

EDUCATION UPDATE

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WOMEN SHAPING HISTORY 2018

FAREWELL FROM
CHANCELLOR CARMEN FARIÑA

By CHANCELLOR CARMEN FARIÑA

As an educator for 52 years, I know that all of our schools' most important work happens in the classroom. As I prepare to retire, I am so proud of what we have accomplished over the last four years.

As I reflect on the current state of New York City schools, I'm excited to share that we have record-high graduation rates, record-high numbers of students going on to college, record-low dropout rates, and improving test scores. We're building on this progress with 3-K for All, Computer Science for All, and Community Schools. Many of our investments in classrooms across the City – particularly in training teachers and improving classroom instruction – are less splashy and often overlooked, but are just as critical to our vision of Equity and Excellence for All.

I wanted to share some of the “under the radar” investments that are making an impact in our classrooms:

Teacher training. Nearly four years ago, one of the first things I did was set aside 80 minutes at every school every week for teacher training. This is a game-changer for schools and the children and families we serve. During the 80 minutes, teachers learn how to use new cutting-edge resources; plan for upcoming lessons; and look closely at students' performance on tests and essays to figure out what they're teaching well and what they need to do better.

Passport to Social Studies. Since I was a child and my father read Spanish books with me about the history of Spain (his native country), Social Studies has always been my favorite subject. Unfortunately, it was not seen as a priority in schools, but it has to be. Last school year, we released a brand-new Social Studies curriculum, the Passport to Social Studies. And now, just this month, the Mayor announced Civics for All bringing big investments in civics and social studies for all students.

Investments in middle school. If we get middle school right, students can find hobbies and passions, and start carving their path to college and careers. We now provide an after-school seat for every middle-school student, and also started a program called “Teen Thursdays,” where 7th-grade students can visit many local cultural institutions. Also, through our Algebra for All initiative we are making sure students get the math instruction they need in 5th grade and middle school so they're ready to take on advanced math courses in high school.

Collaboration over competition. I've always been a believer in collaboration over competition. Last school year, we tapped into that collaborative spirit and brought the “co-located campus initiative” to 20 campuses across all five boroughs. Participating schools are on a single bell schedule so all students on the campus can share AP and enrichment



courses, increasing access to more rigorous coursework. Teachers come together for shared professional development and there is family welcome centers to encourage all parents to get involved.

Family engagement. None of our instructional work can achieve its potential without a strong partnership between families and schools, and increasing family engagement is a central priority.

We've increased the number of evening parent-teacher conferences to make them more convenient for families – resulting in a 40 percent increase in conference attendance – and provided additional training to parent coordinators.

These “under the radar” efforts – and many like them – are making a real impact for children and families across the City. There's a lot of work our teachers, principals and families are doing every day to put us on the path to Equity and Excellence for All, and put our children on the path to success. We have so much to be proud of. It has been the greatest honor to serve as your Chancellor and I look forward to our shared work ahead. #

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PRESIDENT
JENNIFER
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HUNTER COLLEGE

CAREER PATH: When I became the 13th president of Hunter College, I knew I wanted to truly make a difference in the lives of young people and have an impact on the future of our city and country. I felt that my skills and experiences would allow me to become the advocate and leader required to realize Hunter's potential as a premier 21st-century institution of public higher education. My work as a litigator at two of New York City's top law firms provided me with advocacy skills I could use to promote the vital mission of public higher education. As Chairman of the New York City Landmarks Commission, I gained experience working with many different constituencies as a problem-solver and negotiator. My educational background also made me well suited for this leadership role. As a graduate of Hunter College High School, I know from direct experience about the profound impact that a quality public education can have on the lives of children whose families cannot afford private schools. The confluence of these factors drew me to the presidency of Hunter as an ideal opportunity to truly make a difference in society.

CHALLENGES: To build on Hunter's reputation for making the American dream possible for countless immigrants, minorities, and children from lower-income families we needed to leverage the talent of its students and faculty and transform the College into a dynamic 21st-century university. Through expanded outreach to alumni and a growing network of donors and also taking advantage of Hunter's many assets, we've been able to grow the campus, add new programs, bring in new faculty and prepare Hunter to meet the needs of the future.

We have improved academic standards, and
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EDUCATION UPDATE

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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WOMEN SHAPING HISTORY 2018

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

We asked each of them to answer the following questions:

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

DR. CHRISTINE D. CEA NYS BOARD OF REGENTS

CAREER PATH: My career path was influenced by two very disparate events. One was a social movement and the other more personal.

The 1960s and 70s brought with it the Woman's Rights Movement and the promise of new possibilities for women. Equal rights coupled with equal opportunities placed emphasis on careers and higher education, and more and more women found their place in the workplace and on college campuses.

I was a stay at home mother of two young children at the time. My youngest had been diagnosed with severe intellectual disability. Inspired by the women's movement and my desire to learn all that I could to help my child, I returned to school to complete my undergraduate studies in Psychology. Graduate school and a doctorate in Applied Developmental Psychology followed, with an emphasis on ethics and the just treatment of persons with developmental disabilities.

Today, both my research and my advocacy continue to focus on the education, wellbeing, and equal opportunities for persons with disabilities and their families.

CHALLENGES: The acceptance that one's child will have a lifelong disability is a great challenge. The field of disability as we know it today was in its infancy back then. Information for parents was scarce and services were almost nonexistent. Institutionalization was encouraged. My decision to return to school was to learn all that I could about disabilities and their causes, and the societal influences that impacted the daily lives of persons with disabilities and their families. I wanted to become an advocate for social change. "Knowledge is power," wrote philosopher Sir Francis Bacon in the late 1500s. Indeed, it is. *Knowing* has provided me a perspective and the ability to influence social and educational policies pertaining to persons with disabilities.

The second challenge I faced was actually



going back to school. As any adult who has returned to school knows, making this decision is a challenge in itself. I had been out of school for many years and wondered whether I still had the skills needed to obtain a degree. I did. Graduate school followed and was particularly demanding, as was completing the dissertation research. Raising two children at the same time, and tending to their individual needs, was an additional challenge. Juggling these responsibilities called for many late nights working on my research and a husband who picked up the slack.

ACCOMPLISHMENTS: Not in any particular order:

- Becoming a strong advocate and recognized leader in the field of disability.
- My appointment to the NYS Board of Regents in 2009 that allows me the opportunity of helping to set policies in education that provide equity and opportunity for students across New York State, including those with special needs.
- Raising two great kids who are now happy adults.
- Making a difference.

MENTORS: I have been fortunate to have several mentors in my life. An undergraduate *continued on page 27*

SHELLY CHANDLER PROVOST, BEACON COLLEGE

CAREER PATH: Growing up in a farming area in northern Michigan that employed seasonal migrant workers, I witnessed capable, hardworking people who were not fairly treated by the community. From seeing the plight of the migrant worker, I always knew I wanted to work with disadvantaged people. When I began working for Beacon College, I knew I had found a match for my interests as I began educating students with learning disabilities. The students motivated me to be better at my teaching, and to continue to learn so I could be more effective at helping them be successful. Watching my students' transformations provided many rewards and benefits.

CHALLENGES: Some of the greatest challenges revolve around being a female, first generation college student from a rural area. Growing up in my environment, women were expected to get married young and only work in certain occupations. Despite those challenges, I always told myself that I wanted a job that a man would be proud to perform which led me to working on earning my degrees.

ACCOMPLISHMENTS: I am proud to have raised three children and to be married to the same man for 39 years. Professionally, I am most proud of helping to create a successful aca-



ademic model for students with learning disabilities that supports their journey to earn a rigorous, accredited bachelor degree - despite others telling them that they were not college material.

MENTORS: My influences have included my parents who worked extremely hard on the family farm teaching me the value of hard work. They also told me from an early age that I could figure anything out, so I believed them. They encouraged me to study and learn.

My husband also was an influential mentor who supported me financially and emotion- *continued on page 27*

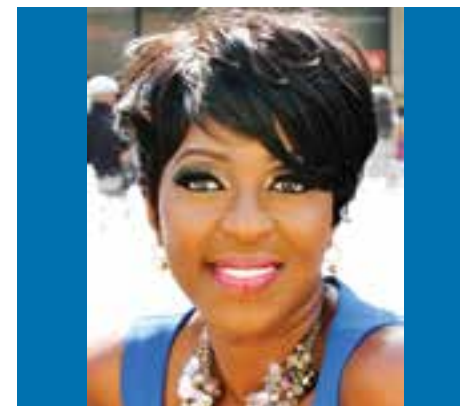
CHERYL WILLS ANCHOR, NY1 LIVE AT TEN HOST, IN FOCUS WITH CHERYL WILLS

CAREER PATH: My current career path was inspired by my father's death. My dad died when I was 13 and I dreamed of being a journalist. My dad's untimely death inspired me to follow through on my dreams.

It was tough to dream BIG when I was in high school while I was drowning in grief. But I slowly marched in the direction of my dream even while shrouded in darkness. Attending a top journalism school (Syracuse University major Broadcast Journalism) and getting my first job as a production assistant tremendously helped cement my dreams.

CHALLENGES: Some of my greatest challenges were not having mentors in journalism early on. I didn't know anyone in the business who could guide my steps or show me the ropes.

Television seemed very intimidating ... like it was a very exclusive club and I wasn't invited to the party! Another big challenge was that I lived in the #1 television market in the country, New York City. Where journalists from coast to coast dream of working, so it was very competitive. So I had two HUGE obstacles to overcome.



Fortunately, I was able to get an entry level job at Fox 5 (making about 4 bucks an hour) and while I was there I met people in the business who mentored me and one of them ultimately hired me to work at NY1 News!

ACCOMPLISHMENTS: I am most proud of tracking down my great-great-grandparents Sandy & Emma Wills. They lived in the USA during an extraordinary time - from 1840-1901. They transitioned from being *continued on page 27*

WOMEN SHAPING HISTORY 2018

DEBORAH SHANLEY

DEAN OF EDUCATION, LEHMAN COLLEGE

CAREER PATH: I was the oldest of five and enjoyed close contact with 12 cousins, one with autism. I guess what inspired me was working with Peter, now 55, when I was young to find ways that he could feel included in everything we did and to help celebrate his special abilities within a very large family unit. Upon reflection, Peter inspired me to pursue special education. My other inspiration was a high school English teacher, Paul McPadden, who saw something in me that no one else did and inspired me "to never give up." He remained my biggest cheerleader until he passed after a struggle with cancer and a life long lover of reading.

CHALLENGES: My biggest challenge was finding enough money to attend college. I got very good at exploring scholarship opportunities and ways to raise monies to cover the costs of my educational pursuits. I became a "great" waitress from the age of 16 and "banked" my tips to pay for textbooks and other expenses not factored into room and board costs. The National Defense Loan Program supported me and so many others to become educators and then accept jobs in our hardest to staff school



communities. Even in my first teaching job in the Miami-Dade County Public Schools, I continued waiting on tables at night to supplement an inadequate salary.

ACCOMPLISHMENTS: My proudest accomplishments- a relentless pursuit over 40 years, of building university-school-informal organization partnerships in the preparation of the next generation of educators and to *continued on page 26*

DRS. IRINA & THOMAS BOCK

FOUNDERS OF HERITX



CAREER PATH: Science and medicine focus almost exclusively on treating cancer after it has already occurred. However, sparing people from cancer (i.e., cancer prevention) requires intervening before cancer occurs.

Therefore, we pursue therapies that stop and eliminate pre-cancer cells before they can develop into cancer cells.

HeritX focuses on pre-cancer vaccines that teach the immune system how to recognize



and eliminate pre-cancer cells. We also explore therapies to protect normal cells and pre-cancer cells from developing into cancer cells, by repairing abnormalities in their DNA. DNA is the genetic blueprint of cells.

DNA damages and abnormalities occur sporadically in everyone, but they persist and accumulate especially fast and frequently in people with genetic DNA repair defects, such as car-

continued on page 26

WHAT DO WE ASK OF OUR TEACHERS?

By MARY DRISCOLL, Ph.D.,
INTERIM PROVOST & THE HAROLD
KOBLINER CHAIR IN EDUCATION,
THE CITY COLLEGE OF NEW YORK.

This is an extraordinary moment in our national debate on education. In the wake of yet another horrendous act of gun violence in a school, the students affected are putting all who bear the responsibility for creating a safe space for them on notice: No More. Never Again. As we scramble to craft better policies for guns and mental health screening and school safety, the country's elected leader has argued that the solution is to arm teachers, compensating them for their efforts to become proficient enough at manipulating weapons so that they could safely 'take out' a shooter.

As a long time educator who has served in higher education programs that prepare teachers and leaders, my initial response to this last proposal is simple. The ethic of care that brings so many educators into the profession may in fact be incompatible with the kind of driven focus that prepares one to annihilate another human being, even when that individual poses a grave threat to those in our care. That is not to forget that in violent incident after violent incident, teachers, school staff and administrators have demonstrated extraordinary courage. They have intervened directly, and gathered into their



care (in classrooms and closets and ushering to safety) the frightened students who have looked to them for direction.

On a personal note, my response is also colored by my recent experience (so common to so many of us) managing the disposition of a family member's belongings after her recent death at 94. A school teacher by profession, whose small town girlhood led to a college degree (still unusual for teachers in 1945) followed by a 35 year teaching career, she retired to life of robust volunteerhood thirty years ago. She left a legacy of photos, letters and other materials from that career that it has been my privilege to *continued on page 26*

GAIL BOYD

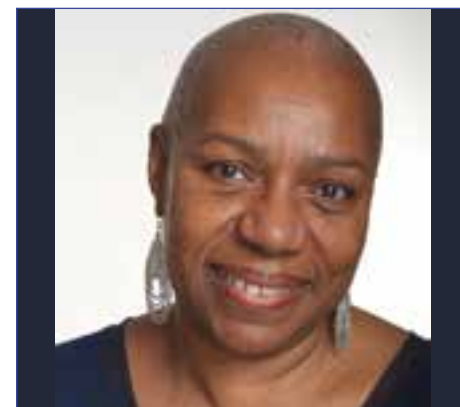
ATTORNEY & ARTIST MANAGER

Gail Boyd is President of Gail W. Boyd, P.C., an entertainment law firm, and Gail Boyd Artist Management. She is a graduate of De Paul University and De Paul University School of Law. She was a founding partner in Boyd, Staton and Cave, the first African American female law firm in New York. Gail has been involved in entertainment law since 1976. She has been involved specifically in music with a specialty in jazz since 1979.

CAREER PATH: I have managed artists since 1991. I was (and still am) an entertainment attorney. It was actually Betty Carter who told me that what I really wanted to do was artist management. I was her attorney at the time, and didn't feel that I was getting the full experience of being in jazz by being an attorney.

CHALLENGES: My greatest challenges have been working in an industry that has changed so much over the years and trying to adjust to those changes while at the same time trying to represent my clients to the best of my ability when expectations don't always meet the new reality. It feels a bit like walking on quicksand.

ACCOMPLISHMENTS: I am proud that I have represented some of the best people in jazz who are universally recognized as such. Proud moments include having the opportunity to work with legends such as Jon Hendricks and



Randy Weston (who are NEA Jazz Masters), getting record deals for a number of my clients, watching them grow into international artists, getting recognition by way of Grammy nominations and awards and some international award nominations and awards.

MENTORS: My father, who was a disc jockey in night clubs in Chicago and was my first jazz teacher. My mother who taught me to ignore what seemed to be limits on my ability to create my own path. One of my favorite lines that I remember her saying was "Honey, we were lost when we left home". By that she meant not to be afraid of where we are going *continued on page 26*

GUEST EDITORIALS

Swift Action Needed To Eradicate School Shootings

By DR. MICHAEL C. GILLESPIE

On Valentine's Day, our country witnessed the 18th shooting massacre in an American public school since the beginning of 2018. Afterwards, throughout the evening, our country also witnessed what has become the customary "wringing of hands" lamentation by school officials, newscasters, and politicians! Were there warning signs that the shooter, Nikolas Cruz, a 19-year old former student of Marjory Stoneman Douglas High School in Parkland, Florida was capable or even inclined to perpetrate such atrocities? Did anyone who knew Nikolas take seriously his recent social media posts and alert authorities that he was planning to become "a professional shooter?"

I submit that although multiple protests have arisen about the US gun laws which permit these types of abominations to occur, Congress will be slow to sponsor substantive talks to effect substantial change. I also posit that very few will heed a key motivating force behind Nikolas Cruz's heinous actions—he had been bullied at Stoneman Douglas before he was expelled from the school altogether and the shooting was his way of exacting revenge.

I believe that US society no longer has the lux-



Dr. Michael C. Gillespie

ury of donning a "woe is we" attitude. Action to ameliorate the probability of additional school shootings must be taken swiftly and effectively. One approach that I described in The January/February 2018 issue of *Education Update* is the already existing electronic school safety platform, Bridg-it, [which is] currently being *continued on page 27*

A THOUGHT ABOUT EMPATHY AND EDUCATION

By SEAN DUNCAN, HEAD OF SCHOOL,
THE WINCHENDON SCHOOL,
BROOKLYN

As the founding head of The Winchendon School | Brooklyn and, more generally, a white male educator in 2018, I find myself reflecting on the value of empathy—who has it, how we get it, and how we can support our students in developing it. I believe one way to teach empathy is through the sharing of our own stories and in the way we ask questions of our students, in place of simply prescribing solutions.

So, I'll start with a story of my own:

In college, among a very diverse and seemingly thoughtful group of friends, derogatory slurs found their way into our discourse. My friends and I knew it was offensive, but, after all, it was just us guys, and we were good guys.

One day, a friend told me he needed to address something that had been on his mind. My friend, a homosexual man, said that, while he often overlooked or even participated in derogatory banter, the frequent use of homophobic and other slurs among our friends deeply hurt him. As a college student, my



Sean Duncan

naive justifications and deflections of responsibility ("We don't mean it; You never seemed to care..."), were unfortunately my first line of defense. Thankfully, my friend had the courage to remind me that the normalization of this language—even among our allegedly enlightened group of friends—perpetuates prejudices *continued on page 25*

LAW & EDUCATION

SCHOOL SHOOTINGS AND THE SECOND AMENDMENT

By ARTHUR KATZ, J.D.

The shooting at Marjory Stoneman Douglas High School in Parkland, Florida on February 14 was another tragedy that never should have happened. The aftermath, however, appears to be different and, perhaps, this time the public outcry, led by high school students and teachers, will make a difference.

However, based upon the events that have since transpired, from the reaction of the Florida state legislature to the attitude of President Trump, it currently appears that not much of a change will result. President Trump's view that, we should train and arm our teachers to defend their students, in addition to teachers fulfilling their customary teaching and nurturing responsibilities, in my view, is a simplistic non-logical response to an increasing problem, and such a solution, if implemented, would only lead to increased chaos. As recently pointed out by an article in the *New York Times*, a study by the New York City police department determined that its trained police officers hit their targets only about a third of the time and that, under pressure, such accuracy decreased again by more than half. The current government attitude seems to be that school shooting



Arthur Katz, JD

is a new accepted norm to be managed, instead of trying to determine how best to prevent school shootings in the first instance.

Before I attended law school, my deferment from military duty was canceled and I *continued on page 25*

Shootings in Schools

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

After a mass shooting in Australia 20 years ago, a concerted public outcry resulted in severely restricted access to weapons. Since that time, there have been no mass shootings in Australia. Since the 2012 shootings in Newtown, there has been no meaningful legislation enacted limiting access to military-type assault weapons, and there have been at least 239 school shootings nationwide. In those attacks, 438 people were shot, and 138 were killed.

In the grim statistics of school shootings, no nation comes close to our level of violence and gun-related deaths. I believe that the protection of responsible gun ownership and the prevention of gun violence can both be achieved through thoughtful and forceful legislation. It is past time to deny unrestricted access to weapons and ammunition that have no legitimate sporting or recreational purpose.

As a first step towards providing children with safe and secure schools, lawmakers need to enact legislation to ban assault rifles. This action will reduce the carnage that is occurring in our schools, and it is within the power of elected officials to make it happen. Their failure to act in the face of the continuing murder of innocent children is at a minimum dereliction of their responsibility.



Dr. John Russell

Please consider joining me in writing to government officials to demand that they enact legislation to protect our children from the unspeakable violence of school shootings by banning military-style assault weapons. #

BLACK HISTORY MONTH 2018 CONTINUES...

NETFLIX CONTINUES TO DIVERSIFY WITH DA JAMMIES

By DOMINIQUE CARSON

Black History Month is a time where we take the time to acknowledge prominent Africans and African Americans for their contributions all over the world. It is also a great way for the younger generations to appreciate the forefathers that came before them in life. They can utilize their journey as a motivational tool to achieve their dreams and goals. And the journey continues with inspirational rap artist, Aulsondro “Emcee Nice, Novelist,” Hamilton. He launched “Da Jammies,” the first 3D animated African American series on Netflix with business partner, William “Dolla” Chapman II. Novelist took his stage name and created a series where five kids from the suburbs are blessed with the gift of singing and dancing. N.I.C.E. is the main character in the series and plays Novelist in the cartoon. They would like to be the next biggest sensation in R&B and Hip-Hop while attending a performing arts school. The series also touches some of the issues youth deal with on a daily basis.

N.I.C.E.’s passion for animation began when he visited his uncle, Ron Husband’s house. Husband worked on animations for *The Lion King*, *The Mermaid*, and *Beauty and the Beast*. Husband is the first African American animator for Disney. Husband was the go-to person for N.I.C.E. when he needed advice about the series. “Da Jammies” is also on Kid Genius

TV, Comcast, Xfinity, Amazon Prime, Roku, and Apple TV.

Education Update conversed with Aulsondro “Novelist” Hamilton, also known as rapper Emcee N.I.C.E. about the original series premiering on Netflix, content of the show, and the cast.

Education Update: How does it feel when people say “You made history when the “Da Jammies” premiered on Netflix?”

Aulsondro “Novelist” Hamilton: The historic part of this achievement hasn’t resonated yet because I’m still living in it as we speak. It’s an amazing feeling that you made history but I’m constantly creating content that will change people’s lives. I’ll probably look back 10 years from now and say, “Wow, I’m apart of history now.” I am motivated that I am a catalyst for other African Americans who want to create material that is unique and authentic. This accomplishment makes me want to appreciate and live life more and more.

EU: When did you start working on the series “Da Jammies?”

AH: I started working on the series with business partner, William “Dolla” Chapman II. We were playing Madden one day and we were thinking about creating a television show for kids. We want to make a show that blends well; we started thinking about the shows back in the day like “Fat Albert.” Those types of shows

Christopher Starr/CSP Music Group



had substance and meaning and so, we wanted to create a series that was truthful and real. The series is for today’s society because it’s diverse with culture because we’re singing, dancing, rapping, and acting. We are including the R&B hip-hop swag in the children’s musical comedy.

EU: What are some of the topics you highlight in the series?

AH: Before we decided on certain topics, we needed to do research and figure out what’s going on in the world today. I couldn’t dive into those topics without further knowledge on the subject. We knew obesity is a big issue in schools and they cut back on some processed foods. Bullying is also a number one topic in everyday schools. People are losing their lives from bullying and the children are getting younger. The themes are also homelessness and self-awareness.

EU: How did you select the cast members for the series?

AH: We have a great cast for the series. We

realized that we needed seasoned actors because we knew that they can take it to the next level. We needed urban legends in acting who understood the vision for the “Da Jammies.” The chemistry was just amazing because each actor brought personality and creativity. We have Darius McCrary from “Family Matters,” James Avery from “The Fresh Prince of Bel-Air,” Kel Mitchell, Kurtis Blow, Yolanda “YoYo” Whitaker, Tiffany Haddish, Dorien Wilson, Kym Whitley, Shane Tsurugi, Al B. Sure!, and Rodney Perry.

EU: When should we expect the second season of the “Da Jammies?”

AH: Actually, we’re working on the finishing touches to the second season. The second season would be different from the first one. We would include the latest dances and styles in the season. We would still mention heavy issues in the series and include new music. We are still catering to the “Da Jammies.” Each main character will have an album under their belt.

EU: What was your overall purpose of creating the series?

AH: When we created the series, we wanted to educate children and adolescents about life. We want them to know that we understand what they’re going through. We also want them to know that there are consequences for every decision you make so think wisely. However, there are also solutions to situations that don’t have to end in destruction. We want viewers to strike conversations with their children after they watched the series. People need to come together and be unified instead of having a competitive nature about everything. I want kids to know that they can move beyond fear and be great. #

GUEST EDITORIAL

A COLLEGE PRESIDENT
SPEAKS IN VERMONT

By PETER A. EDEN, Ph.D.

Landmark College was built on the belief that neurodiversity is a strength. The kind of neurodiversity commonly seen in our students (whether on our Vermont campus or elsewhere in the U.S. through our summer short-term programs or growing online programs) include LDs such as dyslexia, ADHD, executive function challenges, and ASD. No longer seen as a deficit, neurodiversity is justifiably gaining long-overdue recognition across industries. Corporations are actively recruiting neurodiverse individuals, recognizing that they often have an approach to learning and problem-solving that can lead to innovation.

Landmark College has, therefore, always functioned as a “center for neurodiversity” - and today we have established a Center for Neurodiversity (CND). The CND allows us to better promulgate the research- and evidence-based practices in teaching and learning for those with an LD, and facilitates efforts to develop and apply new methodologies, technologies, and modalities for success in learning, living, and career readiness.

Among the CND’s primary goals:



President Peter Eden

Thought Leadership and Social Justice: The CND will operate as a think tank, and will generate white papers and opinion pieces that shape the global conversation about neurodiversity, with input from neurodiverse individuals. To that end, author and advocate John Elder Robison - who refers to himself as “a proud Aspergian” - serves as visiting lecturer and advisor to the CND.

Innovative Programming: The CND will sup-

port research, development, implementation, evaluation, and dissemination of models that support neurodiverse learners in living, learning, and workplace environments.

Resource Development: The CND will build online resources to support neurodiverse individuals, parents, educators, and employers related to neurodiversity issues.

Partnership Building: The CND will facilitate dialogue and partnerships, both internally and outside campus, to create synergistic opportunities. One example is our work to soon establish Landmark College as the first Neurodiversity Hub in the United States, through partnership with DXC Technology and the Dandelion Program.

Community-Building: The CND is creating activities and events, including guest speakers on campus, to allow opportunities for neurodiverse individuals (and anyone with an interest in neurodiversity) to share perspectives and participate in action plans.

Closely related to the establishment of the CND are Landmark College’s growing relationships with forward-thinking corporations such as SAP, Hasbro, and JP Morgan Chase,

to name just a few, which have created new opportunities for neurodiverse individuals to bring their unique talents to the workplace. Also in line with these efforts is the College’s establishment of the Landmark Entrepreneurial Accelerator Program (LEAP), which, through the support of the Morgan Le Fay Dreams Foundation, awards up to \$10,000 per year to Landmark College student entrepreneurs who create and then pitch business plans for novel ventures including a social justice-inspired clothing line and virtual reality software.

As neurodiversity is increasingly recognized as a strength by business leaders, Landmark College, the preeminent college for neurodiverse individuals, aims to help large companies understand the minds of people with LD, and change the way the public thinks about truly innovative educational models. In years to come, when people think of neurodiversity, they will no longer think of stigma or a deficit, but instead simply a different way of thinking and operating. Landmark College is proud to lead the way. #

Peter A. Eden, Ph.D., is president of Landmark College in Putney, Vermont.

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Nevertheless, They Persisted

By ASSEMBLYWOMAN
REBECCA SEAWRIGHT

In March, Women's History Month, we must take time to recognize the women of today who are speaking up, inspiring others and working diligently to enhance the well-being of our community: The Upper East Side, Yorkville, and Roosevelt Island. There will never be enough ways to thank them, but this year I will honor fourteen women with the New York State Assembly Woman of Distinction Award. The ceremony will be held at the historic Abigail Adams Auditorium, home to the Colonial Dames of America on Thursday, March 8 from 6:00-8:00 pm, 417 East 61st Street.

Award recipients include Erlinda Brent, Dr. Beverly Dempsey, Joan Falchetta, Lisa Fernandez, Nikki Leopold, Rachel Levy, Trudy L. Mason, Madelaine Piel, Jennifer Ratner, Naomi Semeniuk, Mallory Spain, Carol Tweedy, Kathleen Walsh and Sharon Williams. We are a better community, city and state for the women who will accept the award on March 8.

In New York State, we have always led important movements, including hosting the first Women's Right's Convention in Seneca Falls. Our rich history as a progressive state for women began in 1917, the year that women were granted the right to vote before the 19th Amendment passed, allowing all women the right to vote nationally. Thanks largely in part



to fearless New Yorkers, like suffragette Susan B. Anthony and abolitionist Sojourner Truth, we have come a long way since our nation's founding—but not far enough. The courage, persistence and urgency they possessed has inspired other trailblazing New Yorkers to continue their fight, including disability rights advocate Judith Heumann, who helped develop the Individuals with Disabilities Education Act, Gloria Steinem, a world-renowned activist who co-founded the Women's Media Center

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Judith S. Kaye High School Reengages Students

By CAROL STERLING

The Judith S. Kaye High School (JSK) is a New York City public high school, serving over 90 students in grades 9-12 that's named to honor the legacy of the late Judith S. Kaye — the first woman appointed to the Court of Appeals of the State of New York and the first woman to serve as chief judge of the State of New York. Judith Kaye left her mark on New York's courts as a creative reformer by streamlining New York's jury system and establishing specialized courts to focus on issues such as drug addiction, domestic violence, and mental health issues. A major area of focus for Judge Kaye was the importance of addressing the needs of young people who become disengaged from school, leading her to become a staunch advocate for keeping kids in school and out of court. In 2015, Judge Kaye said, "Some kids, particularly those who have experienced trauma need more support in order to flourish in a school setting." She noted that, "we need to ensure schools have positive alternatives and discipline strategies that build reflection and impulse control as well as a strong sense of community."

And so the legacy of the late Judge Kaye lives on at a small high school that targets over-age and under credited students, many of whom have been involved with the court system. JSK opened in September 2017 and co-located with the School of Cooperative Technical Education (Co-Op Tech) in Manhattan. The vision of the school is to re-engage students who are not on track for graduation in their previous school.

Utilizing a multitude of services, JSK designs a customized level of support for each student to earn a Regents or High School Equivalency Diploma, along with career and technical certificates at Co-Op Tech, ranging from cosmetology, culinary arts, and barbering to carpentry and plumbing. This unique model can allow a student to earn a diploma as well as one or more career and technical certifications. Staff members also assist all students in developing a college, career, and post-graduate plan. Students participate in a course of study which includes interpersonal skill development that best fits their needs so they can be successful in the demanding 21st century college and career

we are lobbying for is not just for members but what is best for students and kids. What's best for them is best for us," he said. Key items include ensuring that teachers and students have viable curriculums, services they need and adequate, but not too much, testing. "We want to make conditions better for the kids," he said.

At heart, Cannizzaro just wants to make sure the kids of New York City are being taken care of. "If kids came to school every single day ready to learn when they get there and feeling like education is the most important thing, I think we could do wonders," he said. With his new position at CSA, he is certainly on his way to doing so. #



Judith S. Kaye

world.

In order to serve a student body with diverse needs, the support structure at JSK includes small and nurturing classes of roughly 15 students, with a focus on "hands-on" and project-based learning and entrepreneurship taught by caring teachers who are passionate about working with the JSK students. Teachers use the city as classrooms by taking students out of the building to cultural events or by conducting science experiments outside. The school also has social workers and mental health counselors on-site, with a focus on restorative practices. Students are able to participate in after-schools programs, along with community service and paid internship opportunities.

JSK is an option for any student in New York City between 16 and 21 years of age, regardless of grade or credit accumulation. The school is part of the NYC Department of Education's District 79, which provides alternative options for students to graduate. JSK utilizes full-time transition counselors to identify students in District 79 programs who are interested in Career and Technical Education (CTE) coursework and in need of a small, nurturing environment. The school also partners with District 79 referral centers in order to provide students citywide with a much-needed option.

This school year, 49 percent of students at JSK have an IEP and 46% of students are two or more years overage for current grade level. Eighty-seven percent of students are identified as "heavy graduation challenge," which the DOE describes as over-age, under-credited students who need additional interventions to graduate. All of the students had been disconnected from school at one point or another. Interruption from school may have been the result of family issues, court-involvement, mental health, substance abuse or housing. In order to support these students, JSK has social workers with small caseloads and on-site mental health counselors that partner with Community Based Organizations (CBO) and

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MARK CANNIZZARO TAKES THE REINS AS PRESIDENT OF CSA

By LYDIA LIEBMAN

Mark Cannizzaro is the new president of the Council of School Supervisors and Administrators (CSA). Prior to his new appointment at the end of last year, Cannizzaro served as the Executive Vice President of CSA under President Ernest Logan. An educator for more than 30 years, he served as principal of Paulo Intermediate School/I.S. 75, Huguenot (Staten Island) and was an assistant principal and teacher at Totten Intermediate School/I.S.34 in Tottenville. Cannizzaro comes from a family of educators; one of his sisters is an assistant principal and the other a retired teacher. His mother was a school secretary and his daughter currently teaches second grade.

In his new position, Cannizzaro looks forward to strengthening CSA and particularly increasing its membership. Recently, he said, CSA has been reaching out to each district to increase involvement and engagement. "I would like to see a strong, vibrant membership and an active membership to a larger degree," he said.

There are countless benefits to joining CSA ranging from bolstered salaries and defined pension to healthcare and representation on all sorts of issues. "We have tremendous professional development," said Cannizzaro, adding that it is a well-researched fact that those who



are unionized make 13% more.

Public school principals and educators can find a great resource in CSA. In many cases, issues that arise among teachers and parents can be solved with just a little guidance from CSA.

Cannizzaro's important job is not without difficulties. Many of the most challenging aspects revolve around negotiations. He cited a particularly difficult encounter during his time as Executive Vice President that has stuck with him: The City of New York took the position that those who were promoted from teacher to principal or assistant principal were not entitled to retroactive pay. The process was "long and drawn out" but culminated in a win for CSA as retroactive pay was indeed received.

The challenges are all part of the job. "What

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LIN-MANUEL MIRANDA ASKS BILL AND MELINDA GATES TOUGH QUESTIONS AT HUNTER



(L-R) Lin-Manuel Miranda, Bill Gates & Melinda Gates

By LYDIA LIEBMAN

Recently, Hunter College hosted an exciting and informative Q&A with Hamilton creator Lin-Manuel Miranda and philanthropist power couple Bill and Melinda Gates. The lively discussion was held at the Kaye Theater at Hunter with a full house of excited students present. Hunter College president Jennifer Raab gave a glowing introduction to the event stating that their work aligns with Hunter's goals. "We believe as you do, Bill and Melinda, that society can level the playing field through education," said Raab. Miranda, a Hunter High School graduate, asked Bill and Melinda an array of questions from Hunter College students, audience members, those watching live on Facebook and even Mark Zuckerberg. Throughout the wide-ranging interview, the Gates' answered questions that ranged from personal to policy.

In the early part of the program, Ms. Gates spoke of the importance of education. She said: "...when you get a good education in the United States, it changes the trajectory of your life. We want to make sure students in this country have a chance." The Gates' focus much of their philanthropic efforts around education. They currently contribute over a half a billion dollars to this cause yearly.

In addition to their work bettering education, the Gates' are passionate about improving global health. When asked what advice he could offer to a future entrepreneur, Mr. Gates stressed the importance and necessity of innovation in science and programming. "We need better tools to cure these diseases," he said, adding that with the rising cost of healthcare, the only solution is innovation. Other questions were more specific; Ms. Gates was asked how to promote sound birth control choices in Africa without being seen as a second-wave colonialist. In her answer, Ms. Gates explained the importance of educating women about their body and choices in cultural and local contexts. She explained that the Gates Foundation works only with local partners in these communities.

Other questions focused on the future of technology. "What do you think will happen to human civilization with further development in Artificial Intelligence technology?" asked Miranda, on behalf of one of the audience members. "AI will bring us immense productivity," Gates responded before elaborating that AI will help fill in the gaps in industries that are experiencing worker shortages.

Perhaps one of the greatest surprises was a question from Facebook founder and CEO Mark Zuckerberg. By way of a Facebook live stream, Zuckerberg asked Mr. Gates: "if you could go back and give your younger self one piece of advice, what would it be?" Mr. Gates said, "...know that it takes many skill sets on a team to solve some problems. Smartness alone doesn't solve everything."

Bill and Melinda Gates spoke at length about the Trump administration and did not hold back their criticism of the president's proposed budget that slashes foreign aid. Mr. Gates pointed out that the biggest increase in global aid was during another Republican administration; that of President George W. Bush. Now, following a steady increase of global aid during the Obama administration, this kind of aid is, in the words of Mr. Gates, under attack. He went on to explain that even a ten percent cut would mean 5 million deaths over the next decade. Current spending for global aid is less than one percent of the entire US budget. "It makes absolutely no sense to us," said Ms. Gates of the cuts. She went on to say that stability in Africa is indeed an essential part of the America First ideology; the lowered risk of a health crisis is beneficial for Americans (and all people of the world).

The dynamic conversation at Hunter College came on the heels of the release of the Bill and Melinda Gates Annual Letter. In their tenth annual letter, the Gates' answered ten questions that relate to their philanthropic work and ideology.#

The 2018 Annual Letter can be read here: gatesnotes.com/2018-Annual-Letter.

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WOMEN SHAPING HISTORY 2018

FIGHTING BREAST CANCER WITH NANCY BRINKER, FOUNDER OF SUSAN G. KOMEN FOUNDATION

BY LYDIA LIEBMAN

Nancy Brinker is the founder and Chair of Global Strategy of Susan G. Komen, the best-funded and largest breast cancer organization in the United States. Brinker founded the organization in 1982 after the untimely death of her sister Susan, at age 36, due to breast cancer. "I made a promise to my sister — and to all women — that we would find a cure for breast cancer," said Brinker. She immediately faced an uphill battle; in the early 1980s it was still considered taboo to utter the phrase "breast cancer" out loud. Breast cancer was drastically underfunded and poorly researched. Brinker's first job was to raise the profile of breast cancer and increase awareness.

She did this by concentrating on local communities first. The business model was simple: 75% toward the community with 25% aimed toward research efforts. The first locale Brinker focused on was Dallas, where she had been living at the time. It was there that she and 15 other women joined together in a living room to discuss the possibility of a world without breast

cancer. "We all knew someone who had been affected," said Brinker. The group of volunteers began by putting together sporting events (polo tournaments and tennis matches) which acted as a blueprint for their soon to be famous Race for the Cure. Race for the Cure began in 1983 following their successful luncheon in which Betty Ford was the honored guest.

The organization raised around \$150,000. "In those days that was a lot of money," said Brinker. A few years in they raised a couple million more. In the mid-1980s they hired a part time executive director... "and then we were on our way!" Race for the Cure expanded rapidly. 7000 participants grew to 60,000. By the mid 1990s, the organization had raised hundreds of millions of dollars. To date, Susan G. Komen has contributed over \$1 billion to breast cancer research and \$2 billion to community health in cities and towns across the United States.

Brinker's efforts have been extraordinarily successful. There has been a 40% increase in cancer survival since the creation of Susan



Nancy Brinker, Founder, Susan G. Komen Foundation



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G. Komen and hundreds of scientists have built their careers with the organization's help. Presently, Brinker is very focused on community health. She wants to broaden access to health care in communities and help navigate women toward proper treatments. "I am very convinced that there are strategies already at work to help women have long and good lives. What I'm not convinced of is the community health piece. I'm not worried about scientists; I want us to develop strategies for those who are really in need," said Brinker.

When it comes to the topic of building a successful charitable organization, Brinker can certainly be considered an expert on the subject. Her advice? "You have to communicate what the need is. You have to make sure people understand. You have to say it again and again and again," she said, adding, "If you don't believe in what you're doing then you will never get through it." Brinker's inspiring story has benefited women everywhere as Susan G. Komen continues to be an essential force in the fight against breast cancer. #

The Importance of Mentorship

A letter from a reporter and assistant editor of *Education Update* who now lives and works in San Francisco:

Dear Dr. Rosen,

To my best mentor and good friend.

Love always,

Mohammad Ibrar

This letter came with Ghiradelli Chocolates.



The Power of Mentoring

Dear Dr. Rosen (my NY mom),

It is such a blessing to know you and have you in my life. You brought me so much joy. And also because you trust me and have confidence in me, I am able to write more freely. You are a wonderful mentor, a thoughtful



listener, a caring friend and a loving mom to me.

Although I am supposed to be good at verbalizing my thoughts as a reporter, I can't find a word to describe my gratitude for you.

Love,

Julia Qian

APRIL IS NATIONAL POETRY MONTH

WHY POETRY MATTERS

By PATRICIA GRODD

Why do we read poetry? Why do readers celebrate it? How do we understand it?

In 1996, The Academy of American Poets designated the month of April as National Poetry Month in order to establish poetry's fundamental and essential standing in our lives. As the world's largest literary celebration, it establishes, through readings, education, writing, workshops and festivals, our culture's rich legacy. It exists as a homage to established poets and poetry, past and present, in the service of showcasing true poetic creation. National Poetry Month highlights and applauds poetic achievement as well as its power, meaning and ability to enrich our lives.

We are transfixed by the effect and enthralled by the possibilities poetry has posited on our doorsteps, with its magical ability to enlighten and enrich our capacity for endless wonder, understanding and insight. Poetry finds intensity in language culled from intellect, emotion, memory and experience and provides a foundation that enriches life, elevates personal existence and expands our understanding of our world. In doing so, poems insist on truth and create a kind of piety in establishing deeper meaning in our lives and our life histories. This core touchstone references and illustrates how we are a part of something that cannot be approached solely by reason or simple comprehension. Our initial reaction to hearing a reading in the oral tradition of poetry is simply to feel, that very basic physiological response. This directly moves us from the literal to the figurative, thereby making us aware of sensation and perception as well as alternative meanings and constructs of the imagination. Over time, total comprehension emerges and morphs along with our inner selves. Poems are forever interpretable and inhabitable. The reader participates in the emergence of a new relationship to meaning and the creative vision. In turn, this process grants us special access, not only to a unique perspective, but to a new and inspired process of engagement with our inner being, thought processes, emotions and internal and external perceptions.

Poetry is the embodiment of a particular kind of knowledge, formed by language and provides for the fluid and more generous comprehension of meaning; it lends insight to one's spiritual life which longs for understanding and



Patricia Grodd

articulation. It is this very sustenance that is an essential, intimate and transcendent part of the human experience.

People instinctively desire that unique interaction found in poetry, for it delivers an understanding and perception that cannot be experienced in any other manner. A reader can enjoy a poem without even comprehending all that the words convey. It takes time and a re-reading to enhance the experience and make it more accessible.

There is no wrong way in which to read a poem. Perception is the reader's path to cognizance and awareness. Poetry is a kind of language we first feel and sense and then, ultimately, explore. People who feel poetry is exclusionary must put those false intimidations in abeyance. It is said to get over a hang-up you must lean into it. Let it just wash over you - relax and feel the experience. This is where one begins. Then, read slowly and aloud, taking in word by word, image by image, asking yourself whether there is a voice or tone with which you can identify. Language will guide you. Poetry is for you, the reader . . . only and always. The reader's perception is the whole of poetry, as

AN ODE TO DEAREST DAD; FOREVER IN OUR HEARTS

By JOAN BAUM, Ph.D.

'Twas the day before some day
And all through the room
The air was electric
His pale cheeks in bloom.

"Dad" was awaiting an interview chat
On teaching and classes on this and on that.
But to my surprise there arose such a chatter
On subjects of such diverse subject matter.
I decided to let him just go on and talk
Who could complain? Indeed who would balk?

Savvy was there as well as good humour,
A nonagenarian? Oy, such a boomer?
Courteous, even to proffering juice,
He was socially sharp, his energy loose.

As I said my farewell and marched to the



door,

He came with me, insisting on telling me more.

I waived my goodbye and vowed a return,

He smiled and said it was he who had learned.

Dedicated to a loving, erudite father who was a role model for all: Abraham Auerbach.

well as a key to its understanding. Do not be concerned with being "right" or "wrong;" that is neither the point nor the endgame. The idea that poetry is a mystery to be solved, an intellectual code, makes it appear more specialized than it needs to be. To paraphrase Albert Einstein, knowledge is less than imagination. Knowledge has a limit, while imagination circles the world. A poet, it is often said, "thinks" by means of his images or in his images and it should also be said that he feels by means of them and in them. This density, interpretation and fusion of thought, feeling and image, in addition to the structural elements such as rhythm, verbal texture form the bone structure of poetry and the essence of the source of its power. Poems work as a kind of "verbal synthesizer".

A poem can challenge the reader intellectually, spiritually and emotionally. It can validate our knowledge or cause us to question our beliefs. Poetry involves all of these elements: it is a comprehensive and total response to experience. As Coleridge stated, "poetry in ideal perfection brings the whole soul into activity." Clearly, it is not cut off from life, but is basically a deeper engagement with life; it is nothing less than the achievement of our own humanity and can extend our limited perception

by means of greater vision. It does not accomplish such things by general description, logical analysis or abstract reasoning (although it may involve all these actions), but by what is termed "imaginative enactment".

Poetry enables us to know what it truly "feels like" to be alive in the world - what it is to be in love, to be conscience-stricken, to watch a sunset or stand by a death bed, to be willing to die for a cause or live in a passionate devotion to an ideal. Its providence is all of life itself. Poetry - in the broadest sense of the word - can help us to achieve a deeper understanding of ourselves and the domain we inhabit.

In these complicated, disturbing times we long for sense, meaning and purpose and so we turn to "poetic inspiration." As we look to our inner compass for direction and meaning, poetry becomes ever more indispensable, ever more compelling and ever more essential. Since the onset of recorded time, we are privileged in having poetry to turn to, for there has never been a culture that did not have poetry. In celebration of National Poetry Month, we celebrate the gift of poetry. #

Patricia Grodd is a Poet at The Academy of American Poets, Director of The Wordsworth Trust, a Patron Trustee and scholar.

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BATTLING FOR A KIDNEY

By MIKE COHEN

Mike Cappiello hit 46 doubles playing college baseball for Plymouth State University in New Hampshire – the most in school history. In April of 2012, during his senior year he was off to another good start to the early season when he broke the record for doubles with his 46th and final one of his career. He thought he was going to be able to add to this total as a durable never-miss-a-game grinder of a player. He barely made it into second that day. Huffing and puffing all the way to the base like he was running a marathon for the first time without training. After the game, Cappiello couldn't even enjoy eating nachos with his teammates.

"I just didn't feel right," said Cappiello, who was the cleanup hitter and one of the team's most durable players, "the next day I was in the emergency room."

At the emergency room, the physically fit Cappiello, who normally weighed 195, was at a staggering 235. The doctors immediately called for an array of blood tests and he was sent to Dartmouth Hospital, considered the best in the area. His parents met him at the hospital and he was administered further testing. Eventually the doctors determined with the help of Columbia Presbyterian Hospital that Cappiello had a rare kidney disease for someone so young. He was diagnosed with Focal Segmental Glomerulosclerosis. It is a disease

that leaves the kidney unable to properly filter blood in the body. This ended his collegiate baseball career.

Since 2015, Cappiello has undergone 5 surgeries for the access in his arm to facilitate the Hemo-dialysis that he undergoes 3 times a week for 3 and a half hours each session. These grueling sessions begin at 5:30 AM and leave Cappiello spent.

"Every day I come from dialysis I'm mentally and physically drained," said Cappiello, who grew up and still lives in Westfield, New Jersey. "I pretty much eat breakfast and then take a 1-2-hour nap before I can even start my day.

These surgeries have left his arm disfigured and scarred. He calls them "battle scars," from the fight he is giving. This has restricted him from doing things he loves like playing baseball, weightlifting, water skiing, and snow skiing. He feels a buzzing sensation in his arm, often keeping him up at nights. Still, he maintains a strikingly positive disposition.

"When people look at me they don't see my disease," said Cappiello. "They just see a normal 28-year-old guy. This is what I want people to see. But dealing with this kidney disease has been tough, every day I try not to let it affect me."

Hemo-dialysis treatment is essential for Cappiello as it pulls excess water out of his sys-



Mike Cappiello undergoes dialysis

tem and filters the blood like a normally functioning kidney would. This process is needed since he is unable to produce urine. Unfortunately for Cappiello, the only treatment left for him is finding a donor. He is currently listed at 3 hospitals in the tri-state area but the waiting time is long between 4-10 years. The wait is even more excruciating in that he can receive a kidney from either a deceased donor or a living one. A deceased kidney does not have as long of a life span as a living donor, only 10-15 years, this kidney also poses more risk to Cappiello because of the unknown nature of the donor. He would prefer a kidney from a living donor, but finding a willing person and one who matches his blood type is no easy task.

"It's been hard," said Cappiello. "My parents and other family members were unable to donate for various reasons although they really wanted to. "This is a big ask but there is a big return and it would help bring my life back on track."

For more information email kidney-4capp@gmail.com #

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 throwback-sports@verizon.net

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About the Author

Dana Stahl is a learning specialist, educational consultant and child/parent advocate. She has a Bachelor of Science in Special Education and a Master of Education degree in Diagnostic/Prescriptive Teaching. As a child, Dana experienced learning issues firsthand. She was diagnosed with dyslexia and overcame her own learning disability to excel. Dana understands exactly what parents and students with learning issues are experiencing.

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FROM RUSSIA WITH LOVE:

Plekhanov Russian University of Economics Winter University 2018 University of Tomorrow: Innovative Pedagogy and Methodology

By JASMIN B. COWIN,
Ed.D.

It was a distinct honor to be the keynote speaker and workshop facilitator for the XIX Winter School, Plekhanov Russian University of Economics in Moscow. Thematically, Plekhanov's Winter University focused on "Current Global Trends in Teaching English." The Head of the Foreign Languages Department, Irina Ekareva, Ph.D., Associate Professor, a highly regarded scholar of historical sciences, founded the yearly conference in the spirit of the importance of lifelong learning. Collectively, the department instructors pass professional international exams and participate on a regular basis in international conferences and grants. The Foreign Languages Department is actively introducing and using the latest interactive technologies in teaching foreign languages through conferences and hiring international specialists for workshops and conference presentations.

Prof. Ekareva's overarching conference theme was on the urgency to adapt to a rapidly changing world while creating agile mindsets in students and facilitators. She opened the conference with her observations on the acceleration of change domestically and globally. Her remarks crystallize a common global theme on the far reaching disruptors within the education landscape and the dynamic developments in regards to career pathways for the iGen and Gen Alpha generations. Both Generation Alpha and iGen are the first smartphone generations in our history to be immersed from birth in the super-connected social networking and gaming landscape.

"We all feel very acutely that the world around us has changed dramatically. The future has arrived. Now we are living in a new world, significantly different from what is familiar and comfortable to us, what it was until very recently. What is this new world like?"

Computers, mobile telecommunication, genetic engineering; high technology, global market economy, everyday challenge to patriarchy, general awareness of environmental problems and much more. And how the language changed?

The main thing is that we live in a new world in the information epoch, though we were born and brought up in the industrial one. According to forecasts, over the next ten years



up to 12-15% of now existing basic occupations, which are currently around us, will disappear."

The daily workshops designed and facilitated by Dr. Cowin were: Current Global Trends in Teaching English; Developing Materials and Resources in Teaching English – Methodology; E-learning & Micro-Methodology in Teaching English; and E-Resources Discovery and Analysis. As a final project,

participants submitted online learning modules for their EFL courses focused on content-based instruction while incorporating the flipped classroom model.

While designing the workshops it became clear that many of the communicative activities and teaching approaches would require participants to step outside their comfort zone. Over the course of five days, the workshop attendees were challenged to incorporate new teaching approaches based on communicative, student-centered components and activities. Through using Harkness method strategies which encourage open classroom dialogue, the workshops were transformed into "Think Tanks" emphasizing a nurturing environment. This anxiety-free, collaborative approach supported risk taking, opening up within the group, and personal initiation of hand-on activities and projects.

Plekhanov University of Economics, the Foreign Languages department, and the program schedule were organized to the last detail. The University facilities were not only sparkling clean, but everything worked – from computer and internet access to the projectors. The attendees were teachers, instructors and staff members not only from Plekhanov but other institutes of higher learning such as Moscow University. Marya Zarudnaya, Deputy Head of Foreign Languages Department and Dana Saulembekova, English teacher, were invaluable guides during this unforgettable week in Moscow.

Upon reflection, the four C's: communication, cooperation, creativity and critical thinking are culturally transferable and as relevant as ever in engaging teachers and students to become agile thinkers, leveraging learning for continuous improvement. #

Dr. Jasmin B. Cowin is Associate Professor of TESOL and Bilingual Studies at the Graduate School of Education, Touro College, NY.

John B. King Jr. Gives Compelling Speech at Harvard Club, NYC

John B. King Jr., President and CEO of The Education Trust and former Secretary of Education, gave a compelling talk at the Harvard Club in New York City. In a candid conversation, King spoke about a variety of enlightening topics that ranged from personal to policy. John spoke about how his various positions have informed his perspective on education and why education is so important to him. He particularly spoke about the importance of his fourth grade teacher.

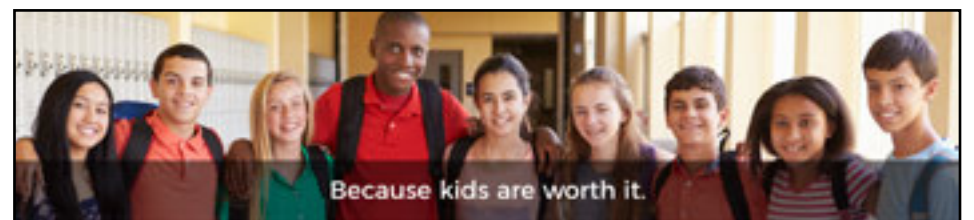
He explained and shared his opinion on testing and the current accountability systems in the United States, charter schools, early education programs, the importance of after school programs. He also spoke about the importance of data and how it can be used to better our school systems.

The last half of the program was dedicated to questions from the audience. King answered questions about the importance of the home



environment and involved parents, the use of technology in the current education system, and the case for socioeconomic integration in education.

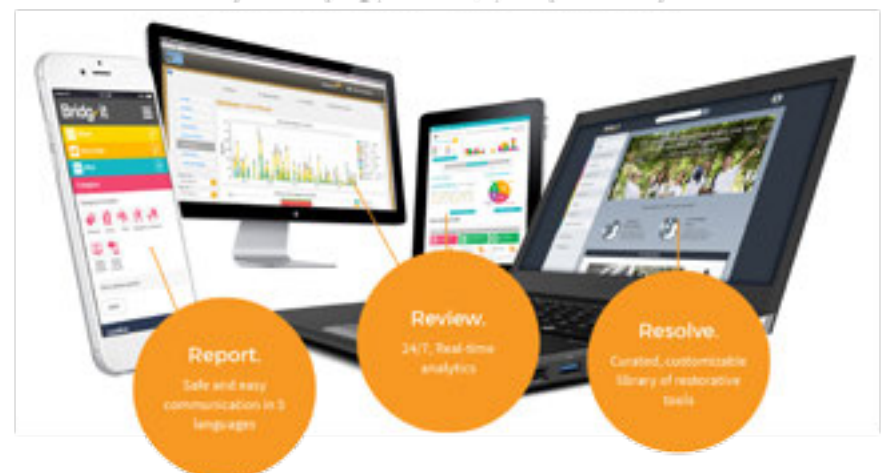
Throughout the hour-long program, King demonstrated why he is a leading force in education. #



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UNDERSTANDING BORDERLINE PERSONALITY DISORDER

By CAROLINE MILLER,
EDITORIAL DIRECTOR OF
THE CHILD MIND INSTITUTE

Borderline personality disorder (BPD) is a diagnosis that has historically been difficult to understand, and even more difficult to treat successfully. The symptoms associated with it are a painful mix of emotional turmoil, unstable relationships and self-destructive behavior, including suicide attempts.

But new insights into the disorder, leading to new, more effective treatments, have made the prognosis for someone with BPD much more promising. With the right support, most people with BPD can successfully learn to regulate their overwhelming emotions, stop self-destructive behavior and improve their lives.

“It used to be that receiving a BPD diagnosis felt like a life sentence of misery,” said Dr. Alec Miller, an expert in treating adolescents with BPD. “But research now shows that the chances of functioning better and even dropping the diagnostic label are very high.”

Another important change is that BPD is now diagnosed and treated in teenagers. Until recently mental health professionals were reluctant to give the diagnosis to anyone under 18, despite the fact that symptoms become prominent in adolescence, or even earlier. Now experts stress that treating BPD as early as possible leads to better long-term outcomes, as well as lowering the risk of dangerous or suicidal behavior.

What is BPD?

Experts call BPD a biosocial disorder, meaning that it starts with a biological (or temperamental) inclination which is exacerbated by the social environment. People who develop BPD are by temperament highly emotionally sensitive and reactive, feeling things more immediately and more intensely than most people. And once a powerful emotion is triggered, it takes them longer to return to their emotional baseline.

BPD develops when one of these emotionally vulnerable people is confronted with an environment that doesn't validate her feelings — that is, acknowledge them, make her feel understood, and respond appropriately. In many cases, kids who develop BPD have been abused or



Harold Koplewicz, M.D., Founder and President of the Child Mind Institute

neglected. But the disorder can also come about in children whose ordinary, well-meaning parents minimize or discount their emotional reactions, which they find exaggerated or inappropriate.

The chronic sense of not feeling understood or supported leads people with BPD to feel painfully alone and disconnected, explains Dr. Blaise Aguirre, the founding medical director of 3East, a continuum of care using dialectical behavior therapy (DBT) to treat borderline personality disorder at Boston's McLean Hospital. Friends and family members don't understand why people with BPD have huge reactions to small things. For Dr. Aguirre, author of *Borderline Personality Disorder in Adolescents*, BPD is something like a peanut allergy; the reaction may not be typical of most people, but it's no

less real.

Emotional dysregulation

When a child's powerful feelings aren't validated by the adults in her life, it becomes difficult for her to learn to manage them in a healthy way. Adults help us name and identify what we're feeling; by soothing us they teach us how to soothe and calm ourselves down.

“Take a person with extremely strong, intense emotions, who is constantly told that she's overreacting, she shouldn't feel the ways she feels,” explains Dr. Jill Emanuele, clinical psychologist and director of the Mood Disorders Center at the Child Mind Institute. “As a result, she doesn't learn how to regulate and modulate her emotions.”

People with BPD are often overwhelmed by intense anger and feel-
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“Education is not the filling of a pail, but the lighting of a fire.”

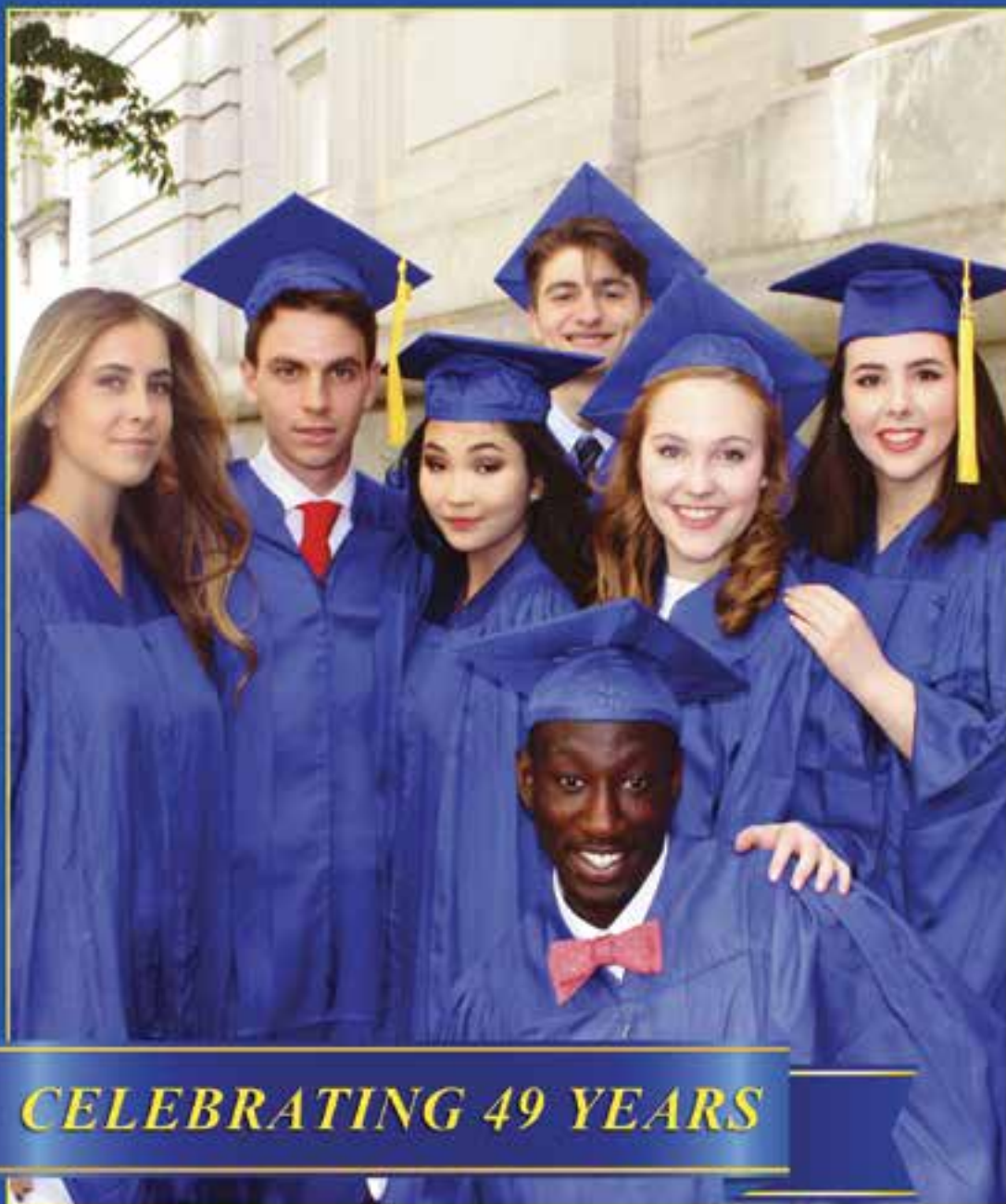
—WILLIAM BUTLER YEATS



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THE CITY COLLEGE OF NEW YORK, CUNY

CCNY ENJOYS NEW LIFE UNDER NEW PRESIDENT, DR. VINCENT BOUDREAU



By LYDIA LIEBMAN

The City College of New York welcomed its new president, Dr. Vincent Boudreau, at the end of last year. Before becoming CCNY president, Dr. Boudreau served as the founding dean of the Colin Powell School for Civic and Global Leadership at CCNY. In his new position, Dr. Boudreau hopes to expand the profile of CCNY while ensuring CCNY graduates are not just academically skilled but well rounded and well prepared for post-college life.

“Our whole mission is to help students figure out the relationship between what they are studying and also to promote skills that will put them in leadership positions,” said Dr. Boudreau. As an example, Dr. Boudreau would like to ensure that students who study science and the humanities are not just well educated but also aware of public policy and immigrant affairs.

Dr. Boudreau is also hoping to ramp up public funding for high education. “We can only survive if we figure out how to balance the budget,” he said. He hopes to raise the profile of CCNY so that supporters and investors

become aware of how extraordinary CCNY really is. CCNY is indeed a vital part of the education community in New York City and it is making great strides to remain as such. The City College Medical Program is growing at a rapid pace and in doing so, it is promoting the college’s central theme of mobility by training physicians to work in underserved communities. Dr. Boudreau’s former post, the Colin Powell School for Civic and Global Leadership continues to be a strong and popular program. Currently, 30% of students from City College come through the program. In fact, there are currently about 1400 students in the psychology major, which is part of the Colin Powell program.

Civic engagement and service is an essential part of the narrative for Dr. Boudreau. “We are trying to teach students what it means to have a career in service,” he said. This shows in CCNY’s statistics: about 50% of graduates do end up going into service careers. “Conversations about immigration, democracy and policy are different when CCNY students

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LEHMAN COLLEGE, CUNY

AN INTERVIEW WITH JOSÉ LUIS CRUZ, NEWEST PRESIDENT OF LEHMAN COLLEGE



By DR. POLA ROSEN & LYDIA LIEBMAN

Education Update (EU): What is your primary goal at Lehman College?

President José Luis Cruz (JLC): One of my main goals is to increase the impact this institution has on the Bronx. Lehman is the only four year CUNY college in the Bronx. The CUNY system is historically meant to promote upward mobility to the underserved and we are especially in a poor area thus making Lehman very important. If we are to advance CUNY’s mission of propelling people into the middle class and beyond, it is Lehman who impacts CUNY as whole. We would like to double the graduation rate by the year 2030. We would like to award 90,000 degrees by 2030. We call it The 90 by 30 Initiative. It would make us the top contributor to education in the Bronx.

EU: What are some of the most popular degrees at Lehman?

JLC: Our top degrees are Business

Administration, nursing and the health fields, counseling and speech. They are very popular. We have a great track record of placing our students in jobs. As we move forward we are seeing that there are more opportunities for students in traditional STEM fields. We also have a BRIDGE Program with City College Engineering where students do a couple of years here and then transfer. Our students in biology and chemistry all have access to graduate research.

EU: What is the future of technology at Lehman, in your opinion?

JLC: There are reasons for optimism. We will reap the benefits of all the new technology and we will be in a position to blunt the negative effects that those technologies have on the way society operates. I am hopeful that by focusing our attention to not only preparing our kids for jobs but also by being more civically engaged that we will get the best out of technol-

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CYSTIC FIBROSIS FOUNDATION GIVES 39TH LECTURE IN MEMORY OF STEPHANIE KOSSOFF AT COLUMBIA PRESBYTERIAN

By JON PAUL CLANCY, MD,
PROFESSOR OF PEDIATRICS,
DIVISION OF PULMONARY MEDICINE,
CINCINNATI CHILDREN'S HOSPITAL
MEDICAL CENTER

Cystic fibrosis (CF) is a progressive genetic disease found in about 30,000 people in the U.S. CF is caused by mutations in the gene that produces the cystic fibrosis transmembrane conductance regulator (CFTR) protein. This protein is responsible for regulating the flow of salt and fluids in and out of the cells in different parts of the body. In people with CF, mutations in the CFTR gene can disrupt the normal production or functioning of the CFTR protein found in the cells of the lungs and other parts of the body. Mutations in the CFTR gene cause the CFTR protein to malfunction or not be made at all, leading to a buildup of thick mucus. In the lungs, the mucus clogs the airways which in turn leads to persistent lung infections. In the pancreas, the mucus prevents the release of digestive enzymes that allow the body to break down food and absorb vital nutrients resulting in malnutrition and poor growth. Complications of mucus buildup can occur in other organs including the liver and reproductive tract.

Breakthrough treatments have added years to the lives of people with cystic fibrosis. Advances in antibiotic, physical and nutritional therapy have helped control infections and improve growth. The first drug targeting the basic genetic defect in CF was approved in 2012. The development of this group of drugs signals a historic breakthrough in how CF is

treated. Today the median predicted survival age is close to 40. This is a dramatic improvement from the 1950s, when a child with CF rarely lived long enough to attend elementary school.

The focus of our laboratory is to understand how mutations in CFTR lead to disease, how defective CFTR activity can be restored, what factors limit restoration, and how we can monitor CFTR and CF disease in vivo. This is accomplished through i) the development of novel patient-based outcome measures (such as the lung clearance index, nasal potential difference and intestinal current measurements) to detect restored CFTR function, ii) use of preclinical model systems derived from CF patients to predict patient responsiveness to interventions, iii) banking and distribution of biospecimens obtained during clinical care and clinical research, and iv) novel imaging modalities such as pulmonary perfusion, UTE MRI and hyperpolarized gas imaging of ventilation. I provide oversight to the entire CF research program at CCHMC, which encompasses research at the cell, animal model, and patient level. I currently provide primary scientific mentorship to three junior faculty members (two with current extramural training awards), and I have mentored 20 fellows and junior faculty who have gone onto successful academic careers. I am the Medical Director of the Office of Clinical and Translational Research at CCHMC, which provides broad-based support to investigators engaged in clinical trials and research translation. I also serve in several leadership positions for the Cystic



Phyllis L. Kossoff & Professor Jon Paul Clancy

Fibrosis Foundation, and I am the DSMB Chair of two NIH funded protocols. My institutional goal is to promote a research environment that allows junior faculty to mature and succeed. #

Mrs. Phyllis Kossoff, the mother of Stephanie Kossoff, founded the research program to honor her daughter who became ill while a student at Barnard College.

THE ETHICS COLUMN

SHOULD WE UNMASK SPERM DONORS?

By JACOB M. APPEL MD JD

Arthur Kermalvezen wants to know who his father was. The 34-year-old Frenchman, conceived through artificial insemination, is at the forefront of the movement to repeal his nation's law guaranteeing anonymity to sperm donors. France's États généraux de la bioéthique, an independent advisory body, is currently debating legislation to end anonymous donation—a change which would align French laws with those of Germany, Great Britain and much of Scandinavia. In contrast, anonymous donation is widely accepted in the United States, where donors have a right to provide or to withhold their identities.

Kermalvezen's interest in his paternity exceeds idle curiosity. Not knowing one's

genetic history has significant medical implications: One might not know one's risk for a preventable or treatable condition such as early-onset colon or breast cancer. Some of this data might be available through genetic testing: Yet such testing is heavily restricted in France and Kermalvezen had to order tests through a private company at his own personal expense. Even if France were to liberalize its genetic testing laws, a move long overdue, other aspects of a predictive family history, like a high familial incidence



Jacob Appel, MD, JD

of suicide, cannot be detected through DNA analysis. Only asking one's father directly, or knowing his family history, can provide this potentially life-saving information.

Anonymous sperm donation is not without its advocates. The major beneficiaries are infertile couples who have a wider sample of prospective donors from which to choose. Sweden, the first nation to ban anonymous donation, suffers from chronic shortages of donors—with many couples forced to travel to Denmark for IVF. After banning anonymous donation and compensation for donors, New Zealand now faces a two year waiting list for sperm. For racial and ethnic minorities seeking donors of the same background, especially

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Borderline Personality Disorder

continued from page 18

ings of abandonment, emptiness, shame and self-loathing.

These feelings tend to destabilize relationships for people with BPD, who are hypersensitive to social cues from others, and more likely than others to interpret things negatively. Minor slights — or things misinterpreted as slights — are taken as evidence of abandonment, and the reaction can be swift and intense, causing rifts with friends, parents, partners. They go from “I love you” to “I hate you” in a heartbeat, Dr. Aguirre explains. Or they become so frantic asking for reassurance that they are loved — incessant texting, calling, begging, clinging — that they drive partners away.

Rifts with friends or breakups with partners are often the trigger for self-harm or suicide attempts, he notes.

Why does BPD lead to self-destructive behavior?

Without the skills to manage painful feelings in a more effective way, people with BPD often find unhealthy alternatives, including substance abuse, risky sex, reckless thrill-seeking.

Self-injury is very often one of these behaviors: Teenagers use things like cutting, scratching and opening wounds to alleviate emotions they find intolerable. “In fact it can work as an emotional regulation strategy,” notes Dr. Miller, cofounder and clinical director of Cognitive and Behavioral Consultants in Westchester and New York City. “The problem is that if it works, they’re more likely to use it again to cope with negative emotions. To reduce self-harm we need to acknowledge what it’s doing for them, and try to give them some safer replacement strategies.”

One dangerous misunderstanding about BPD is that the emotional drama and the self-destructive behaviors, including suicide attempts, are manipulative pleas for attention.

“Historically, people with BPD have been viewed as purposely manipulative,” explains Dr. Emanuele, “using extreme measures to get things, gaming people around them. But that’s not it at all. These people are in intense pain, and feel they can’t get what they need.”

In fact, Dr. Aguirre notes, suicidal feelings are almost universal in people with BPD, and reflect a desperate need to escape extreme emotional distress.

Criteria for diagnosing BPD

These are the criteria mental health professionals use to diagnose borderline personality disorder:

- Frantic efforts to avoid abandonment, real or imagined
- A pattern of unstable and intense relationships
- An unstable self-image or sense of self
- Dangerous impulsivity such as unsafe sexual encounters, substance abuse
- Recurrent suicidal behavior, gestures or threats, or self-mutilating behavior.
- Emotional instability due to high reactivity
- Chronic feelings of emptiness
- Inappropriate, intense anger or difficulty controlling anger
- Transient, stress-related paranoia or severe dissociative symptoms

Diagnosing teenagers

In the past, mental health professionals were reluctant to diagnose anyone under 18 with BPD, even though symptoms usually develop during the teen years. That was, in part, because emotional intensity and impulsive risk-taking are to some extent characteristic of adolescence itself. Typical teenage behavior, it was thought, could be confused with BPD.

But even if the behavior looks similar, the reasons for it are different in typical adolescents and those with BPD, Dr. Aguirre notes. Typical teens experiment with alcohol and sex out of curiosity and impulsivity, while people with BPD use them to escape acutely painful feelings. They may seek out sexual encounters, for instance, because they feel abandoned, and crave closeness, rather than sex itself. They may take dangerous risks because “in that moment of desperation the need to change how they feel makes the behaviors feel like the right thing to do.”

Another reason for not diagnosing BPD in teens was to avoid labeling them with a severe illness that didn’t respond well to treatment. But as the treatment picture has changed, so has the aversion to diagnosis in adolescence. One large study called the McLean Study of Adult Development, which followed BPD patients for 12 years, found that 74 percent of participants had no active symptoms after 6 years, and only 6 percent relapsed in the following 6 years.

The lead author of the study, Mary Zanarini, began to call borderline personality disorder a “good-prognosis diagnosis,” and those who are treated while they’re still teenagers have even more optimistic outcomes.

Why early diagnosis is crucial

If BPD is understood as a lack of emotional regulation skills, it’s crucial to get someone who develops symptoms into treatment as soon as possible, Dr. Aguirre says, “before patterns of maladaptive behavior have set in.”

This is particularly important as young people are developing their identity and sense of self, which is made incredibly difficult for young people with BPD symptoms. “When your environment doesn’t reflect back what your experience is,” Dr. Aguirre says, “it’s hard to know who you are, what your values are.”

Another reason experts urge earlier diagnosis of BPD is to lessen inaccurate diagnosis of more common disorders like ADHD, depression and bipolar disorder. Sometimes these are co-occurring disorders, but often they are misdiagnoses. As a result, these teenagers are given medications that aren’t effective, including mood stabilizers and antipsychotics.

“I’ve seen kids with BPD who were on extensive drug cocktails because the clinicians didn’t know what was happening,” adds Dr. Emanuele. “They’re just going after the symptoms. And no medication is going to correct the invalidation that these people feel.”

BPD patients who are admitted to Dr. Aguirre’s unit often come in “zombie-like,” he reports, because they are on so many medications. When they are discharged, he says, half are on no meds at all.

Treatment for BPD

There are a number of specialized psycho-

New CCNY President

continued from page 20

are playing leading role in them,” he added. CCNY students are part of other majors as well; science programs are very popular as is a program in the School of Architecture.

CCNY is a fast becoming a prominent player on the global stage. The school currently has an exchange program with South Korea that brings a large number of students there every year. “Our students are going to be global citizens so building these types of collaborations is important,” he said.

Being president of a massive institution like CCNY does not come without challenges. “Coming in during a crisis transition left a lot of questions about finances on campus,” he

said, adding, “... we were alienating donors by not being a good shepherd of their philanthropy.” To combat this, Dr. Boudreau instituted a policy of absolute transparency. This attitude has helped to remedy some of these issues and they continue to improve. Along the same lines, CCNY is certainly in a budget crisis. CUNY, in general, is underfunded. Dr. Boudreau knows that a lot hinges on what happens this year.

Despite the challenges at hand, Dr. Boudreau is optimistic for the future. “This is one of the most dynamic education spaces in the world and there are so many opportunities to work with the thought leaders around us,” said Dr. Boudreau. With the new president at the helm, the future looks bright for City College. #

New Lehman College President

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ogy. We are moving at a very fast pace on the technology front.

EU: How does one fund their education at Lehman?

JLC: About 60% of Lehman students receive financial aid grants. A significant percentage incur no out of pocket costs to attend the college.

EU: Can one study music or art at Lehman?

JLC: We have a wonderful musical theater program that is doing excellent work. Our faculty is top of the line. The concert series that we put together is very important for us as an anchor institution. We see us as a cultural center. We bring over 150,000 people to our performances and even sporting events a year. We also have an art gallery that hosts thousands of students.

EU: What are some of the challenges you

therapies that have been developed to treat BPD, but the gold standard treatment — the one with the most evidence for its effectiveness — is called dialectical behavioral therapy, or DBT. The reason it’s called “dialectical” is that it involves two things that might seem to be in opposition but are both important: the need for acceptance and the need for change.

First, a patient’s feelings need to be validated, or accepted without judgment, in order for her to learn more effective ways for her to manage and respond to them.

“It’s basically ‘I’m doing the best I can’ on the one hand,” explains Dr. Miller, “and at the same time ‘I need to do better’ on the other.”

Validation, which is the first step in DBT, means recognition and acceptance of another person’s feelings as being real. It doesn’t mean agreeing with the thoughts or feelings. When people feel accepted and understood, it has a calming effect and allows them to learn skills to regulate emotions and develop safer, more effective alternatives to the self-destructive behaviors they have been using.

“It’s essentially a skills-based approach which says that if our patients could do better, they would, but they’re lacking skills,” explains Dr. Miller, who is the author of *Dialectical Behavioral Therapy with Suicidal Adolescents*.

have faced?

JLC: In terms of challenges, it’s more a question of how do we better engage in the community we serve while managing the financial constraints we all face. We have been able to arrive at a vision for the future. This vision makes it easier for us to see challenges as opportunities. We are proud of the fact that because of this vision we have been able to secure \$12 million of the \$53 million needed to break ground on a new nursing facility, as one example.

EU: What is the future of education in your eyes?

JLC: I think we need to figure out a way to accelerate our efforts to implement equity driven policy and practices that will allow us to expand access to a broader set of Americans. We need to figure out how to reduce tuition and find more ways to prepare students not just for jobs but for life. We need to do this fairly quickly because inequality is growing to a dangerous level. #

“It’s so easy for us to tell people to stop problematic behaviors but it’s better to teach them new skills.”

DBT skills are very effective for getting patients to stop self-injury and suicidality, Dr. Aguirre notes. It’s tougher to change the self-loathing and self-hatred that can become fused with a borderline person’s identity.

He also notes that availability of DBT and other treatment for BPD is limited, which means that a lot of teenagers who should get treatment aren’t getting it. “The number of people with emotion regulation problems is outstripping the number of DBT providers,” he says, “and we know that because suicide rates in adolescents continue to go through the roof.”

Dr. Miller stresses the urgency of getting teens with BPD into treatment: “If you throw yourself into treatment, you can be a very successful, highly functional adult.”

Dr. Emanuel adds that she’s seen many patients dramatically improve their lives. “Over the years, I have repeatedly seen DBT give participants the hope and reality of a ‘life worth living,’” adds Dr. Emanuel. “And that’s something they had not been able to imagine or experience before.” #

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THE SUPERB CONTRIBUTIONS OF CHAPEL HAVEN WEST TO PEOPLE ON THE AUTISM SPECTRUM

By ADAM SUGERMAN, PUBLISHER,
EDUCATION UPDATE

Before the economic downturn in 2008, it was common for high school age teenagers to look forward to becoming independent, renting their own apartment, going away to college, finding a fulfilling job, and pursuing a career with purpose. Setting economic realities aside, leaving home at 18, for most American teenagers, still is a gargantuan leap toward adulthood, which could be a shocking experience, with responsibilities that are often enforced through the “school of hard knocks.”

For young adults on the autism spectrum or with related social disabilities, this leap is more daunting than climbing Mount Lemmon, the towering 9,159 foot tall sky island north of Tucson. Thankfully there are institutions that assist young adults in the transition.

One of our nation’s most successful capstone programs is in the shadows of the University of Arizona. Chapel Haven West provides the academic and social framework that people need to learn and apply in order to live safely and successfully in a world that oftentimes misunderstands them. According to Executive Director Kenneth Hosto, the various programs are tailor-made for each participant. During the initial family visit, the family and team members—speech and language pathologists, spe-



Ken Hosto

cial education teachers, among others—review school records from Individualized Education Plans, talk with and observe families, and assess each individual’s needs. Once participants enter a Chapel Haven West program, the type of support may change depending on the dynamic situations that people encounter.

Chapel Haven West offers several options, such as a two-year residential program, continuing education for Chapel Haven West

graduates and people already living in the Tucson area, a bridge program for adults who need additional encouragement beyond the two years, and a supported living program for life skills, employment, or education.

Both residents and day participants attend classes at the University, facilitated by U of A faculty and graduate student interns from the Speech-Language Pathology program, receive small-group and individual therapy, and take

part in weekend recreation activities, such as hiking and grilling outside. Residents live in an apartment complex community with an outdoor swimming pool within walking distance or a short drive to the college. The residents either have their own 1- bedroom apartment or share a 2-bedroom unit. Day participants might live close to campus independently, or with their families in the Tucson area.

To prepare participants for professional life, Chapel Haven West has allied itself with several organizations in the area, such as The Home Depot and the Veterans Administration, to facilitate paid and volunteer internship programs. Depending on their needs, participants could also take pre-requisite courses at Pima Community College as well as at the U of A for an eventual college degree.

For people in the two-year and extended residential programs, helping participants to develop daily habits is important. The regimented schedule includes time for waking up, showering, eating, and taking medications (if necessary), and is followed by a morning group session, time to prepare for and travel to class, and then the main classes themselves, which depending on the day, could be social communicative competency, time and organizational skills, pre-employment skills, personal aware-

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Design That Reaches Us All

By KAREN KRASKOW

If you’re not feeling sure of step, if your hand tremors when you dip into a bowl of food, designers are working on products that make daily living functional for all users in good times and bad. At the Cooper-Hewitt Museum, products that help us to better understand and serve us when we contract a difficulty are on display (91st and Fifth) in an exhibit called Access + Ability, which runs till Sept. 3rd of this year.

If you have or someone you love has Parkinson’s or another health concern that affects balance, an insole that vibrates can give them more sensory information about where they are stepping (PathFeel). Or a light attached to the front of one’s shoe(s) can shed a horizontal light on the ground before one, unlocking one’s ‘frozen gait,’ i.e., encouraging one to take a step (PathFinder).

A grab bar that is rectangular rather than horizontal gives one several options for steadying oneself in a tub - vertical on two sides, and horizontal above and below - a simple change that gives a variety of options. Designed by product designers at Michael Graves Architecture and Design, the Shower Trellis Grab Bar can also hold a hanging brush, allow one to rest one’s foot to shave, and hold a clip-on shelf at the top for shampoo or soap.

The exhibit also shows the ingenuity in form-

ing a union of technology and human functioning that makes a meal successful for someone who needs an assist. For shaky hands there are several variations of spoon design, one electronic and one a simple plastic. The electronic one (Liftware Level and Steady) allows you to dip into food, and if you should hold the spoon at an angle that might put the food in jeopardy — an angle that is not horizontal — the spoon will right itself by physically bending back into a horizontal position. The Tritan Plastic one (S’Up Spoon) has a simple sculptural shape, whose well is deeper than that of an ordinary spoon, and rather than using your upper lip + teeth to remove food from the spoon you tip the food into your mouth (great for soup, cereal or pasta).

Some of the items in the exhibit one can touch, such as a blue shirt that appears to have a button at the cuff; but behind each button on the shirt is a magnet, so one does not have to insert a button in a buttonhole if that is the struggle as in the case when one has arthritis. A shoe whose design was suggested by a teenager (who has cerebral palsy and has difficulty inserting his foot into a hightop sneaker) gives one the option to unzip the high top portion revealing a flatter shoe that is easier for the foot to enter, at which point one can zip back the high top (Men’s Zoom Soldier IX FlyEase).

There’s also a magenta Adaptive Puffer jack-



Form and function equally integral in the design and efficacy of everyday objects

et for children which has several options for the manner in which one puts it on — a wider zipper, Velcro seams at the sides, and Velcro joints where the sleeves attach to the body so that they can be removed making a vest or perhaps an easier way to insert one’s arm into a sleeve.

Fashion has not been forgotten in just about all of these products — from a hearing aid that appears to be more of a piece of jewelry (Bedazzled and Bejeweled Earring Aid) to 3-D printed and fancifully designed covers to attach to the front of a below-the-knee prosthesis.

We all will have challenges in dealing with our environment at some point in our lives.

We all try to adapt where we can and designers particularly are in a position to solve the problems our change in functioning poses. The Cooper Hewitt Museum has made a major step forward in bringing these products to our attention. They will do so again in an upcoming exhibit, opening April 13th, called The Senses: Beyond Vision. #

Karen Kraskow, M.A., M.S.W. studied Industrial Design at RISD and Pratt, has researched and written on products that can serve users with blindness or low vision, for the Cooper Hewitt Museum in connection with The Senses: Beyond Vision.

Isadora and St. Ruth: Birth Mothers of American Modern Dance

By KENNETH TOPPING

Isadora Duncan (1878-1927) will forever be known for standing up to 500 years of classical ballet dominance, instigating a dance revolution. The first of the modern dance rebels, she discovered in her own body a primordial grace, a path toward free human expression. What many may not know is that she became a symbol of freedom not only for dancers but for Americans fighting the status quo in the midst of the Progressive Era (1890-1920). She spoke out in support of issues like women suffrage, education reform, unionization, and child labor reform. Not only did she defy 500 years of ballet tradition, but from the outset she rebelled against the society of the time – a society that she viewed as a caste, shaped by unchecked capitalism and governed by the philosophy of materialism. With Puritan and Victorian moralities saturating American life at the turn of the 20th century, the female body was to be hidden, not revealed and certainly not celebrated.

Isadora declared that the sensuous and the sensual be acknowledged to have symbolic identification with the spiritual. Through the art of dance, she believed, we transcend the petty, finding value beyond the selfish urges dominating a society that, for her, had lost its way.

Isadora's voice and art countered the class worship of wealth. Speaking after performances on issues of social injustice, especially the plight of the poor, Isadora opposed the pervasive urge to accumulate stuff, encouraging, instead, the worship of Beauty and Nature. She said she wanted "to bring about a great renaissance of religion through the Dance, to bring the knowledge of the Beauty and the Holiness of the human body...and not to dance for the amusement of overfed bourgeoisie after dinner". If "the body were made light, graceful, and free in movement, it would, to a great extent, influence people's consciousness and social lives". Repulsed by society's impulse toward materialism, Isadora was determined to infuse beauty into life.

The art of dance, she believed, connected man back to his center where the propensity for unity and compassion for others come naturally. She danced in a flowing tunic to the music of great composers, revealing the invisible human soul that she said exists in all of us. Her identification with the Classicism of Greece helped elevate her art. Greece, with its great achievements in art and culture, its understanding of the human spirit, gave Isadora the perfect vehicle to create her art, expressing beauty, nature, and liberty. Like dancing Greek figurines come to life, Isadora danced barefoot with her aspiring students, the "Isadorables", bringing beauty into life, inspired by the greatness of our first democracy.

Born out of her own body, she discovered her



Kenneth Topping

"secret language" of movement. Recognizing her dance style as groundbreaking, the public severed the connection between her dance and entertainment, identifying it as "high art", alongside classical ballet. They understood where Isadora was coming from when she said, that traditional ballet "constrains people to adopt unnatural attitudes and cramps the free expression of the emotions". Changing the face of dance in America, Isadora stood along side the freedom fighter, defying established traditions, condemning injustice where she found it, sharing her dance with children of all ages, reminding man of his own fragile humanity. The California-born dancer of Irish descent declared she was born "a dancer and a revolutionist". Uninhibited in the midst of social, political, and artistic upheaval, Isadora Duncan thrived, declaring this the century to be the one in which the "dancer of the future" would be born.

Her revolution was just getting started when she died tragically at the young age of forty-nine. The trail of freedom Isadora blazed lit the way for Ruth St. Denis, a New Jersey girl, who would become known as "the first lady of American Dance". Continuing the battle against tradition and the fight for hearts and minds, she, with Ted Shawn (more on him later), would open the first American school of dance to train the "dancers of the future": the modern dance pioneers. They would go on to create new dance techniques, new approaches to choreography, and new concepts for dance theater. But before getting too far ahead of ourselves, let's take a look at "the first lady of American Dance", Ruth St. Denis, whose passion for dance was awakened, believe it or not, by an ad for cigarettes.

In 1905, as Isadora opened her first of many dance schools in Europe (Germany),

Ruth St. Denis was touring as an actress with the David Belasco Theater Company. While on tour in Buffalo, New York, she walked into a drugstore and sat down at the soda counter. Across from her hung a poster, a cigarette advertisement depicting the image of a mysterious goddess. "It struck me like a blow", she said. The goddess Isis perched on her throne, framed by majestic temple columns, looked up to the heavens, her eyes seeming to question and answer simultaneously. The deity "sat there staring out into the eternities [giving me] the opposite stillness to the tremendous energy that was going on as a girl all the time", she said. This was a time with no radio, no television, and no internet, when print advertising ruled the day. Being the true artist she was, Ruth's heightened sensitivity, constantly receptive to the world of ideas, to the world of emotion, to the world generally, had a visceral reaction to this ad for "Egyptian Deities" cigarettes, allowing life, the source

of her art, to flow through her. Another person may have purchased a pack of cigarettes. Ruth bought the poster. This marked the beginning of a lifelong exploration of Eastern civilizations and their gods. She began searching city libraries and museums for facts and artifacts. While still working as an actress with Belasco, Ruth began choreographing a solo based on the goddess Isis from the poster. One solo led to the next, and the next, and so on, until she had a collection of "oriental solos", as she called them.

In a recorded interview in 1968, Ruth St. Denis was asked "how long she'd danced with Belasco?" Sounding somewhat offended, she responded, "I didn't dance with Belasco. I was an actress". She prided herself as a dancer and actress, having studied the technique of Fracius Delsarte, (1811-1871), a French musician and teacher, whose movement studies for actors focused on connecting inner emotional experience to observed natural human gestures and movements, a technique later adopted and expanded upon by the great Russian acting teacher Constantin Stanislavski. Her first real dance start, though, came before she began acting professionally. Like many other dance artists in the early 1900's, Ruth danced with Vaudeville, landing a job in a new show with the help of her ever-encouraging mother. Ruth said she would never have had her career in dance if not for her mother, saying, "I owe it all to her".

Figuring prominently throughout her life (and as protective as Gypsy's Mama Rose was of her daughter, June), Ruth's mother drove her from their farm house in Newark, New Jersey to The Big Apple to join a line of young hopefuls waiting their turn to audition for a spot in a new Vaudeville production. Her mother would have gleefully bellowed out "You gotta get a gimmick...if you wanna be a star", but Sondheim's



Ruth St. Denis

lyrics were not yet dreamt of. Instead, Mrs. Dennis proudly declared to the other girls, and to the casting director, that her 16-year-old daughter's extraordinary "slow kicks" (high kick with slow descent) would be her golden ticket to Vaudeville. And like Mama Rose, she was right. Under mother Dennis's watchful eye, Ruth performed five shows a day, six days a week, for \$25.00. Directors and audience members took note of Ruth's captivating stage presence as she instinctively combined acting with movement and movement with acting. The attention and praise built her confidence as a performer, but it didn't take long for her to grow weary of showing off her "slow kicks" week after week. Leaving Vaudeville, she leapt onto the stage of the David Belasco Theater group, where she began touring, not as a dancer, but as an actress.

Upon exiting the soda shop with her poster, Ruth began imagining movement for a solo. In just a few days it was done. She called it "Egypta". It may possibly have been the most profitable gain, at least culturally, ever made by a tobacco company. This solo was followed by "Radha – A Hindu Temple Dance". Like Isadora's dances, Ruth embraced feminine sensuality as a transcendent quality. Eventually grabbing the attention of a booking agent, Ruth finally left Belasco to dance full time, performing among the same salons of society ladies who provided Isadora with an escape from the commercialism she so detested. Unlike Isadora whose inspiration often came from music, Ruth chose specific landscapes, specific characters, and specific ideas, of course all Eastern, for her choreography. She adopted a persona on stage in much the same way an actor transforms into the character of a play.

Believing that every god possessed mysteries worth exploring, Ruth identified the qualities of Radha, Krishna, and others, successfully duplicating their quiet power. Radha begins with her sitting in a lotus position, bejeweled in an ornate headdress, her body decorated in gems. She descends from her shrine to perform five brief dances depicting the five senses. The "loop of pearls excite her eyes; the little bells that she shakes enchant her hearing; for 'smell' she twines ropes of flowers around herself and arches back; a cup of wine intoxicates her.

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Nevertheless, They Persisted

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to increase women's visibility in the media, Hillary Clinton, the first woman to win a major-party nomination for president, and Ibtihaj Muhammad, who made history as the first female Muslim-American athlete to earn a medal at the Olympics while also wearing a hijab. These brave women, and so many more, have repeatedly stood in the face of discrimination and marginalization to make their mark on the world and pave the way for others.

Most recently, the #MeToo movement created by Queens native Tarana Burke, founder of Just Be Inc. and senior director of the Brooklyn-based nonprofit Girls for Gender Equity, has added renewed energy to the fight for equality. The solidarity campaign has brought attention to sexual assault and harassment issues that have plagued our society for far too long, joining the rallying cries of the millions who marched through the streets to demand equality and greater progress following the 2016 election. Grassroots movements like #MeToo are pushing forward to break down the barriers which have restricted women in their pursuit of health, happiness and gender equality.

In a time when much of the headway we have made is being threatened by a hostile federal administration, my work in the Assembly includes a persistent focus on protecting and strengthening women's rights. More than half of minimum wage workers in New York are women. That is why in 2017 we raised the minimum wage so that they have a greater chance to get ahead and reach economic security. We also established a paid family leave program so that women are not punished for caring for their families. We are also continuing the push to ensure a woman's reproductive health decisions are hers to make. All of these changes started with one individual who raised their voice, initiating a ripple of change.

Since assuming office in 2015, I have sponsored and cosponsored several bills for women's equality. I sponsored a bill which was signed into law to expand access to breast cancer screenings without cost sharing, to include breast tomosynthesis screenings also known as 3D Mammography. We have received inquiries from legislators from other states seeking to pursue similar legislation. This session, I hope to posthumously honor Edie Windsor, lead plaintiff in *United States v. Windsor* which successfully overturned the Defense of Marriage Act. She is a woman who changed the course for LGBT individuals in the US by standing up to the federal government and winning, and she deserves to be recognized and remembered. On Women's International Day, we passed the Equal Rights Amendment (ERA) Resolution calling on the 115th Congress to ratify the ERA into the Constitution. I will continue the momentum with an Equal Rights Amendment bill to ensure women equal rights under our New York State Constitution. Until women are recognized under our constitution and for their noble persistence and contributions in every field, we will never reach full equality. I will keep up the fight to ensure that

Empathy and Education

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that are still rampant in our society.

This was hard for me to hear. To be called out by a friend for what I perceived as innocent "locker room talk" among friends who considered themselves inclusive, kind, and progressive shook me. It was awkward, and I was embarrassed to have used such language at all. I tell this story now because I believe one way we can effectively develop empathy among our students, especially our boys, is to have the courage to share some of the hard lessons that we have learned ourselves. In doing so, we can create safe and supportive environments where empathy can grow alongside academics, athletics, or the arts.

If I want to introduce students in my history class to the LGBTQ social movements, we could watch *Milk*, research the Stonewall Riots, and debate the opinions from *The United States v. Windsor*. But if I really want to teach empathy, kindness, and character in addition to the content of my lesson plan, I can use real, personal anecdotes to demonstrate that I have been at fault, too, that I have made mistakes and will continue to, but that I can learn and grow. I'm not an advocate for radical transparency--there are some things we should keep private--but deftly done, this honesty can be a powerful tool. By modeling our own personal growth, a teacher is transformed from a purveyor of knowledge into a real role model, mentor, and human--real humans with whom our real students can empathize--thereby creating a safe, supportive, and honest environment where our students can learn about themselves by learning on us.

As we celebrate Carmen Fariña's illustrious career, we should remember, in particular, the kindness and empathy with which she led our schools. Teachers, school leaders, and parents can honor her legacy--and honor our responsibility to our students--by considering approaches to the teaching of empathy in our places of learning. My suggestion here is only one such approach, but I hope it compels us toward further discussion. #

Judith S. Kaye HS

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city agencies to provide additional resources, and employs a full-time school culture and climate director. JSK provides both morning and afternoon course offerings and blended learning tailored to meet individual student needs along with enrichment programs and arts courses. #

Carol Sterling is an Advisory Board member of the Judith S. Kaye High School. For more information please email the principal, Andrew Brown, at abrown192@schools.nyc.gov.

my constituents' voices are heard and their ideas are put into motion like the grassroots movements that are sweeping our nation.

We hope you may be able to join us for an inspiring and uplifting evening on March 8. Join us, as never before, as we celebrate, agitate and no longer wait-- for equality as we work to improve the economic and social future of our great state. #

Unmask Sperm Donors?

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in communities where donation is stigmatized, identifying donors risks drying up the supply entirely. Without anonymous donation, IVF babies like Arthur Kermalvezen might not exist at all.

Some commonsense common ground is available. The simplest approach is to require all sperm donors seeking anonymity to undergo genetic testing and to provide complete medical records from a personal physician prior to donation. While potential donors might lie on a medical screening form, fabricating an entire medical chart would prove far more challenging. One drawback is that genetic testing can only screen for conditions known at present. Who knows what genetic and epigenetic phenomena will be part of one's medical history in future years. Another alternative to address this concern would require storing DNA for later analysis, but such a requirement entails both a privacy risk and the danger that this same DNA can be used to identify the donor.

Of course, the common ground makes sense only if the goal is to know one's genetic and familiar history--rather than pursuit of the more abstract right to know the actual identity of one's father. Why this would be a fundamental right--independent of its practical implications--remains unclear? After all, babies are born to single mothers every day, many of whom never learn their father's identities, and whether or not such circumstances are ideal, few would argue the fundamental rights of these children have been violated. #

On the Autism Spectrum

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ness, understanding finances, or maintaining relationships.

Social communicative competency instruction works on adults' expressive and receptive language skills, helping them to establish and maintain relationships, solve breakdowns in social communication, and consider the perspective of others. Teacher and facilitator Kelli Foreman, for example, leads discussions on facial expression, body language, eye contact, and other nonverbal communication. According to Ms. Foreman, students' progress is appreciated during the year. At the beginning, for example, some students are more introverted, but show outward signals of anxiety biting nails. Through the year, the cohort becomes more open and confident. Participants discuss and role play scenarios that affect communication in mainstream milieu. Students participate in a non-threatening way in which all students feel the freedom to make positive contributions to the discussions, to disagree, and to give and receive constructive criticism. For students with outward signs of stress, other students show support and encouragement, signs that the lessons on empathy learned in other classes are internalized and being applied to this situation.

In the afternoon, participants take additional classes at the University, do their homework,

Shootings & 2nd Amendment

continued from page 5

served on active duty in the U.S. Army for two years. While serving, I joined the National Rifle Association and contemplated purchasing a personal firearm. However, my attitude changed shortly thereafter as my views on the possession of firearms came into conflict with the philosophy of the NRA. The NRA champions the right to bear arms, which it contends is based upon the 2nd Amendment to the U.S. Constitution. The wording of the 2nd Amendment, however, does not grant the absolute right to bear arms.

The 2nd Amendment says, in its entirety, "A well regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed."

The meaning of these 27 words has been the subject of numerous litigations and Court interpretations, but the one issue that our Supreme Court has agreed upon is that the right to possess firearms is not without some limitation. The problem is in defining this limitation.

Unfortunately, the meaning of the 2nd Amendment continues to be a work in progress in the Supreme Court. The issue most recently arose within a week after the Parkland tragedy, on February 20, when the Court denied a request to review a decision (such a request to the Supreme Court is called a 'Writ of Certiorari') of the Ninth Circuit Court of Appeals, which affirmed a California decision mandating a ten-day waiting period before permitting the purchase of a gun, in *Jeff Silvester, et.al. v. Xavier Becerra, Attorney General of California*. Justice Clarence Thomas issued a dissent from the denial of certiorari by all of the other members of the Supreme Court, in a stinging rebuke to them, in which he said that the 2nd Amendment "protects the right of the people to keep and bear arms" and that "courts cannot subject laws that burden" such right. Justice Thomas went on to chastise the other members of the Court, saying that "the Ninth Circuit's deviation from ordinary principles of law is unfortunate, though not surprising. Its dismissive treatment of petitioners' challenge is emblematic of a larger trend."

Although Justice Thomas is entitled to his view, the view appears to mirror that of the NRA, which fortunately, in this instance, was not the view of any of the other members of the Court. #

exercise or play sports at the University's Recreation Center, and have time to relax. In the evenings, residents learn life skills to maintain a home, such as learning to cook dinner and clean a kitchen, bathroom, living room, and other common areas of a home, and participating in community social activities such as watching and discussing movies. A typical day for a resident starts as early as 7:00 am and ends as late as 10:30 pm.

Adults on the spectrum should not have to live on their own "sky island" if they and their families don't choose to. Chapel Haven West provides a safe environment in which participants learn and apply the necessary skills for their independence. #

Deborah Shanley*continued from page 4*

tinue to support those educators that serve our students and families in our schools. The new book, *Working Together: Enhancing Urban Educator Quality Through School-University Partnerships* I co-edited documents the work recognized by the Council of the Great City Schools (CGCS) of these partnerships and others that can help us think through the complexities and contexts in which our work is anchored. All of my work over 20 years with Michael Casserly and his team at the Council has been a high point - serving on the Ex. Board, Chairing the Colleges of Education group and being a member of the Males of Color Initiative and co-chairing the Achievement and Professional Task Force have been highlights to helping Support and build bridges with our urban districts and locally with the DOE.

At Medgar Evers College, (1) building “the Para of all Para Programs”; (2) the International work and partnerships built with Sierra Leone and Vietnam; At Brooklyn College - (1) Diversifying the faculty at BC to reflect the changing demographics in Brooklyn; At Lehman - (1) connecting the dots with a range of Bronx Community partners with our educator preparation programs; At NYS level - continue to serve on NYS Task Forces revisiting educator preparation regulations.

At National Level with the National Park System, I am proud of the work I’ve done as a National Parks Second Century Commissioner to develop a vision and supporting policy recommendations.

MENTORS: My HS English teacher-Paul McPadden; my graduate advisor, Dr. Jay Powell.

TURNING POINT: 1. Building an experimental program for 7-9 graders in Miami-Dade.

GOALS: To stay focused on developing a 5 Year Lehman Educator Preparation Plan to improve our schools and to keep our work & programs at Lehman of high quality. #

Isadora and St. Ruth*continued from page 24*

Building to the most dangerous sense, touch, she dons a long skirt and, reclining, kisses her fingertips, caresses her body.” At the climactic ending Ruth “spins in orgasmic forgetfulness of self” and with “her sensational lesson ended, renounces these dangerous pleasures and returns to her shrine.” In the beginning, Ruth’s naive American perspective of the East, perhaps due to her lack of firsthand exposure to these far off places, made her interpretations less than culturally accurate, but this did not detract from the discovery she was making in the power of ritual and the recognition of the sacred. These qualities would become part of Ruth St. Denis’s lifetime approach to dance, imparting them to her many students at the future Denishawn School.

In 1906 Ruth followed Isadora’s lead embarking on a European tour where her ideas were embraced by poets, sculptures, writers, artists, and dancers. After three years of performing, choreographing, and collaborating with other

Drs. Irina & Thomas Bock*continued from page 4*

riers of an inherited BRCA gene mutation. People with a BRCA gene mutation face a very high risk of developing five aggressive cancers (breast, ovarian, prostate, pancreatic cancer and malignant melanoma), often at an early age.

CHALLENGES: The two historic hurdles to cancer prevention have been, first, the absence of an indicator (biomarker) pointing to healthy people who will develop cancer or to the earliest pre-cancer changes in healthy cells. Without knowing whom or what to study, it is unclear where to even start prevention research.

Secondly, investors and talent hesitate to pioneer a preventive therapy because it is more challenging and may take longer than following proven paths for developing another treatment. This impacts the predictability and pace of financial return as well as of scientific publications, notoriety and careers.

To overcome the first hurdle, we at HeritX initially focus on a cancer – inherited BRCA cancer – for which a biomarker already exists, and whose biology suggests that its prevention will create a prototype for preventing other cancers. We believe BRCA is a gateway to cancer prevention at large. In inherited BRCA cancer, we already know the first step in its development (the inherited BRCA gene mutation), we can identify people at risk of these cancers (through BRCA genetic testing), and we can

artists, Ruth returned to America where she toured the country with her new dances. Her success was unprecedented. Even Isadora’s popularity did not reach this level, finding her great success in Europe and Russia. Critics praised Ruth’s transcendent art while audiences cheered. She crossed the continent, opening people’s minds and hearts, nurturing a new audience for the modern dance pioneers soon to follow. In 1914 Ruth St. Denis founded, with Ted Shawn (more on him later), the first dance school in America, introducing techniques and dance styles from every corner of the world. It would become a remarkable and successful laboratory for the 20th century artists, the “dancers of the future”, to create their own dances and their own techniques.

Isadora Duncan dreamt of a Utopia where all children and adults learned to value what is invisible to the human eye and felt by the human heart, wanting to return dance to its origin, life. Her spirit of independence and freedom urged on the revolution. She opened the door to a new world and Ruth walked through. Discovering the power of ritual and the mystery of the sacred in Hinduism and Buddhism, Ruth said, “Rhythm in other ages and in other countries has been part of religion. Rhythm has been in religion for thousands of years. Dance was their gift to the gods: a salute to the gods”. Isadora’s revolutionary spirit and Ruth’s passion for the sacred profoundly inspired the modern dance pioneers like Martha Graham and Doris Humphrey who would enroll in The Denishawn School and be mentored by Ruth St. Denis and Ted Shawn (more on him later). I salute Isadora and Ruth, the true birth mothers of American Modern Dance. #

therefore focus biomedical tools and technologies on the BRCA biology and related molecular pathways to stop cancer before it starts.

To address this second barrier, HeritX applies an open source approach for identifying the best ideas from all fields, sectors and geographies – going beyond the abilities of single institutions or specialties. HeritX has also created a faster research and development (R&D) model to turn scientific ideas into FDA-approved preventive therapies. To succeed, HeritX not only works together with some of the most creative academic researchers but also with some of the most experienced biopharmaceutical drug development experts.

PROUDEST MOMENTS OR BREAKTHROUGHS: Right after Irina had been diagnosed with two inherited BRCA cancers, breast cancer and melanoma, I reached out to many experts in the cancer field which was facilitated by having worked in cancer medicine, research and drug development myself for more than 25 years.

However, I did not find a comprehensive scientific effort that made Irina and me confident that our children and their generation will have available preventive therapies that protect them from BRCA and other cancers. On the contrary, most experts found this goal either too difficult, taking too long, or unconvincing for funders.

The HeritX Banbury Conference in November 2015 changed this. After two days, together with some of the leading researchers, drug developers, FDA experts and families affected by BRCA cancers, we were able to develop and agree on a goal, path and specific actions forward, the HeritX Accelerated Roadmap to Prevention. The participants left our workshop with great enthusiasm, ready to start working on the Roadmap in their labs.

I still remember looking from the conference facilities at Cold Spring Harbor Laboratory over the Long Island Sound – right after the workshop – and saying to myself, “We no longer wait for cancer and then do something. This is the beginning of the new cancer paradigm, of prevention.”

HOPES FOR THE FUTURE: Cancer can and must be prevented. We believe it is possible to spare people the experience of cancer, for example through vaccines that eliminate pre-cancer cells before they turn into cancer. This has already been achieved in the field of infectious diseases, and several life-threatening infections have been eliminated. Our vision and goal is to make this possible also for cancer. #

Gail Boyd*continued from page 4*

even if the destination is not clear. It was many years before I got the import of that saying.

TURNING POINT: I can’t actually think of a turning point because in terms of my career, I have gone on a straight path from very young age. If I have any regrets it is that I didn’t give myself a chance to explore other options as I went through school and in my career. I guess one turning point was going into management instead of following a career in law alone.

GOALS: Staying relevant on these shifting sands of the music industry. Representing my

What Do We Ask of Teachers?*continued from page 4*

review. Speaking to me from across sixty years I find these mementos (a sort of time capsule of a teacher’s career) both incredibly poignant and quite helpful as I consider this latest debate.

The pictures of an elegantly dressed, ‘professional’ young woman at her junior high school desk in 1948; the Fifties’ yearbooks that attest in glowing terms to the personal attention the students have received from their teachers; the correspondence extending forward for decades after graduation, detailing gratitude for a special kindness or lesson at critical time: this is more than just personal testimony about one twentieth century teacher, however special. These artifacts demonstrate to me anew that we have always expected our teachers, and especially our public school teachers, to be more than other humans. The comments are addressed not just to a person, but to an individual who is ably enacting the critical role of public school teacher. We want, and have always wanted, teachers who embody our aspirations for their students, who serve as role models, and beacons, and who act in such a way that the shadow cast leans long into the lifetimes they have touched. We entrust to them that most important of societal and familial tasks, the care and education of our children. Regardless of how real our commitment is to supporting teachers, we continue today to ask them to meet this near impossible standard. Asking teachers to serve in this role may be unrealistic, but it is a goal worthy of our best aspirations as a society.

To the students of Parkland, I say well done to have shaped the conversation in such a way as to focus the responsibility for your care broadly on the rest of us. We must shoulder it and work with you to fulfill the promise of “Never again.” To the leader who calls teachers to arms, I suggest that freighted with our expectations for preparing the next generation, teachers already embody an ideal of practice demands our respect and support. Bonus compensation tied not to this task, but to weapons training, will continue to miss entirely the fact that daily we already ask --and expect --our teachers to be larger than life. #



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clients to the best of my ability. Continuing to enjoy my family. #

Cheryl Wills*continued from page 3*

enslaved to being free. Sandy Wills bolted from a suffocating slave plantation in 1863 and enlisted in President Lincoln's Union Army - The United States Colored Troops. Grandpa Sandy returned a free man and married Emma and they had nine children. As a married couple, they set in motion a new legacy of freedom and literacy in my family. Not a soul in the family spoke their names in more than a century ... future generations of the family forgot they even existed!

I am most proud that I found them - and extracted the richness of their lives... stories that I now use to inspire students all across the country. I share Sandy & Emma's story with hopes that students will find their own ancestors and unearth the richness in their family legacies. And then I hope they use those stories as a springboard for their own success.

I am extremely proud that I took two people who the world viewed as insignificant ... and made them significant and relevant!

MENTORS: The most influential mentors in my life is Philip O'Brien. He was the executive producer at Fox 5 in New York and I was fresh out of college. After three years, he allowed me to write scripts for the newscast on weekends. After recognizing my talent, he recruited me in 1992 to help launch an experiment called NY1 News. 25 years later, I am the primetime anchor of NY1 Live at Ten and host of the public affairs talk show "In Focus with Cheryl Wills". None of this would have happened had I not met Mr. O'Brien - who remains a friend today.

I also credit Lyn Brown, an anchor at Fox 5 who mentored me as a production assistant. She is now retired but she was a huge influence.

TURNING POINT: A turning point in my life was when I discovered my great-great-great grandparents Sandy & Emma Wills in 2009! It was then that I commenced a series of books about their lives.

Die Free: A Heroic Family Tale (2010), The Emancipation of Grandpa Sandy Wills (2016), Emancipated: My Family's Fight for Freedom (2018) and I'm currently working on a fourth book solely about my great-great-great grandmother Emma! She was a soldier in her own right. After her husband died, she hired a lawyer and fought for her pension. She also made sure her children were able to read and write.

GOALS: Public television is working on a documentary about my journey back to Haywood County - the plantation where Sandy & Emma Wills once lived. I am in search of their final resting place. They were buried in an unmarked grave. I think I have located where they are. I plan to use ground penetrating technology to pinpoint their whereabouts and once a final confirmation is made, I will have Sandy and Emma specifically removed and put into a military cemetery... with honors.

In addition to being a journalist, I'm proud to say that I'm also a teacher. I consider it a divine duty to help people bring their family trees to life. Using the past to empower the future: that's my lesson plan. #

Eradicate School Shootings*continued from page 5*

used in districts in New York City, Long Island, Southern California, and Montana. Created by NYC-based CEO Jeffrey Ervine and his expert team of educators and technologists, Bridg-it's features include three components which school authorities can use to benefit their school communities comprehensively and conclusively:

1. An APP for the Smartphone or any web-enabled device which students without personal recourse can use to make confidential reports to their school authorities that they are being bullied relentlessly;
2. An electronic library of over 2000 videos, books, articles, lesson plans, and student assignments to serve as "teachable moments" to inculcate restorative justice and practice into the hearts and minds of bullies and victims alike; and
3. An electronic database that analyzes and graphically depicts in real time the specific trends of students' bullying and other at-risk behaviors on a continual and consistent basis to alert their school administrators to highly potential disrupters in their school communities.

Bridg-it has already proven to be an efficient and effective technology tool in one Brooklyn public middle school of 1400 diverse students. According to IS 228 Principal Dominick D'Angelo, the implementation of Bridg-it's three-pronged system has been instrumental in reducing the number of school incidents by 75% over a three-year period.

Most importantly, Bridg-it can help facilitate the prevention of escalated school incidents by:

1. Giving students who are bullied relentlessly a voice and recourse through 24/7 access to alert their school authorities and reduce students' feelings of isolation, humiliation and helplessness that accompany being bullied;
2. Providing materials from its Resource Center Library to educate bullies, victims, their teachers, classmates, and parents on restorative strategies to curtail the negativity and toxicity of their behaviors and restore the emotional positivity of their school communities; and
3. Providing real-time quantitative and qualitative data about student outliers who show consistent threatening and violent behavior toward their classmates and other members of their communities, the better to identify highly potential disrupters of their school environments.

Immediate gun law reform notwithstanding, an approach such as Bridg-it represents a viable and available game-changer that Americans are clamoring for at this crucial time. As a society, we can ill afford not to embrace all that Bridg-it provides to keep our children safe and productive in their now too often menaced learning environments. For the sake of our K-12 school-children and for us all, the time to implement Bridg-it is NOW! #

Dr. Michael C. Gillespie is Chief Academic Officer of Bridg-it, LLC. He is a retired dean of Academic Affairs at the Borough of Manhattan Community College/The City University of New York.

For more information about Bridg-it, go to bridg.it.com

President Jennifer J. Raab*continued from page 2*

have invested significantly in the sciences and in the arts. We have also expanded our physical footprint considerably. Hunter's Silberman School of Social Work is now based in East Harlem, our studio arts programs are at 205 Hudson Street, our theater department has relocated to the new Baker Theatre Building, and we purchased a floor in the Belfer Research Building where Hunter scientists work alongside researchers from Weill Cornell Medical College in a rare public-private partnership. We restored the beautiful Roosevelt House, the former New York home of Franklin and Eleanor Roosevelt, which serves as the home of Hunter's new Public Policy Institute and now houses our Grove program, connecting engaged public policy scholars with lawmakers and city leaders for projects and internships. We have also begun a new initiative entitled CUNY 2x, funded by a grant from New York City to bolster our Computer Science department and spearhead an impressive new internship initiative. Hunter's soaring reputation as a top urban public university is reflected in an ever-increasing roster of accolades and distinctions. In 2017 alone, Hunter was named a top Fulbright producer, one of Princeton Review's "50 Colleges that Create Futures," a "Best Regional University, North" according to U.S. News and World Report, and among Money Magazine and Kiplinger's top college lists.

ACCOMPLISHMENTS: I am proud that I have made a career of public service. I am proud to have made a difference and to continue to make a difference to the people of New York, my lifelong home and the greatest city in the world. And I am proud to have passed on to my children the same love and appreciation of public service. I am particularly delighted to announce that Hunter's commitment to student success and scholarship in policy and public service has made a difference in the lives of many first generation Americans as well as new immigrants to our country. Last year, our first Marshall Scholar, Faiza Masood, a daughter of Pakistani immigrants, was announced. And this year our first Rhodes scholar, Thamara Jean, a daughter of Haitian immigrants was named.

MENTORS: My law professors at Harvard taught me so much about how to think critically and how to approach the questions that really matter. People like Martha Minow, an expert on education equality, and Kathleen Sullivan, one of the nation's leading scholars of constitutional law, did more than prepare me. They inspired me with their commitment to the pursuit of justice.

TURNING POINT: Hunter College High School, certainly. As a child from a low-income, one-parent family, and the youngest of four, I did not expect to have much of a chance of going to college. Getting in to Hunter College High School literally changed my life and opened up doors I never could have passed through otherwise. I became the first in my family to graduate from college and also to go on to get two graduate degrees. It instilled a love of learning and a sense of responsibility and hard work that will stay with me forever. In fact, at a recent event at Hunter College, fellow Hunter College

Dr. Christine D. Cea*continued from page 3*

professor in Psychology at CUNY was particularly supportive and provided the positive reinforcement I needed to succeed. I remember her asking each of her students to imagine where they saw themselves in 5 years. This thought provoking question had only one response for me, "In graduate school, of course!" The other person who had great influence on my thinking mentored my dissertation at Fordham University. She is an expert in the field of ethics and underserved populations — a topic that was near and dear to me.

Others inspired me as well. The parents (mothers in particular) of children with disabilities from past generations have been the strongest advocates for social change for their children. These women helped close institutions and helped to shape the life experiences and the freedom that people with disabilities enjoy today. Through their advocacy, they have set examples for the present and future generations.

TURNING POINT: Certainly the decision to return to school was a turning point for me. Obtaining a doctorate opened the door to opportunities that would not have been possible without it.

GOALS: To continue doing what I started out to do, make lives better for persons with disabilities and their families; mentoring others; enjoying my time with my family and close friends. #

Shelly Chandler*continued from page 3*

ally through many years of higher education and through many progressively challenging jobs.

TURNING POINT: Earning a doctoral degree was a turning point for me. It opened up doors that would have remained shut to a female without an advanced degree. It seemed like I was taken more seriously and considered a person with something to offer.

Working for the current president of Beacon College has also been a positive turning point for me. He recognized my leadership skills and hard work and made me feel like an integral part of the leadership team.

GOALS: My goals for the future include working hard at Beacon College to continually improve its programs and services so more students with learning disabilities can achieve an education and be productive members of society. #

High School Alumnus Lin-Manuel Miranda and I welcomed Bill and Melinda Gates to the stage to learn about their philanthropic plans for the year. Lin-Manuel gave voice to my own feelings of gratitude for the excellent education we both received at the High School.

GOALS: To continue to follow, and inspire others to follow, the spirit of the great Hunter College motto: *Mihi Cura Futuri*, translated as "The care of the future is mine." I will care for the future by making sure Hunter remains a place where the American Dream still comes true. #



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