The daylong affair included various breakout sessions associated with disability services as well as a keynote address delivered by Dr. Manju Banerjee.

The first round of breakout sessions featured a lively discussion led by Andrew Cioffi, Assistant Director of Disability Services at Suffolk University entitled “Accessible Course Content: Charting New Territory (and bringing others with us), as well as a presentation entitled “Ditching the Old Fashion Pen and Pencil: Note-taking in a Digital Age” led by Columbia University Learning Specialist Sandra Gomez and Reginald Coupet, who is a Disability Accommodations Specialist at Baruch college CUNY Assistive Technology Series. The final breakout session, “Best Practices for Compliance and Accommodations in the Digital Learning Environment”, was presented by civil rights attorney Salome Heyward. With over 35 years of experience, Heyward is considered a leader in her field and is frequently sought out to give guidance on issues relating to disabilities.

The second set of breakout sessions tackled more issues relating to disability services including an “Ask the Experts” Panel with Stacy Pommer, Health System Specialist in the Department of Veterans Affairs Office of Academic Affiliations, Columbia graduate Matthew Shore, Lehman College graduate William Medina and Mailman School of Public Health doctoral student Brennan Rhodes. The discussion was moderated by Dr. Loring Brinkerhoff, who is a nationally recognized authority on learning disabilities and ADHD. 3Play Media founder Josh Miller presented “Navigating Captioning: Out of the Living Room and into the Classroom” and Dr. Manju

Banerjee presented a compelling program on apps that are helpful for those with learning disabilities in “Know Your Apps: Rubrics for Evaluating Apps Using Universal Design Principles.

Dr. Banerjee expanded upon the topic during the keynote address entitled “Assessing Student Competency and Disposition Towards Access Technologies.” A 29 year veteran in the field of learning disabilities, Dr. Banerjee is the Vice President of Educational Research and Innovation and Director of Landmark College Institute for Research and Training. In her keynote address, Dr. Banerjee highlighted the prominence of technology in today’s modern classroom and how many classrooms fail to adapt these technologies to students with learning disabilities and ADHD. She discussed the various methods that can be used to assess student skills, disposition and “tech match”. Her informative presentation highlighted many useful apps and tools. In a particularly interesting segment, Dr. Banerjee showed various “hacks” of Adobe Reader that could be of assistance to students with LD including the abilities to embed sound recordings.

The day finished with a final round of breakout sessions that included another “Ask the Experts” panel, this time with various Assistive Technology experts including Kelvin Mahabir of Columbia University, Shivan Mahabir, manager for CUNY Assistive Technology Services and the Media Accessibility Project, Jill Roter of NYU SPS’s Center for Academic Excellence and Support, Athanasia Kalaitzidis, lead captionist for the Media Accessibility Project and Andrew Cioffi. Also presented was “Technology, Internet Addiction and College Students” by Sean X. Luo M.D., Ph.D. Dr. Luo is a board certified psychiatrist and researcher with his own private practice/consultancy located in Manhattan. #

## Education For The City

By DEAN MARY  
ERINA DRISCOLL

The critical task of preparing excellent teachers has never been more important. By preparing highly qualified teachers and leaders, Schools of Education touch the lives of tens of thousands of city children and youth every year. Good teachers help to enrich and improve the life chances of those children.

Urban educator preparation has unique assets and challenges.

In addition to understanding the urban context, urban teachers must also know how to draw on the cultural and linguistic riches found in cities. As Luis Moll argued more than twenty years ago, our teachers must tap into the diverse “funds of knowledge” that students in dynamic and vibrant urban communities bring to their classrooms.

As we aspire to prepare even better teachers, it’s important to remember that education has always played a role in enhancing social mobility. Good teaching provides opportunities for the students in our city classrooms, to be sure. But the profession of teaching itself has a history of opening doors. First-generation college goers, especially in urban settings, have had the opportunity to enter a “noble profession,” one that is dedicated to improving the fabric of the city itself.

City College was founded to educate what Townsend Harris termed “the children of the whole people.” Entwined with a rich history is a deep and continuing commitment to provide both excellence in, and access to, a superb education. For nearly a century, the CCNY School of Education has shared in that mission by preparing teachers and leaders who bring their many talents to our city’s schools. Our school still serves a unique, urban, first-generation and highly diverse population of students.



Many of them come from city schools and most want to return to teach and lead in those settings.

The challenges faced by Schools of Education at the present moment are very real. Public institutions of higher education like mine, which have always educated a large share of city teachers, are now emphatically tuition-driven, a trend that it unlikely to reverse. Keeping

an excellent education affordable for talented first generation students will rely more and more on investments by those committed to a better city for all through education in addition to state support. And recall too that education remains a field with extraordinarily high demands for public accountability. Succeeding on high stakes tests that assess teacher quality has become the new norm for aspiring teachers. The costs of those assessment are additional burdens for our students, however, many of who come from limited means or who support themselves throughout their CUNY education.

It is our great fortune that New York City remains a place where so many people, businesses, non-profit organizations, and governmental agencies care about the fate of the children of the whole people. In addition to our historical commitments to excellence and access, twenty-first century educator preparation will require us to partner in new and imaginative ways with those who share our mission. I speak not only for myself but also for my colleagues in educator preparation when I say we welcome this challenge. We look forward to building new alliances in the service of our city’s children. #

*Dean Mary Erina Driscoll is the Harold Koblner Chair in Education, CCNY School of Education*

## Teachers College, Columbia University Launches Resilience Center

Education Update salutes Teachers College, Columbia University for the recent launching of the Teachers College Resilience Center for Veterans & Families. The official launch took place at the Oak Room at The Plaza this past November. Special guests included Loree Sutton, MD Brigadier General, Commissioner, Mayor’s Office of Veteran’s Affairs and jazz singer, actress, Emmy and Golden Globe nominee Gloria Reuben. The Teachers College Resilience Center for Veterans and Families, sponsored by Maureen A. and David P. O’Connor and under the aegis of TC President Susan H. Fuhrman, will improve the lives of returning military veterans and their families and deepen the understanding of human resilience in the wake of emotional and psychological trauma. #



**NYC Mayor’s Office of Veterans Affairs  
Commissioner Loree Sutton, Brigadier  
General Retired United States Army**

## BUILDING A WINNER: PUTTING YOUR CHILD ON THE RIGHT TRACK FOR EDUCATION, DEVELOPING ATTENTION SKILLS

By ROSLYN HABER, Ed.D.  
& MARLYN PRESS, Ed.D.

A child who is inattentive is frustrating for both parents and teachers. Directions need to be repeated. The child may not complete tasks. These behaviors are exasperating and may hinder the child’s progress in school and impact his or her social interaction and ability to make friends. In general, children can only stay focused on a task for two to five minutes times his/her age. This means a child of four can only pay attention for 8-20 minutes.

A research study found that children who were rated high by their parents on attention and persistence had a 50% greater chance of earning a bachelor’s degree by age 25 than did children whose parents rated them low. This means that if your child can pay attention and persist on tasks at age four, the odds of s/he completing college are greatly increased.

Children who have a hard time paying attention may have difficulty controlling their emotions as learning and attention require the ability to regulate emotions. When a child is stressed or fearful, s/he cannot control his/her emotions and focuses on other things. When

something is more pleasurable and stimulates interest, children can pay attention more easily. A child may find it more difficult to pay attention in school to those activities he/she finds unpleasant such as math problems or writing an essay.

As adults, many of us try to multi-task. This is less useful that it seems. While trying to pay attention to several things at once, we do not give full attention to anything. In order to get your child’s attention, you need to model giving attention. When working with your child, make sure you pay full attention to the child. Be a positive role model.

The following are tips to help you develop your child’s ability to pay attention.

Stand close to your child. Make physical contact. Have the child look you in the eye. Give directions in a clear, calm manner. Break down complex instructions into a series of shorter instructions.

Before starting activities that require close attention, check to see that your child is not hungry or tired. Give healthy snacks before structured activities or homework and give a

*continued on page 27*

## “Shark Tank” Contestant Creates Scholarship Marketplace with Startup App

By LYDIA LIEBMAN

Christopher Gray is trying to change the way students and parents find scholarship money for college. The 23-year-old entrepreneur made waves on ABC’s Shark Tank with his innovative app Scholly, which pairs students and teaches with available scholarships. Scholarships on Scholly, all private, are fielded from different websites and databases and then vetted for legitimacy and accuracy. Students are then paired with scholarships based on eight specific parameters designed by Gray and informed by his own scholarship search experience. While users can’t apply for scholarships through the app just yet, they are shown examples of winning essays. “We want to create a marketplace where students are on one side and funding is on the other side,” Gray says.

Securing scholarship money is something Gray is certainly an expert in. As a high school freshman, Gray perfected the art of essay writing with the guidance of English teacher Tara Tidwell and applied for different scholarships. By the time graduation rolled around, Gray had secured a startling \$1.3 million in college



scholarships. After his own success, he began to help others in need of scholarship money and realized he had a knack for it. He found that finding money to pay for college is a problem that affects everyone, regardless of demographic. While still a student at Drexel, Scholly was born.

To date, Scholly has raised 15 million dollars in scholarship and has over half a million stu-

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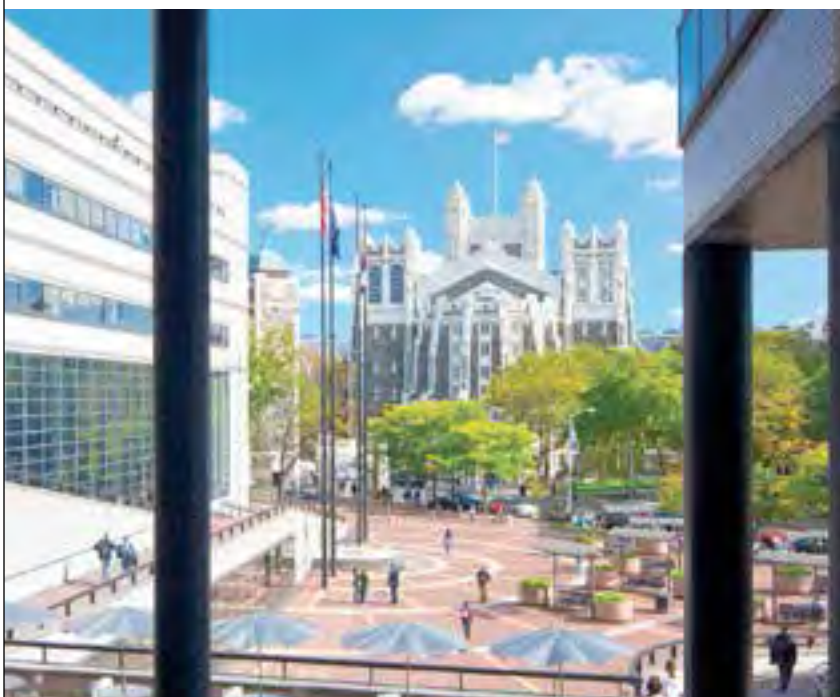
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## An Interview with Jessie Rosen, author of "Dead Ringer"

By LYDIA LIEBMAN

Jessie Rosen brings Englewood High and the strange suicide of Sarah Castro-Tanner to life in "Dead Ringer"; a gripping young adult novel where nothing is what it seems. In her enthralling debut, Rosen tells a story of lies, love, obsession and betrayal through the unique perspectives of new student Laura Rivers, football playing golden boy Charlie Sanders, and inquisitive hacker Sasha.

**Lydia Liebman (LL):** Have you always wanted to be a writer? If so, what/who inspired you to pursue writing as a career?

**Jessie Rosen (JR):** I have always been writing and from a very young age my mom used to say that she thought I was going to be a writer. We made books together when I was a little girl using cereal boxes as the cardboard for the back and front cover! I had an incredible teacher in middle school - Mrs. Carol Lokitz - who really inspired me to push my love of writing even further. To this day Mrs. Lokitz and I are in touch, and yes she has received a copy of DEAD RINGER. But I believe my writing career really began to take shape after college when I started my blog - 20-Nothings.com. I was desperate for the chance to be writing more, but my lack of experience (or clips in freelance writer speak) made that tricky. I thought that if I started a blog it might prove to people hiring freelance writers that I could write, and it worked! Now 8 years later I continue to



keep the blog and have transitioned my writing into film, television and this first novel. It really is a dream come true.

**LL:** Where did you go to college and what did you major in?

**JR:** I graduated from Boston College in Massachusetts with a degree in Communications.

**LL:** What inspired 'Dead Ringer'?

**JR:** DEAD RINGER was inspired by so many things. My love of Stephen King's CARRIE inspired the revenge story that unfolds. My appreciation for Gillian Flynn's storytelling device in GONE GIRL inspired the multiple narrative plot and my delight in juicy, twisty stories like PRETTY LITTLE LIARS inspired all the fun high school drama. My goal was to tell a story

*continued on page 27*

## The Iconic Rizzoli Bookstore Lives On

By KISA SCHELL

Recently, the Barnard Entrepreneur's Network (BENet) hosted a discussion between Marco Ausenda, CEO, and Cynthia Conigliaro, Project Manager and Consultant, of the iconic Rizzoli Bookstore in New York City. Hosted at its brand new location, the beautiful store with its skylight, vaulted ceilings, and grand columns was the perfect venue for an in depth discussion about the Rizzoli experience, and the ever-evolving book publishing and book selling industry.

Ausenda described the founding of the company by Angelo Rizzoli in 1927 as a true immigrant success story, highlighting his journey from Italy to the bustling New York City: "He was a magazine publisher and then a book publisher and had a vision. He decided to go international. He came to New York and asked how to get to 5th Avenue, later 712 5th Ave, and decided to build a fantastic place which became the best European bookstore in New York." His decision to import image heavy books was a pragmatic one, in order to have the works be accessible to the greatest amount of people. Fifty years later, Rizzoli's was still known for its expansive selection of coffee table books and the like. Soon after, Rizzoli publishing began to publish books in English for its American clientele, furthering its hold on the literary market. In 1990's, Rizzoli became a chain of 14 bookstores with 2 in New York, at



**Marco Ausenda, CEO, and Cynthia Conigliaro, Project Manager & Consultant, Rizzoli Bookstore**

its flagship location and in Soho. At the end of the decade, the competitive market with players such as Barnes and Noble caused the end of the chain of Rizzoli's and the company returned to maintaining only its original location.

Sadly, their flagship store on 57th street was shuttered to make way for a "7-star hotel" but the Rizzoli company is determined to continue their legacy. Although this could have been an opportunity for the company to exit from

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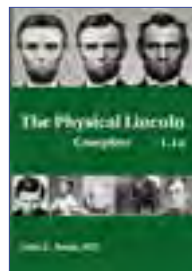
BOOK REVIEW

*The Physical Lincoln:*

*Finding the Genetic Cause of Abraham Lincoln's Height, Homeliness, Pseudo-Depression, and Imminent Cancer Death*

**The Physical Lincoln: Finding the Genetic Cause of Abraham Lincoln's Height, Homeliness, Pseudo-Depression, and Imminent Cancer Death**

By John G. Sotos, MD  
Mt. Vernon Book Systems, 2008, 310 pp.



genetic disorder: multiple endocrine neoplasia, type 2b, or MEN2B syndrome, which causes cancer. Had Lincoln not been assassinated in 1865, Dr. Sotos contends, the president would have died from pheochromocytoma, associated with MEN2B in six-to-12 months. (Dr.

Sotos quotes from visitors to The White House and reproduces photographs taken toward the end of Lincoln's life – all testifying to Lincoln's "startling, emaciated appearance." Dr. Sotos believes that Lincoln, who was 56 when he was shot, had medullary thyroid carcinoma for some years. As Dr. Sotos writes, "... misinterpretations of the physical Lincoln have led to misinterpretations of the mental Lincoln."

Dr. Sotos' research is exhaustive and impressive, including analysis of 200 illustrations, mostly photographs. He argues both for his hypothesis and against other theories, with a meticulous regard for inductive and deductive reasoning. And humility. "Medicine," he writes, "is a very humbling field; human knowledge is limited . . . the unexpected occurs often, and the only absolute is that there are no absolutes." He even acknowledges that he may be wrong about some findings. Of course, DNA would be confirming evidence, but no way is Lincoln's casket going to be disturbed (as it once was in 1876), nor does it seem likely that blood and tissue samples from the assassination will be released by the federal government. Dr. Sotos is also sensitive to charges of meddling with an icon, and in a final chapter, he reasserts his "enormous fondness and admiration" for Lincoln, one of his great heroes. "I do not want anyone to leave this book thinking otherwise." He wrote the book, he says, because it was impossible for him to condense all the argument and evidence into a peer-reviewed article. His only intent was "medical detachment, not disrespect." He also hopes that people who are unaware they may have MEN2B will benefit from knowing that there is now interest in this rare disease and will "gain strength" from knowing that no matter what the diagnosis, "a life of purpose and accomplishment can still be led, as Lincoln proves. He also hopes that his own example as a researcher may inspire young people to go into medicine and into medical research. And into medical writing, it also might also be said. At one point in the text, Dr. Sotos writes that "In technical terms Lincoln had an intermittent vertical hypertropia of the left eye, which is a type of strabismus. His head tilt is known as Bielschowsky tilt." And then he adds, with a delicious sense of common sense and humor: "These terms need not be remembered."#

\* The book comes with a Sourcebook, providing complete documentation for a total of 818 pp.

Get a five-dollar bill and take a long look at the bump on Abraham Lincoln's lower lip. Then read Dr. John G. Sotos' amazing book, published a few years ago: *The Physical Lincoln: Finding the Genetic Cause of Abraham Lincoln's Height, Homeliness, Pseudo-Depression, and Imminent Cancer Death*. You'll be fascinated, even if you don't read every single word — he doesn't even expect that, which is one of the amazing features of this massively researched tome. Another impressive feature is Dr. Sotos' style, one of the most accessible and lively in recent memory on a highly technical subject. Not only is he conversational, as if you were in the room and he sat you down in a comfy armchair to hear him out, he's reasonable and self-effacing. His logic is impeccable — those studying forensics would be wise to watch how he aggregates data, excludes evidence that isn't overwhelmingly convincing and arrives at a persuasive hypothesis, all the while allowing for challenge — though he's confident he's right. And what is he right about? Not that our 16th president may have had a genetic disorder (no news) that would account for his unusual height, unusually long limbs, asymmetrical skull, cleft in the soft palate at the back of the mouth, distended irregular bumpy lower lip and other telltale facial signs, including as Lincoln said of himself, "ugliness," but that genetic disorder, which had been asserted decades earlier, is not what medical researchers thought it was: Marfan syndrome, which seemed to have been confirmed when the Marfan gene was discovered in the 1990s. For skeptical and sharp-eyed John G. Sotos, MD, however, an esteemed cardiologist and medical researcher whose hobby is studying rare diseases, evidence led elsewhere.

From 2004-2012, Dr. John Sotos was consultant to the highly popular, award-winning medical drama, "House, MD" that ran on Fox. Trained at Johns Hopkins and holding degrees in chemistry, mathematics and computer science, as well as in medicine, Dr. Sotos has said in interviews that his discovery of the cause of Lincoln's physical condition (and the mental condition accompanying it) came to him in the summer of 2006 when he was reading yet another book on The Civil War and picked up on a reference to a cleft palate in the case of Lincoln's fourth son, Tad. Dr. Sotos had also been reading a wholly different kind of article which made him think of a carcinoma associated with overgrowth of bones. To cut to the chase: Dr. Sotos found what he says is an even rarer ("one-in-a-million")

PULITZER PRIZE WINNING  
AUTHOR PROVIDES INSIGHT  
INTO THE WRIGHT BROTHERS

By JOAN BAUM, Ph.D.

This past December, The Blue Origin Company's New Shepard space capsule made space exploration history by soft landing in West Texas, proving that expensive boosters could be reusable. The feat has been hailed as the "holy grail of space flight." No one seemed to notice, however, that the date was almost to the day 112 years after flight began on the outer banks of North Carolina. There, on a windy, wintry day, December 17, 1903 at Kitty Hawk, and soon after back home in Dayton, Ohio on the less windy Huffman Prairie (55 test flights over five months), Wilbur and Orville Wright (Orville at the controls - they never flew together) demonstrated before only a handful of insider people that their invention of a heavier-than-air flying machine worked, even though no one in Washington at the time seemed to be interested. Pictures from the control room of the historic December 22, 2015 accomplishment show scientists and technicians (not to mention company chair Jeff Bezos) wild with delight. Even so, that jubilation is nothing like the reported mob scenes of frenzied celebration that greeted what the boys from Dayton repeatedly pulled off before dubious crowds in France (Wilbur) and at Fort Myer, Virginia (Orville) five years after Kitty Hawk. In his best-selling book, *The Wright Brothers* (Simon and Schuster), the Pulitzer Prize winning historian and writer David McCullough, a recent recipient of The Presidential Medal of Freedom Citation, explores what the Wright Brothers accomplished and how they accomplished it. It is a beautifully written narrative of compelling interest that shows why McCullough is a master storyteller.

A biography of the two young men (Wilbur was four years older) as much as a cultural history of the times, regional, national and international, *The Wright Brothers*, though a bit too long and at 320 pages, at times overly detailed (yet for all that, superbly researched, authentic, reliable and always accessible as writing on



science and technology), the book engages by capturing the essence of the brothers, "unidentical twins" in many ways, eating together, working together,

banking together and as Wilbur once said, "thinking" together (the photos are wonderful).

They were also blessed with a remarkably close family who were supportive to a degree that might stir a bit of concern along with envy: their adored and adoring father, a Bishop and a widower, was always at their side and never didactic. Their younger sister Katherine, a graduate of Oberlin, was a sharply intelligent, fiercely affectionate advocate. When she married, Orville (Wilbur had died of typhoid fever at the age of 44) refused to go to her wedding. Neither brother ever married or alluded to any romantic relationships, though Wilbur was obviously an object of attraction, especially in Paris). Neither had a college education (though both read widely and well, particularly Wilbur) and no "formal technical training or experience working -with anyone other than themselves, no friends in high places, no financial backers, no government subsidies, and little money of their own." They were in the bicycle business in Dayton and doing pretty well. Both brothers knew they were sitting on the shoulders of others, namely a German glider enthusiast Otto Lilienthal, killed during one of his experiments, but they were always confident that they knew why and how others failed to fly. They persevered despite hardship doing their calculations and refinements on The Flyer - wing span, angles, weight of engine, propeller.

Their letters alone are accomplishments, models of clear science writing and modesty. Indeed, Wilbur's early request of the Smithsonian for papers on human flight is

*continued on page 28*



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## Changes in Maintenance Law from a New Assembly Member Featured in the New York Law Journal

By NYS ASSEMBLY MEMBER  
REBECCA A. SEAWRIGHT

This fall, Governor Andrew M. Cuomo signed into law a bill sponsored by freshman Assembly Member Rebecca A. Seawright that will reduce the amount of time that divorced parents spend in court. The legislation applies to child support orders in which child support is calculated based on a payor's income after maintenance payments are deducted. The new law requires that such orders contain provisions specifically stating the amount of child support that will be owed once spousal maintenance is terminated, eliminating the need for parents to seek a modification in court upon the maintenance period's conclusion. By calling for an automatic adjustment of child support owed once the spousal maintenance award is terminated, the law will save divorced parents time and money.

The new law, which was featured in the New York Law Journal on October 28, 2015, also clarifies that the formula for calculating child support should classify spousal maintenance paid or to be paid as taxable income to the recipient spouse, not the payor. The rationale for the clarification is that spousal maintenance actually paid or to be paid is money no longer available as income to the payor and, as a result, should constitute income to the recipient for purposes of calculating child support and for tax purposes.

"I am pleased that the Governor has signed this important piece of legislation into law," Assembly Member Seawright said. "By clarifying the formula for determining child support, this law will minimize the amount of time and money that families spend in court



while also ensuring that each case is handled in a fair, even-keeled, and expeditious manner," Seawright continued. "Additionally, as a former Assistant District Attorney and Administrative Law Judge, I have seen firsthand how overburdened and underfinanced our court system is in New York. I look forward to continuing my efforts to alleviate stress on the court system as a member of the Judiciary Committee in the New York State Assembly."

The bill received support from the Pace Women's Justice Center, The Legal Aid Society, the New York Legal Assistance Group, Family Law Section of the New York State Bar Association, and the New York State Unified Court System and passed the Assembly and Senate virtually unanimously.#

## YOUNG JOURNALIST

### Exploring Colleges With a Visit

By HALEY HERSHENSON

The college application process is an understandably long and stressful one, as there are many different aspects to it. Researching each college's requirements and planning how you can best present yourself to a given college, are necessary in the application process. Although, deciding where you want to apply doesn't have to be solely based on numbers, a good reputation, and an almost perfectly crafted and tempting college brochure. In fact, the whole college application process can be made less stressful, and more exciting by seeing the college for yourself! I hadn't realized this until



my first college visit, at least my first real college visit and tour. I had been to many colleges when my brother was applying but I had never been to one for me. I expected it to be a little overwhelming, but even with all the planning that needs to be done, it wasn't. It almost made the college application process feel more real.

Once you visit a college it allows you to try and picture yourself going there, and determine whether or not it's the right fit for you. It's also not easy to get a sense of the college's com-

## JAPAN SOCIETY PRESIDENT JEFFREY MILLER HOLDS COMPELLING WW II COMMEMORATION WITH PRESIDENT TRUMAN'S GRANDSON

By SYBIL MAIMIN

To commemorate the 70th anniversary of the bombing of the Japanese cities of Hiroshima and Nagasaki in 1945, Japan Society hosted a very moving program of "Stories from the Pacific War." Dedicated to peace and reconciliation, the event brought together an American navy veteran and a Japanese atomic survivor whose lives had been deeply impacted by the war. Moderating the conversation was Clifton Truman Daniel, a writer whose grandfather, 33rd president of the United States Harry S. Truman, authorized the devastating atomic bombing of the two cities. Now elderly and bent, but sharp in memory and wit, World War II vet Fred Mitchell described the kamikaze suicide attack on his ship, the USS Drexler, that sank the vessel, killed 158 men, and left him, an 18 year-old sailor and Pennsylvania farm boy, floating in the oil-slicked, burning water for many hours before being rescued. He returned home consumed with hate for Asians, a passion that concerned his wife, his pastor, and also himself--"I didn't want to die with hatred in my heart, I wanted to shake the monkey off my back, but didn't know how." Fortuitously, he met a filmmaker planning a documentary about kamikaze pilots and their victims and was invited to Japan to participate. There, he was overwhelmed by an abundance of warm greetings. Meeting with former Japanese soldiers, he found it "hard to believe we were enemies." He realized, "We were young boys, patriotic to our country, wanting to serve our country any way we could. . . We were high school boys killing high school boys." The trip sparked a "genuine release of my anger" and resulted in achieving his goal of forgiveness. Masahiro Sasaki survived the atomic bombing of Hiroshima. His sister, Sadako Sasaki, who was two years old during the attack, subsequently developed radiation-induced leukemia and succumbed at the age of twelve. Before she died, with the help of classmates, she created 1,000 small folded paper cranes as a symbol of hope and peace. Her brother Masahiro travels the world trying to keep her message of hope alive and



Clifton Truman Daniel

donates her cranes to appropriate sites; a crane has been given to the 9/11 Tribute Center as well as to the Pearl Harbor Visitor Center and the Truman Library. Spreading his sister's wish to connect the world through a "compassionate heart" ("omoiyan no kokoro"), he noted, "It is not a matter of who is fighting on each side--the war itself is the enemy, the war is the problem." Sadako Sasaki was the model for the Children's Monument in Hiroshima Peace Park that commemorates all children who died in the bombing.

Clifton Truman Daniel grew up under the shadow of his grandfather's controversial decision to drop the atomic bomb. He has tried to understand the history of the time and is now writing a book about the survivors of Hiroshima and Nagasaki. He explains we all see photos of the mushroom cloud produced by the bomb but know too little about the people on the ground. He has learned much from Masahiro Sasaki. Seeing the American navy veteran and the atomic bomb survivor together says much about the possibilities of reconciliation, Daniel said. "Both have served their countries in their own way, but it is important that they both now serve humanity."#

munity from their website. On my college visit, I was able to talk to a student who attends the college and have them show me the campus. They were the ideal person to answer my questions and guide me around since only a few years prior they had been in the same place as I was that day.

Not only is it useful to check out a college's campus, but it is also a good idea to check out the area in which the college is located. Putting time aside to see the neighborhood of the college will allow you to see where you could be spending time, and what places are available to

you. Maybe even give you a chance to visit a local store, and find some of the college's merchandise at a reasonable price! Many people will try and tell you statistics and positive facts about a college to persuade you to apply, but in the end it all comes down to you, as you're the one who's applying. This is why visiting colleges is essential during the college application process, since it gives you the chance to think for yourself.#

Haley Hershenson is a junior at New Explorations into Science Technology and Math in New York City.

## Dr. Maya Soetoro-Ng

*continued from page 2*

Ceeds of Peace offers a ground-up approach to problem solving through a design-thinking framework whereby participants work through action plans tailored to their unique contexts. To help with the leadership development process, Ceeds of Peace facilitators, led by Executive Director Lisa Taylor, assist participants with integrating peacebuilding education into existing curricula, home life, and communities. Imagine a six foot mural designed and painted by an artist and high school students, to symbolize peace between rival schools; a school librarian bringing together book collections around themes of diversity, social justice, equity and nonviolence, and facilitating discussions with students; a community member organizing a peaceful call-to-action involving the larger community and including the Mayor's office, teachers, law enforcement, parents and young people; or a parent planning a teen leadership camp to teach skills of compassion and courage. These are real-life peace action plans.

Drs. Soetoro-Ng and Urosevich have taught peace education for many years at the pre-school, elementary, secondary, and university levels. They have also worked as family and public school advocates, and have long seen that these concepts need to be a deliberate part of supporting family, school, and community wellness. By teaching participants the skills of peacebuilding, graduates nourish adaptive leadership and empower young people to be change agents. Participants develop the courage to tackle new challenges and engage more deliberately in their communities. They model respectful dialogue and service orientation, and hone 21st century leadership skills.

Ceeds of Peace recognizes that this is the time to see peace as action. A time to prioritize the life skills that Ceeds of Peace embodies as equally as we prioritize the Common Core Standards. A time to be reminded, backed by research, that humanity is actually becoming more peaceful, despite our current challenges. A time when we need to prepare our young people to exude and prioritize peace in the face of violence, to champion equality in the face of smallness, to dispel fear and hopelessness, and to model and teach these traits for future generations.

*Dr. Maya Soetoro-Ng is the Director of Community Outreach and Global Learning, University of Hawai'i's Matsunaga Institute for Peace; Dr. Kerrie Urosevich is the Governor's Early Childhood Coordinator, Office of the Governor, State of Hawaii; Lisa Taylor is the Executive Director, Ceeds of Peace.*

## Eric Nadelstern

*continued from page 2*

the roof tops.

Years back, Latin served as the great divide. More recently, mathematics has served that function. In both cases, bright motivated youngsters without means could prepare to overcome those hurdles.

Today, technology has built the greatest wall between the haves and have nots in history. The

## Dr. John Russell

*continued from page 2*

es that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection and insight." These are the higher-order thinking skills that correlate closely with academic success. In a lecture at the 92Y in December 2015, Dr. Wolf reiterated these concerns.

Without question, digital media and educational technology hold great promise. At The Windward School, we are continuously exploring the potential use of emerging technologies that are supported by scientific research and that are consistent with the School's mission and program. This approach may be too slow for some, but educators and parents need to question the hype of technophiles and rely more on solid research from educators and cognitive scientists. The expenditure of limited funds and the allocation of precious instructional time to support technology initiatives require a careful cost/benefit analysis. Most important, the education of our students, especially our youngest ones, demands a careful and reasoned approach to the widespread use of technology in our schools. #

*Dr. John J. Russell, Ed.D. is the head of The Windward School.*

## Michael Mulgrew

*continued from page 2*

able to develop and tailor curriculum to meet the specific needs of their students; that public-sector educators rather than a private corporation be in charge of creating the new tests; and that the state adopt "a transparent and open process" by which the new standards are periodically reviewed.

Importantly, acknowledging the damage done by the focus on over-testing, the commission insisted that new standards should not lead to the narrowing of curriculum or "diminish the love of reading and joy of learning."

The pro-testing "reformers" who have controlled the agenda for years are hailing this turn of events, but it's clear that this is a setback in their efforts to redefine schooling.

For years, parents and teachers in New York state and elsewhere have been fighting the testing juggernaut that has turned our classrooms into test-prep factories.

We're finally turning the tide. Last week, on the same day that the governor's commission released its report, President Obama signed a new federal law that removes the requirement that forced states to take part in the over-testing mania in order to receive federal funds.

wall may be virtual, but the students of color on the wrong side of the divide find it insurmountable. It will remain so until we first recognize the problem we've created and then commit to even the playing field for all of our children. As Ronald Reagan once said of another divide, "Tear down that wall."

*Eric Nadelstern is a professor of Practice in Education Leadership at the Teachers College of Columbia University*

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We should thank the members of the commission for their work, particularly their willingness to listen to the voices of parents and classroom teachers.

The issues now go to the state Board of Regents, and we will work with the board to ensure the commission's recommendations are enacted.

These problems are not limited to New York; other states are also reviewing their adoption and implementation of the Common Core. But New York has the opportunity play a leading role in setting the right course for education in the coming decades.

Proponents of the Common Core tuned out

rank-and-file teachers and parents and insisted that they alone were the guardians of high academic standards. The truth is that teachers want high standards for themselves and for their students. We just don't want high standards to become a bludgeon that batters students and intimidates teachers.

We must all now fight to make sure this is a genuine turning point - seizing the opportunity to create not just high standards, but the curriculum, the training and the supports to make sure our students reach those standards. #

*Michael Mulgrew is president of the United Federation of Teachers. Reprinted with permission from The Daily News.*

## College of Staten Island

*continued from page 6*

Professor Thomas Tellefsen, Professor and Dean Alfred Levine, Ms. Dolores N. Morris and Ms. Jean Roland. Many CUNY dignitaries were also in attendance.

CSI President Dr. William J. Fritz noted the record number of attendees this year with at least 100 more guests than last year plus over \$25,000 in additional support. This year's Celestial Ball celebrated the fast approaching 60th anniversary of the College of Staten Island, which is the only institution of public higher education on Staten Island. "The college has always served its students and its community, but today, that potential is limitless, thanks to recent advancements to your academic programs, our extraordinary faculty, and our beautiful, 204-acre campus," said President

Fritz, "...today, our student body is comprised not only of people from this Borough, but from other boroughs of New York City, from states across this country, and from countries around the world!"

President Fritz also shared some recent recognitions bestowed upon CSI. CSI placed on numerous 'best of' lists in Forbes, Money Magazine, U.S. News & World Report, G.I. Jobs, Time and others. He also went on to mention some notable graduates and faculty including Goldwater Scholarship recipient and biology major Sean Thatcher and Professor Zaghoul Ahmed, who is conducting research to find treatments that can lead to long-term relief in people who have suffered from spinal cord injuries.

Overall, the evening celebrated both the success of CSI and pushed forward the momentum for more success to come. #

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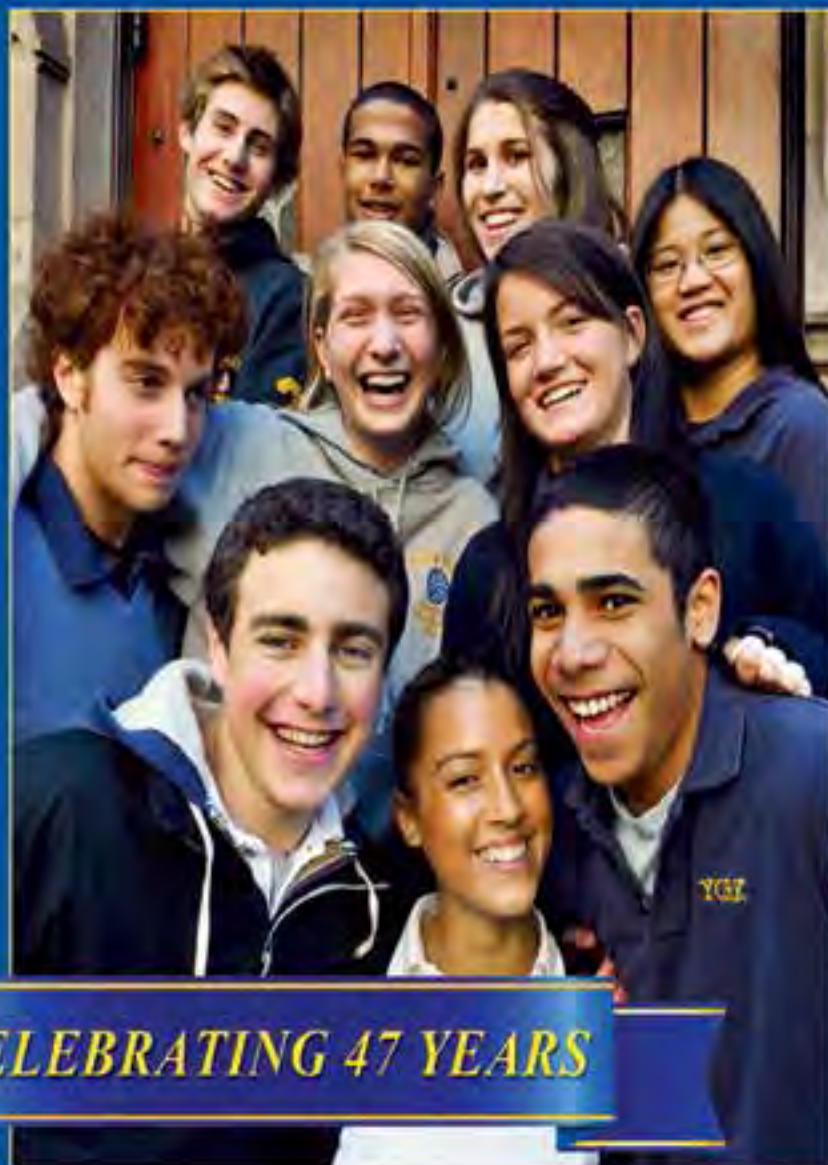
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## Child Mind Institute Raises Over \$6.8 Million at Child Advocacy Award Dinner Honoring Andreas Dracopoulos



(L-R) Katie Couric, Brooke Garber Neidich & Dr. Harold Koplewicz

The Child Mind Institute raised over \$6.8 million and honored Director and Co-President of the Stavros Niarchos Foundation Andreas C. Dracopoulos and University of California, San Francisco professor Dr. John Rubenstein at its sixth annual Child Advocacy Award Dinner at Cipriani 42 Street Wednesday night. The event was hosted by Katie Couric and attended by New York Jet and Healthy Brain Network Ambassador Brandon Marshall and his wife Michi. These critical funds will allow the Child Mind Institute to continue transforming the lives of children and families struggling with mental health and learning disorders.

“The Child Mind Institute is helping end needless suffering and opening up a whole new future for kids,” Katie Couric said.

Andreas Dracopoulos and the Stavros Niarchos Foundation have been indispensable partners by providing funds to launch the organization’s science program in 2010 and recently making a \$1 million commitment to the Child Mind Institute’s Healthy Brain Network. They have helped the Child Mind Institute forge critical partnerships and communicate the message that children’s mental illness is a global public health crisis that requires concerted investment in science and research.

“Andreas’ unwavering commitment to our organization has been an integral part of the Child Mind Institute’s success,” said Founder and President Dr. Harold Koplewicz. “Through its generous grants, the Stavros Niarchos Foundation has shown a deep and abiding commitment to helping children everywhere who struggle with mental health and learning disorders. We are truly honored to celebrate Andreas and his important work at our annual gala.”

Andreas Dracopoulos told the crowd, “I am truly honored to be here this evening celebrating with you the amazing work that Harold Koplewicz, Brooke Garber Neidich, and all of their colleagues at the Child Mind Institute have done and continue to do in the field of mental health for children at large. The Child Mind Institute is at the forefront of a truly remarkable and successful effort to help mental health patients and their families through clinical care, collaborative science, and open and honest conversation of how to help treat and/or cope with such mental health and learning disorders.”

Sponsored by the Stavros Niarchos Foundation and parked outside the gala was the Healthy Brain Network mobile research

vehicle, which travels to local communities in New York City to provide free diagnostic evaluations to families participating in research on the developing brain. A cornerstone of the Healthy Brain Network, the mobile research vehicle is a critical recruiting tool in the Child Mind Institute’s efforts to provide the scientific community with an open source, unprecedentedly rich, large-scale dataset, while improving access to mental health resources in New York City and beyond.

Healthy Brain Network Ambassadors Brandon and Michi Marshall also attended the gala and represented their nonprofit organization, PROJECT 375. The couple shares a deep commitment to eradicating stigma surrounding mental health disorders and Michi in particular has begun working closely with the Child Mind Institute. PROJECT 375 joins the Child Mind Institute in helping children through prevention and intervention with evidence-based programs, therapies, and protocols.

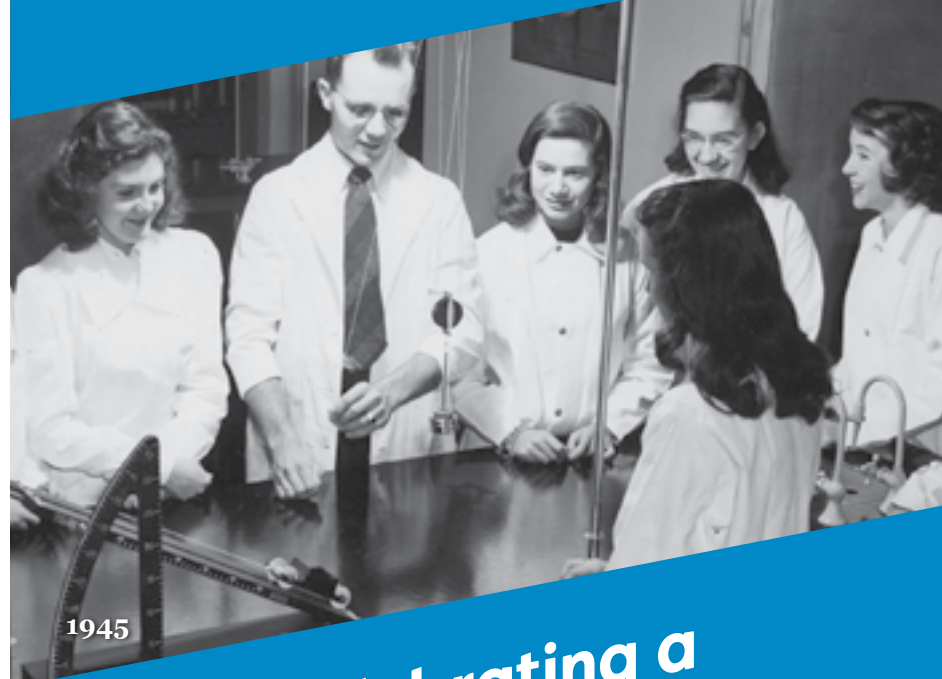
“Doesn’t matter if you’re black or white, rich or poor, mental health affects all of us,” Brandon said. “We are super excited about the partnership with the Child Mind Institute.”

The evening concluded with a lively auction led by Lydia Fenet of Christie’s, which raised funds for the Child Mind Institute’s financial aid program. At the beginning of the auction, Brandon got on stage and offered a surprise item: the opportunity to watch a Jets game in a suite with Michi Marshall. An exciting bidding war ensued.

Additionally, Dr. John Rubenstein, professor in the Department of Psychiatry at the University of California, San Francisco and the Nina Ireland Distinguished Professor in Child Psychiatry at the Nina Ireland Laboratory of Developmental Neurobiology, was presented with the 2016 Child Mind Institute Distinguished Scientist Award in honor of his research on the underlying genetics of the development of the forebrain. His work helps identify the causes of neurodevelopmental disorders such as autism, providing new insights that may translate into improved diagnosis, prevention, and treatment.

Finally, the Child Advocacy Award Dinner also spotlighted the stories of families who have worked with the Child Mind Institute to overcome mental health and learning disorders. Both the 2015 Child Advocacy Award and the 2016 Distinguished Scientist Award were designed and donated by Michael Aram. #

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## Young Einsteins Tackle Energy Crisis, Terrorism & Pigeon Waste

Can pigeon waste be used to spread a dangerous fungus affecting millions of people? How can carbon dioxide, the greenhouse gas linked to global warming, be used to extract a natural gas, methane, to help curb our energy crisis? How can we protect New York's computers from hackers and terrorism?

These are just some of the cutting-edge scientific topics being tackled by 55 students in the Academy's Science Research Training Program. Now in its 30th year, the eight-week summer program has prepared thousands of high school students for careers in the sciences by training them to do hands-on, scientific research with leading scientists from institutions such as Columbia University, Burke Rehabilitation Center, New York Medical College, NYU School of Medicine, and Cold Spring Harbor Laboratory.

Each spring, hundreds of students from public and private schools located in New York City, Westchester, Long Island, New Jersey and Connecticut apply to get into this competitive program, which is open only to newcomers. Students choose their favorite category (i.e., biology, chemistry, computer science) and are assigned a mentor. After working Monday to Thursday, students supplement their lab experiences by attending special Friday workshops held at the Academy. The workshops examine the responsibilities of a scientist from a multiplicity of perspectives and discuss issues such as writing and presenting scientific papers. Last week, the Academy held a panel discussion on alternative science careers featuring New York Times reporter Andrew Revkin, astrophysicist Garret Schneider and lawyer and chemist Mary Jane O'Connell.

Working with her mentor, Dr. Jason Nieh from Columbia University, Janice Escobar, a fifteen-year-old student from Manhattan's Chapin School, has embarked on a project not likely to be found in a typical high school science textbook — mapping cell phone networks in order to prevent new acts of terrorism. "Recently, terrorists in Iraq have been using cell phones to detonate bombs," she observed. "Perhaps our research could ultimately help prevent events like that from happening in Manhattan. We're also mapping out the number of open access points in the city. Where there is an open access point, Internet hackers could do a number of harmful things: break into private files, download illegal programs, and create viruses."

Another student, Steven Mises from the Bronx's High School of American Studies at Lehman College, is studying pigeons—but from the perspective of a lab bench rather than that of a park. "Cryptococcus neoformans is a fungus commonly found in pigeon waste and affects people who are immunocompromised," he says. "New York City is heavily populated with pigeons, putting people with HIV, or people who have undergone immunosuppressive therapy such as chemotherapy, at risk of contracting this deadly pathogenic fungus."

Working with his mentor, Dr. Arturo Casadevall at the Albert Einstein College of Medicine, Steven studies *Cryptococcus neoformans* cells under a microscope and tests for antibodies. "By helping to make these antibodies for GalXM, we can possibly eliminate one of the many opportunistic infections in the world and save thousands of lives," he says. "This is why science is my favorite subject—in the lab, I never know if the day will end in failure or success. What I do know is that the day is going to have many surprises."

Unexpected discoveries and surprising results are true to the experience of real scientists, says Matthew Kelly, the Program's Coordinator. "The purpose of the program is to give students a taste of what real-life scientific research is all about," he says. "Students thrive on satisfying their curiosity." Yena Jun, a student from New Jersey's Academy for the Advancement of Science and Technology, stresses that's why she became a SRTP student. "At my school, the results of the lab experiments are often known before the experiments actually take place," says. "In the SRTP program, we don't know what the results will be."

Yena and Zeke Miller, a student from Davis Renov Stahler Yeshiva High School for Boys in Woodmere, New York, are studying how methane gas might be extracted and used as an alternative fuel, a project that would help today's energy crisis. "Gas hydrates, which are found in huge quantities in marine and Arctic sediments, contain twice the amount of carbon found in all other fossil fuels and make them a significant energy source in the future," she observes. "However, extracting methane hydrates from sediments in the ocean floor may cause landslides or lead to further climate change. We're looking at how carbon dioxide might be used to replace methane, an intriguing concept that would kill two birds with one stone — use methane as a fuel and reduce the level of carbon dioxide in the atmosphere, a cause of global warming."

It's challenging subjects like these and their potential to make an impact on today's society that has SRTP students hooked on science. "I hope that my research will help speed up progress in curbing dependence upon foreign oil — with methane in such abundant supply, this would be a potential solution to the world's energy problems," Zeke says.

Steven adds, "The information I learn here will be with me forever, and I can take it wherever I go."#

For more information on the Science Research Training Program, contact Matthew Kelly at 212.838.0230 ext. 348 or email [mkelly@nyas.org](mailto:mkelly@nyas.org).

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## New-York Historical Society

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and watch as their boats react. One student, giggling, designs a replica of the *Titanic* and pits it against a whirlpool.

"This variable controls the waves," a boy in a blue sweater explains to his teacher, who bends down to peer at the screen. "I can randomize it so the heights are never the same."

After half an hour of this exercise, Rachel Gorman, the Museum Educator in charge of the course, asks the class to save their work. For the next half an hour, she discusses their projects with them. The conversation turns to creativity and computing. Ms. Gorman asks the students what "innovation" means.

"Discovery, advancements," one said.

"Making inventions better," another student said.

"Yes. Innovation is about using creativity to make those inventions better and our lives easier," Ms. Gorman said, before ushering the class out of the coding lab and into the exhibition.

First the students encounter a wooden computing machine from 1890 that was designed to assist the census counters after a particularly large population boom. They are shocked to learn that it can only add sums. Ms. Gorman then hands out a worksheet, which the students fill out as they roam the interactive exhibition.

Organized by the Historical Society's Chief Curator Stephen Edidin and Research Associate Cristian Panaite, *Silicon City* shows a timeline of past achievements in the fields of computer sci-

ence in the New York region. Spanning from the late-1800s to the 1980s, the exhibition features over 300 artifacts.

The students are able to see early computers, typewriters, telephones, transistors, and even a prototype satellite. "It looks like the Death Star," one student said.

Ms. Gorman, who is earning a Master's degree in TESOL at Hunter College, said the most rewarding part of the teaching experience is when students make connections between what they learn in the museum and what they learn in their social studies classes. "It's really exciting for them to see an artifact and say, 'Oh, that's how it's used!' It's great because it's not just in a textbook anymore — they can see the real life object." New York City schools interested in bringing classes to the New-York Historical Society for a free coding workshop and tour of "Silicon City" can contact [schoolprograms@nyhistory.org](mailto:schoolprograms@nyhistory.org) or call (212) 485-9293.#

## International Jazz

*continued from page 11*

was a historical meeting," announced Executive Director Wouter Turkenburg, who has been with the IASJ since its inception. Wouter also credits Lisbon as offering something "magical" to the meeting. "Lisbon is a crossroads of culture and the arts. The city is vibrant and non-static and really has made this meeting dynamic," he said.

Next year, the IASJ will return to the United States for its 26th year. The host school will be Berklee College of Music in Boston. #



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**This year (March 9, 2016) the Fund recognizes Charlynn and Warren Goins for their many years of incredible leadership, inspiration, generosity, and friendship.**

For more information, email us at [mira.prives@brooklynmuseum.org](mailto:mira.prives@brooklynmuseum.org) or call 718.501.6589.

## Daguin and Moulton

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vision. Founder of the NY Women's Culinary Alliance, Moulton is an active advocate for women in the culinary industry.

In a riveting discussion between the two friends, Daguin and Moulton discussed their long and fulfilling journeys towards success. The pair reminisced on their relationships with Julia Child and how believing in one's work will ultimately lead to success. Daguin spoke to the value of corporate culture and teamwork, again echoing the musketeer's philosophy, "all for one and one for all." In a truly inspirational conversation, it was clear that one thing was certain for success: a vision of quality and innovation are necessary in an ever-changing culinary landscape. #

## Tianjin Juilliard School

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collaborative piano; a pre-college program; an instrumental training program; adult education; and public performances and exhibits.

As part of the pre-opening development work, Juilliard will initiate a program to bring members of its faculty to China for master classes and performances at the Tianjin Conservatory of Music and at other Chinese conservatories as often as eight times per year.

The Juilliard School, founded in 1905, is a world leader in performing arts education. Juilliard's mission is to provide the highest caliber of artistic education for gifted musicians, dancers, and actors from around the world so that they may achieve their fullest potential as artists, leaders, and global citizens. Located at Lincoln Center in New York City, Juilliard offers undergraduate and graduate degrees in dance, drama, and music (classical, jazz, historical performance, and vocal arts). Currently more than 800 artists from 44 states and 42 countries are enrolled at The Juilliard School. Beyond its New York campus, Juilliard is defining new directions in global performing arts education for a range of learners and enthusiasts through The Tianjin Juilliard School, K-12 educational curricula, and an increasing array of digital education products through its Juilliard/Digital brand.

Diller Scofidio + Renfro is an interdisciplinary design studio that integrates architecture, the visual arts, and the performing arts. The firm established its identity through theoretical and self-generated projects before coming to international prominence through projects such as Lincoln Center for the Performing Arts and the recently opened Broad Museum in Los Angeles. For their commitment to merging art, architecture, and culture, founding partners Diller and Scofidio were the first in architecture to be recognized with the MacArthur Foundation "genius" award. Projects opening in 2016 include the Berkeley Art Museum & Pacific Film Archive at the University of California, Berkeley; the Columbia University Medical Education Tower in New York City; the Dissona Live-Work Complex in Dongguan, China; and the Museum of Image & Sound on Copacabana Beach in Rio de Janeiro, Brazil. #

## JCRC

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in our Constitution, but what does it mean if the law of the land is dictated by the Orthodox Rabbinate?

I can say that I walked away with an enormous appreciation for the diversity of life in such a small land. And a belief that even in the face of complexity, scarcity, terror and war, there are those that are striving for peace and the greater good.

Luckily, the dialogue and work hasn't stopped. New partnerships, lectures, and writing have been produced as a result of the trip. I'm excited for what the future has in store, and for continuing the work of being a Scholar, and a Bridge Builder. #

## Building A Winner

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break between activities. Have your child do some physical activity as this can release stress and help your child focus better.

Limit television, computer and video game time. These can over-stimulate children and shorten attention spans. Introduce activities that will increase your child's attention span such as playing games, reading and direct discussions.

Use the arts. When children take on the roles of other characters and pretend, they can attend to tasks for a long time. Consider using music as an engaging way to develop focus.

Make your child feel secure. When your child is nervous, feels threatened or feels s/he cannot perform the task, it is more difficult to focus on the task at hand. Once the "threat" is removed, the child will enjoy new and stimulating activities.

Roslyn A. Haber, Ed.D and Marlyn Press, Ed.D are Associate Professors at Touro College Graduate School of Education

## Shark Tank

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dents signed up. Presently, 39 percent of users are in high school, 41 percent are current undergrads and the remaining 20 percent are graduate students and parents. Since Gray's appearance on Shark Tank, the trajectory for Scholly has only been toward success, marked by a recent partnership with President Obama's My Brother's Keeper, among others. In Montana and the city of Memphis, every high school senior is purchased the app. Other partnerships include Drexel University, Science Leadership Academy, and Ernst and Young's College Map Program.

Gray has no plans of slowing down. Along with his 9 person team, Gray wants to build a company that will make a global impact on the scholarship search marketplace. When asked which modern startups he admires, he mentions Warby Parker, who have built their brand on \$95 eyeglasses and gives a pair to someone in need for every pair bought.

Scholly can be purchased on the app store for 99 cents and a web version is available for \$2.99 #

## LAW & EDUCATION

# The Supreme Court and Affirmative Action Revisited

By ARTHUR KATZ, JD



Two years ago, I wrote a column concerning the U.S. Supreme Court's decision in *Fisher v University of Texas at Austin* (Education Update Sep/Oct 2013). As you may recall, Abigail Fisher, a Caucasian, was rejected for admission to the University of Texas' 2008 entering class and contended that her academic record was superior to others who were admitted. She sued the University alleging that her rejection violated the "equal protection clause" of the 14th Amendment to the U.S. Constitution. The Supreme Court, in 2013, instead of ruling on the merits and either allowing or eliminating affirmative action from the admission process at the University of Texas, concluded that the lower court had not adequately applied the correct standard of strict scrutiny in rendering its decision, and remanded the case back to the Fifth Circuit Court of Appeals (the previous Court handling the case) for further proceedings.

On December 9, 2015, the case was reargued before the Supreme Court and the Court raised a number of pertinent questions, most of which, from a review of the transcript of the oral argument, did not appear to have been answered to the satisfaction of the Court. All of the Justices asked questions (except for Justice Thomas, who is known for remaining silent during oral argument, and Justice Kagan, who recused herself as she had been involved in the proceedings before her appointment to the Court).

During the oral argument, Justice Scalia remarked "There are those who contend that it does not benefit African-Americans to get them

into the University of Texas where they do not do well, as opposed to having them go to a less advanced school ... a slower-track school where they do well. One of the briefs pointed out that ... most of the black scientists in this country don't come from schools like the University of Texas. They come from lesser schools where they do not feel that they're ... being pushed ahead ... in classes that are too too fast for them. I'm just not impressed by the fact that ... that the University of Texas may have fewer. Maybe it ought to have fewer. And maybe some - - you know, when you take more, the number of blacks, really competent blacks admitted to lesser schools, turns out to be less. And ... I don't think it ... stands to reason that it's a good thing for the University of Texas to admit as many blacks as possible."

However, it should be noted that Justice Scalia was not alone in admitting to the complexity of the issues raised. Although only Justice Scalia was outspoken, all of the Justices who commented raised serious questions regarding the need for continued use of affirmative action as part of the holistic approach being taken by most colleges in determining their entering classes. Although the issues had been well briefed by the parties, and over 90 Amicus Briefs had been submitted, it was clear that the Justices were carefully questioning the arguments being made and that they each had their own issues with the need for the continuation of affirmative action. At this point, it is unclear as to the ultimate decision of the Court expected this coming spring. #

Arthur Katz, is of Counsel to Otterbourg P.C.

## Jesse Rosen

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with a massive twist that no one would see coming, and I wanted to use a strong but conflicted character to do so. And that's all I can say without giving too much away!

LL: Can you talk a little bit about your writing/creative process?

JR: My process is all about ritual. I try to write every single morning for the same amount of time at the same place. For me that is about 8:30am until 12:30pm from a cafe in my neighborhood in Los Angeles. I'm a morning person, so that routine is best for my brain. I am also a huge proponent of the outline. My process starts with notes scribbled in the re-fillable gold notebook I use for absolutely everything, transitions to notecards with more detail about my scribbles and then eventually becomes a full outline, which I will confess usually ends up covering the front of my fridge at home! From that outline phase I commit to a "crappy first draft." I push to get something

done all the way through because that feeling of accomplishment is what I need to keep pushing through the second draft. Next step: ask for help. I get lots of feedback along the way that makes it into my final draft. The other very important part of my creative process is coffee. Strong coffee.

LL: Do you have any advice for young people who hope to become writers?

JR: My favorite quote about writing: "writer's write". You become a working writer or a paid writer when your work gets published or purchased but you are a writer from the moment you get those ideas out of your brain and onto the page. It takes a lot of time and effort, but confidence is key. If you believe that you are a writer then you are a writer. If you want to be a writer then you won't be able to stop yourself from writing.

LL: Lastly, what is your favorite book and writer?

JR: I always got back to my childhood favorite: A WRINKLE IN TIME by Madeline L'Engle. *Dead Ringer, Full Fathom Five Digital, 291 pp*

## Rizzoli Bookstore

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a retail storefront and focus on their more lucrative publishing division, Ausenda understood that the value of their beautifully curated bookstores goes far beyond a profit. "There is a sort of rebounding of the independent bookstore," added Ausenda. Although concerns of the e-book and Amazon driving business away from bookstores are a reality, Ausenda states that there will always be a difference in experience when shopping at a beautiful independent bookstore: "People seem to be rediscovering hard copies as a viable choice. Probably, in the future, bookstores will still struggle but what keeps them going is that they are a destination."

Conigliaro discussed her journey at Rizzoli's after graduating from Barnard, first entering the store as a book seller and making her way up to management level positions, helping the brand expand into numerous stores across the country. "All of our bookstores were in architecturally significant spaces so the brand was in the DNA. Our understanding of who we were and what we wanted to offer the market allowed us to be faithful to our brand and informed all of our decisions. After having to close 57th street because of the New York City real estate reality—wanting to tear down a historic 6-story townhouse to build a 100-story condominium with multimillion-dollar apartments—that's a reality of New York. Rizzoli as a company... Understanding the brand and understanding what they wanted to bring to the marketplace and making the commitment to build a certain kind of bookstore." Her discussion of the importance of branding and having an iconic image associated with the establishment was an important lesson to be learned, especially in the realm of bookstores. As the company looks towards the future, they hope to stay true to their brand while navigating the challenges of an increasingly electronically based society. One thing is for sure, Rizzoli's will always be a breathtaking place to spend an afternoon amongst aisles and aisles of beautiful books. When will that ever go out of style? #

## Wright Brothers

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remarkable. He was an "enthusiast," he wrote, "not a crank in the sense that [he] had some pet theories as to the proper construction of a flying machine." In retrospect, the letters evoke nostalgia for a time when people invested in written communication, not to mention close observation of the natural world, here, especially of birds. The book also captures how some things never change in the jealously guarded business world. Others tried to steal their work, challenge their patents, discredit them, including Alexander Graham Bell. But much more often than not their basic honest characters won the day and won them legions of admirers who risked their own money to see them succeed. Wilbur and Orville Wright were brilliant, original, daring, virtuous, ironic, determined, one of an American kind. This reviewer confesses to having fallen in love with Wilbur. #

## MATHEMATICAL PERSPECTIVES



## An Infinite Series Fallacy

By DR. ALFRED  
POSAMENTIER

This is the time of year when we can provide some challenging entertainment – ones that can lead the motivated reader to do some further investigation. Here is one that will leave many readers somewhat baffled. Yet the "answer" is a bit subtle and may be require some more mature thought.

By ignoring the notion of a convergent series\* we get the following dilemma:

$$\begin{aligned} \text{Let } S &= 1 - 1 + 1 - 1 + 1 - 1 + 1 - 1 + \dots \\ &= (1 - 1) + (1 - 1) + (1 - 1) + (1 - 1) + \dots \\ &= 0 + 0 + 0 + 0 + \dots \\ &= 0 \end{aligned}$$

However, were we to group this differently, we would get:

$$\begin{aligned} \text{Let } S &= 1 - 1 + 1 - 1 + 1 - 1 + 1 - 1 + \dots \\ &= 1 - (1 - 1) - (1 - 1) - (1 - 1) - \dots \\ &= 1 - 0 - 0 - 0 - \dots \\ &= 1 \end{aligned}$$

Therefore, since in the first case,  $S = 1$ , and in the second case,  $S = 0$ , we could conclude that  $1 = 0$ .

What's wrong with this argument?

If this hasn't upset you enough, consider the following argument:

$$\text{Let } S = 1 + 2 + 4 + 8 + 16 + 32 + 64 + \dots \quad (1)$$

Here  $S$  is clearly positive.

Also,  $S - 1 = 2 + 4 + 8 + 16 + 32 + 64 + \dots$  (2)  
Now by multiplying both sides of equation (1) by 2, we get:

$$\begin{aligned} 2S &= 2 + 4 + 8 + 16 + 32 + 64 + \dots \quad (3) \\ \text{Substituting equations (2) into (3) gives us:} \\ 2S &= S - 1 \end{aligned}$$

From which we can conclude that  $S = -1$ . This would have us conclude that  $-1$  is positive, since we established earlier that  $S$  was positive.

To clarify the last fallacy, you might want to compare the following correct form of a convergent series:

$$\begin{aligned} \text{Let } S &= 1 + (1/2) + (1/4) + (1/8) + (1/16) \\ \text{We then have } 2S &= 2 + 1 + (1/2) + (1/4) + (1/8) + (1/16) \end{aligned}$$

Then  $2S = 2 + S$ , and  $S = 2$ , which is true. The difference lies in the notion of a convergent series as is this last one, while the earlier ones were not convergent, and therefore, do not allow for the assumptions we made. #

\* In simple terms, a series converges if it appears to be approaching a specific finite sum. For example, the series  $1 + (1/2) + (1/4) + (1/8) + (1/16) + (1/32) + L$  converges to 2, while the series  $1 + (1/2) + (1/3) + (1/4) + (1/5) + (1/6) + L$  does not converge to any finite sum but continues to grow indefinitely.

Unsung Hero of the West Bank;  
Profile of a Peace Activist

By GILLIAN GRANOFF

After a recent visit to a friend in Jerusalem, I felt first-hand the echoes of the violence and fear that can spread like an epidemic. Two days after the stabbing that left an elderly man from Bethlehem injured and a teenage girl shot, I sat with Yakir Englander, a peace activist and the director of Kids4peace (K4P), in the shelter of a bourgeois café in Tel Aviv.

Englander, in his late 40s, with a receding hairline and face with childlike idealism, rode by motorcycle after appearing on radio Tel Aviv to discuss the role of religion as both an obstacle and a tool of peace. He dressed casually in a black t-shirt, a far cry from the conservative image I had conjured in my mind of a clean cut and ascetic academic, Harvard professor, Fulbright scholar and accomplished author.

Yakir's journey to peace activism began sequestered behind the walls of a Yeshiva, deeply insulated from the Palestinian-Israeli conflict. His choice to leave his tight knit orthodox community, was motivated, he says, by an inner conflict with exclusion of women, homosexuals, and other religious narratives. Today Englander works in the trenches and most dangerous corridors of Israel. With his compass turned toward unwavering faith he visits neighborhoods at the source of conflict, as a representative of kids4peace. He wades knee-deep in the turbulent waters in the poorest

and darkest corners of Arab and ultra orthodox communities trying to cultivate dialogue, build bonds of trust and create unlikely friendships between Palestinian, Israeli, Christian and Jewish youth on every extreme.

From East Jerusalem to the settlements in the West Bank he struggles to diffuse escalating tensions and violence that have been simmering after years of conflict. He is trying to teach language of peace to parents and youth whose native language has become one of mistrust, hate, anger and fear. Yakir's mission is to cultivate a new generation of peace leaders empowered with knowledge and training.

To do this Englander encourages them to share their most deep rooted perceptions of each other, however ugly. He hopes to challenge these conceptions by replacing expectation with experience. His own evolution has put him in the perfect position to be the ambassador to help them navigate their path through these extremes. Raised in the ultra orthodox settlement of Bnei Brak, a world starkly different than the one he inhabits now. He lived in a world defined by separation and check-points, where men and women lived in separate domains, where Jews did not interact with non-Jews.

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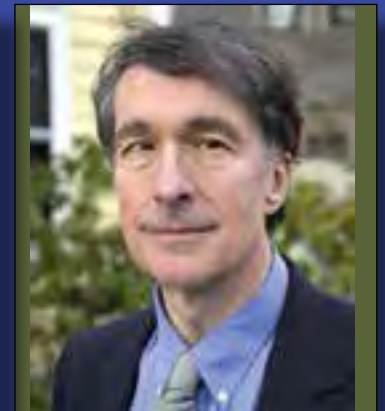
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