

EDUCATION UPDATE

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MICHELLE ANDERSON



REBECCA A. SEAWRIGHT



CHERYL WILLS

WOMEN SHAPING HISTORY 2017



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STANTON

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THE EDUCATION
UPDATE



ZORA NEALE HURSTON



ROSEMARIE SINCLAIR



ELLEN OCHOA

WOMEN SHAPING HISTORY 2017

PRES. MICHELLE ANDERSON BROOKLYN COLLEGE



By LYDIA LIEBMAN

Brooklyn College has a new president: Michelle Anderson, a graduate of Yale Law School, who previously served as the Dean and Professor of Law at the CUNY School of Law. Her experience in law has influenced her in her new role; particularly in the early days when she embarked on a listening tour of the college. "There are procedural aspects of law that are very important for a president of a college," President Anderson remarked, adding that in particular, the idea of due process is specifically important. "People want to be noticed and have the opportunity to be heard." To hear what the people were saying, the new president spent the first three months of her tenure on a listening tour of the campus. During this period, she asked the stakeholders in the college (alumni, faculty and students) to talk about what they saw as the identity of the campus, the culture of the campus and the challenges it faces. "I think it was very important in terms of establishing credibility on the campus and also in giving me an insight into how people understand what Brooklyn College is and what it has to offer," she said. After meeting with hundreds

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REBECCA A. SEAWRIGHT NYS ASSEMBLY



THE LONG BATTLE FOR WOMEN'S RIGHTS

In the last *Education Update*, I wrote about the uncertainty on what the future holds for our country's education system when it comes to education policies, funding and the support needed to ensure that our nation remains competitive. Federal funding and support for public and higher education is the lifeblood of our democracy that supplements the ongoing responsibilities of individual states. At the same time, we spent much of the month of February in Albany analyzing the Governor's 2017/18 State budget. As a Member of the Assembly Education Committee, I will continue to advocate for increased support and resources for our public schools and higher education institutions.

As we enter the month of March – Women's History Month - we must take a moment to commemorate this monumental period that we are in. This year marks a hundred years since the Women's Suffrage movement. In a way, it is also an end of an era due to the death of the plaintiff in the Roe v. Wade, a Supreme Court case that put women's reproductive rights on the

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ELLEN OCHOA NASA ASTRONAUT



By ADAM SUGERMAN

Before becoming a NASA astronaut and leader of the Johnson Space Center in Houston, Dr. Ellen Ochoa researched the behavior and characteristics of light while pursuing her graduate degrees at Stanford University and then continued her professional career as an engineer and physicist. She became an expert in the field of optics where she and her colleagues invented as well as filed patents for an optical system that detects defects in repeating patterns, an optical object recognition method that identifies images and targets accurately, and a method for removing noise from images.

With the System for Enhancement of Optical Features, Ochoa and Stanford physicists Joseph Goodman and Lambertus Hesselink created a system that allows cameras to adjust images in real time using advanced laser light. The system allows users to set up optical devices to ignore or enhance elements of an image based on specific detected electromagnetic wavelengths. Prior to this advancement, researchers had to use the time consuming tasks of digital techniques to inspect two-dimensional fields that commonly utilized dual scanning microscope

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LETTERS TO THE EDITOR

ORELAND, PA

Can Employees Express Political Views in Public Schools?

To the Editor:

Thank you for this. All of my teachers have democratic signs in their classrooms and as a conservative I find this frankly unprofessional. Now that I know that it isn't allowed is even better. Time to complain to my principal!

Brian C.

QUEENS, NY

Education in the Age of Trump

To the Editor:

NYS Assemblymember Rebecca Seawright

asks the appropriate questions of the Trump administration. Unfortunately, like other pro-corporate politicians, President Donald J. Trump has picked an anti-public education stalwart in Betsy DeVos. This may be the worst "education leader" pick since Republican Michael Bloomberg selected Cathie Black to be NYC School's Chancellor. Like Black, DeVos is devoid of any legitimate qualifications to lead an important institution like the Department of Education. Like Black, DeVos never sent her children to public schools, public colleges or wrestled with the mental trauma of thousands of dollars in student loans. Like Black, DeVos

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DREAM MAKER

Alia Tyner-Mullings

Assistant Professor, Statistics, Sociology
Stella and Charles Guttman Community College

HER STORY

Creates tools to help students apply what they're learning.

ACCOMPLISHMENTS

2014-16 Spencer Foundation grant with two colleagues to study 10 high schools measuring student accomplishment with portfolios, not high stakes regents exams.

GOAL

"I want my students to see the world in terms of larger sociological concepts."

CUNY★AMERICAN DREAM MACHINE

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

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WOMEN SHAPING HISTORY 2017

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

We asked each of them to answer the following questions:

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

CHERYL WILLS NY1 NEWS REPORTER, & HOST OF "IN FOCUS"

CAREER PATH: My love for the written word and reporting has inspired my current career path. As a child, I exhibited an early appreciation for writing compelling stories and I am very thankful that I remained faithful to my heart's passion.

As an anchor and an author, I exercise my skill-set with enthusiasm. I also appreciate the opportunity to visit schools and encourage students to dream big and identify their innate talents and gifts.

CHALLENGES: My greatest challenge was overcoming the untimely death of my father. Clarence Wills, a New York City firefighter and married father of five, was killed in a fiery motorcycle crash in 1980. I was only 13 years old. I was traumatized by this event and it had the ability to cripple me emotionally. I had to fight back and face my grief and all of the lingering fears associated with it - so I could walk confidently in the direction of my dreams. It wasn't easy but step by step I did it. My other challenge was breaking into the broadcasting industry. It wasn't easy to get that first job and it was even more challenging to get on air as a reporter. But I persisted. It took 25 years, but I was just named the host of a talk show, "In Focus with Cheryl Wills". It's a dream come true but it took a lot of hard work to get to this point.

ACCOMPLISHMENTS: I am most proud of locating my ancestors who were enslaved during the antebellum and Civil War era. Sandy Wills (1840 - 1889) and his wife Emma Wills (1850 - 1901) are my great-great-grandparents. Their amazing story from slavery to freedom during the Civil War era was lost to my family for more than a century. Thanks to my painstaking research, I discovered that Grandpa Sandy was a soldier who fought in President Lincoln's army from 1863 to 1865. I'm also the first in my family to learn the origin of



our surname: Wills. It was due to slave trader Edmond Wills of Tennessee. He purchased my ten year old Grandpa Sandy at auction. This is the greatest accomplishment of my life - to have uncovered a lost legacy that is so full of lessons for children today.

And to have written numerous children's book about their heroic legacy is deeply gratifying and humbling.

MENTORS: My mom, Ruth Wills, is the most influential mentor in my life. When my father died, my mother became both a mother and father. My mother was a lioness who refused to allow the cruel winds of fate to destroy her children - even though they were fatherless. My grandma Opal is also a mentor - she taught me how to be strong and brave in the face of tragedy.

TURNING POINT: The turning point in my life came in 2009, when I discovered the long lost legacy of Grandpa Sandy and Grandma Emma.

They are the wind beneath my wings and their heroic stories whisper to me from the grave.

Once I discovered their story, I realized just how lucky I was to be a free woman and the incredible price that was paid for the freedom

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ERICA JONG WRITER, NOVELIST, POET, TEACHER; FOUNDER OF BARNARD COLLEGE POETRY CENTER

CAREER PATH: I've always wanted to write books for women that did not yet exist and I am still on that road, writing fiction, non-fiction and poetry.

CHALLENGES: When I started out as a writer I had no idea that there was still so much prejudice against women. After my first few books were published, I began to see the onslaught of prejudice. It took me a while to get my sense of humor back and go on.

ACCOMPLISHMENTS: That I continued writing despite sometimes savage criticism. That I created opportunity for other women writers through mentoring, teaching and the Erica Mann Jong writing program at Barnard College. That I've continued to speak out for feminist transformation in our society.

MENTORS: There have been many. My grandfather who was a brilliant painter, my mother who was also a brilliant painter and a passionate reader of poetry, fiction, science. Teachers at Barnard like Maristella Lorch and James Clifford and Robert Pack. Many writers who mentored me like Henry Miller, John Updike and Anne Sexton.



TURNING POINT: The greatest turning point in my life was the birth of my daughter, Molly, who has become my best friend.

GOALS: To go on reinventing literature for women and men. To see my favorite books like FANNY turned into dramatic adaptations, and to create new work that will inspire a new generation.#

ROSEMARIE SINCLAIR COUNCIL OF SUPERVISORS & ADMINS., ASISTANT DIRECTOR OF OPERATIONS

CAREER PATH: I came to the New York City Department of Education in 1987 to teach math at John M. Coleman IS 271 in Ocean Hill, Brownsville, but I ended up a science teacher due to an instructor shortage. Eventually, I earned a Master's Degree in Science Education, but I soon took the advice of my principal to become a school administrator. My father had urged me to embrace opportunity. Inspired by him, I received a post-Master's degree in School Administration, and served as an Assistant Principal at IS 271 for three years, then Principal for six.

When opportunity knocked again, I embraced it and moved to the Brooklyn Integrated Service Center, where I wrote grant proposals and managed grant funded programs in three school districts. Over my eight years as a grants manager, I secured more than \$19 million in grants and managed close to \$30 million in grants to various schools. I was able to do more good for more people than I had ever imagined I would.

Because I am a champion of the rights of school leaders, I became active with my union, the Council of School Supervisors and Administrators (CSA). Over the years, I served as district chair, assistant chair, and member



of the Legislative Committee. In February of 2017, I accepted the honor of becoming Assistant Director of Operations with CSA.

CHALLENGES: As a teacher, my greatest challenge was striving to motivate students to understand the importance of learning even though many of them came from situations where education wasn't embraced as a path to future fulfillment and success. I emphasized the

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WOMEN SHAPING HISTORY 2017

A WOMAN I ADMIRE: ELIZABETH CADY STANTON

By DIANA BILEZIKIAN

You see, it was 1815, a very long time ago, long before any of us were ever even born in Johnstown, New York, a gloomy-looking town that covered beneath poplar trees. They stalked down the main street, unbending, stiff with pride. In the spring, they let loose thousands of dangling yellow inchworms, which dropped, like an obscene kind of weather, on people passing beneath. Yuck!

It was Elizabeth Cady Stanton who wanted women to have exactly all of the same rights as men, including voting. Back then in those days, it was that the husbands went off to work for the day while the wives stayed at home, cooking, cleaning, tending the children, paying the bills, whatever. I guess men could also do things like that if they wanted to. But you see, back then in those days, unfortunately, girls and women really didn't seem to count for very much like boys and men did. Elizabeth had never heard of anything so ridiculous in her whole life. Even her father wished she were a boy when she'd won a prize for Latin. Sometimes Elizabeth got to visit her father Judge Cady in his law office as he was a lawyer. Sometimes there, she was even allowed to sit in a corner of the room and listen to his clients as they poured out their problems. Often she got angry, particularly if the clients were women. Her father seldom seemed able to help women. Flora Campbell, for instance, had bought her family's farm with her own money, but when her husband died, he had willed it to their son. And he didn't take care of it. What was more, he was mean to her. What could she do? Nothing, Judge Cady replied. When she married, she became, in the eyes of the law, an "extension" of her husband. All that she owned, all that she earned, even her children became her husband's property to do with as he chose. And he chose to give the farm to a good-for-nothing son. As soon as Flora Campbell left, Elizabeth exploded. (She sure must have been mad. Like Queen Victoria, I'll bet she, too was definitely not at all even one bit amused. Oh, dear.) How could the law be so unfair? she asked. Judge Cady took down from his shelves a big law book and showed Elizabeth the law in print. There was only one thing to do, Elizabeth decided. She would cut that law right out of her father's book. No, her father said. That would do no good. Not even if she cut the law out of all the copies of the book in New York State. The law was made by legislators--all men--in the state capital at Albany, and only they could change it. Elizabeth couldn't do a damn thing about it even if she wanted to. She was stuck with that ridiculous law whether she liked it or not. Still, she had never heard of anything so ridiculous like that.

In another good book called *Girls Can Be Anything*, Adam and Marina were best kinder-



garten friends, always having lots of fun together during Free Time. Usually, Marina liked the ideas that Adam came up with, but when he began to say, "Okay, now, Marina, we will play hospital. I will be the doctor and you will be the nurse," but this time, she spoke up, "I want to be the doctor, too." "No," he disagreed with her. "You can't be the doctor if I'm the doctor. There can't be two doctors." So, she suggested, "Well, then, why don't you be the nurse and I'll be the doctor?" "No," again he disagreed with her. "That's not the way it goes. Girls are always nurses and boys are always doctors. That's just the way it is. Could I have the stethoscope, please, nurse for examining the patients?" He had already put on the white doctor costume that was in the costume box. Marina was shocked. How could her friend say such a ridiculous thing like that? she wondered. That night at dinner, she told her parents about it for some help. Her father, happy to help her, reminded her, "Of course, girls can be doctors. Your Aunt Rosa is one, a surgeon, a doctor who operates on people. That's hard work, you know, but that's just what she is." So, the next day, that's just what Marina told Adam. So, now, he believed her. Whenever he assumed all along that girls couldn't do anything that boys could do, she got some help from her parents for some best results, convincing him that girls could be anything as long as they got some good job-training for it and so could boys- good point! Now, he understood completely that girls could be anything- how true! He learned from his mistake and also...

Now, Elizabeth Cady married Henry Stanton, having seven lively children of her own. With a little help from her good friend Susan B. Anthony, she began a good battle for "Women's Rights," with enough helpful speeches. And guess what?! Pretty soon, in 1902, when Elizabeth had passed away, not only was her name forever associated with the fight for woman suffrage, but also, women were given the right to do anything that men were given the right to do, including voting, working for a living, governing, becoming doctors, building houses, driving cars, becoming street construc-

A LITERARY GIANT REVISITED: ZORA NEALE HURSTON FROM ALABAMA TO BARNARD COLLEGE

By LYDIA LIEBMAN

Zora Neale Hurston, born in 1891 in Notasulga, Alabama, is considered one of the most important writers of twentieth-century African-American literature. She was an integral part of the Harlem Renaissance.

In 1918, Hurston attended Howard University, where she became one of the earliest members of the Zeta Phi Beta Sorority. At Howard, she co-founded Howard's student newspaper *The Hilltop*. In 1925, she was offered a scholarship to attend Barnard College. Upon her acceptance, she was the sole black student there. She went on to earn a degree in anthropology and eventually went on to pursue a graduate degree in anthropology at Columbia.

During this time, her literary career began to blossom. In 1925, when Hurston arrived in Harlem, it was the peak of the Harlem Renaissance. Her, along with Langston Hughes, Wallace Thurman and others referred to themselves as the "Ni**erati" and produced *Fire!!*, a literary magazine. In 1929, she moved to Eau Gallie in Florida and wrote *Mules and Men*, which was published in 1935.

The 1930's proved to be successful period for Hurston as she produced a plethora of well regarded short stories, novels and musical revues. Hurston's first three novels *Jonah's Gourd Vine* (1934), *Their Eyes Were Watching God* (1937) and *Moses, Man of the Mountain* (1939), were published. In 1937, she was



awarded a prestigious Guggenheim Fellowship.

She was published in periodicals such as *The Saturday Evening Post* and *The American Mercury* in the 1940's and *Seraph on the Suwanee*, her last published novel, was published in 1948.

Upon her death in 1960, much of her work faded into obscurity until 1975 when Ms. Magazine published Alice Walker's essay "In Search of Zora Neale Hurston". This essay reinvigorated interest in the author and many posthumous honors were bestowed upon her.

A pivotal figure of African-American literature, she influenced writers such as Gayle Jones, Toni Cade Bambara, Ralph Ellison and Alice Walker and Toni Morrison, among others. #

Ellen Ochoa

continued from page 2

systems along with algorithms to compare and detect patterns.

While working at the Sandia National Laboratories, Ochoa, George Schils, and Donald Sweeney, developed the Position, Rotation, and Intensity Invariant Recognizing Method which allows devices to identify images and targets accurately by using data they

receive from objects' movement and light output. This method expanded the use of existing holographic pattern recognition systems that identified targets rapidly by matching it to information already stored in holographic templates. The limitation in the existing system was that the target images had to match the template exactly, including in scale, rotation, and angle of view. With this new method, the target could be identified regardless of position, brightness, and rotation, even in cases where the target is partially blocked from view. A filter was used to dissect the target image and the resulting hologram was recombined and recomposed using an algorithm called spectral integration.

Ochoa collaborated with Sandia's Jan Allebach and Donald Sweeney to patent the Optical Ranked-Order Filtering Using Threshold Decomposition, which is a method for noise removal in images. This invention allows devices to filter two-dimensional images to the specification of the user by ranking the intensity of image pixels. The user can calibrate the device to remove the noise, which in this case are the parts of the image outside the desired range of intensity, to produce a clearer image. #

tion workers, becoming presidents, becoming airline pilots, playing baseball, there was absolutely nothing at all that women were strictly forbidden to do that men were permitted to do. And as for the men, they, too were given the right to do anything that women were given the right to do, including, cooking, cleaning, tending the children, sewing, becoming nurses, becoming school teachers, becoming hairdressers, there was absolutely nothing at all that men were strictly forbidden to do that women were permitted to do. #

Diana Bilezikian is on the faculty of Montclair State College and is a community member of Chapel Haven in Connecticut.



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TO TEACHER, TO
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The Child Mind Institute Launches Summer Program

Watch the complete online video interview at:

EDUCATIONUPDATE.com

Transcribed By LYDIA LIEBMAN

Education Update sat down with Dr. Mandi Silverman, the Clinical Psychologist and Michelle Kaplan, the Clinical Social Worker behind the new Child Mind Institute Summer Program.

Dr. Pola Rosen (PR): Given the fact that we're in a changing environment of leadership in the United States, what's the best thing you suggest be done for kids with special needs?

Dr. Mandi Silverman (MS): We here at the Child Mind Institute are focused on providing evidence based care to children with mental health difficulties. What we aim to do with our summer program is help children maintain the gains that they've been achieving over the course of the school year. When school ends in June we have them with us in July. We provide any boosters or additional support in August so that they are ready to begin the year again in September. We want to make sure children are getting the best support they need for their behavior and social difficulties.

Michelle Kaplan (MK): I think a big part of the work we do with children is parent sup-



(L-R) Michelle Kaplan & Dr. Mandi Silverman

port as well so our summer program will offer weekly parent training. For 90 minutes a week we'll be going over the skills we are teaching these kids everyday so that they can reinforce the behaviors at home. We actually invite all caregivers to participate in training. The more caregivers involved, the better the outcomes. We are going to offer ongoing parent training

and ongoing consultations even after the program is over.

PR: What is the importance of a small student-teacher ratio at the Child Mind Institute Summer Program?

MS: The child-adult ratio is three children to one adult every single moment of the program. It really gives a high level of clinical support and intervention so that children, throughout the course of the day, as they're engaging in structured and non-structured activities, are really getting the support they need for specific goals. We're never going to stop reminding them or reinforcing their progress.

MK: One thing to add as to who our staff are: we're the program directors but we also have other clinicians and psychologists who will be head teachers in the classroom. We're bringing on a special education teacher as well that's going to be providing ongoing learning support in the morning. The councilors are all going to be psychology undergrad or grad students that are looking to get more experience in this field. We're going to provide a lot of training and coaching to help them work one to one with the kids.

Lydia Liebman (LL): What differentiates your program from other similar programs for children in the 5-9 year range?

MS: One thing that differentiates us from other programs is that, similar to other programs here at the Child Mind Institute, we are an evidence-based practice institution. That means that what we're doing in this program is that we're following a manual that's been supported by a ton of research that says not only is this effective but it can be done summer after summer, it's helpful for children and families at home and in school... so we are really staying in line with what the literature is telling us is helpful and effective. The other thing is that we are going to be based on the Upper East Side and it's the only program of its kind in that location. It's being held only in July so that families can enjoy August and the rest of their summer.

PR: How many children do you anticipate will enroll in the summer program?

MS: We hope to have anywhere from 24 to 36 children. It would be up to 12 children per group and they would be age matched.

MK: A big part of our program is helping kids develop social skills. We want to help them build up their self-esteem so that they start to feel really good about being in a program and making friends. These are kids that may have been kicked out of camps in the past or struggled with after school activities. We want them to come away from this program feeling good about themselves.

PR: How do you track the progress of children in the summer program?

MK: We love data and we track everything. We'll be getting measures from parents and teachers about how their children are doing pre-program and then after the program. Daily we will be tracking progress. All kids will be working toward different behavioral goals. They'll be getting points literally every time they're doing something. If they're following direction they'll get one point, for example. This will translate at the end of the day to rewards. We will then track that data and show parents.

PR: How do you train parents to do the "right" thing with special needs children?

MS: We really try to meet parents where they are and with their specific struggles. We teach them what the actual skills are from an intellectual standpoint. As they start to slowly and gradually implement skills at a time we then make sure that they're asking questions and are able to practically help them apply the skills and manage their own stress in doing so. When parents are intervening with behavior there's a very disruptive component to it, which is then very stressful for families. It's really teaching them the skills, helping them implement them and then coaching and helping them manage the feelings that come with it.

PR: What would you advise parents who use negative reinforcement to regulate their children's behavior?

MS: Time outs or punishment techniques are certainly part of the intervention strategy. But we like to think of intervention for behavior as a pyramid. At the bottom, the foundation is the positive enforcement and at the top is the removal of privileges. So it's part of the picture but we advise parents to view it as the salt on the meal. With positive behavior support we want to talk to the parent about catching the child being good so she's really changing her focus to the positive behaviors rather than the negative ones.

LL: What are your hopes for the Child Mind Institute Summer Program?

MK: We're really excited about this being our first program. Our hope is that we can expand age ranges over time. Right now we are targeting kids ages 5-9 but we would like to go older and younger to meet the needs of more kids. We're thinking about the option of expanding the time from three weeks to a longer period. #

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Diverse Lives - Diverse Abilities: A Film Festival

By KAREN KRASKOW

The ReelAbilities Film Festival, now in its 9th year, focuses our thinking, and our hearts and minds, on the stories and artistic expressions of people with varying abilities, made by and about people with disabilities. The NY event (it travels to over 15 other cities in the US and Canada) will be held from March 2nd to 8th at the JCC on Amsterdam Ave. and 76th St. as well as over 35 venues in the metropolitan area. In these 7 days, the audience will surely be moved by films (there will be over 100 screenings to select from), panel discussions following each - featuring the film's performers, and professionals in the particular field the film shed light on - as well as performances of dance and an art installation. Below are a few of the themes and situations the protagonists encounter - for a full listing see ny.reelabilities.org, where tickets can also be purchased (or by phone at 646 505 5708).

In *My Feral Heart*, a young man with Down Syndrome is thrown by the loss of a loved one, into a daunting new environment ... but not without support from a feisty, streetwise caregiver, a local heir dealing with his demons, and friendships that carry him through trials bordering on disaster.

In *American Veteran*, we see a courageous story of survival by Army Sergeant Nick Mendes, who despite severe physical injury and PTSD, maintains clarity of mind and spirit, along with a sense of humor and purpose.

On closing night, *How Sweet the Sound: The Blind Boys of Alabama* will present a frank



view of life on and off the road of the legendary gospel quartet, who met as children in a segregated vocational school in the 1930's and achieved success on the 'gospel highway,' culminating in the receipt of Grammy Awards.

Other themes touched on (and we will be touched by) in this moving abundance of rich themes are: the fight against use of electroshock in a psychiatric hospital, where paint, dogs and love are sought to be substitutes (Nise: *The Heart of Madness*); the formation of a swim team, whose

swimmers are teens (from a variety of ethnic backgrounds), with autism, who compete in state and national championships (*Swim Team*); and a love story: a young couple, both dealing with a disability, who bribe their care worker into enabling them to experience time alone, despite the objections of those bent on keeping them apart (inclusive of the law) (*Sanctuary*).

The Festival can be seen at venues such as Lincoln Center for the Performing Arts, The Metropolitan Museum, many New York Public Libraries, in all five boroughs as well as Long Island, Westchester and Rockland counties. A special evening of shorts from ReelAbilities will be held at Pace University on March 23rd (at 3 Spruce St., Bianco Room - Level B) starting with a reception at 5 p.m. and screenings from 6 - 9 p.m. It will also feature a panel of distinguished professionals in the field of disability, responding to the films, with the audience. RSVP to lawlerj@aol.com (Prof. James Lawler) or call 212 - 346 - 1013 for this event. #

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Keynote, Dr. Shefali, Being Mindful for Joy in School and Harmony at Home (7:30pm - 8:30pm)

We are also extremely excited to welcome renowned author and speaker, Dr. Shefali Tsabary. She will be presenting on new ideas in mindfulness and emotional intelligence that you can use at home or in the classroom. Seats are limited! We highly encourage you to pre-register for this event if you'd

like to see Dr. Shefali's presentation, as we expect full attendance!

Dr. Shefali Q&A and Book Signing (8:30pm - 9:00pm)

You may bring your copy of *The Awakened Family* or purchase one at this event. Supplies are limited.

About Dr. Shefali

Dr. Shefali Tsabary is an international speaker, clinical psychologist, and acclaimed author of the award-winning book *The Conscious Parent*, and her new release, *The Awakened Family*. She blends eastern mindfulness with western psychology, integrating wisdom from both traditions. Her first book, *The Conscious Parent*, has been endorsed by Oprah as one of the most profound books on parenting she has ever read.



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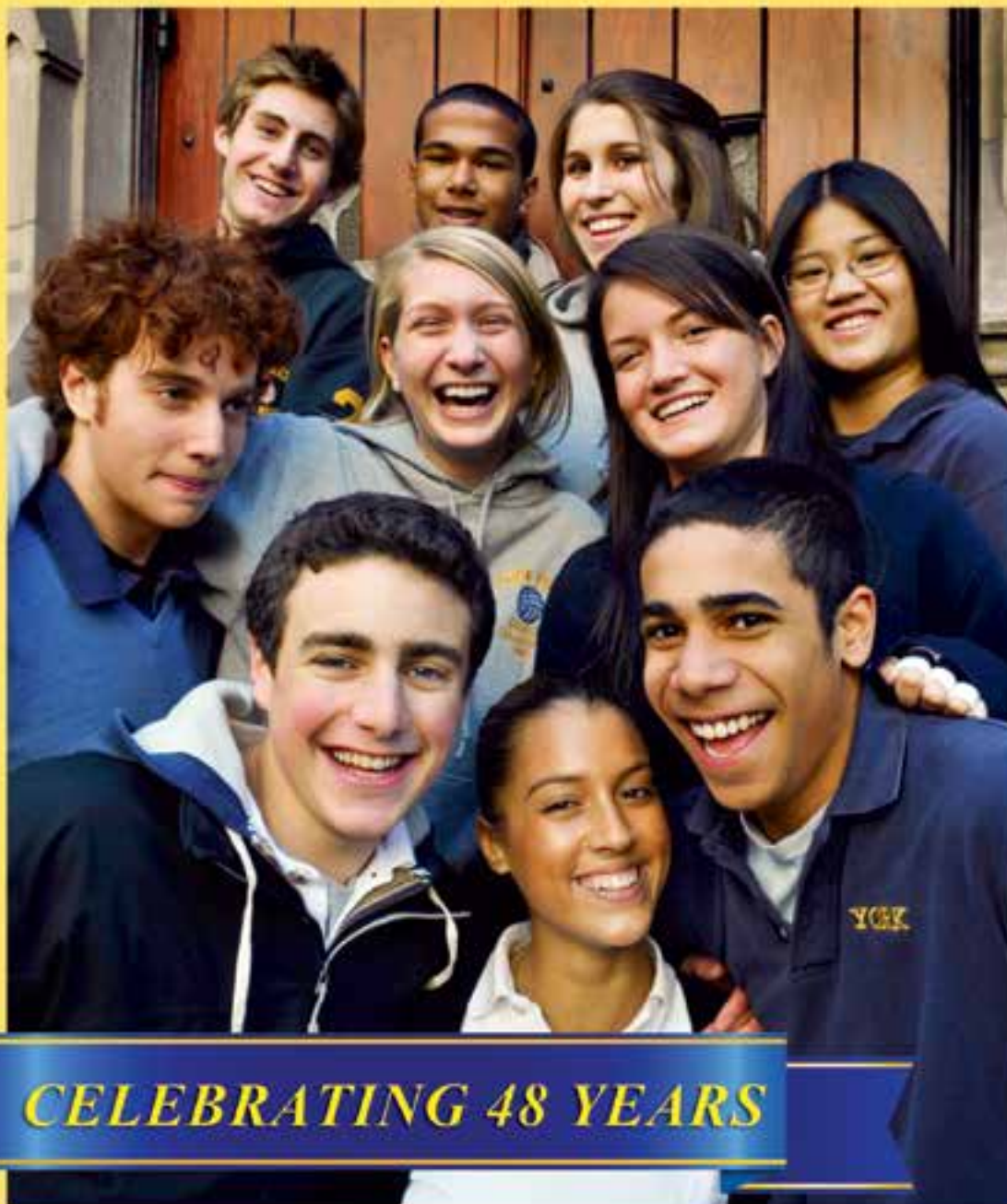
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LAW & EDUCATION

ADJUNCT FACULTY AT
COMMUNITY COLLEGES

By ARTHUR KATZ

According to the American Association of University Professors (“AAUP”), more than half of all university faculty appointments are part-time. At four-year colleges, such faculty may be classified as adjuncts, part-time lecturers or graduate assistants. These positions are non-tenured and contingent. According to the AAUP: (i) non-tenured appointments are increasing and now account for over 70% of all instructional staff appointments; (ii) the majority of such faculty do not have professional careers outside of academe; and (iii) as a result of their contingent positions, such faculty are paid less than a proportionate amount of what they otherwise would be paid for a comparable full-time position.

The published newspaper articles concerning adjuncts at community colleges are legend. Adjuncts are stifled in the performance of their obligations by a lack of professional treatment and status at their institutions and, in most instances, a lack of support. Many institutions do not even provide basic facilities such as office space, computer support, photocopying services, classroom and teaching supplies or temporary storage space. Moreover, the work itself is contingent and, in most instances, finally determined and confirmed only at the last instance, based upon the number of students who register for a class, resulting in job insecurity, among other things. The qualifications for an adjunct, in most instances, are higher than for a high school teacher, and adjuncts usually are required to have one or more advanced degrees.

Institutions classify their adjuncts either as “employees” or “independent contractors”. Such legal classification depends upon the amount of oversight and control exercised by the institution. Independent contractors are paid a fee for their work and are not entitled to employee benefits. In an institution’s effort to minimize costs, most adjuncts who are treated as “employees” intentionally are not offered 30 hours of work a week at any one institution which otherwise would enable them to be eligible under the Affordable Care Act for health benefits. The issue of inadequate compensation is exacerbated at the community college level, especially when the community college is publicly funded.

Adjuncts are paid less than other teaching staff for the same work, and it is not uncommon for adjuncts to receive \$600 to \$950 per credit hour (which translates to \$1,800 to \$2,850 for a three-credit course). Yet, adjuncts do the same amount of work in preparing for and teaching a course as full-time tenured faculty. This is alarming in that adjuncts teach the same courses in most institutions as full-time tenured faculty and, in many instances, the students are not even aware of the differences.

It is difficult to earn a living wage as an adjunct, and even when the adjunct is able to cobble together full-time employment, the



Arthur Katz, JD

adjunct would obtain aggregate annual compensation of only \$18,000 to \$28,500. However, most community colleges will not employ an adjunct even for 30 hours a week, and many adjuncts end up commuting to several college campuses in an attempt to obtain full-time work. The compensation paid to an adjunct makes it difficult for the adjunct to teach if the adjunct is the family’s principal wage earner and, in many instances, teaching as an adjunct has become a luxury afforded to a family member in instances in which another family member is the principal wage earner.

A major cause of the alarming situation is that the supply of trained professionals wanting to teach far outweighs the demand in most specialties and, since there are no state or federal regulations regarding the minimum amount to pay an adjunct, as long as the compensation exceeds the minimum hourly wage for the location, the cheaper contingent labor made available by adjuncts are a way for community colleges, all of whom charge limited tuition and have been suffering budget cuts and have inadequate government funding, to meet a fiscal shortfall. The issue is being addressed more frequently, albeit with glacially slow progress, as adjuncts become unionized and the force of collective bargaining begins to address the problem. However, it still is not enough to overcome the inertia, for there always will be available non-unionized professionals willing to fill the role.

So, why do adjuncts want to teach under these circumstances?

In some instances, obtaining work as an adjunct for a teacher just starting out is a potential pathway to tenured employment as the teacher becomes seasoned and if and when full-time openings occur. However, in many

THE ETHICS COLUMN

INVOLUNTARY REHAB
MAKES A COMEBACK

By JACOB M. APPEL MD JD

Increasing public attention to the nation’s ongoing opioid epidemic has renewed political interest in—and ethical debate about—the merits of involuntary drug rehabilitation treatment. Although a number of states permit forced treatment under very limited circumstances, a form of civil commitment held Constitutional by the United States Supreme Court in *Robinson v. California* (1962), among the broadest and most well-known laws is a Kentucky statute named after heroin overdose victim Matthew Casey Wethington. “Casey’s law” allows the relatives or friends of an addicted individual to petition a court to mandate up to 360 days of inpatient treatment. Two physicians must concur that the subject is a “danger or threat of danger to self, family or others” and the petitioners must agree both to locate the treatment facility and to pay the bill. Ohio adopted a similar law in 2012. Other state statutes, like Florida’s Marchman Act, permit involuntary drug treatment for shorter periods of time. Over the past year, mandatory rehab bills have gained serious traction in Pennsylvania, New Hampshire and Washington State. But are these statutes good policy?

Opponents of mandatory rehab challenge these laws on both moral and efficacy grounds. First, they argue that substance users have a right to make their own poor choices—and, barring acute incapacity, should not have their freedom restricted. So while it might be ethical to place an intoxicated individual in the proverbial paddy-wagon until sober—to prevent him from injuring himself on the street—once the alcohol has left his system and he is thinking clearly, the state has no business holding him. Second, they question whether involuntary treatment actually leads to sobriety. Some also suggest it is not cost effective.

Rather than addressing the merits of involuntary commitment in a vacuum, one should compare this approach to its alternatives. Even if a year in rehab does not cure the patient, that year is still one year in which he does not drive drunk, stumble in front of a subway car, or clog the emergency rooms of our cities. And a small promise of success is preferable to none.

more instances, the adjunct considers teaching not as a “job”, but as a calling, irrespective of the difficulties and inadequate pay, and without any opportunity for advancement.

A 2016 article in the *Journal of Business Ethics*, entitled “Estimating the Cost of Justice for Adjuncts: A Case Study in University Business Ethics”, points out that adjuncts choose their profession over their other, “possibly quite bad options”, including unemployment, and that institutions “do not literally enslave adjuncts.” As the authors of the article succinctly state the conundrum “Due to budget constraints and other



Jacob M. Appel, MD, JD

abridging autonomy is not a decision to be taken lightly, but only a radical view of civil liberties finds value in the right to drink or drug oneself into oblivion.

Safeguards are certainly needed. One might limit this policy to patients who have required emergency services for intoxication on numerous occasions. The patient who orders one too many cocktails with dinner is a far cry from addict who requires weekly evaluation in the ER. Equally important, hospitals should be empowered to petition for such care without family approval in cases where patients are excessive users of services. And most important, mandatory rehab should be imposed without requiring family or friends to pay. If we truly believe addiction to be an illness, we do not want to reserve rehab services for the rich. One would not demand that family members pay for a patient’s chemotherapy or heart transplant. Of course, our society wouldn’t abandon cancer victims or cardiac patients sleep on the sidewalks or to bathe in public fountains, so we may have a long wait before New York adopts an involuntary rehab statute. #

factors, many proposed solutions to the adjunct crisis are likely to harm rather than help most current adjuncts. Even if adjuncts deserve much more, it may not be possible to give them what they deserve.”

Adequate pay for teaching professionals at community colleges has become a moral issue, which needs to be prioritized by the governmental entities paying the bills. Unfortunately, there are many conflicting needs to be addressed, and it seems that adequate pay for community college adjuncts is near the bottom of the list. #

Arthur Katz is of Counsel to Otterbourg P.C.

THE MUSEUM OF THE CITY OF NEW YORK PRESENTS NEW YORK PAST, PRESENT AND FUTURE IN RIVETING EXHIBIT



By LYDIA LIEBMAN

Recently, the Women's City Club hosted a walk-through tour of The Museum of the City of New York's exhibit *New York at its Core*. The ongoing exhibition covers over 400 years of New York City history throughout three distinct sections: the first section, aptly titled "Port City," begins in the 17th century with Henry Hudson's arrival and carries through to the beginning of the 20th century, where the second part, "World City," picks up and continues through 2012. The final section, "Future City Lab," looks to what's to come in New York City and showcases the possibilities through a number of interactive activities and displays.

New York at its Core is rich with artifacts and historical items. Throughout the first two galleries, there are more than 700 objects on display. In the "Port City" galleries, the collection of artifacts is particularly fascinating; the museum has culled every day items from the rubble of Five Points, the slum-neighborhood that once occupied Lower Manhattan, as well as from Seneca Village, the neighborhood that occupied the area that eventually became Central Park. Another creative attribute of the exhibit are the interactive installments throughout the galleries. At them, visitors are given the opportunity to "meet" with famous New Yorkers such as Alexander Hamilton and Henry Hudson.

The "World City" section provides a well-rounded educational experience for visitors in that opposing viewpoints of the same period are presented. For example, the richness of J.P. Morgan is juxtaposed with artifacts from

the Great Depression. Throughout the gallery, the growth of New York is shown through the lenses of poverty, culture, immigration, infrastructure, terrorism, and creativity. More artifacts are on display here; of note is the 20th century apple peeler as well as the Tiffany shovel that was used to break ground on the first subway station in 1900.

While *New York at its Core* does a superb job of showcasing history, the exhibit most shines when it turns its attention to the future. The "Future City Lab" poses several questions to visitors: What can we do to provide economic opportunities for the next generation? How can we foster a more inclusive city? How can we meet the housing needs of New Yorkers? How can New York City enhance its natural environment and cope with climate change? How can we make it easier for people to get into and around the city? Visitors are prompted to formulate answers throughout a number of interactive activities. On a large digital map of the city, one is given the opportunity to build their own vision of New York. For those looking for a more analogue approach, there is a large surface of note cards where visitors can leave their answers. The gallery also features the work of photographer Joseph Michael Lopez, who displays some of the present challenges throughout the photos of 20 NYC neighborhoods.

With so much history crammed into the beautiful space that is the Museum of the City of New York, *New York at its Core* is an exhibit native New Yorkers and out-of-towners can appreciate. #

Robert L. Bernstein Talks New Book at Roosevelt House

By LUCAS MAUTNER

Recently, Hunter College's Roosevelt House hosted Robert L. Bernstein, the former President and CEO of Random House, where he spoke at length about his new book and his decades-spanning career in the fields of publishing and human rights. Michael Posner, the Jerome Kohlberg Professor of Ethics and Finance and Professor of Business and Society at NYU's Stern School of Business, moderated the discussion. *Speaking Freely: My Life in Publishing and Human Rights* details Bernstein's long and legendary career. Among some of the writers he published were Toni Morrison, William Faulkner, Dr. Seuss, and Andrei Sakharov.

"I want to start at the moment where your love of ideas of words, and your passion about free expression, took you from the publishing world to the broader world of public policy," Posner said. "Let's start with this idea of free expression and speaking freely—where in you did that come from? How did you begin to think that that was an essential thing for democracy?"

"I don't know," Bernstein joked, eliciting a laugh from the crowd. "I think what started it was when I became President of Random House, I was invited to become a co-chair of the Association of American Publishers. At that moment, we were invited by the Soviet Union to come over and talk to them about copyright. We went back and forth for three years. And on May 27, 1973, they joined the Copyright convention. And then they invited us over to sign the authors' club...The following night I was introduced to Andrei Sakharov...We got talking, and I was just fascinated, that this modest, shy man lost everything when he came out for human rights...At the end of it, I said, 'Look, I have to publish your book. I'm a publisher.' And to my surprise, he said, 'I would like you to.' And I said, 'How do I get you a contract in this country?' He said, 'We'll make one right now,' and he put out his hand and we shook hands. He said, 'Now you have a contract.' And that's what I think really got me into it."

This experience changed Bernstein's life. When he returned from the Soviet Union, he created the Fund for Free Expression, which monitored Soviet compliance with the Helsinki Accords, which aimed to improve relations between the Communist states and the West. Later, this group would grow into a series of "Watch Committees," which in turn became Human Rights Watch, one of the leading organizations dedicated to the protection and expansion of human rights across the globe. Bernstein was responsible for publishing many dissidents. After his experience with Bonner and Sakharov, Bernstein went on to publish authors like Vaclav Havel, Jacobo Timerman, Xu Wenli, and Wei Jingsheng.

"The human rights movement is about big ideas," Posner said, "but it's also about people. When I think of you I think that you keep



the human in human rights. So whether it's Sakharov with the Soviets, it's Timerman in Latin America, you've always found a way to help those who were in need. It's not just an abstraction, it's about the people. In more recent years, you've focused a lot on China and again, there you've identified people like Richard Chung and you've become their champion. Tell us why you turned your attention to China."

"Life is so strange," Bernstein said, "and we all know it's all serendipity. Random House had been sold...and I had been invited to lunch by [the new owner.] He asked me, 'What else do you do?' and I told him about Human Rights Watch. I said I wanted to expand to Africa, the Middle East, China. He said, 'How much money do you need?' And so...I [told him.] He said, 'You know, I'm a member of the MacArthur fund. And we're going to give it to you.'"

Bernstein would go on to help found Human Rights in China, a China-based organization that promotes and protects human rights in the country. He is currently Chair Emeritus of the organization, which has offices in Hong Kong and New York.

Bernstein began his career at Simon & Schuster in 1946. Ten years later, he moved to Random House, and ten years after that he became President and CEO, where he served for 25 years. He has won numerous awards and honorary degrees, including from the New York Civil Liberties Union, the Lawyers Committee for Human Rights, Yale University, and The New School. He also holds a B.S. degree from Harvard. #

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New 'Love My Heart' App Can Help Prevent Heart Disease in Women

By DR. SONIA TOLANI,
CARDIOLOGIST, COLUMBIADOCTORS
- ASSISTANT PROFESSOR OF
MEDICINE, COLUMBIA UNIVERSITY
MEDICAL CENTER

Cardiovascular disease (CVD) is the leading cause of death for women in the US and causes more deaths than breast cancer, cervical cancer, and Alzheimer's disease combined. In fact, more than double the number of women than men die of heart disease each year. CVD affects women of all ages, and more troublingly, the rate of death in young women aged 35-44 is on the rise. Unfortunately, sudden death is often the first sign of a heart problem in a woman, as the first heart attack is fatal for half of women who experience one.

Despite all of this, only a third of women remember talking about their risk for heart disease with their doctor, and women are less likely to get lifestyle advice or be treated for high cholesterol or with an aspirin to prevent heart disease compared to men at similar risk. Also, women's hearts are unique, they have different risks for heart disease like pregnancy complications and other risks like smoking and diabetes are deadlier for women than for men.



Dr. Sonia Tolani

This is why our experts in women's cardiology at the Columbia University Medical Center for Women's Cardiovascular Health developed the Love My Heart mobile health app. Based on the most up to date guidelines on women's heart disease it empowers women to

learn their own personal risk for heart disease and to build a lifestyle plan that will help them keep their hearts healthy. Like a doctor in one's pocket Love My Heart walks women through a few simple questions and gives them a heart risk score. It then guides women to choose activities like having a dance party with their children, or just walking on a lunch break with a friend that can have a real impact on their health. The good news about heart disease in women is that 90% of it can be prevented, we hope that Love My Heart can be a tool women use to beat heart disease and live longer healthier lives. Love My Heart can be downloaded for free in the Apple iTunes store at <http://apple.co/2mCbzB6> #

OLIVER SCHOLARS ANNOUNCES NEW AWARD FOR NYC GUIDANCE COUNSELORS



Oliver Scholars, the nonprofit organization serving high-achieving African-American and Latino students, announced recently that it will be honoring a New York City middle school guidance counselor at its annual Recognition Ceremony.

"Public school guidance counselors play a tremendous role in helping us to identify high-achieving students deserving of the Oliver opportunity," says Oliver Scholars CEO David Allyn. Once admitted into Oliver Scholars, students are prepared for success at top independent day and boarding schools. Each year, Oliver Scholars accepts approximately 60 7th grade applicants and 20 4th grade applicants.

The honoree will be selected on the basis of "demonstrated commitment to serving high-achieving African-American and Latino students." The Oliver Scholars Recognition ceremony is an annual event honoring rising 9th grade students who have completed the Scholar Immersion and Placement (SIP) component of the program and rising college freshmen who have completed the Guidance Program for Scholars (GPS) component.

The 2017 Oliver Scholars Guidance Counselor Award will be given to a counselor who works with 7th grade students at one of the city's public, charter, or parochial schools.

The Recognition Ceremony will be held in the Great Hall of The Cooper Union for the Advancement of Science and Art. The keynote speaker will be leadership expert Simon Sinek, who is featured on the TED Talks website for giving "one of the most popular TED Talks of all time."

Oliver Scholars prepares high-achieving African-American and Latino students for success at the nation's best independent schools and colleges. Oliver identifies talented New York City students and places them at top schools with robust financial aid. The Oliver experience includes up to ten years of one-on-one support, after-school and summer coursework, and pre-career training.

Oliver Scholars, a nonprofit organization, is

distinctive among access programs for its commitment to providing transition support for the whole family, developing students' social-emotional skills, and instilling an ethos of giving back. Nearly 90 percent of Oliver alumni have attended U.S. News & World Report top 100 colleges, and over 30 percent have attended Ivy League institutions. Since its founding in 1984, Oliver Scholars has graduated over 1,100 students.

Unlike other NYC-based private school access programs, which extract students from their public schools before they have even completed middle school, Oliver partners with public schools to co-serve students have completed eighth grade. The students attend their public middle schools during the week and attend Oliver classes on Saturdays and summers.

By removing economic and social barriers to achievement, Oliver Scholars helps gifted, underserved students achieve their potential as next generation change-makers, thought-leaders and trailblazers.


"We are exceptionally proud of our students and tremendously grateful for the guidance counselors who help us to identify eligible candidates," says Allyn. In 2017, Oliver Scholars received over 750 nominations for eligible 7th grade candidates.

Allyn, who previously served as a consultant to the New York City Board of Education, believes that programs like Oliver have an obligation to support and give back to the public school community. In 2016 he published an op-ed in the New York Daily News advocating for better funding for gifted and talented programming in New York City.

Allyn also hopes to share curriculum materials with public schools. "We have a cutting-edge leadership curriculum based in social and emotional skills development that every student could benefit from," he notes. The curriculum includes exercises designed to dramatically increase students' self-awareness. We know that non-cognitive skills are critical for lifelong success. I hope our curriculum can be utilized by public schools across the country."#


TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Do you teach sex ed in a NYC middle or high school?



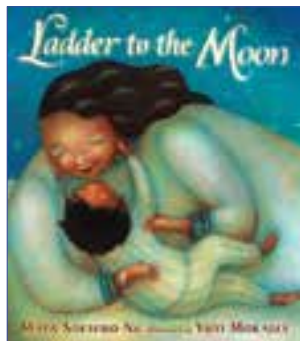
Tell us about your thoughts about and experiences
with sexual health education in NYC by completing
a 15-25 minute survey! <https://goo.gl/au4dop>

For more information, contact:
Melanie E. Brewster, Ph.D. melanie.brewster@tc.columbia.edu





TWO NEW CHILDREN'S BOOKS



By JOAN BAUM

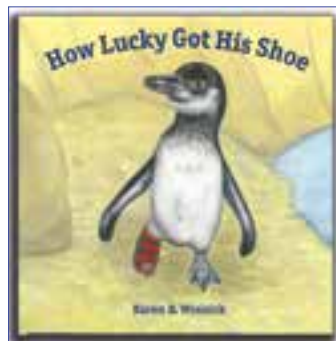
In *How Lucky Got His Shoe* (a [Santa Barbara, CA] Zoological Gardens publication), author and illustrator Karen B. Winnick shows off her twin talents as a story teller and artist, as well as a unique shoe company, Teva, that specializes in making footwear of all kinds and colors for all occasions, including attractive and comfortable footwear for children with genetic, congenital or later-life injuries. In creating a narrative about youngsters born with or later acquiring special physical needs, Ms. Winnick taps into an area rarely addressed by writers of children's books. She is sensitive enough to make the central character an animal, thus allowing children who may have such problems a bit of distance on their infirmity, and also eliciting sympathy for special needs kids on the part of others who may not be sympathetic to such difficulties—an important consideration at any age level, but an awareness particularly worth inculcating in the young.

Lucky, a penguin, is lucky that he was able to have his problems noticed by Rebecca, an alert and compassionate advocate at the zoo where his problem was detected. The story begins at the Santa Barbara Zoological Gardens (Ms. Winnick is president of the L.A. Zoo Commission, among other significant board affiliations national wide). Poor Lucky, before he is so named, it's apparent at birth that he has a difficult time trying to walk. He waddles with a manifest limp. Rebecca and others try to assist and after a few false starts figure out what to do.

The story has a happy ending, though a reader may wish not to have to wait until the end for a "Dictionary of Word Meanings." For example, Lucky is introduced as a "Humboldt" penguin, a "South American penguin that lives on the coast of Chile and Peru" and "swims in the cold water current which is named for the explorer, Alexander von Humboldt" [1769-1859] as the dictionary note at the end reveals.

Ms. Winnick, who has a B.A. in Fine Arts from Syracuse University, studied also in Italy and at NYU's School of Visual Arts. A published poet and exhibited artist, she is a great lover of animals and has written and illustrated several books about them. The pages showing Lucky in various stages of motion are heart-warming.

Maya Soetoro-Ng, the author of *Ladder to the Moon* (Candlewick Press), does not say so in this charming tale intended for elementary age children, particularly girls, but those who google her will discover she is President



Barack Obama's half sister and lives in Hawaii. Knowing about this connection only adds to what Obama admirers have always sensed—his deeply held feeling for family and for cultural traditions. An author's end note, along with one from Yuyi Morales, the illustrator, make clear that this tale lovingly invokes an important Asian literary and artistic heritage. For native-born Americans the story is likely to prove subtly instructive about how other cultures incorporate a need for family connection, especially across the generations, into a folk tradition that turns on fantasy. We are all one family is the implied message.

Moons seem a staple of children's literature, regardless of whether authors come from the West or East. There's something wonderfully archetypal about this phenomenon, and Ms. Soetoro-Ng realizes it in a story about children's wanting to connect to their grandparents, even great grandparents, whom they never knew. What better device to advance this theme than a ladder? And so the tale begins, proceeds, and resolves by focusing on a magic ladder that brings young Suhailia imaginatively to the moon where she can meet her grandmother Annie, whom in real life she never knew. There, by grace of the magical ladder, she comes to see the Earth from Annie's point of view, a perspective that emphasizes the importance of faith in humanity and the need to care about the less fortunate of the earth, especially those who suffer from natural disasters, such as earthquakes.

Ms. Soetoro-Ng used to be a high school history teacher and holds a B.A. from Barnard in secondary language studies, a Masters in Secondary Education and a Ph.D. in Comparative Education. She is a faculty specialist and Director of Community Outreach and Global Learning at the Spark M. Matsunaga Institute for Peace and Conflict Resolution at the College of Social Sciences on the University of Hawaii-Manoa campus in Honolulu. The book brims over with deep faith-based hope in human kind and for harmony among the various religions of the world. Interestingly, the author notes that one prompt for this book was seeing Georgia O'Keeffe's painting "Ladder to the Moon" and feeling that this invitation to a journey of discovery had special meaning for her, especially in light of Ms. Soetoro-Ng's loss of her mother ten years before the birth of her daughter. O'Keeffe's moon is crescent, Ms. Soetoro-Ng's a full moon, a realization perhaps of a universal and eternal bond in the family of man.#

Dana Cowin, Former Editor of Food and Wine Magazine, Honored at Lotus Club

By DR. POLA ROSEN

After an illustrious 21-year career in Food and Wine, as well as being a managing editor at Vogue, House and Garden and Mademoiselle, Cowin has written a book called America's Greatest New Cooks (2013) (published by Harper Collins).

She has been writing since the age of 6 when she put her cat into a



(L-R) Dr David Schwartz, Sec Lotus Club, Dana Cowin, Honoree, Joyce Cowin, Club Member

stroller and went to a park to write poetry.

"Food," says Cowin, "is at the intersection of everything you enjoy in life." In 2012 Cowin was inducted into the Beard Hall of Fame.

The gourmet luncheon was planned by Dana and included butternut squash soup, squash and a molten chocolate cake: superb cuisine!

Living in the Shadow of Blackness as a Black Physician and Health Care Disparity in the USA

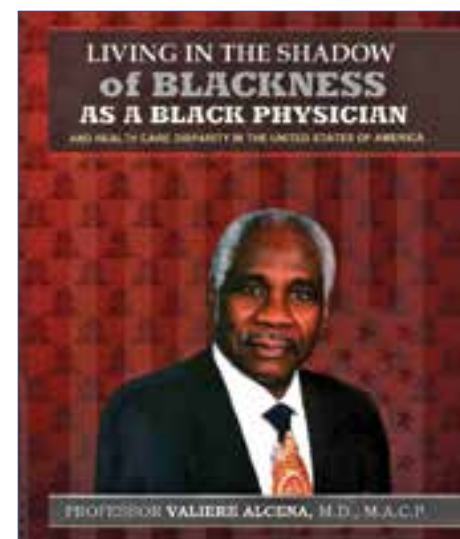
By RICHARD FRANCES, MD

This timely book by an extraordinary clinician, researcher, and teacher points out the crying need in medical education for more active recruitment and career development of black medical students, physicians, and other healthcare professionals to serve America's healthcare needs. Professor Valiere Alcena directly connects the disparities in the healthcare system to disparities in those who serve it. While 20% of American medical students are Asian and 5% of the population is Asian and 5% of the medical students are black while 13% of the population is black and poorly treated in the United States, these statistics explain some of the variance causing disparities in healthcare in America. Black college and medical students need special guidance in getting through the system and this book provides it.

In the past 20 years there has not been a major increase in black physicians in America and this is a tragedy. Greater efforts need to be made to correct this problem and barriers including financial, cultural, and health problems need to be dealt with in order to increase recruitment.

I have found this to be especially the case in my own field of Addiction Psychiatry, where the need is great. It is hardly surprising that African American medical students who may be more often coming from disadvantaged backgrounds, often are seeking out higher paying specialties where it is easier for them to pay back student loans. Another area that is greatly underserved and under reimbursed and needed is geriatric care for the African-American community and the general community at large.

Perhaps it is equally important for those in healthcare who are not African American physicians to read this book and understand the



challenges they will face when they practice in a culture with a shortage of African-American physicians and to better serve the patients in their communities who need their wisdom, compassion, help and understanding. No one provides a better role model as a teacher, clinician, and researcher than Valiere Alcena M.D.

His personal struggle to become a physician starting as a poor orphan from Haiti and becoming one of the nations best clinicians and the first physician to discover that HIV transmission could be dramatically reduced by increasing the prevalence of circumcision is truly inspirational. In many ways Valiere Alcena M.D. is like what Alexander Hamilton would have been if he had gone into medicine. I wholeheartedly recommend this book to anyone interested in improving healthcare in America. #

QUEENS COLLEGE IS FIRST PUBLIC COLLEGE IN NEW YORK STATE TO RECEIVE \$1 MILLION FROM GIVE SOMETHING BACK

Queens College will hold a check presentation ceremony to mark a \$1 million gift from Give Something Back (Give Back) that will support 50 lower-income students through four years of tuition-free study at Queens College, as well as no cost for room and board. The first public college in New York State to be recognized by Give Back, Queens College was recently ranked by the Equality of Opportunity Project as being top 1% of schools that help lower-income students attain upward social mobility.

Robert Carr, founder and chairman of Give Back, will be among the speakers. Carr's inspiration to fund educational opportunities for students of modest means originated with a \$250 scholarship from a women's club in his hometown that helped him attend The University of Illinois at Urbana—Champaign. Carr's personal mission dovetails with that of Queens College: *Discimus ut serviamus. We learn so that we may serve.*

Expected speakers include Queens College President Félix V. Matos Rodríguez; Give Something Back Founder and Chairman Robert Owen Carr; NYC Outward Bound

Schools President and CEO Richard Stopol (or designee); Eagle Academy Foundation Director of College Partnerships Donald Ruff; Queens College graduate student Japneet Singh; and Percy Ellis Sutton SEEK Student Paola Peña.

This will take place on Wednesday, March 1 at 11 am at Queens College Main Dining Hall, President's Lounge. Refreshments will be served in the adjacent Q-Side Lounge. The address is 65-30 Kissena Blvd., Flushing, Queens

Queens College enjoys a national reputation for its liberal arts and sciences and pre-professional programs. With its graduate and undergraduate degrees, honors programs, and research and internship opportunities the college helps its nearly 19,000 students realize their potential in countless ways, assisted by an accessible, award-winning faculty. It traditionally graduates the most teachers, counselors, and principals in the metropolitan area, and with more undergraduate computer science majors than any New York City college, it is recognized as a leader in tech education, as well as a powerful local economic engine. It also has the third-largest business and accounting program of any school in New York State. As part of a well-rounded liberal arts education,



President Félix V. Matos Rodríguez, Queens College

students also have the opportunity to study at the Aaron Copland School of Music. One of the college's oldest and most distinguished programs, its renowned faculty and alumni include nationally recognized—some Grammy Award-winning—composers, conductors, and performers.

Located on a beautiful 80-acre campus in Flushing, Queens College is regularly cited by the Princeton Review as one of the nation's 100 "Best Value" colleges, as well as being ranked a U.S. News and World Report Best College and Forbes Magazine Best Value College, thanks to its outstanding academics, generous financial aid packages, and relatively low costs. Visit our homepage to learn more.

Give Back awards scholarships to academically driven students of modest means who might not otherwise attend college. Pell Grant eligible students are selected in the ninth grade and mentored through high school. After graduation, Give Back scholars attend one of its partner universities or colleges in Delaware, Illinois, New Jersey, New York and Pennsylvania. It is the focus of the organization to help students graduate college in four years, debt-free for tuition, fees, and if applicable, room and board. #

LAW & EDUCATION

Telling The Truth- A Personal View

By ARTHUR KATZ

One of the qualifications for admission to the New York State Bar is a determination by the New York Courts' Committee on Character and Fitness that a candidate is of "good moral character." Moreover, admitted attorneys are expected to maintain high ethical standards. The New York Rules of Professional Conduct specifically provide that "In the course of representing a client, a lawyer shall not knowingly make a false statement of fact or law." Additionally, all communications by lawyers "are governed by the general rule that lawyers may not engage in conduct involving dishonesty, fraud, deceit or misrepresentation, or knowingly make a material false statement of fact or law."

My initial training was as a securities lawyer. A basic disclosure rule learned by all of us was that it was unlawful "to make any untrue statement of a material fact or to omit to state a material fact necessary in order to make the statement made, in the light of the circumstance under which they were made, not misleading."

A significant part of my legal practice as a transactional corporate attorney has been based upon negotiations with other attorneys, the success of which depended, in large part, upon each side being truthful to the other. In the rare instances, when I believed that my counterpart may not have been telling the truth, significant delays developed as each set of facts then was more carefully checked and confirmed, which time delays often ended up in sidetracking or terminating negotiations. Likewise, when pre-closing due diligence was performed and the actual facts did not correspond to the representations previously made, transactions fell apart and could not later be consummated.

I also have been involved in various corporate investigations, the key element of which is arriving at the true underlying facts and reporting the same to management (and sometimes to governmental authorities) in order that corrective actions, if needed, could be taken. Throughout all of these efforts, the single unifying element has been arriving at the unvarnished truth.

Through my dealings, I have come to appreciate that leaders lead by example. A portion of my work has involved corporate governance, and one of the most important aspects has been, and continues to be, the so-called "tone at the top". If a leader, in business or elsewhere, wants his or her subordinates to act in a certain manner, then the leader needs to act in the same way.

Most of us were brought up by our parents and teachers to "tell the truth". As our children were growing up, we, in turn, tried to teach our children the importance of being honest both to themselves and to others, which obviously involved being truthful in their acts and words.

In my legal practice, I have come to understand that "my word is my bond" and the



Arthur Katz, JD

highest ethical standard has been a requirement for success. Telling the truth is second nature to me.

Unfortunately, it now appears that times have changed and that our leaders know better and do not need to be truthful to us. A presidential aide recently said that the White House had put forth (and was relying on) "alternative facts". Unfortunately, alternative facts are largely wishful thinking and not true facts at all. Such reliance is misplaced, and customarily amounts to misrepresentations of the truth. And some of our national leaders are no better - making statements contrary to the true facts and, when it is shown that the statements are not true, failing to correct them.

Moreover, some of these senior leaders are condemning the national press as being "very dishonest" and reinterpreting selected incidents in a cunning and deceitful way to mislead their readership.

Although this can occur, I believe that the majority of our national press takes pains to be truthful and to reports on facts. Unfortunately, current comments from our top elected leaders and some of their senior associates appear to object to such reporting, which has resulted in The New York Times recent promotional campaign dealing with the truth. Among other things, the campaign points out that "the truth is rarely simple" and that "the truth is necessary." I agree with these statements.

It is embarrassing to have leaders who habitually are unconcerned with being truthful. However, what is worse and is harmful is to have leaders who our children can not look up to as examples of ethical leadership.

Arthur Katz is of Counsel to Otterbourg P.C.

MUSEUMS AS EDUCATORS

'Saving Washington' Exhibit Comes to New-York Historical Society's Joyce B. Cowin Gallery



By LUCAS MAUTNER

The New-York Historical Society will feature a new exhibition titled *Saving Washington* in advance of its ground-breaking Center for Women's History. This exhibition will be the first housed in the Joyce B. Cowin Women's History Gallery, which is located on the newly renovated fourth floor.

"*Saving Washington* upends the familiar narrative of our American founding as a power struggle among men, offering the story of Dolly Madison, and women of the early republic more generally, as an example of how women's critical but often behind-the-scenes work gave rise to the nation's capital as a beacon for the world," said Dr. Louise Mirrer, President and CEO of the New-York Historical Society.

The fourth floor will open to the public in late April 2017, and will host several programs, including conferences, writing workshops, and panel discussions. Billie Jean King, the tennis icon and social justice pioneer, will unveil items from her personal archives, Girls Write Now will showcase readings from their young women's creative oeuvres, and *60 Minutes* correspondent Lesley Stahl will moderate a discussion about "Women and the White House."

"Women's contributions have been fundamental to the American story, but too often they have been relegated to the margins,"

said Pam B. Schafler, chair of New-York Historical Society's Board of Trustees. "What better exhibition with which to inaugurate the groundbreaking Center for Women's History and the Joyce B. Cowin Gallery than *Saving Washington*, which restores the women of our early American republic to their rightful place."

Saving Washington opens on International Women's Day, March 8, and will close on July 30. The exhibition explores the role women played in the early days of the country, from the aftermath of the Revolutionary War to the War of 1812 and beyond. Valerie Paley, New-York Historical Society's Vice President, Chief Historian, and Director of the Center for Women's History curated the exhibition, which will "illustrate the mission of the Center to reveal the often-overlooked stories of women who shaped American history."

The exhibition features over 150 objects, including books, papers, clothing, and jewelry, as well as interactive installations that help bring to life the lives of women such as First Lady Dolly Madison (1768-1849). *Saving Washington* is supported by Joyce B. Cowin and the Robert David Lion Gardiner Foundation, with additional support provided by Susan Klein. Educational programming was made possible by Deutsche Bank. #

BEACON COLLEGE BOARD OF TRUSTEES WIN NASON AWARD

The board of trustees at Beacon College is among five winners of the 2017 AGB John W. Nason Award for Board Leadership presented by the Association of Governing Boards of Universities and Colleges. AGB recognized the board for its bold and dynamic leadership weathering a difficult recent presidential transition.

Led by former Tennessee Gov. Phil Bredesen, a panel of seven presidents and board members chose the trustees at Beacon College — the first college or university accredited to award bachelor's degrees primarily to students with learning disabilities, ADHD and other learning differences — from a record pool of nearly 70 candidates.

The Beacon "story stood out to the judges because it highlighted the board's strong leadership in the face of significant challenges," wrote AGB President Richard D. Legon in the award letter. "The judges were unanimous in their decision that your board should be one of this year's award recipients."

The Nason Award is named for the former president of Swarthmore College and Carleton College, and president of the Foreign Policy Association, who perhaps is best known for helping more than 3,000 Japanese-Americans march from World War II detention camps into college classrooms. AGB notes it salutes "boards that go above and beyond what boards should do, and instead take board-driven measures to advance their institutions in ways that truly matter."

- Winning boards exhibit:
- Exceptional leadership and initiative;
- Distinct contributions to strengthening governance and trusteeship;
- Unusual courage in the face of difficult circumstances; or
- Significant achievement that benefits the institution, system, or foundation.

Beacon College's board of trustees sets the institution's strategic direction in broad strokes, directs critical investments in personnel and infrastructure and provides support and oversight to the president and the college's leadership team. Because of its legacy as a college founded in Leesburg in 1989 by parents, several board members are chosen from among accomplished alumni parents.

"For any college or university in the United states, AGB's Nason Award is a high honor because it recognizes the hallmark of American higher education — that is, institutions of higher education are governed by a body of citizens who dedicate their time and expertise to protecting the public trust," said Dr. George J. Hagerty, Beacon president. "For a young and maturing institution of higher education, an award such as this is tribute to the work and vision of our founders and those who are carrying the torch to create the best college of our kind in the United States."

AGB representatives will present Beacon College its award at a future board meeting.



2017 Beacon College Board of Trustees

AGB also will salute the 2017 Nason winners during the April 2 plenary session of its National Conference on Trusteeship in Dallas, Texas. In addition, AGB will present a case study of Beacon trustee's excellence in the March/April 2017 issue of AGB's Trusteeship magazine and on AGB.org.

"The Nason Award is a prestigious acknowledgement of the commitment and achievements of the Beacon College Board of Trustees," said Eileen Marinakis, who served as board chairwoman during the transitional period. "The Beacon board has always held a belief in their ability to effectively govern a prestigious college devoted to high-quality baccalaureate education for a population of learners who have long been underserved. We have been aided by President Hagerty and an outstanding administrative staff and faculty. We feel honored to have been recognized with this outstanding honor by AGB."

Beacon is the first college or university accredited to award bachelor's degrees primarily to students with learning disabilities, ADHD and other learning differences. With 320 students and nine academic programs, it is nationally recognized as a topflight institution for supporting and preparing students who learn differently to prosper in a global economy.

The Association of Governing Boards of Universities and Colleges (AGB), with a membership of 1,300 boards representing 1,900 colleges, universities, and institutionally related foundations, is the premier organization centered on governance in higher education. #

ADA Architect Sen. Tom Harkin to Give Beacon College Commencement Address

Sen. Tom Harkin (retired), a primary author and chief Senate sponsor of the Americans with Disabilities Act (ADA), will address the Beacon College Class of 2017 at the commencement ceremony May 6. Beacon is the first college or university accredited to award bachelor's degrees primarily to students who learn differently. #



Music of the Spheres: Melvin Stecher and Norman Horowitz

By JOAN BAUM, Ph.D.

Although pianists and composers extraordinaire and internationally celebrated music educators Melvin Stecher and Norman Horowitz have had numerous write ups in print and online for their unique, award-winning performances, competitions and educational innovations, they welcome acknowledgment of their continuing work with piano students of all ages, levels of excellence and dedication, especially because TV and social media have taken over the entertainment world, crowding out, if not eliminating, many classical music concerts and tours. Why Stecher and Horowitz and not alphabetically the other way around? “Well, age gets top billing,” one says (won’t say who), but, besides, they liked the way the order “sounded,” and who would argue with that!

The dynamic duo wants to continue encouraging a culture of music study in the home largely because schools have cut back on programs. They fondly remember a time when, no matter the public school (Stecher went to Far Rockaway High School, Horowitz to Thomas Jefferson) not a day passed when there was not at least a music class. “The schools then had a chorus, a band, an orchestra.” S & H realize, of course, the importance of curricular emphases today, especially in STEM fields, but they also feel there need not be competition among the disciplines, even as budget cuts prove draconian for the humanities. Enter: the model of their former music conservatory and their current New York International Piano Competition.

And, it’s not all about money, they note. They doubt that many in the general public know that the Curtis Institute of Music is free for undergraduates and Yale offers free tuition for those seeking a Masters degree.

Of a certain age – “we call it having an unlisted number,” they say – the music partners have been at their profession since 1951, when they met as teens and were already acclaimed soloists. They established not only their two-piano team (they were the first duo-piano attraction at Radio City Music Hall) but went on to perform in a series of sensational tours in Europe, Canada and Central and South America, and, in 1960, founded the (eventually nonprofit) Stecher and Horowitz School of the Arts in Cedarhurst, on Long Island. Their personal collaboration, especially playing masterpieces composed for two pianos, was so successful that the American composer, music theorist and professor of Music at Harvard Walter Piston (teacher of Leroy Anderson, Leonard Bernstein and Elliott Carter) wrote a “Concerto for Two Pianos” for them, a work that was premiered at the Dartmouth Congregation of the Arts in 1964. As if all this (and even more left out because of space requirements) were not enough, S & H became educational consultants to the G. Schirmer music publishing firm and wrote and edited the comprehensive, multi-level Stecher and Horowitz Piano Library, a comprehensive teaching series. The kudos



(L-R) Melvin Stecher & Norman Horowitz

continue. In September 2016 they were initiated into Sigma Alpha Iota, the international music fraternity, as National Arts Associates, the organization’s highest honor.

Theirs has been a long and splendid partnership.

They each learned classical piano as youngsters and believe that learning to read and analyze music is essential and more important than only playing by ear. They struggled, as many young artists do, playing in cocktail lounges to supplement their income, moving around the country in a truck they had to buy, but eventually, mainly through learning how to set up and manage concerts around the country, they were able to clear a path to their ultimate vision – having their own school, which they started in a renovated farmhouse in Cedarhurst. For 40 years the school thrived, but when it closed in 1999, that was hardly the end of S & H. Indeed, it was merely the occasion to start something new, which they did in 2002 when they created the Stecher Horowitz Foundation’s New York International Piano Competition and its series of professional programs for young artists (open to pianists of all nationalities, ages 16-21) – an endeavor they speak of as their “fourth career” (earlier in their lives they both had worked as music counselors at summer camps). As a recent article by professor James Litzelman (Catholic University of America in Washington, D.C.) puts it, “In the community of piano teachers, one would be hard pressed to find two people who are more committed or passionate about nurturing young talented pianists than Melvin Stecher and Norman Horowitz.”

What sets them apart? They are, it’s been said, particularly committed to developing in students a lifelong commitment to music, which meant being mentored by unusually dedicated faculty, and that meant not only hiring expert musicians but people who wanted to be excellent teachers and who would flourish in a peda-

Chancellor Farina Kicks Off 11th Annual NYC Public School Survey



Survey Available Online and in Print in 10 Languages to be completed by March 31

Schools Chancellor Carmen Fariña today kicked off the 11th annual NYC School Survey of public school students, parents, and teachers. The NYC School Survey is one of the nation’s largest annual surveys and gathers feedback aligned to the research-based Framework for Great Schools from all members of the school community.

For the first time last year, over 1,000,000 New Yorkers participated in the survey.

“The NYC School Survey is a research-based tool that is essential to the success of our schools, which need the feedback of our families, students, and teachers to thrive,” said Schools Chancellor Carmen Fariña. “I look forward to hearing from all members of New York City’s educational community, as we work together to create equity and excellence in every school.”

“Our analysis of the survey shows that it has become a stronger instrument in recent years,” said James Kemple, Executive Director of the Research Alliance for NYC Schools. “High rates of participation among parents, students, and teachers is an essential ingredient for ensuring that the survey delivers on this promise to provide reliable, actionable information that

schools and communities can use.”

gogical institute. Their faculty would not only teach but participate actively in professional associations and help create

new materials. Through the years, they also expanded their idea of music education. This would include career development by way of study in business and arts management, but essentially what distinguished them and still does is their total dedication to oversee personally all their students and to support those who at first struggle. Their goal is all the more admirable, leavened as it is with wit, humor and heart.#

schools and communities can use.”

The 2017 NYC School Survey has been designed in partnership with the Research Alliance for NYC Schools, and continues to provide actionable information on school capacity that is aligned to the DOE’s research-based Framework for Great Schools. The survey collects information about a school’s capacity across six essential elements – Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family-Community Ties, and Trust – that drive student achievement. Research has demonstrated that schools strong on the elements of the Framework are more likely to produce gains in attendance and student achievement. This research includes a new preliminary New York City analysis over the 2014-15 and 2015-16 school years that shows that schools performing well on most Framework elements are eight times more likely to substantially improve student achievement.

Parents of students in all grades have started receiving paper surveys this week, backpacked home in bright green envelopes or distributed at school events. Parents may also choose to take the survey online at www.nycschoolssurvey.org, where the DOE is tracking the number of online survey submissions in real time. Students in grades 6 through 12 will receive and complete their surveys in school, either on paper or online, while teachers will take the survey online. For the third year, Pre-K centers will also be participating in the survey. All survey responses are due by March 31.

The parent and student surveys are available both on paper and online at www.nycschoolsurvey.org in 10 languages: Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. Results from the survey are included in each school’s NYC School Survey Report, School Quality Snapshot, and School Quality Guide. #

HUNTER COLLEGE'S BRANDEN JACOBS-JENKINS NAMED A 2016 MACARTHUR "GENIUS" FELLOW

Branden Jacobs-Jenkins, a Master Artist-in-Residence in the Rita & Burton Goldberg MFA in Playwriting at Hunter College, has been named a 2016 MacArthur Fellow. Known as the "Genius Grant," Jacobs-Jenkins joins an impressive list of Fellows including Hunter College High School alum Lin-Manuel Miranda who was given the honor in 2015. Faculty member Jacobs-Jenkins and 22 other Fellows will receive a no-strings-attached \$625,000 grant for exceptional creativity and potential for future contributions to their fields. The MacArthur grants are awarded annually to writers, visual artists, scientists, and other innovators and artists who exhibit extraordinary creative achievement and potential. Jacobs-Jenkins is recognized for his incendiary, incisive dramatic vision and

his bold examinations of theatrical forms. "Our Hunter students already recognize what a special talent Branden is," said Hunter College President Jennifer J. Raab. "Branden and his colleague in the Goldberg MFA Playwriting program Annie Baker, another highly esteemed playwright, are both devoted to their students and continuing in the legacy set by Tina Howe who developed our program which is unique for a public university. We are very fortunate to have them at Hunter where they are now also joined by noted playwright and poet Brighde Mullins."

Jacobs-Jenkins received an Obie Award for Best New American Play for his works *Appropriate* and *An Octoroon*, the latter an adaptation of *The Octoroon* by Dion Boucicault, with the Soho Repertory Theatre

in 2014. He was also nominated for the Outer Critics Circle Award for Outstanding New Off-Broadway Play. His new play *Everybody* will premiere at the Signature Theatre in January 2017.

The Goldberg MFA in Playwriting at Hunter College is a selective 2-year program that combines rigorous academic theater classes and intensive, hands-on writing workshops led by our artists-in-residence. The program is supplemented by the city itself as students partake in a wide range of cultural activities and professional development opportunities that can only be found in New York. Recent alumni include Lindsey Ferrentino, who had a recent Roundabout Theater production of *Ugly Lies the Bone*, Callie Kimball, whose play *Sophonisba* made the 2016 Kilroys List, noting it as one of the year's best



Branden Jacobs-Jenkins

unproduced plays by female writers and Nicole Pandolfo, who was recently selected for a 2017 commission with the NJPAC Stage Exchange with Premiere Stages at Kean University. #

SPORTS

Seton Hall Men's Basketball Team Honors 13 year-old Will Cody

By MIKE COHEN

Seton Hall men's basketball coach Kevin Willard's team showed their typical tough-minded, never quit attitude on the court in an early February game at the Prudential Center in Newark in defeating Providence in overtime 74-72. That night the Pirates also delivered that same message in real life first hand to 13 year-old Chatham, New Jersey resident Will Cody who was diagnosed with acute leukemia back in the spring. As a special guest of Willard, Will was made to feel a part of the team for the entire evening. He presented the referee with the ball to start the game at center court, and had a seat on the bench right next to Willard getting an up close view of the coach and the team at work. Will was even presented with his own game ball in the locker room in front of the entire squad by an emotional Willard at the end of the thrilling victory. Before his diagnosis, Will played travel hockey, CYO basketball and every other activity that kids play. "We just thought it would be great if he came to be part of our team for a day, kind of got back to team sports," said Willard, the 2015-16 Co-Big East Coach of the Year. "I think it's an important reminder to college kids, how lucky they are. I think that gets lost in college."

What didn't get lost is the effect this show of kindness has had on Will and his family. The family has continued to embrace the Seton Hall game day experience – sitting courtside for the final four games of the season. During that stretch the Pirates have won three of those games in exciting fashion and the experience has helped to uplift the spirit of the family.

"The big thing it's been a long year," said Kelly Cody, Will's Mother. "You (Will) can't do the things you used to do. It's special because it makes him happy to be a part of



Will Cody (left)

something that had to do with sports."

Will is still undergoing daily treatment and doesn't yet have the stamina needed for a regular routine. He has slowly started to go back to school for a few hours each week and spending time with his friends. He is still in remission and in the maintenance phase where treatment lasts about 3 years. In addition to daily chemotherapy pills he undergoes various other treatment protocols and has started physical therapy to build back up his strength.

After all Will has been through the games at the Prudential Center that have brought him closer to being able to be just a kid again having fun. Especially, at the end of the games, when the players that Will got to know during his time with the team, come over to him and make

him a part of the victory celebration.

"It makes me feel really happy that Coach Willard wanted to help," said Will. #

The family has set up a go fund me site at <https://www.gofundme.com/27tmbcc>

In addition to being the Sports Editor of *Education Update*, Mike Cohen is the Founder/Director of *Throwback Sports* (a sports program for children of all abilities). He can be reached at throwbackports@verizon.net

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Letters to the Editor

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promotes for-private charter schools, publicly-funded school vouchers (which can be used at schools known for religious indoctrination) and has attacked the hard-fought employment protections unions refer to as “due process”. Fortunately, while Cathie Black’s tenure as NYC Schools Chancellor was brief, this proud UFT member sees a cloudy future for equitable public education under the reign of new US Education Secretary, Betsy DeVos. Unlike Black, DeVos’ billions ensure that she won’t resign anytime soon.

Martha Rabinowitz

BRONX, NY

Education in the Age of Trump

To the Editor:

What is most frightening about new Secretary of Education, Betsy DeVos, is her support for using taxpayer funding to support born-again Christian religious schools. Contravening the American principle of separation of church and state in public schools, DeVos has said

Rosemarie Sinclair

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importance and meaning of science in everyday life and convinced my students that it could be fun. Over the bulletin board in my classroom, I hung a plaque that said, “Science is Fun.” I did all I could to establish effective routines and to organize classroom structures that fostered caring relationships with the students and helped them take learning seriously.

As a principal and instructional leader, I had to make sure my teachers acquired professional development strategies to be effective in the classroom. We hired consultants to train teachers on site, and brought in tenured teachers to coach novice instructors.

My assistant principal and I conducted formal and informal observations of all teachers and staff members. Pre- and post-observation sessions were held with teachers to make sure they were following our school plan.

As a grant manager, my challenge was to work closely with school administrations, community based organizations and vendors to organize school day and after school programs. I also coordinated parent workshops and teacher training sessions. This required meeting with all stakeholders to design programs which met the needs of the school and students coupled with creating standards by which the programs could be evaluated.

ACCOMPLISHMENTS: I was privileged to be able to bring programs to a wide variety of schools and to make sure students had the materials they needed to take full advantage of them. I consider my major accomplishment to be working with teachers to help children understand they can reach their potential. I treasure helping teachers move our students to the next level. I also value working with the community to enhance our schools.

I am particularly proud that, through my administration of the district grant office, I was

in the past that her “desire is to confront the culture in ways that will continue to advance God’s kingdom.” And what kind of kingdom will that be? One of creationism or “intelligent design? One of virtue designed to suppress womens’ reproductive rights? One of transphobia, homophobia and so-called “conversion therapy”? As Lily Eskelsen García, President of the NEA recently said, “Betsy DeVos, who has spent decades working to dismantle public education and privatize public schools, is dangerously unqualified and lacks the experience we should all demand in America’s secretary of education.” Not only that, her dangerous 14th century moral and ethics pose a severe danger to ALL our children.

Jessica Feldman

NEW YORK, NY

Why Are Girls with ADHD Overlooked, Underdiagnosed and Underserved?

To the Editor:

This article is very informative in allowing me to give parents an additional resource in helping their children that have ADHD.

Julianne DiFrisco

able to bring millions of much needed dollars into my districts.

I am also honored that, as president of the Black Caucus of the CSA, I have been able to breathe new life into this most important organization.

MENTORS: My late parents, Donahue and Sybil Sinclair, were and continue to be the main influences in my life. They used their money, time, patience and love to inspire me and move me to where I am today.

TURNING POINT: Becoming a teacher was a major turning point in my life, because I suddenly saw how desperately students needed help and encouragement where they had not had any before. And many of them needed love. I had always thought I was a giving person, but once I became a teacher, I saw what giving was really about.

GOALS: My goal is to continue to have a positive influence, directly and indirectly, on the lives of our city’s school children and the people who serve them, particularly the school safety agents, Early Childhood Center directors and other Department of Education employees with whom I work with in my present position. #

Cheryl Wills

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and opportunities that I now enjoy.

GOALS: My immediate goal is to build a school in Tennessee where my grandparents were enslaved and legally prohibited from attending school. I just located their unmarked graves and plan to restore them.

I also plan to establish the Sandy & Emma Wills Foundation which will provide scholarships for children who have been traumatized.#

Cheryl Wills has been a part of New York 1 News for 25 years. She is now the host of “In Focus with Cheryl Wills” and was recently honored with the Dr. Martin Luther King Award by the Israeli Consulate. Her website is diefreethebook.com

Rebecca A. Seawright

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national stage.

New York State has played its part in the movement for equal rights, hosting the first Women’s Rights Convention organized by Elizabeth Cady Stanton and Susan B. Anthony in Seneca Falls in 1848. We have fought for a woman’s right to participate equally in a society, to be protected from discrimination and to make her own health care decisions. On January 17, 2017 I voted for and helped pass in the Assembly the Reproductive Health Act that prohibits New York State from denying a woman’s right to obtain an abortion, and the Comprehensive Contraceptive Coverage Act that requires insurers to continue covering contraception at no cost to the consumer.

Despite all the progress we have made as a nation, there are simply too many women who are denied the ability to make decisions about their own body and reproductive health today. Currently, ten states (AL, AZ, AR, DE, LA, MA, MS, NM, OK and WV) have unconstitutional criminal bans on abortion that would go into effect if Roe v. Wade were overturned. Louisiana, Mississippi, North Dakota and South Dakota went even as far as to pass laws that would implement criminal bans on abortion. In 2016 alone, 14 states passed new laws restricting a women’s right to an abortion and in 2017, there have already been dozens anti-choice bills introduced or pending in state legislatures across the country. Women continue to fight, pushing back against attacks on their reproductive health rights and the right to choose. The Women’s March on January 21, 2017 entered the history books of our nation as millions of women and men marched together for freedom and equality. This is the introduction to the next chapter of our struggle for social and economic justice.

The fight for reproductive health rights is merely the tip of the iceberg in the movement for gender equality. According to the U.S. Joint Economic Committee Gender Pay Inequity Report released by Congresswoman Carolyn B. Maloney in 2016, U.S. women face a 21 percent gender pay gap and lose nearly half a million dollars over a 40-year career, earning 79 cents for every dollar a man earns. I am a proud sponsor of the Equal Rights Amendment Resolution in the New York State Assembly that calls for all members of the U.S. Senate and House of Representatives in the 115th Congress to co-sponsor, support, and pass into law the ratification of the Equal Rights Amendment into the Constitution. As my mentor, Roe v. Wade attorney, Sarah Weddington once said, “It is time to renew the battle for reproductive rights. We have been outmaneuvered, outspent, outpostured, and outvoted by a group of single-issue activists. It has taken them nearly two decades to turn back the principles of Roe. Let’s make sure it takes us a shorter time to replace protection for reproductive choice.” It is up to our State to stand up and be a leader in this movement.

Rebecca A. Seawright is Assemblywoman of District 76 in Manhattan. She is also an attorney who worked on the groundbreaking Roe v. Wade case. #

President Michelle Anderson

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of people, President Anderson reported on the findings, which helped all parties understand each other better.

Understanding is a key cornerstone of Anderson’s philosophy. She acknowledged that she has come to Brooklyn College during an uncertain time where many students are worried about their immigration status and how that will affect their education. Anderson, along with several other college presidents, signed a letter encouraging President Trump to extend the DREAM act, which has come under fire with his administration. “Brooklyn College is a place that has served immigrants and refugees since its founding in the 1930’s. It’s a place that reflects the extraordinary diversity of the borough of Brooklyn,” she said, adding that “American education is excellent because we bring people from around the world together.” She, along with Chancellor Milliken, have released statements indicating that they will do everything in their legal power to protect the students of Brooklyn College regardless of their immigration status.

Preserving the international flavor of Brooklyn College is essential to President Anderson as she recognizes that the multi-cultural flavor of the campus is one of its strongest points. “We are an international campus,” she proclaimed. She explained that at Brooklyn College, it is not uncommon to hear many different languages being spoken at once across the campus or to see students dressed in their traditional garb from home. In addition to the diverse student body, the college itself offers many international opportunities such as study abroad programs and international learning opportunities. “Our students want to go out and explore and learn in new places around the world,” she said. To do this, President Anderson said that the college is working to shore up programs that encourage international learning and teaching abroad.

President Anderson is optimistic about the future at Brooklyn College. Stemming from the reports of her listening tour, she is presently working on a strategic planning process that brings the stakeholders of the Brooklyn College community together once again. “We are really working to hammer down on these goals and put them into objectives, strategic initiatives with benchmarks and outcomes associated with them,” she said. In short, she hopes to bring the community together to tackle issues surrounding the academic excellence of the institution, the hiring of diverse and exceptional faculty members, and really enhancing the facilities on campus. “We want to provide first-rate teaching and research opportunities for our students and faculty through our excellent colleagues and excellent facilities,” she said. With Anderson at the helm of Brooklyn College, no goal seems too big. #

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