

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

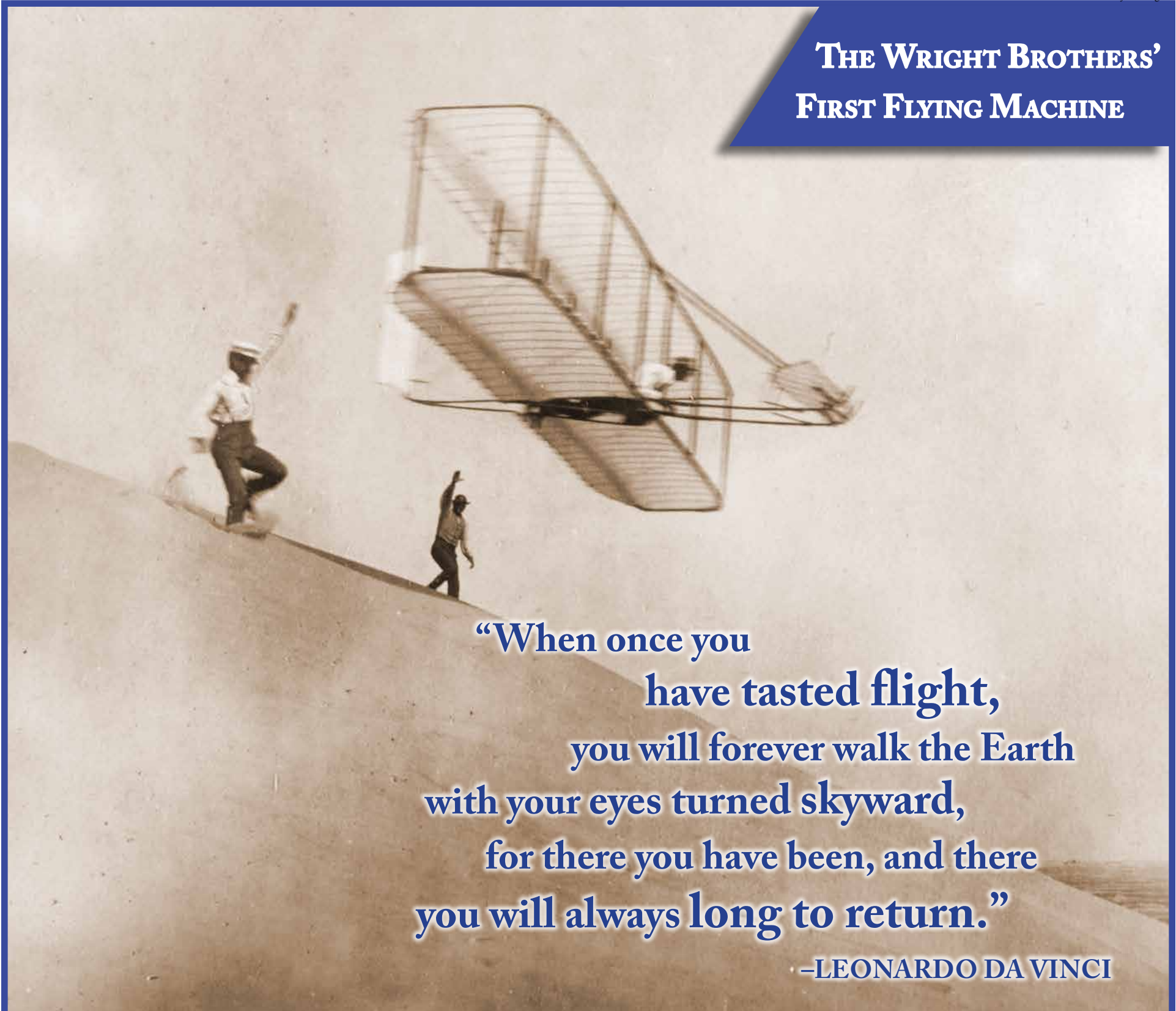


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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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Photo Credit: Library of Congress

THE WRIGHT BROTHERS' FIRST FLYING MACHINE

A historical black and white photograph showing the Wright Brothers' first flying machine, a biplane, in flight over a sandy dune. Two men are visible on the dune, one standing and one walking, both looking up at the aircraft. The aircraft is a simple wooden frame with two sets of wings and a tail section.

**“When once you
have tasted flight,
you will forever walk the Earth
with your eyes turned skyward,
for there you have been, and there
you will always long to return.”**

-LEONARDO DA VINCI

GUEST EDITORIALS

CUNY Students: The Start of An Their Goals Today



By CHANCELLOR JAMES B. MILLIKEN, CUNY

There are few universities that have greater impact or that offer more sizable rewards than CUNY. Because of our special mission, our 275,000 students make up about the most diverse student body in the country, one that benefits enormously from the opportunities of a high quality education: forty percent are the first in their families to attend college; roughly 40 percent are foreign born; and, more than 50 percent come from households with annual incomes of \$30,000 or less.

Fulfilling our mission on behalf of those hard-working and talented students has never been more difficult – or more important. A college diploma is an indispensable element of success. According to one estimate, within three years two-thirds of all jobs will require a college degree. College graduates enjoy about double the lifetime earnings of a high school graduate, and that gap is likely to grow.

There are substantial hurdles to success. For one, we know that in our society talent is distributed evenly across demographic groups and income levels, but opportunity is not. Success in preparing for, during and after college is, too often, correlated with wealth. Among students who earned bachelor's degrees by age 24 in 2014, 54 percent came from the top 25 percent of family income earners and just 10 percent from the bottom quartile. Put simply, that vast opportunity gap is unacceptable.

Our new vision addresses that gap and more. We call it Connected CUNY, underscoring the reality that we cannot climb this mountain alone; our initiatives require a great deal more collaboration, communication and partnering among CUNY's colleges, between the university and other institutions, with government agencies, philanthropies and with major industries. To remain an engine of mobility on a scale that can really make a difference in this restless giant of a city, we have to change. Here is our plan:

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The Start of An Academic Year



By SIAN BEILOCK, PRESIDENT, BARNARD COLLEGE

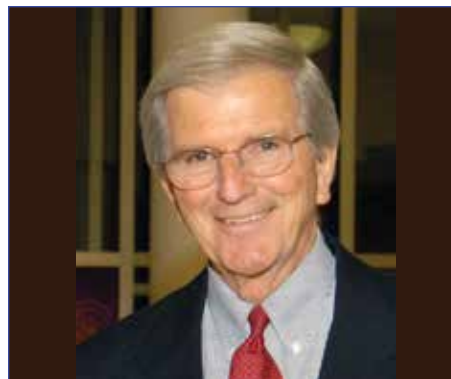
The start of any academic year is an exciting time. I remember when I was a student, wondering where my education would lead me, and then again as a faculty member, hoping that I could make a difference. But this particular year is special in a new way. I now have the privilege of serving as president of Barnard College—an exceptional liberal arts college devoted to the education of young women—so I am entering it with added anticipation.

I can imagine no better place to be than Barnard. We have a world-class faculty—dedicated to teaching and passionate about research—who uphold a focus on academic excellence at the heart of all they do. Then there is our singular position as a small women's college associated with Columbia University, a major research university just steps away. Add to that our location in New York City, with its rich culture and community, not to mention the countless doors that open for our students to internships and future careers in academia, government, non-profits and industry, and you have an unbeatable combination. Barnard is truly the best of all worlds, attracting students with diverse perspectives who think critically and challenge assumptions, and who go on to achieve great things in nearly every field of endeavor.

So it's quite easy to be optimistic about all that lies ahead. At the same time, I admit that it's somewhat unnerving. But being nervous is okay and expected for any student at the start of a school year, for any faculty member taking on a new position... and, I suppose, for any first-time college president. Finding ways to manage those nerves is as important as recognizing that they exist. As a cognitive scientist and professor, I've always been interested in how we perform at our best and how to help students succeed. I have spent the better part of my years as a scholar looking at barriers to success, especially for women and girls when it comes to math and science. I have studied how both stress and gender stereotypes can adverse-

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Where is the Public for Public Education?



By DR. DAVID MATHEWS, CEO, KETTERING FOUNDATION

Schools are opening all across the country for a new academic year. Educators are very busy, maybe too busy. They may feel like they need more help from the communities they serve. The Kettering Foundation has some research that is relevant. Perhaps now is a good time to look at it again.

Kettering research has found that a number of Americans no longer feel that the public schools are really their schools. The reason is that they don't believe they can make a significant difference in improving the schools. They describe themselves as outside looking in, except for minor roles as volunteers. They don't have a sense of ownership. Without it, they expect others—namely educators—to take all responsibility. That leaves schools isolated and without the reinforcement they need to do all that needs doing. When there is a sense of public ownership, communities are available to help educate and solve problems that schools alone can't solve, especially problems that come from outside the classroom.

The key to engaging a public that will take responsibility is to broaden the focus from the

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GUEST EDITORIALS

Opening Doors to the World

By DR. JOHN P. ALLEGRANTE

Once again this year, New York's great institutions of higher education—Columbia, CUNY, NYU, and others—will welcome thousands of students from every corner of the world into their classrooms, laboratories, and studios. They will come to study everything from architecture to art, earth science to sociology, and education to engineering. Others will simply come to learn English and experience the extraordinary cosmopolitanism of a great urban center.

Many of these students will come as Fulbright Foreign Students. Founded after World War II in 1946, the Fulbright Program was the brainchild of Senator J. William Fulbright of Arkansas. Recognizing the value of cultural exchange as a means to prevent the cataclysmic consequences of conflict, Fulbright introduced the legislation in the U.S. Congress that established the program. Today, Fulbright grants not only support American students and scholars to go abroad each year and bring them into contact with people of nations all over the world to study, conduct research, and teach English, they also make it possible for some of the most intellectually talented young people and scholars who are leaders from some 155 countries across Europe, Australia, and the Global South



to live and study in the United States.

Two organizations in particular have played—and continue to play—important roles in New York's efforts to support Fulbrighters and other international student scholars who come to our city as part of this great annual academic diaspora.

The Institute of International Education (IIE), which is headquartered in New York City, has administered the Foreign Fulbright Student Program for the U.S. State Department Bureau of Educational and Cultural Affairs since its inception. IIE was founded in 1919 following World War I by three prominent New Yorkers: *continued on page 20*

Education In The Computer Era

By HEADMASTER RONALD P. STEWART & DR. CHARLES LIU



Dr. Charles Liu



Headmaster Ronald P. Stewart

Facts are more quickly available to students than at any time in human history. If you want to find out the weekday of the D Day landings (Tuesday), look it up on Wikipedia. Similarly, if you want to find Boyle's law in physics, or the value of pi squared, be sure that Google will give you the answer. At one time, it was considered important that we memorized

facts; that time seems to be passing.

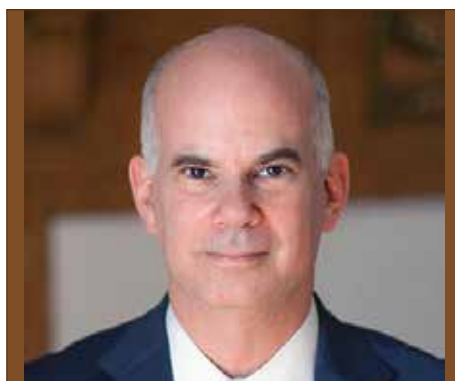
So the question is how education needs to change to deal with the technological marvel of fact production on demand. We are sure that the focus has to be on our creative thinking ability and our understanding of reasoning. Because if all you learned from a class was something that you can look up on your computer, then, for me, that is NOT a good class. We are thought machines not fact machines. *continued on page 31*

The Culinary Institute of America: Experiential Learning for the Food World

By MICHAEL SPERLING, Ph.D.

Throughout its history, The Culinary Institute of America (CIA) has played a pivotal role in shaping the future of foodservice and hospitality education, and has had a significant impact on the growth and development of these industries. Widely recognized as the nation's—and likely the world's—premier culinary college, the CIA has an international reputation for excellence and accomplished alumni whose leadership, influence, and professionalism are a reflection of the continuing drive for educational excellence.

The CIA has an educational model that is unique in many respects and simultaneously quite similar to any other college or university. It is a specialized college, similar to NYC institutions like Pratt Institute or the School of Visual Arts, but focused around the food world. While the CIA began in New Haven in 1946 as a school dedicated to offering returning soldiers from WWII a great profession, it has evolved exponentially since. The college now has almost 3,000 students (equally female and male) and 170 full-time faculty over four campus locations, the largest of which is in Hyde Park, NY. Smaller branch locations are in Napa Valley, CA; San Antonio, TX; and Singapore. And just as the food world has evolved and expanded dramatically over the



past 60 years, so has education at the CIA. What was initially a certificate in cooking developed into first-in-the-country associate degrees in culinary arts and baking & pastry arts. Twenty-five years ago, layered upon these degrees, a further first-in-the-country option was added for a bachelor's degree in culinary arts management. At present, in addition to the associate degree programs, the CIA has bachelor's majors in Food Business Management, Hospitality Management, Culinary Science, and Applied Food Studies.

A distinct hallmark of a CIA degree is the depth of experiential learning. While most colleges and universities feel distinguished if *continued on page 31*

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The Wright Brothers: A Visit to Home in Dayton, Ohio

By KATHLEEN WALTERS,
PARK RANGER, DAYTON AVIATION
HERITAGE NATIONAL
HISTORICAL PARK

Dayton Aviation Heritage National Historical Park pays tribute to three famous Daytonians who changed the world. Wilbur and Orville Wright, and Paul Laurence Dunbar all grew up in Dayton, Ohio, a city that was a booming hub of industry and innovation at the turn of the nineteenth century. The Wrights went on to become the world's first pilots and Dunbar, a classmate and one-time business partner, went on to gain fame as an internationally known poet and author.

The park was founded in 1992 around the Wrights' fourth bicycle shop. October, 2017 is the 25th anniversary of the park! The bicycle shop was saved from demolition in the early 1980's by Aviation Trail Inc., one of our partner organizations, and it became the cornerstone of revitalization efforts in the neighborhood. In addition to the last remaining Wright cycle shop in Dayton, the park has two floors of exhibits in its Wright-Dunbar Interpretive Center where it discusses the Wrights' early lives and careers.

Just six blocks further west from the cycle shop and interpretive center stands the Paul Laurence Dunbar House Historic Site. After attending high school with Orville Wright,



Dunbar and the Wright Brothers printed the Dayton Tattler on the second floor above the bike shop

and briefly working with the brothers to print a newspaper for Dayton's African-American community, Dunbar went on to national recognition as a poet and novelist. He lived in this house for two years before his death, but his mother continued to live there until her death in 1934. Just two years later, it became a state memorial and has been preserved and operated as a museum ever since.

Eight miles east of the Wright-Dunbar
continued on page 30

STEP GIVES STUDENTS A LIFT AT BARNARD



JC Soto

By LYDIA LIEBMAN

For the past three decade, the Barnard College Science and Technology Entry Program, known as STEP, has been helping students from under-represented and economically disadvantaged communities find their footing in the world of STEM and licensed professions. Designed for students in seventh through twelfth grade, STEP gives middle and high schoolers the opportunity to take exciting enrichment courses at institutions of higher learning with the intention of exposing them to post-high school possibilities and career options. In addition, Barnard also offers CSTEP, which is the Collegiate Science and Technology Enrichment Program which



Luca Maiorino

prepares students for professional licensure or careers in the scientific, technical including social work, law, teaching or health-related fields. STEP is funded by the New York State Education Department (NYSED) as well as by Barnard College.

The program at Barnard, which runs through the academic year as well as through the summer, offers a diverse array of electives; Urban Farming, Intro to Business, Culinary Arts, Forensic Science, Biotech, Game Design and Film Analysis. "We try to provide the very intensive science based courses but also provide some liberal arts and humanities courses since we are at a liberal arts institution after

PULITZER PRIZE WINNING AUTHOR PROVIDES INSIGHT INTO THE WRIGHT BROTHERS

By JOAN BAUM, Ph.D.

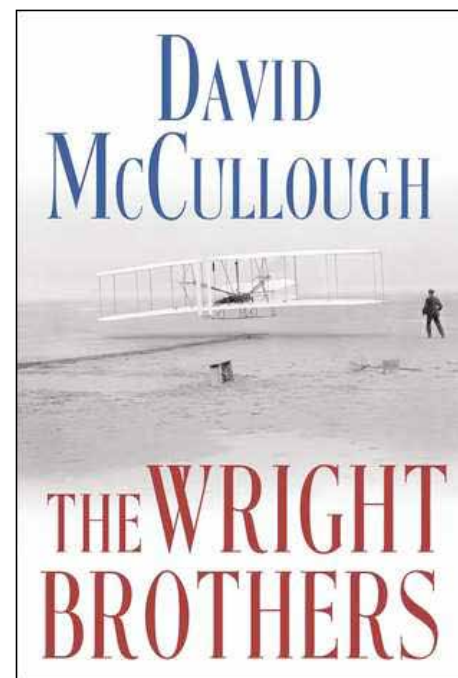
Recently, The Blue Origin Company's New Shepard space capsule made space exploration history by soft landing in West Texas, proving that expensive boosters could be reusable. The feat has been hailed as the "holy grail of space flight." No one seemed to notice, however, that the date was almost to the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

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

all," said Associate Director JC Soto, adding that providing liberal arts courses is helpful to those students who will surely take some like electives along with their sciences courses when they attend college.

The courses are particularly hands-on and interactive. For example, Biotech classes take place in a Biology Lab at Barnard and the Urban Farming class visits the campus Greenhouse for activities. In addition, students go on weekly field trips to educational locales across the city.

13-year-old student Luca Maiorino, who has been part of STEP since the last academic school year, chose to take Intro to Business and his favorite class, Urban Farming. "In my Urban Farming class we are building things, making planters, planting a lot and making 3-d models," he said, adding that in his business



science and technology), the book engages by capturing the essence of the brothers, "unidentical twins" in many ways, eating together, working together, banking together and as Wilbur once said, "thinking" together (the photos are wonderful). They were also blessed with a remarkably close family who were supportive to a degree that might stir a bit of concern along with envy: their adored and adoring father, a Bishop and a widower, was always at their side and never didactic. Their younger sister Katherine, a graduate of Oberlin, was a sharply intelligent, fiercely affectionate advocate. When she married, Orville (Wilbur had died of typhoid fever at the age of 44) refused to go to her wedding. Neither brother ever married or alluded to any romantic relationships, though Wilbur was obviously an object of attraction, especially in Paris. Neither had
continued on page 30

class he and his classmates are learning coding and creating websites using basic HTML and CSS.

Roughly 100 students attend STEP throughout the year though the classes are kept small. For example, the summer program included around 30 students with 6-7 students in each class. The classes are taught by instructors with the support of Teacher's Assistants from Barnard and Columbia who are there to "support the students, help flush out ideas and assist them with projects or questions they may have."

In order to be accepted to STEP, students must go through the application process and show that they are either members of historically underrepresented community or disadvantaged
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WE HELPED ROBERT SANCHEZ EARN HIS DEGREE, **NOT TO MENTION HIS EVERY DAY SENSE OF SATISFACTION.**

Robert Sanchez had a dream. He wanted to help mold young minds. So he enrolled in Mercy College's School of Education. Thanks to his drive and determination, not to mention the dedication of his professors at Mercy, Robert now holds his dream job at P.S. 83 in the Bronx.

When you unleash your passion at Mercy College like Mr. Sanchez did, dreams have a tendency to come true.

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The College Bound Initiative Celebrates 2017 Class at Annual Gala

By LYDIA LIEBMAN

The College Bound Initiative, founded by Ann Tisch, celebrated the class of 2017 at its annual gala held at Jazz at Lincoln Center. This year, honorees included Darren Walker, president of the Ford Foundation and Melissa Brenner, Senior Vice President of Digital Media at the National Basketball Association (NBA). In addition, Paula Dofat, Director of College Counseling at affiliate school Baltimore Leadership School for Young Women was also recognized.

Melissa Brenner was the first to be honored. In her acceptance speech, she praised the guidance counselors and the teachers and likened them to the NBA stars she sees everyday. She also explained how at the NBA some of the employees serve as mentors. “Scientifically speaking, zero people who love sports will play sports professionally. But by showing young people the roles of marketing, technology and finance and the hundreds of other careers that are out there in sports and beyond we’re helping them see we can build a future for themselves,” said Brenner. She went on to thank Ann Tisch, her husband and her two children.

President of the Ford Foundation Darren Walker was the second to accept the award. In his speech, he noted the importance of education and how he considers it to be the great equalizer. He spoke about the importance of having people



Ann Tisch



“around that care about your future.”

The Special Recognition Award of the evening was presented then to Paula Dofat. Paula’s work as the Director of College Counseling at the Baltimore Leadership School for Young Women has changed and impacted countless young lives; some which are documented in

2017 documentary film “Step” directed by Amanda Lipitz. “Step” follows a high-school step team in Baltimore as they go on to become accepted into college while aiming to win the step championship and prominently features Dofat. Upon accepting her award, Dofat praised *continued on page 30*

It’s My Estuary Day: Connection to a NYC Classroom

By LANE ROSEN

Coney Island is situated on a peninsula in South Brooklyn surrounded by Jamaica Bay and Coney Island Creek. This part of NYC is a coastal habitat for many species of marine life including fish, birds and invertebrates, which also serves as a natural science lab for educators. Coney Island is a part of a complex marine environment and its STEM theme can be used to make connections in the classroom between community, schools, businesses, scientists, politicians and colleges. It’s My Estuary Day (IMED) is a marine education event that was first organized and led by Commercial Diver & John Dewey High School (JDHS) Alumni Gene Ritter with a team of community members.

The marine environmental cleanups along Coney Island Creek have been happening for many years. Three years ago in May 2015 IMED was launched by Partnerships for Parks, the Brooklyn Marine STEM Education Alliance and the New York State Marine Education Association to help raise coastal awareness. Members from these groups helped organize this marine education event and coastal cleanup in which many schools and organizations currently participate. During the event several hundred students collect about 2 tons of marine debris, and then identify and record it. Students and community also participate in sand coring, seining,



ing, water chemistry, species identification, fossil displays, environmental walks, local history talks, coastal resiliency awareness, and many other marine environmental activities.

IMED has created its own environmental culture and helped raise awareness of the health impact of the creek on the Coney Island Community. Every year schools, science organizations and community groups plan and organize IMED. Students and educators at local K-12 schools setup and lead marine environmental science tables for the event along Coney Island Creek in Kaiser Park. IMED helps build and maintain a positive educational school climate and uses a common environmental theme that all subjects can relate to.

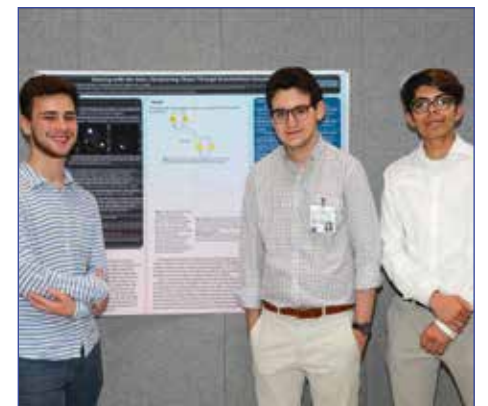
The local creek, bay and ocean are great STEM teaching tools to help connect youth learning with their local environment. At John Dewey High School (JDHS), led by Master Principal Connie *continued on page 31*

NYC Students Co-Author Study on Star Collisions Published in Prestigious Astrophysics Journal

Three New York City high school students were featured as co-authors in a study published this month in the journal Monthly Notices of the Royal Astronomical Society. Rising high school seniors Alejandro Ahmed (Woodside), Harper Clees-Baron (Prospect Lefferts Gardens) and James Garland (Upper East Side) assisted astrophysicist Dr. Nathan Leigh on the paper as part of the American Museum of Natural History’s Science Research Mentoring Program (SRMP), an initiative where students conduct authentic research under the mentorship of Museum scientists.

During their research, the team tackled the ‘chaotic four-body problem,’ an astrophysical quandary that seeks to predict the movement of four particles when only their initial positions and velocities are known. Guided by Dr. Leigh, the students worked to understand the probability of a collision between stars and developed a range of figures that were included in the final publication. They hope to generalize their results for application to a variety of fields, from better understanding how disease spreads to describing the motion of star systems.

“Throughout the project, I was continually impressed by the team’s creativity and persis-



Harper Clees-Baron, James Garland, and Alejandro Ahmed with their research poster

tence as they worked with numerical simulations to predict the odds of a star collision in exotic, four-star systems,” said Leigh, a postdoctoral fellow in the Department of Astrophysics at the Museum. “They really rose to the challenge and were able to contribute to published, peer-reviewed science, a level that can take some individuals six years of graduate school to achieve.”#



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Voice Disorders at Columbia University Medical Center

By MICHAEL PITMAN, MD

Our voice is very important to our lives and our sense of who we are. It is how we communicate and work and often defines how others perceive us. Nearly everyone has experienced severe hoarseness or “lost their voice”. This happens. But, if the hoarseness persists for longer than 2-3 weeks, it is not normal and is a warning sign of something more serious. 7.5 million people in the United States have significant difficulty using their voice; it is a major health problem. At The Voice and Swallowing Institute of Columbia University Medical Center, the staff is devoted to the care and prevention of voice disorders as well as performing pioneering research investigating better treatments for neurologic disorders of the voice, vocal fold paralysis, scar tissue and the treatment of precancerous and cancerous vocal fold lesions.

When there are persistent voice changes, the vocal folds should be examined to rule out serious issues, primarily laryngeal cancer. In 2017 there were 13,360 new cases of laryngeal cancer in the United States. Examination of the vocal folds in patients who are hoarse for longer than 2-3 weeks will often reveal white lesions called “leukoplakia”. These lesions may be just thickened skin or they may be cancer.

They can also be something in between, tissue that is irregular but not yet cancer. This is called dysplasia. Five to ten percent of these white lesions will become cancer so they must be cared for. Traditionally this entails removing part of the vocal fold, in the operating room, under general anesthesia. These lesions often return and multiple surgeries are needed. Each surgery carries the risks and inconvenience of general anesthesia, fasting, going to the operating room and injuring a tooth or the throat as you operate through the mouth; not to mention the high financial costs and danger to the voice every time a piece of the vocal fold is removed.

Recent advances now allow physicians at ColumbiaDoctors to treat patients with precancerous and early cancerous vocal fold lesions comfortably in their office, with only topical numbing and no general anesthesia. A special laser is passed through a small camera placed in the nose and the lesions are treated minimizing risk, inconvenience and cost. Dr. Michael Pitman, Director of The Voice and Swallowing Institute at Columbia University Medical Center led a team of researchers investigating the long-term safety and effectiveness of this



Dr. Michael Pitman

procedure in the treatment of these lesions. They also evaluated the effect of the treatment on the voice. Their findings were published in June 2017 in the prestigious peer reviewed medical journal, *Laryngoscope*.

Forty-six patients with precancerous or early cancerous lesions, treated with minimally invasive in-office laser therapy were followed for an average of nearly three and half years. Almost 70 percent of patients had their disease controlled with purely in-office treatment, with an average of two treatments per patient. Only two patients developed invasive early stage carcinoma and both were successfully treated. In addition to successfully controlling disease at rates equal to tradition surgery under general anesthesia, the laser treatment did not injure the voice, with most voices improving. The minimally invasive in-office laser treatment of vocal fold lesions is a quicker, safer, cheaper alternative that controls disease as effectively as riskier traditional surgery while preserving the voice. #

Michael J. Pitman MD is Chief of the Division of Laryngology at ColumbiaDoctors in New York City.

HIGH CONTACT SPORTS & BRAIN INJURIES



Dr. Bennet Omalu

By SYBIL MAIMIN

“We are not equipped by nature, God, or evolution to take blows to the head,” warns Dr. Bennet Omalu, the Nigerian-American neuropathologist who first discovered the link between concussions to the head and chronic traumatic encephalopathy, or CTE. Previously associated primarily with boxing, CTE became linked to football after Omalu performed an historic autopsy on former Pittsburgh Steelers player Mike Webster who had died at age 50 after years of emotional disorders and dementia. Presented with the findings in 2005, the National Football League (N.F.L.) said Omalu was “completely wrong.” Omalu performed additional autopsies on former football players and reported similar results, but the League continued to deny a connection between head blows and CTE until 2016 when, before the House of Representatives Committee on Energy and Commerce, Jeff Miller, N.F.L. senior representative for health and safety, admitted that head trauma can lead to brain disease. Reinforcing this view, Dr. Ann McKee, a Boston University neuropathologist reported to the panel that 90 of the 94 former NFL players whose tissues she examined had CTE. The disease can only be discovered during an autopsy; CTE does not show up on a CT scan of the brain of a living person.

“One blow to the head can do it,” explains Omalu, while the number of impacts and degree of force increases the strong possibility of developing CTE and influences its severity. Symptoms may appear soon or many years later. Victims develop major psychiatric problems including depression, loss of self-control, violent and impulsive behavior, suicidal tendencies, memory impairment, decreasing ability to reason, and dementia. To prevent the tragedy of CTE, Omalu strongly recommends that children under the age of 18 not play high contact sports including football (a very religious man,

Omalu quips, “God did not intend for human beings to play football”), ice hockey, wrestling, boxing, and soccer. He acknowledges that a change in culture is needed, a very difficult but attainable goal, because “truth always prevails.” Despite the evidence of dangers, 777 colleges are fielding teams this fall. It’s about money and the power of the professional leagues and, even more, about America’s “addiction” to the game, he maintains. Omalu refers to “conformational intelligence,” the tendency of people to go along with societal expectations and traditions, while ignoring objective evidence. He asks, “Do we love football more than we love our children?” Helmets offer a false sense of protection, he explains. They may prevent injuries that would kill on the spot, but an impact is still sustained. If helmets eliminated the problem, there would be fewer concussions in football, he reasons. Omalu finds hope in the success of other battles against entrenched accepted practices. He notes that parents who cheer their children on the football field, do not offer them cigarettes. Although long ostracized by the American medical establishment, a determined Omalu has persisted, and his findings are gaining increasing acceptance. As recently reported in *The New York Times*, an online chat and support group for N.F.L. wives, frequently learns of team members who exhibit psychiatric problems, including dementia. In fact, in a recent legal settlement with players, the N.F.L. has agreed to pay significant money to those with severe cognitive and neurological problems.

Dr. Bennet Omalu recently published a book, “Truth Doesn’t Have a Side: My Alarming Discovery About the Dangers of Contact Sports.” The story of his life, research, and the resistance he faced from the sports world and medical establishment were portrayed in a movie in 2013, “Concussion,” starring Will Smith as Omalu. #



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AN EXCLUSIVE INTERVIEW WITH CEO SAM JAMIER OF THE ASIAN FILM FESTIVAL



Sam Jamier

By DR. POLA ROSEN, JACOB
SONENSHINE & LUCAS MAUTNER

What is the purpose of the Asian Film Festival and how is it different from other film festivals?

I think it's different in many ways. It started when the last Chinatown theater closed down in 2000. There used to be a circuit of theatrical distribution for Hong Kong films. This circuit ended in 1999. So when the last Chinatown theater in New York shut its doors in 1999, there was a group of friends who used to go there who tried to save the theater. They didn't succeed, but instead they decided to create a festival so they could continue to watch the films they were passionate about and share them with their friends. They decided to bankroll the festival themselves and hope for the best.

How did you get more support for the films? I found it was so interesting that the films focused on problems that are prevalent in our society today. One of the films focused on cheating in school, something that happens a lot in schools in the United States, and how people react to each other, and also the poverty in our society—that some students

continued on page 11

COOPER HEWITT OFFERS MASTERS DEGREE IN DESIGN

By SYBIL MAIMIN

The Master's Program in the History of Design and Curatorial Studies offered jointly by Cooper Hewitt, Smithsonian Design Museum and the Parsons School, is, uniquely, located in a museum (New York City's Cooper Hewitt). MA candidates have access to the outstanding collections and comprehensive library of the only art institute in the United States focused solely on historical and contemporary design, making possible hands-on study of objects, a distinct advantage for students. Courses include the media of furniture, glass, ceramics, costumes, graphic design, metalworks, textiles, and works on paper. Social, cultural, and economic history are studied, as well as style and technique in decorative art and design. Critical theory classes analyze the place of design in the field of art. A design degree provides entree to jobs in many fields and venues including appraisal, auctions, curatorial, archivist, galleries, historic houses, marketing, branding, writing, illustration, interior design, education, and museums.

Katherine Miller, a 2013 graduate and current Cooper Hewitt employee, is enthusiastic about the Master's Program. "So many people say they want to work in museums but don't realize what it entails," she says. "People who work in museums have a broad knowledge of art." She



Katherine Miller

treasures the "luxury of researching a paper and having all the resources at hand to spend hours each day exploring all aspects of an object." She notes the common battle in art history

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RICHARD GERSTL EXHIBITION AT NEUE GALERIE NEW YORK

By LUCAS MAUTNER

The Neue Galerie New York has recently opened an exhibition featuring works from the Austrian Expressionist Richard Gerstl (1883-1908). This exhibition marks the first time the artist's works have been exhibited in the United States. The exhibition was co-organized with the Schirn Kunsthalle Frankfurt and will remain on view until September 25, 2017. There are approximately 55 paintings and works on paper on display, which include nude figures, individual and group portraits, as well as comparative works by contemporaries of Gerstl.

Gerstl's life was short and dramatic, culminating in a mysterious suicide that his family tried to keep secret. Gerstl was involved in an affair with the wife of Arnold Schonberg, a celebrated Austrian composer. When Schonberg learned of the affair in 1908, Gerstl ended his relations with Mathilde. Afterwards, he committed suicide, leaving Mathilde to claim, in a note on display in the exhibition, that Gerstl had taken the less difficult path.

Gerstl's works prefigure the Modernist movement, as is evidenced in his brush strokes,



Gerstl's "Self-Portrait Laughing" (1907)

his enigmatic group portraits, and his bold use of color and texture. Most striking is a full-body nude figure in oil of the artist, painted as a self portrait, and a collection of vague, nebulous portraits that are considered by some to represent Schonberg and his wife, Mathilde, as well as their daughter.

This exhibition was organized by Expressionist scholar Jill Lloyd and was made possible in part by the Neue Galerie President's Circle.

The Neue Galerie is devoted to fin-de-siècle German and Austrian art and design. Many of the collections include paintings by Gustav Klimt, Egon Schiele, and Oskar Kokoschka; there is also an extensive collection of decorative arts, such as those by Josef Hoffmann and Koiloman Moser. The Neue Galerie was founded by art dealer Serge Sabarsky and businessman Ronald S. Lauder. It is housed in an historic building on Museum Mile, which was built in 1914 by the same architects Carrère and Hastings, who designed the New York Public Library, and was acquired for the Neue Galerie in 1994. #

New York Botanical Garden and the Catskill Jazz Factory Find Success in Jazz and Chihuly



By LUCAS MAUTNER

This summer, the New York Botanical Garden teamed up with the Catskill Jazz Factory to present a series of three concerts as part of their Summer Concert Series. JAZZ & CHIHULY put the spotlight on contemporary jazz talent, presenting the works of world-renowned artist Dale Chihuly, famed for his "signature organic shapes in brilliant colors," accord-

ing to the official press release. Developed in collaboration with CJF and Absolutely Live Entertainment, the series featured artists such as trumpeter Alphonso Horne, trombonist Chris Washburne, pianist Andre Mehmani, singer Camille Bertault, pianist Damien Sneed, and trumpeter Keyon Harrold, among others. Like all programs produced by the CJF, each perfor-

continued on page 28

Sam Jamier*continued from page 10*

need the money badly enough that they're willing to cheat. So, Sam, who decides what films should be shown?

There is a committee, four of us, including myself. We have people based all over—in Beijing and in London. One of us works for a film distribution company. We created a process that is quite organic. We choose the films over the course of the year. Some of the films may be rejected based on what the overall environment is like. We usually go to film festivals, for example in Korea, starting in October, and watch the films.

Why is New York City the right venue?

It really relates to our origins. This used to be a venue for theatrical distribution of Hong Kong films in particular, which is really the point of origin for what we do. I think NYC is very international. It's a point of contact between many different types of people and many countries.

How have you increased visibility of the festival?

There's really different ways. Each year we try to get better, to get more professional. As far as the committee is concerned, we only have people who work in the film industry. We started as a group of film lovers and amateurs, in every sense of the word, as people who like films. I wanted to evolve from that into a more professional direction. We work with people who are executives in production companies, overseas specialists, etc. to get the best current releases. Over the year we try to promote the festival. That's one of the ways we've improved the films we offer. Some companies actively seek to show their films with us, since we are on the front line of doing this. We work primarily with film companies in Asia, rather than US companies. We work with American film distribution companies as well.

Would you like to work with people in Hollywood?

Sure, I think it would make sense. We have strong credentials.

What is the source of funding for the organization?

At this point, we get a fair amount of institutional funding from a number of different agencies. We've been lucky enough for the past few years to be trusted with funding from these agencies for the promotion of specific host areas – such as Hong Kong, and mainland China. Both of them help us very much. But we've been able to steer clear of any political agendas. We also get a few individual contributions, especially in the past few years.

Is there an effort in different parts of Asia to promote Asian cultures internationally?

Yes, there is. We've been partners with governments. So yes, there is, even though we work in our own particular way. We are a festival that waves the flags of all these countries.

Are there other festivals besides the one in

the summer?

We also have a festival in August, which is held at the Metrograph, downtown.

Could you comment on your academic background?

Well, I'm a graduate of the Ecole Normale Supérieure, in France. It requires intense concentration. I have a Doctorate in Philosophy. [Does that help in the film industry?] Not in a direct way, but I have a strong animus in my dissertation in film theory, which incorporated a lot of French philosophy and film theory. But film theory is basically completely different than film festival production or organization.

What should students major in if they're interested in the film industry?

I think film school is not a bad idea. But you have to go beyond the purely academic side. It's good to be as superior as you can in your field, but you have to be able to appreciate on a

continued on page 14



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Diana Bilezikian Offers Helpful Tips for Students

By DIANA BILEZIKIAN

It is important to keep your place neat, orderly, and in good repair. Develop a list of maintenance people whom you can trust. Your list should include a plumber, a painter, an electrician, and a handy person. If you are new to the neighborhood, ask somebody nearby if they have people to recommend. It's always better to get somebody from a personal recommendation than from the Yellow Pages or the Internet. (This is an excerpt from *Dear Diana: Diana's Guide to Independent Living For Adolescents and Young Adults With Different Learning Styles and Special Needs*)

A good helpful example is this: One time, when my bathtub was absolutely clogged up enough as to create a huge gross, disgusting mass of water that simply would not go away no matter how hard I tried to make it go away, using the toilet plunger, without even bothering to call my parents or counselors for any help, I contacted the plumber who did just what I'd asked him and the bill was sent to my parents for help with paying it and my mother was so proud of me for taking charge. This way, I grew my independence, knowing just what to do for some best results.

Chapel Haven is a wonderful school that helps young adults with special needs. It was



founded in 1972 by the Rossman Family in New Haven, Connecticut downtown on Chapel Street before it moved up here to Whalley *continued on page 23*

THE GIFT: THE DEVELOPMENT OF A WORK ETHIC

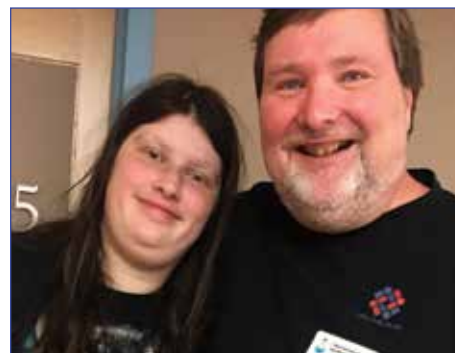
By RUTH ARBERMAN, MSED

The gift so many parent's and educator's need to give our children/students, especially those with a learning disability, is our strong work ethic. Too often, I come across children/ young adults who not only seem entitled, but who emotionally equate effort with feeling stupid. This has resulted from the truth that as a child with challenges, too often effort did not result in success so the natural outcome that work equals success has been fractured. However, this also results from the quest to support self-esteem in children who struggle, there-by laying the ground work for this type of thinking. Every time you reward someone when they really didn't succeed (prizes for participation) or say to a child, for example, oh, you're so naturally talented at art (you fill in the blank) or wow, you learned that so quick; you're so smart, or no one even needed to teach you to do that because you have talent. The child begins to develop a fixed mind-set that interprets and equates learning something fast or without effort as being desirable and therefore being smart. Therefore, the need to practice or do homework or sustain effort makes them feel stupid. This feeling results in poor frustration tolerance. Clearly, the exact opposite of what our goal is. So how do you start to turn this thinking around? I tried this out on a student



who clearly has this mind –set and which actually is more crippling of her making progress than her ADHD. I knew she liked Serena Williams, so I asked: Is Serena Williams good at tennis. Answer: “Yes”. So would you agree she is a naturally talented player?” Answer (looking at me as if I was stupid: “Of course, she started to play at like age three”. “Ok, so I'm curious, she doesn't need to practice each *continued on page 28*

INNOVATIVE APPROACHES TO CHILDREN WITH AUTISM



(L-R) Jillian & Bob Simpson

By GILLIAN GRANOFF

When Bob Simpson, the co-founder of nfpNEXUS, discovered his daughter Jillian suffered from Autism Spectrum Disorder, he envisioned a future for her defined by dependence and struggle that would require years of ongoing support, unimaginable challenges and little hope that she would likely have any semblance of a normal life. He knew all the statistics: the low employment rates, the social isolation, the stigma and the bullying she could face. He also learned quickly the toll it takes on families: limited resources, financial tolls and more importantly, the psychological impact it would take on both himself and on Jillian. Staring at this dismal canvas, he was determined to paint a different picture for his daughter, one that was painted not in black and white, but in color. He wanted to paint a portrait for Jillian and other children of a future in broad strokes and bright colors that portrayed not their deficits, but their talents and passion. He wanted to paint a new picture for other children where they could see a future defined by independence, creativity and success. Simpson knew that to do this would require hard work and sacrifice. He was determined.

He began to look at the untapped potential of his own daughter. Even though Jillian was diagnosed with a high functioning form of ASD, the State funded services, therapy and vocational training she needed to lead an independent life would end at 22; insufficient to meet her needs past adolescence. Most states guarantee students with disabilities services and support to the age of 22. Developmental delays determine that the majority of children with ASD have significant challenges that will delay their development. The result is that, while many with ASD have the intellectual capacity to acquire requisite skills they are not mature enough to achieve basic competency until late stages of an adolescent or as a young adult.

As a consequence, many will struggle with what is known as “falling off the cliff,” cut off from crucial resources necessary to empower them with the skills necessary to help them become independent adults. As a result the majority of otherwise capable and talented ASD adults will never lead full functioning and independent lives. The majority of adults on the ASD spectrum require ongoing and life-long



Firas Atchoo

support systems and care. “Autism Speaks,” an organization founded by Bob and Suzanne Wright, collected data that determined that the combined unemployment rate for young adults is 90 percent nationwide which was confirmed by DREXLER. Most cannot live independently and continue to live with a parent or guardian well into adulthood. Faced with these dismal statistics and an uncertain future, Simpson was determined to change this reality for his daughter Jillian and others like her.

One day he observed Jillian playing a video game; she was immersed in it for hours and he suddenly realized that she could monitor and manage a team of neuro-typical players, delegate roles, devise strategies and help the team to win the game. He realized in this moment his daughter's untapped potential and how she and others like her could transcend their “deficits” and transform them into strengths when embracing their passions. Bob was determined to change the language that define children with autism and other disabilities, and eliminate the word “deficit” from the vernacular, replacing it with words like difference, personality and passion.

Simpson quickly realized that skills acquired through passion were transferable. With the help of his business partner Firas Atchoo, and Jillian's godfather, Michael Brady, he founded nfpNEXUS and began to conceptualize a program where he could help Jillian and others transfer these skills from the virtual to the real world.

He knew the challenge he was up against: competing research, limited funding and limits and unrealistic standards imposed by the No Child Left Behind Act.

The outcome, called Spectrum Innovates, began to investigate particulars of Bob's ideas through Maker workshops. The latest, *autis-Makes*, engages teens with ASD who have a passion “making things” in an innovative four day exploration of their imagination. In the role of a “maker” these kids thrive and demonstrate creativity, innovative abilities, follow their passions and turn concepts into reality.

The theme of the workshop was for teens with Autism SD to channel their passions to create interactive games, rides and alike you might find in an amusement park, utilizing *continued on page 28*

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THE MATH COLUMN

The 777 Number Trick – a Motivating Diversion

By DR. ALFRED POSAMENTIER

It should be every mathematics teacher's goal to make mathematics interesting and fun. The latest concern among mathematics teachers is having their students do well on standardized tests. Consequently, there is unfortunately much "teaching to the test" being observed in our classrooms. More time to be taken, for example, to show how we can get a nice appreciation for numbers by using arithmetic in the context of a recreational setting. You might want to try this with a friend. Have your friend select any number between 500 and 1,000; then have him add 777 to this number. If the sum exceeds 1,000, then have him remove the thousands digit and add it to the units digit of the sum. Now have him subtract the two numbers – this sum and the one he originally selected. You can tell him that he must now have arrived at 222.

Let's try one together now. Suppose the friend selects the number 600. He then adds to it 777, to get: $600 + 777 = 1,377$. He now removes the 1 and adds it to the units digit to get 378. Subtracting these two numbers $600 - 378 = 222$.

You may wonder why this works as it does.



Dr. Al Posamentier

For every selected number between 500 and 1,000 you will always get a 1 in the thousands place when this number is added to 777. Dropping the 1 and adding it to the units digit is tantamount to merely subtracting 999 from the number. That is, $999 = -1000 + 1$.

If we now represent the selected number as n , then what is being done is:

$$n - (n + 777 - 999) = n - n - 777 + 999 = 222.$$

Remember, n represents the number randomly selected.

Suppose we would have used a number other than 777 as our "magic" number, say 591, then we would have our friend end up with 408 every time, regardless which number he chose between 500 and 1,000. For a "magic" number of 733, the end result will always be 266. Remember the selected number cannot be less than 500 or else you might not get a sum in the thousands, and at the same time the selected number should not be greater than 999 or you might get a 2 in the thousands place, which would ruin this scheme.

Dr. Alfred Posamentier is currently Chief Liaison for International Academic Affairs at Long Island University, New York.

Sam Jamier

continued from page 11

professional level as well as an academic one. I wouldn't recommend Philosophy, but that doesn't mean you can't study something non-related. I know people with English Literature degrees that ended up working in film. It doesn't really have to be film school. You have to be careful with the school you choose. It's hard to be the best at what you do. When it comes to the film industry, whether it's production or making films yourself, it's about combining an authentic vision with strong organization skills. It's difficult.

How many films are in the festival each year?

Between fifty and sixty.

If someone is a newcomer to the film industry, do they have a chance to get a film into the festival?

Yes, if it's good enough, sure. We give a chance to everybody. As long as it is good, it has a shot.

So, is brevity the soul of wit? Should filmmakers make their films shorter or longer?

Shorter is always better for me! But there are very many long films. It's about making the best decisions to tell the story, and making the most of the time allocated to you. That's why it's a difficult format. Same thing with the festival – our time is split between fifty to sixty films in two weeks. We have to use our time wisely to show the films to the best audiences.



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Calder and Oiticica: Two Great Minds Equal Engaging Exhibits at The Whitney

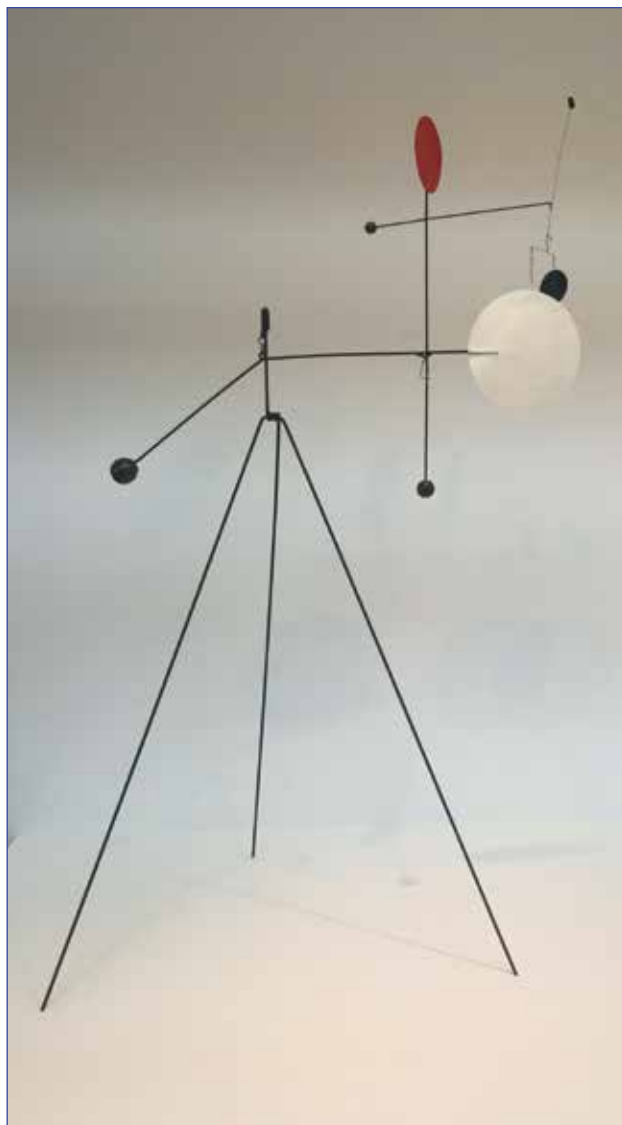
By LYDIA LIEBMAN

The Whitney Museum, always on the cusp of innovation, is currently showing two lively and engaging exhibits that are worth a Saturday afternoon visit. The first is the extraordinary “Calder: Hypermobility”, which showcases 36 of the visionary artist’s works. While the museum has had a long relationship with the Calder Foundation with frequent showings of his work over the years, this exhibition is different. For the first time in several decades, Alexander Calder’s mobiles are in motion!

Occupying the top floor of the museum, the space is decorated with Calder’s whimsical mobiles; some are suspended from the ceiling, others positioned along the walls. There are some standouts among the collection including *Aluminum Leaves*, *Red Post* (1941), *Untitled* (1947), and *Aspen* (1948). Beautiful enough to behold in stillness, when activated the mobiles take on another form entirely and the viewer finds himself observing now a performance, rather than a static work. Contributing to the atmosphere is a specifically composed soundscape by musician Jim O’Rourke. His moody concoction of jazz, field recordings and modern composition is a wonderful addition.

The second engaging work Education Update visited was “Hélio Oiticica: To Organize Delirium”. Billed as the first Oiticica retrospective in over two decades, “...To Organize Delirium” shows the artists’ progression from formal, more traditional canvases to the drug-fueled, high-flying visionary work that dominated his time in New York City before concluding back to his native Rio de Janeiro. This exhibit is highly interactive, as Oiticica intended his work to be and focuses primarily on his colorful time in the urban jungle.

Like the Calder exhibit but even moreso here, visitors truly become immersed in the world of Oiticica. For the public to try, there are racks of colorful clothing that show social and political messages when worn and danced in. There are two immersive rooms like *Cosmococa 5 Hendrix War*, where guests are invited to hang in hammocks and listen to Jimi Hendrix and



Calder “Red, White, Black and Brass” (1934)

Cosmococa 1: CC1 Trashscapes where visitors are given a nail file, encouraged to lay down on one of the mats provided and lay back and file while the screens above are saturated with images of photographs overlaid with cocaine. Drugs are certainly featured here and among Oiticica’s notebooks and memos on display one of the most engaging is his detailed notes on different strains of cocaine and his experiences with it. The true nature of Oiticica really comes through in this writing. The exhibit ends with “PN27 Penetrable, Rijnviera” which invites visitors to take off their shoes and walk through a cabin-like structure through water, over rocks and eventually the sandy “beach”.

The Whitney has upped the ante with these two exhibits and encourages a level of unprecedented participation. #

“Calder: Hypermobility” runs through October 23 and “Hélio Oiticica: To Organize Delirium” runs through October 1.

School of Chinese Studies 华美学苑 Fall 2017 Offering For Educators



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Join China Institute on Friday, October 13 for a professional development workshop for K-12 Chinese language educators. Presented in conjunction with China Institute’s world-class exhibition, *Dreams of the Kings: A Jade Suit for Eternity* (楚王梦: 玉衣与永生), this workshop will show case unit plans using field trips, exhibitions and historical artifacts to create hands-on, exploratory culture and language-learning experiences for students from a variety of cultural and linguistic backgrounds.



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EDUCATORS OF NYC HONORED AT AN

By LYDIA LIEBMAN



Education Update celebrated the 2017 Distinguished Leaders in Education this past June at the Harvard Club in New York City.

This year, the impressive list of honorees included seven influential and outstanding leaders: Felix Matos Rodriguez, President of Queens College, CUNY; Linda R. Macaulay, Founder of Macaulay Honors College; David Levin, President and CEO of McGraw Hill Education; Linda Sirow, Artist and Educator at the Dalton School; Irv "Mr.G" Gikofsky, Educator and Weatherman of WPIX 11 News; Dr. Blake Spahn, Vice-Chancellor of the Dwight School; and Cheryl Wills, Anchor of Spectrum News NY1. In addition, over twenty outstanding principals and teachers from the New York City area were honored.

Following Dr. Rosen's opening remarks in which she announced the distinguished leaders and offered thanks to the Education Update staff and advisory board, Hunter College President Jennifer Raab took to the podium to introduce both David Levin and Linda Macaulay. Throughout her remarks, President Raab praised McGraw Hill and Levin for their use of technology and innovative outlook. "David was one of the first to not only recognize that education has to change dramatically to respond to the modern world but to apply his resources to the problem to affect real transformation," said President Raab. Of Linda Macaulay, President Raab spoke about the success of the Macaulay Honors College and referred to it as "a signature examples of how excellence and access can triumph together in public higher education." Levin and Macaulay both gave spirited and insightful acceptance speeches after their respective introductions.

Chancellor Betty Rosa of the New York State Board of Regents came to the podium next to say a few words about Felix Matos Rodriguez. The Puerto Rican scholar, in the words of Rosa, holds a unique and compelling perspective on the issues facing higher education due to his tenure as both president of Hostas Community College in the Bronx and now as president of Queens College. "As a leader of over 20,000 students serving over 170 countries he brings an incredible combination of excellence, scholarship, teaching and administration at the senior level," she said. Matos Rodriguez joined Rosa to accept his award to thunderous applause. During this speech, Matos Rodriguez spoke of how important it is to "follow along with the students" one works with. To drive this point home, Matos Rodriguez turned the attention to a student in attendance, Joanna de Jesus, and shared her uplifting story of success.

Dr. Pola Rosen introduced the first of two screen stars with Cheryl Wills. Wills, an anchor for Spectrum News NY1, has a long history in education. She dedicated her award to her great-



great-great grandfather Sandy Wills, who was enslaved on a plantation until President Lincoln signed the Emancipation Proclamation. Her 2016 book "The Emancipation of Grandpa Sandy Wills" which commemorates his life, has enabled her to visit public school students by the hundreds to tell his story.

Dr. Charlotte Frank, Senior Advisor of McGraw Hill Education, was next to introduce Irv Gikofsky, known as "Mr. G" of PIX11 News. As Dr. Frank revealed in her introduction, "Mr. G" was a public school teacher before he went on to become a famous weatherman. "You never know what you're going to do. Just know that you start here but then you start to dream. When you get an opportunity, grab that opportunity so that you can move ahead. That's what Mr. G did," said Dr. Frank. Mr. G delivered an engaging acceptance speech and shared various personal anecdotes. Of particular interest was Mr. G's recollection of how, in his 8th year of teaching, CBS came to his classroom and was so impressed with his teaching style that they asked him if he could do it on camera. Thus began a fruitful career in television.

The following recipient was Vice Chancellor Dr. Blake Spahn of the Dwight School. After an introduction by Education Update Co-Publisher Adam Sugarman, Dr. Spahn came to the podium to accept his award. He spoke of an influential figure in his life: Sir

Edmund King, whose words have stuck with Dr. Spahn. Upon seeing the vivacious 90-year old man deliver a speech during the time Dr. Spahn was completing his doctrine, he asked King how one stays so healthy. "He said 'to be a foreigner... but I don't mean you have to go to other countries. You have to put yourself in an uncomfortable positions where you're pushed to question your own values and your own way of thinking. That's what makes me happy,'" he said. He went on to say that the teachers at Dwight follow this philosophy. He dedicated the award to them.

The final Distinguished Leader in Education award was presented to Linda Sirow. Dean of the Hunter School of Education Michael Middleton introduced Sirow, who is an artist and educator at the Dalton School. In her speech, Sirow highlighted the importance of creativity and education. "Although I seemingly teach eager students skills to draw, paint, compose, sculpt, and make pottery and talk about their work, my primary goal is to enable them to express themselves nonverbally," she said. She stressed how at the Dalton School, the arts are not treated as "icing on the cake" but as an integral part of education.

Following the Distinguished Leaders in Education Awards, The Young Journalist Awards were presented to Hayley Hershenson and William Freedman. Young Journalists are particularly important at Education Update

because they set the standard for the next generation of journalists.

Shortly later, the Outstanding Educators of the Year were honored from schools in all parts of NYC. This year, the recipients included Viviane Chen of the China Institute, Karla Fuller and Lori Ungemah from Guttman Community College, Micaela Bracamonte of the Lang School, Nicole Limperopulos of Teachers College, Principal Mark Erlenwein of Staten Island Technical School, Hal Fraser of the Kennedy School, Nadja Graff of Touro College, David E. Kirkland, Okhee Lee and Stella Flores from NYU, Dr. Joan Toggia of Mercy College, Arielle Cernes of Sterling School, Dr. Yverose Pierre of the School for Career Development, Toni Herrera of ELA MS 577, Leander "Eric" Windley of IS 318, Anna Cano Amato of PS 110, Olivia Murphy of Bushwick Leaders High School for Academic Excellence, Diana Rendon of Progress High School, Lauren Holmes of Hunter College and Michael Gilliam of College of New Rochelle.

The video of the event can be seen on YouTube. #

Watch the Outstanding Educators
Harvard Club Event at:

EDUCATIONUPDATE.com

ANNUAL CELEBRATION AT HARVARD CLUB



David Levin, McGraw-Hill Education & Hunter College Pres. Jennifer Raab



Irv "Mr. G" Gikofsky, WPIX & Charlotte Frank, McGraw-Hill Education



(L-R): Linda Macaulay, Macaulay Honors College & President Jennifer Raab



Pres. Felix Matos Rodriguez, Queens College & Chanc. Betty Rosa, NYS Bd. of Regents



(L-R) Will Freedman & Haley Hershenson



(L-R) Cheryl Wills with Dr. Pola Rosen



(L-R) Dr. Blake Spahn, Dwight School & Adam Sugerman, Education Update



Linda Sirow, The Dalton School, & Dean Michael Middleton, Hunter College



Jay Hershenson, Cheryl Wills & Bill Macaulay with others



Dr. Blake Spahn and his son, Ronin



David Levin, CEO of McGraw Hill with Cheryl Wills, NY1 Anchor



(L-R) Bradley, Haley & Jay Hershenson with Councilwoman Rebecca Seawright



(L-R): Dr. Okhee Lee, Dr. David E. Kirkland, Dr. Karla Fuller, Dr. Lori Ungemah, Mark Erlenwein, Hal Fraser, Nadja Graff & Arielle Cernes



(Front Row, L-R) Diana Rendon, Dr. Michael Gilliam, Dr. Joan Toglia, Viviane Chen, Micaela Bracamonte, Anna Cano Amato (Back Row, L-R) Yousra Abdelhadi, Nicole Limperopulos, Leander "Eric" Windley, Olivia Murphy, Iwona Borys, Yvrose Pierre

OBITUARIES

Frederick Vinup Brooks – Remembering a 25 Year Dedication to Students & Schools



By BELLE O'BRIEN

Frederick Vinup Brooks, beloved son, brother, husband, father and grandfather, passed away on August 14, 2017. Mr. Brooks' 'career' in education began at a very early age. Having received an excellent early education at Gilman School in Baltimore, MD, Mr. Brooks, discovered that not all schools provide the same caliber of education. At 13, when his family moved to a small rural town in Kentucky, he was asked to teach the 7th and 8th grade class because of his brains and maturity. Thus began his passion for the needs of students and the imperative for the financial stability of schools.

Mr. Brooks graduated first in his business class from Georgetown University in 1963 and spent his early career in boatyard and marina management based on a life long love for boating. Subsequently, his interest in business and finance led him to the defense contractor Tracor, Inc., where he worked for 12 years in Texas, Maryland and Florida. While at Tracor, Mr. Brooks began his studies for a Masters in Business Administration and received his MBA from George Washington University.

In 1985, Mr. Brooks shifted the focus of his career to higher education, playing significant roles in the financial well being and strategic growth of several institutions. He was Vice President of Finance and Administration with the Illinois Institute of Technology Research Institute. He moved to California in 1992 to become Vice President of Finance and Administration at the University of San Diego where he was instrumental in enlarging the campus and developing a communications infrastructure for the 21st Century. Mr. Brooks retired from the Maryland Institute College

of Art in Baltimore as the Vice President for Finance and Administration.

Known to friends and family as Fred, he was born in Baltimore, Maryland and grew up in and around Baltimore, Gibson Island, Annapolis and Washington, D.C., where he met his wife of 53 years, Jane Helen Mayberry. His two sons, Rick and Garry, continued their father's commitment to education as undergraduates at Duke University, followed by graduate degrees at San Diego State University and the University of San Diego and the University of California at Davis. Rick, now the father of three living in San Diego, has followed in his father's footsteps as a highly successful financial planner.

One of Fred's great joys in retirement was helping his son Garry, father of two, launch a winery; he participated in every aspect of the journey, being referred to as the Assistant Winemaker, working in the first family harvest through to the most recent successful commercial release.

Mr. Brooks was dedicated to serving in the communities wherever he lived. He was a member of numerous community organizations, including the Rotary and the Lions Club always serving in finance roles and as a community liaison. Mr. Brooks and his family remained close to three exchange students and several graduate students whom they hosted while living in San Diego.

Upon retiring Fred and Jane moved permanently to Marin County, CA to be with their sons and grandchildren. Fred enjoyed boating, golfing and painting, though he was never happier than surrounded by his family and close friends.#

JOHN HYLAND



By JOYCE COWIN

Jack Hyland was a remarkable human being, compassionate, intelligent and joyful. Giant in the field of education; co-chair of the Teacher's College, Columbia University Board for the past

fourteen years; former head of the American Academy of Rome; world-renowned gardener; esteemed member of the Clark Museum. He was an integral part of my Financial Literacy program. Beloved and respected by all who knew him.

SANDY PRIEST ROSE



By DR. POLA ROSEN

Forever remembered for her desire to help children read through her Reading Reform Foundation. When I asked for her help in meeting Wynton Marsalis, she reached out immediately and arranged for it. When I recently needed help in touching base with Neil deGrasse Tyson, she again reached out immediately. She invited me to a private luncheon for the two of us just

to say that she admired my work and the way I connected to the world. When I inquired about featuring her, particularly since she was going to retire from her lifetime achievements, in the pages of Education Update, she delicately passed. I will always treasure her hand written notes and her ideas.

I will be among the many who will miss her so much.



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YOUNG JOURNALIST

What I Learned About Preventing Bullying

By JARED ZELTNER



Bullying can occur for many reasons such as jealousy, differences, and even anger issues. A bully may want to be the center of attention, or make themselves feel more important. Bullying happens worldwide and is most common in tweens and teens. I have learned some of this information from a book called "No Kidding About Bullying." This book also helped me learn more about the psychology of bullying. Here are some things that I found most important in this book.

Usually, conflicts and anger lead to bullying. Preventing conflicts and managing anger can help to prevent bullying behavior. Conflicts arise when two or more people have a difference of opinion. People need to focus on finding ways to resolve and prevent conflict rather than escalating it. Sometimes others just get angry at each other because they cannot find other ways to manage their anger. Schools should add anger management to their curriculum to help children learn skills to stop bullying.

Often, children bully one another because they are not getting along. Children need to build respect for their peers to prevent that. Teachers should address kids about building respect for one another. Building respect can also contribute to a bullying free environment. Separating kids who are not getting along can also help.

Bullying can also happen because kids do not know how to accept or handle differences. Accepting differences can be hard for other kids because they are just not accustomed to it. Regular kids often will bully others with differences. Sometimes, children just need time to get used to these differences. For example, I have experienced allergy bullying when around my peers.

Some kids think that it's cool for other kids to be the same. Those kids will pressure others to do the same things they do. That is called peer pressure. Children need to stand up for themselves and know that they can do what they want and not necessarily what other kids want. Schools should also have a self-esteem course to prevent peer pressure.

I have learned so many wonderful things from this book. Writing this report helped me understand bullying from a different perspective. I would like to recommend "No Kidding About Bullying" because it focuses on important social concepts. I think that children should think about these concepts in their everyday lives. In middle school I am going to take these concepts and think about them in my everyday life. This book is a must have for tweens and teens. #

Jared Zeltner, is 12 years old and is in the 6th Grade, Professional Division and Academic Program at the Rock School for Dance Education in Philadelphia.

*Opening Doors to the World**continued from page 3*

Nicholas Murray Butler, then-President of Columbia University, and Elihu Root, former U.S. Secretary of State, both of whom were awarded the Nobel Peace Prize; and Stephen Duggan, Sr., professor of political science at the College of the City of New York and IIE's first President. They did so nobly to foster the Fulbright dream of educational and cultural exchange between the United States and other nations.

One To World was founded 40 years ago to support international students coming to New York and to help them engage with the city's cultural opportunities and to connect, face-to-face, with local residents. Today, the non-profit organizes over 120 annual activities, including visits with diverse American host families and community service projects throughout New York and its surrounding area. Its signature program, Global Classroom, trains international students, including Fulbright grantees, to become volunteer Global Guides who lead workshops in New York's K-12 schools and after-school programs. Together these Global Guides and NYC students explore intercultural themes, global issues, and ways to reduce cultural stereotypes and biases. Such interactions allow New York's school students to see the

world through the eyes of these young cultural ambassadors, and also provide an opportunity for the international scholars to get a sense of what life is like in the United States.

Imagine Bronx students learning a traditional dance of Kazakhstan and then teaching the Global Guide a popular hip-hop dance, or high school students in Bushwick discussing issues around gentrification in India with a visiting Indian scholar and comparing it to the gentrifying neighborhoods in Brooklyn.

Cultural exchange and understanding are perhaps now more important than ever. With nativism and xenophobia on the rise, the Fulbright, IIE, and One To World programs lead the way in opening our doors to the world.

As we enter this new academic year, we need to remember that educators have a special responsibility and stake in fostering education that breaks down cultural stereotypes, advances cross-cultural understanding, and brings the world to our students.

John P. Allegrante, PhD, LHD (Hon.), is professor of health education and the Fulbright Campus Representative at Teachers College, Columbia University. He has been a Fulbright Specialist and Fulbright Scholar in Iceland and a Fulbright Ambassador, and is currently a member of the Board of Directors of One To World.

CELEBRATING 10 YEARS OF
SERVICE TO OUR WATERFRONT*All Aboard Clipper City Tall Ship*By ROLAND LEWIS, PRESIDENT
& CEO, WATERFRONT ALLIANCE

Created to give a strong civic voice to the seismic changes taking place at the water's edge all around the New York and New Jersey harbor, the Waterfront Alliance's mission remains steadfast a decade after its launch: to protect, transform, and revitalize our harbor and waterfront. Once cut off by industry, highway, and neglect, the Waterfront Alliance has led a revolution to reclaim and re-envision how the magnificent harbor that gave birth to our metropolis can be used and enjoyed by everyone. Celebrating 10 years as an independent civic organization, New York region's preeminent waterfront advocate for environmental restoration, waterfront access, and the working waterfront, brings together a diverse coalition of more than 1,000 stakeholders, working toward a powerful shared vision of a resilient New York Harbor and waterways.

The Waterfront Alliance has enjoyed remarkable success during the past decade. From the new and hugely popular citywide ferry service, to new docks and points of water access built or planned in Brooklyn, Queens, Manhattan, and Staten Island, to the internationally heralded *New York City Vision 2020: Comprehensive Waterfront Plan*, the Waterfront Alliance has had a profound effect on the region's 700 miles of shoreline.

Resiliency, access, and ecological enhancement are incorporated into every aspect of the organization's work, most notably with the Waterfront Edge Design Guidelines (WEDG)

program. WEDG is an incentive program that guides waterfront stakeholders to create waterfront projects that will protect the upland, help the environment, and provide benefit to the surrounding population. Already very successful in New York, WEDG is now going national and even has an international following.

Through white papers, advocacy and events like the annual Waterfront Conference, the organization continues to shape waterfront policy, shepherd waterfront projects through New York City agencies, build consensus on important policy and planning issues, and develop plans for a resilient city fortified against increasingly severe storms.

Just as importantly, the organization is shaping the next generation of waterfront stewards through its Harbor Camp program, having gotten more than 20,000 kids, mostly from settlement houses, on the water in the past decade. New this year, they are expanding their harbor literacy initiative through model waterfront education programs for underserved public school students.

To commemorate its milestone anniversary, the Waterfront Alliance has given a gift to the harbor—the Harbor Scorecard—a neighborhood-by-neighborhood assessment of water quality, access, and resiliency. Our waterfront and waterways have come a long way in 10 years, but there is still much more to do for our harbor and the great metropolis that surrounds it. Get involved and learn more at waterfrontalliance.org/#

SPORTS

SENSEI JOHN P MIRRIONE DEVELOPS NATIONAL SCHOOL PROGRAM TO STOP BULLYING

By MIKE COHEN

John Mirrione is a master karate teacher, he performed as a break dancer at Harlem's Apollo theatre in the 80's and is a veteran having served in the Air Force. But when you ask Mirrione these days what he's most proud of, he speaks about his work helping kids who are bullied.

Mirrione heads one of the most influential anti-bullying campaigns in the country. He founded and directs the not-for-profit organization Harmony Power Foundation which is the charity arm of his well-known New City based

Karate School, Harmony by Karate.

"The mission of the charitable organization is to stand up to bullying and to stand for human equality," said Mirrione, 52. "Considering the world events, issues of bullying and racism are intertwined. When children bully they mostly attack human differences."

Harmony Power was officially formed in 2015, but it was years in the making that Mirrione had planned on making this his own personal mission. In 2010, Mirrione with his own money and with sponsorship by Harmony by Karate embarked on a 17 city tour includ-

ing stops in Chicago, New York City and Los Angeles where he imparted his message.

On the trip he shared with children at schools and YMCA's that he visited with tales of being bullied himself as a child and what he did to stand up to the people who wanted to destroy him. Most importantly, he stressed the importance of being self-empowered, believing in himself and knowing that anything is possible.

Since that trip, Harmony Power has become part of a New Jersey anti-bullying bill that was submitted by assembly women Shavonda E. Sumter. The goal of this bill is to recognize as many children as possible to promote harmony through art, music, dance, community service and other such avenues. Most recently 75 awards were given in Bayonne, NJ and 95 awards were given in Elizabeth, NJ. These acknowledgements were given in June as part of a Universal Harmony Day assembly.

"Kids need to believe, give of themselves and then they can achieve," said Mirrione. "This takes away the desire for them to hurt each

other."

Growing up in Brooklyn and Long Island, Mirrione learned firsthand just how painful bullying can be. Not only was he the victim of being picked on, but he saw how it negatively impacted the lives of other children. That is why the Universal Harmony Day assembly is so meaningful to him.

"It's a day when recognition is given to children to promote harmony in the world," said Mirrione. "When kids feel empowered, loved and listened to – great change can occur."

For more information on anti-bullying and the Harmony Power Foundation, please go to harmonypowernow.org or harmonybykarate.com. If you would like to speak to Sensei John P Mirrione you can contact him directly at 646-387-2073. #

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

EDUCATORS WORKSHOP • PROFESSIONAL DEVELOPMENT

Medieval Japan: People & Systems in the World of the Shogunate

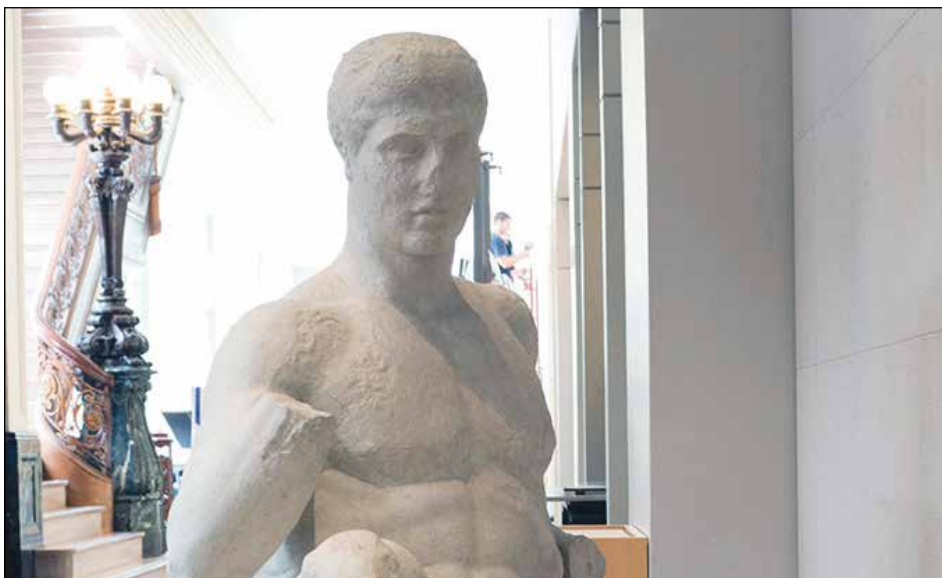
Oct. 7 & 8, Oct. 18 and Dec. 2 & 3

 JAPAN
SOCIETY





CCNY's Elgin Marbles Casts on Display at CUNY Graduate Center



By ASHLEY AROCHO

The City College of New York's casts of the Parthenon frieze, sometimes called the Elgin Marbles, are on display at the Graduate Center, CUNY. The casts were recently installed in the Graduate Center lobby and Mina Rees Library where they are visible to the public.

The casts consist of 20 plus rectangular relief panels that were part of the Parthenon frieze; four metopes (square panels that were on the exterior of the Parthenon); a reclining figure of Dionysus; and a horse's head from a pediment (the triangular roof).

"The Elgin Marbles casts came to the U.S. during the nineteenth century, most likely among the first three sets to arrive here," said Harriet F. Senie, co-director of the Master of Art's Program in Art History and Art Museum Studies. "They have the insignia of the British Museum attesting to their authenticity."

They were gifted to City College in 1852 by Charles M. Leupp, Esq. Although the casts were incomplete, they served an important educa-

tional function in the college's Art Department studio and art history classes for more than a hundred years.

In 1992, the casts were scheduled to be destroyed together with the building that housed them, but the Onassis Foundation USA agreed to fund the restoration of the casts and the installation at Olympic Tower, where they remained until recently.

The casts will be on long-term loan at the Graduate Center and are entirely viewable in the public lobby and visible from the Mina Rees Library windows along Fifth Avenue at 34th Street, in the landmark building formerly known as B. Altman & Company department store.

"Since most of us will not have the privilege of seeing the originals, these offer a unique experience of interacting with the Parthenon casts on a regular basis," said Senie. "With repeated viewings, students and faculty alike, as well as visitors, will have the opportunity to have nuanced and personal relationship with these priceless pieces of the past." #

Bronx Community College Revokes Reminders of the Confederacy



An empty pedestal (right) at the hall that previously held the bust of Thomas Jonathan (Stonewall) Jackson

By SARAH MATUSEK

The violent white supremacist rally in Charlottesville this August reprised a national reckoning: do Confederate symbols belong in public spaces?

The debate over how to memorialize—or exclude—the losing side of the Civil War through public monuments isn't just the purview of local politics; the debate involves educators, too. For public colleges like Bronx Community College, a CUNY school, Charlottesville prompted an immediate campus response.

On Wednesday, August 16, directly following the Charlottesville weekend, Bronx Community College president Thomas Isekenegebe announced the removal of two busts, commemorating Robert E. Lee and Thomas Jonathan (Stonewall) Jackson, from the college's Hall of Fame for Great Americans. The bronze portraits of the Confederate generals were two out of 98 American honorees—spanning inventors to presidents—that lined the hall's century-old colonnade.

"Embracing difference includes creating space where all people feel respected, welcomed, and valued," said Isekenegebe in his August 16 statement that announced the busts' removal and replacement. The following evening, the school quietly removed the offending generals from their stony perches.

While New York City and state politicians, including Governor Andrew Cuomo, have been quick to laud efforts like BCC's, some students feel conflicted about the swift removal of the Southern generals.

"I'm not for it, I'm not against it," said a BCC student who offered her first name as Laly. "Bad people are a part of history, but it's still history."

Jorge Garcia is starting his student career at BCC after serving in the military. Stationed down South, he encountered Confederate symbols regularly.

"Honestly it doesn't really affect me," said Garcia on the ousting of the busts. Even though Garcia experienced moments of racism while on duty down South, he noted the importance of keeping an open mind.

"For them it was Southern pride," said Garcia, referring to Southerners he met who defended Confederate memorials.

Freshman Nikki Sladek offered a stronger opinion. "I think it's kind of wrong," said Sladek, who wanted more explanation about the controversial busts before they were taken down. "People should know what [the busts] stand for—because I don't. People should see it and know about it."

An August 18 article in *The New York Times*, "Trump Aside, Artists and Preservationists Debate the Rush to Topple Statues," includes perspectives that echo Sladek's desire for more deliberate conversation.

"We believe that in instances where there can be a further discussion of public art or the removal or mediation of it, that there should be," Simeon Bankoff, executive director of the Historic Districts Council in New York, told the *Times*. "The public discourse is a very important one."

It is unknown what will replace the busts of Robert E. Lee and Stonewall Jackson at BCC's hall. According to the college, the non-profit United Daughters of the Confederacy were involved in the installation of the busts over the first half of the 20th century.

"Join us in denouncing hate groups and affirming that Confederate memorial statues and monuments are part of our shared American history and should remain in place," read a statement from UDC's President General, Patricia Bryson, on August 21.

University of Texas at Austin and Duke University have also expelled Confederate monuments from their campuses since Charlottesville. #

Sarah Matusek is a student at CUNY's Graduate School of Journalism.

PROFESSIONAL DEVELOPMENT COURSE

MEDIEVAL JAPAN: PEOPLE & SYSTEMS IN THE WORLD OF THE SHOGUNATE

Saturday, October 7, 9 AM—4 PM
 Sunday, October 8, 9 AM—4 PM
 Wednesday, October 18, 6:30—9:30 PM
 Saturday, December 2, 9 AM—4 PM
 Sunday, December 3, 9 AM—2 PM

This 24-hour, 5-session professional development course explores and analyzes the world of Japan during the 12th through 15th centuries as the warrior class rose to power under the Kamakura Shogunate. This two (2) credit course will provide participants with the resources and skills to create and refine lesson plans for the high school classroom and beyond. Key components of feudal Japan such as land ownership; the intersection of religions during this era including Shintoism, Buddhism and Christianity; and agricultural development and village community life will be discussed. Educators will hone their understanding of sengoku daimyo and how Japan was united under the Tokugawa Shogunate. Participants will also have the opportunity to study the evolution of social ideas and aesthetic values of the time including the culture of tea and decorative screens. Each topic is presented with sound pedagogical strategies for implementation in the classroom and in alignment with present teaching standards.

2P credit is available from the NYC Department of Education for in-service teachers. To receive credit, participants must also register for this course on the ASPDP website. Credit is pending course approval by the NYC Department of Education. Registrants seeking continuing education credit from NYC Department of Education should also register here: <https://pci.nycenet.edu/aspdp/Account/Login>

Full Course Registration: \$125/\$110 Japan Society members

*Scholarships for in-service NYC educators available. Contact jeducation@japansociety.org for details.

Box Office Policy
 Course Schedule

Saturday, October 7, 9 AM—4 PM (A la carte registration: \$30/\$25 members.)

Rise of the Samurai & Kamakura Era

Introduction & Overview of Medieval Japan—Public vs. private ownership of land; the growth and organization of shoen; Kamakura Shogunate and its rule; rise of the bushi (warrior/samurai) class; and Mongol Invasions. Instructor: Hitomi Tonomura, University of Michigan.

Sunday, October 8, 9 AM—4 PM (A la carte registration: \$30/\$25 members.)

Peace and Upheaval: The Ashikaga Shogunate

Feudal Institutions from 1337 to 1573—Examine the rise of Ashikaga Takauji's rise to



power and the Northern and Southern Courts; formation of village community and agricultural development; establishment of Buddhist thought and practices; emerging merchant class, trade guilds, and money economy. Instructor: Paul Drobie, Manhattan College.

Medieval Shintoism & Buddhism—Cultural diffusion of ideas and practices of Buddhism and Confucianism tied to China and Korea; Jodo sect of Buddhism for the samurai, commoners, and emperors; principles and connection of Zen. Instructor: Bernard Faure, Columbia University.

Wednesday, October 18, 6:30—9:30 PM (A la carte registration: \$15/\$10 members.)

The Zen Aesthetic—Discover clues to the complex thought of the rich artistic tradition of Zen. Explore everyday objects, art and artifacts as they illuminate stereotypes. Instructors: Pamela D. Winfield, Elon University; Steven Heine, Florida International University, Miami.

Saturday, December 2, 10 AM—4 PM (A la carte registration: \$30/\$25 members.)

Civil Wars to Unification

From Civil Wars... to Unification—Explore how the denial of traditional authority within Japanese society sets off a series of internal conflicts/civil wars; examine specific roles of key historical figures Oda Nobunaga, Toyotomi Hideyoshi and Ieyasu Tokugawa through the use of kinesthetic movement and reenactment scenarios that later cultivated subservient attitudes useful in the feudal system; and the impact on Japan as it engaged with European Renaissance ideas. Instructor: Thomas Conlan, Princeton University.

Saturday, December 3, 9 AM—1 PM (A la carte registration: \$30/\$25 members.)

The Golden Age of Arts in the Muromachi Era

Cultural Life in Medieval Japan—Explore and examine the evolution of new interior settings of medieval Japan; interactions and developments in the arts as east and west meet; participate and practice the etiquette and details of an original expression of Zen in the “high art” of an authentic Japanese tea ceremony. Instructors: Matthew McKelway and Urasenke Chanoyu Center.#

EDUCATION UPDATE

OUTSTANDING EDUCATORS OF THE YEAR 2017 SPONSORS

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Diana Bilezikian

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Avenue—hence the name—Chapel Haven as it really is called A Special Independent Living Program For Young Adults With Special Needs. It has always had practice apartments either for all-ladies or all-men, classrooms, offices, classes, its backyard also known as the courtyard for hanging out. And these young adults, including me, always take their everyday classes for independent living, including Public Transportation, Financial Skills, Good Manners, Safety, Stress Management, Consumer Skills and many more.

Now, as far as my thoughts on the beginning of a new school year, special thanks to all of our fantastic fund-raising having to do with enough very special \$25 contributions for my book and much more, what's been happening lately is this: The construction people have been ever so busy working on our nice new Chapel Haven Buildings for some campus changes as we certainly do hope to be done by next summer- July 2018. That really makes us very proud as it also counts as our very special Chapel Haven Upcoming And Welcoming Event. #



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LAW & EDUCATION

Justice Department Inquiry: Affirmative Action Revisited

By ARTHUR KATZ, J.D.

In early August, The New York Times reported that the Trump Administration was taking steps to refocus on affirmative action in the college admission process.

I have discussed affirmative action twice before in this column – “The Supreme Court Speaks: The Current Status of Affirmative Action in College Admissions”, Education Update, Sep-Oct 2013, and “The Supreme Court and Affirmative Action Revisited”, Education Update, Jan-Feb 2016.

The principle of affirmative action is in conflict with the equal protection clause of our Constitution and, although Justice Thomas has said that the use of race in a university’s decision process is “categorically prohibited”, a majority of the Supreme Court has permitted the use of race when it is “necessary for a university . . . to achieve the educational benefits of diversity,” and that “if a non-racial approach . . . could promote the substantial interest about as well and at tolerable administrative expense, then the university may not consider race.” As a result, a number of university admissions’ offices, as part of their application review, continue to use race as part of a holistic approach in an effort to achieve an acceptable level of diversity in their freshman classes.

Although The NYT initially reported that the Trump Administration’s focus was on college admission policies designed to benefit historically disadvantaged racial groups, a U.S. Department of Justice representative subsequently said that the DOJ “is committed to protecting all Americans from all forms of illegal race-based discrimination” and that the DOJ was focusing on a 2015 administrative discrimination complaint, apparently involving Harvard University, alleging racial discrimination against Asian-Americans. Thus, it appears that the DOJ will be focusing on admission policies that currently benefit minority candidates and purportedly disadvantage Asian-Americans and other non-minority applicants.

The Harvard litigation (commenced in 2014) asserts that Harvard discriminates against Asian-Americans by imposing a penalty for their relatively higher achievement to give preference to racial minorities. This past March, Harvard admitted 5.2% of its applicants, and; its incoming freshman class is reported to be 14.6% African-American, 11.6% Latino, 1.9% Native- American and 22.2% Asian-American. These percentages are roughly the same as in the past several years. The litigation alleges that the percentage of higher achieving Asian-American applicants is greater than their acceptance rate, and a recent column in Inside Higher Ed stated “there are studies that suggest Asian-American applicants need to have higher grades and test scores than other applicants (including white applicants) to gain admission to top col-



Arthur Katz, JD

leges.”

Entry into most colleges is not (and, in this writer’s view, should not be) based solely on past academic achievement. Even in California, where State law requires colleges to ignore racial background, college acceptance generally is based on the entirety of the applicant’s record and circumstances, or what is generally called a holistic approach. A holistic approach to college admissions considers a number of factors which may include, besides high school grades and standardized test scores, such criteria as essays, recommendations, legacy status, athletic ability, musical talent, leadership potential, non-scholastic achievement, race, ethnic origin and geographic location.

It has become accepted dicta that some diversity among a college’s freshman class is critical to development and maturity of college students, and the only questions then become what should diversity entail and should affirmative action be part of the mix?

Lee Bollinger, Columbia University’s President, in his recent June 1, 2017 article in The Chronicle of Higher Education, forcefully advocates for a continuation of diversity and also acknowledges that, in his view, affirmative action programs help achieve that goal.

However, there is a growing discussion as to the best way to achieve an appropriate level of diversity in light of the conflict caused by utilization of affirmative action, which in in conflict with the equal protection clause of the Constitution and can serve to disguise pernicious institutional racism. This conflict will continue as long as race is part of the holistic approach being used.

There is a correlation, to some extent,

THE ETHICS COLUMN

When Doctors Choose Patients

By JACOB M. APPEL MD JD

One of the mantras of American healthcare politics is that patients be able to choose their own doctors. In the hospital or emergency setting, society sometimes limits this right to ensure smooth institutional operation and to conform with norms against discrimination. A patient may not be permitted to demand that the chief of surgery perform his appendectomy or to insist upon a white, Christian cardiologist for his angiogram. Some requests remain more ethically debatable in the inpatient setting—such as a preference for a female obstetrician. However, consumers selecting physicians in private practice can—and often do—choose their doctors for reasons that are personal, capricious and even bigoted. A prospective patient may look up psychiatrists on the Internet and then phone for appointments only those headshrinkers with Jewish surnames. That approach may not be just, but it is perfectly legal.

More complex is the question of when, if ever, physicians may choose their patients. For instance, in our politically fraught world, can a physician refuse non-emergent services to a patient because that patient is supporter of a particular party or cause? In 2010, Dr. Jack Cassell, a Republican urologist in Mt. Dora, Florida, reportedly placed a sign outside his office that read, “If you voted for Obama... seek urologic care elsewhere.” (Cassell allegedly later stated that he would not actually turn patients away, but did not mind if they were deterred by the sign.) More recently, a Pennsylvania teacher filed a complaint with her insurer against Joseph LaBricciosa, a Pennsylvania internist and Donald Trump supporter who reportedly told her, “If you don’t believe what I believe, then this isn’t the practice for you and you need to go.” (For the record, LaBricciosa later apologized.) How far we have come from Democratic surgeon Joseph Giordano’s declaration, operating on Ronald Reagan after an assassination attempt, assuring the President, “We’re all Republicans today.” People of good will may object to politically picky doctors, but is the conduct grounds for ethical sanction? And is it legal?

As a general rule, physicians have limited



Jacob M. Appel, MD, JD

latitude in selecting customers. Doctors can lose their licenses for refusing to treat HIV-positive patients, for example, and a California fertility clinic run by conservative Christians has been compelled to offer services to lesbians. But only a few jurisdictions, most notably the District of Columbia, ban discrimination by political affiliation. The American Medical Association’s Code of Medical Ethics states that “Under no circumstances should physicians allow their differences with patients or their families about political matters to interfere with the delivery of high-quality professional care.” Yet only a minority of physicians belong to the AMA.

A recent study by Eitan Hersha and Matthew Goldenberg, published in the Proceedings of the National Academy of Sciences complicated the matter further. According to their research, the political affiliations of physicians significantly affected the guidance offered on a range of controversial topics such as marijuana use and reproductive decision-making. So while keeping politics out of the consulting room may seem an alluring ideal, the patient unfamiliar with his provider’s political views might unwittingly be doing himself a disservice. #

between the members of those groups who currently are intended to be favored by affirmative action and their socio-economic status. I anticipate that, in time, socio-economic status may be substituted for race and other similar factors in taking a better holistic approach to diversity, at least for those better endowed colleges who have the financial means to adequately assist all of their admitted applicants. Unfortunately, and even though this approach would pass judicial scrutiny, there is not a yet unified movement toward such goal.#

Arthur Katz is on the staff of Otterbourg in NYC.

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CAREERS

Amanda “Bertie” Michaels, Production Stage Manager

By LISA WINKLER

Amanda Michaels, known as Bertie, spent her free time growing up acting in a children’s theater company her mother founded in rural New Hampshire. Though she liked being on stage, she realized she loved working behind the scenes, helping organize props and controlling backstage traffic to ensure productions went smoothly. When she enrolled at Drew University in Madison, NJ, she channeled her passion, organizational and leadership skills into a theater major, focusing on stage management.

Her Drew degree exposed her to all facets of theater. She built scenery and wrote and directed a play and had opportunities to work with living playwrights, including theater giants Athol Fugard, Suzanne Lori-Parks and Sam Shepard.

She interned with the Shakespeare Theatre of New Jersey, a professional theater company based at Drew, and then worked as an assistant stage manager for another two years after graduation. The artistic director asked her to be the production stage manager (the head stage manager) for one of the shows, requiring she join Actors Equity, the actors’ and stage managers’ union. “STNJ gave me my union card and that show, *Private Lives*, was my first “professional” job,” said Bertie.

A summer camp friend dubbed her “Bertie,” and the name stuck. She liked it and used it in college, and “there was no turning back,” especially when friends introduced her to theater companies. While her legal name is still Amanda, everyone knows her as Bertie.

A big difference between being an actor and being a stage manager, for Bertie at least, is the constant work. She’s rarely without work and can substitute when not affiliated full-time with a show. Currently, she’s a substitute stage man-

ager for two Broadway shows, *Beautiful: The Carole King Musical* and *Come From Away*. Most of her work is in the tri-state area, close to her Brooklyn home, however she’s had some opportunities to travel. Most notably, she stage-managed a production of *The Odyssey* for New York University at its Abu Dhabi campus. She spent two months putting on a show in Abu Dhabi with students from all over the world, many of who had never done theater before.

In her spare time, Bertie quilts, creating presents for friends’ weddings and babies. She learned to sew while in high school when her parents suggested she needed a job. A fellow worker at the fabric store introduced her to quilting and taught her the basics. She became hooked and received her first sewing machine as her high school graduation present. “I think it’s the colors that mostly attract me to quilting. I spend a lot of time wearing all black, backstage,” she said.

Again her passion helped her land work. A friend, who is a props master, hired Bertie to make the quilts for the Broadway production of *Charlie and the Chocolate Factory*. In addition to a credit in the program, she can add the title “professional quilter” to her resume.

Bertie’s biggest advice to young people interested in a theater career is “figure out what you actually want to do in theater, and then just do that.” There are all different kinds of theater: new plays, musicals, experimental, commercial theater and more. Each presents various challenges for stage management. Her second biggest piece of advice is to always be pleasant. She got the Abu Dhabi job through an actor she had worked with. “Word of mouth means more in this industry than any amount of experience. Be the person that people want to work with again,” she said. #

MOVIE REVIEW

Hopes and Dreams Expressed in Step

By JAN AARON

“We are the instruments,” explains Blessin’ Giraldo, the exuberant young star of the new documentary “Step.” This is a new feature documentary from Broadway producer Amanda Lipitz (“Legally Blonde The Musical”). The director met her subjects Giraldo and teammates in 2009, when they were in the sixth grade and newly enrolled at the Baltimore Leadership Academy for Young Women. Six years later, Ms. Lipitz watched them cram for college and train for a fiercely competitive step tournament.

Like all fine dance films, this one makes you want to swing. “Step” was a hit at the Sundance Film Festival, where it won a special award for inspirational filmmaking.

The film opens after the death of Freddy

Gray, a 25-year old black man who sustained fatal spinal injuries while in police custody. “Step” follows the school’s 19-member Lethal Ladies’ team during their senior year. The girls prepare for a competition and worry about getting into college. It also shows the girls’ sometimes difficult home lives. In fact, Ms. Giraldo has a hard time keeping her grades up and also lacks enough food at home. The film never sugarcoats their lives. The producer sees the activity as a game changer, keeping the kids connected to school, but not academically. “My job was to mentor these ‘Lethal Ladies,’” says the team’s coach, Gari McIntrye. She then transformed their choreography to focus on themes of empowerment and on subjects’ empowerment. Prior to her arrival, they performed to artists like Beyonce.

Columbia U Journalism Grad Murdered in Sweden

By MARGAUX MONTAGNER

Danish police are currently investigating the death of Kim Wall, a Columbia Journalism School graduate, who was first reported missing in Copenhagen on August 11th.

A freelance journalist, Ms. Wall, 30, was preparing an article on Peter Madsen, a well-known Swedish innovator. She was last seen boarding his homemade submarine, the UC3 Nautilus, with him, and was subsequently reported missing when she didn’t come home the following night. By the time authorities reached Mr. Madsen, the Nautilus had sank. Although he initially cited technical failures and claimed that he had dropped off Kim Wall safely that evening, Mr. Madsen eventually changed his story: according to him, the journalist had died accidentally aboard the submarine, and he chose to “bury her at sea”. A dismembered body found in the Koge Bay of Copenhagen was later identified as Wall’s, and murder charges have been brought against Peter Madsen. He is set to appear in court next month, where he could face from five years to life in prison.

Soon after police confirmed news of her death, former classmates and colleagues gathered at the Columbia University Graduate School of Journalism to hold a candlelight vigil in Kim Wall’s memory. There, they shared stories of her brightness, her charm, and the unique quality of her voice — qualities that they wish she would be remembered for, rather than the gruesome circumstances of her demise. “She is more than what happened to her”, Matthew Claiborne, a former classmate, told

CNN. That sentiment was echoed by Ms. Wall’s family as well. Her mother, Ingrid, released the following statement on Facebook: “She gave voice to the weak, the vulnerable and marginalized people. That voice had been needed for a long time. Now it is gone.”

Born in 1987 in Sweden, Kim Wall grew up in a small seaside town where she quickly developed a passion for journalism. She earned a bachelor’s degree in political science and international relations from the London School of Economics, before moving to New York to attend Columbia University where she obtained two graduate degrees, in journalism and in international affairs. A brilliant, driven reporter, Ms. Wall wrote about Haitian Vodou, China’s East African investments, internet subcultures and the effects of nuclear testing in the Marshall Islands for the *Guardian*, *Vice* and *Harper’s*, among many others.

Her fateful trip to Denmark was meant to be a short one, as she planned to move to Beijing permanently with her boyfriend in August. Ms. Wall had long been fascinated by China, and was already planning her next story: a piece on Mao impersonators. Her last article, “Letter from Havana”, appeared in the July edition of *Harper’s*. A vibrant piece on resourcefulness in the face of censorship, it displays the quality of Kim Wall’s work, her curiosity, and the keen sense of empathy she brought to everything she wrote.#

Margaux Montagner is a French-American journalist and writer based in Brooklyn. She studied at the Sorbonne and graduated from the European Institute of Journalism in Paris.

Anecdotal Notes from a Mother

By EILEEN MARINAKIS

For a family who is committed to the development of a functional and emotionally healthy young person, perhaps nothing is more frustrating than watching your offspring struggle through the formal education system. Convinced that their child’s success in the educational process will determine their likelihood for future successful employment and the ability to live independently, all the while watching them interacting with other students for whom learning flows seemingly without significant challenges, presents a demand for herculean effort both by the parents and the child.

The public, parochial and private education systems were neither designed nor modified to deliver what our son required. Yes, some learners approach their challenges, are supported and succeed better than others, but, by and

large, by the time the adolescent reaches high-school age, the reality of the limitations on their ultimate position in our competitive society are a stark reality. They end up uneducated, unprepared for the world of work, underemployed or worse yet, incarcerated. I cite the studies of NCLD to back my comments.

What I will attempt to do in this writing is to describe some of the strategies we used as a family and that which I used as our son’s primary tutor. For clarity purposes in describing my role, I’ll use the terms parent, teacher and tutor interchangeably.

The Necessary Climate and Relationship

The teacher must approach the learning setting with an attitude of understanding, patience and fondness for the learner. For the parent / teacher they must accept this role without anger

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Focus in the film is also on Cori Grainger, her class’s quiet valedictorian, who now attends Johns Hopkins University. “If now I’m puzzled by something in class, I just speak up and ask my question,” she says. She planned to join

John Hopkins step team, Eruption.

For viewers, the girls’ transformation is incredible. You may not even think you can dance, but I guarantee that you’ll step up a bit after viewing this wonderful film. #

Congratulations Aiden O'Brien



We had our pinning ceremony today! It marks the transition from student to Chiropractic Intern, when we get to treat in the outpatient clinic!!

Anecdotal Notes

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and resentment. They must have the necessary means to do so, including the right environment and support.

The teacher must prepare for the teaching-learning experience or opportunity with a clear knowledge and understanding of the material they plan to teach and at least one clear approach in mind, preferably two, based on their past experience with and knowledge of the learner. This includes the selection of an unhurried time in a place without distractions and noise. Establishing a setting, such as a kitchen counter, desk or computer table worked for our son. We utilized the same place and time frame repeatedly.

The time frame must be limited to the developmental level of the learner. It should be provided in blocks of time, and the material "chunked" to maximize attention and limit the frustration level for both the learner and the teacher.

I'll describe what was our typical after school day. Chris arrives home from school and enjoys a snack while I ask, "How was your day? What has to be worked on tonight?" I scrounge through his school bag and examine the "homework load." Chris enjoys his snack and we share general conversation and then he proceeds to go out to play, ride his bike, have a friend over, go to a sporting event, or another activity. I make an evaluation of the evening's homework and instructional challenge, the time

that will be needed, the complexity of the lessons, etc. I develop a plan.

Prior to dinner, at the kitchen counter, Chris sits with his homework, encouraged to take on the more frustrating or difficult homework first, while I prep dinner and oversee his work, prodding, clarifying, answering questions, stepping in when asked to do so or when I detect that he's met a block. Corrections are done calmly and patiently, often asking Chris what his thinking is about the particular item or challenge at hand. Even occasionally asking, "Is this what your teacher wants?" The interactions are kept pleasant and humor is occasionally introduced to break any tension or frustration where possible and appropriate. When apparently needed, as indicated by signs of frustration, I'll suggest a break. Sometimes Chris will get down from the counter and storm off in frustration. I let him take the break he needs and reexamine the learning challenge. I'd ask myself, "Is there another way to approach this material?" "How can I make this abstract concept one that is concrete?" Sometimes, I would insist that he get back to work if I believed that he was avoiding the work.

We'd take a dinner break and eat together as a family. Following dinner, Chris' dad would take his younger brother, Tim, to the lower level of the house where they would read, do Tim's homework, play games, do puzzles, etc.

**This Article Continues
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NY Botanical Garden

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mance at the NYBG had a story to tell fraught with culture and history.

"We expanded NYBG's Summer Concert Series this year and it was a huge success right from the start," said Barbara Corcoran, Vice President for Continuing and Public Education for The New York Botanical Garden. "We salute the production expertise and innovative curation of our partners – Danny Melnick of Absolutely Live Entertainment, long standing producer of the Newport Jazz Festival, and Piers Playfair, founder of the dynamic Catskill Jazz Factory – who really brought the whole series together."

The first of the three nights featured a world premiere of Catskill Jazz Factory's *The French Connection*, which "spans the vibrant energy of European swing through the wonders of French melodie and chanson." *The French Connection* contained elements of artists such as Debussy, Ellington, and Edith Piaf, among others. The ensemble was led by Alphonso Horne, a two-time Grammy nominated trumpeter heralded as one of the jazz world's rising stars and featured Camille Bertault, a vocal sensation from Paris who became a social media sensation earlier this year. Accompanying them was with Patrick Bartley, clarinet; Ben Sutin, violin; Gabe Schneider, guitar; Dan Chmielinski, bass; and Chris Pattishall, piano.

Celebrating 100 Years of Jazz, the second event of the series, featured Latin jazz trombonist Chris Washburne and Andre Mehari, the Brazilian virtuoso pianist. The night showcased the centenary anniversary of the first recording of jazz with explorations in influences from traditional folk songs to early American jazz pioneers such as Scott Joplin, WC Handy, Jelly Roll Morton, Louis Armstrong, and Bessie Smith. Joining Washburne and Mehari was Brianna Thomas, vocals; Dominick Farinacci, trumpet; Evan Christopher, clarinet; Dan Tepfer, piano; and Vince Chericco, drums.

The third and final event of the series was titled *Songs of Protest & Reconciliation*. It explored the time-honored tradition of artists speaking out against the conditions and oppressions of their time. The show featured ward-winning pianist Damien Sneed, along with trumpeter Keyon Harrold and other guests. *The New York Times* spoke of Sneed's ability to transform traditional gospel songs into "concert art songs." Sneed has played to audiences in Europe, South America, Japan, and the United States, including the 2012 Olympics in London and Inauguration of President Barack Obama events. In 2014, he was the recipient of the Sphinx Medal of Excellence, presented each year to rising Black and Latino leaders in classical music.

Each of the shows was an undeniable success. Despite questionable weather throughout the series, patrons packed the lawn of the Enid A. Haupt Conservatory for the first two sold out shows. The third show, also sold out, was moved to a large tent adjacent to the Conservatory and the "room" lent itself well to the gospel-like atmosphere of Sneed's ensemble. After the show, attendees were free to

Cooper Hewitt

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studies over the necessity of seeing a work first hand rather than in a photo. She believes holding an object--feeling its weight, its texture, its history--is invaluable. She realizes that some don't appreciate the study of decorative arts and must spend time "explaining to some visitors what a design museum is." She laments that "in our society, art is not as important to young people as other pursuits, such as athletics." To students interested in learning about art, she urges, "Visit as many museums as is humanly possible. Look, explore, see what inspires you. It is a much better experience than seeing art online." She encourages students to consider a degree in design, explaining, "We are going into such a high visual culture right now." For example, designers for branding are in demand. She advises learning and staying on top of design software; the field evolves and changes rapidly. Know the history of design in branding--what you think is unique may have been done before. Happy in her job, Miller speaks of the design field as small and intimate--a "comforting place to be." Her father, Stephen Miller, a museum professional, worked as a curator and a teacher at Seton Hall University in New Jersey. His course, "The Anatomy of a Museum," is the basis of a soon to be published textbook by that name. To young women contemplating a career in art and design, she notes that as an art history major at Hartwich College in Oneonta, NY, she was inspired by a feminist art teacher at a time when few females were accepted in the profession. Happily, things are changing. Her father reports from the field that he is "surrounded by women." #

peruse the Chihuly sculptures, lit up, throughout the garden. "When you combine all-star jazz with creative presentation and a magical setting on the Conservatory Lawn, you've got something special for music fans and the local community as well. We are already working on next year's concerts, building on the success of this amazing series," said Corcoran.

Catskill Jazz Factory is a "regional arts think tank" and "formidable jazz incubator," according to Hudson Valley's *Almanac Weekly*. Based in the heart of the Catskills, the Catskill Jazz Factory (CJF) was founded in 2012 by Piers and Lucy Playfair to support young jazz artists. Rising stars are able to access year-round school workshops, concerts, fellowships and residencies, and lectures. CJF partners with educational institutes and regional audiences across the Hudson Valley through their robust network of partnerships with educational institutions, arts organizations, and local non-profits.

"We are grateful that NYBG took this opportunity to showcase some of the astounding young talents of the current NYC jazz scene and we are already getting excited at the future projects that we have in the works. NYBG's JAZZ & CHIHULY has been a heartening success and we can't wait to bring more of today's top young artists to the forefront in specially-commissioned projects next year," said Playfair. #

Children with Autism

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technology and construction medium, in an environment that would cater to their personal strengths.

"We see this as part of the vehicle we will use to help them to navigate the crucial transition from childhood to adulthood enabling them to live independent lives." Says Atchoo. The destination is independence; the compass is their own. With these skills, Spectrum Innovates hopes to empower a new generation of those struggling with Autism Spectrum disorders not just to survive but to thrive in the workplace.

Recently, Spectrum Innovates invited a group of kids from a wide range of ages, interests talents and skills to participate in NYC. It provided them with tools, 3D printers, raw materials and inspiration; the kids created the products.

In a small classroom at the Spence School in NYC two boys unknown to one another, sat side by side. One, is coding a video game with his own character; he is working with a glove he created that uses sensors to program the movements of the character throughout the game. Next to him, a boy is creating a game on a board. The goal is to hit an orange target in the middle. As we talk he explains the rules of the games, and the different levels a player must reach to win. Through this, he is learning about strategy, building critical skill in communication skills and cultivating both discipline and positive perseverance.

In another a young girl, who just graduated from high school is creating a simulator and model of an amusement park ride. She is collaborating with a mentor and learns to solder the electrical sensors, to simulate the spinning of cups on a board to mimic the movements of the ride. They test the model and it is a success. Her pride is contagious and the smile on her face says it all. According to Simpson and his sister Eleanor (the program director and former teacher) the workshops have already demonstrated success in areas they did not expect. Not only have these children demonstrated potential and ability to execute a project from start to finish, they are also showing moments of spontaneous social communication and interaction, a trait commonly not thought possible in autistic and asperger's adults. Bob, Eleanor, and Firas hope others see these workshops as a microcosm for the real world hoping that they can be replicated in larger settings even corporate ones.

Spectrum Innovates' goal is to take the knowledge gained from the workshops and complete development of its planned transition program, which will operate in an innovation lab environment and utilize the Maker experience as an integral part of its delivery vehicle. Once fully established Simpson estimates the program that will range on average from two to three years will directly serve upwards of one-hundred participants. In addition, future plans include continuing education workshops for educators and various outreach to expand the programs reach beyond its own walls.

The Spectrum Innovates' workshops have already demonstrated the ability to defy the odds, and challenge the theories.#

The Gift

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day?" Answer: "Of course she practices; she has to stay sharp". Yes, I replied, and that's why we ask you to do multiplication practice every night. The result of this conversation was stunned silence, but her homework got done. Was it a quick fix, of course not. We are going to have to keep reinforcing and giving booster shots to the message that you work not only to gain skills but also to hone them; to gain automaticity and to lay a strong foundation for future learning. That even someone as talented as Serena has to practice and take advice from her coaches; that is what makes her smart and keeps her playing up to her ability and winning.

Last week, I was talking to a young man who recently graduated college and the conversation shifted to things he posted on-line and my comment that one had to be careful of your online image as prospective employers often check your media profile. He remarked that his parents had told him the same thing and about how proud he was of his mom for something she had recently done that really was a stretch for her. This was followed by a comment "that someday I hope to have my parent's work ethic." As if to say, when you decide you need it, you could just go to Macy's and take it off the rack. When I was in Jr. High, I took violin lessons (which I now understand was because I was not good at it, I'm not musically inclined). But then I thought the opposite. I was in my school orchestra and my parent's developed the correlation that if I wanted to play I had to learn; hence the lessons; and if I wanted the lessons, I had to practice. Like most kids I didn't like to practice, but I wanted the respect and positive feedback from my young male teacher (he was a Julliard student), so I did. We need to get back to instilling and encouraging a work ethic in our children, as it really is the gift that will help all of our children succeed in life no matter what their challenges. We need to encourage/ foster a growth mindset that acknowledges that while effort does not always yield success (ie: my violin lessons), lack of effort almost always equals failure. As teachers we need to make sure we reinforce the effort our students make by providing the support and the skill development they need to see positive results from their effort. We need to show them you were here and now because you are working so hard you are here. For example, last week you could not read words with silent e but now understand what the "e's" purpose is, have been practicing applying it to unknown words, and have cemented that learning through dictation, you are now able to read a large amount of words you could not read last week. We need to be that explicit, so the student sees that effort, practice etc. directly link to success even if it is one baby step forward at a time. As parents, we must teach our children to dream, but help them to understand that dreams are accomplished by long term effort and a dash of luck not "innate smarts", over which we have no control.#

Ruth Arberman is the founder of the Sterling School in NYC and continues to operate a very successful school for students who are different learners.



The Jazz Age: American Style In The 1920'S



By SYBIL MAIMIN

A pivotal decade that saw explosive changes in American taste and lifestyle, inspired a beautiful and instructive exhibit, “The Jazz Age: American Style in the 1920’s,” at the Cooper Hewitt museum this past spring and summer. The show illustrated how innovative design, produced with great creative fervor, reflected and helped establish the new “Modernity.” Examples in the exhibit crossed many disciplines and included jewelry, textiles, fashion, tableware, furniture, wallcoverings, architecture, paintings, and posters. In music, “The Jazz Age” reflected the experimentation, as well as the pulse and spirit, of the period. Rules and conventions were broken; the traditional order was challenged. Museum visitors were treated to film clips from the movie “The Jazz Singer,” as well as from the famed Cotton Club in Harlem where such greats as Duke Ellington, Louis Armstrong, and Bessie Smith performed.

Charles Lindbergh’s historic 1927 trans-Atlantic flight heralded a shrinking world; cultural exchanges bred mutual admiration as ideas and objects traveled back and forth between Europe and America, spreading the new movement. The Paris 1925 Exposition des arts decoratifs et industriels modernes, a very influential show that showcased European advances,

introduced modernism to many Americans. Immigrant designers, especially from Germany and Austria, brought new sensibilities and craftsmanship to this country. The Bauhaus aesthetic was introduced and a branch of the famed Austrian Wiener Werkstatte opened in New York City in 1922.

In another expression of “the new,” “Exoticism,” reflecting artistic traditions, patterns and motifs, from far-away places, became popular. Flora and fauna were often depicted with stylish flair and, in yet another development, the use of bright colors was embraced. Growing wealth in America, including several great fortunes, helped fuel consumer demand for luxurious new products made at home and abroad. The roles of industrial designers and interior decorators took on new significance. Cities were growing rapidly, and urbanity became fashionable. The American skyscraper impressed and fascinated both natives and Europeans. The stepped architectural form was interpreted through geometric designs of objects ranging from silver tea sets to wooden furniture. The exhibit included important paintings and design objects that represented artistic movements of the time including Cubism, De Stijl, and Constructivism. Works by Joseph Stella, Piet Mondrian, and Robert Delaunay were seen alongside such objects as Rene

Chambellan’s Chanin Building Gates.

It was an age of new freedom for women, who won the right to vote in 1920. The flapper craze, epitomized by daring fashion and behavior, and elegant night life, became the norm for some. Department stores, especially Macy’s and Lord & Taylor, became significant marketers of the modern look. As the Great Depression loomed, industrial design and use of less expensive materials took on new importance. Plastic and chrome entered the home; Ludwig Mies

van der Rohe’s Barcelona chair with its metal legs and supports became an icon for the period. “The Jazz Age” exhibit, which covered developments until the early 1930’s, showed how some of the innovations, meant to be exciting design alternatives, became practical choices in the age of The Great Depression. #

“The Jazz Age: American Style in the 1920’s” will be shown at The Cleveland Museum of Art, co-organizer of the exhibit, from September 30, 2017 through January 14, 2018.

When children are struggling with emotional, behavioral and learning challenges, teachers are often the first ones to detect a problem. The Child Mind Institute is committed to helping educators identify and respond effectively to children with signs of a mental health or learning disorder.

Learn more about our educator resources at childmind.org.



CHILD MIND
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CUNY Students

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First, access, a fundamental value at CUNY, is being widened considerably. We already have numerous programs to help prepare thousands of New York's high school students for college, but under our strategic framework we are scaling them up in coordination with the DOE and broadening their reach so more students learn about CUNY's opportunities, how affordable we are, and nurture the skills needed to succeed in college. We have deepened our approaches to remediation so fewer students are required to take remedial courses and those that do are more successful.

Second, we are expanding programs to dramatically increase CUNY's graduation rates. We are building on years of evidence and providing even greater support so that our students stay on track to graduate with those valuable diplomas in a timely way. We commit to doubling our community college graduation rates. We are scaling up our revolutionary ASAP program to 25,000 students next fall. We also are piloting similar programs at our senior colleges.

Third, we are expanding significantly our programs for giving students more workplace experience through internships and other initiatives, and we are working closely with fast-growing industries to build into our curriculum courses that give CUNY students the skills these employers seek. This effort will give our graduates the experience, networks and confidence they need to excel in careers in industries such as finance, health care, information technology, engineering and the arts.

CUNY students and scholars deliver the leadership, the creativity and the drive that make New York New York. Connected CUNY will ensure that they continue to do so, and in much greater numbers. #

Chancellor James B. Milliken is the Chancellor of all CUNY schools in New York City.

College Bound Initiative

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the other counselors and spoke of their importance: "It's these counselors that are on the front line everyday. These are the people that make sure these kids eat, that they can get home safely. It's not just about getting them into college; they help them to become successful people."

Following Dofat, founder Ann Tisch took to the microphone to say a few words. She spoke of how the tighter immigration policies have had an impact on CBI students. "Now we have students who live in fear over a situation that they had no control in creating," she said somberly. She presented a video, also directed by Lipitz, that brought attendees into the heart of the immigration crisis through the telling of a CBI's student's story. Like previous years, there was nary a dry eye in the house when the film concluded.

Since its inception in 2001, CBI has helped more than 18,000 young people go to college. CBI has generated over \$450 million in financial aid and boasts a 94% overall college acceptance rate. This year, CBI graduates will

Start of an Academic Year

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ly affect performance and have explored what tools can be used to counteract these negative influences. Overall, my goal as an educator and now as Barnard's President is to help young women succeed across all disciplines and in all their pursuits... career, academic and interpersonal.

That is a tall order, of course. But I can offer this advice, to students and teachers alike: it is okay to feel uncomfortable, to be challenged, to change your mind. There are many paths to success and, no matter which one you choose, there will be obstacles along the way and moments that don't go as planned. But failure isn't a bad thing, it's simply another way to learn. When I bombed my first chemistry test during my first year in college, I had to work hard to turn that around. It wasn't a disaster, it was an experience.

Whatever adventure you are about to begin, I hope you approach it with intellectual curiosity, openness, and drive. I hope that you will learn how to ask the tough questions and then go after the answers. And, I hope that when confronted with data that goes against an initial assumption, you will sometimes change your mind. I am confident that, as a result, you will have one great experience after another. #

Pulitzer Prize Author

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a college education (though both read widely and well, particularly Wilbur) and no "formal technical training or experience working—with anyone other than themselves, no friends in high places, no financial backers, no government subsidies, and little money of their own." They were in the bicycle business in Dayton and doing pretty well. Both brothers knew they were sitting on the shoulders of others, namely a German glider enthusiast Otto Lilienthal, killed during one of his experiments, but they were always confident that they knew why and how others failed to fly. They persevered despite hardship doing their calculations and refinements on The Flyer—wing span, angles, weight of engine, propeller.

Their letters alone are accomplishments, models of clear science writing and modesty. Indeed, Wilbur's early request of the Smithsonian for papers on human flight is remarkable. He was an "enthusiast," he wrote, "not a crank in the sense that [he] had some pet theories as to the proper construction of a flying machine." In retrospect, the letters evoke nostalgia for a time when people invested in written communication, not to mention close observation of the natural world, here, especially of birds. The book also captures how some things never change in the jealously guarded business world. Others tried to steal their work, challenge their patents, discredit them, including Alexander Graham Bell. But

go on to attend a litany of prestigious institutions including University of Pennsylvania, Columbia University, New York University, Franklin and Marshall College, and others. #

Where is the Public

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school alone to communities and what they can do to develop young people into productive adults. Communities can stimulate learning, which includes learning outside the classroom as well as in. And people believe that even though they can't "school," they can educate. When all citizens do what they can to educate, it becomes everyone's responsibility, and everyone—the community itself—becomes accountable. Taken to its logical conclusion, there should be a community strategy, not just a school strategy, for meeting the myriad challenges of education.

A community strategy is only possible, however, where there is a public capable of taking on the responsibilities that ownership implies. A responsible public is made up of citizens who join forces to make collective decisions and take collective actions. This public work is done by citizens not just for them. Public work builds a responsible public in a community, just as playing baseball turns a group of individual athletes into a team.

One of the payoffs from public work has been to recast issues initially seen as school problems so the community dimensions become visible. This happened in a school district that had received a grant for adding a sex education course to the curriculum. As you might expect, this ignited a polarizing controversy in the community. With the help of their state organization, the district school board responded by holding public forums to look into the problem. It turned out that most people weren't as upset about sex education in the schools as they were about the high rates of teenage pregnancy in the community. That problem had been masked by the debate framed around sex education. In the forums, citizens renamed the issue to reflect the community's broader concerns, which made the community at large, not just the schools, accountable. When that happened, a number of community organizations began working to address teenage pregnancy.

Community strategies may seem like going the long way around a pressing problem. Yet they can shift some of the burden from educators to communities. Citizens become accountable as they work together to produce things (beginning with redefining problems) because we all usually take more responsibility for what we have made than for what has been made for us. And this work rebuilds a public for public education. #

David Mathews is president of the Charles F. Kettering Foundation. He served as U.S. Secretary of Health, Education, and Welfare in the Ford administration and as president of The University of Alabama. More on this subject can be found in his book, Is There a Public for Public Schools, which is available from the Kettering Foundation Press.

much more often than not their basic honest characters won the day and won them legions of admirers who risked their own money to see them succeed. Wilbur and Orville Wright were brilliant, original, daring, virtuous, ironic, determined, one of an American kind. This reviewer confesses to having fallen in love with Wilbur. #

STEP at Barnard

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tagged according to NYSED. Partnerships with certain New York City schools and special recruiting events also contribute to some acceptances. The student body of STEP is incredibly diverse; a fact Soto is particularly proud of. "We have a very diverse group of students. This diversity is important because when they go off to a college campus they are going to have a very diverse experience there," he said.

STEP has shown to be a successful operation. Just this past school year, graduates went on to attend various well-respected institutions including three students who went on to Barnard. Others went on to participate in enriching internships such as at the American Museum of Natural History. Luca can personally attest to how STEP has changed his trajectory for the better. "STEP is a great help. I came from a school that was more focused on social and emotional skills rather than academics and my grades were not the best. I was a bit behind... but then I went to STEP and now my grades are all A's! It's made a terrific difference," he said proudly.

STEP has made big differences despite its small size on the back end. "For a small department we do a lot," said Soto. The STEP department consists of just three people, assisted by a few administrators from other Barnard offices who manage the many students, TA's and instructors. "We are able to do this work because of the passion and dedication we have for our students," he added. #

The Wright Brothers

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Interpretive Center and the Wright Cycle Company building, stands the Huffman Prairie Flying Field Interpretive Center and the Huffman Prairie Flying Field. After the Wrights' successful first flights in Kitty Hawk, North Carolina they sought to improve their system of control. They decided to save time and money and experiment closer to home. The brothers used this 84-acre cow pasture to test their flyer throughout 1904 and 1905, and later to teach the world's first 119 pilots how to fly.

The aircraft in which they perfected their control system, the 1905 Wright Flyer III, is on display in the Wright Brothers Aviation Center at Carillon Historical Park, another of our partner organizations. The park is lucky to have such great relationships with fellow history organizations in the Dayton area! The fifth site of Dayton Aviation Heritage National Historical Park is Hawthorn Hill. This beautiful mansion is where Orville and Wilbur intended to spend the rest of their lives accompanied by their father, Milton, and sister, Katharine. Unfortunately, Wilbur died of typhoid fever in 1912 before construction finished in 1914, but Orville lived there until his death in 1948.

Dayton Aviation Heritage National Historical Park is a network of sites that allows park staff to share history where it actually happened. Sense of place is an important part of connecting people with history by engaging them with the material in a more meaningful way! #

Ed in the Computer Era

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We need to teach thinking and expression of those thoughts, and that means teaching writing and speaking skills. Machines, powerful as they are, do not have our imagination, humor or compassion. They do not have the ability to create sublime works of art and music, or scientific theories and feats. Dr. Liu quoted Einstein who said that we have the feeling of mystery and wonder. Machines do not!

It is certainly true that, for a long time, educational reformers have been trying to help us think rather than just replicate learned facts. They have suggested that we move away from exams that merely test your memory. We think we need to change the nature of our exams. Students still need to write but we should allow them to bring their computers to find the factual knowledge they no longer need to memorize. We are, after all, not trying to teach students to be a “Google” machine. Clearly the new criteria should be how you synthesize and creatively use facts, transforming information into wisdom and understanding. And one way to do that is to ask oneself critical questions. Socrates had it right; only through constant questioning can we gain insight.

We recognize that there are exceptions to my over-simplification. The teaching of foreign languages inevitably involves some memorization. But let it be noted that our cell phones can instantly translate, and that although being multilingual is certainly the sign of a well-educated person, in the end that may just be a conceit. We love great translations; Stefan George’s translations of Shakespeare are masterpieces in themselves. We just wonder how long before a machine can translate better. They said that machines will never beat a chess master. They were wrong.

We also recognize that memory is a mental ability that has great value. While the computer can multiply, few would dispute that learning one’s multiplication tables is an important part of becoming educated. Just as is memorizing some poems and learning principles of science. It has always been a source of wonder to me that musicians could memorize a complete concerto, or actors memorize their parts in a long play. That is a great skill which we do not dismiss.

We live in an age of increasing specialization. Scientists, historians, and particularly physicians, seem more and more specialized in their own esoteric field. We have heard historians say to us “that is not my period!” And, to be fair, we have also heard scientists say the complete opposite which is that we need to study the “big picture” to understand the immediate scientific challenge. Using tools and ingenuity, we humans have advanced so that we can affect our environment. As the technology rapidly changes, we, in the field of education, have to adjust to match new innovations. It is no longer the printing press or the internal combustion engine; today it is the touch pad and search engine. So, in that context, we need to refocus our efforts on helping students acquire the skills of critical

Culinary Institute of America

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5-10% of their education is experiential, at the CIA that figure is well over 50%. Students learn to put together basic and applied concepts and techniques through a combination of classroom lecture and kitchen/laboratory exploration and repetition. This creates a powerful and motivated learning environment for students.

Among many other unique features of a CIA education are the following:

- More than a quarter million visitors each year enjoy the Hyde Park campus, experiencing a meal at one of its five public restaurants, all of which are themselves student-staffed “classrooms.”

- A variety of food enthusiast classes are held throughout the year, and include one-day Saturday classes, as well as two-to-five-day topical Boot Camps.

- The Hyde Park campus buys more than a half-million dollars each year in local produce, dairy, meat, eggs, honey, and syrup from dozens of local farmers, supporting Hudson Valley agriculture and providing quality ingredients for students to work with.

- Through the annual Menus of Change conference, a partnership with the Harvard T. H. Chan School of Public Health, the CIA is quietly affecting the way we eat.

- Dozens of colleges, healthcare institutions, and restaurant chains are adapting the conference’s principles to incorporate healthier plant-forward recipes on their menus, with meat playing more of a supporting role.

- The result is that consumers are experiencing “stealth health,” enjoying tasty, innovative dishes they don’t even realize are better for them.

- By incorporating these principles into the curriculum at the college, tomorrow’s chefs and industry leaders are learning to take responsibility for the health of the dining public as well as the environment.

The CIA’s experiential learning model has a long history of achievement. Thousands of alumni have gone on to successful careers, including television stars like Anthony Bourdain, Cat Cora, Duff Goldman, and Manet Chauhan. With others, you know their work, if not their names. For example: Blue Apron co-founder Matthew Wadiak, food truck pioneer Roy Choi, and Dan Coudreaux—who, as head of culinary innovation for McDonald’s, has been called “the most powerful chef in America.”

I invite you to learn more about the education programs at The Culinary Institute of America at www.ciachef.edu. #

Dr. Michael Sperling is the Vice President for Academic Affairs at the Culinary Institute of America.

thinking, questioning, and communicating. A task is always easier if the goal is clearly known, and this should be our new mission. #

Ronald P. Stewart is the Headmaster of York Prep School. Dr. Charles Liu is the Director of Macaulay Honors College and Professor of Astrophysics, College of Staten Island.

Estuary Day

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Hamilton, there are several courses with environmental units aligned with a STEM transdisciplinary curriculum and approach. English teacher Robert Kanyuk had a class that won an award for their writing on work relating to clean water in Brooklyn. Robotics teacher Filippo Dispenza’s students are currently designing a robot to clean the local Coney Island beach. The local marine environmental issues help him relate to his students, spark new ideas and create innovative thinking through a youth perspective and initiative. Special Education Earth Science, Living Environment, Food Science (hydroponics) & Marine Science Teacher Wade Moody uses the local creek cleanups and the JDHS oyster garden to help teach STEM to his students in multiple subjects. Social Studies Teacher Thomas Stoppini uses NY Harbor geography to teach the Battle of NY during the Revolutionary War. He is able to relate student knowledge of NY Harbor to explain other historical areas of the world. In Marine Science the curriculum connects the local estuary and geography of the marine environment nearby the school and community to connect all lessons to student knowledge. IMED is an outdoor educational event that gives students and educators opportunities to create very powerful and strong learning tools.

When Superstorm Sandy occurred in October of 2012, former NYC Mayor Michael Bloomberg called for an evacuation of millions of New Yorkers living at or a few feet above sea level to leave NYC using coastal evacuation routes. This unfortunate storm and flooding of NYC helped raise coastal awareness in all New Yorkers. IMED uses the local environment and NYC geography to help teach NYC youth in all subjects by making school more relevant and helping students engage in their education, school and community. #

Lane Rosen is a science teacher at John Dewey HS, NYSMEA President & BMSEA President



Anticipated Lecturer Position Openings in Broadcasting Fall 2017

Teaching and learning are the central function of Bergen Community College, and as such, its faculty plays a central role in supporting and fulfilling the College mission. The faculty has the primary responsibility for developing and carrying out effective instruction, counseling and library services. Since its founding in 1965, the College has been proud of its mix of tradition and innovation in the process of challenging students to raise questions, examine evidence, validate opinions, make decisions and communicate ideas effectively.

Successful candidates must be able to teach both day and evening classes including weekends, be committed to assessing student success and learning outcomes, assessing and developing new programs/curricula and willing to accept assignments at any of our three locations (Paramus, Hackensack and Lyndhurst). All positions require excellent organizational and communication skills as well as demonstrated scholarship and professional involvement.

The Lecturer position is a one semester, full-time, temporary appointment with possibility of renewal. The salary for Lecturers with a Master’s Degree is \$21,000/semester and for those without a Master’s Degree is \$20,000/semester. For all Lecturer positions teaching experience is preferred unless otherwise noted.

Listed below are our anticipated lecturer position openings for Fall 2017.

Broadcasting: (Job Code L-BROADCAST)

Required: Masters degree in Broadcasting or related field of study. Minimum of one year College teaching experience in the area of TV Production, TV Directing and editing.

Application materials will be accepted until position is filled. All interested candidates should send a letter of intent (including the job code L-BROADCAST), curriculum vitae, copies of transcripts, salary requirements, and three professional letters of reference with current contact information. Send materials by e-mail with the appropriate job code in the subject line to employment@bergen.edu.

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Department of Human Resources
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