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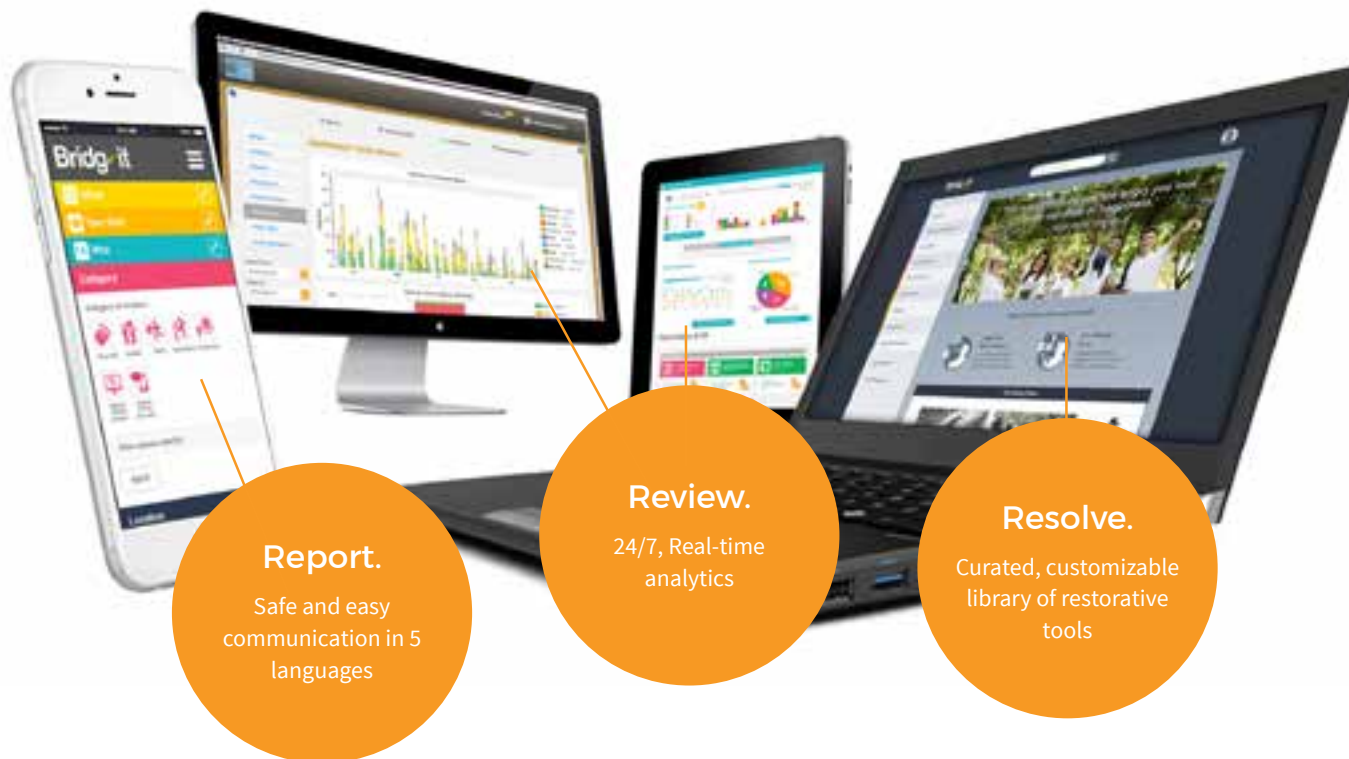


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**MAILING ADDRESS:**  
695 Park Avenue, Ste. E1509, NY, NY 10065  
Email: ednews1@aol.com www.EducationUpdate.com  
Tel: 212-650-3552 Fax: 212-410-0591

**PUBLISHERS:**  
Pola Rosen, Ed.D., Adam Sugerman, M.A.

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**GUEST EDITORIALS**

*The Winchendon School*



By **JOHN KERNEY, HEAD OF SCHOOL**

It was a late spring morning when the tears were being choked back at my office door. I looked up to see one of our popular and generally happy seniors - looking pensive and with tears in his eyes. The thoughts come rushing forward; Someone is hurt or sick, or he had gotten in trouble just weeks ahead of graduation. RJ was a good kid, but at times he flirted with a bit too much adolescent adventure.

I got up and went over to RJ. "What's the matter?"

"Nothing - I just wanted to come by and thank you."

"Thank me?" I asked. "Thank me for what?"

"Mr. Kerney, I am going to college."

"I know. Does that surprise you? You should be smiling, not sad," I replied.

"You see, I never thought that I was college material," RJ responded. He continued recounting how he had come to doubt that he would ever make it through high school, much less attend college. He felt that teachers at prior schools had given up on him. Then he wanted to express his gratitude for the opportunities and support that he had received from our fac-

*continued on page 31*

*College of Staten Island – An Anchor Institution for the Borough*

By **WILLIAM J. FRITZ, PRESIDENT, COLLEGE OF STATEN ISLAND**



This is an exciting time at the College of Staten Island. We have over \$57M in ongoing State Construction projects to improve our 204-acre campus, unique in the City of New York; we have just opened a facility at St. George with classes and a tech incubator. We have outstanding faculty scholarship, rising national rankings, and, of course, outstanding and inspiring students. We have been exploring our legacy in a trilogy starting with the legacy of our institution, the legacy of our current campus at Willowbrook, and ending with a legacy of mission.

Most exciting is that the examination of our legacy has ended in a new strategic plan, "Opportunity to Ascend." The term has a dual meaning. Since our earliest days of Staten Island Community College in 1956 and later Richmond College, our mission has been arrow-straight: to provide access to the highest quality education and the "Opportunity to Ascend to our students". As an institution we have that same "Opportunity to Ascend", and as a "Destination Campus" with a commitment to "Global Engagement" to become a place where students from all over the world will want to

come and study and faculty and staff want to spend their careers.

We have a world-class faculty equal to a top research university and we value "Scholarship-Driven Education," meaning that Pulitzer Prize poet Professor Tyehimba Jess makes special requests to teach freshmen students and whenever you go into the lab of Professor Dan McCloskey, one of the top 100 young scientists

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*Dyslexia and Creativity*

By **DR. JOHN RUSSELL**

The renowned scientist Dr. Norman Geschwind (1982) posited that dyslexia's advantages may outweigh its disadvantages, stating, "One of the most important lessons to be learned from the genetic study of many diseases in recent years has been that the paradoxically high frequency of certain conditions is explained by the fact that the important advantages conferred on those who carry the predisposition to these conditions may outweigh the obvious dramatic disadvantages." Does the high frequency of dyslexia (at least 10 percent of the population is dyslexic) mean that there must be advantages associated with it?

In their trailblazing book, *The Dyslexic Advantage* (2012), Brock and Fernette Eide maintain that individuals with dyslexia share a unique learning difference that can create advantages in the classroom, on the job, or at home. They argue that "cutting-edge research" shows that dyslexics perceive the written word differently but also excel at spatial reasoning and interconnected thinking and often display amazing creativity. Following this same line of thinking Sir Richard Branson wrote in *The Sunday Times* (April 3, 2017), "We should see young people with dyslexia as being full of potential, not as having a disadvantage." He went on to say, "Out in the real world, my dyslexia became my massive advantage: It



helped me to think creatively and laterally, and see solutions where others saw problems." In May of 2017, Sir Richard launched a charity, Made by Dyslexia, to help diagnose dyslexics and change the perception of dyslexia. Both are praiseworthy goals, and the research base supporting these goals is increasing. For example, there is a large body of research confirming that dyslexics have the same range of cognitive abilities as non-dyslexics (Shaywitz, 2000), and the research supporting the proposition that

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## JAMES LOGAN HELPS TO REBUILD LIVES

By LYDIA LIEBMAN  
& DR. POLA ROSEN  
TRANSCRIBED  
BY LYDIA LIEBMAN

James Logan, son of former CSA President Ernest Logan, works to change lives. Much like his father, James has made it his life's work to serve the underserved and better lives. Since 2012, James has worked for the City of New Orleans as the Reentry Services Program Manager. In his role, he works on providing opportunities and connections to those that are exiting incarcerations. Education Update spoke with James Logan in an exclusive interview about his work.

**Education Update (EU): What is it that you do? Do you provide job training?**

**James Logan (JL):** The city doesn't provide direct services but what we do is work with large providers around the city; several of which are job training programs. We have education training and we also work with providers. If there are any job training programs available we make sure that we can get people into those.

**EU: How long have you been in this line of work? What drew you to it?**

**JL:** I have been working for the city since 2012 but I have been involved in this work for a while. Before this I was a Community Development attorney and many of the clients I had were formerly incarcerated people who wanted to start non-profits to help others like them. I've been working within this line of work for over 15 years. Part of what drew me to it is that I've always looked at work as a mission. I've been attracted to working for those that do not have the voice that they should have. I have always liked to do work where helping one person can impact the community as a whole.

**EU: Can you give an example of some of the jobs that some of the formerly incarcerated are going into?**

**JL:** One of the things that I did when I was here was that we went through the process of eliminating the felony questions from personal history forms for our hires and created a policy here where a background check is not done until they are a conditional hire so that there is a name and a face and a personality to go along with their interview. Their criminal history is taken into account but only if it's directly related to the job. The example is if they were a bank robber they couldn't work in finance but if they want to work for parks that's fine. We hire a good amount of formerly incarcerated people in the city. We also work on training people in hospitality. It's a big entry point. We also work with community college. We look at what jobs are available in the city and we try to train for



James Logan

these jobs.

**EU: There is a belief that incarceration does not necessarily rehabilitate people. What do you think about it?**

**JL:** We totally agree. We say that you can't incarcerate your way around the problem. Rehabilitation is more a mind state change that gives them opportunities they may not have had in the first place.

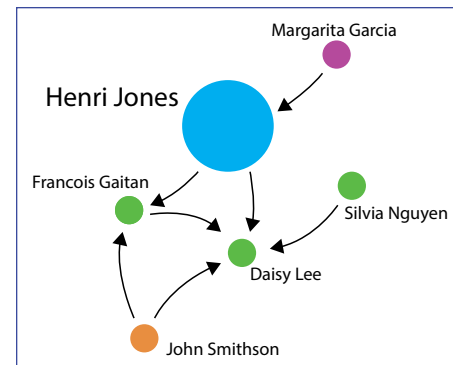
**EU: What is the most difficult part of your job?**

**JL:** The most difficult part of this job is the lack of resources. Louisiana incarcerates a lot of people—the most in the country—and there are just not enough resources to serve everyone getting out. Not everybody fits for a certain training program. Not everyone has the same needs. Trying to specific needs with a lack of resources can be challenging.

**EU: In your opinion, how can we change the incarceration statistics?**

**JL:** I am not one of those people who think there shouldn't be prison. I think there are certain crimes where incarceration is necessary for public safety. One of the things that can be done focuses around diversion and alternatives to sentencing. If you know there's somebody who, other than a bad choice they made once in their life, is redeemable and is someone who has a future, we should try to make every opportunity to provide opportunities for them to improve their lives. Getting a good education and having caring teachers and curriculums that actually are created to benefit and educate is key. #

## BRIDG-IT: A NEW APPROACH TO HALT BULLYING



**Bridg-it allows school principals and moderators to track who is bullying whom. In this diagram (left), we could see that Henri Jones is bullying Francois Gaitan and Daisy Lee, and is bullied by Margarita Garcia. By understanding the chain of events, school personnel could individualize restorative solutions for each student in Bridg-it's Resource Center (right).**

By DR. MICHAEL GILLESPIE

New York City educators and community leaders have expressed great concern regarding the realities of teenage bullying and harassment in the five boroughs in the last few years. The widely publicized story this September of a relentlessly bullied 18-year-old who stabbed his two 16-year-old bullies, one fatally, at the Bronx Urban Assembly High School is devastating. This situation underscores the priority of developing new and effective strategies to ameliorate the effects of bullying in NYC schools.

Educators are also starting to recognize the raw numbers of teenage bullying, cyber bullying, and harassment incidents across the country.

Just as disheartening is the lack of consistent restorative responses by teachers, administrators, and parents to bullying. Punitive only accountability has proved ineffective, and further exacerbates the bullying syndrome for the bully and the victim. For the past six years, the management and programming team of Bridg-it LLC have been creating and developing a school climate improvement platform with a focus on restorative practices and processes to reduce the number of bullying and harassment incidences among K-12 students. Bridg-it was founded by Jeffrey Ervine, a former Wall Street risk management professional and hedge fund executive, who personally experienced cyber defamation over a period of years. As a result, Ervine and his team (consisting of academics, lawyers, educators and social workers) have created a revolutionary school safety platform which utilizes student-sourced behavioral data to identify student needs in real-time. Using the native iOS, Android or web-based app, students can report bullying and harassment to their principal and counselors confidentially 24/7. Once school authorities receive the filed report, they investigate the alleged situation within 48 hours and determine the restorative follow-up steps for the bully, victim, and any witnesses. To undergird the restorative process further, the

Bridg-it platform also consists of an electronic Resource Center of over 2,500 books, videos, games, articles, lesson plans, discussion questions, local crisis center and support group websites for teachers, students, and families to read and reflect on bullying. In sum, the restorative nature of the educational materials in the Resource Center comprise a comprehensive social emotional curriculum for K-12 usage. The Bridg-it platform also includes an electronic feature for students to text and receive "shout-outs" to and from their classmates to highlight and encourage their school-related achievements.

Finally, Bridg-it maintains an extensive database of students' filed reports by school to provide for behavioral data for building leaders in real time. These analytics provide a mega-view of report characteristics including students' gender, race, age, grade level, specific type of bullying incidents and effectiveness of each restorative practice utilized from the Bridg-it Resource Center. Armed with this ever-evolving trend data, school leaders are able to make more informed decisions regarding their policies and practices on bullying and development of school climate. Statistics on bullying, cyberbullying, and other at-risk childhood and adolescent behaviors are on the rise nationally.

Bridg-it's pilot middle school in Brooklyn's District 21 can boast an overall 75% reduction of in-school incidences after three full years of implementation. With a highly diverse student body of over 1350 students, grades 6-8, the school has seen improvement in the all important areas of attendance and academics.

Its principal, Dominick D'Angelo of IS228, maintains that Bridg-it has been instrumental in building an overall positive school climate. He believes that students feel more safe to use their Bridg-it tools to voice and handle their classmates' negative/at-risk behaviors as well as acknowledge and reward their positive actions. NYC Eyewitness ABC News recently heralded Bridg-it as a "potential lifesaver for kids who

*continued on page 31*

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## WHERE THERE'S A WILLS, THERE'S A WAY

By MIRANDA GOODWIN-RAAB

At New York Spectrum News 1, producers, studios, and even parent companies come and go. However, one constant throughout the network's 25 years on air is anchorwoman Cheryl Wills. She is as much of an institution at NY1 as NY1 is to the city it calls home. During her tenure, she's interviewed everyone from fashion designers to doctors and presidents, addressed the General Assembly of the United Nations, contributed to documentaries, written books, and accepted many an award - all with ease. With a resume and accolades like hers, it would be easy for Wills to sit back and relax.

That is, if she wanted to. But after more than two decades of helping to build the network to where it stands at the top of the local news food chain, Wills, 50, is ready to take on even more. In January of this year, she introduced her loyal viewers to her new program "In Focus" a weekly show that congregates a variety of New York's power brokers at Wills' NY1 studio above Chelsea Market, delving into a different topic each week.

Wills gives us some of her precious free moments between on-camera appearances to show us around the NY1 studios. Dressed in her uniform of a TV-ready, jewel-toned sleeveless dress, she'll be there until midnight, which she says is typical for her. But, she's quick to acknowledge she's far from the last one to leave the office. "Their jobs are so demanding!" she says of the production crews that fill the office, even on a steamy Saturday in July. Wills' camaraderie with, and respect for, the range of staff, directors, producers and technicians is palpable. "I always look at those jobs and don't know how they do it." Wills is now, as proud as ever to be a part of their team. "NY1 has stayed true to its mission: By New Yorkers, For New Yorkers. It's all about what makes this city tick, and the issues that plague our city. That hasn't changed in 25 years, and I'm very proud of that and proud to be celebrating my 25th anniversary here."

In addition to this show and her regular reporting duties, she also makes frequent appearances at schools around the country to discuss her books, *Die Free* and its abridged children's version, *The Emancipation of Grandpa Sandy Wills*. Wills was compelled to write *Die Free* after learning about her family's history, an experience that left a lasting impact on Wills.

"Learning about my ancestry changed the trajectory of my life, and it has informed everything I do going forward." She said. "When I learned in detail what my family went through, all fear left me. "I was like, what the hell! Am I afraid about after what they went through? It changes you in a way that really humbles you, and I have never been the same and never want to go back. We are all here to be stars in our own right." Wills is deeply inspired by the struggle she knows was held by those who came before her. "When you realize you are a representative of people who struggled might-



Cheryl Wills

ily, and died sometimes, with a foot on their neck, or never even knowing how to write their name... I think the first thing they would say is "Don't be afraid, do it for us. And that's what I hear every day - 'Do it for us. We never had a chance.'"

In particular, Wills says that learning about her family's history has given her a renewed intention when she speaks to students, reminding them that their own legacies are built on the backs of their relatives. "I tell them, stop walking past your grandparents as if they're a piece of furniture! Talk to them, and ask them who are you? How did you get here?" When she recounts these conversations with students, it is easy to see how passionate Wills really is about young people having the chance to harness the power of knowing their own histories.

"I always tell them, when they close the box on you, they're not going to say you owned a Benz, or a BMW. The first thing they're going to say is [who] you were the son of, or the daughter of. The first paragraph in every obituary is who sent you. It's the first paragraph because it's the most important one."#

## HUNTER COLLEGE AND ASPEN INSTITUTE COLLABORATE

By MARGAUX MONTAGNER

Recently, Hunter College collaborated with the Aspen Institute Arts Programs, a branch of the D.C. based educational and policy studies organization devoted to the arts in America, to create a thoroughly unique experience : « At the Crossroads of Art and Science » at the Kaye Playhouse. Designed to celebrate Walter Isaacson, CEO of the Aspen Institute, as well as the release of his latest book, a biography of Leonardo Da Vinci, the event reflected the famed Renaissance man by mixing art and science. Eclectic dance numbers by Lil Buck, Michelle Dorrance, Chase Finley and Tyler Peck intermingled with discussion between the host, Damian Woetzel, Walter Isaacson himself and Brian Greene, a theoretical physicist, and music performed by Jacqueline Bolier, Kurt Crowley, Kate Davis and Andrea Lee.

Leonardo da Vinci isn't Isaacson first subject. A journalist and a writer, he already penned several books about seminal historical figures: Steve Jobs, Henry Kissinger, Benjamin Franklin and Albert Einstein. As a subject, Da Vinci was an obvious choice, for his boundless curiosity put him right at the intersection of art and science on a rare level. Woetzel, who also serves as the Arts Program director, discussed Da Vinci's seemingly insatiable thirst for knowledge with Isaacson, as well as his affinity for music, and the discoveries that resulted from them. Woetzel cited the story according to which Da Vinci was standing next to a pond as a rock fell in it, and that ripples in the water formed exactly as a bell began to ring. The correlation between the two events allegedly led to Da Vinci's revelation that sound travelled in waves. "His ability to feel patterns within nature comes from being curious about everything", said Isaacson.

As the sound waves of Philip Glass, Igor Stravinsky and Antonin Dvorak resonated in



Walter Isaacson, CEO, Aspen Institute

the Kaye Playhouse, Woetzel and Isaacson mentioned Da Vinci's taste for the theatrical - he was a performer of sorts, like a previous subject of Isaacson, Albert Einstein. Brian Greene joined them on stage, and pointed out more similarities between the two luminaries. At the heart of their work, Greene said, is "looking out to the world and being deeply taken by the simple questions", as both of them wondered, four centuries apart, why the sky was blue. Sound waves were also at the center of Einstein's research, coincidentally. Accompanied by creative sound design, Greene told the story of how Einstein predicted the existence of gravitational waves and how, in 2016, they were finally heard, as waves from a collision between two black holes finally reached us, over a billion years later. And so, through Einstein and Da Vinci, "we learned that we could observe the universe not just by looking at it, but also by listening to it".

Of course, no discussion about Leonardo Da Vinci can end without some advice on how to emulate him, and on that, Isaacson's recommendations were simple: "we can all be a little more like Leonardo. Take notes on paper, make lists of the things you want to know, and be curious for its own sake". #

## REBECCA SEAWRIGHT'S HOLIDAY PARTY



(L-R) Pres. Jennifer Raab, Hunter College, Kathy Hochul, Lt. Gov., NYS & Rebecca Seawright, Assemblymember, NYS Assembly



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## CAREERS

## Alejandro Cisneros, Film & Music Entrepreneur

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

In 2015 I became the CEO and co-founder of The Pillars Productions, LLC, and since July of 2016 I have been working full-time as the official Video Producer and Visual Storyteller for the prestigious New England Conservatory. I believe that jobs are not static sculptures, but flexible building blocks. By merging my two jobs, I see myself as someone becoming the architect of my own career.

**Where did you attend school and what did you study?**

I moved to Boston in 2011 to study Film Scoring and Music Production & Engineering at Berklee College of Music. Before that, I completed a B.A. in Mass Communication, with a concentration in Radio, TV, and Film from the Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico. During the same period I also earned a degree in Classical Guitar Performance from the Escuela Superior de Música y Danza de Monterrey; I graduated from Berklee in 2014.

**What is your favorite part of your job?**

Creating an original idea from conception to



**Alejandro Cisneros**

completion is my favorite part of what I do. It is like conceiving a baby; the joy of making your original ideas tangible is what keeps me smiling and motivated everyday. What is really amazing is to see how your creations can impact people's lives. It is inspiring to know that you can really help make the world a better place.

**Some challenges?**

I think that making a living—to be able to sustain economically your family—is the biggest challenge. You reap what you sow; if you want to make a great living out of this career, you need to

## Edwin Toribio: A Veteran's Journey to Help Others

By LYDIA LIEBMAN

Edwin Toribio has made serving others his life's work. Toribio grew up in Williamsburg, Brooklyn and attended Brooklyn Technical High School where he was heavily involved in biochemistry. A star student, he was accepted to the prestigious Massachusetts Institute of Technology but could not attend due to financial constraints. It was then that he spoke with a recruiter who inspired him to join the marines. Why the marines? "They're the best," Toribio said proudly.

While the most common contract length is around four years, Toribio enlisted for fourteen. During that time, he served in a few different capacities; he was an instructor for the reserves and eventually went on to become a recruiter. He described recruiting as particularly difficult. "We were in the middle of the war in Afghanistan and the war in Iraq. Recruiting people at this time was tough but the demands were there," he said. Toribio described his gru-

work from a very solid and powerful foundation. Inventing your path and by discovering unique ways to survive everyday in this industry will be fundamental for your success.

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

For those with 0-5 years' experience in the field, an early career salary is between \$43,800 to \$50,000 and for alumni with 10+ years' experience in this field a Mid-Career Salary range of \$78,100 to \$79,300. Compared to the best universities and colleges by salary potential, their early career salary ranges from \$62,000 to \$81,800.

**Have you had any mentors?**

Absolutely, just to mention a few of them; while I was a Berklee student, the film composer George Clinton, the legendary audio engineer and producer Susan Rogers, the life coach Pratt Bennet, and the music business expert Clint Valladares, among many others. They became very important parts of my life; it was a learning partnership between them, with vast experience in their fields, and myself that wanted to learn a lot. Currently with the help of SCORE, a nonprofit dedicated to helping small businesses get off the ground, I've been mentored by Jim Crisci. He is responsible for teaching me everything I need to know about accounting, book keeping and finances; key skills to develop as an entrepreneur.

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

Your success will be determined by your ongoing mental conversation. Before embracing your life in this path, it is important to understand your passions first. Those are going to be crucial because they'll be your energy boosters for the moments of failure. In order to become an expert you need to be willing to fail more than every-



**Edwin Toribio**

eling work schedule which consisted of 16 hour days, 7 days a week with only the first Sunday of every month off. While recruiting was challenging, it exposed Toribio to an alternative venture that would stick with him for years to come.

After his tenure with the Marines, the determined vet went on to study Business Management at LaGuardia Community College. After receiving his Associates degree, he had a shift in course. After some soul searching, Toribio decided that he wanted to pursue a degree in Human Resources. It was the face-to-face interaction from recruiting that Toribio felt he enjoyed the most. He then went on to receive a Bachelor's in Human Resources from Devry University. The education was paid for by the G.I. Bill.

His course then shifted once again. Toribio sensed a strong need in the veteran community for counseling. He saw many of his peers suffering from PTSD, anxiety and depression without adequate care. This inspired him to pursue an M.S. in Mental Health and Rehabilitation at Hofstra University. "It's my way of staying in contact with the military. It's my way of giving back to the veteran community and helping veterans," he said. If all goes as planned, Toribio will graduate from the program in the summer of 2020 and go on to work in Veterans Administration at one of the hospitals or clinics here in New York City. In this role, he will help fellow veterans through their trials and tribulations. Specifically, he hopes he can contribute to a bettered system; one where it does not take months and months for veterans to be seen when they are in need of health care.

While Toribio's journey has had ups and

*continued on page 31*

body else, including failing more than your peers. Self-respect, discipline, vision, responsibility, confidence, motivation, patience, the willingness to learn a brand new difficult skill every day, and persistence, among a million other things, will be what help you make a living out of this dream. You have to understand that you're the one creating your path in this industry, and that nothing will be set in stone, be certain, or be easy.

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## LAW &amp; EDUCATION

*Sexual Harassment*

By ARTHUR KATZ, J.D.

It seems that not a day goes by without another revelation of a known figure being accused of sexual harassment, many times coupled with sexual assault

Harassment occurs, among other times, when inappropriate conduct (which need not be of a sexual nature) is tolerated by the harassed party because of intimidation (which may be explicit or implicit) by one person (whether a boss, a teacher or merely someone of perceived importance or respect) over another (who may be a student, an employee, an assistant or merely someone who is in the wrong place at the wrong time). It is pernicious and non-productive, irrespective of the circumstances and serves no useful purpose except, perhaps, to gratify the harasser or bully.

There is no single definition of sexual harassment. The federal government, in 29C.F.R. (which deals with labor regulations), states in §1604(a) that “harassment on the basis of sex is a violation of ... Title VII of the 1964 Civil Rights Act. §1604(a) then continues:

“In the workplace unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, (2) submission to or rejection of



Arthur Katz, JD

such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working  
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*Character Education In Response to the Digital Era**You Thought We Needed Character Education Before? Just Wait.*

By DR. JASON OHLER, U OF ALASKA

Big Idea: We need to supplement our traditional approach to character education in order to help students navigate the ethics of a technological lifestyle.

Back in the Day: Character education has always been with us in some form as a part of an average school curriculum. It used to be more informal. Teachers were expected to draw on traditional values and teachings to illustrate character in an attempt to help students become good citizens. But in more modern times character education has come into its own with organizations like Character.org, The Character Education Resource Center, Character Matters and others which provide excellent materials to help school communities make character education part of the core of their mission.

Fast forward to the digital age: We would like traditional character education to be so solid in its perspective that it can survive modern times without much modification. But the character

education we have grown up with began during simpler, far less technological times. And the reality is that the extreme nature of today’s technology is challenging the relevance of character education in its current form.

This situation has given rise to two competing perspectives: We can either rely solely on the character frameworks that previous generations have created for us to navigate the evolving digital terrain, or we need to supplement those frameworks with new tools and perspectives in order to go forward into the digital era, responsibly and effectively. Before you decide where you stand, consider an example of the degree to which our times have changed.

**Two Perspectives of Character Education – Consider the Case of Theft**

Back in the day, if I stole your photograph (perhaps a Polaroid picture you snapped at the beach) then I had your photograph and you didn’t. In terms of infractions of character this situation is very clear – it’s theft, which is wrong by anyone’s standards. Fast forward to today. If I download a photo from your website, you probably don’t even know that I have it because your original still appears on your site; and unless you are a professional photographer

## THE ETHICS COLUMN

*Permanent Ink:  
The Ethics of DNR Tattoos*

By JACOB M. APPEL MD JD

So a man rolls into a busy emergency room with “Do Not Resuscitate” tattooed across his chest. It sounds like the beginning of an off-color joke, but there was nothing humorous about it for the doctors at Miami’s Jackson Memorial Hospital where such an episode recently occurred—as reported in the *New England Journal of Medicine* and major media outlets. The patient in this case, a seventy-year-old man with multiple medical problems, also had what appeared to be his signature inked below the order, creating an ethical dilemma for physicians. Unable to rouse the patient to confirm his wishes, they initially decided not to honor such a request. In their report, they favored “invoking the principle of not choosing an irreversible path when faced with uncertainty.” Later hospital ethicists recommended making the patient DNR on the grounds that this appeared to be an “authentic preference” that overrode “standing on ceremony.” The patient soon expired—and a valid paper DNR form was ultimately found. If not a happy ending, then seemingly a just one. Or maybe a cautionary tale....

Unusual cases are often valuable tools for clarifying common practice. One reason that a patient might tattoo DNR across his chest is a strong wish not to be resuscitated coupled with a fear that incompetent healthcare professionals might misplace or ignore his paper wishes. Surely, this possibility is real. Intubated patients with paper DNR/I orders in their charts arrive in ERs all the time, creating ethical conundrums for hospitals: Did the patient change his mind prior to intubation? Was the DNR order overlooked? Yet the medical literature also contains at least one report of a patient who had DNR tattooed across his chest as part of a drunken bet, but actually wished to be full code. New York State requires that a Non-Hospital Do Not Resuscitate form be signed by a physician—a condition likely to avoid inebriated decisions. Patients may also wear a DNR



Jacob M. Appel, MD, JD

bracelet (easily removed, unlike a tattoo) which is presumed valid in New York.

The major problem with honoring a tattooed wish is the possibility that the patient has altered his medical wishes between inking and cardiac arrest. As many college kids have learned the hard way, removing a tattoo is neither cheap nor painless. In addition, since removal requires time and access to a tattoo parlor or plastic surgeon, the patient—if, for instance, subsequently admitted to a nursing home—may not have an opportunity to have his tattoo removed. Or he might decide “it’s not worth the effort”—which arguably reflects rather discounted version of autonomy. By honoring a tattoo in this particular case, doctors run the risk of encouraging other patients to tattoo their medical wishes on their bodies, an incentive incompatible with good public policy.

The best outcome in the case above might have been to honor this particular DNR tattoo, but also to make clear to the public and the medical community that future DNR tattoos will not be honored, deterring future patients from choosing this rather draconian course.#

you probably don’t even care. In fact, in our collaborative, participatory online culture, it’s as though the nature of copyright has flipped 180 degrees: If there isn’t an explicit note specifying an image can’t be used, it’s often assumed that it is open to the public to repost at will. The new covenant is share and share alike. This isn’t a legal opinion. It is simply an observation of a new normal that has emerged in our networked culture.

The character issues surrounding the downloading of images form the very tame tip of the technological iceberg. Imagine a world in which you are always wondering whether whomever you are talking to is actually broadcasting your conversation through his camera-enabled contact lenses – which, of course, are

invisible to you. Imagine how you will respond to the person next to you in school who is wearing headgear you can’t afford that has been proven to increase math scores and basically make people “smarter.” How will you react when the organization you work for asks you to accept a chip implant, making it possible to simply wave your hand to gain access to your office and to log into your computer? .

All of these are current technologies, as is the rapidly evolving world of artificial intelligence (AI). Elon Musk, along with 115 other AI experts, issued a warning that without our vigilance AI could be the undoing of humanity, leading to lethal autonomous weapons and the obsolescence of human beings. The reality is

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## BARNARD PRESIDENT SPEAKS ON MATH & ANXIETY

By MARGAUX MONTAGNER

On November 21st, Barnard alumnae were invited to hear from the college's 8th President, Sian Leah Beilock, about her background and her research on how to encourage enthusiasm for science and math for women and girls, and how people of all ages perform under pressure. Beilock was appointed in July 2017, succeeding Deborah L. Spar — now president of the Lincoln Center — after spending twelve years at the University of Chicago. As a cognitive scientist by training, a fellow of the American Association for the Advancement of Science and the American Psychological Association, and a member of the National Academy of Kinesiology, she published two books and hundred of articles. After reflecting on her first few months as president and thanking the alumnae for their generosity, she addressed a crowd of alumnae of all ages about an issue they know well: women, math and anxiety.

Beilock started by explaining what drew her to that subject: very early on, she was interested by the neuroscience of failure, or why we sometimes might not perform up to our potential because of anxiety about one particular subject, which led her to focus on women and girls' anxiety about science, and particularly about math. She noted: "in our culture, it's socially acceptable to brag about being bad at math, but you never hear anybody brag about being bad at reading!". She questioned when these anxieties could be formed, since very young girls seemed to exhibit them, then how to help them get rid of such apprehensions and fulfill their potentials in math and science, as "we need, in our society, capable young women to pursue careers in those areas".



**Pres. Sian Leah Beilock, Barnard College**

After assessing that math related anxiety appeared as early as 1st grade, Beilock and her team devised a way to measure it: a scale with frowning and smiling faces that the children could use to describe their feelings. While they all started school with mostly neutral feelings about math, Beilock's research found that by the end of the year, anxiety about the subject had appeared, and that girls were more affected by it than boys. It also showed that anxiety impacts performance: "when kids are anxious about doing math, they perform worse in math class", said Beilock.

And as she wondered where it came from, she investigated which college majors had the most anxiety about math. It turned out to be Early Education, which is predominantly composed of female students, which led her to wonder if their anxiety was somehow contagious. "By the

*continued on page 30*

## Facebook Partners with CCNY for Web Security Course

Facebook is partnering with The City College of New York to launch a web security hybrid course—the first of its kind on campus. The company is donating \$25,000 toward scholarships and educational expenses. Spearheaded on the CCNY campus by computer science major Chantelle Levy, Facebook chose her to be CCNY's Facebook Ambassador.

"It's truly a pleasure to be chosen as a Security Ambassador Intern for Facebook; my interest in security stemmed from no other than the TV Show 'Mr. Robot,'" said Levy, a senior. "Since then, I've been involved in anything security-related, including the web security course offered at CCNY, the BlackHat Conference and DEFCON in Vegas and a security internship with Facebook in Silicon Valley."

Levy and other students initiated the partnership in Spring 2017 under CodePath University for those students interested in learning about cybersecurity. At that time the course offered

no credits. However, Rosario Gennaro, a professor of computer science at the Grove School of Engineering and director of the Center for Algorithms and interactive Scientific Software, became involved with the student group and helped transition the course into a three-credit class.

More than 150 students and faculty attended the Cybersecurity with Facebook event on campus this month to educate students about the different perspectives of working at Facebook Cybersecurity.

Since 1847, The City College of New York has provided low-cost, high-quality education for New Yorkers in a wide variety of disciplines. Today more than 16,000 students pursue undergraduate and graduate degrees in eight professional schools and divisions, driven by significant funded research, creativity and scholarship. Now celebrating its 170th anniversary, CCNY is as diverse, dynamic and visionary as New York City itself. #

## The National Institute of Social Sciences presented Gold Honor Medal Awards to Columbia University President Emeritus Michael Sovern and Two Others at the Century Association

By SUSAN A. GITELSON, Ph.D.

The National Institute of Social Sciences presented Gold Honor Medal Awards to Ron Chernow, author of "Alexander Hamilton;" Robert J. Schiller, Nobel Prize winner in Economics; and Michael I. Sovern, President Emeritus of Columbia University, at its dinner on November 14, 2017. The National Institute, which was founded in 1912, held its 103rd gold medal dinner at the Century Association in New York City.

Chernow, who has become famous because his Hamilton book was the basis of the award-winning musical by Lin-Manuel Miranda, concentrated in his talk on his latest biography about President Ulysses S. Grant. This commanding general of the Union side during the

U.S. Civil War, Chernow said, was determined to end slavery even more than to preserve the union. Chernow told me during the reception that he is in negotiations to have "Grant" made into a movie.

Schiller, who had done extensive research on the stock market, warned in 2000 in "Irrational Exuberance," that the stock market boom was caused by excessive speculation and could lead to a bust. In later editions, he warned that the same situation applied to real estate and to bonds.

Sovern is now Chancellor Kent Professor of Law at Columbia after a distinguished career he has written about in "An Improbable Life: My Sixty Years at Columbia and Other Adventures." #

## Social Studies Supervisors Association Hosts Professional Development Conference at China Institute



**Director Shenzhan Liao**



**President James B. Heimowitz**

By LUCAS MAUTNER  
& MARGAUX MONTAGNER

Recently, Social Studies Supervisors Association hosted their second professional development conference at China Institute in New York City. The conference included breakfast, presentations by speakers, including a Keynote Address by James B. Heimowitz, President of China Institute, as well as workshops, exhibitions, and a guided tour of the facilities. Speakers included Jack Chan, President of SSSA, Shenzhan Liao, Director of Education at China Institute, and a slew of others including scholars, educators, and administrators. The conference was sponsored by SSSA and supported by China Institute, Pearson Education, and Confucius Institute at China Institute.

Among the presenters were Dr. Gerald Blaney and Ying Wu, who conducted a workshop focusing on the correlation between Chinese identity and the Han Dynasty, as well as the influence of the Han Dynasty in China and

around the globe. Parallels were drawn between the Han Dynasty and the Roman Empire. In this workshop, "participants [explored] how to teach about Chinese civilization through a comparative world history approach." Jeffrey Winograd, Assistant Principal of The High School for Math, Science, and Engineering at CCNY held a workshop entitled "Preparing Bilingual Students for the Social Studies Regents Examination." Educators learned how to assist students in essay writing, as well as ways to "incorporate Regents skills within... daily lessons." Kasuni Christian, a teacher at New Utrecht High School, led a workshop that focused on the Global History & Geography Regents exam's constructed-response question, including strategies on how best to prepare students for the exam. Participants were shown questions shown on previous exams in order to show ways in which the questions have evolved through the years. At the end of the workshop, participants worked together on fashioning

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## THE OPIOID CRISIS

By REBECCA SEAWRIGHT,  
ASSEMBLY MEMBER

As your neighbor in our community and as a mother of two college students, I view the national crisis we are facing regarding opioid addiction as distressing and in need of action; as your legislature representative, I have been working with leadership in Albany to help ensure that action is both comprehensive and effective. During the 2016 legislative session, I supported sweeping legislation to combat the opioid and heroin crisis in New York State. While it is impossible to legislate good health and happiness, it is possible to legislate resources and budget funding that can help each individual achieve better health and an enriched quality of life. Our response, as elected government representatives, to the opioid epidemic in our State was considered in the same manner any thoughtful and caring family would react to a complicated health or safety crisis in their own home; acknowledge there is a problem, confront the issue, and provide supportive resources to assist the individual rehabilitate, recover and reach potential.

Sadly, the use of opioids has become ingrained in the lives of too many in our society. How can we prevent this from happening? Those facing addiction to opioids did not always become acquainted with the drug on dark street corners, but rather because they obtained and abused prescription pain killers. That's why a major piece of the state legislation adopted was to limit the number of days a doctor could prescribe such prescription drugs bringing it down from 30 days to just 7. It also requires pharmacists provide understandable warnings about the risks associated with pain medication as part of the script. We included a mandate that physicians and other professionals who prescribe pain medication participate in education on addiction and pain management. By putting these safeguards into place we reduce the number of our people in New York who initially enter into the cycle of opioid use through prescription pain medication.

The next issue of concern was opioid overdose and how often it could lead to death. According to the New York State Dept. of Health, in 2016 there were 8,444 reported opioid overdoses. Naloxone is a drug that can save lives. Naloxone actually reverses overdose caused by prescription pain medications, other opioids and heroin. It works by reviving a person from an opioid overdose. That is why in New York State, we've required insurance coverage for naloxone and eliminated the need for insurance pre-authorization for consumers. Furthermore, several agencies in New York State have worked to train police and other first responders on how to administer naloxone, which many first responders now carry with them. As an officer of the Buffalo City Police Department says, "I administered one dose of naloxone to an unresponsive subject. The victim became alert within two minutes."

The next phase, of course, is rehabilitation and recovery. As part of the legislation, we



increased the number of "treatment beds" and allowed more time for those seeking treatment to be evaluated increasing the hours from 48 to 72 hours providing an additional day for those affected by an overdose to stabilize and to seek appropriate longer-term treatment. We also required that hospitals, whose emergency rooms people suffering from addiction are often brought, provide resource information about treatment centers upon patient discharge. We all know that even after treatment some patients do relapse thus, the legislation provides "wraparound services" to promote long-term recovery. These services include education and job resources, legal, childcare and peer support groups.

There are still too many New Yorkers addicted to opioids. We must be watchful of our children, neighbors, friends and colleagues-look for signs and be responsive to them. We must not feel ashamed or embarrassed if we need support in confronting opioid addiction. The hopeful news is if we do recognize someone is suffering from addiction, the State of New York has "your back" and there are resources for you, as a caregiver as well as for the person afflicted to get and stay well. Even when holistic legislation offers possibilities for prevention, rehabilitation and recovery, it still takes a village to share the information and spread the news. Let us hope that in 2018 the progress we have made in reaching out, providing outreach and support to those confronting this public health crisis continues and as a result the crisis is downgraded to a problem and eventually becomes just a memory of what we, as a society, overcame.

## Wanted: Educators in Addiction Treatment

By RICHARD FRANCES M.D.,  
CLINICAL PROFESSOR OF  
PSYCHIATRY, NEW YORK  
UNIVERSITY MEDICAL SCHOOL

The American healthcare system needs a major overhaul in approaching the huge national crisis that is addiction. There is an enormous need to train all health care disciplines in the skills, attitudes and knowledge to provide evidence based medication assisted and cognitive therapy to patients with opioids and other substance related problems. Generational failings in adequate training of healthcare professionals in substance related disorders along with psychiatric comorbidities has contributed to under diagnosis of substance problems and to over prescription of opioids for pain and benzodiazepines for sleep and anxiety disorders. Failings in the healthcare system to regulate the pharmaceutical industry led to heavily industry funded systematic false advertising and marketing claims to doctors and the public and contributed to the epidemic over use of opioids and benzodiazepines. Reversal of progress toward providing well-funded universal access to quality prevention and health care generally, and for substance related problems, threatens any hope of facing up to the crisis. Additionally, inadequate public and private provision of insurance coverage, increasing legalization of marijuana use, inappropriate medical uses for marijuana, lack of parity in funding for mental health including addiction treatment and massive overuse of prison as a solution to the drug problem are public policy areas that will not be fixed by building walls or increasing police brutality. For anyone starting a career in healthcare seeking to choose an area with leadership opportunity, addiction and addiction psychiatry should rank high on a list that might include cancer and heart disease. It is a fascinating significant health problem causing huge and widespread suffering to children and adults at vast cost, and it is treatable.

The US Council of Economic Advisers estimated that the true cost of the opioid drug epidemic in 2015 was a half trillion dollars and add to that the vast costs of tobacco, alcohol, cocaine, marijuana and other addictions estimated by the National Institute of Drug Abuse at around \$740 billion, and we have a national disaster. Approximately 64,000 Americans died from a drug overdose in 2016, mostly related to prescription painkillers, heroin and fentanyl, with large numbers of adolescents, young adults and especial young women among the victims. Unfortunately it is not widely enough known that fentanyl, which is cheap and available, kills even if patients are taking Naltrexone or buprenorphine to treat opioid addiction, and it is hard to reverse these overdoses with naloxone. While there has been a recent study finding decreased use of opioids and some other drugs in adolescence, alarmingly marijuana abuse is growing among high school students as a result of lack of awareness of risk and increased availability. Marijuana is a gateway drug, contributes to mental illness, negatively affects motivation and is harmful especially to young minds.

Thus the need for knowledgeable and skillful teachers with positive attitudes in medical, social work, nursing, and counseling disciplines to battle for quality curriculum in addiction treatment has never been greater. The challenge of helping patients and their families get motivated for treatment starts with identifying addiction problems, instilling hope, providing tools, alleviating withdrawal symptoms, and helping patients to stick with a program of recovery. Every student in healthcare should attend a 12 step meeting in order to learn about the optimism and hope of having role models in recovery and the value of patients having a sponsor.

Once clinicians master the necessary skills, few categories of patients are as rewarding to treat or as grateful in recovery as those with substance related illnesses. #

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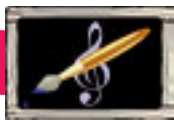
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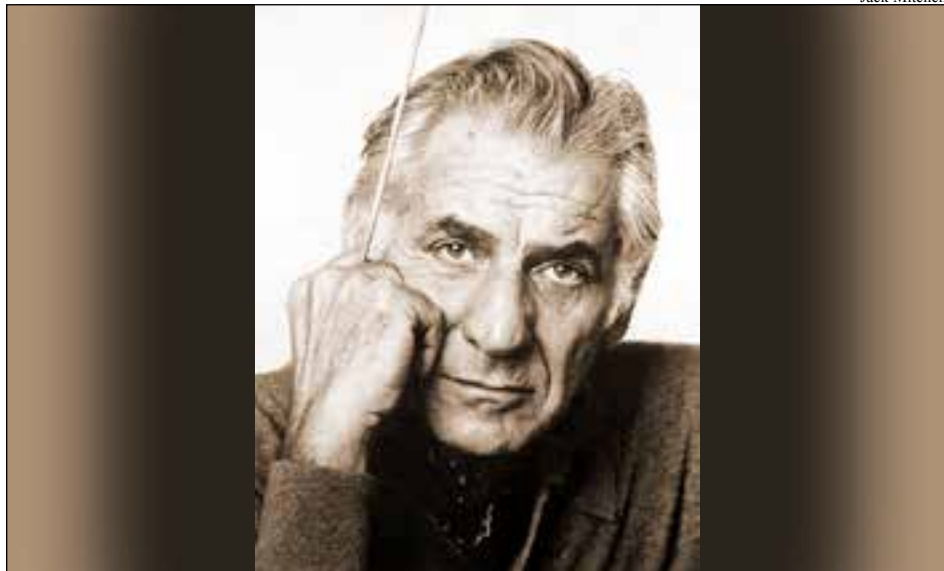


@EducationUpdate



## Leonard Bernstein at 100 at Performing Arts Library

Jack Mitchell



Leonard Bernstein

By JAN AARON

In 1990, the world mourned the death of Leonard Bernstein, America's modern musical Renaissance man. But now, the world is celebrating the centennial of his birth with a series of events, which kicked off in August at the John K. Kennedy Center for the Performing Arts. Since then, arts groups, dance companies, lectures, and film festivals spanning the globe continue to honor one of our nation's greatest artists. Here in New York, the exhibit entitled "Leonard Bernstein at 100" is on display until March 24, 2018 at the New York Public Library for the Performing Arts at Lincoln Center. Although the show's brochure helps with the basics, the best way to enjoy the exhibit is by meandering and participating. For example, try singing in a special booth or by taking a photograph and emailing it.

What this glorious exhibit does is emphasize Bernstein's many talents through interactive displays, timelines and artifacts. These techniques spotlight the multi-faced Bernstein as composer, conductor, musician, cultural ambassador and humanitarian. Bernstein is known the world over as composer not only of West Side Story, but Candide and On the Town, and scores for movies like On the Waterfront. An entire exhibit wall displays sheet music covers.

A child of Russian-Jewish immigrants, Bernstein received his first piano at age 10, a gift from an aunt, and studied the piano at Harvard University and later at the Curtis Music Institute in Philadelphia. At 25, he was a last minute substitute at a Carnegie Hall concert. The concert met with great critical acclaim and led to conducting at orchestras worldwide. A show display of well-worn luggage conjures his travels. He became music director of the New York Philharmonic in 1958 and then until 1969 he led more concerts with the orchestra than any previous conductor. More than half of Bernstein's 400 recordings were with this

orchestra. Bernstein cherished education and developed a televised concert and lecture series Young People's Concerts that lasted 14 years with the Philharmonic. His Broadway musical stage collaborations On the Town (1944), Wonderful Town (1953), and Candide (1956) are represented with film clips as is the Academy Award Winning West Side Story, a musical masterpiece, which unfolded in the working class apartments of the Upper West Side, where Lincoln Center stands now.

One of my favorite museum items are his tender letters from camp in Israel as a boy, illustrated by an artist friend. I was similarly enchanted by his discussion of the importance of the baton: why you use it and how it works. Notice here his informal attire. I remember when he decided the orchestra dress didn't always have to be formal. I was similarly drawn to and amused by Abe Hirschfield's caricatures of Bernstein.

One of the last image filling multiple screens is a snowy-haired Bernstein conducting the New York Philharmonic: hands arms and even his snowy white hair in motion. There is a choice of compositions. I chose early music, but there's something for all musical tastes. Another room arrays sheet music from famous shows. But the fun part this exhibit is interactive. You can record, and listen, take a photo and email it.

But Bernstein did not confine his influence to the musical world. His concerns included world peace and humanitarian causes. Honors bestowed on him during his lifetime include 22 doctorate degrees, the Commander of the French Legion of Honor, the Kennedy Center honor, 10 Emmy Awards, 16 GRAMMY awards, and a Recording Academy, "Lifetime Achievement Award."

The library show's fitting finales are multiple screens of Bernstein advanced in years conducting the New York Philharmonic, a white-haired dynamo. #

## GOOD FENCES MAKE GOOD NEIGHBORS IN NYC: THE ARTIST AI WEIWEI



Galvanized mild steel and mirror polished stainless steel  
Courtesy of Ai Weiwei Studio/ Frahm & Frahm

By MARGAUX MONTAGNER

Since October 12th, New Yorkers of all boroughs may have noticed some oddities in their day-to-day landscape: a fence on a rooftop when there used to be none, banners displaying known and unknown faces on lampposts, and blown out cell phone pictures where ads used to be. These anomalies, along with three large-scale installations at the Doris C. Freedman Plaza, the Washington Square arch and the Unisphere, are all part of a citywide exhibition by renowned artist Ai Weiwei. Commissioned by the Public Arts Fund as part of their 40th anniversary, the project is named "Good Fences Make Good Neighbors", a quote from Robert Frost's "Mending Wall", and is intended to draw attention to the plight of displaced people all around the world while turning the city into an immense, living art gallery.

The exhibition, one of the most ambitious ever produced in NYC, consists of the aforementioned three massive installations, and 320 other pieces dispersed throughout the city, on bus shelters, on rooftops, on news kiosks... Their locations are anything but random: Ai Weiwei "was very intent on making sure [his project] connected to sites of historic immigration but also to sites of current immigration", said Daniel Palmer, associate curator at PAF. The artist's view of New York and of the United States as a place enriched by its historic willingness to accept immigrants is one of the keys to this exhibition, as is the theme of control. "All of the works in the exhibition are based on the motif of the security fence, of cages, and of border controls, where many refugees are currently trying to make their way", Palmer observed. Ai Weiwei himself met many of those migrants and refugees while traveling through Europe, inspiring his previous show "The Law

of the Journey" in Prague as well. Both series of works show the same desire to raise awareness for their hardships, and the same earnest plea for empathy.

When approached by Public Art Fund Director and chief curator Nicholas Baume about an exhibition in New York, Ai was reportedly very thoughtful, as the idea of coming back to the city where he had lived was a loaded one. "He said it was like returning to an old lover", said Palmer. Indeed, Ai had lived there for many years, most of them as an undocumented immigrant, before going back to China. That time of reflexion was also troubled by Ai Weiwei's detainment by Chinese police, his subsequent house arrest in 2011, and the fact that he wasn't allowed to leave China until four years later. Weiwei then moved to Berlin, one of the many hearts of the current migrant crisis, where he started his focus on displaced people and "human flow".

Besides his own status as an exile, Ai's personal history made him particularly empathetic to these issues as well. His father, Ai Qing, was targeted during the Cultural Revolution and stripped of his status. His family was exiled to remote regions of China, forbidden to return to Beijing. Such circumstances "have made him so remarkably sympathetic to the plight of displaced people all around the world", explained Palmer, which made the choice of this theme for his exhibition with PAF self-evident.

And for its 40th anniversary, Public Arts Fund was as eager to make a mark as Ai was. "Good Fences Make Good Neighbors" is the artist's largest exhibition to date, and one of the most ambitious projects undergone by PAF. It will be on view, free and open, for anyone willing to look up and pay attention until February 11th. #

## ENROLLMENT BEGINS AT WORLD-CLASS PRIVATE BOARDING SCHOOL FOR ADOLESCENTS AND YOUNG ADULTS WITH AUTISM

Shrub Oak International School (“Shrub Oak”) – a new, world-class special education boarding and day school that will serve an international population of young adults with Autism Spectrum Disorder (ASD) – announced that it is now accepting students for the next school year, which will begin in September 2018. The Westchester County school’s mission is to advance autism education by providing the field’s most innovative evidence-based academic and therapeutic approaches as it helps students prepare for a purposeful, independent future.

“Our central guiding theme is that, with an integrated mix of the right transition-focused experiences, interventions and learning curricula, every student can succeed on the path toward a fulfilling future, when educators are attuned to the individual’s unique abilities, interests and goals,” said Dianne Zager, Shrub Oak’s Dean of Education. “Shrub Oak is being set up as a center of excellence, where we will use our expertise to discover each student’s interests, abilities and strengths; then we will employ best practices and resources in a state-of-the-art, immersive learning environment to ensure that when a student graduates, it is into a world of possibility.”

Earlier this month, the school announced its founding by a trio of renowned visionaries, including:

-Gil Tippy, Psy.D., Co-Director and Head of Clinical services is a world-leading expert in developmental approaches to intervention for children with Autism Spectrum Disorder (ASD). He has over 30 years of experience as a teacher and psychologist and is a founder of the renowned Rebecca School in New York City. He is a co-author, with Dr. Stanley Greenspan, of the renowned book “Respecting Autism,” which defines the highly successful use of developmental, individual difference, relationship-based principles (DIR)/Floortime™, a groundbreaking approach incorporated into Shrub Oak’s curriculum.

-Dianne Zager, Ph.D., Co-Director and Dean of Education is recognized globally as a pioneer in autism education. She has consulted with school districts across the U.S. to develop autism educational programs and founded one of the nation’s first college support programs for students with autism. She has served as president of the International Council for Exceptional Children’s Division on Autism and Developmental Disabilities, and has over 30 years’ experience directing graduate and post-graduate programs to train school personnel in autism. Dr. Zager has done extensive work in the transition of students with autism to adulthood and employment. She was founding editor of Focus on Autism and Other Developmental

Disabilities, one of the most widely read autism journals in the nation.

-Wendy Eklund, MBA, Dean of Student Life has extensive experience designing student-life experiences that provide engaging, enriching opportunities for students. As assistant director for residence life at Sarah Lawrence College, Wendy administered all the housing logistics, identified ways to improve student experiences and engagement in the residences, and oversaw the resident advisors and hall directors.

Shrub Oak sits on the 127 acres of bucolic, hilltop grounds of a retrofitted former-seminary in Westchester County, New York. The campus will integrate nature, agriculture and cutting-edge technology to provide students with a sensory experience that is unmatched by any special education boarding school in the world. The building will include a modern gym, a restaurant-quality kitchen and dining facility, modern common rooms for socializing, state-of-the-art classrooms, a well-appointed student hub, and well-designed dormitories.

The space will also feature an indoor pool, equestrian stable, an open space for robotic development and learning, specialized art studios, theater, exercise gym, with numerous career training spaces and services. Its working farm includes livestock and crops set against a backdrop of open fields and wooded trails. A state-of-the-art, 24/7 security system will be incorporated into all areas of the building and grounds.

The school will ultimately have an enrollment of 391 residents and day students, aged 14 to 30+ years old. Each student’s program will maximize therapeutic and learning opportunities, not only in the classroom but also in the dining hall; on the fields and trails; and in the residential areas as well as the neighboring community.

Shrub Oak’s goal is to ensure that all students achieve goals to lead successful fulfilling lives. This includes employment and the ability to live as independently as possible upon graduation. In order to do so, each student will have an interdisciplinary team of clinicians, teachers and student-life professionals who will collaborate closely to construct and implement custom programs.

Based on completely individualized educational programming, which focuses on each student’s unique needs, seamlessly integrating therapies and educational programs, curriculum will range from rigorous academic preparation for college to learned skills for independent living and future employment. The areas of emphasis for student program include executive functioning, social interaction, cooperative work, organization, time management, and task completion—all seamlessly interwoven throughout day and evening activities. #

## MAKING CHANGE FROM THE INSIDE-OUT

By ARIEL NADELSTERN

Bronx Collaborative High School lives on the third floor of the DeWitt Clinton High School campus on Mosholu Parkway in The Bronx- a sprawling totem to the large school movement, now occupied by three smaller schools with unique identities including World View, Bronx Collaborative and a smaller version of Clinton. I began my teaching career 16 years ago at Clinton as an ENL teacher in the Special Education Department when it still held the record as the most populated school in the United States with 5,000 students and 300 faculty (according to the Guinness Book of World Records it still has the largest footprint of any high school in the world). Now I work at Bronx Collaborative as an ENL Department Coordinator, teacher and mentor. When I applied to Bronx Collaborative, Principal Brett Schneider and I spoke about our shared values and commitment to The Bronx. Having worked from founding team to year 17 as a teacher and administrator at the Institute for Collaborative Education, a progressive secondary school in Manhattan, he wanted to bring the same school experience to students in the Bronx- a borough that still has the highest poverty rate in New York City. Brett and I are Bronx kids, and we agree that our students are entitled to the same opportunities right in their neighborhoods. When we were kids, we had to travel to Manhattan or Lower Westchester to attend a progressive school.

Working at Bronx Collaborative represents a significant homecoming to me. In part because I began my career on the campus, and because it is a member of the New York State Performance Standards Consortium, an organization that my father Eric Nadelstern co-founded in the early 1990’s. We are one of several schools open to the general population that carry this designation in The Bronx. This means that our students write long thesis papers and design original experiments instead of taking the Regents. Our students graduate as a result of their performance, not their test-taking skills. It means we can be creative with scheduling, and design schedules and structures that work for our community instead of forcing structures that adhere to an external authority unfamiliar with our students and our school culture. The room for innovation begets innovation. We are constantly thinking of creative ways to solve problems, and rely on our community to help us collaborate around solutions. Building a school in this way necessitates bonds between students and faculty, and this is evident in interactions both in and out of classrooms.

Currently, I am teaching a class of ENL students who have Individualized Education Plans with the coordinator of the Special Education Department. We asked to teach this course together to provide our common students with the services they require. We also understand that if we can figure out ways to best facilitate their positive school experience, we can



Ariel Nadelstern

impact change in the way the larger community approaches their learning needs. This class has become our pride and joy. It is a warm, happy, busy, productive place. It influences not only the way we think of our work with our school, but shifts the perception of students who are sometimes hard to teach.

My commitment to progressive education and working with students who have been historically underserved began in college when I found myself floundering as an unenthusiastic art history major. I found my passion in exploring the notion of social change through public education. I studied the history of the progressive education movement in New York, and learned about how a group of like-minded educators found a high leverage point in working with ENL students by creating a small school just for them, which became the first of the International Schools, and has now grown into the Internationals Network with over 20 schools all over the country. In 2011 I co-founded Crotona International High School in The Bronx, one of the Internationals Network schools, where I served as instructional coordinator, mentor and teacher. I became deeply involved with the work of the organization, and closely studied the philosophy and practice. This experience grounds the work I do, providing an anchor to ensure deep alignment in my practice and decision-making.

The historical impact an individual school had on the local and national school reform movement leads me to believe that Bronx Collaborative has a similar opportunity to set a new standard for school reform in our borough. As work with English Language Learners helped galvanize progression within a larger movement, I believe that as the ENL Department Coordinator, teacher and mentor I am in a position to support the critical vision in our school through the work we do with our ELLs, which makes up a fourth of our student body. It is imperative that we look to our work with students who have critical needs for the innovations that can help shape an entire school- or school system. #

## The American Museum of Natural History Explores the Senses in New Exhibit



By LYDIA LIEBMAN

The American Museum of Natural History's latest exhibit is truly a feast for the senses. *Our Senses: An Immersive Experience*, the newest offering from the innovative museum, opened in November and will run through January 2019. The exhibition features 11 fun-house type galleries that explore the five senses in ways that are interactive, mind-bending and fun. "Our senses are essential to how we live and make sense of the world around us. They provide pleasure, warn us of danger, and allow us to interact with one another," said President of the American Museum of Natural History Ellen V. Futter in the official press release. Sight, smell, hearing, taste and touch are given entirely new meanings in *Senses* as visitors are given the opportunity to "go inside" their senses and learn about how they work, how and why they evolved as well as their limitations.

After an informative introduction room, visitors are treated to their first sense: sight. The gallery devoted to seeing features decorated walls lit with alternating color schemes. One will be able to observe changes on the wall due to the change in light; an image seen while the room is bathed in red will disappear when the color changes to blue. The next section focuses on detection. In this room, visitors are able to experience life as different animals; most of which can hear and see things much differently than humans can. One can "hunt" like a snake by using an infrared viewer or explore a garden

through the eyes of an insect with a large model. This section also invites visitors to experience animal sounds outside of our normal spectrum of hearing by using a special dial.

Hearing is tackled next. In this exciting room, visitors are presented with an audio collage that allows them to test their skill at tracking certain sounds. Through a giant speaker, one can listen and attempt to identify specific instruments and sounds. Following is a room dedicated to selecting. It's here that the exhibit shifts to a more scientific approach as visitors are able to view how the brain reacts to certain cues and details such as movement or human faces. In the "Balance" room, visitors are given the full "fun-house" treatment. The floor feels flat beneath them but the room looks distorted thus testing ones sense of balance. The next part of *Senses* deals with correcting and features various "perception stations" and a section of cultural objects from the Museum's Anthropology collection. These objects explore the Chinese five-element theory.

The next two rooms are particularly fun as they explore touch and smell. Highly interactive, visitors are invited to touch different textures and learn about how the brain reacts to each different fiber. In the smell room, visitors are invited to take part in a smell test centered around chocolate! The exhibit then ends with a live demonstration that is, like the preceding exhibit, interactive and informative and then is punctuated by a final note about "extending the senses". #

## America-Israel Friendship League Honors Former NYC Mayor Michael R. Bloomberg, Dr. Charlotte Frank & Mayor of Jerusalem Nir Barkat



(L-R) Joel I. Klein, Dr. Charlotte K. Frank, Kenneth J. Bialkin, Julie Hyman, Michael R. Bloomberg, and Amb. Dan Gillerman

The America-Israel Friendship League (AIFL) honored Former Mayor Michael R. Bloomberg and Mayor of Jerusalem Nir Barkat with its Partners for Democracy Award at its recent annual awards dinner, recognizing the mayors' lifelong careers in public service and strong commitment to enhancing the friendship between the United States and Israel.

The highlight of the evening, taking place at The Plaza Hotel in Manhattan, was a conversation with the honorees hosted by the newly elected AIFL President, former NY Schools Chancellor Joel I. Klein.

"The world needs more individuals like Mike Bloomberg and Nir Barkat. Both men are successful businessmen and didn't need the job as mayor of their city, yet they wanted to make life better for others." Joel I. Klein, AIFL President said, "The support for Israel throughout the world is diminishing; sadly, this is also true within the Jewish community in the U.S."

Further, despite recent events, which clearly demonstrate that the war on terror is a worldwide struggle, Israel continues to lose international support and impact, including with its traditional supporters. We thank Michael R. Bloomberg and Mayor Nir Barkat for their outstanding contribution to the world and to the Jewish people." said Kenneth J. Bialkin, AIFL Chairman. Dr. Charlotte Frank was included as a contributor to the work of AIFL over the years.

Founded in 1971, the America-Israel Friendship League (AIFL) is dedicated to strengthening ties between the United States and Israel. Through people-to-people programs, advocacy and collaboration with other like-minded organizations, the AIFL is actively engaged in improving perceptions about Israel and developing American support among people of all ages, faiths, ethnic backgrounds and political orientations. #

## WESTCHESTER COUNTY YOUTH BOARD PRESENTS BENJAMIN GOTIAN WITH 2017 MILLY KIBRICK YOUTH SERVICE AWARD

Outgoing Westchester County Executive Robert P. Astorino and the Westchester County Youth Board presented Benjamin Gotian with the 2017 Milly Kibrick Youth Service Award for his outstanding contributions to the community.

Benjamin Gotian dedicates a great deal of time to his many passions, including music,

martial arts, and community service. His community service projects include over 160 hours of volunteering at food banks, rebuilding homes and planting sustainable gardens. Benjamin, who is bilingual in Hebrew and English, hopes to pursue his love of history and political science in college.

The Milly Kibrick Youth Service Awards are given in memory of Milly Kibrick, a prominent county social worker and youth activist, who dedicated her life to helping underprivileged children. During her career and in retirement, she was the quintessential social worker, social entrepreneur, volunteer and political activist,

pursuing social and economic justice for children of all ages.

The aim of the Youth Board's awards program is to recognize high school students who have been involved in building a flourishing, strong and compassionate community through individual efforts and actions. #

## ROTARY'S CREDO - "SERVICE ABOVE SELF"

By DR. JASMIN BEY COWIN

Treasures of the heart are internalized principles which guide individual personal leadership and service beliefs. As the President of the Rotary Club of New York, Host Club #6 (RCNY), the second woman in the club's 109-year history, I have been an active participant in the club's organizational structure for more than ten years. Rotary International is a worldwide organization comprised of local clubs totaling 1.3 million members with the credo of "Service above Self". After accepting the President-Elect position in 2016, it was necessary to frame my leadership vision and align it with Rotary Internationals' core values of "Service above Self", integrity, and educational empowerment. RCNY's guide for this year is my motto Cooperation + Collaboration = Transformation. My passion is educational access and providing services to underserved communities.

When my grandmother Fatima turned thirteen in Aleppo, Syria she was married to a man much older than her. For more than twenty years grandma gave birth every year to a child, and in one year she even gave birth twice! Out of the twenty births, sixteen children survived to adolescence and fourteen went on to adulthood. Measles killed the twins, Aisha and Adina at the age of twelve. Grandma was illiterate, but she was determined to have one of her children go to school and learn to read and write. My father was the child holding the most promise, so he went to school for six months every year. Six months tuition per year was all the family could afford, plus there was only one pair of good shoes to go around between the boys. In 1950 my father at the age of eighteen, traveled via train from Syria to Germany in search of a better future. Years later he was the revered town physician caring for our underserved immigrant community. My father became a physician because he watched his beloved sisters die painfully of a common and treatable childhood disease. His family was not only poor but also unable to understand treatment options. Keeping with the family tradition, I too set out to distant shores as a Fulbright Scholarship recipient. This part of my story is important because I feel a kinship with children and adults in communities lacking basic education and literacy services. Mark Wilson, a fellow Rotarian succinctly expressed the impact of Rotary literacy programs, "When you teach somebody how to read, they have that for a lifetime. It ripples through the community, one by one."

As the highly visible face of RCNY, I designed signature club programs by securing leadership speakers from the United Nations, business and community leaders with a focus on education and emergency relief efforts. More than 775 million people over the age of 15 are illiterate. That's 17 percent of the world's adult population. Rotary's goal is to "strengthen the capacity of communities to support basic education and literacy, reduce gender disparity in education,



Dr. Jasmin Cowin

and increase adult literacy." Keeping in mind "Vision without action is just a dream", Anoka Abeyrathne from @UNHABITAT, RCNY members collectively decide on local and global distinctive service projects such as our clean water initiative Clean Water For Children, initiated through RCNY member Spicer. Spicer is partnering with the Rotary Club of Calcutta Chowrenghee to build Clean Water wells in the Sunderban Region in West Bengal, India with communities building schools near the wells. Another RCNY project with global reach is our "Bridges to Prosperity" project (<https://www.bridgestoprosperty.org/>) spearheaded by our board member Larry Cohen. Bridges to Prosperity provides safe access for isolated communities by building bridges over impassable rivers making sure communities and families are never cut off from schools, markets, and hospitals because of an impassable river. In New York City, RCNY together with the Sister of the Fraternity of Notre Dame, provide meals to homeless veterans. Other Outreach Projects are the Gift of Life International partnership, a Rotary Scholar program, and relief missions to Houston and Puerto Rico.

RCNY members, alumni and friends are the living canvas of Rotary. Rotary is a service-oriented organization focusing on concrete action to alleviate human suffering. By redesigning our own life projects and passions in terms of Rotary missions, and placing our expertise at service, Rotary members pursue their passion for "Service above Self".

*Dr. Jasmin Bey Cowin is the President of the Rotary Club of New York, Host Club #6.*

## The Tang Prize

The rigorous art of Michelangelo, the brilliant finesse of Da Vinci, the subtle mind of Galileo—these and other artists, inventors, philosophers and scientists of the Renaissance were essential to the growth of the sciences as we know it today. Not unlike the discovery and development of perspective in painting in the Renaissance, the development of digitalization and automation in our own era has set the world on its head. But even in this mechanized world, the arts and humanities will be ever more important. Rational thought, clear expression, eager communication, all the qualities that are stressed by the liberal arts and sciences, will be essential especially in light of the development of things like artificial intelligence.

Understanding the necessity of these 'human' fields of knowledge, here at the Tang Prize, we have Sinology as one of its four prize fields. Like its previous Sinology laureates, Yu Ying-

shih and Wm Theodore de Bary, the Tang Prize hopes to let more young people see the value in subjects like Sinology. It was in that spirit that Jenn-Chuan Chern, CEO of the Tang Prize, traveled to New York this fall to visit such notable thinkers as Phillip Sharp, a Nobel Prize recipient; Lance Liebman, a former dean of Columbia's Law School; Feng Zhang, Tang Prize recipient in the Biopharmaceutical Science field; Yu Ying-shih, Tang Prize recipient in the Sinology field; and Rachel Chung, the student and successor of Wm Theodore de Bary, who sadly left our world earlier this year. It was with Chung that Chern discussed plans to bring humanities symposia into Taiwan, plans that will help to bring culture and perspective to the youth.

The vividly red holly fruits mark the end of 2017. Tang Prize 2018 is under full swing. We wish you happy holidays and a prosperous, joyful 2018! #

## APPS FROM THE PERSPECTIVE OF A TEEN



Kai Cowin

By MITCHEL FINK & KAI COWIN

One could certainly argue that a large amount of 14-year-olds are addicted to their phones. I probably fall into that category. I use my phone for practically everything. It could be as educational as checking my homework on my school's website, or as petty and meaningless as playing a video game. However, for me and a large number of teenagers all around the world, using a smartphone is about connecting and communicating with people. Snapchat, Instagram, texting, the list goes on. These apps will consistently top the charts on the app store, and practically every teenager

uses them.

As for me, my list of apps is relatively small, and I like to tell myself that if I get addicted to a game, I have to delete it. I have Snapchat, but not Instagram; I don't feel like spending all of my time worrying about how many likes or followers I have, but I'm still considering getting it. Other than that, I have apps like Youtube and Spotify, but also games like Words with Friends, which I don't play a lot, but use to keep in touch with my grandmother. #

*Mitchel Fink and Kai Cowin are 9th grade students at the Masters School in Dobbs Ferry, NY.*

## Spinal Surgeon Neil Kahanovitz Reinvigorates the Big Apple Circus



Jenny Vidbel performs with one of the dogs

By LYDIA LIEBMAN

Neil Kahanovitz has run away to join the circus not once, but twice! A world-renowned spinal surgeon who has operated on three Supreme Court justices, Kahanovitz has now turned his hands to a new kind of operation: the legendary Big Apple Circus.

As a younger boy, Kahanovitz had been interested in both orthopedic surgery and the circus. He had no immediate family involved in either profession so his affinity for the two worlds was, and still is, a mystery. Kahanovitz enrolled in medical school but eventually took a leave of absence that lasted five years. It was during this time that he went on to join the circus the first time! He started by performing comedy routines but eventually moved on to the trapeze. When he had a break, he would arrange to be in a city with a large medical center so that he could complete an elective or two. Eventually, he finished medical school and went on to have a substantial career as an esteemed spinal surgeon.

Throughout his career in medicine, Kahanovitz has served as the chief spinal surgeon at a number of hospitals in Washington D.C. and New York City. He has published numerous articles and a book and even served as the president of the North American Spine Association. About a year and a half ago, Kahanovitz decided that he had accomplished just about everything he set out to do in medicine. It was now time for the circus. He, along with a few other partners and an investment firm, are determined to keep the Greatest Show on Earth alive.

The two worlds are, as one can imagine, quite difficult and quite different. "They are both equally difficult in different ways. Medical school is an academic pursuit. You spend hours memorizing things and understanding how they work. Running a circus has similar challenges but it runs the gamut of operations, marketing, sales, creativity, and planning," he



Gamal Garcia Tuniziani is a third generation circus performer. His father is the magician Abdiel Garcia, and his mother, the acrobat Janet Tuniziani.

said. There are many challenges associated with running a show of the circus's scale. The prime issue is finding a space big enough to house such a large production; finding space in a Metropolitan area adds an entirely new aspect to the equation. In addition, planning the show, keeping up with the production and of course, ensuring tickets sell are all equally important, challenging aspects of running the circus. Above all, Kahanovitz said the biggest challenge has been bringing awareness. He wants the world to know that the Big Apple Circus is back and it's bigger and better than ever.

Kahanovitz feels a certain responsibility to keep the show going especially now that the Ringling Brothers are no longer in business. "If the Big Apple Circus doesn't make it there goes a huge piece of American Culture. It will just die," he said. With Kahanovitz at the helm, it looks like the circus will be an American institution for a long time to come. #

## BOOK REVIEW

### Millard Salter's Last Day by Jacob M. Appel

#### MILLARD SALTER'S LAST DAY

By Jacob M. Appel  
Gallery Books, Simon & Schuster, 245 pp., \$16

By JOAN BAUM, Ph.D.

Let it be said that the cover of this new novel by quirky, brilliant, award-winning fiction writer, essayist, teacher and psychiatrist Jacob Appel watercolors the title word by word in descending type size and is resolved in an ink line drawing of a belt and buckle, black on white. In a way, this clever design signals the novel's narrative – a three-part dawn-to-nightfall excursion that follows the movements of potential suicide Dr. Millard Salter as he wanders around Manhattan, a bit like James Joyce's Leopold Bloom, on his putative last day on earth. No spoiler alert -- though a reader may hope that the witty, cynical and compassionate doctor changes his mind – the book's epigraph gives it away. "Most things may never happen: this one will..." it's from the quirky, brilliant poet Philip Larkin, whose confident dark vision informs Appel's tale.

Let it also be said admiringly that in Millard Salter 44-year-old Appel has created a voice and wisdom beyond his years. An MD psychiatrist as well as a graduate of Harvard Law School, the polymathic author of Millard



Jacob M. Appel, MD, JD

Salter's Last Day inhabits the mind and heart of a 75-year-old whose Ashkenazi cultural roots will be recognized instantly by readers of a certain age. A time of Schrafft's, S. Klein on the Square, the Pan Am building, Jimmy Durante, Mickey Mantle; a time of "gentlemen's bars and hatcheck girls, of Automats, of milkmen and icemen and piano hoisters," and of the IRT and BMT, before subways got too many letters. In this sense the novel pays loving, poignant tribute to mid- 20th century New York, before the wrecking ball destroyed so much of the city's iconic landscape and old ethnic neighborhoods. What's amazing is how carefully Appel avoids sentimentality by undercutting nostalgia with humor, sarcasm and a critical review of history, remote and recent.

*continued on page 30*

## Cornell Tech Inaugurates Tata Innovation Center

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Tata Consultancy Services (TCS), a leading global IT services, consulting and business solutions organization, announced recently a \$50 million investment in Cornell Tech. The investment includes a significant gift for the first phase of capital development on the Roosevelt Island campus, as well as support for collaborating on technology research and expanding K-12 digital literacy programs in New York City.

In recognition of the gift, Cornell Tech has inaugurated the Tata Innovation Center on Roosevelt Island. The center, formerly known as The Bridge, brings academia and industry together under one roof to share ideas and research on next-generation digital technologies and how to commercialize new areas of collaboration.

"The Tata Innovation Center will become a hub for New York's tech sector and a global icon for how academia and industry can collaborate to leverage technology for the greater good," said Cornell President Martha E. Pollack. "Cornell trustee Ratan Tata '59, B.Arch. '62, and the Tata family of companies have long supported innovation at Cornell; our new partnership with

Tata Consultancy Services will drive innovation at Cornell Tech and help the campus reach its full potential for education, research and societal impact."

Said Natarajan Chandrasekaran, chairman of the Tata Group: "The Tata Group and TCS have a long and celebrated history of investments in education and institution building in the communities in which we operate. The Tata Innovation Center will drive applied research and collaboration between Cornell, industry and the startup ecosystem in emerging areas including human machine interaction and cyber security, benefiting both U.S. business and local communities."

"The Tata Innovation Center will become a hub for New York's tech sector and a global icon for how academia and industry can collaborate to leverage technology for the greater good."

According to Mayor Bill de Blasio: "New York City has been proudly partnering with TCS for years, including their sponsorship of the TCS New York City Marathon, work with local schools, and so much more. TCS' new partnership with Cornell Tech will help drive New York's economic competitiveness and advance

*continued on page 31*



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Instructor: Lydia H. Soifer, PhD

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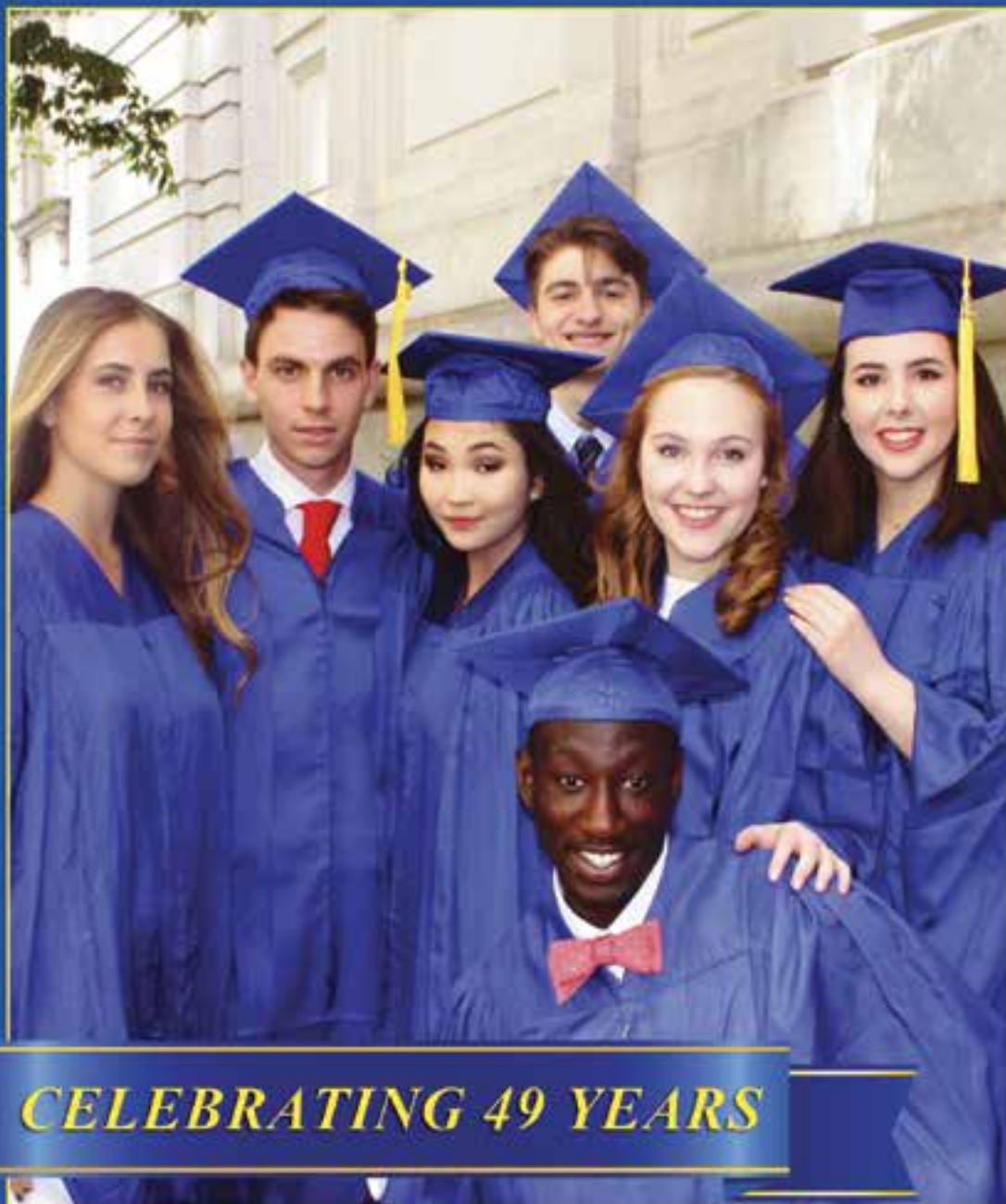
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## *Congratulations to Brian Delgado, Graduate of U. of North Carolina at Greensboro*



Brian Delgado graduated from the University of North Carolina at Greensboro majoring in Human Development and Family Studies. He plans to go on to New York University for a Masters degree in School Counseling beginning in September 2018. #

## *A Remarkable Dining Experience at Barbetta Restaurant*



**Nobelist Günter Blobel & his wife Laura Maioglio, owner of Barbetta**

By DR. POLA ROSEN

If you ever want to enjoy a spectacular lunch or dinner and retreat entirely from the hustle and bustle of the city, dine at Barbetta Restaurant, the oldest single family-owned restaurant in New York City. In the family tradition, Laura Maioglio, a Bryn Mawr and Barnard grad, proudly has chosen to continue her father's work, carefully preserving traditional Italian dishes with a strong

emphasis on nutrition and healthful preparation.

The lush private garden behind the four townhouses that comprise Barbetta is host to songbirds and blooming flowers, a gurgling fountain, and a spectacular wine list. Set in the heart of the theater district, Barbetta is a jewel not to be missed. Having visited once, you will return again and again to Barbetta, truly the quintessential Italian restaurant. #

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## The Wonderful Accomplishments of Diana Bilezikian

By KRISTA CERMINARO

Diana Bilezikian, author of “Dear Diana: Diana’s Guide to Independent Living for Adolescents and Young Adults with Different Learning Styles and Special Needs,” paid a third visit to Montclair State University on Saturday, December 3, after officially being appointed as an affiliate faculty member for the Developmental Models of Autism Intervention, or DMAI.

Despite Bilezikian’s initial shyness upon her arrival, she was able to effectively communicate with Dr. Eileen McKeating’s class at the Center for Clinical Services, answer questions, and speak about her journey to independence and helping others with advice.

“I was always different,” Bilezikian told McKeating’s graduate students. “The fact that my speech may be a little rapid through my stress, the fact that I may mumble, I have to move my feet a little bit to get the words out — I was different in that way.”

I was selected to be a faculty member at Montclair State by Dr. Gerard Costa, a professor at Montclair State and director of the Center for Autism and Early Childhood Mental Health.

“He was so proud of me, Dr. Costa was, that he got the idea of putting me on his affiliate faculty,” said Bilezikian, who was accompanied by Michael Storz, president of Chapel Haven, which is an independent living facility that Bilezikian credits much of her success to.

“It prepared me because I wanted to live in my own place,” said Bilezikian. “The thing is, I was tired of my parents’ rules and they agreed. I wanted a job, I wanted my independence, I wanted to be able to pay bills and all. So, Chapel Haven helped me.”

Storz told Montclair State students that “it doesn’t matter what the ability of a person is. They all have the same goals that we do. No matter what you see, no matter what you hear, these folks can live on their own, and they want to live on their own.”

Chapel Haven was able to teach Diana and those with cognitive disabilities like herself to eventually be able to function on their own, without assistance from their parents or guardians throughout their adult lives. According to Storz, Chapel Haven, which was founded in New Haven, Connecticut in 1972 by two parents, is a two-year program that serves over 250 individuals.

“If you can imagine back then what life would be like for adults with developmental disabilities or cognitive disabilities, there was really nothing,” said Storz. “These two families, with just a little bit of training, a little bit of teaching, their son and their daughter would be able to live a life no differently than you and I.”

Storz described the world inside of Chapel Haven as one true to the world we live in. “We have artists, we have authors, we have patients, we have couples who go on to get married, we have husbands and wives, boyfriends and girlfriends, we have drama,” Storz joked. “We have



Diana Bilezikian

true life, true living, and I’m very, very proud of that.”

According to Bilezikian, Chapel Haven was able to help her learn to handle stress, cook, clean, make professional phone calls, and other basic skills that would lead her to independence.

“I wanted to make a phone call but I was afraid to, so they would supervise me to be sure I didn’t get uncomfortable or goof or anything,” said Bilezikian. “We were in a quiet room, and we read the written script that we had written down. I had to speak kind, use proper language, proper words. Then after awhile I didn’t need as much help. The trick is, staff could help you, you could help yourself.”

Bilezikian said another person who was influential in her journey was her younger sister.

“If I would pace all over the store, she would suggest that I sit down and calm down. She was really my little sister but she acted like the big sister because she was trying her best to help me,” said Bilezikian. “She died, but she would do anything for me. She would tell the school kids not to tease me.”

Growing up, Bilezikian said that despite knowing she was different from others, it didn’t stop her from wanting to lead a normal life. “Junior high was stressful for me. Being teased — I hated it. It was not kind,” said Bilezikian. “It was hard but I grew up and I learned a lot.” “When I was angry, I would say ‘it’s not fair, life sucks, I can’t take it anymore,’ mom told me ‘Diana, you are making a mountain out of a molehill.’ I asked her what it meant and she explained,” said Bilezikian. “She would say a lot of things like that.” Bilezikian uses a lot of idioms, both in her book and in life, to help her understand different situations that may need clarification.

“That’s really great because there’s lessons in

## DIANA BILEZIKIAN: AUTHOR, AFFILIATE FACULTY MEMBER — SHARING HER STORY!

From publishing her own book on how to live independently to gaining an affiliate faculty appointment at a New Jersey college, Chapel Haven has truly changed the life of Diana B.

Diana, who came to Chapel Haven from Scarsdale, NY 25 years ago, has developed a niche — writing and lecturing in a way that helps professionals, college students and parents understand, first-hand, what it’s like to have a different learning style.

That distinction was evident this week, when Diana, accompanied by Chapel Haven President Michael Storz, gave a lecture for the Center for Autism and Early Childhood Health at Montclair State University, where she is an affiliate member of the faculty. In the audience were graduate clinicians, members of the Center and local service providers. Diana’s lectures are well received at the university, because she gives first-hand insight into what it is like to have a different learning style.

“There’s nothing more powerful than having one of our own adults share the story of Chapel Haven,” said Chapel Haven President Michael Storz. “It was amazing to sit in the audience and watch her captivate seasoned professionals in a way that a CEO or any professional in the industry simply could not.”

While on campus, Diana also met with filmmaker Robert Getz and gave an interview for his documentary, entitled, “The Paper in My Pocket,” about individuals with autism, their unique differences and their experiences in today’s world.

Says Diana, “I gave clear insight on what it’s like to have a different learning style.”

Among her many achievements, Diana has gained the limelight for publishing her own book, a “Dear Abby” style book called

those idioms,” Dr. McKeating said. “So I think that’s a really interesting perspective.”

“The difference with Diana — and it’s an incredible, incredible strength of yours — is in a lot of people who think differently don’t necessarily do what you do, and this is an important message for teachers,” Storz explained. “You do not stop until you understand what it means. You do not stop asking questions, you ask for clarification consistently until you understand what’s being communicated with you. Like ‘a mountain out of a molehill’ — you didn’t let your mom off on that until she explained that it’s a small problem versus a big problem, and many of our adults don’t go to the level that she does.”

Despite the appreciation Bilezikian has for her parents, she wanted to learn to function independently as she entered adulthood. “I am not a baby like I used to be,” she joked. “My parents have their own separate lives to live, I have my own separate life to live.” Bilezikian wanted to be in control, rather than following the rules of her parents for the rest of her life. “Even though your different, you’re your own boss,” said

“Dear Diana — Diana’s Guide to Independent Living for Adolescents and Young Adults With Different Learning Styles and Special Needs,” published by AAPC Publishing, in 2014. The book chronicles all the lessons Diana learned when she came to Chapel Haven — everything from every-day snafus while taking public transportation to managing stress and planning finances.

Diana, in the book’s introduction, says “All my life, I had special needs, including the need for training in social, life and vocational skills, as well as speech. I did not learn in the traditional way and was always in special education classes. So, for me, the high school diploma was a huge accomplishment, but I didn’t know what to do next.”

Diana came to Chapel Haven at the age of 20, to learn how to live apart from her Mom and Dad and have her own adult life. “With help from Chapel Haven, I have accomplished a great deal in my quest for independence,” she notes.

Diana has her own apartment, and serves as Chapel Haven’s Director of Stewardship. She has learned to manage her apartment, public transportation, her budget, cooking, cleaning, grocery shopping and having a social life.

When the book was published, Dr. Gerard Costa, Director and Senior Lecturer at the Center for Autism and Early Childhood Mental Health, College of Education and Human Services, at Montclair, contacted Diana and invited her to join the university as an affiliate faculty member. Since that time, Diana has lectured several times, always to great acclaim.#

To read a story about Diana’s work at Montclair University, click here: <http://wired-jersey.com/making-a-mountain-of-a-molehill>

Bilezikian.

“I’m not the boss of everything, but I am the boss of myself,” Bilezikian told the students. “As you get older, you’re older and you learn a lot more, and you’re able to use your head and know what’s good for you.”

Once Bilezikian learned how to handle things independently, her cousin eventually helped her come up with the idea of helping others who may need assistance with similar problems that she learned to deal with.

“I was telling all my relatives about how I was doing with independent living,” said Bilezikian. “My cousin Nancy, she was so impressed, she was so proud of me, she got the idea of suggesting to me writing that book about independent living, because she was so impressed. She figured that other people that were different like me could actually benefit from it.”

Bilezikian said her idea stemmed from pretending people would write to her with a particular problem, and she’d give them advice on how to solve that problem.

*continued on page 29*

## SALIH ISRAIL: FROM PRISON TO COLLEGE GRAD

When I began with the Bard Prison Initiative (BPI) as a 28-year old, I was nervous and unsure of what to expect. Without an idea of what a liberal arts education was, I certainly had no idea what it could mean for me. I was simply willing to learn and eager to embrace the opportunity. For the remainder of my time in prison, I tapped into the full breadth of college to study the German language, engage existential philosophy and critical theory, and complete advanced math and computer science coursework ranging from Real Analysis to the Python programming language.

Last year, I returned home with a B.A. in Language and Literature from Bard College and some valuable math and computer science



skills. Within two weeks, I landed my first job as a Data Analyst with the Brooklyn Community Bail Fund, and now I am impacting BPI from the inside. In July, I joined the team and am working on an extraordinary range of projects, from helping to build the new BPI website to recruiting students for the new Microcollege at

Brooklyn Public Library. It's difficult to articulate how fulfilling it is to be working on this side—as a professional helping BPI expand its vision of radical inclusiveness in higher education. I've benefited tremendously and now am working to see many more unlikely college students have the chance of a Bard education.

*Salih Israil '09*

*Special Assistant to the Directors*

### BOOK REVIEW

## "The Joy of Mathematics" by Alfred Posamentier, Ph.D.

Reviewed By **GEORGE LUKAS, Ph.D.**  
& **LINDA ROLNITSKY**

Who is this book for?

A very interesting and useful book but not for the math phobic. This book will make no converts, requiring some knowledge of plane geometry and algebra for access to many of its topics and an ability to handle fairly close mathematical reasoning. But it can prove a treasure chest for those who, knowing some math, are comfortable with it. Teachers will find it a valuable sourcebook. Another good audience is comprised of those who have learned math only as a practical discipline and can now delve into its aesthetic side (e.g. engineers and physicists). And of course students with an interest in math, probably junior high school age and up. And their parents. Topics covered:

A huge amount of mostly very neat math! An overflowing Grandma's attic of mathematical bits and pieces - if grandma was an eclectic mathematician and something of a hoarder. A bit old-fashioned. Mostly arithmetic, geometry and some probability. No topology or graph theory (aside from a nice presentation of Euler's Formula relating size, faces and vertices). The chapters on probability and the catchall last chapter 'Common Sense from a Mathematical Perspective' are especially accessible and well written. (Perhaps the book should be read backwards.) In all a huge amount of generally well chosen material. The many topics within in each chapter are covered succinctly and almost all quite disjoint from each other so that it is easy to browse and skim, probably the best way to go through the book. Of the many especially interesting bits are a good treatment of the Monte Hall problem, Pick's formula, and Heron's formula with



**Alfred Posamentier, Ph.D.**

Hoehn's extension. The rule of 72 and the presence of false positives in statistics are both very useful. Casting out 9's (and 3's) which though not characterized as such provide a useful tool for checking computations (in the old days such checks were required in schoolwork). Benham's law for checking uniformity of distributions is of great practical use and its role in invalidating the 2009 Iranian election is mentioned though not discussed. Other tastes will settle on other gems. How to approach the book:

This book is more 'The Joy of (Knowing) Math' rather than 'The Joy of (Doing) Math'. It contains very little about discovery, heuristics or methods of proof. There are few suggestions for further investigation. But the motivated reader who wants to get more from the book will have no problems in overcoming these shortcomings. She will pounce on successive selected bits according to her interests and abilities and by creating examples, proofs, and generalizations make them her own. The book should be approached 'aggressively'.

## WESTFIELD HIGH SCHOOL COACH JIM DE SARNO BUILDS A POWERHOUSE FOOTBALL TEAM



**Coach Jim DeSarno and players at Met Life Stadium after winning 2017 New Jersey State Championship**

By **MIKE COHEN**

As Westfield High School closed in on its third consecutive New Jersey state football championship at MetLife Stadium in December 2017, head coach Jim DeSarno took a brief moment for himself. "I definitely look up and say 'wow,'" said DeSarno. "I don't put it on myself; I put it on our kids and what we have been able to accomplish to get to this spot. You look up and see all of these people and it's a great feeling."

DeSarno, who is also an assistant principal at Westfield High School and former lineman at Montclair State University, has been named the 2017 NJ.com Football Coach of the Year. He has guided the Blue Devils to the New Jersey, Section 2, Group 5 title for the last three years, winning the highest classification in the state. Additionally, DeSarno's squads have not lost a game during this three year span. The team has not been defeated since November 2014 and is currently on a 37 game winning streak, the longest in the state. In the 1970-80s, Westfield had been one of the premier powers in New Jersey football, winning state championships and even sending players to the NFL. Former Blue Devils Butch Woolfolk and Dave Brown both played for the New York Giants. But in the years just before DeSarno became the coach in 2006, the team's fortunes had declined. "We did things a little bit different," said DeSarno. "I think it's what the kids need. Sometimes you just need a little bit of change and you need to do something a little different to spark the kids."

DeSarno has done everything needed to spark

Wikipedia will be a useful adjunct in doing so. The book's introduction and in many places the contents portray the book as a set of curriculum extensions. This is quite wrong. A small number of topics carefully chosen could be put to excellent use as informal enrichment to enliven a math class. But placing the topics into a curriculum will only deaden their appeal.#

his Westfield teams for the last 12 years, always stressing a team first approach and an emphasis on defense. "Defense wins championships," said DeSarno. His 2015 team, the most well-rounded of his three championship squads, featured a prolific offense as well as a strong defense, while the 2017 team relied on a defense that was so good that it let up only 90 points in 12 games.

Since he took over as the head coach, DeSarno has always stressed player improvement with his off-season conditioning programs and skill development at each position. At no time was this more evident than this year when the team exceeded expectations by starting six sophomores, including quarterback Hank Shapiro and running back Tim Alliegro, both of whom provided stability for a young offense. "I wouldn't say we are like a machine," said DeSarno. "It's not the same formula that works every year. We've been able to use our playbook to allow our players to play their best on offense and defense."

DeSarno's achievements have made his program a model for other schools to emulate. He has frequent requests from other coaches, many on the youth level, to visit his practices. He enjoys this role to further advance the sport of football. In the Fall 2017, DeSarno was named the Grand Marshal of Westfield's Columbus Day Parade.

This season, DeSarno received an extra special football gift. His son, Michael, a senior offensive lineman, also won a New Jersey state championship playing for Somerville, a smaller school in the state. "Now I know what our parents have experienced the last three years," said DeSarno. "For Michael to get to experience what we've experienced is special. As a dad, I had a little bit of a voice left after our game; but after his game, my voice was shot for a week. It was awesome."

*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](mailto:throwbackports@verizon.net).*

## Bullying in the Teen Years

By ANN MULVEY

During these years, to get attention, bullying can be a serious problem for parents and educators. The bully often has issues that need to be addressed. In my experience, the bully feels lonely with “no one who cares.” On the other-hand, the victim must be given time to discuss the situation and be part of the action plan. The most difficult times for the victim are usually the less structured periods of the school day. This situation occurs because students are given more freedom of choice during recess, hall movement, lunch and perhaps specials. The aftermath of childhood bullying can stay with an individual for a devastatingly long time. Jose Bolton underscores that because of shame and embarrassment, bully victims feel overwhelmed and debilitated and many never forget the physical and emotional pain of being abused.

As educators, a definite course of action must be followed to assist the bullying victim. At lunch, when a group isolates the student, it might be well for the administrator to have her/his lunch with the group including the victim. Food time may work miracles! The adult may

steer the conversation and diffuse some of the anti-social behavior. The risk behavior of adolescents is often a consequence of adolescent’s personal search for identity, according to Brown.

Research supports the belief that students must feel the sense of belonging and excitement in order to reach academic potential. Kevorkian points out that peer-rejection may have serious side effects such as low self-esteem and depression. Peer-rejection may lead to dropping out of school, juvenile delinquency and/or mental health issues.

Students need parental help to choose friends with similar interest. Praise and encouragement by parents and educators will help to develop the best assets for each child. This developmental period may be an exciting time for adults and students. It does not have to be the age of strife, “drama” and negativity”. Adults need to be role models and always willing to listen to youngsters. Adults must remember they once had the same concerns, issues and possible “drama outburst”. Adults survived this stage and so will our students. #

*Ann Mulvey is a professor at Touro College.*

## LETTERS TO THE EDITOR

### SCARSDALE, NY

#### To the Editor:

In 1991, an African Burial Ground was unearthed in lower Manhattan. Amid the subsequent controversy, which also surfaced, was the fact of the absence of an African American Museum in the City of New York. Although talks followed which were related to creating a small Interpretive Center with Government Services Administration funding, neither an African American History Museum nor an Interpretive Center has ever materialized in New York City.

This is indeed unfortunate. It is evident today that the early African American free slave-labor cleared the landscape of New York City; the economy of the city and the nation was built on the backs of an enslaved labor force. These facts are even evident throughout Westchester County and throughout the state where one can find the names of the seemingly revered slaveowners on the signposts which mark their streets and roads: streets and roads that the labor of their enslaved Africans built.

The contributions of African Americans, past and present, deserve recognition/validation. Yet, one would merely have to look at the list of museums in NYC to get a true picture of what is important in the race to validate other persons, places and things in New York City. New York City has a museum for practically everything and everyone. However, you will not find an African American History Museum in New York City. Furthermore, given the fact that African Americans have had to fight for everything that most groups received as human beings, the issue of a museum has not been on the top of a list of priorities. Even today, African Americans continue to fight for existence, for respect; for justice, in a hostile and often toxic environment.

Several groups affiliated with the African Burial Ground fought to have the Tweed Building as the site for a museum in the 90s. The Museum of the City of NY site was also proposed. However, the Museum of the City of NY decided to remain on Fifth Avenue and not move to Tweed as planned. Hence, the Board of Education moved into the under utilized Tweed Building. The rest is history.

If land can be set aside for almost anyone or anything in New York City, why can't the City of New York find the land for an African American History Museum? And if the twenty-story office building, which is located at 290 Broadway, can rest upon a 17th Century African Burial Ground in NYC, it is must be conceivable that the “idea” of an African American History Museum in New York City cannot rest in the 21st Century.

*Phyllis Murray*

### KARACHI, PAKISTAN

*Ann Tisch Ushers in Stand in Our Shoes:  
Women Helping Women*

#### To the Editor:

Great, Malal is still in full swing to Support the needy and enthuzist Persons to excell in Education.

Wishing her the best of our ethical support and desire to have some projects of Social/Educational nature in rural Sindh or KPK Provinces. We offer our service support/Teachers.Best wishes & Dua.

*G H Khan*

### LA JOLLA, CA

*Barbara Corcoran Speaks at the NYU Child Study Center*

#### To the Editor:

I love when well known people and success-

## ROOSEVELT HOUSE SCREENS DOCUMENTARY ON COAL INDUSTRY IN AMERICA



Lewis Wickes Hine (1908)

By MARGAUX MONTAGNER

Recently, the Roosevelt House Public Policy Institute at Hunter College held a screening of “From the Ashes”, a documentary examining the past, present and future of the coal industry in America. Shyama Venkateswar, director of the Public Policy program at the Roosevelt House, introduced the screening to a small but densely packed room. As the first movie produced by Bloomberg Philanthropies in association with Radical Media, “From the Ashes” was first premiered at the Tribeca Film Festival last April, before being aired on the National Geographic Channel and shown throughout the country during special screenings.

Directed by Michael Bonfiglio, the movie focuses on the environmental and human cost of America’s consumption of coal at a crucial moment in its history, as the industry declines and its impact on the environment is clearly felt. The documentary features many scientists, Sierra Club members, environmentalists, politicians and historians, but also insists on the many facets to the human cost of the coal industry on the American population. It opens, for instance, on a West Virginian family struggling to get by as mines close one after the other, leaving most of the population jobless and often depriving them of their benefits as

well. The Appalachian region has depended on coal since the Industrial Revolution, and as the main job provider is abandoning the area, locals are torn between despair and anger. Although the EPA is often used as a scapegoat for that situation, coal simply isn’t as profitable as it once was, as fracking and renewable energies develop at high speed.

“From the Ashes” also meet victims of coal pollution, from the air, as Misti O’Quinn in Dallas cares for her asthmatic children, or from the water, following residents like Deborah Graham in North Carolina unable to drink tap water because of nearby coal ash ponds, products of the local processing plant. It also touches on new aggressive extraction techniques like mountaintop removal, devastating to the landscapes of West Virginia, and also takes time to debunk the very idea that “clean coal” is even remotely possible. Hopeful stories of renewable energy on the rise, like wind farms in Montana, or former miners becoming farmers and coders were tempered by reminders of the current administration’s position on coal, to audible groans and sighs from the audience.

After the screening came a short Q&A with two of the executive producers, Katherine Oliver from Bloomberg Associates and Radical Media’s Sidney Beaumont. They commented on the eerie timing of the movie’s release: it had been commissioned two years prior, before coal became a major political talking point. “Coal is now the poster child for the deindustrialization of America”, said Beaumont. When asked about audiences’ reactions after screenings in the heart of coal country, Oliver admitted that things “got heated at times” but some thoughtful conversations went on. Beaumont subsequently insisted on the distinction between the activities of the coal industry and the miners themselves, and on their effort to show both sides of the issue, making it “a multidimensional story, as much as possible”. “From the Ashes” is currently available on demand and on DVD, and can be screened by local communities anywhere in the US. #

ful personalities share with all their learning challenges. Prove a lot of teachers that they are very wrong and keeps us motivated.

*Sara Guinzberg*

### IOWA CITY

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

#### To the Editor:

Marvelous work! What a great opportunity you three have had and how much you made of it. Team work, works. You will all have wondrous futures. Congratulations!

*Jackie Blank*



## JOYCE COWIN, FOUNDER OF THE COWIN FINANCIAL LITERACY PROGRAM



### *Bullying from a Teacher's Perspective*

By JADE PUDSEY

When I used to hear the term “bullying”, my thought process would naturally refer to middle and high school student interactions. It wasn't until I became an educator in an elementary school that I truly realized how young bullying can start and how bullying can affect a child emotionally ... and academically.



Last school year, I was faced with a bullying incident between two young girls. My class demographics consisted of a few English as a Second Language (ESL) students in my classroom. One girl in particular, Rebecca\*, was slowly developing her English language skills as she interacted with her peers on a daily basis. As her language skills became stronger, her academic confidence also grew stronger. Rebecca's participation in class grew, as well as her motivation to continue growing academically. She would thank me every day for helping her along her path to learning how to read in the English language. Little did she realize, it was her confidence that was allowing her to grow as a student.

About a third of the way into the school year, I noticed that the same student that was thanking me every day was now less motivated to read and learn. I gave Rebecca some space and allowed her to work at her own pace as she had been working so hard already. Before I had the opportunity to reach out to her parents, I noticed an email in my inbox from her father.

As I opened the email and began to read, my heart started to feel heavy. The more I read, the more I found myself fighting back the tears that were forming in my eyes. I thought to myself, how is it possible that young children, the age of 6 and 7 are being this cruel to each other?

The next day, instead of having the usual reading time with Rebecca, I decided to have a conversation with her. She was very nervous once I began to ask if everything was OK with

the other students in our class. After some time talking with her, she began to slowly open up to me about a girl in the class that had been bullying her. Her motivation toward learning was no longer present due to her being bullied verbally by another student regarding her language and social skills. Her learning growth was now at a standstill despite my various efforts to bring that fire back out of her due to her insecurities of being bullied by her peer. By the time Rebecca started to regain her academic motivation, the school year was coming to an end.

As I was moved from a first grade teacher to a second grade teacher for the new school year, Rebecca was moved into my class by parent request a few weeks into the new school year. I was very thankful for the opportunity to have Rebecca in my class once again. Rebecca is currently growing academically and doing well socially. It brings me so much joy seeing Rebecca once again with the confidence that she once had. She is improving academically and doing well socially since the bullying has stopped.

This incident truly opened my eyes toward bullying. A term that I once thought was employed when referring to older students is a term that, in reality, can be used when referring to any student behavior that is not a kind gesture. Since this incident, I have found myself constantly finding any and every learning opportunity to teach my students how to care for one another, motivate each other academically, and to always be kind to each other. I hope that many educators and parents will find the same passion that I did in teaching and showing kindness to anyone and everyone around us. #

*\*The student's name was changed to protect her identity.*

*Jade Pudsey teaches at Coral Cove Elementary in Miramar, Florida.*



## COWIN FINANCIAL LITERACY PROGRAM

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Teachers College is again offering its online course for the Cowin Financial Literacy Program to eligible educators. The course will provide participants with classroom-ready instructional resources, strategies, and support to teach financial concepts. Participants who successfully complete the course will become Cowin Fellows and will receive continuing education units (CEUs).

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## BARBETTA RESTAURANT: HEALTHY DINING FOR THE 21ST CENTURY



*Barbetta Restaurant*



*Laura Maioglio Blobel*

### By LAURA MAIOGLIO BLOBEL

When in 1962 I took over *Barbetta*, my father's restaurant, "healthy dining" was a concept yet to be born. At the most, those who wanted to look svelte were counting calories, but they were not differentiating between types of fat, were unconcerned about cholesterol, and only those with pronounced high blood pressure were avoiding salty foods, and only diabetics worried about sugar. Had my father's restaurant that he opened in 1906 and which later became mine, serve "healthy food"? Mostly yes, as did other Italian restaurants, but not intentionally, not as a pursuit of "healthy dining", but because in cooking Italian, Italian restaurants were serving what much later would be called the "Mediterranean Diet", so highly touted today for its health benefits.

It was only when medical studies began to point out the dangers of eating too much animal fat, foods high in salt and in sugar, that people began to move away from foods that affected their cholesterol levels, their blood pressure, their blood sugar level. It was then that they not only counted calories to look good, but became concerned about the effect

of certain foods not just on their weight but on their health. So was born the concept of "healthy dining".

Did people immediately respond by changing their eating habits? Not really. And did restaurants respond by offering "healthier" dishes? Again, not really, except for Italian restaurants that had been cooking "healthy" all along. In other restaurants, Vichysoisse rich in heavy cream lingered on, as did Asparagus Hollandaise and steaks deliciously tender and tasty because of their heavy marbling.

Perhaps earlier than other restaurants I became interested in serving "healthier" fare. Although I had an Art History degree from Bryn Mawr and intended to go on to become an architect, I had always had an interest in medicine (as did my father). To this day, I subscribe to over a dozen medical newsletters, which I pass on to my chefs once I have read them. I eventually married a doctor, Günter Blobel, who pursues research at Rockefeller University and who a few years ago won the Nobel Prize in Medicine. So through him I have always been kept informed of the latest findings in medicine.

How could I ever, therefore, bring myself to serve my clients food I did not consider healthy enough to eat myself? That led to some painful decisions, such as removing our most popular dish, Tortellini alla Panna, from the menu. Oh! Was it delicious!! How I wish I could recreate that taste without the heavy cream.

Meanwhile, with my chefs we proceeded to cut salt, to cut sugar, cook without cream, replace butter with olive oil, move to leaner cuts of red meat, and increase our selection of white meats and fish. Today, over 50% of our sales are in fish, salmon leading them all, because of those omega-3 fatty acids for which it has become famous.

More recently, Americans have become less rejecting of fruits and vegetables, the latter once considered a punishment by many children. Again, Italians have always been eating them in abundance and enthusiastically. With my parents we used to spend our summers at our home in Piemonte, Italy. Our large 17th century house was always bustling with (interesting!) houseguests. And although we hired a cook and maids who cooked and served elaborate meals, these, following Italian custom,

always ended simply with fresh fruit. Desserts were only for birthdays.

Today, at *Barbetta*, we make 16 different desserts daily, 7 of which are fruit. My pastry chef makes desserts with very little sugar.

The number of vegetarians has increased over the years and we have developed some very beautiful and tasty vegetable dishes. No tasteless steamed or grilled vegetables for us! We have an especially fanciful and flavorful dish consisting of twelve different vegetables, each cooked separately and in a different manner, resulting in each having a distinctive taste. We are also able to accommodate vegans.

I think the future for healthy dining is brilliant. There is an ever-increasing awareness among the public for healthier food and the restaurants are poised to provide it.

And what do we eat at home on Sundays, when the restaurant is closed? Delicious salads, prepared by my husband. When restaurants under the guidance of scientists, started doing molecular cuisine, Günter who won the Nobel Prize for a lifetime of work on the cell said to me, "Well, Laura, I could always offer you cellular cuisine". #

# CELEBRATING THE BEST OF 2017



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New York City Department of Education

Education Update would like to extend our thanks to the following people who appeared in our pages in 2017, for the indelible marks they have left on education in New York City and across the country. They have touched and improved the lives of thousands of students and have been shining examples of excellence in education.



Ann Tisch  
Founder, Young Women's Leadership Network



Joyce Cowin  
Philanthropist & Trustee, Teachers College



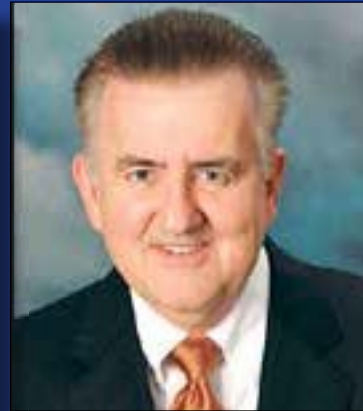
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## Chinese Students In America

By SYBIL MAIMIN

Currently, approximately 300,000 students come from China to study in the United States annually, a five-fold increase in just 5 years. Formerly headed for graduate and undergraduate programs, the Chinese contingent is increasingly becoming younger as high school students join the ranks, which lengthens stays to as long as 8 to 10 years. A fascinating and timely discussion of the Chinese student experience recently held at the China Institute featured Isabelie (Muge) Niu, a graduate of the University of Wisconsin-Madison and Columbia University's School of Journalism, Siqi Tu, a Ph.D candidate in sociology at CUNY, Peggy Blumenthal, senior counselor to the president of the Institute of International Education (IIE), and moderator Isaac Stone Fish, senior fellow at the Asia Society's Center on U.S.-China Relations and former American student in China. Issues explored included: why Chinese students do or do not come to the U.S., who stays after graduation and who returns home, integration into American campus culture, gender differences, sensitive topics, and impact on the Chinese students and on the American educational system. Chinese students come to the U.S. because they perceive that the education system is better. They see it as more well-rounded and less standardized with the inclusion of options such as the arts and sports, which are generally not offered in their home country. Education is starting to change in China, and a few top universities are beginning to include liberal arts, but access is very limited. A degree from an elite school can be insurance toward a good job but, in general, liberal arts studies are viewed as impractical and not career-shaping. Some students who come to the U.S. are seen as wealthy, privileged, and intent on avoiding difficult state exams and early need to choose a major. In China, many high schools require an extra year of work for participants in exchange programs. The perception that Chinese students who study abroad may be regarded as intelligence risks when they return is not true, said Isabelie Niu. The few who know they want a career in politics will stay home, but more out of a sense of patriotism and probability of getting into a top university than a fear of being tainted. More students are returning to China than in the past because of the economic boom in their country, promise of a better life, and their competitive edge in fields such as engineering and business. Those who come to the U.S. today are savvy and

choose schools and majors carefully. Peggy Blumenthal explained that reactions can be mixed, with most appreciating America but also appreciating their own country more. Chinese students are often the largest cohort of foreign students in American schools, especially at large state universities, and tend to stick together. In order to better integrate the visitors, schools are pairing them with American peers, faculty are learning to pronounce foreign names, and some schools are broadcasting football games in Mandarin and offering Mandarin resources in their health care systems. Chinese students are used to a different, more authoritarian teaching style. They are generally not comfortable with discussion groups, talking politics, or multiplicity of views. They are often barraged with questions on the same topics: Taiwan, the one-child policy, and Tibet, and currently sometimes feel the sting of anti-immigrant bias. Siqi Tu explained she learned to be a spectator, not a participant in Chinese civic life, but is finding that role more difficult while living in a democracy. Young Chinese men and women experience American education differently. The women generally have better social and language skills, so integrate somewhat more easily and, especially as they discover feminism, may want to stay. The men were generally leaders in China and often want to return home and resume that status.

The promise of Chinese-American student exchanges is better relations between the two countries as current students return home and become leaders. U.S.-trained scientists and engineers can help build a new China, make changes in education, and nurture mutual understanding. Yet, many Chinese students in America feel an identity crisis as they try to straddle two cultures. Some deal with the dilemma by trying to integrate through sports, roommates, the Greek system, and student organizations. Some fear they will not know their own country if they return home. Some come to consider themselves world citizens-part of the vast network of immigrants and minorities, with a resulting greater understanding of these groups. They expand the concept of who is an American to include categories such as cultural citizenship and language citizenship. They realize that one need not look a certain way or think a certain way to be an American. Blumenthal is optimistic that in the long term students from different cultures will be changed by each other and treat strangers in more positive ways. #

## Accomplishments of Bilezikian

*continued from page 4*

"I would pretend that people had problems or questions and they would write to me "Dear Diana, my hair is a mess. What should I do?" said Bilezikian.

"I was proud of myself, 'cause the point is I could help other people that way," said Bilezikian, who considers herself a mentor, or "big sister" to those that she helps through her

advice.

"People don't understand things, so they can rely on me," said Bilezikian, who aims to teach others like her how to be independent, as well as teach students by answering their questions.

"I wasn't just helping other people, I was helping myself also," said Bilezikian. "I learn how not to be shy, and not just that — I learn that whatever works for me can work for other people. I can answer questions because of my experiences, what I chose to do even though I

## Dr. Vincent Boudreau Appointed President of The City College of NY

Vincent Boudreau was appointed president of The City College of New York by the Board of Trustees of The City University of New York on December 4, 2017. Prior to that, he served as dean of the Colin Powell School for Civic and Global Leadership at City College from 2013 to November 2016. He was previously director of the Colin L. Powell Center for Leadership and Service from 2002 through 2013.

Other administrative positions Boudreau has held at CCNY include director of the M.A. Program in International Relations, chair of the Department of Political Science, director of the International Studies Program and deputy dean of the Division of Social Science.

He is a professor of political science at CCNY and a member of the City University of New York graduate faculty.

A specialist in the politics of social movements, particularly in Southeast Asia, his latest book is "Resisting Dictatorship: Repression and Protest in Southeast Asia" (Cambridge University Press).



Boudreau is a graduate of Cornell University, where he earned his Ph.D. in 1991. #

was different."

Bilezikian said that some of the biggest challenges she faces on a daily basis are her shyness, and doing things she is unsure of.

"I was tired of being bashful, I was tired of feeling this feeling inside of my chest," said Bilezikian, who said that one way she copes with her shyness is through rehearsing. "You rehearse so you know what to do. You practice, practice, practice. You get it over and done with, and then you feel better, and the butterflies in your chest they fade away. Your feeling anxious goes away, your bad feelings turn to good, your shyness goes away, your loss of sleep goes away, your loss of appetite goes away, your 'I can't concentrate' feeling goes away."

"It doesn't really matter which way you do it. What matters is you're able to do it," said Bilezikian, who plans on writing another book in the future. "After awhile you're so proud of yourself, you can help other people that way."

According to Storz, "She is who we are, and the success of what we do."

Bilezikian was selected to be a faculty member at Montclair State by Dr. Gerard Costa, a professor at Montclair State and director of the Center for Autism and Early Childhood Mental Health.

"Dr. Costa was so proud of me, that he got the idea of putting me on his affiliate faculty," said Bilezikian, who was accompanied by Michael Storz, president of Chapel Haven, which is an independent living facility that Bilezikian credits much of her success to.

"It prepared me because I wanted to live in my own place," said Bilezikian. "The thing is, I was tired of my parent's rules and they agreed. I wanted a job, I wanted my independence, I wanted to be able to pay bills and all. So, Chapel Haven helped me."

Storz told Montclair State students that "it doesn't matter what the ability of a person is.

They all have the same goals that we do. No matter what you see, no matter what you hear, these folks can live on their own, and they want to live on their own."

Chapel Haven was able to teach Diana and those with cognitive disabilities like herself to eventually be able to function on their own, without assistance from their parents or guardians throughout their adult lives. According to Storz, Chapel Haven, which was founded in New Haven, Connecticut in 1972 by two parents, is a two-year program that serves over 250 individuals.

"If you can imagine back then what life would be like for adults with developmental disabilities or cognitive disabilities, there was really nothing," said Storz. "These two families, with just a little bit of training, a little bit of teaching, their son and their daughter would be able to live a life no differently than you and I."

Storz described the world inside of Chapel Haven as one true to the world we live in. "We have artists, we have authors, we have patients, we have couples who go on to get married, we have husbands and wives, boyfriends and girlfriends, we have drama," Storz joked. "We have true life, true living, and I'm very, very proud of that."

According to Bilezikian, Chapel Haven was able to help her learn to handle stress, cook, clean, make professional phone calls, and other basic skills that would lead her to independence.

"I wanted to make a phone call but I was afraid to, so they would supervise me to be sure I didn't get uncomfortable or goof or anything," said Bilezikian. "We were in a quiet room, and we read the written script that we had written down. I had to speak kind, use proper language, proper words. Then after awhile I didn't need as much help. The trick is, staff could help you, and you could help yourself." #

## Sexual Harassment

*continued from page 9*

environment.”

Unfortunately, sexual harassment occurs not just in the workplace, but in the school environment as well as in other everyday activities. As the highlighted language makes clear, sexual harassment is similar to bullying, and when the ramifications are physical and intrusive, the harassment becomes sexual assault.

In reading many of the published accounts of sexual harassment, the perpetrator recites that nothing wrong was done since the other participant was of legal age and the acts were innocent or were consented to. However, in situations where the perpetrator is in a position of power or has supervisory influence over the other party, consent, although construed by the perpetrator based upon the actions (or reaction) of the other party, may not be given freely even when there is no evidence that the actions of the perpetrator were ever contested. This fact has been recognized on many college campuses which have set forth disciplinary rules of conduct requiring that sexual activity will be deemed to be improper and volatile unless specific affirmative verbal consent be given to the activity before it commences.

Keeping an environment free from harassment requires good policies, sound procedures, common sense and, in many instances, training. However, and based upon my professional experience, these factors, by themselves, do not always create a productive and safe environment. What is missing is the so-called “tone at the top” which I have come to believe is the most critical element to countering harassment. Without leadership dedicated to cultivating a harassment-free environment and, when it occurs, taking immediate actions to investigate and properly deal with even the slightest whiff of harassment, followed by appropriately punishing the harassers (including by termination of the relationship), harassment can not be stopped and is exacerbated. Unfortunately, dealing with an act of harassment is not a simple task, especially when the remedial action may be termination of employment, expulsion from an educational institution or reporting the event to the public and/or to the authorities for further investigation.

Although I try not to be pessimistic, I do not believe that major improvements in the law will be made in the near future despite the current

## Millard Salter's Last Day

*continued from page 16*

Told in the third person through Millard's eyes, including interior italicized ruminations, the novel provides a sharply focused observation on the modern family where good intentions are often met by dysfunction or failure. Millard loved his first wife Carol but they got divorced because he was having an affair with younger Isabelle, a dialysis nurse. He loved them both, in his own way, and theirs. Isabelle died two years before the narrative begins, leaving Millard distraught until he met Delilah, whom he deeply loves, who used to be an actress (they particularly share a love of clas-

## Character Education

*continued from page 9*

that most miracle technologies seem promising until they are abused, hacked or underestimated. At that point, we wish we had helped our children develop the wisdom required to manage them.

None of this was around when our current iteration of character education was developed. And the future is just getting started.

### Character Education – More Important Than Ever

We try to protect ourselves against technology running amok by using a number of checks and balances, both technological and legal. But we have entered new territory in which our technology amplifies the best and worst of us with power and reach we have never seen before. Clearly more technology and more laws won't save us.

Instead, our best bet is to adopt an aggressive approach to character education attuned to youth living a digital lifestyle. Media literacy and digital citizenship add a great deal to this effort. But they rest on top of a foundation of character education, which holds the greatest promise of helping students become wiser and more responsible when it comes to adopting and using technology. We all absorb technology very quickly, finding little time to reflect on it before infusing it into our lives and communities. Our schools need to create the time, and character education needs to lead the reflection.

*Jason Ohler is a professor emeritus of educational technology and virtual learning, as well as a distinguished President's Professor, University of Alaska. When he is not playing with his many grandchildren, he is a professor in Fielding Graduate University's Media Psychology PhD program. At 65 he continues to write, conduct research, oversee student PhD activities, and deliver keynotes internationally about the future of humans and technology trying to make peace with each other.*

publicity. Instead, we will need to continue to carefully follow and understand cases interpreting Title VII as well as state laws, many of which are unclear and difficult to understand. Additionally, and as a practical matter, victims of harassment will continue to be, directly or indirectly, subject to retaliation making it difficult to discern when harassment occurs. #

sical music), and he agrees to assist her in her own suicide (she is dying of cancer).

He loves his children as well though his one son, Lysander, who may be on the spectrum, disappoints him. A sweet enough boy of 43, named after “the greatest admiral of the ancient world,” Lysander never learned to swim. As Millard's dying rabbi friend reminds him, he's an “abject failure as a parent in the eyes of God, for Talmudic law required that a father pass along only three skills to his sons: a knowledge of Torah, a trade, and a steady Australian crawl.”

Most of all, however, it's clear from the story that the good doctor is just that – a good human being, an excellent clinician, scholar, colleague

## China Institute

*continued from page 10*

their own questions so as to better understand the entire process.

Nearly a hundred Social Studies educators from over ten schools across New York City attended the day's events at China Institute. Jack P. Chan, President of SSSA, said that the impetus for the conference series was the fact that the “NYS Education Department created a new Social Studies K-12 Framework and NYC DOE created the Social Studies Scope and Sequence...in addition, NYS will also roll out a new Global History and Geography Regents exam” in 2018. SSSA's goal in hosting the series of conferences is to “prepare administrators and teachers for these new initiatives.” Their first conference, held in June of this year, attracted 120 participants. SSSA is now planning for their June 2018 professional development conference, which will once again take place at China Institute, and will include a new partnership with One World Observatory. Mr. Chan, when reflecting on the process of planning the series, was reminded of a Colin Powell quote: “A dream doesn't become reality through magic; it takes sweat, determination, and hard work.” He further said that “SSSA has been working very hard in the past few years to get to where we are now. In the process, uncertainties and worry appeared. Yet, members have been very determined to overcome these speedbumps and continue moving forward with our mission.”

SSSA is a New York City-based professional organization of Social Studies administrators and educators. The Association partners with other Social Studies professional organizations, as well as cultural organizations. SSSA provides professional development workshops for Social Studies administrators and educators across NYC.

China Institute was founded in 1926, dedicated to “bridging the United States and China by sharing insights and deepening trust through the pillars of education, culture and business.” Since 1944, China Institute has been a chartered school of continuing education certified by the Board of Regents of the University of the State of New York. It is the oldest educational center devoted to Chinese language and culture in the United States. #

and practical skeptic (he has no illusions about the horrific and ineffective old days of psychiatric treatment, and thus he is suspicious of the present). With no pretensions or affectations, he is content to serve, to play a role, if need be, as he does with a female taxi cab driver whom he's commandeered for various stops in the city. His observations on the absurdities and lunacies of the world amuse rather than anger him, though a pushy colleague (hilariously described) who wants his job, comes close to making him lose it. The hospital, not incidentally, “with its drafts, its wheezes, its cracked porcelain urinals and decaying spruce rafters”—is called St. Dymphna, after the 7th century daughter of an Irish pagan king who had her killed, after he went mad. Millard

## Barnard President Speaks

*continued from page 10*

end of the school year, children in classes where teachers were more anxious about their math ability were more likely to perform poorly”, she revealed.

As a solution, she assessed that teachers have to be more supported in those matters, but also that parents should learn to talk to their children about math in a more positive manner, instead of showing distaste for it. Hence came the idea of “bedtime math, not just bedtime stories”. Her team worked with a non-profit organization to create the Bedtime Math application, which was then tested with over a thousand families. By creating fun and interesting ways to use math, and “infusing math into their homes”, it helped the most anxious parents feel more comfortable with the discipline, and thus helped children approach it in a more relaxed manner as well. #



surely would appreciate the irony.

Millard, a man of “broad-hearted liberalism and nonjudgmental regard,” is also a first-class punster. Like many schtick scenes here, some are included it would seem (well, many) because they're entertaining. Indeed, a case might be made for Millard Salter's Last Day being an extended collection of comedic routines and societal critiques, heading toward ultimate darkness – even if some of the allusions pass some readers by. “Whatever happens, he mused to a pun deferred?”

Appel's eye for detail is remarkable, and the ease with which he lets Millard slide in time and in considerations catastrophic and mundane is evident from the novel's opening paragraph: “On the day he was to hang himself, Millard Salter made his bed for the first time in fifty-seven years...when he'd finished...the queen-sized bed looked toggled up for a fashionable hotel. Only a mint on the pillow was lacking. I suppose they'll cut me down and lay me out on the covers, Millard reflected. And if they assume that I tidied my bedding so fastidiously every morning, is that such a crime?” Only a man of Millard's impeccable addiction to truth and unswerving humanity would think it might be. And only a reader insensitive to reasons why some people elect to take their own lives would not see in Millard Salter's Last Day an intelligent and moving exploration of this theme. #



## The Winchendon School

*continued from page 3*

ulty and staff. He was thoughtful and gracious - and soon he was sporting his smile again.

Several weeks later, RJ graduated and at the end of summer went happily off to a competitive, four-year college, the kind of college he had wondered whether he would ever be "material" for.

And our team kept doing what it does, engaging kids in their learning and helping them find their intellectual confidence.

I regularly think back on this moment and so many others like this when talented and thoughtful kids have arrived at Winchendon with the proverbial wind having been knocked out of their sails, their confidence blown, and an overwhelming fear of school. So many of our alumni talk about how they had hated or feared school until they landed at a school that understood them. Consider one alumnus whose high school counselor told his mother (in front of him) not to waste her money on college for him. She pulled him from that school and sent him our way. He subsequently graduated from one of the country's highly selective colleges and then from a top graduate school, Wharton to be specific. In a very successful career, he has taken not one but two companies public on NYSE and spends a lot of his energy giving back and mentoring a new generation of leaders.

There are many of these Winchendon stories, and we reflect on them all of the time as we think about how to provide the most engaging and effective education for the significant and growing number of high school students - a plurality if not majority - who don't like high school. Many don't see any benefit in school, or they can't connect their learning to their reality or future. Others have struggled with different learning styles and lack of supports, or have given up hope like RJ had. Their attitude is often that it's easier not to try rather than be defeated again.

We have learned that there are lots of ways to better engage these students - each a potential success story - but also a very high risk of school failure, or at best a marginal experience resulting in unrealized potential. Often finding that "hook" takes a lot of time and patience - something for which many schools are not ideally designed. Often that engagement comes out of left field - the serious athlete who discovers her passion for engineering on a construction site and then regains confidence in being a math student, or the gamer who turns out to really love politics when he can listen to books rather than only reading them.

There are too many really bright, high potential kids who need that different setting, another opportunity, or someone really committed to getting to know them. Some of these will become the very young adults who break the mold - who think differently about problems and come up with highly creative solutions to our biggest challenges. We know that many of those who have generated the greatest societal changes and improvements were non-traditional learners and took different pathways to success. Now, we need to continue to create

## College of Staten Island

*continued from page 3*

in the entire country as recognized by President Obama, you find undergraduate students helping out with his scholarship - something that does not occur at many research-intensive institutions.

We are a part of Staten Island, not apart from Staten Island committed to "Borough Stewardship." We have a unique role as an Anchor Institution, the only public institution of higher education and the Borough's second largest employer. We work with public and private sectors on the island to provide opportunities to students, to aid in workforce development, and to help with initiatives to improve Civic Prosperity (jobs plus quality of life).

Just take our new CSI Tech incubator in St. George. Its first cohort of start-up companies include a property tech firm from France, an artificial intelligence travel and tourism application company from Manhattan, and an education-based facial recognition software company founded by one of our own brilliant computer science students. Our Incubator has helped these start-ups grow and scale their businesses to enable them to stay in New York City and potentially remain on Staten Island.

Another example of Borough Stewardship is our recognition of the legacy of place and our strong ties to the Willowbrook Legacy and the Staten Island disabilities community. Our campus is where the civil rights movement for people with disabilities started. We are committed to see that the conditions of institutionalization does not return. One example is the Willowbrook Mile, a 2.2 mile long walking trail with educational stations telling the Willowbrook story.

Because of our commitment to "Student Success" our students go to the best medical schools, law schools, serve in the most prestigious not-for profits, and get the best jobs on Wall Street and elsewhere. In the past several years we have ranked high in the entire nation for taking students from the lowest two quintiles of wealth and moving them to the upper levels. Our alumni make in the top 15% of salaries compared to graduates from any institution in the country! We are the number one military friendly school in the country.

And we do all this by providing access to all. 60% of our students pay no tuition as it is covered by the State or Federal Government based on need, 75% of our students graduate debt free, and those that do borrow graduate with an average of \$8,000 in debt. This access includes serving students in pre-college programs and workforce development, students with remedial needs, and degree seeking students at the associates, baccalaureate, masters, and doctoral

ways to better engage the next generation of paradigm-busters in their constructive learning. Just because we can't understand their incessant gaming, or why they can create raps all day but won't write a paper, or why they are more excited by building robots or doing street art with friends - doesn't mean that they aren't college material or may not turn out to be the most successful person in their neighborhood. #

## Dyslexia and Creativity

*continued from page 3*

dyslexia conveys with it certain gifts continues to emerge (Hoeft, 2016).

Annie Murphy Paul published an opinion piece in the New York Times (February 4, 2012) entitled The Upside of Dyslexia. In it, she posits that in recent years dyslexia research has begun to focus on identifying the ways in which people with dyslexia have skills that are superior to those of typical readers. According to Paul, the latest findings (circa 2012) on dyslexia are leading to the realization that dyslexia is not just an impediment, but also an advantage, especially in certain artistic and scientific fields.

While some evidence suggests that there is a positive association between dyslexia and creativity, some research suggests that such associations emerge in adulthood rather than in childhood and possibly as the result of adverse life experiences rather than as a direct causal result of dyslexia itself. Malcolm Gladwell, in David and Goliath: Underdogs, Misfits, and the Art of Battling Giants (2013) more optimistically (and rather cavalierly as evidenced by the life-shattering experiences of many unremediated dyslexics) called these problematic life experiences "desirable difficulties" in that they cause many dyslexics to develop strategies to overcome the challenges presented by their dyslexia. There is, however, an abundance of anecdotal evidence suggesting a causal link between dyslexia and creativity. In Dyslexia: Profiles of Success (2016), Sally Shaywitz states, "We enthusiastically invite you to meet a group of dyslexics...who are inspiring and give truth to the fact that in case of dyslexia, slow readers can be, and indeed are, fast and creative thinkers."

Additional research will be required to definitively determine if the creativity that dyslexics display is caused by their dyslexia or is a response to it. What is not in question are the disadvantages that dyslexics must overcome and the creativity, persistence and resilience that dyslexics so consistently display. #

levels.

So what is missing? As budgets decline and cost of living increases we have to be very mindful of our "Resource Management". We simply do not have the ability to make our campus as beautiful as we would like or to provide incentives to support and retain those world-class faculty or to give our students the opportunity to participate in life changing programs like study-abroad or undergraduate research and scholarship, or to live in our residence halls, Dolphin cove, without help from philanthropy.

For over 60 years, our students have been the true legacies of our mission. From Charlotte Montalbano the first student speaker at Staten Island Community College's 1958 Commencement to Palwasha Syar, our most recent 2017 Valedictorian, CSI has given all of our 68,000 graduates the "Opportunity to Ascend."

The College of Staten Island has a proud legacy and looks forward to a bright future. #

## BRIDG-IT

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have been bullied."

Founder Ervine views the platform's outcomes optimistically. He believes that Bridg-it has contributed to the positive and promising results in the pilot school. During the 2017-2018 academic year, the Bridg-it platform will be implemented in additional middle and high schools in NYC, Long Island, Montana, California, and an experimental cohort in Santiago, Chile. Ervine feels there is every reason to believe that Bridg-it's effects will be similarly productive. #

*Dr. Michael Gillespie is a retired dean of Academic Affairs at Borough of Manhattan Community College. He is currently Chief Academic Officer of Bridg-it, LLC.*

## Cornell Tech Tata Center

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digital literacy programs to reach even more schools across the city. Through this critical engagement, Computer Science for All, the Tech Talent Pipeline, and more, we are working to keep New York City a leader in the 21st century economy and ensure that everyone has the opportunity to share in the growth and success of the tech industry."

TCS will become one of the tenants in the Tata Innovation Center, a first-of-its-kind building where a mix of cutting-edge companies from diverse industries have the opportunity to work alongside groundbreaking Cornell academic teams. They include recent Cornell Tech graduates seeking to commercialize new ideas and work with startups and established companies developing leading-edge technologies and products.

"TCS has operated in New York City for more than 40 years and invested in many long-standing customer relationships and local community partnerships," said Rajesh Gopinathan, CEO and managing director of TCS. "Our joint research with Cornell Tech is designed to fully leverage their campus ecosystem and TCS' industry leading technical expertise to develop solutions that empower notable transformation and talent development across industries in an era of Business 4.0."

"Cornell Tech serves as a model for the campus and community of the future," added Congresswoman Carolyn B. Maloney. "Already, young people are receiving a world-class education in computer science and cutting-edge training in how to become entrepreneurs. I am delighted that the Tata Innovation Center will stand as a reminder to our community for generations to come of the extraordinary generosity of the Tata Group and TCS, which enables new joint research and K-12 literacy programs. I know this will help lead us into the future." #

## Edwin Toribio

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downs, he is ultimately happy with the path he has chosen. "It has made me into the man I am today," he said. Toribio's story shows that with perseverance, selflessness, and education, all things are possible. #



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**70%** BEACON COLLEGE  
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*Beacon's 10-year average for students completing their bachelor degree in 4 years*

VS.

**37.8%** NATIONAL AVERAGE  
4-YEAR GRADUATION RATE  
*National 10-year average for ALL students, with and without an LD (Source: NECS)*

## THE BEACON DIFFERENCE

The College is committed to student success, offering academic and personal support services that help each student achieve his/her goals. Just a few of our impactful programs include:

- The **Summer for Success**, our 3-week summer immersion for rising high school juniors and seniors focused on preparing them for the transition to college
- Our **Breakthrough Semester** for visiting college students, a program uniquely structured to help current college students “get back on track” and secure or regain solid academic footing
- Our NEW **Bachelor of Science in Anthrozoology**, exploring the extraordinary relationships and interactions that people have with animals, for students interested in careers in animal welfare, animal behavior and/or conservation

PHONE: 855-220-5376  
EMAIL: [ADMISSIONS@BEACONCOLLEGE.EDU](mailto:ADMISSIONS@BEACONCOLLEGE.EDU)

[BeaconCollege.edu](http://BeaconCollege.edu)