

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XXII, No. 1 • New York City • SEPTEMBER/OCTOBER 2016
CUTTING EDGE NEWS FOR ALL THE PEOPLE

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JEREMY TRAVIS

PRESIDENT, JOHN JAY
COLLEGE OF CRIMINAL JUSTICE



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THE EDUCATION
UPDATE

CRIME & INTOLERANCE IN OUR NATION

GUEST EDITORIAL

Policing: Better by Degree

By PRESIDENT JEREMY TRAVIS, JOHN JAY COLLEGE OF CRIMINAL JUSTICE

“Sound police service demands a number of highly specialized skills and a sensitivity to the public and the public temper which, very likely, has existed at no other time in our history.”

This profound pronouncement, taken from one of the foundational documents that led to the creation of John Jay College of Criminal Justice in 1964, could just as easily have been written today, as recent events remind us yet again of the importance of the role of police in our society, the dangers they face, and the underlying tensions in the community.

These issues are not new to national conversations on criminal justice; they have been highlighted time and time again by national bodies such as the National Advisory Commission on Civil Disorders (the Kerner Commission), the President’s Commission on Law Enforcement and Administration of Justice, and many others. In each case, an august assemblage of experts arrived at the conclusion that it is important for police officers to be college-educated. Much more recently, the Task Force on 21st Century Policing, created by President Obama, recommended in May 2015 that the federal government, as well as state and local agencies, “should encourage and incentivize higher education for law enforcement officers.”

John Jay College was created for this very reason. An important part of our mission, then and now, is educating those in law enforcement and, more broadly, those pursuing and advocating for justice. Over the past 52 years, many thousands of young New Yorkers have pursued careers in the New York City Police Department after having graduated from John Jay.



An agent of the law is one of the most important roles in our society, yet policing hasn’t always been viewed as a job for the highly educated. What has become clear over the decades, however, is that

policing is in fact a highly demanding profession, placing officers regularly in a variety of situations that require critical thinking skills. To this end, a liberal education is now seen as fundamental to policing becoming a true profession. Given the need for understanding law, cultures, science, human psychology and people, higher education is an essential ingredient of being a good and effective police officer.

New York City, through different mayoral and departmental administrations, has made significant investments in the education of its police officers. We at John Jay are proud to be part of a unique and ongoing partnership with the NYPD, bringing the assets of an institution of higher education to the service of a police agency. Important initiatives in this partnership include the expansion of the Police Cadet Corps, which allows hundreds of college students to intern with the NYPD and complete their degrees before entering the Police Academy; expansion of the Police Leadership Certificate program, through which officers can take courses designed to help them meet the leadership challenges they face. Thanks to the leadership of outgoing Commissioner William Bratton, John Jay has created two new programs. The APPLE Corps (Academic Preparation Program for Law Enforcement), now entering its second year, is a leadership program for young students that combines

continued on page 4

GUEST EDITORIAL

*Senior Citizen
Higher
Education Alert*

By REBECCA A. SEAWRIGHT,
NYS ASSEMBLY MEMBER



As a Member of the New York State Assembly representing the Upper East Side, Yorkville, and Roosevelt Island, I strongly believe we must support educational opportunity for all of our constituents, of all ages. This is a special alert for you about programs currently offered that you and your neighbors should be advised of and hopefully, take greater advantage of during the coming semester and year. The good news is that senior citizens may now audit courses without paying the tuition charged to credit seeking students at a number of colleges and universities within our reach. These opportunities for life-long learning are readily available and should be more widely publicized so that our community is better informed of such opportunities. Senior citizens and their families, after all, are longtime taxpayers who deserve such programs!

Here are four contemporary examples that you can easily check out:

At the renowned Hunter College, CUNY, right on Park Avenue and East 68th Street, New York State residents 60 years of age and older may audit undergraduate courses on a tuition-free, space-available basis. Auditing students do not receive credit or grades. There is a sixty-five dollars general fee and fifteen dollar consolidated services fee. To apply and if you

continued on page 4

LETTERS TO
THE EDITOR

CARBONDALE, PA

*Dyslexia in the Prison Population***To the Editor:**

This is an article that is so true. As a reading specialist I see the results of this every day. We need to get our states to make it a law that we must start addressing the needs of our dyslexic students. We talked about the Common Core, yet we do nothing about the true core of the problem which is addressing the needs of our dyslexic students.

Jo Anne Chambers

WELLINGTON, FL

Lin-Manuel and Hunter College High School
To the Editor:

How did Mr. Miranda qualify for or learn of Hunter College Elementary School? That was the first recognition, it seems to me.

Marilyn Burger Fitzgerald

continued on page 31

EDUCATION UPDATE

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Subscription: Annual \$30.

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*NYC Chancellor Fariña Applauds
Education Update Honorees
at the Harvard Club*

By NYC SCHOOLS CHANCELLOR
CARMEN FARIÑA



It is my pleasure to join you in recognizing this year’s honorees and celebrating their incredible contributions to the next generation of leaders. This is such an important opportunity to come together and celebrate the amazing work that our nation’s educators do on a daily basis. A great teacher, principal or college professor can change a student’s life forever. We all remember the one educator who opened our eyes to our passion and inspired us to pursue it. As a lifelong educator who has spent my own life in service to children and families, I remain deeply impressed and moved by those who choose dedicate their lives to education.

Teaching is by no means a simple or easy craft, and to be a good teacher, you have to be willing to go above and beyond for your student every single day. It is critical to help students

reach their full potential inside the classroom, and also to help them become better people and more engaged citizens. And that is who we are celebrating tonight: 30 educators who have shown us the true meaning of public

Service and who have gone the extra mile for their students. Once again, thank you all for your tireless work and for your unending commitment to education.#

DREAMS DO COME TRUE

Orubba Almansouri

City College of New York
Salutatorian 2016
B.A., English and History

HER STORY

Almansouri, in a graduation speech that moved Michelle Obama to invite her to a White House summit on women, told how she broke barriers that kept traditional Yemeni girls out of school.

AWARDS

Winner, Mellon Mays Fellowship
Winner, Colin Powell Fellowship

GOAL

Master's in Near Eastern
Studies, then a Ph.D.

CUNY The City
University
of
New York

cuny.edu/welcome

PHOTO BY ANDRÉ N. BECKLES/CUNY

CUNY★AMERICANDREAMMACHINE

THE CITY UNIVERSITY OF NEW YORK CITY COLLEGE OF NEW YORK-1847 HUNTER COLLEGE-1870 BROOKLYN COLLEGE-1930 QUEENS COLLEGE-1937 NEW YORK CITY COLLEGE OF TECHNOLOGY-1946 COLLEGE OF STATEN ISLAND-1956 BRONX COMMUNITY COLLEGE-1957 QUEENSBOROUGH COMMUNITY COLLEGE-1959 CUNY GRADUATE CENTER-1961 BOROUGH OF MANHATTAN COMMUNITY COLLEGE-1963 KINGSBOROUGH COMMUNITY COLLEGE-1963 JOHN JAY COLLEGE OF CRIMINAL JUSTICE-1964 YORK COLLEGE-1966 BARUCH COLLEGE-1968 LAGUARDIA COMMUNITY COLLEGE-1968 LEHMAN COLLEGE-1968 HOSTOS COMMUNITY COLLEGE-1970 MEDGAR EVERS COLLEGE-1970 CUNY SCHOOL OF LAW-1983 MACAULAY HONORS COLLEGE AT CUNY-2001 CUNY GRADUATE SCHOOL OF JOURNALISM-2006 CUNY SCHOOL OF PROFESSIONAL STUDIES-2006 GUTTMAN COMMUNITY COLLEGE-2011 CUNY GRADUATE SCHOOL OF PUBLIC HEALTH AND HEALTH POLICY-2016 CUNY SCHOOL OF MEDICINE-2016

Senior Citizen Higher Ed

continued from page 2

need help, visit the Senior Citizens Student Association in the North Building of Hunter College on the Commons Level, Room 117 or http://www.hunter.cuny.edu/ugprospects/admission/Senior_Citizen.

John Jay College, CUNY, on the West Side at 59th Street and 10th Avenue, also offers NYS residents 60 years and older the opportunity to audit undergraduate courses. There is a two course limit per semester at this premier institution that emphasizes criminal justice and public safety - so vitally important to our community, city, and society. Senior citizens pay eighty dollars per semester and can enroll on a non-credit, space available basis. To qualify, you must complete the "Fall Application" available at <http://www.jjay.cuny.edu/apply-undergraduate-non-degree-student>.

La Guardia Community College, CUNY, in Long Island City, right across the Ed Koch Queensboro Bridge, is known for its adult student offerings, also offers what they call a "tuition waiver" for a combined eighty dollar fee. You can access more information about their services at <https://www.laguardia.edu/Bursars/Tuition-and-Fees/>.

Marymount Manhattan College, a private college located on 71st Street between Second and Third Avenues, offers non-matriculating and audit classes at a discounted rate for Senior Citizens. Most classes can be taken by non-matriculated or audit students, and they are open to anyone enrolled at Marymount. Marymount offers a variety of courses in Liberal Arts, Science, Business, Communication Arts, and Fine and Performing Arts. More information on rates and admissions requirements can be found at <http://www.mmm.edu/admissions/> or by contacting the office of Admission at

Policing: Better By Degree

continued from page 2

community service, research and study. At the graduate level, a new, cutting-edge Executive Master's Program — the first of its kind in the nation — will be offered to mid-echelon members of the department who are chosen for their potential for higher-level responsibilities.

1-800-Marymount.

We must, of course, continue to advocate for reducing the costs of college for students and their families seeking degrees. But at the same time, senior citizens must be provided with free and low-cost educational programs that enable lifelong learning to be a reality - whether it is in the classroom, online, or a combination of both. Take a course or two and get started on the next phase of your education. The time to act is now! #

Education is at the core of a professional police department, and the essence of a true profession. This is particularly important for those in leadership roles, and in the NYPD, where promotion to the rank of captain and above requires a four-year college degree, the current upper echelons are replete with law degrees, master's degrees and advanced certificates. For our part at John Jay, we note with pride that new Police Commissioner James O'Neill, First Deputy Commissioner Benjamin Tucker and others in key leadership roles are all John Jay alumni. Many other John Jay alumni have risen through the ranks of the NYPD and gone on to lead other major city departments.

We still have a long way to go when it comes to higher education and policing, but here in New York we can be proud of our standing as national leaders in this ongoing effort.#

Jeremy Travis, J.D., is president of the John Jay College of Criminal Justice.



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- Tuesday, November 1st 9:10 AM – 10:30 AM
- Thursday, November 10th 9:10 AM – 10:30 AM
- Tuesday, November 15th 9:10 AM – 10:30 AM
- Tuesday, November 29th 9:10 AM – 10:30 AM
- Tuesday, December 6th 9:10 AM – 10:30 AM
- Tuesday, January 10th 9:10 AM – 10:30 AM
- Tuesday, January 24th 9:10 AM – 10:30 AM
- Tuesday, April 18th 9:10 AM – 10:30 AM
- Tuesday, May 9th 9:10 AM – 10:30 AM

RSVP to the Admissions Office at:

Elizabeth Norton 212-362-0400 ext. 103 - enorton@yorkprep.org
Tracy Warner 212-362-0400 ext. 106 - twarner@yorkprep.org

York Prep is a coeducational college preparatory school for grades 6-12.

CELEBRATING 48 YEARS



WINDWARD TEACHER TRAINING INSTITUTE

Be Informed. Be Inspired. Transform Lives.



The 2016-2017 academic year is an incredibly exciting time for Windward Teacher Training Institute (WTTI). While WTTI continues to maintain headquarters at The Windward School campus in Westchester, we are delighted to announce our second location at the new Windward Manhattan.

The Institute provides professional development based on scientifically validated research in child development, learning theory and pedagogy, offering national certification for Teaching and Instructor of Teaching levels in Multisensory Structured Language Education. Please join the professional conversation with educators from around the world by becoming a WTTI participant.

Location Key: **WTTI Manhattan** **WTTI White Plains**

FALL 2016/ WINTER 2017 COURSES, WORKSHOPS & LECTURE

<i>Writing Skills</i>	
Expository Writing Instruction: Part One (Hochman Method)	
Expository Writing Instruction: Part One (Hochman Method)	
Teaching Students How to Write a DBQ Essay	
Expository Writing Instruction: Part Two - Primary	
<i>Reading Skills</i>	
Multisensory Reading Instruction: PAF Part I	
Multisensory Reading Instruction: PAF Part I	
What's Missing? Assessing the Missing Pieces in Students' Reading Skills	
Syllables Are the Key: The Basics of Language Structure Through Syllabication	
ABCs of Testing: Using Reading Test Results to Plan Instruction	
Where Do I Go From Here? Using PAF Assessment Tools to Plan Instruction	
Beyond Decoding: Developing Reading Comprehension Skills	
<i>Mathematics Skills</i>	
Meaningful Math: Effective Multisensory Strategies for Teaching Math	
Strategies for Improving Students' Math Skills	
<i>Social & Language Development</i>	
Positive Discipline: A Roadmap from Elementary School Through High School	
The Role of Language in Promoting Social Success in Children	
Language Development and Early Literacy: Building Phonological Awareness Skills	
Mindfulness and the Smartphone: Technology for Calm Instead of Chaos	
Community Lecture: Building Executive Function: From Childhood to Adulthood ... and Everywhere in Between	

FOR FURTHER INFORMATION

www.thewindwardschool.org/tti
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Beacon College Heeds Call of STEM with New Science Degrees

Responding to the rising demand and rising wages for STEM-based careers, Beacon College this fall rolled out a trio of new Bachelor of Science degrees in business management, computer information systems and anthropology.

Beacon's recent formal planning and evaluation process fueled exploration of new offerings. The college's analysis revealed a critical need and demand for courses steeped in science, technology, engineering and mathematics to support enrollment growth at the first higher-education institution accredited to award bachelor's degrees primarily to students with learning disabilities, ADHD and other learning differences.

No wonder. The National Association of Colleges and Employers Winter 2016 Salary Survey projected Class of 2016 graduates with bachelor degrees in engineering, computer sciences, and math and sciences dominated the top average starting salaries.

Engineering graduates topped the list at a projected \$64,891, followed by computer sciences (information science and systems commanded a projected \$59,810) and math and sciences at \$55,087.

While not a top-three finisher, business majors didn't finish out of the money at an average starting salary of \$52,236.

Beacon's B.S. degrees in business management and computer information systems are fortified former Bachelor of Art degrees. Research revealed employers and 75 percent of Beacon students polled in 2015 favored science-dominant majors.

Courses in computer hardware and software and management science beef up the information systems track. Courses in publication design and project development bolster the



President George Hagerty,
Beacon College

Web & Digital Media track.

Meanwhile, Beacon introduces anthrozoology — only the second U.S. higher-education institution to offer study in the science of human-animal interaction as a major.

Prospective and current students called for courses involving animal study. Past experience — Beacon students flocked to courses in Biology & Behavior of Companion Animals, Comparative Psychology, and Animal-Assisted Therapy — and the college's research confirmed a fondness for animals for students with learning disabilities and ADHD.

The Southern Association of Colleges and Schools Commission on Colleges approved the new majors. #

LD VIRTUAL TUTORING

By MARY L. FARRELL, PH.D., SHARON FLEISCHER, M.A., LDT/C., WILLIAM N. PRESUTTI, M.S. LDT/C

LD VIRTUAL TUTORING (LDVT), the country's first course-specific, online support program designed for college students with learning disabilities starts this fall 2016. This new program is modeled after Fairleigh Dickinson University's highly successful Regional Center for Learning Disabilities that only serves students attending Fairleigh Dickinson University. LDVT is a high quality, course specific tutoring and support program for students enrolled at any college or university using an online, face to face platform with trained specialists in the area of learning disabilities. Metacognitive strategies, recommendations for assistive technology, time management, test taking practice and re-teaching, when needed, will be imbedded within each tutoring session.

LDVT is a unique program that has been developed for college students with learning disabilities. These students, like their peers, constantly interact with smart phones, tablets, and laptops. They depend on these outlets for communication, news, sports, and social networking. So what could be more natural and comfortable than to use this platform for academic tutoring? LDVT is a forward thinking approach that serves college students with learning disabilities in a familiar format at a convenient weekly time and location built into their schedule. LDVT allows the student to participate in a tutoring session anywhere in the world with an internet connection and a device (laptop, iPad, or iPhone) with a camera and a microphone.

Students enrolled in LDVT will receive the same high-quality support given to the students who attend Fairleigh Dickinson's on-site Regional Center. Tutoring is based upon the course syllabus and facilitated by experienced professionals trained to work with students with learning disabilities. LDVT Virtual Tutoring can support almost any undergraduate major as well as many graduate classes.

Students who participated in a pilot session



Dr. Mary Farrell

for LDVT in spring 2016 were very positive about their experience. Andrew, a Hospitality Major, had this to say: "LD Virtual Tutoring sessions are flexible and can be done at any time of the day around the student's schedule, so if you want to have a job, do extra-curriculars or athletics, you can do so and still do well in your classes. And your parents can rest easy and know that at the end of it you'll still have time to focus on your academics and get tutoring and support." Further results from the pilot indicated that students rated their online experience as follows:

87% rated their online experience as being as effective as "in person:"

89% rated online support as helping them to do better than expected

76% indicated that using the online platform helped them to stay focused, pay attention, and fully understand what their tutor was trying to show or teach them

88% felt as "connected" to their tutor working online as they typically do in person

87% reported that it was easy to use the technology during their online support

Perhaps the most telling outcome was student grades in the courses for which they had online support. 82% of students in the pilot performed as well or better in their courses with online support as compared to their semester GPA.#

For more information, email us at LDvirtualtutoring@fdu.edu

Hunter College's Brilliant Recipients of 2016 NSF Graduate Research Fellowships

For their great achievement and promise in STEM fields, these five young scholars have been awarded National Science Foundation Graduate Research Fellowships: **Emilie Bouda '15** — a biochemistry student whose research on small molecules and protein interaction may lead to the design of more efficient drugs.

Stephen Braren '16 — a psychology and public policy student who measures the effects of stress on cognitive development. **Stephen Formel '15** — a biology student who documents the influence of fungi and bacteria on plant health in the salt marshes of Louisiana. **Amanda Mancini (MA '16)** — a biological anthropology student whose research on

Madagascar's black-and-white ruffed lemur, a Critically Endangered species, shows how the destruction of its natural habitat is affecting the animal's behavior and basic genetic makeup. **Angelina Volkova '16** — a bioinformatics student who uses an interdisciplinary approach to chemistry, biology and computer science to study bacteria that may have biomedical uses. The coveted prize provides each winner with tuition, fees and an annual stipend for the next three years; opportunities for international research and professional development; and the freedom to conduct independent research at their chosen graduate school. Past NSF fellows include Nobel laureates and Google founder Sergey Brin.

Congratulations and Bon Voyage to Our New Academic Ambassadors: Hunter's 2016 Recipients of Fulbright U.S. Student Awards

Regularly named a "Top Producer of Fulbright Scholars and Students," Hunter celebrates the announcement of the prestigious program's 2016 grants for work and study abroad. Five recent grads will soon head overseas on Fulbright U.S. Student Awards. We honor their success with a brief look at their lives so far, long-term goals, and immediate Fulbright plans:

Karen Du '16—Destination Taiwan—To teach English and aspects of Western culture to rural schoolchildren.

Amanda Mancini (MA '16)—Destination Madagascar — To continue her research on one of the rainforest's most endangered species. **Lindsay Romano (MA '15)—Destination Colombia** — To teach English to college students in Bogotá. **Leanne Tory-Murphy '15—Destination Italy** — To collect oral histories of immigrants now landing on Sicily's shores. **Sean Werkheiser (MSED '16)—Destination Colombia** — To teach business English to college students in Bogotá.#



REL ENTL ESS

Driven, obsessed, unstoppable, hungry for a great education and determined to have a rewarding career—these qualities describe the students of Mercy College. The School of Education is dedicated to preparing effective educators with the tools they need to achieve success in the classroom and beyond.

- Flexible degree programs offered in Dobbs Ferry, Yorktown, Manhattan, Bronx and fully online
- 5-year B.S. & M.S. dual degree program allows students to earn both a B.S. and an M.S. at an accelerated pace
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Unleash your passion here at Mercy College. We'll help you get ahead.

mercy.edu/eu516

MERCY
COLLEGE

FOR THOSE WITH A PASSION TO GET AHEAD





Fulbright Distinguished Teachers Participate in Orientation Workshop in Washington, DC



Recently, 44 U.S. teachers and 21 international teachers who were selected to participate in the 2016-2017 Fulbright Distinguished Awards in Teaching Program convened in Washington, DC for the program's orientation workshop. Several alumni of the program also attended to share their experiences abroad, answer questions, and serve as resources to teachers throughout the workshop.

International teachers from Botswana, Finland, India, Israel, Mexico, Morocco, New Zealand, the Palestinian Territories, Singapore, and Taiwan met with U.S. teachers who will be traveling to Botswana, Chile, Finland, India, Mexico, Morocco, Netherlands, New Zealand, the Palestinian Territories, Singapore, South Korea, the United Kingdom, and Vietnam to engage in discussions about their countries' educational systems and their individual inquiry projects which they will develop during their program. During the workshop, teachers discussed varied topics such as ways to improve global competence in their classrooms and how to meet the needs of underserved students and communities.

Guest speakers included Evan Ryan, Assistant Secretary of State for Academic Programs in the Bureau of Educational and Cultural Affairs at the U.S. Department of State and Betty Castor, Member of the J. William Fulbright Foreign Scholarship Board. Teachers were motivated by these sessions and expressed how much they look forward to further developing their inquiry projects and learning about their host country educational systems throughout the program.

The Fulbright Distinguished Awards in Teaching Program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and is administered by IIE. The application for the 2017-2018 school year will be available in late August 2016.

October 23-25, 2016 | Washington, DC

The 2016 IIE Summit will bring education, government, and business leaders together for action-oriented panel discussions, sessions, and plenaries on how to ensure an international experience is a key part of a 21st century educa-

tion and how to make study abroad opportunities available to all. The 2016 IIE Summit will continue to push the envelope to change how we think and 'do' study abroad as we work together to achieve our collective goal. It is more important than ever that K-12 U.S. students are given the opportunity to acquire international, intercultural, and language skills that they will need to address and help solve today's global challenges.

The contributions that the K-12 community are making to achieve the goals of Generation Study Abroad will help inform the discussions and identify solutions to expand and diversify study abroad. We encourage you to bring your colleagues, principals and superintendents from your district to the Summit to further inspire and bring about change and ensure that the next generations have the global competencies to succeed in the 21st century.

IIE is pleased to offer K-12 teachers and administrators a special registration rate of \$250. Please register as early as possible to secure your seat!

Opportunity for Career and Technical Education Educators

Asia Society is seeking career and technical education (CTE) educators to participate in the pilot of a **Global CTE Professional Development Course** beginning on **October 1, 2016**. The course consists of two online, interactive modules. The first module introduces the concept of global competence as well as project management and their importance to CTE. The second module demonstrates how to integrate these two concepts into what is already being taught in the classroom.

An accompanying toolkit will provide additional resources including: sample projects ready to be used in CTE classrooms, global career planning resources, workforce readiness rubrics, crosswalks of global education and CTE standards, global career profile videos, talking points, and more. Asia Society will be offering participating educators the **ability to earn CEUs** through the University of Central Missouri.

Call for Applications for Target Field Trip Grants

HUNTER COLLEGE CELEBRATES NEW BOARD OF REGENTS MEMBER DR. LUIS O. REYES



(L-R) Dr. Betty Rosa, Dr. Luis Reyes & President Jennifer Raab, Hunter College

By LYDIA LIEBMAN

Recently, Hunter College held an intimate celebration to congratulate Dr. Luis O. Reyes on his appointment to the New York Board of Regents. Since 2010, Dr. Reyes has served as a Research Associate at the Center for Puerto Rican Studies, Hunter College, CUNY. In addition, he currently serves as Centro's Director of Education at Hunter College and also as an assistant professor in many departments across CUNY schools such as Lehman, Brooklyn College, Baruch College, and Hunter.

Hunter College President Jennifer Raab gave the opening remarks. "This is a man with deep passion for the vocation of education," she said proudly of Dr. Reyes. Before introducing Dr. Reyes, she called back to two important Hunter figures whose footsteps Reyes will "represent and be following in." She spoke of Hunter College's founder, Thomas Hunter, who believed that teachers deserved two years of content learning. "How perfect to have you as part of our faculty and in the footsteps of our founder who believed so deeply that teachers should be trained and that education was the way up the social ladder," she said. The second person she invoked was Antonia Pantoja, founder of ASPIRA and graduate of Hunter College. President Raab pointed out that Dr. Reyes has spent many years of his career living the ASPIRA mission and making it more palpable in New York City. "ASPIRA was all about empowerment of the Puerto Rican community and empowerment through education," she said.

To close her welcoming statement, President

Raab stated powerful words to Reyes: "...now you will go on in this incredibly important body of the New York state regents where your decisions will have impact on every child in the New York State public school system and every educator. We know that with you on the board, all of us in New York State are in incredibly skilled and committed hands."

In the vein of Hunter College's history as originally a college for women, Dr. Reyes gave credit to the many women in his life who have influenced him. "I stand here today because of the women in my life who have brought me to this moment," he said. Specifically, he spoke of his mother, who pressed him to "never use the expectation of Puerto Ricans to be an excuse", Dr. Betty Rosa, chancellor of the Board of Regents and community activist Dr. Evelina Antonetty.

"Strong men are not missing from the picture," he said. Among those mentioned were Dr. Frank Bonilla, founder of Centro, Edwin Melendez, Director of Centro and Senior Vice Chancellor Jay Hershenson. "I can always say that Jay Hershenson has shown commitment not just to me personally but to the Puerto Rican community, the Mexican-American community, and the Dominican community," he said. Dr. Reyes also spoke of his wife and son and thanked them.

His parting words were those of solidarity. "We are a planet at risk of war, of xenophobia, of climate destruction... unless we work together on the regents, in the classroom, in our city," he said, "and that's the mission to which I dedicate myself."#

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LAW & EDUCATION

Some Thoughts on Incarceration of Juveniles

By ARTHUR A. KATZ, J.D.

Have you ever thought about the purpose of incarceration? Is it (i) to punish a criminal for the crime he or she has committed, (ii) to keep a criminal separate from society at large so that he or she no longer can produce further harm, or (iii) to reform a criminal so that the individual no longer commits a crime? Or is it a combination of the above? And, if a crime is

committed, is the criminal, while sane (as defined by the applicable law), mentally ill and be treated for mental illness? Should the monetary cost to society be taken into consideration? And, lastly, should juveniles be treated different from adults?

These topics have been discussed for longer than we have been alive, views are widely divergent and the answers are not simple. Moreover, the treatment of criminal behavior is highly dependent on the history and social and cultural mores of the society in which the questions are raised.

In the United States, we have not advanced in our consideration of these matters as much as in several other countries. We are coming closer to



an understanding concerning the treatment of juvenile criminals, but we are far from reaching a consensus.

A study paper issued in April 2015 by The Pew Charitable Trust, titled “Re-Examining Juvenile Incarceration”, concluded that:

“A growing body of research demonstrates that for many juvenile offenders, lengthy out-of-home placements in secure corrections or other residential facilities fail to produce better outcomes than alternative sanctions. In certain instances, they can be counterproductive. Seeking to reduce recidivism and achieve better returns on their juvenile justice spending, several states have recently enacted laws that limit which youth can be committed to these facilities and moderates the length of time they can spend there. These changes prioritize the use of costly facilities and intensive programming for serious offenders who present a higher risk of reoffending, while supporting effective community-based programs for others”

Keeping juveniles out of correctional facilities
continued on page 31

THE ETHICS COLUMN

Alice Dreger: The Case for Humility

By JACOB M. APPEL MD JD

Alice Dreger is among the nation’s best-known medical historians, a leading bioethicist and a longtime activist for intersex rights, who recently published a book, *Galileo’s Middle Finger*, which the *New York Times* praised as a “splendidly entertaining education in ethics, activism and science.” Yet when I caught up with this renowned scholar and activist at the New York Academy of Medicine, ahead of her delivering the prestigious annual Liliana Sauter lecture, she revealed that the secret of her success—and the advice she gives anyone who aspires to follow in her footsteps—is to not be reluctant to quit. “The hardest thing about the next adventure is not being afraid of giving up on the one you’re having,” she explains. “Success is about perseverance,” she adds, rather than following an established path.

Dreger’s own path to the top of her field has certainly been circuitous. A graduate of the Northport School District on Long Island, she dropped out of Georgetown after one year to become a mortgage broker. “I was tired of people telling me what to read and what to do,” she recalls. She ultimately graduated from SUNY Old Westbury in 1990, after cobbling together a combination of credits that included her Georgetown classes, coursework

she’d completed in high school at SUNY Stony Brook, Advance Placement credits, and additional “life experience credits” she received for her five years of mortgage work. She then pursued a

Ph.D. in the philosophy and history of science at Indiana University, graduating in 1995. “I was accepted because they lost my application,” she reveals. Her advisor suggested hermaphroditism as a research topic, which drove her to investigate how “intersex” babies are treated in the United States. Her dissertation eventually led to the publication of *Hermaphrodites and the Medical Invention of Sex* (2000) and coveted tenure at Michigan State University. Yet upon receiving tenure, she followed her own wisdom and promptly quit—to devote herself fulltime to scholarship and the leadership of the Intersex Society of North America.

More recently, Dreger drew considerable attention when she resigned from Northwestern University’s medical school after its dean
continued on page 31



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Responses to Chaos: Art, Religion and Literature in the
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Additional Six Dynasties resources and materials for educators and students will be available at china360online.org.

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PROFILE:

**Dr. Betty Rosa Prefers
to Talk About Assessment**

By JOAN BAUM, Ph.D.

How did she feel when *The New York Daily News* called her a “test basher” when she was appointed last March as Chancellor of the New York State Board of Regents? Betty Rosa laughs. She didn’t take it negatively, she says, understanding that her appointment for much of the media and for many parents and educators was synonymous with doing away with common core learning standards and standardized testing, one of her heartfelt, persistent goals, and associated with the “opt-out” movement that saw 20% of New York’s students not sitting for the tests. So much of the push for standardized testing was “political,” she says, and came at a critical time when states needed money. When she was appointed, she was quoted as having said that if she had been a parent at the time and not on the board, she “would have opted out.”

Instead of talking about testing, Dr. Rosa suggests, she’d “prefer to talk about assessment.” By assessment, she explains, she means, “looking at learning” first, and taking into consideration how and what students learn as demonstrated by “performance” and not just tests. Such a policy would be fairer to all students, she has said, but especially to special needs



kids, kids from poor neighborhoods whose families cannot afford test-prep, or those for whom English is not the native language. The 64-year old Dr. Rosa, a former Bronx schools superintendent, is a graduate of Bronx high schools and holds a B.A. in psychology, a masters in bilingual education from Lehman College, as well as a masters of education, and a doctorate in administration, planning and social policy from Harvard. Born in New York City, she grew up the first few years of her life

*continued on page 31***What’s Happening at the Fashion
Institute of Technology**

By JAN AARON

Contemplating a career in fashion?

Then the Fashion Institute of Technology (FIT) State University of New York at 27th Street and Seventh Avenue is tailor-made for you, no matter which fashion path you follow. FIT’s classes are housed in the school’s idyllic nine-acre campus. Occupying tree-lined blocks are academic buildings, a library, a



museum, student residences, and a dining hall.

The school’s approach balances higher education with world experience. In fact, FIT has campuses in Milan and Florence Italy. How might high school grads decide to enroll? The two-hour student-led tour, which is how I prepared for this story. I predict you’ll be in awe at the array of offerings.

Our guide, Nina, explained as we walked by various rooms that FIT majors include Advertising and Marketing, Fashion Design, and Fine Arts. Tours also include the Gladys Marcus Library’s incredible collection of almost 300,000 volumes of print and digital resources, including some international and rare periodicals and images. Another tour highlight is The Annette Green Fragrance Foundation Studio, the only facility of its type

in a U.S. college. Labs producing state-of-the-art machinery used in the industry were on our itinerary. Student works were showcased throughout the hallways.

Any story about FIT must include some notable Alumni: Rem Acra, bridal, evening wear and ready-to-wear; John Bartlett, menswear designer; William Frake, motion picture animator; Norma Kamali, fashion designer; Nina Garcia, Project Runway judge and creative director of *Marie Claire* magazine; and Raymond Matts, fragrance designer.

The tour did not include the Museum, always a must-see. “Uniformity,” which runs until November 9, is a delightful visual parade of uniforms throughout the years. For enrollment details and other information, go to [#](http://FITNYC.EDU)

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The Town Hall To Hold 95th Annual Gala Benefit



Garrison Keillor

This October, The Town Hall will be hosting their 95th Gala Benefit at the Princeton Club. The Town Hall will be presenting the Friend of the Arts Award to “A Prairie Home Companion” featuring Garrison Keillor and President of Hunter College Jennifer J. Raab. In addition, there will be a special concert presented by the Grammy-award winning vocalist Catherine Russell.

Garrison Keillor was the host and writer of “A Prairie Home Companion” since 1974 and



President Jennifer Raab, Hunter College

the Town Hall has its been its home since 1983. Since its inception, the radio show has been a mainstay of American public radio.

President Jennifer Raab has served as president of Hunter College for fifteen years. In that time, Hunter College has seen a raise in graduation rates, admission standards and national standing. She has secured \$300 million in private support and has overseen the development of several new projects including a new library, scientific research centers, art studios and more. #

NYU COLLEGE NEWSPAPER EDITOR IN CHIEF - 1941

By MARVIN LEFFLER, PRESIDENT
EMERITUS OF TOWN HALL

Recently I was on a plane sitting next to a young woman when the conversation turned to a disturbing event. I said, “it’s another Pearl Harbor.” She said “What’s that?”

It was then that I realized that 75 years after the outbreak of World War II, from the United States point of view, few remembered Pearl Harbor and the attack that cost us half of our fleet.

College newspapers in 1941 were put together in a way that today is unfamiliar to student editors as the Stone Age with its chiseled letters was to my colleagues.

As editor of NYU’s student paper, I was at the print shop on Dec 7, 1941 putting together the Monday edition. This was easier said than done. First, the copy had to be typed and edited by hand (no spell check) and then a skilled technician sat at a huge machine known as a linotype typing on to metal known as slugs.

A line at a time came out of the machine and was put into trays known as galleys. The only way to cut a story was from the bottom up, which is why the most important part of the story was in the lead (opening sentence) followed by facts in order of importance.

A layout of each page was made and the galleys were used to fill the layout space allotted to each story. Compare this to the simplicity today of using the computer, cutting and pasting as



Marvin Leffler

needed, and photocopying.

Right after I had put the paper “to bed”, meaning that it was ready to go to the printing press, the phone rang. It was one of the editors. “They just bombed Pearl Harbor,” he said. It sounded really bad but I actually didn’t understand the implications.

I called the New York Times to ask if it was true and was told we were at war and it would be formally declared the next day. To a 19 year old college senior this was devastating news. Would I be drafted immediately or would I be permitted to graduate in June of 1942?

As a budding journalist I decided to try to get a story from the then Chancellor of New
continued on page 30

A Profile of Alex Beard

By LYDIA LIEBMAN

Alex Beard is a world-renowned painter, children’s book author, philanthropist, and conservationist. Beard is originally from New York but has since relocated to New Orleans, where the bustling art scene keeps him occupied and inspired. “New Orleans is conducive to creativity because of its climate, pace, environment and inhabitants,” says Beard.

The foundation for all of Beard’s creative endeavors lies in nature. “I have always been very interested in the environment,” he says. This is evident in his books: all of the characters in his books such as “The Jungle Grapevine” (2009), “Monkey See, Monkey Draw” (2011), and “Crocodile’s Tears” (2012) are animals and many of his books deal with topics related to nature and conservationism. Nature also plays a major role in his artwork; he has coined the term ‘Abstract Naturalism’ for his sprawling wildlife compositions. In addition to his artistic happenings, Beard is the founder of the Watering Hole Foundation, which is dedicated to saving endangered wildlife and preserving the remaining wilderness.

Beard says he always knew wanted to be an artist. He cites a pencil drawing he made when he was eight as the first evidence that he would lead an artistic life. “I kept drawing despite the fact my first one wasn’t very good,” he laughs, adding, “I knew what I wanted to do. I had great teachers and family who were very



creative and made it possible.”

His first professional gig took place after he graduated college; Beard decided to go to India and chronicle his trip with writing and illustrations. He shopped the idea around to various magazines until an offshoot of Esquire agreed to publish his work. Again, nature and conservation played a major role. “I wanted to see if I could find one Bengal tiger in all of India,” he says, adding that a century earlier India was rampant with Bengals; now there were very few left.

In his early 20s, Beard moved to New Orleans, where he studied at the New Orleans Academy of Fine Arts. It was there that he opened his first gallery and continued to grow artistically. After Hurricane Katrina hit, Beard moved back to his hometown of
continued on page 30

Berklee College of Music Hosts 26th Annual International Jazz Conference

By LYDIA LIEBMAN

The International Association of Schools of Jazz (IASJ) celebrated its 26th year at the world-renowned Berklee College of Music in Boston, MA this summer. The IASJ, which was founded by National Endowment for the Arts Jazz Master and jazz education guru David Liebman, has been bringing jazz educators and students together from all parts of the globe annually since 1990.

This year, the Berklee Global Jazz Institute (BGJI) at Berklee College of Music hosted over 100 participants from approximately 40 colleges and universities for a week of workshops, master classes, ensembles and performances. Like Artistic Director Liebman originally intended, the list of attendees reads like a ‘United Nations of Jazz’ with countries such as Austria, Argentina, Brazil, Chile, Croatia, Estonia, Finland, France, Germany, Greece, Israel, Italy, The Netherlands, Portugal, Russia, Sweden, Switzerland, the UK and the United States all represented.

BGJI Managing Director Marco Pignataro was especially excited to welcome the IASJ to Berklee, especially as the last time Berklee



David Liebman

hosted the organization was 15 years earlier in 2001. “Sometimes dream do come true,” said Pignataro, “hosting the IASJ at the BGJI has indeed been a dream of ours, and one that we have chased for many years.”

The 60 or so students, all of the highest caliber and carefully selected by their schools, were split into ensembles that were deliberately ‘melting pots’; it was rare for two students from the same country to be placed together. Throughout the week, these students rehearsed
continued on page 30



Review of Jacob Appel's *The Topless Widow of Herkimer Street*

By JOAN BAUM, Ph.D.

It's been said that you can tell good writing from page one, line one, and that is certainly true with the opening story, of eight, in a new fiction collection *The Topless Widow of Herkimer Street* by polymath Jacob Appel – physician, lawyer, bioethicist and award-winning fiction writer and playwright with a record as well of numerous publications in major journals and newspapers. With graduate and professional degrees from Brown, Columbia, Harvard, NYU and Albany Medical College, Appel also, a brief bio indicates, “taught for many years at Brown University, and currently teaches at the Gotham Writers’ Workshop and the Mount Sinai School of Medicine.” Such a multi-discipline resume would suggest a long and unusual lifetime of achievement, so it comes as a surprise, a shock, actually, to learn that Appel is only 43! Were he 83, his expertise would still startle, as these stories evidence, covering as they do, in authentic detail, widely diverse subject matter and settings. Some stories are in the third person, some in first, some hilarious, others verging on fantasy, absurdity or pathos, all remarkably compelling and impressively imaginative.

The title story, the second in the collection, is preceded by the opener, “The Currant Occupant,” a quirky, if not loony, situation treated with humor and compassion. It begins this way: “Idiot that he was – and every time Lewinter dozed off, his wife woke him to remind him of his infernal stupidity – he’d bought a house from a mail-order catalog.” It turns out that someone’s living in Lewinter’s house, way off in the New Hampshire boonies, and it’s his former hippie college sweetheart.” Appel’s strength is in slyly and smoothly expanding the ostensible narrative. Here, the initial situation is buttressed by other events – a forthcoming baby shower for Lewinter’s first grandchild – and scenes of both affection and distress with his difficult, sarcastic wife. “The Topless Widow of Herkimer Street,” set in a small town in Virginia, is just as peculiar – a young lawyer’s mother insists on going around topless, but what would seem to be sit com eases into a heartfelt insider look into what keeps older people full of spirit, as Quincy comes to realize that clothed and in-conformi-

ty-with-his-and-the-town’s-wishes Mom could be – clothed – only “a breathing shell that you might pass on a public street without even taking notice.”

“Lessons in Platygæism” will surely send readers off to a dictionary, but if not, the narrative nicely explains that “platygæism” is a hypothesis that the earth is flat, a position adamantly advanced by the elderly uncle of the protagonist. Living out his days in remote Bear Claw Alaska. Uncle Rex, with a history of mental illness, is clearly a smart and well read man and even more intuitively how to ease his nephew and the nephew’s younger step brother, into a world that otherwise might prove painful. The heart here rules over empirical truth or science.

“Bioethics for Dunces” takes a dark turn, as a specialist in ending life support and with a medical ethics show on public ratio, faces the fact that his daughter is in a coma from an attempted suicide, and that his wife refuses to acknowledge the situation. She goes so far as to hold a birthday celebration at the hospital bed. How to accommodate both of them, practically and compassionately. In “One Wish” Appel goes fabulous with a tale of a lonely man who picks up a bottle with a genie inside. The genie tells him he must make one wish. A kind man, a deeply devoted veterinarian, he’s torn between wanting the love of his young assistant, who’s engaged, and wanting to establish a nationwide chain of free animal clinics. The ending will surprise and please.

“Toward Uncharted Waters,” arguably one of the weirdest, or is that imaginative, in the collection, takes so many cuckoo turns that it’s almost unbelievable, but of course, Appel’s forte is in getting the reader to engage in a willing suspension of disbelief in order to appreciate from a new vantage point the irony of how chance accident can inform and totally change one’s life. In “Rendezvous in Wikiaternity” Appel returns to cleverly crafted humor with a story about editing one’s bio online in accordance with a wished-for life that contains one (of many) great Appel metaphors: “The woman had her hair curled into a pager boy flip, like a Kennedy-era model, and she exuded a vibe of marinated displeasure.” The final story, “Long



The Artisan Teaching Model for Instructional Leadership: Working Together to Transform Your School

The Artisan Teaching Model For Instructional Leadership: Working Together To Transform Your School

By Kenneth Baum and David Krulwich
Published by ASCD, 2016; Alexandria, VA:
Available on Amazon.com and ASCD.org; 138 pp.

By MERRI ROSENBERG

With all the talk about school transformation one might think that our educational system is more in need of a fairy godmother than anything else. Magic may not be in play, but the alchemy of great teaching certainly is, at least as promoted here.

This latest disrupter comes from Kenneth Baum and David Krulwich, respectively the founder /first principal and second principal of the Urban Assembly School for Applied Math and Science (AMS), in the South Bronx, which was established in 2004. The school serves students in an emphatically challenged community, with more than 90 percent receiving free lunch, yet 85 percent of their graduates go on to a two or four year college.

So Baum and Krulwich clearly have credibility about the effectiveness of their philosophy and methods and in their well-written and thoughtful new book, the authors launch their salvos early on: they are anti-“teaching to the test”, requiring scripted lessons or anything that gets in the way of what they value. They want schools “to prize, above all, the well-taught class allows school leaders to give both teachers and students what they deserve.”

Their message is simple, if radical. The authors firmly believe in teaching as a craft, one that needs to be developed and practiced daily. They make the analogy to fields as disparate as medicine, law and aviation; the common link is not only the 10,000 hours of dedicated practice that Malcolm Gladwell has identified as key to success in a field, but a training model that emphasizes a student, intern, or young

Term” concerns a man, Philip, a doctor, who collects iron lungs in his basement (“How easy to mistake them for vessels of the early NASA fleet”) and has graciously opened his home to his confused great niece. The concluding theme is a gentle revisiting of the theme of the opening story – accepting life which “for all its

practitioner learning directly from a more experienced practitioner.

So much for conventional professional development, usually delivered as part of an after school conference or workshop. What these authors propose is having instructional leaders in their schools spending “their time jointly engaged with teachers (and other leaders) in the daily work, collaborating intently every day with a small number of teachers...”

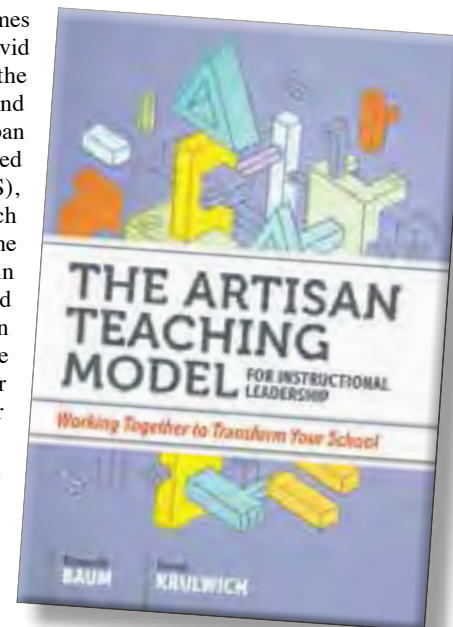
Krulwich and Baum are unapologetic about advocating a paradigm shift, about wanting to have teaching staff and instructional leaders who continually strive to improve what they do in the classroom to motivate and engage their students. When teaching math, for

example, one teacher asks students to design a zip line and skateboard ramp; in a discussion of the origins of World War I, an instructional leader prompts a new teacher to consider having students think about alliances and social relationships, in ways that relate to students’ own experiences in high school.

In this model, behavior problems reflect teachers’ weaknesses rather

than student issues. At AMS, teachers facing classroom management challenges learn to ask for help in developing better lessons and ways to deliver the curriculum. The authors state, “we believe a laserlike focus on great teaching will result in great achievement data—and not the other way around.”

Although this model is very different than the approach other schools and districts use today, the authors have included chapters that focus on implementation strategies for use in almost any kind school, large or small. The authors’ ideas are intriguing and provocative, and this is a book quite worthy of discussion. #



ordeals” has left him unbroken – wisdom that what in earlier times seemed a “burden” may become a “blessing.”

The Topless Widow of Herkimer Street could and should be part of the curricula of creative writing classes. There’s so much to admire and enjoy. #

POLICE EDUCATION

POLICE EDUCATION IN THE 21ST CENTURY: ATLANTA & LOS ANGELES

By LUCAS MAUTNER

Two thousand years ago, the Roman poet Juvenal asked, “Who will guard the guards?” Today we are asking a different, although no less important question: who will *teach* the guards? We looked at the process officers go through with the Los Angeles and Atlanta Police Departments. We spoke with Luann P. Pannell, Ph.D., Director of LAPD Police Training and Education since 2006, and Officer Lukasz Sajdak of the Atlanta PD Public Affairs Office.

The State of California requires 644 hours—or four months—of training before officers can be certified. The LAPD exceeds this amount, reaching a total of 912 hours, which takes recruits up to six or seven months. But Dr. Pannell stressed the fact that classroom-based learning is limited. “We don’t just teach a class,” she said. “We teach a way of thinking. We’re a scenario-based academy, not a lecture-based academy. We need to push the application rather than the theory of policing, because that is what matters in the moment.”

But in this particular moment, the concept of what matters and to whom is a hot-button issue. Some say Black Lives Matter; others say that all lives matter, a statement so general it is hard to separate the theory from the practice. For the LAPD, what matters is producing officers with a holistic approach to policing that are prepared for any and all scenarios—even those that may not exist yet.

“One of the challenges we looked at in 2008, when we revamped everything, was how to create officers that succeed in five, ten, twenty years. We have to evolve to meet the demands of crime that don’t even exist yet. And so we put a big emphasis on critical thinking and problem solving,” Dr. Pannell said.

The system the LAPD uses to teach their officers these critical thinking and problem solving skills is called CAPRA, which stands for Client, Acquire and Analyze, Partnership, Response, and Assessment. The first step is to figure out who the client is. Are they native speakers of English, or is it their second language, and how may that language barrier affect communications between officers and citizens? Is the client young, or of a certain racial background, or LGBT, and how will these various diversities impact policing procedures? The next step, Acquire and Analyze, requires officers to use their critical thinking skills to first Acquire information about the situation and next to Analyze that information. Next is Partnership, a core value of the LAPD. “We want officers to include the element of partnership in all that



**Luann P. Pannell, Ph.D., Director of
LAPD Police Training and Education**

they do,” Dr. Pannell said. The LAPD, while often the first responders to a crisis, are not the only actors involved. Oftentimes a situation requires a partnership with others. Mental illnesses require the help of people in other departments, and homelessness often requires multiple agencies. Police are trained to recognize that they cannot do everything by themselves. Once these steps have been completed officers are free to Respond to the situation at hand, and afterward to Assess how their interaction went—and how it could be bettered. Dr. Pannell said that CAPRA is a fluid mantra that allows officers the freedom to determine the correct response to situations, not something that is set in stone. “Critical thinking means you don’t always have to start in the same place,” she said.

Another critically important lesson for the officers is how to control and de-escalate a situation that is in danger of not being contained. Dr. Pannell stressed that, although the LAPD may not have always used the term “de-escalation,” they have been teaching skills regarding it for a long time. But she was quick to point out the limitations of the word. “De-escalation is a two-dimensional term in a three- or four-dimensional environment,” she said. The challenge of the term “de-escalation” is that it gives out the idea that things go either up or down, when in reality the fluid and dynamic situation in which officers are involved can go sideways and left and right. “I can teach officers the safety component,” she said, “but only the public can do the public component.”

The idea seems simple enough, but the public is not a unified mass. Rather it is an amalgamation of different people, diverse backgrounds, and wildly varied experiences. How else could Dylann Roof, a white man who

Violence between police and citizens: Is there a remedy?
In this issue, EDUCATION UPDATE explores the ways in which education may help ease the tensions in our society between police and citizens. We spoke to the heads of the Atlanta and Los Angeles Police Departments in an attempt to understand the issues at hand and how education may be a useful tool in spreading compassion and empathy?

allegedly slaughtered nine people at a church in Charleston, be arrested without harm in a police-issued bulletproof vest, while Eric Garner, a black man suspected of selling loose cigarettes on a street corner, was choked to death during an arrest? The problem is one of biases, and it is not one that has been overlooked by police departments. “How do we get over biases?” Dr. Pannell asks. “We need regular contact with each other—and it depends on the contact, whether it reinforces or diffuses bias. It depends on what kind of model is being used. LAPD no longer uses the DARE program, but what it did allow was for officers to be in the classroom and having conversations and relationships with high school students rather than interactions on the street. It is crucial for there to be a mentorship element involved.”

This practical, hands-on approach to training is present in every facet of the LAPD’s process. Dr. Pannell prefers officers to learn from experience. “75 Powerpoints does not a good training make. Learning the radio is an auditory function. How else can you learn that except by listening? So we give them radio tapes. We try to look at the modality. We rely on subject matter experts who have been out in the field, but they have to go through our system of training the whole officer and the whole team. After all, we train in a team, by a team, to be a team.”

The Atlanta Police Recruits complete a comprehensive training program comprised of 880 hours (22 weeks) of Basic Law Enforcement Training, more than double what the State of Georgia requires. In addition to this, the recruits undergo 480 hours (12 weeks) of Field Training, which prepares them for their roles on the street. After 1360 hours (34 weeks) of

training, the recruits are ready.

There are a number of Functional Areas, training modules which focus on specific situations or knowledge that the recruits must know. Many are required by the State of Georgia—Interpersonal Communication/Cultural Awareness, Georgia Criminal Law, Criminal Procedure, Officer Survival, Control Tactics/Less Than Lethal Weapons, and First Aid/CPR. In all these Functional Areas, the Atlanta PD greatly exceeds the hours required by the state. 32 hours of Control Tactics are required by Georgia, yet the APD does 80.

The APD also teaches Functional Areas that go beyond the requirements. There are 40 hours of Crises Intervention for the recruits, who “receive comprehensive training on recognizing and understanding the most common forms of mental illness, PTSD, and addictions.” The recruits also “visit mental health care facilities and meet with citizens who suffer from mental illness and their families...the recruits will learn about a variety of treatment and care options that can be utilized in lieu of an arrest in certain instances.” This Functional Area “also focuses heavily on de-escalation techniques which teaches recruits verbal techniques to de-escalate a person in a highly agitated state or in a mental health crisis to achieve voluntary compliance in place of any force option.” Besides Crises Intervention, APD recruits learn Tactical Communication, which “teaches the basic concepts of interpersonal communication,” Civil Preparedness, Animal Encounters, Reality Based Training Scenarios, LGBT/Cultural Diversity, and Transgender Citizen Interaction, which is “facilitated with a member of [Atlanta’s] transgender community.” #

All Island Speech and Stuttering Therapy is owned and directed by Lori Melnitsky, MA CCC-SLP, an experienced speech pathologist who overcame a severe stuttering disorder. We specialize in stuttering/fluency therapy for all ages at our Long Island office and via Skype throughout the state.

We offer the highly successful Lidcombe program for preschool children who stutter, a specialized school aged fluency program and the new advanced MPI Stuttering Program for teens and adults who stutter. We also offer stuttering support groups and education for families and groups regarding stuttering.

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**Lori Melnitsky, MA CCC-SLP
Licensed Speech/Lang Pathologist
Stuttering Specialist**

Director-All Island Speech and Stuttering Therapy
All Island Dyslexia Tutoring-Nassau and Suffolk



Columbia University School of Nursing Opens New Primary Care Practice in Washington Heights, Second in Manhattan

By **STEPHEN FERRARA, DNP,**
ASSOCIATE DEAN OF CLINICAL
AFFAIRS, COLUMBIA UNIVERSITY
SCHOOL OF NURSING

Providing the finest primary care starts by giving patients access to first-class healthcare professionals. That's exactly what patients will find at the ColumbiaDoctors Primary Care Nurse Practitioner Group opening in September in Washington Heights at 516 West 168th Street.

This new primary care practice is the second faculty practice from Columbia University School of Nursing to be completely staffed and managed by nurse practitioners — the other is in midtown Manhattan at 51 West 51st Street. A third Morningside Heights location will open in October of this year. All three will offer complete primary care services, including annual checkups, routine health screenings—for example testing for diabetes and high blood pressure—vaccines, management of chronic health conditions, women's health, travel health and much more. The new Washington Heights location also offers mental health services with an on-site psychiatric nurse practitioner.

Nurse practitioners (NPs) have more than six years of education plus hands-on medical preparation. They are nationally board certified to manage virtually every primary care need for patients, including prescribing medications. While they evaluate patients and diagnose illnesses, NPs' focus is on the whole person.

NPs help patients make lifestyle choices that can actually prevent diseases so they can stay as healthy as possible. They get to know each



Dean Stephen Ferrara

patient, his or her history, health goals, and challenges so they can work together to develop a clear and personalized treatment plan.

As part of ColumbiaDoctors and in affiliation with the NewYork-Presbyterian Hospital, the Nurse Practitioner Group provides patients with access to a world-class network of specialists from Columbia University Medical Center.

To make an appointment, call 212-326-5705 or visit ColumbiaNPs.org. The practices try to be flexible and accommodating, so same day appointments are sometimes available. #

Top High School Students Present Scientific Research at American Museum of Natural History

By **LUCAS MAUTNER**

More than 200 teens from several public and private high schools in New York City presented independently conducted scientific research at the 3rd Annual Student Research Colloquium of the NYC Science Research Mentoring Consortium. Held at the American Museum of Natural History, the Colloquium included presentations on subjects as varied as the genetic and morphological diversity of the Amazon River's blue-crowned manikin, an analysis of the contents of NYC coyotes' stomachs, and the development of an equation for the probability for any two stars to collide.

The projects were conducted under the guidance of mentors from the American Museum of Natural History, NYU Polytechnic School of Engineering, Columbia University Zuckerman Institute Mind Brain Behavior Institute, City University of New York College Now, HK Maker Lab, Rockaway Waterfront Alliance, CUNY Remote Sensing Earth Systems (CREST) Institute, Rockefeller University, Icahn School of Medicine at Mount Sinai, Earth Institute of Columbia University—Lamont-Doherty Earth Observatory, DNA Learning Center of Cold Spring Harbor Laboratory, and Wave Hill.

The students came from a mix of schools, but were either residents of NYC or attended schools located in NYC. Some were homeschooled, but the majority came from private or public schools including Fiorello H. LaGuardia High School and Stuyvesant High School. The program has an excellent track record: 100% of participants go on to pursue undergraduate degrees and, of these, 70% enroll in a STEM program. For the past three

years, up to 70% of participants have been girls, many of whom go on to major in a STEM field.

Saher Rahiel and Ivanna Stembridge presented *Nile Valley Knowledge: Nubian Pharmacognosy*, a project to collect and preserve local knowledge networks conserving and transmitting ethnomedical heritage. The research was conducted under the guidance of Jacklyn Lacey, a sociomedical anthropologist and curatorial associate of African & Pacific Ethnology at the American Museum of Natural History. Using data collected by Lacey on Sai Island in North Sudan, Rahiel and Stembridge transcribed audio files and field notes, recording them in an online database that will be placed in a museum currently being built on Sai Island. Rahiel and Stembridge also analyzed which illnesses were treated at home versus at a clinic. They found that internal ailments, like high blood pressure or diabetes, were treated in the home using traditional medicine, while muscle and joint problems were usually treated by a Western-trained physician.

Stembridge said she “learned how to be unbiased coming into it” instead of dismissing non-Western medicine. Rahiel said that “medicine has a cultural component and it is tied to the land.”

When asked why she chose to work with these young women, Lacey said that “they had a certain ability for empathy that is required for an anthropologist.”

Rahiel, a senior at LaGuardia High School, will attend CUNY-Hunter College as an anthropology and pre-med major. Stembridge, a junior, is currently applying to colleges and plans to major in cultural anthropology. #

SPORTS

Gwen Jorgensen Wins Gold for USA in Triathlon

By **MIKE COHEN**

In 2010 Gwen Jorgensen was a tax accountant at Ernst & Young. Now, just six years later, she became the first woman to win a gold medal for the United States in the women's triathlon during the Olympics in Rio.

After getting a flat tire during the bike portion of the race in the 2012 games in London, Jorgensen finished a disappointing 38th. Determined to learn from this experience, she set out to win a gold medal in 2016. She worked her way up to number one in the world after winning world titles in both 2014 and 2015. In Rio she surged away from defending Olympic champion Nicola Spirig of Switzerland in the final lap of the run to finish

the nearly mile-long swim, about 24.9 mile bike race and 6.2 mile run course in 1 hour, 56 minutes, 16 seconds.

“It's pretty crazy to show up on the day—after four years—and be able to accomplish what I wanted,” said Jorgensen, age 30. “It's a huge testament to both my husband, Patrick Lemieux and my coach, Jamie Turner. They have invested in me way more than anyone will ever know, unless they've seen us work together. This is as much their medal as it is mine.”

Coming out of the bike portion of the competition, the race was even among a pack of about 17 racers, setting the University of Wisconsin graduate to put her run prowess on



Nik Nielsen/USA Triathlon/Usatriathlon.org

display. The pack disappeared and it became a two person race between Jorgensen and Spirig. The two engaged in a tactical battle until Jorgensen pulled away from Spirig with about 2k remaining.

“I've been outrun in races,” said Jorgensen. “It's an exciting race. Nicola and I were playing a bit of games, and neither of us wanted to lead in the headwind so hopefully it made it exciting for the fans.”

At the University of Wisconsin, Jorgensen was an All-American in track and was also on the swim team for three years. While working for EY, she was referred to USA Triathlon's college recruitment program. She did so well in the program that she left EY and took up training and competing fulltime. Currently Jorgensen holds the record for most individual titles on the World Triathlon Series circuit by a woman with 17 career victories.

“Even though I have never met her and didn't get the chance to work with her at EY,” said Kelly Rochlin, who has been with the firm for over 20 years, “the fact that she was a part of the company and always speaks so positively about her time there makes me feel so proud of what she has accomplished. And we hope that she comes back when her sports career is over.” #

OUTSTANDING EDUCATORS & DISTINGUISHED LEADERS

❧ DISTINGUISHED SPEAKER 2016 ❧

ERNEST LOGAN PRESIDENT, COUNCIL OF SCHOOL SUPERVISORS AND ADMINISTRATORS

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

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

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

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

As Principal, he represented his CSA colleagues as the District 23 Chair from 1993 until the fall of 1997 when he became CSA's Director of Community School Districts and worked in the field enforcing the contract and protecting his colleagues' legal rights. In March 2000, the Executive Board chose Mr. Logan as First Vice President to fill a vacancy created when Donald Singer, then-President of



CSA, moved to work fulltime at the American Federation of School Administrators, the national union. A few months later, running with then President Jill Levy, he was elected Executive Vice President, a position he retained through the 2003 election. When Ms. Levy chose not to run in 2006, Mr. Logan won the presidency in an unopposed election. Mr. Logan is also the Treasurer of AFSA, and, as a member of the General Executive Board, chairs its legislative committee.

Most recently as CSA President, after tough negotiations with the city, he secured a contract for his Department of Education members that provided substantial salary increases and numerous reforms. Mr. Logan has repeatedly called for high standards and accountability from his members, and does not accept complaints that "the job is too tough." Mr. Logan has forged relationships with city and state officials, understanding the importance of "bridge building" as he calls it, to secure legislation, resources and policies that enable CSA members to perform their jobs to the best of their abilities.

EDUCATION UPDATE, for the past fourteen years, has been honoring outstanding educators and distinguished leaders who provide superior mentoring and teaching to students throughout New York City. We provide medals, plaques, and accolades to show our appreciation for enriching the lives of students.

❧ OUTSTANDING MUSEUM ❧ DIRECTOR OF EDUCATION 2016

DR. MARITZA MACDONALD SR. DIR. OF ED. & POLICY; CO-DIR. OF AMNH MAT PROGRAM, THE AMERICAN MUSEUM OF NATURAL HISTORY

Maritza is a teacher and teacher educator with vast experience in designing, implementing, researching, and evaluating teaching and teacher education programs nationally and internationally. She was born and raised in Colombia. Came to the USA to attend college 45 years ago. Is married to Peter Macdonald and has two adult children, Scott and Maia. For the past 30 years she has been a program director and faculty at Bank Street College and an urban education researcher at NCREST Teachers College. Columbia.

At the museum she has worked on international interventions in Vietnam, South Africa, Colombia, Turkey, and Singapore. More importantly, over the past five years she has been working on the innovation and implementation of the first authorized Science Teacher Education Program in a Museum. The AMNH MAT Program has graduated over 50 new teachers working in NYC and NYS that aims at working in high need schools where stu-



dents, teachers, and principals benefit from the museum resources in their work. Best part of working at the museum has been seeing students and teachers everyday and inventing ways to make the museum experience count in their achievement goals.

LOUIS BRUSCHI P.S. 78



Louis Bruschi is the Founding Principal of P.S. 78, the first Department of Education designated Community School on Staten Island. As principal, he has embraced working with partners throughout Staten Island and the rest of the city. The students at Public School 78 have four years of improved data points, ranging from daily attendance to student achievement on state tests. Most notable is the way the school has become the hub of the community by bringing resources into the school and sharing them with the community. He helped secure an 8.2 million dollar grant with the NYC Parks Department for the Stapleton

Park capital improvement plan and was able to secure funding for 110 pairs of glasses for his students through support from the UFT. There are more than 20 community partners working with the school in place to provide academic programming, arts enrichment along with social and emotional supports. He earned a B.A. in Science Letters and Society in 1998 and an M.A. in Liberal Studies in 2005 from the College of Staten Island. He was later awarded an Advanced Certificate in Educational Leadership from Wagner College in 2009. He started working as a teacher on the NYC

continued on page 18

OUTSTANDING
ADMINISTRATORS
OF THE YEAR
2016

LEADERS HONORED AT 14TH ANNUAL HARVARD CLUB EVENT

DISTINGUISHED LEADERS IN EDUCATION 2016

RUSSELL GRANET

EXEC. VP, LINCOLN CENTER EDUCATION

Granet is known for his work in arts and education. He oversees education, community engagement, and international at Lincoln Center. An enthusiastic, respected advocate for arts education for more than 25 years, Mr. Granet joined Lincoln Center after running his own international consulting group, Arts Education Resource (AER). Since his appointment in September 2012, he has spearheaded Lincoln Center Education's highly successful fundraising efforts, its renovation, and the rebranding initiative that simultaneously confirms Lincoln Center's educational mission and its message of dedication to bringing quality arts to the widest possible audience.

Prior to founding AER, Mr. Granet held leadership positions at The Center for Arts Education—The NYC Annenberg Challenge; The American Place Theatre; and was a senior teaching artist in the NYC public schools. He served on faculty of the Steinhardt School of Education at New York University for twenty years.

Mr. Granet has worked on projects in



Argentina, Australia, Egypt, England, India, Kenya, Mexico, South Korea, Tanzania, Turkey, and throughout the United States. Mr. Granet's leadership was cited as "visionary" in the 2013 Proclamation by the City of New York and currently serves as an advisor to the NYC Mayor's Cabinet for Children.

JAMES B. MILLIKEN, J.D.

CHANCELLOR, THE CITY UNIVERSITY OF NEW YORK

James B. Milliken is Chancellor of The City University of New York, the nation's leading urban public university. He was appointed Chancellor and Distinguished Professor of Law at the CUNY Law School by the CUNY Board of Trustees, effective June 1, 2014. Prior to his appointment at CUNY, Chancellor Milliken served as president of the University of Nebraska for a decade, where he also held appointments as professor at both the University of Nebraska's College of Law and the School of Public Administration. He previously served as senior vice president of the 16-campus University of North Carolina. He is a member of the Executive Committee of the Council on Competitiveness and the Business-Higher Education Forum and is a past board member of the American Council on Education (ACE) and the Association of Public and Land-grant Universities. Chancellor Milliken is a member of the Council on Foreign Relations and The Economic Club of New York. Prior to his career



in higher education, Chancellor Milliken attended NYU Law School as a Root Tilden Scholar and worked for the NY Legal Aid Society and a large Wall Street firm. He has been a national leader in innovation and economic competitiveness, global engagement and on-line learning.

DAVID LIEBMAN

FOUNDER & ARTISTIC DIR., INTERNATIONAL ASSOC. OF SCHOOLS OF JAZZ

NEA Jazz Master (2011) David Liebman's career has spanned nearly five decades, beginning in the early 1970s as the saxophone/flautist in both the Elvin Jones and Miles Davis Groups, continuing as a bandleader since. He has played on over five hundred recordings with nearly two hundred under his leadership and co-leadership. In jazz education he is a renowned lecturer and author of several milestone books: *Self Portrait Of A Jazz Artist*, *A Chromatic Approach To Jazz Harmony And Melody*, *Developing A Personal Saxophone Sound* (translated into multiple languages), in addition to teaching DVDs, journalistic contributions to periodicals and published chamber music. Lieb's autobiography *What It Is-The Life Of A Jazz Artist* (Scarecrow Press) is a fascinating look into Lieb's career. His bands over the years have included noted musicians such as John Scofield, Richie Beirach, Bob Moses, Billy Hart and others. The current group *Expansions* features some of the best of the younger generation. Lieb is the Founder and Artistic Director of



the International Association of Schools of Jazz (IASJ) existing since 1989, which is a worldwide network of schools from nearly 40 countries. Liebman's awards, besides the NEA honor include the Jazz Educators Network (JEN) Legends of Jazz (2013); the Order of Arts and Letters (France 2009); Jazz Journalist's award for Soprano Saxophone

JODY ARNHOLD

CHAIR, DANCE ADVISORY COMMITTEE, HUNTER COLLEGE

Jody Gottfried Arnhold is a passionate dance advocate and educator. She taught dance in NYC public schools for over twenty years, founded Dance Education Laboratory 92Y (DEL), supports the dance program at NYC Dept. of Ed., created the Arnhold Graduate Dance Ed. Program at Hunter College, and supported and mentored countless dance teachers many of whom now lead the field. She champions and supports NYC dance companies including Ballet Hispanico where she is Honorary Chair. She continues these efforts as the Exec. Producer of NY Emmy nominated documentary, *PS DANCE!*, to raise awareness and advocate for her mission *Dance for Every Child*. It is not just a movie. It is a movement – and Jody leads it!



(2007); Grammy nomination for Best Jazz Solo (1998); Honorary Doctorate from the Sibelius Academy (Finland-1997). He is currently Artist in Residence at the Manhattan School of Music and guest lecturer at both the

University of Toronto and Berklee College of Music. Dave has consistently placed in the top positions for Soprano Saxophone in the Downbeat, Jazz Times and JazzEd polls since 1973.

OUTSTANDING EDUCATORS OF THE YEAR 2016

Outstanding Administrators

continued from page 16

Department of Education in 1998 and became an assistant principal at P.S. 179 in Brooklyn in 2010. Later that year he began to work for the School Improvement Office, which oversaw interventions in struggling schools. Mr. Bruschi is married and raising a family of four girls on Staten Island.

DONNA FINN

Frank Sinatra School of the Arts High School



Donna Finn has been Principal of Frank Sinatra School of the Arts since September 2004. She began her career as a Fine Art Teacher at John Bowne High School in September 1992. While at John Bowne she also served as Dean and Conflict Resolution Specialist. In the spring of 1999 she was asked to work at the Queens High School Superintendent's Office as the Borough Conflict Resolution Coordinator, overseeing the Conflict Resolution Program in 35 Queens High Schools. It was in that role that she met the founding Principal of Frank Sinatra School of the Arts, Elliot Salow at the Queens High School office. Due to her background in the arts she became very involved in the early stages of planning the school and subsequently became the Assistant Principal when the school opened in 2001. She was appointed Principal in 2004 following Elliot Salow's retirement.

As Principal of a new school Donna Finn was responsible for developing and expanding the the vision and dual mission program developed by founder Tony Bennett and his wife Susan Benedetto. The school currently offers six majors, Drama, Dance, Fine Art, Film and Media Studies and Vocal and Instrumental Music. This pre-conservatory program also offers students a rigorous academic program. Under Donna Finn's leadership the school has achieved one of the highest graduation rates in the city and students go on to some of the most competitive academic colleges and universities as well as the most selective conservatories in the country.

The permanent site for the school opened in 2009. The state-of-the-art facility includes the 800 seat Tony Bennett Concert Hall as well as black box theaters, studio space for all the majors and editing suites for film.

Donna Finn along with the school com-

munity is committed to instill in the students a dedication to their art form, not fame. Ms. Finn's ultimate goal is to continue and deepen the schools dedication to the arts.

FRANK GIORDANO

New Voices School of Academic Creative Arts



Frank Giordano is the Principal of New Voices School of Academic and Creative Arts in Region 8, located in Park Slope, Brooklyn. He has held this position since 2004.

Previously, Mr. Giordano was a teacher for 11 years and an Assistant Principal for one year. During this time Frank has worked in a range of educational settings, all with particular challenges. These settings have influenced his commitment to equity, access, and fairness for all students. This commitment currently informs his role as an administrator.

Through management of resources his fundamental decisions are based on how well they benefit his students. Through resource management he ensures that teachers have access to high quality professional development, the environment of the school and classrooms is maintained to a very high degree, and classroom resources are high quality, and current. The decisions he makes as an administrator are based on the best interests of all students.

Mr. Giordano is a Principal and educator with high expectations of his staff, school community and students.

KATHRYN MALLOY

Mott Hall Bronx High School



Principal Kathryn Malloy has been making a difference in the lives of the students of the South Bronx for almost 20 years. She came to the Bronx via Teach for America in 1997 and has been dedicated to improving

educational options for families ever since. After teaching for five years of teaching, she co-founded Mott Hall III middle school which continues to thrive as one of the area's best middle school options. When Mott Hall Bronx High School was starting up, she joined the team as the instructional coach. She continued to work toward her mission of providing an excellent education for the students of the Bronx as Assistant Principal and now serves as the Principal of the school. Now she works tirelessly to ensure that students are offered what is arguably the most rigorous high school education available, the International Baccalaureate Program (IB). In many schools the IB program is a privilege for the elite: accessible to only the most academically achieving students who meet high entrance requirements. These requirements bar many students from even applying. Ms. Malloy and her team are steadfastly dedicated to the goal of maximizing the students who are able to benefit from the program. The demands of the program are intense—for students, for teachers and for administration. It takes tremendous drive and commitment to maintain the program and ensure it is fully open-access to any student who opts in including Special Education students and English Language Learners. Students who experience the program are uniformly more likely to apply and attend college and report being far better prepared than many of their peers, some of whom may come from prestigious private or boarding schools. In order to support diverse learners in this intense academic experience, the school provides extensive support for students: academic and social-emotional.

LISA MARS

LaGuardia High School



Dr. Mars is Principal of Fiorello H. LaGuardia High School of Music & Art and Performing Arts. She has a doctorate in curriculum and assessment. She is the executive producer of the school musical for example, "Greece, In the Heights, Beauty and the Beast and she is currently working on Les Misérables for its fall opening."

She is on the education advisory board for Lincoln Center and the Towns Hall. Dr. Mars is working with the state department to review the New York State Arts Standards and advocating for Arts access for all children.

DAHLIA MCGREGOR

Science Skills Center High School for Science, Technology and the Creative Arts



Dahlia McGregor is the principal of Science Skills Center High School for Science Technology and the Creative Arts since 2012. She is a native of Jamaica, West Indies, where she started her education career as a teacher. She has been an educator for over twenty-one years in various capacities: Science teacher, lead and model teacher, programmer, assistant principal and principal. In addition, she has been a New York Biochemistry mentor, a Living Environment writer for the New York State Regents exam, a Common Core Learning Standards Fellow, and the president of the New York Biology Association.

Dahlia consistently demonstrates her commitment to students, to education equity and excellence, and community building. Her love for reading and learning allows her to frequently reflect on how to transform our school community to give all students access to develop skills, tools, and opportunities to prepare them for college, career and global citizenship. She firmly believes in creating learning conditions and engaging students in curriculum that will support the development of the whole child. Her vision and pathway for college and career readiness for students is clearly and consistently articulated. She works collaboratively with staff, parents, and community to achieve this vision.

The theory of action that guides her work at Science Skills Center High School is a strategic vision in action focused on creating enhancement and expansion opportunities for students to learn in and outside the classrooms and achieve academic excellence and college readiness. Through her work she promotes teamwork and collaboration, shared leadership and partnership with faculty, staff, parents and communities.

Using a unique approach of integrating the Arts with Math, Science and Technology the students at Science Skills Center High school are engaged in the Arts through Dance, Music and Visual Arts. This approach allows students to express their creativity by showcasing their talents through musical performances, choreographing their own dances and creating their own masterpieces in their

continued on page 20

CSA congratulates the

*Outstanding
Educators of 2016*

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EDUCATION UPDATE

Jody Arnhold Chair, Hunter College Dance Advisory Committee

David Liebman Jazz Master, National Endowment for the Arts

Russell Granet Executive Director, Lincoln Center Education

James B. Milliken Chancellor, The City University of New York

Great Schools Begin
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COUNCIL OF SCHOOL SUPERVISORS & ADMINISTRATORS

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ERNEST A. LOGAN PRESIDENT | MARK CANNIZZARO EXECUTIVE VICE PRESIDENT | RANDI HERMAN, ED.D FIRST VICE PRESIDENT



OUTSTANDING EDUCATORS OF THE YEAR 2016

Outstanding Administrators

continued from page 16

Art classes.

Over the last two years she has been working tirelessly to establish relationships with Colleges in New York City to offer students concurrent education opportunities to our high school students. As of spring 2016, six students in the 10th grade have dual enrollment in an Associates Degree Program at Medgar Evers College. In the fall of 2016 students will have the option of pursuing a Pharmacology Program or a Computer Technology pathway.

She has strategically pursued grants to fund enhancement programs and initiatives to support students' academic, socio-emotional and personal growth. Programs such as: peer mentoring to support 9th graders make a smooth transition from middle to high school. This program promotes relationship building in their new school by providing them with upper classmen mentors. The Restorative Justice circles are conducted in all classrooms to engage students in dialogue to resolve conflicts, teach students to agree and / or disagree respectfully, build healthy relationships, establish strong communication and settle their differences in a peaceful manner.

Dahlia always shares her favorite quote by Aristotle with staff and students *"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit."* Dahlia embodies the habit of excellence in her personal and professional life, in her care for her students and school community and in her commitment to providing opportunities for her students to be their best selves.

Dahlia holds a Ph. D in Science Education. Her very supportive husband is Charles Petgrave.

VERONICA NAJJAR P.S. 89



Veronica Najjar was educated at Brooklyn College and Bank Street College of Education. She taught at Brooklyn Friends School in Brooklyn, followed by ten years at P.S. 234 in Tribeca. She was selected to become the founding principal of P.S. 89 in Battery Park City in 1998 and has been leading that growing community for the past 18 years. She supported her families during the 9/11 attack, for which she was honored by many organizations, including the Battery Park City com-

munity with a Decades Honor in 2011 for "steadfast commitment to the future of our community and our children." In 2014, Ronnie received a Blackboard Award for Excellence in Education.

P.S. 89's mission includes a deep belief in arts education, and Ronnie has been instrumental in developing a social studies program that integrates academic curriculum with the arts. Since it opened, P.S. 89 has offered a dance program led by Catherine Gallant, which is inclusive of all students and enriches their learning beyond the classroom.

JUDITH RANFT P.S. 315



Judith Ranft-Quartana has been with the Department of Education for thirty one years. She worked in East New York for twenty six years serving in the capacity of teacher in P.S. 13K, staff developer in the District 19 office and Assistant Principal at P.S. 214K. In April 2011, Judith Ranft -Quartana was granted the honor of principal at P.S. 315K which is the Midwood section of Brooklyn. P.S. 315K is a school of performing arts where the talents of the students are highlighted through the various classes, residencies and clubs that the school provides focused around the fine arts. Judith Ranft-Quartana embodies the premise of "Children First" and "All Children Can Learn". In addition, Ms. Ranft-Quartana has three children, three step children, and three grand children. Ms. Ranft-Quartana is an avid fitness enthusiast who taught fitness classes for over twenty years. She also enjoys traveling in her spare time.

DYANAND SUGRIM Heritage School



When Dyanand Sugrim assumed the role of Principal for The Heritage School in November

2011 it was a return to the same community where he began his teaching career. Four and a half years later, the shifts at Heritage are tangible as the metrics speak for themselves. Graduation rate increased during his first six months by 5% and this year's graduation rate is projected at 80%.

Shortly after Principal Sugrim joined The Heritage School, he learned that the school was designated as a Priority school by the New York State Education Department. As a Priority school, Heritage was among the lowest 5% of all high schools in New York State. This designation was based primarily on the graduation rate and the Annual Yearly Progress accountability metrics from two previous years. In just two years, Dyanand Sugrim was able to restructure The Heritage School while leveraging key personnel to provide the highest level of support and instruction for the students and families of the East Harlem community. As a result, The Heritage School was removed from the Priority status and in Good Standing for the past two years.

With his vision to promote college and career readiness for all of Heritage's diverse learning community, Mr. Sugrim has successfully aligned curricula with the NYS Standards and Integrated the Common Core Learning Standards (CCLS). His experience developing capacity of teacher leaders to departmentally implement CCLS is already evidenced in all Heritage classrooms and student work products.

Under Mr. Sugrim's leadership, The Heritage School has initiated and implemented The College Now Program at CUNY's Colleges of Hunter and Hostos to provide their students with advanced college credits. In addition, he has instituted AP Classes in Calculus, AP Spanish, AP English Literature, AP English Language, AP Art, and strengthened the AP US History program. The Heritage regents' classes have also expanded to include Chemistry and Physics. In addition to daily English Language Arts (ELA) and Math classes, two support classes in ELA and Math have been added to all incoming ninth graders daily schedules.

Mr. Sugrim has committed himself to cultivating the home and school connection and works closely with parents in maintaining a united approach to preparing students for their post-secondary education and success.

Prior to joining The Heritage School Community, Mr. Sugrim served as Assistant Principal – Science and Security for the High School for Media and Communications for five years. In addition to his supervisory responsibilities, he utilized the data acquired by scholarship and cohort analysis to inform professional development for staff and intervention services for students. As Chairman of The Professional Learning Community ("PLC"), he collaboratively developed and implemented the "PLC" as a school-wide initiative which operated as grade teams and was integrated into programming and budgeting.

SANTIAGO TAVARES

DeWitt Clinton



Santiago Tavares had always wanted to be Principal of DeWitt Clinton HS. However, his career took the most peculiar route. After serving as the phase out Principal of South Bronx HS, and simultaneously founding the Academy for Careers in Sports, he held a succession of high level positions at the central office of the DOE culminating in Deputy Chancellor of Instruction. Later, he served as VP for Cambridge Associates before returning to the DOE as Principal of DeWitt Clinton. Santi, as he is known to colleagues and students alike is now fulfilling his dream in a school in desperate need for reform. While he is winning that struggle, this award would serve to acknowledge the challenge he has assumed, as well as the many successes he has already achieved.

JANELLE FLINCH The Young Women's Leadership Network



The Arts is a powerful motivator for students. For some it means the difference between graduating high school or not. Many students at The Young Women's Leadership School (TYWLS) of Brooklyn have shared stories of how dance and Ms. Flinch's class "saved them". In one particular case, a student spoke about how she 'lost her voice in middle school' due to a traumatic experience at home. In Ms. Flinch's class she discovered an inner strength and now has found her voice again. Ms. Flinch consistently uses her outside experience in her Dance and Theatre curriculum and has single-handedly implemented a full dance program at TYWLS Brooklyn that includes intro and advanced classes for middle and high school dancers. She also runs the middle and high school ensemble dance program where students learn complex pieces, choreograph their own and learn elements of stage management and costume design. Ms. Flinch's work will continue to feed the souls of students. #

WINNING LESSONS FROM HONOREES AT THE OUTSTANDING EDUCATORS OF THE YEAR 2016

TEACHING FIRST-YEAR COMPOSITION



**PROFESSOR MAC GANDER,
LANDMARK COLLEGE**

I have developed and taught many courses since I started at Landmark College in 1988, from developmental writing to education to courses in creative writing and journalism. The one I like the most is a first-year composition course for students with executive function challenges.

I started teaching versions of the course back in 1993, when the first wave of students diagnosed with AD/HD started showing up at the college. I was chair of the English department at the time. I read all the placement tests and put students in diagnostic groupings, and what fascinated me was how strong the placement essays were and then how students would fail to produce work.

I liked working with these students—they felt like they were my people. I always had struggled with organization and getting things in on time. In the 1970s we did not have a diagnosis for the academic challenges I managed through. But I knew they were my people.

So here's my approach. I start with the premise that these are good writers but have been wounded by their education, and bring a burden of hurt, anxiety, and self-sabotage to the table that has to be sorted out and made whole before they can realize their actual potential.

We start with free-writing—at the start of each class and in the first assignments. I tell them I will grade their first paper by the inch and bring a ruler to class, a sort of joke in a way, but also a metaphor. All first copy is raw—I learned that as a journalist at Newsweek when I was a kid.

I tell them that what they need to do is get to their desk—they don't have writer's block, they have an inability to get to their desk. I tell them not to try to be good on the first pass. If they are stuck at their desk, walk away, get some exercise, drive a car for a while. Don't flip the switch to the innumerable distractions of the internet—just walk away.

Most of all, I use a coaching metaphor—not EF coaching but sports, where they are a team, need to work together, and I am the coach. I

only win when they win. Good coaches judge performance, and I am really hard on students when I know they can do better. But I know what they have experienced, and what I hate most is the way in which judgment and gate-keeping has substituted for nurture and care.

I have strategies to offer—from using big paper to map an essay with crayons to using tech tools like voice recognition and screen readers. But more important is to demystify the challenges they face—to probe beyond labels to understand that writing is hard work for everyone, and you can do it.

I have tons of tricks up my sleeve as a teacher, but I don't play them. My main goal is to make sure that I am on my students' sides, that I have their back, and that they can trust me not to hurt them the way they have been wounded by bad teaching in the past. #

TEACHING MARINE SCIENCE



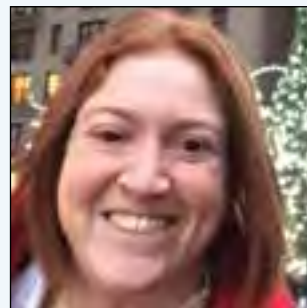
**LANE ROSEN,
JOHN DEWEY HIGH SCHOOL**

Teaching marine science in a coastal community has many great opportunities to connect students with the classroom. John Dewey High School students go on multiple marine related field trips which brings student awareness to NYC and its surrounding marine environment as a living laboratory. My science classroom has a fossil display, a variety of science books/magazines, 15 salt and freshwater aquariums. We raise oysters, horseshoe crabs and trout, build ROVs and maintain hermit crab, turtle and lizard tanks. John Dewey HS students participate in marine environmental cleanups remove marine debris and setup multiple educational waterfront activities several times per year in collaboration with NYCDOE, many science organizations, many schools, politicians and colleges. Actively involving students in relevant community problems makes it easier to engage students in an academic classroom. These types of programs help to engage students in learning, school pride, environmental stewardship and community service. Marine Science is one of many STEM related fields that are relevant

to many students. Some examples include robotics, hydroponics, outdoor farm, animal room, computer science, graphic design and many more.

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

HOW SOUND WORKS!



**MELISSA STARK,
ROBERT KENNEDY SCHOOL**

Lesson Objective: Students will identify how the process of hearing work and the mechanisms needed for hearing. They will identify vocabulary associated with sound and complete

an experiment to show their understanding of the vocabulary words. Students will discuss how people can lose their sense of hearing, as well as tips on how to prevent hearing loss.

Unit Objective: At the culmination of the unit, the students will be able to identify the process of hearing as well as how to prevent hearing loss. They will be able to construct items that make sounds with different pitches and volumes. Students will be able to identify facts about sounds and hearing.

Essential Questions: What body parts are needed to hear sounds? How are pitch and volume different? How can you prevent hearing loss? Why is it important to prevent hearing loss? How are we able to hear sounds?

Vocabulary:

Volume

Vibration

Pitch

Onomatopoeia

Common Core Learning Standards: New York State Common Core Anchor Standard for Writing

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

Who's ready for school?



We are!

Kathleen Stephenson, Troy Teachers Association

Our teachers, teaching assistants and teacher aides are back in their classrooms, eager to start a new school year. So are our nurses, bus drivers, secretaries, counselors, cafeteria workers and custodians. We are NYSUT—600,000 professionals dedicated to excellence in education, health care and human services. We start your children on the path to learning in prekindergarten, and stay with them through college.

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CAREERS

AFTER GRADUATION: NOW WHAT?

BY LUCAS MAUTNER

With the cost of education increasing and becoming prohibitive, some students are left in debt for years, others opt for community colleges, and some end up living with parents because they cannot afford the cost of living on their own. Most important are the choices in majors and where students will find emotionally and financially fulfilling employment. *Education Update* will be running a series of interviews with graduates and providing guidance for others.

Kit Brown, Talent Acquisition Specialist, Gap

Where do you work, how long have you been there and what is your full title?

I work at the Gap's office in Tribeca as a Talent Acquisition Specialist, where I help recruit the people who design, manufacture, and market Gap product globally. I recently joined the team in March of this year; prior to working for Gap Inc., I worked in recruitment for Tory Burch.

Where did you attend school and what did you study?

I went to a small funky, creative liberal arts college in Boston called Emerson College and studied Political Communication. I had planned to work in communications or public relations after graduating and fell into HR.

What is your favorite part of your job?

My job is to help other people get jobs. There can be stressful moments working in such a fast-paced environment, but generally I feel satisfied because I spend my days helping others achieve their professional goals and take the next step in their careers. Recruiting for an employer who treats their employees well is especially rewarding. Beyond that, I find working with creative people incredibly energizing and can't imagine myself in another environment.

Some challenges?



The most challenging part of working in human resources is that you are dealing with people -- who can be unpredictable -- and that there are many times that there won't be a clear-cut or obvious solution for a problem. Being comfortable working through ambiguous situations is something I've had to learn to be okay with.

Mentors?

I am super close with my manager from my first role in HR at Tory Burch. When you can call your boss your friend I feel like you've succeeded. I know we'll stay in touch for a long time, and it's good to have someone you can model your career after or ask professional questions to whenever needed.

What is the salary a young person coming out of college could expect in this field?

For an entry-level human resources role in New York City, I would expect a competitive salary to be between 40-50k.

What advice would you give to someone looking to have a career in your field?

Networking and talking with others is really the best way to get into a people-focused career or a role in the fashion industry -- it's actually how I got my first position! #

Samantha Broccoli, Assoc. Graphic Designer, GSN Games

Where do you work, how long have you been there and what is your full title?

I'm an associate graphic designer at GSN Games in Boston. I graduated May '15 and have been working here since then.

Where did you attend school and what did you study?

I went to Bowdoin College in Maine, and majored in visual arts. I did do a study abroad, but in an unconventional way- I finished my major requirements a year early, in my junior year, and then took my senior year to

learn new things. I went to the Massachusetts College of Art and Design and joined the animation sophomores for that year- it was really fun!

What is your favorite part of your job?

I work closely with marketing and copy teams, so I get to help brainstorm what the promotions will actually be- I'm not just assigned a theme or concept. I think it's important to be able to influence the work I do. Also, I can plug in a good audiobook and draw all day, which was pretty much my dream job

Breanna Goldner, Medical Student, Lake Erie College of Osteopathic Medicine

Where do you work, how long have you been there and what is your full title?

I am a third year medical student at the Lake Erie College of Osteopathic Medicine, and am currently doing my clinical rotations at Memorial Hospital in York, Pennsylvania.

Where did you attend school and what did you study?

I attended Dickinson College in Carlisle, Pennsylvania and studied biochemistry and molecular biology on the pre-med track. I then applied to several osteopathic medical schools, and ended up choosing LECOM.

What is your favorite part of your job?

There are so many things I love about the medical field. My favorite part would have to be waking up on a Monday morning, and not immediately dreading another week of work. Medicine as a whole genuinely interests me, and to have a career that allows me to explore my passions and help people at the same time is so rewarding. The field is also constantly changing, and I am always being challenged and learning new things.

Some challenges?

Medical school is definitely time-consuming and difficult. The first two years of medical school are rough, because the amount of studying you have to accomplish in one day does not leave time for much else. Once you begin working in the hospital, it is really easy to get burned out. Even as a student, I often work twelve hour shifts and then have to come home and study at night. It is more than possible to accomplish, but it definitely takes dedication and perseverance.

What is the salary a young person coming

at the age of 10.

Some challenges?

Staying busy, staying sharp. I work really fast and it's hard sometimes to go back and perfect things and bring them to the next level- but it's so important! A good system I've worked out is keeping my portfolio up to date every week. I compare what I worked on that week to my top ten work examples on my website. Is anything I made this week better? If not, I need to push myself harder.

What is the salary a young person coming out of college could expect in this field?

For Boston, I'd say around 45-50k a year. It is very competitive here to get a creative job



out of college could expect in this field?

Unfortunately, no salary exists until you graduate from medical school! The average residency pays about \$55,000 per year, and your salary past that point is dependent on what specialty you pursue.

Do you have any mentors?

I am lucky to have quite a few mentors. My parents are both in the medical field, and inspire me every day to work hard and be the best physician I can be. I

also participate in regular medical missions to Guatemala through DOCARE International, and their team of volunteers are constantly giving me support and guidance. I also keep in contact with a few fourth year medical students and first year residents for advice related to school and applying for residencies.

What advice would you give to someone looking to have a career in your field?

Be confident, true to yourself, and always keep in the back of your mind why you wanted to pursue medicine in the first place. In medical school, it is easy to get sucked into the competitiveness of your classmates, and always trying to be one step ahead of everyone else. I often found myself forgetting why I was even pursuing medicine in the first place. It is so important to not compare yourself to other people, and to just focus on trying to be the best person you could possibly be. There is no such thing as the "perfect medical student," and you are never going to know all of the answers. The only thing you can ask from yourself is to work hard, and to give that school thing your best shot. At the end of the day, it is all going to be worth it.#



though, because there aren't that many options.

Do you have any mentors?

Definitely! My boss Joy is amazing because she knows when I'm being lazy, and she knows when she needs to acknowledge me going above and beyond. Her eye for pixel perfection has also made me more conscious of the work I'm doing.

What advice would you give to someone looking to have a career in your field?

Have an amazing portfolio, and tons of different skills. That year of animation I did was such a leg up even though it doesn't have much to do with the job I'm currently doing.

continued on page 30

A Conversation with Gloria Austin, Equestrian and Philanthropist



Dinner in the carriage house

By LUCAS MAUTNER

Gloria Austin founded a horse and carriage museum in Florida near Beacon College. Recently, the Beacon Board of Trustees had the privilege of dining in the lovely barn, riding the horses, traveling in the carriages and exploring the wonderful verdant countryside.

When did you first start riding horses?

I was born 85 miles south of Rochester and started riding a horse when I watched Saturday morning TV. Luckily I lived in the country and my father was a cattle dealer. At age twelve I begged my father for a horse and he complied. We bought an old, experienced bay horse who was on the show circuit. My father owned 1000 acres south of Rochester in which I could ride in Troopsburg, NY. I had a love of nature growing up in the country, as well as the ability and opportunity to ride horses. I oftentimes would ride to the local village where my grandmother had a house with a carriage barn in the backyard. I would put the horse in that old carriage barn and visit my cousins at the local soda shop.

Where did you go to school?

Eldridge University, State College at Rockport. I started out in math and science but ended up in public administration because I had a son who is mentally disabled, so my career turned in that direction. My first real career was to coordinate state, local, and federal planning in the area of developmental disability. Now I am working on a modern book. I define that as a book that has just as much space for pictures as it does for text. Because of the social media that has besieged us all, we operate a lot by pictures as much as words, and so the books we're producing will have probably as much space for pictures as we do for text. Even as a young child reading my history books if a picture

(L-R) Eileen Merinakis, Chair, Bd. of Trustees Beacon College; Gloria Austin; Pres. George Hagerty, Beacon College

caught my interest I would then go and view the text. And I think this is still very true today. We will also use our website to impart information, as well as offering e-book versions.

What is your ultimate goal?

My long term wish would be that academic institutions would offer equine assisted education and therapy condition, using the horse to study history. I remember when I went to college we studied history by looking at major male leaders around the world. Well, I think we can study history by tracing the evolution of the horse in man's culture and approaching history from a point of view that might be more interesting to young people. We've had 6,000 years of history with the horse and the wheel. Our museum shows that. It is located in central Florida. We have 165 carriages in four different galleries: European, American, South, and the New Vehicle room. The focus of the museum is to try to get people to understand the evolution of wheel transportation.

What did we lose by losing horses?

The commonality is that we've always had a need for speed. As we evolved to the modern automobile, we still have that need for speed. But the first thing was the horse, then the bicycle, then the train, and then the automobile. The difference is when we dealt with horses, we were dealing with a living, breathing creature that we had to develop a relationship with so that we could control the horse. With an automobile, yes, there's skill involved—but we have to deal with hard material things rather than a relationship. So I think our interest now in small animals is because we've

continued on page 30

Ann Tisch and CBI Celebrate 15 Years of College Bound Kids



By LYDIA LIEBMAN

The College Bound Initiative, founded by Ann Tisch in 2001, celebrated its fifteenth anniversary at their annual gala held at Jazz at Lincoln Center. This year, the star-studded list of honorees included America's favorite weatherman, Al Roker of The Today Show fame and his wife ABC News correspondent Deborah Roberts, New York Mets Outfielder Curtis Granderson and Calamos Investment CEO John F. Koudounis.

The celebratory mood was palpable at Jazz at Lincoln Center, where graduating CBI students joined with honorees, guidance counselors, teachers, principals, donors, and friends to share in the excitement over delicious hors d'oeuvres. Bronx High School Student Kelby Perez, who is president of his school's National Honors Society chapter and also the student body president, is bound for Wheaton College come September. "CBI has truly motivated me to get where I am at now," he said.

The ceremony, which was held in the glass-walled Appel Room at Frederick P. Rose Hall, featured remarks from emcee Ian Genao, senior at Central Park East High School, founder Ann Tisch, and the Senior Managing Director of CBI, Jon Roure, who praised Ann for giving him a platform to execute his life's work. Roure shared some startling statistics: CBI graduates achieve four-year college degrees at nearly four times the rate of their peers, 94% of CBI graduates are accepted to college and CBI has generated over \$300 million dollar in financial aid and scholarships.

The Honoree Awards kicked off with finance man John S. Koudounis, who praised "the organization that has touched so many young adults." He congratulated the graduates on what they have already achieved and what they will accomplish in the future. He also shared some personal insights: like many CBI graduates, Koudounis was the first of his family to go to college. "Quite a few of you have overcome obstacles and adversity to reach this point.

Many of you are the first in your family to go to college and that resonates with me," he said.

The ceremony continued with broadcast journalists Al Roker and Deborah Roberts. Both have been involved with CBI for some time; Roberts has given graduation speeches for CBI school, donated prom dresses and given sizable donations. Roker arranged a surprise college acceptance to Gettysburg College live on the Today Show for Young Women's Leadership School of East Harlem senior Tyra Riedemonn. Upon receiving their awards, the dynamic duo shared words of encouragement and praise. "I am humbled to just bask in the glow of these shining stars here tonight... you inspire us and you have been for a long time," said Roberts while Roker nodded in agreement.

The final honoree was Curtis Granderson of the New York Mets. Granderson is no stranger to helping young people. He is the founder of the Grand Kids Foundation, which strives to aid positive youth development via education, physical fitness and nutrition. In his acceptance speech, Granderson brought attention to the principals and teachers. "You are the ones that often get overlooked," he said, "...getting the chance to motivate and mentor these students day-to-day no matter what ends up going on... you guys are the big heroes!"

Like in previous years, the 2016 graduates will go on to attend an impressive array of prestigious colleges including New York University, Lafayette College, Brandeis University, Trinity College, and Gettysburg College, among others.

"We've been at this now 15 years and the reason it works is because of those kids and the principals who support us and those college guidance counselors," said Ann Tisch. "This is work that is not for the faint of heart. Each one of those kids applies to at least fifteen schools, casts a very large net for their financial aid... it's a huge undertaking. But in fifteen years we can say that we've sent 10,000 to college and secured more than 300 million dollars in financial aid and scholarship... it feels very good."#

INTERNATIONAL EDUCATION

ART THAT HEALS: EXTRAORDINARY EMBROIDERY BY THE EVEN MORE EXTRAORDINARY WOMEN WHO MAKE IT IN RWANDA



By JULIANA MEEHAN

I came to Rwanda in 2010 as a tourist and educator; I left a curator of art.

In between excursions to the rainforest for birding, the savannah for safari, and the Virunga Mountains for an afternoon with a family of silverback gorillas, I walked into a tourist shop in the capital city of Kigali and laid eyes on an exquisite piece of textile art: brightly clad women harvesting wheat with rolling hills and jigsaw-puzzle trees in the distance.

I had to view it close-up to confirm that it was, indeed, composed of thread and not paint. I bought it on the spot. And then I saw another, a man and a woman picking coffee; and then there was the tiger; and the grey-crowned cranes; and then the giraffe that looked like Rwanda's nod to Gustav Klimt. Despite the fact that my husband John had by then broken into a cold sweat, I bought every one in the store with the exception of one that was too big for the plane.

"You like them so much," said the shop owner, a stately Rwandan woman by the name of Christiane Rwagatare, "would you like to see how they're made?"

A few days later John and I found ourselves in Christiane's jeep bouncing along a dirt road on our way to the village of Rutongo, up the mountain from Kigali, eager to see the art in process. There, in a small house of whitewashed cinder block, fifteen women sat with cloth spread across their laps, patiently, expertly creating vibrant embroideries.

There we learned the rest of the story. These women hailed from both sides of the genocide, and they had put the events of the past behind them to work together in the hope of a better

future. Their workshop was begun by our guide, Christiane, who had lived most of her life in exile and who returned after the genocide with the intention of helping in Rwanda's reconstruction.

This first workshop was started in 1997, and it was here in Rutongo that their embroidery techniques and style were developed and honed. It was here that they first learned to use three colors of thread in one needle to produce the nuanced shades that give their works depth and vitality. And it was here that they produced the award-winning compositions that are on permanent display in Rwanda's National Art Gallery.

I returned to the States with a mission: to support their efforts by bringing these works to the attention of the American public. I immediately sent out emails and letters with pictures and captions to everyone I could think of: galleries, museums, local arts associations. Then, one afternoon about a month after returning from Rwanda, I opened up the *New York Times* arts section to see a photo of a large African carving and a review of a gem of an African Art museum in—of all places—Tenafly New Jersey. I taught middle school English in Tenafly New Jersey! Who knew there was an African Art Museum within a mile of my classroom? I called, rattled out the whole story in five minutes to the curator, Bob Koenig, and was graciously invited to bring some examples of the works to him. Immediately upon seeing them Koenig said, "Sure. We'll give you a show." And that was the beginning.

Since that very successful show at the SMA Fathers Museum of African Art in October of 2011, I have grown the exhibit and shown it to appreciative audiences in New Jersey, New York, Ohio, and Washington, DC. I call the exhibit

Five Years of Changing Lives: The Ann Frank Project in Rwanda



Ann Frank Project students meet with Rwandan women

By LUCAS MAUTNER

The Ann Frank Project celebrated five years of success with a special conference featuring the accomplishments of their students. Founded in 2011, the program was funded by the Jewish Foundation for the Education of Women at SUNY (State University of New York), a part of the International Relations and Global Affairs Program. The Ann Frank Project is a two year program that takes university students and professors to Rwanda. There, they learn about human rights, reconciliation, and conflict resolution. The program also sponsors seminars throughout the year, organized by video conference, as well as their locations at three SUNY campuses: Binghamton, Geneseo, and Stonybrook. The program has been a success so far. Three students received Fulbright Scholarships, two became White House interns, and several received Masters Degrees from Ivy League Schools.

The mission as stated by the Anne Frank Project is "to use storytelling as a vehicle for community building, conflict resolution, and identity exploration." The Project visits schools and orphanages, as well as memorials, national parks, and cultural centers. They seek stories, reparative processes for disadvantaged communi-

ties, and the building of a social justice vocabulary. Each year, AFP donates a cow to Buffalo's sister district, Muhanga.

Lillian Inglut, who traveled to Rwanda with the program in 2015, said that "after spending a day with the women in their villages, we truly felt as though we were a part of the family and cooperative at Azizi." The women greeted them with a special dance and a meal of sweet potato and leafy greens. They learned to cultivate the soil, to feed cattle, and how to fish in the nearby river. They also learned to weave, making bracelets out of banana leaves. Inglut said she plans "to connect this experience to my classroom someday... to start a partnership and promote these women and spread the word of their story."

Dr. Maryalice Mazzara, Director of the JFEW SUNY International Relations and Global Affairs Program and SUNY's Confucius Institute for Business, organized the forum. In addition to working with the Ann Frank Project, Dr. Mazzara designed and facilitated an International Finance Semester at the SUNY Global Center in collaboration with University at Buffalo, as well as a summer program on Science, Technology, and International Relations for the Russian University, MGIMO.#

PAX Rwanda, because it is the fruit of the reconciliation that has taken place among the women. I continue to look for a market and for funding to make their workshop self-sustaining, guided by the model of the Women of Gees Bend, self-taught poor women from the American South whose masterful quilts ended up in the Whitney Museum in New York.

We returned to Rwanda in July of 2016. Since then, the workshop has relocated to the village of Kabuye. Some of the artists I met in 2010 have moved on, and some new ones have joined the group. John and I spent a day taking their pictures and trying to get to know them a bit. Hearing their stories, twenty-two years post-genocide, it is immediately evident that no one's life is untouched by those 100 days in the spring

of 1994 in which one million Rwandans were killed, leaving ten times as many widows than widowers. In our workshop alone, some had lost husbands, others lost fathers, still others lost children.

Many Americans associate Rwanda only with the genocide; some as the place where one can view silverback gorillas in safety; some as pristine birding territory. The traveler to Rwanda actually comes away with something much more complex and beautiful, because all these things are inextricably interwoven.

Twenty-two years post-genocide, Rwandans are rebuilding their lives. This group of brave and talented women is rebuilding through art.#

Juliana Meehan is a teacher at Tenafly Middle School in Tenafly, NJ.

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The Japan Society of New York Shares Visual Storytelling Through Video & Photography



Jeffrey Miller, President, Japan Society

By LUCAS MAUTNER

Recently, the Japan Society of New York presented their Student Exhibition of Visual Storytelling, where students from around the city screened films and exhibited photography. Jeffrey Miller, the Director of Education & Family Programs for the Japan Society, stated “we wanted to provide a workshop that would appeal to students and provide skills that could be used in the future, for hobbies, employment, or general self improvement.” Instructors included Eduardo Angel, an Emmy award-winning videographer, as well as Jaime Schlesinger and Richard Burrowes of the International Center of Photography.

The two week workshop provided students the opportunity to learn video and photography through the lens of Japanese culture. The idea was to focus on the skills of storytelling rather than the equipment. Instructors wanted to show that the story is more important than the camera, regardless of whether it is an expensive rig or a smartphone. The first week focused exclusively on video—pre-production, a day of shooting, post-production, and distribution. In the second week they moved on to photography, focusing on portraits, self-portraits, still lifes, cityscapes, nature landscapes, and more. The program took students out of the classroom and around the city, from Central Park to the Highline. The students even conducted their own *Humans of New York*-style project where they interviewed and photographed people they met in Bryant Park.

Julia Lee, a student, took to the stage to share



her experience with the program. Thinking of a career in media and marketing, Julia said, “Not only do I leave with so much more knowledge about filmmaking and photography, I leave with important skills needed in this field.” Being an only child, she said that she gets her way most of the time, but this course “taught [her] the value and challenges of working with others,” a skill that she especially valued. She also learned skills in mitigating problems: “For example, if I could not get the shot I wanted, I had to find another way of achieving my vision...I learned that I had to do a lot of improvising.”

Briana Ayala, another student, said she was so glad to be able to attend the workshop. She said one surprising takeaway from the course was the ability to see New York in a new light. “One of my challenges that this program really helped address was the fact that, since I’ve lived in New York for 17 years, I stopped seeing the excitement. I felt like there weren’t really any stories left for me to tell here. But Jamie and Eduardo taught me that there are stories wherever you go. You don’t need to be somewhere exotic.”

Some of the “30 Second Films” that were screened include Julia’s *The Text*, where “a Samurai meets an unexpected fate in this action based movie filled with suspense and a little humor,” and Bree’s *Finn the Samurai*, where a “modern day Samurai finds a secret message that leads him to some highly silly adventures.”

Every student loved the course, enough so that they would recommend it to others. #

THE KILDONAN SCHOOL



By SHARON KAPLAN LUCHOW

Nestled on 150 rolling acres where the mid-Hudson Valley meets the Berkshire Mountains, is The Kildonan School. Although 15% of the population is dyslexic, and although over a hundred years of research have yielded helpful insights into how the dyslexic brain functions and acquires facility with reading, writing, and spelling, many families are still unaware of all the options for their dyslexic son or daughter. A small and often unknown number of organizations have been effectively remediating the challenges of dyslexia while identifying and advancing dyslexics’ talents and passions. Kildonan, located seven minutes from Metro-North’s Harlem Line, is the only college preparatory co-ed boarding school that strictly specializes in students with dyslexia and language-based learning differences.

Kildonan’s co-founder, Diana Hanbury King, an educational pioneer in the field of dyslexia, served as a charter member of the Orton Dyslexia Society, which first convened in New York City in 1949, when the word dyslexia was barely known and when educational responses to it were virtually nonexistent. Diana, working with June Orton, Anna Gillingham, and others, changed the educational landscape for dyslexic students here and abroad. In 1955, she started Dunnabeck, a summer program (now six weeks long, from late June until early August) in which every student receives 1-on-1 Orton-Gillingham tutoring, a multi-sensory approach that explicitly teaches the structure of the language in a manner that allows the tutor to pick out which phonics, writing, and spelling patterns the student must urgently learn and which, conversely, the student already understands and applies consistently.

The late Kurt Goldman, father to one of Dunnabeck’s campers, was so impressed with how much his son had improved that he told Diana, “Dyslexic students should have this opportunity year-round; so go ahead with plans for a school, and I’ll worry about the money.” In 1969, their vision for a school uniquely attuned to the dyslexic mind commenced, appropriately enough, in New Hope, PA. What started with seven students grew to sixty; so in 1980, Kildonan relocated to a much larger campus in Amenia, New York. Kildonan currently serves 86 students in grades 2 through 12, offering both day and boarding options, as well as 5-day boarding, an option that many students from the greater New York City metropolitan area enjoy.

Students come to Kildonan with a wide range of language and learning skills. Just as at Camp Dunnabeck, each student receives one period of

1-to-1 Orton-Gillingham tutoring each day from a professional specially trained in O.G. by a Fellow from the Academy of Orton-Gillingham Practitioners and Educators. Fellows and Fellows-in-Training also supervise the tutors thereafter, observing them routinely and providing expert guidance in weekly professional-development meetings. Kevin Pendergast, Head of School at Kildonan, notes, “Many schools provide a group phonics-based program that is helpful in many ways but doesn’t make the most of a dyslexic’s brain. Pure Orton-Gillingham teaching addresses the complex web of abilities and deficits in the given student and will more efficiently and reliably get that student reading and writing independently.” At both the camp (Dunnabeck) and during the school year at Kildonan, a study hall proctored by O.G.-trained professionals reinforces the progress that comes from one-to-one tutoring each day. At Dunnabeck, the rest of the camp schedule features fun outdoor activities like waterskiing, horseback riding, and archery. At Kildonan’s school year program as well, students develop their confidence in horseback riding, a full ski program in which every student participates, and athletic teams for soccer, basketball, tennis, and others.

Teachers of math, science, history, and literature at Kildonan help students apply the skills they gain in tutoring through small-group, multi-sensory class sessions conducted according to a constructivist and project-based model, particularly in the Middle Years Program of grades 6-10, for which Kildonan is an International Baccalaureate (IB) candidate school. The school’s belief in its students’ abilities extends to the arts and community service, which are integral to the school’s mission of developing students’ self-confidence by allowing them to see and build on their natural talents. Their community service work, which includes service learning trips to Latin America and Europe, applies the IB philosophy of global citizenship. Students also thrive in arts offerings, which include 2D and 3d art classes as well as photography, film-making, drama, and a full music program. #

Kildonan students come from all over the United States and foreign countries for its unique mission of identifying and furthering the talents with which the school’s dyslexic graduates pursue full and rewarding experiences in college and in their careers. For more information, please contact Kevin Pendergast, Head of School, at kpendergast@kildonan.org or (845)373-8111, ext. 4007.



JUNIOR JOURNALISTS

A Different Kind of Summer Camp: Math at Boston University

By MICHELLE HE

Most people spend their summer breaks tanning by the beach, going on a road trip around the country, or spending time with their friends and family. While my friends told me about their plans to go to China, Italy, or Martha's Vineyard, I listened enviously because my summer vacation this year was going to be the opposite. I was going to Boston University for an intensive six-week math camp, and at first I was far from excited. I knew that it was important to be especially productive this summer because junior year, the toughest year in high school according to many, was right around the corner. However, jealous of all of my friends and desperate for a break from a stressful school year, I dreaded the day I had to leave. My summer had been diminished from over 2 months to a mere three weeks. I also knew that I would have to spend most of the three weeks I had preparing for the SAT and completing summer assignments.

So, when I first began the four-hour drive to Boston, I felt dread and reluctance. Getting closer to the university, however, I began to feel this unexpected excitement. Forgetting about the trips my friends were on, I began thinking about the people I was going to meet in a few hours—people who were going through and experiencing the same things as I was. I realized I wasn't alone and there were people in the same boat as I was. Most of the students here came with a passion for mathematics and a desire to learn, and my unmotivated self soon transformed. I realized that I came here to learn and I remembered that even though I was missing out on free time and a vacation, I was doing something I loved—math. My first intentions were to slack off in that camp and try to make



use of my vacation, but I surprisingly found myself working hard for hours on the problem sets we were assigned daily—and I had fun with it too. I paid attention and took notes during our daily morning lectures while half of the students were asleep. Sometimes, I even slept at 4 or 5 in the morning finishing the problems. I was exhausted most of the time but at the same time so motivated and productive.

I came out of that camp learning a lot and meeting a lot of new people who shared the same passion as I did. I came out realizing that I am glad I attended this camp instead of wasting my time on vacation. Even though I love traveling and spending time with my family, my camp experience trumped that because of the amount I learned, the different people I met, and the new mindset that my summer wasn't so bad after all. #

Michelle He is a rising senior at Hunter College High School in New York City.

CAREERS

Josh Bell, Design/Technology at SUNY Purchase

What were your favorite courses and teachers in high school?

Stagecraft with Christian Crum was my favorite class in high school that fell within my studio. It was engaging and taught you about the most important technical elements involved in theater and was taught by one of the nicest, funniest teachers I have ever had. Christian Crum had an excellent sense of humor that kept everyone laughing and wanting to stay engaged and learning more. He has since gone on to work at a University.

Italian I and II with Anthony DellaPenna provided me with an excellent comprehension of basic Italian that was extremely helpful as I moved forward in the next level. He had an excellent personality that translated to all of



his lessons and kept the most simple concepts engaging.

Watching the Olympics on TV

By SAVANNAH COHEN,
4th GRADE, NEW JERSEY

I didn't have a clue what was going on during the last summer Olympics. I was only five and had just finished kindergarten. All I remember was some running, flipping and swimming from the 2012 Olympics. The events seemed cool but that was about it. I didn't even know that it took place in London and might not have even heard of it. Now going into 4th grade and 9 years-old, I know that the Olympics takes place in Rio, which is in Brazil. I think Brazil is a great place for the Olympics it is really hot and beautiful in fact I could not think of a better place to have the Olympics. The Brazilians are doing a great job as host and Rio is so nice.

I missed the first week of the Olympics because I was in sleepaway camp in Maine and we didn't get to see any of it. But I was home for the second week and basically that's all I did was watch the Olympics and thanks to the replays I got to see the swimmers Michael Phelps and Kate Ledecky and the gymnastics' Simone Biles and Aly Raisman all win their gold medals when I was away. I realized that winning a gold medal is like winning 100 million dollars. Just the thought of going home and being like "I won a medal" is just amazing. Someday I hope to be an Olympic lacrosse player but there is a rare chance of that happening because it is not even an Olympic sport.

My dad loves the sprinting so we didn't miss any of Usain Bolt's three races where he won three gold medals. Being the fastest person in the world at three straight Olympics is incredible. In fact my favorite event was the women's 4x 100 relay. My favorite runner is Allyson Felix and my mom was so excited when she found out that English Gardner who was on the relay team with Felix is from New Jersey, where we live. Bolt's 9 gold medals in three Olympics makes him one of the greatest Olympians ever. Just imagine being the fastest man in the world. It is absolutely awesome. I have never even dreamt of being the fastest girl in the world. That is amazing.

Some of the athletes that I realized were also special and not just the stars like Phelps, Bolt and Laurie Hernandez from gymnastics, who is also from New Jersey. I really liked watching the women's triathlon. I had never seen a triathlon before and can't believe what it takes



to win the gold medal. You have to bike, swim, and run all in one day. It is so cool. Gwen Jorgenson won the gold medal and used to work at the same company as my mom, EY. My mom was so proud when she heard this on the TV. In the last Olympics her bike tire was flat and she didn't win. So, it was a good win. Winning a gold medal in the 100 meter sprint is good and all but when you win the hardest event in the Olympics there is nothing better. I have seen so many events but I think this is the hardest. She is good at cycling and swimming but her specialty is running. She came in the finish line in 1 hour and 56 minutes one of the fastest times ever. Gwen is an amazing athlete and she will probably back in 2020 in Tokyo.

I had never seen diving before and really liked the platform diving. My dad said it's the only sporting event where the higher up the seats the better the view. My favorite diver without a doubt is Tom Daley. He is not from America but he is such a good diver and at 14 he won a bronze medal. If I were that young winning a gold medal I would be pretty happy!! I also liked how the divers' dives were so complicated and interesting. There was not one bad boring dive. I did not really like springboard but I loved platform. I hope Tom Daley will come into the 2020 Olympics in Tokyo. #

In four years from now I will be a teenager and when I look back at this Olympics I will again seem like a baby, I'm sure of that. #

What extracurricular activities did you engage in?

I was a part of a countless number of production teams that helped to create the various performances LaGuardia is known for.

I was also a part of the Student Government Organization.

Have you given any thought to a career, and if so, what is it?

I am currently pursuing a career in stage and production management.

What college are you attending and what will be your major? Why did you choose that

college and that major?

I currently attend Purchase College, SUNY and major in Design/Technology with a concentration in Stage Management.

What was your favorite book that you have ever read?

That's a tough question...

What advice would you give to rising high school seniors?

High school can be a trying time for many, but it is important to try your hardest and persevere to accomplish all of the things you want to. #



Moving Out and Making It: Preparing for Life After High School

By CATHERINE SULLIVAN-DECARLO,
VP OF ADMISSIONS & MARKETING,
CHAPEL HAVEN

There are many ways that families of special needs young adults can prepare their son or daughter for life after high school and moving away from home. Give your young adult a morning routine checklist. Let them choose a wardrobe, practice getting themselves up and let them manage the morning hygiene routine.

Ask your child to take out the garbage, clear the kitchen table, wipe counters and maintain an orderly bedroom. Coach them in doing laundry. Supervise while they cook dinner for the family. Let them make a list, pick a few items at the grocery store and practice paying.

Help them gain opportunities for paid work and volunteer tasks. Often, the rules of work are "hidden" and abstract. Giving your son or daughter the chance to socialize and practice with a new set of adults is a rich opportunity. Be sure to ask for letters of reference at each new setting.

Weekends and free time are the most unstructured part of any postsecondary setting. Let your son or daughter plan a movie or mall trip. Help them practice budgeting for expenses. Even if you are chaperoning, let them navigate on their own with friends while you shadow. Seek out opportunities for your son or daughter to be away



from the home. Going away to summer camp helps a young adult learn to manage separation anxiety and home sickness. Start early in teaching mobility skills. Let them practice taking a bus or a train. You can shadow in the beginning. Good luck and enjoy the journey! #

Founded in 1972, Chapel Haven teaches adults with cognitive disabilities and social disabilities, including Asperger Syndrome, to live independent and productive lives. For more information, call the Admissions Office at (203) 397-1714, ext 148. Read more at www.chapelhaven.org.

MEDICAL UPDATE

New York Academy of Medicine Awards Dr. Terry Fulmer with Prestigious Annual Award

The New York Academy of Medicine is proud to announce the recipients of its prestigious annual awards for distinguished contributions by individuals in health policy, public health, clinical practice, biomedical research and an individual who has made significant contributions to the Academy. The awards will be presented at the Academy's 169th Anniversary Discourse & Awards on Thursday, November 3, 2016 at 6:00 p.m. at the Academy which is free and open to the public with registration. If not already a Fellow of the Academy, each awardee will also be recognized at the event as an honorary Fellow.

"The individuals recognized this year have each made significant contributions to the health of the public through innovative research, practice, policy, or programs that address the complex determinants of health," said Jo Ivey Boufford, MD, Academy President. "The New York Academy of Medicine is proud to honor each of these leaders for their outstanding accomplishments."

Terry Fulmer, PhD, RN, FAAN, President of



the John A. Hartford Foundation, will receive The New York Academy of Medicine's Award for Exceptional Service to the Academy for her distinguished service on the Academy's Board of Trustees, including as Vice-Chair, and her active engagement in the policy work of the Academy, especially its Age-friendly NYC initiative. #





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MEDICAL UPDATE

Dr. Jo Ivey Boufford: Transforming Health Upstream

By JACOB M. APPEL MD

"I've never been a big activist from the outside, but from the inside," says Dr. Jo Ivey Boufford, President of the New York Academy of Medicine. "I liked clinical practice a lot and I really enjoyed working with the patients," she explains, noting that she practiced pediatrics for fifteen years, "but I felt I would have more impact entering the policy arena or the management arena, working on institutional change or policy change." Her groundbreaking career witnessed her becoming the first woman to run New York City's Health and Hospitals Corporation in 1985; later, she served as Deputy Assistant Secretary for Health in the Department of Health and Human Services under President Clinton and as dean of NYU's Robert F. Wagner Graduate School of Public Service. Since 2007, at the helm of the 169-year-old Academy, one of the nation's leading healthcare advocacy organizations, she has brought this experience to bear on systemic factors affecting the wellbeing of New Yorkers.



Dr. Jo Ivey Boufford

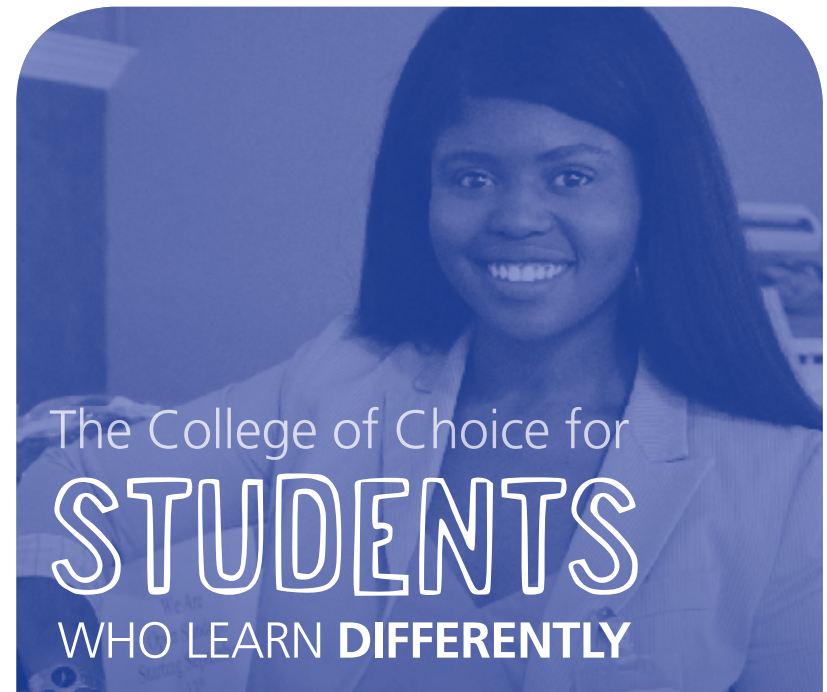
beyond its borders.

In the nineteenth century, the organization addressed many of the urban public health crises that we now associate with the developing world: sewage disposal, nutritional deficiencies of childhood, infectious disease prevention. More recently, and especially under Boufford's leadership, the Academy has expanded its approach. "We're working very far upstream in terms of realizing that the way in which people can prevent illness is by changing communities...It's fine and dandy to say eat well, to say exercise...but if you live in a community that doesn't have those resources available, we end up with 'victim blaming'" which is precisely what advocates strive to avoid. While many other healthcare nonprofits focus on more traditional notions of medicine such as clinical care and access, the Academy has been tackling broader determinants of health—education, housing, transportation.

Two major initiatives currently underway at the Academy focus on healthy aging and healthcare disparities. The former began as a pilot program in East Harlem, with the Academy asking elderly community members what they saw as challenges. Among those items at the top of the list was an opportunity to swim at public pools, which led to the establishment of senior swimming hours—first in Harlem and later throughout the city. A similar initiative on the Upper West Side resulted in earlier hours at the Apple Store, so seniors could learn how to use computers, and shopping assistance at Fairway Market. The goal is to make New York an "aging friendly" city. And while the Academy's work is focused on New York, Boufford observes that the city's size and prominence mean that the world is often watching, and initiatives spearheaded in New York have the potential to spread well

beyond its borders. Boufford is herself a product of the South. She was born in North Carolina and lived in Atlanta, Georgia, until age twelve, when her family relocated to New York City, then later moved again to Michigan. As a result, she attended large public schools, but also spent a year at the Chapin School in Manhattan, which gave her "a taste for women's education." That led her to Wellesley, then the University of Michigan, from which she earned both a BA in psychology and a medical degree. She was one of 25 female students in a class of 220. As a female student, she did not feel she faced overt discrimination, but rather "there wasn't a differentiation to recognize your presence"; for instance, at convocation, the dean welcomed the students as "gentlemen." Over time, especially during her early policy career, she grew used "to being the only woman in the room." Among her most significant mentors and roll models were two non-physicians: Ruby Hearn, a senior vice president at the Robert Wood Johnson Foundation, and Margaret Mahoney, a former president of the Commonwealth Foundation, who was "one of the first women in national philanthropy" and "someone who was clearly positive about women being engaged." She also admired former Montefiore President Martin Cherkasky, an early employer, who was among the first hospital administrators to "put his head above the parapet of his own institution" to emphasize the overall health of the city's residents.

Although Boufford's path has been anything but traditional, she urges those interested in healthcare policy or management to earn their medical degrees. "Medicine is a fabulous field to go into because it offers you a tremendous amount of flexibility," she says "You have your tickets in term of whatever you want to do." #



"At LC, techniques like active reading enabled me to comprehend and stay engaged with my reading and writing. These were critical to my successful internship with the U.S. Department of Agriculture, and my ultimate job offer there."

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Putney, Vermont

Gloria Austin*continued from page 23*

lost that sense of relationship with the animals we've depended so much on throughout history. We've replaced it by living in modern cities rather than farms, and using smaller animals rather than large ones. I guess it's the need for speed—and as we see the race to get into space and all sorts of things, man seems to be traveling faster and faster—as does information and technology.

How can horses be used as therapy animals?

They can be not only for the developmentally disabled or emotionally challenged, but it can also be used for neurotypical people as well. We use the horse for recreation or sport—in fact the animal allows men and women to compete in the same event. The first way that women got their footings in the Olympics was to compete on horseback since the horse was the muscle power. By the same token socially the horse has allowed me to enter circles that have been dominated particularly by men. The horse is the same in America as it is in Afghanistan, China, Europe. For handicapped people yes, just the physical movement of a horse can help stimulate individuals with mobility problems, can give them a sense of not only movement but also of that of powering above other people. Horses are elevated in height and can tower over the crowd, which is why we see policemen on horseback: for visibility and crowd control. You don't know what it is for someone who is in a wheelchair to all of a sudden be above their counterparts on the ground. The expression "looking down" comes from aristocrats looking down from their high carriages. So there are physical as well as social benefits. If a handicapped person can control a 1,200 pound animal, the sense of power and wellbeing one has of controlling something in their life, especially outdoors or in nature, can be empowering. Now they are in control and they can move through space with these large animals. There are physiological and sociological and all sorts of aspects of dealing with a horse that does not appear with smaller animals like cats and dogs. A horse is something that if you use it you will need to develop a relationship with it. It gives you a sense of power.

Where would you like to see the horse and carriage in ten or twenty years from now?

I'd like to see the horse incorporated more in academic institutions not only for their recreational and therapeutic value, but for their historic significance. Here we have a living artifact of history as well as these carriages which allowed people with handicapping conditions and those of us who are among the elderly to actually enjoy horses over their entire lifetime. In other words I gave up riding three or four years ago, but I am still capable of getting on a carriage and riding it. I'd like to see the horse in academia because when you are two or three generations away from practically using horses for transportation (from 1900-25, when we phased out the horse and carriage) it's easy to forget how things were. I'd love to see the horse preserved through academic institutions.#

Berklee College*continued from page 12*

daily to present a culminating concert of original music. "Every year it amazes me how these students are able to pull it off," said Liebman, "they're complete strangers on Sunday and then performing together as a unit by Thursday."

There were other performances as well. Liebman presented the opening concert alongside world-renowned pianist Kenny Werner, and two internationally recognized Boston based musicians: bassist John Lockwood and drummer Bob Gullotti. In addition, the attending teachers presented a concert of original music. Students were also given the opportunity to play together at jam sessions held throughout the week; one of which was held at Wally's Jazz Café, which is the oldest family-run jazz club in the country.

The IASJ is founded on the timeless idea of promoting brotherhood and peace across cultural and geographical borders using the common language of jazz. "My goal was to bring students together from everywhere to play, interact, and hopefully form lasting relationships and associations that would promote positive cross culture communication," said Liebman. Judging the responses from this year's attendees, it seems Liebman's goal was achieved. "The IASJ meeting was a week full of love and friendship among generations of musicians, traveling from all over the world for doing what jazz is all about: sharing. I enjoyed every moment," said Ronen Shmueli, Director of the Rimon Jazz Institute at the Rimon School of Music and first time attendee.

Next year, the IASJ will take place in Siena, Italy. Recent meetings have taken place in Lisbon, Portugal (2015), Cape Town, South Africa (2014), Arhus, Denmark (2013), Graz, Austria (2012), and Sao Paulo, Brazil (2011).#

Diana Bilezikian *Appointed to Faculty at Montclair*

Diana Bilezikian, a 1996 graduate and current Chapel Haven Community member, has recently been honored with an appointment to the Affiliate Faculty of Montclair State University in the Center for Autism and Early Childhood Mental Health. Diana is the author of *Dear Diana . . . Diana's Guide to Independent Living for Adolescents and Young Adults With Different Learning Styles and Special Needs*. When her book came out in 2014, she was contacted by Dr. Gerard Costa Director and Senior Lecturer at the Center for Autism and Early Childhood Mental Health, College of Education and Human Services, at Montclair. At his invitation, Diana has twice visited his graduate class, where she has answered questions and given first hand insight into what it is like to have a different learning style. As a result, a thriving relationship has been forged between Chapel Haven and Montclair. #

Alex Beard*continued from page 12*

New York City where he operated a studio and gallery. "I want to demystify the art world," he says, "I found Soho to be so pretentious. I was put off by the idea that art had become so cold and distant. Art should be warm and close." He operated his studio until 2009, which was when he made the move back to New Orleans.

Throughout his time as an artist, Beard has always written books. He says that his preferred method of storytelling is "parable based and moralistic" because he feels "everything should be about something" rather than just being "decorative" or "distracting".

Despite writing children's books, Beard says he doesn't write his books for children. "I write them for the parents," he says, "... I'm writing for that interaction of the parent reading to the child... I want to make the books challenging enough for the kids so that there is room for the parents to explain something." Though he finds technology fascinating, he feels that the "great book with paper pages" will never be replaced. "The experience of the dog-eared book... I don't think that will ever go away," he says.

Beard's parting advice is simple: travel. "I truly believe that it is imperative to travel. Go places you don't know the language or the people," he says, adding, "you don't have to go all the way around the world... just step out your front door!" #

Samantha Broccoli*continued from page 22*

Resumes that are poorly designed are terrible, because an application for a graphic design position has to be really perfect visually. Think of your resume as another piece in your portfolio.

If you're not in a place that teaches what

Marvin Leffler*continued from page 12*

York University, Harry Wood Bourne Chase. He took my call and gave me a statement to the effect that students should see what information would come out of the White House and in the interim should continue with their studies.

With that information in hand I told the printer to rip out the front page so that we could include the Chancellor's statement. This was time consuming but worth it because the NYU Commerce Bulletin on Dec 8, 1941 was the only college paper in the country to have a first day story on the war that was actually declared by Congress that evening after FDR's famous Day of Infamy speech.

By September of 1942 I had volunteered and spent the next 31/2 years in the service but the fact that I had my degree and knowledge of journalism stood me in good stead. I went on to publish base newspapers wherever I was stationed while also performing my military duties.

Why did I write this piece? Mainly to memorialize the events of December 7, 1941 but also to show how valuable education can be when it combines extra curricular pursuits with academic knowledge. To this very day I continue to use my journalistic training and I firmly believe that all college students should develop skills and knowledge that takes them beyond their immediate professional goals, no matter what they may be. #

you need, learn it yourself. Bowdoin College didn't teach Photoshop, typography, graphic design, or anything that I currently do, but I started teaching myself and bought a tablet and did some independent studies. Internships are great.

Have side projects, be passionate, and be punctual, but that applies to life in general too.#



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Juvenile Incarceration

continued from page 10

produces the best outcome. The various studies that I have reviewed suggest that placement in correctional facilities does not deter repetition of criminal behavior and, in a number of instances, such incarceration increased the likelihood of further criminal behavior. Moreover, as with adults, incarceration of juveniles is costly. The Pew study mentioned that the 2012 annual cost for juvenile incarceration was \$179,400 in California (which was not the most expensive state) and \$85,549 in Virginia. Unfortunately, the States have not yet established adequate alternative environments with proper supervision and counseling, and progress seems to be glacial, irrespective of the significantly higher costs of incarceration. Hopefully, in time, adequate appropriate environments will be established, which should result in lower costs to the taxpayers and better results.

There appears to be a healthy and growing trend to treat juveniles differently from adults, understanding that criminal behavior can be more easily moderated and, even, eliminated by treating juvenile criminal behavior more aggressively and with proper counseling and other methods, which would not be as effective in an adult population. Even the U.S. Supreme Court has recognized this difference. The Court, earlier this year, in the case of *Montgomery v. Louisiana*, reemphasized that juveniles are required to be treated differently from adults.

Montgomery, in my view, was not a landmark case and merely determined that the Supreme Court's 2012 decision in *Miller v. Alabama* was to be applied retroactively. *Miller* held that an automatic life sentence without the possibility of parole, when applied to a person who committed a crime when under the age of 18 (a "juvenile"), was cruel and unusual punishment under the Eighth Amendment to the Constitution and, therefore, unconstitutional.

The Court in *Montgomery* said: "children are constitutionally different from adults for purposes of sentencing. These differences result from children's diminished culpability and greater prospects for reform, and are apparent in three primary ways:

"First, children have a lack of maturity and an underdeveloped sense of responsibility, leading to recklessness, impulsivity, and heedless risk-taking. Second, children are more vulnerable to negative influences and outside pressures, including from their family and peers; they have limited control over their own environment and lack the ability to extricate themselves from horrific, crime-producing settings. And third, a child's character is not as well formed as an adult's; his traits are less fixed and his actions less likely to be evidence of irretrievable depravity.

"As a corollary to a child's lesser culpability, . . . the distinctive attributes of youth diminish the penological justifications" for imposing life without parole on juvenile offenders. Because retribution relates to an offender's blameworthiness, the case for retribution is not as strong with a minor as with an adult. The deterrence rationale likewise does not suffice, since the same characteristics that render juveniles less culpable than adults — their immaturity, recklessness, and

Dr. Betty Rosa

continued from page 11

in Puerto Rico.

Testing, Dr. Rosa believes, is still tied to a pen and paper model, while assessment is more akin to judgment, having a bigger "tool box" to use to assure that students acquire and use "critical thinking and creativity." "We kill creativity by the third grade by holding kids to a narrow, one-size-fits all education model." Assessment, she adds, can be "an idea, an opinion" and not just a measurable record of achievement. She is particularly keen on factoring in performance — what students can do. For example, she is an advocate of project-based learning. In the middle school with which she was associated in the past the largely Salvadorian population was put to task building a home, a project that required research, learning about cost analysis and other budgetary matters, mastering graphic design and engaging in demonstration. This kind of applied learning is what she feels is not fully appreciated by the wider education and parental community that still holds to "deficit models" of the past. Deficit models penalize students who don't make the mark and thus represent a "system that labels kids failures." As an example, she mentions a young man at the Center for Discovery in Sullivan County, NY an association that provides service to "children and adults with severe disabilities, medical frailties and autism spectrum Disorders." The young man became a "creative learner" and was able to enter the workforce designing and demonstrating a wheelchair improvement he made, without being held back and not being forced to write up his project. Others did that for him, she adds, and he was able to go on to have a life without being stopped by old way "obstacles." "We've become obsessed by college ready," but what about "career ready"? Too many four-year colleges are mere extensions of high school, and do not present marketable skills for a diverse population. What about a B.A. in electronics, say, a prime example of applied learning?

What Dr. Rosa would like to see during her tenure as chancellor is "fewer standards but deeper learning." She'd like learning to be appreciated more as long-term learning. She would "streamline" curricula and "focus on critical and creative thinking." I want to see a system that values the diversity of student interests" and that creates "opportunities for kids." #

impetuosity — make them less likely to consider potential punishment. The need for incapacitation is lessened, too, because ordinary adolescent development diminishes the likelihood that a juvenile offender forever will be a danger to society. Rehabilitation is not a satisfactory rationale, either. Rehabilitation cannot justify the sentence, as life without parole forswears altogether the rehabilitative ideal."

* * *

"[However,] a sentencer might encounter the rare juvenile offender who exhibits such irretrievable depravity that rehabilitation is impossible and life without parole is justified. But in light of children's diminished culpability and heightened capacity for change, *Miller* made

Letters to the Editor

continued from page 2

HASTINGS, MN

Dyslexia in the Prison Population

To the Editor:

Thank you for your research on dyslexia statistics. I look forward to seeing it in greater detail—for a college assignment and for my own curiosity.

Corrie Kropelnicki

IBARA, ECUADOR

Don't Blame Teachers for Shortcomings of Teacher Prep Programs

To the Editor:

Dear Dr. John Russell, greetings from Ecuador. I have read your column and came to a question: What guides your teaching work as an institution? In my country some teachers say we are guided by Jean Piaget, others say by Ausubel and others will say Vygotski.

Dennis Mauricio Cevallos

HAMILTON SQ, NJ

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

To the Editor:

Most interesting subject.

More appropriate heading: First woman to anticipate programming for computers.

The Analytical Engine was never completed, but I saw a partial construction of Babbage's design in a London museum.

The lady is most often referred to as Ada Lovelace.

Victor Auerbach

NEW YORK, NY

Sandra Makielski, Educator

To the Editor:

I'm 45 but I want to go back to school and be in Sandra's class!!! Very inspirational!

Jacqueline Mullen

KEYSER, WV

College Board President Gaston Caperton Speaks Out on Living with a Learning Disability

To the Editor:

This is a great example of over coming a disability of any kind with help and encouragement from other people.

Mary Mowen

TEANECK, NJ

Dr. Mary L. Farrell, Director, Regional Center For College Students With Learning Disabilities, Fairleigh Dickinson University

To the Editor:

How lucky so many of have been, to experience, first hand, Dr. Farrell's teaching skills. She is not only an expert in the field but her warmth and compassion for her students promotes not just their ability to read but their general love of learning. As a Psychotherapist in Teaneck

clear that appropriate occasions for sentencing juveniles to this harshest possible penalty will be uncommon."

I, for one, find it difficult to disagree with the Court. #

Alice Dreger

continued from page 10

attempted to censor an article in a journal she'd edited—a piece about consensual nurse-patient sexual contact in 1978. She sees this as "part of a trend" in which corporate branding has invaded education. The irony of the case was striking—as the two fields in which Dreger is most engaged are intellectual liberty and the rights of sexual minorities. "Academic freedom is the opposite of branding," she argues. "Hospitals used to be run by physicians, universities by academics... Now, in many cases, they're run by MBAs on a corporate model... to protect the dollar." *Galileo's Middle Finger* recounts other recent episodes in which personal agendas, mob mentality and a sheer disregard for empirical evidence have led scientists to reject sound academic work.

As an educator, Dreger sees her primary objective as teaching humility. "My whole goal [is] to get students to understand that people who made mistakes before us, for the most part, weren't evil." Even many of those who performed unnecessary and nonconsensual surgeries on intersex infants, to conform the appearances of their genitals to preconceived norms, were "well-intentioned," she acknowledges, merely "wrong-headed." She believes that a similar overconfidence drives many current providers to "value intervention rather than care" in the delivery of medical services. "You see it at birth; you see it at death; you see it everyday in the clinic... My physician assumes I'll be unhappy unless I leave with something"—such as a prescription. "I'm happy to leave with knowledge." (Dreger notes that her husband, Aron Sousa, is acting dean of medicine at Michigan State; she seeks to ally with doctors to improve care, rather than against them.)

"If we look at what went wrong in the past, it's not because [our predecessors] were fundamentally different from us," observes Dreger. Rather, hubris—all too common in medicine—often led them astray. "Intellectual humility makes better physicians," says Dreger. "You have to be very careful about what you know—and especially about what you don't know." #

for 30 years, I have referred many children to her program. I have also experienced the gift of 'Mary' who has worked personally with members of my own family. We see her as a shining star.

Carole Rothstein

ARLINGTON, MA

The Road to Becoming a Piano Tuner

To the Editor:

David what a great story! I'm your age and about to retire. I have a grand piano and I have an excellent Russian piano tuner. I can tune unisons but would like to learn how to tune a piano just for the fun of it. Can you recommend how to do that in the Boston area? Thanks. BTW, the music school you went to is spelled Berklee, not Berkeley which is where I went to grad school. ;-)

Joe Provino

Lumen Vitae Abundantiorem

Illuminating the Life Abundant

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