

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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Susan Fuhrman photo courtesy of Candace DiCarlo

DISTINGUISHED LEADERS IN EDUCATION 2018



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DR. JOHN BILEZIKIAN
ENDOCRINOLOGY CHIEF,
COLUMBIA UNIVERSITY MEDICAL CENTER

“Education is the most powerful weapon which you can use to change the world.” —NELSON MANDELA

Ann Tisch and College Bound Initiative Celebrate Annual Gala

By LYDIA LIEBMAN

The College Bound Initiative (CBI), founded by Ann Tisch in 2001, celebrated its 17th year of excellence at their annual celebration held recently at Jazz at Lincoln Center. CBI honored three outstanding figures: Erika Irish Brown, Global Head of Diversity & Inclusion at Billboard; Wes Moore, best-selling author and CEO of Robin Hood; and Marjana Chowdhury, CBI alumna and Legal Analyst at BlackRock. This year, the format of the event changed to accommodate short live interviews between CBI students and the honorees.

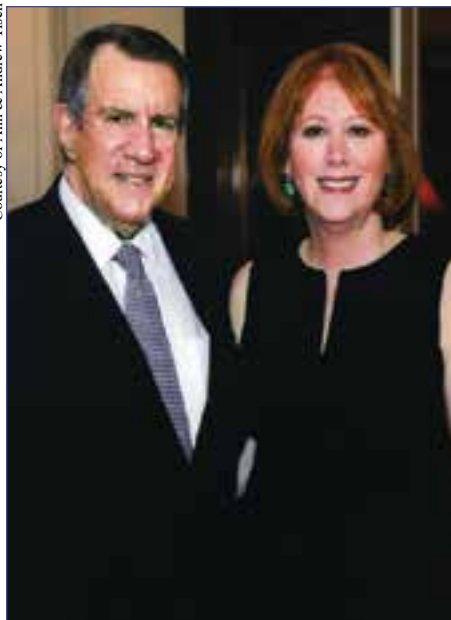
Erika Irish Brown was the first to be honored and interviewed. During the Q&A, Brown spoke about her background and shared some insight into her career path. She also shared some very important advice: Have fun in college, but remember that you are there for a purpose. "College is an opportunity," she said. Upon being asked by a CBI student if it was ok to fail, Brown answered that "the only way you can fail is if you don't try." She highlighted the importance of soliciting feedback and using those experiences in a positive way.

The second to be honored was the highly motivating Wes Moore. Moore is the CEO not only of the nonprofit Robin Hood, he is a bestselling author, social entrepreneur, army

veteran and former White House Fellow. Like Brown, Moore shared some information on his career path and explained that he wasn't always sure of what he wanted to do. "If you don't have a target, then good luck getting there," he said he realized. It was then that he created "targets" throughout his life, which helped shape him into who he is today. He also stressed the importance of college in the sense that it, along with what you learn on paper, can also have a tremendous affect on your mindset. "There is a never room that you will be in that you're in because of someone's kindness. You're there before you belong. You're there because you earned it," he said to applause.

The final honoree was Marjana Chowdhury. A philanthropist and alumna of CBI at the Young Women's Leadership School of East Harlem, Chowdhury currently works at BlackRock as a Legal Analyst. Chowdhury, who is the current titleholder of Miss Bangladesh 2018, shared her positive experience with CBI. She said that when she was a student, she would approach her CBI counselor with questions about whether she should do more extracurriculars or certain activities that were outside of her comfort zone. She said that his response was always "why not?" This advice has carried her through her adult life. "The only person who was hold-

Courtesy of Ann & Andrew Tisch



Ann & Andrew Tisch

ing me back was myself. To this day, when I grasp at opportunities the question to myself is 'why not', she said.

Like previous years, the 2018 CBI graduates will be going off to an impressive array of colleges in September. New York University, Bryn Mawr, Barnard, Columbia and Yale are just some of the institutions CBI students will be attending. This year, CBI has impacted over 18,000 students in 34 schools. #

The Ellis Island Medal of Honor to Dr. John Bilezikian

Dr. John P. Bilezikian is one of approximately 100 distinguished Americans who received this spring the Congressional Medal of Honor: The Ellis Island Award. "The Ellis Island Medals of Honor are awarded annually to a group of distinguished American citizens who exemplify a life dedicated to community service. These are individuals who preserve and celebrate the history, traditions and values of their ancestry while exemplifying the values of the American way of life, and who are dedicated to creating a better

world for us all."

Dr. Bilezikian is Vice Chair of the Department of Medicine for International Education and Research and Chief, Emeritus, of the Division of Endocrinology which he directed for three decades. He is Director of the Metabolic Bone Diseases Program at Columbia University Medical Center. Since receiving training in biomedical research at the National Institutes of Health, Dr. Bilezikian has regularly contributed new insights into our understanding of major disorders of the skeleton such as osteoporosis. Over the past four decades, he has published more than 800 articles in major medical journals and has edited or co-edited over 20 major textbooks in Endocrinology. He has held major leadership positions in virtually every clinical and research society in his specialty. He is a major national and international spokesperson for the field of metabolic bone diseases. For his ancestral homeland, Armenia, Dr. Bilezikian has delivered, over the past decade, instrumental capability and educational resources in order for the country to acquire the wherewithal to diagnose osteoporosis and be at the forefront of knowledge in the field. Regular international conferences have catapulted Armenia to the very



Dr. John Bilezikian

top of Eurasian countries in these capabilities. In October, 2017, he founded the Osteoporosis Center of Armenia which is serving not only its citizens but the entire region. Dr. Bilezikian has received numerous honors, including the award of the American Society of Bone and Mineral Research (ASBMR), of which he served as President, for excellence in clinical research. For his achievements as a premier educator, Dr. Bilezikian has received the Laureate Distinguished Educator Award (Endocrine Society), the Global Educator Award (McMaster University), and the Gideon A. Rodan Mentorship Award (ASBMR). The mentorships awards recognize the legions of national and international physicians and physician-scientists who have trained with him. He received the First Annual Global Leadership Award, now named in perpetuity for him, of the International Society of Clinical Densitometry. He also earned the Distinguished Physician Award of the American Association of Clinical Endocrinologists, as well as Lifetime Achievement and Recognition Awards from the California and Boston Armenian American Medical Societies and the Armenian American Health Professionals Organization. In 2017, he received Doctor Honoris Causa PhD degrees from the Carol Davila School of Medicine, in Romania, and from the University of Pisa, in Italy. #

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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IN THIS ISSUE

- Distinguished Leaders . . 2, 16-17
- Editorials3, 4, 5
- Law7
- Medical Update8, 30
- Healthy Schools10
- Profile: Jekalyn Carr10
- Math11
- Outstanding Educators . 18-21, 31
- Young Journalists22

GLENN CLOSE AND OTHER CHANGE MAKERS HONORED BY CHILD MIND INSTITUTE

By LYDIA LIEBMAN

Recently, the Child Mind Institute continued its annual tradition of honoring innovators with the 2018 Change Maker Awards. The event was held at Carnegie Hall and hosted by Senior Legal and Investigative Correspondent at NBC News, Cynthia McFadden. Over the course of the evening, six recognitions were awarded.

The first was the Outstanding Organization Award, which was presented to Jeff Borenstein, MD, President and CEO of Brain & Behavior Research Foundation. For over 30 years, BBRF has been the largest private funder of cutting edge research grants to advance what is known about brain and behavior disorders. “We are committed to finding the most innovative ideas that will produce better and more effective treatments and ultimately prevention methods and cures,” said Borenstein. Finalists for this category included American Academy of Child and Adolescent Psychiatry, Common Sense Media, Mental Health America and National Child Traumatic Stress Network.

First Lady of New York City Chirlane McCray, a staunch mental health advocate, introduced the next award, which was the Corporate Advocate Award. Given this year to NBCUniversal, the award is given to an organization that uses its brand and influence to encourage engagement and conversation



Glenn Close

about children’s mental health issues. Before presenting the award to host McFadden, First Lady McCray showed a clip from NBC Nightly News that focused on children with mental health disorders. “A series of this scope has the support from the top of our organization,” said McFadden, sharing that when she pitched the idea of a yearlong series on child development and mental health, it was met with almost unanimous support. She pointed out the NBC producers in attendance

continued on page 28

GUEST EDITORIAL

NEW CHALLENGES FOR PUBLIC HIGHER ED LEADERS

By JOSÉ LUIS CRUZ, PRESIDENT, HERBERT H. LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

This past year has been a challenging one for leaders in higher education, as a number of national opinion surveys revealed increased public skepticism about the value of a college degree. These sentiments closely tracked party affiliation, with Republicans casting the most doubt about the utility of higher education. But these surveys also showed increasing concern among registered Democrats, particularly about the rising cost of college and lukewarm employment prospects for new graduates.

Add to this the current administration’s calls to roll back protections that have prevented unsuspecting students from falling prey to unscrupulous for-profit colleges, and you find higher education leaders across the nation fighting a war on two fronts.

It’s up to us to convince the public — and our elected officials — that the nation’s future workforce needs education beyond high school to compete successfully in the global economy. We’ve witnessed how inaccurate perceptions can be weaponized to drive unfortunate policy decisions, so we must go on the offensive to win over an increasingly wary populace.

First, we need to do a better job demonstrating that college degrees and certificate pro-



President José Luis Cruz

grams lead to better life outcomes. Prospective students need to see that their investment of time, hard work and talent will not only lead to greater knowledge, but also to a rewarding job, promising career, and opportunities for additional study or training.

To this end, leaders must be quick to invest in programs designed to meet emerging workforce needs that are agnostic to traditional disciplinary boundaries. For example, at Lehman, stu-

continued on page 28

GUEST EDITORIAL

The End Of Graduation

By ARTHUR LEVINE

The United States is experiencing swift, deep and unrelenting change as it transitions from a national, analog, industrial economy to a global, digital, information economy. The way Americans think about their careers, their jobs and the education they require is a product of the former. The emerging era and the disruptions that accompany it will bring about profound changes in each. Between the emergence of new occupations, the declining half life of knowledge and the rise of new technologies, Americans will need more education, more frequently than ever before in history.

It is common knowledge that low end education jobs are disappearing. But that’s only part of the story; jobs requiring a great deal of education but involving routine work, even in fields such as journalism, medicine and law are also being eliminated. Some of those jobs have migrated to other countries but the overwhelming majority — four out of five — have been lost to automation.

The scale of automation-driven job loss will only increase and we can expect whole industries to vanish. For example, in 29 states the

most common job is truck driver. Driverless trucks can be expected to take those jobs and eliminate the need for the restaurants and services that support drivers as well.

Even in industries not at risk, the skills and knowledge required to perform existing jobs is continually changing, demanding both updating and raising skills just for a worker to stay in place.

The point is this. College graduation increasingly marks only the beginning of a career, providing the foundation for initial employment. In the years ahead, frequent reskilling and upskilling will become as much a norm as attending college after secondary education.

The implications for the nation and institutions of higher education are profound. For the nation, this require a redefinition of the meaning of access to college.

This subject has been on the national agenda for 70 years, since President Truman’s 1947 commission on higher education. The goal has been to ensure that all Americans have an equal opportunity to attend college to prepare for the future.

This definition of access, while still essen-



President Arthur Levine

tial today, has become insufficient. Now and in the future Americans will need access to postsecondary education throughout their lives — convenient, affordable and up to the minute education tied to market needs.

This will require funding from government and industry. Industries that downsize should be required to fund the reskilling of their workforce. Federal and state financial aid programs need to expand beyond preparation to upskilling and reskilling throughout life.

Colleges and universities need to monitor the employment marketplace to a greater extent than ever before. This requires data that are well vetted, comprehensive, easily accessible, widely publicized and up to date. It means creating new programs — degrees, certificates and stackable credentials rooted in the competencies jobs required in the growth areas — if they do not currently exist, and closing programs in dying fields. If colleges and universities do not, a burgeoning number of competing non-university postsecondary providers — for-profit and non-for-profit — will.

We should do these things because the future of the nation and our citizens depends upon them. The waning analog, industrial economy has been dependent on natural resources and physical labor. In contrast, the emerging information economy will be powered by knowledge and minds. Education is the dynamo that will drive the future in our lives and our nation. The United States requires an educated citizenry and that citizenry needs be educated throughout their lives to remain vital in a world in transition. #

Arthur Levine is the President of the Woodrow Wilson National Fellowship Foundation and President Emeritus of Teachers College, Columbia University.

MARGARET KEANE, CEO OF SYNCHRONY FINANCIAL, SPEAKS AT BARUCH COLLEGE

By LYDIA LIEBMAN

Recently, Baruch College hosted the 11th anniversary of the Burton Kossoff Business Leadership Lecture Series. This year, the guest speaker was Margaret Keane. Keane is the president and CEO of Synchrony Financial, one of the nation's premier consumer financial service companies. She led the company's successful IPO in July 2014 and a separation from GE in November 2015. In addition, she has been named one of American Banker's "Top 25 Most Powerful Women in Finance" for 11 consecutive years as well as one of Fortune's "Most Powerful Women" for the past three years.

The event kicked off with opening remarks delivered by Phyllis Kossoff. Kossoff began the lecture series in her late husband's name over a decade ago. In her opening remarks that highlighted the beginning of the second decade of the lecture series, she spoke of Burton's illustrious career accomplishments and thanked Baruch College for continuing his legacy.

Next, Keane took to the podium along with Baruch students who interviewed her in an informal fashion. Some of the early questions revolved around Keane's upbringing. She told



Margaret Keane

of her self-described humble beginning; she was the first in her family to go to college and she started her career as a collector in Queens at Citi Bank. She rose up in the ranks at Citi Bank quickly before beginning work at GE.

Keane also spoke of the responsibility she feels, as a female CEO, to act as a positive role model and inspiration to other women. "I think it's important to share my story so that every-

continued on page 28

Hunter Student Thamara Jean Named a 2018 Rhodes Scholar

Hunter College student Thamara Jean '18 has been named a Rhodes Scholar, the first Hunter student to receive this prestigious award. Jean, who was born in Brooklyn to Haitian immigrants and graduated from Edward R. Murrow High School, is one of only 32 Americans selected. A Rhodes Scholarship is the oldest and best known award for international study and considered the most famous academic award available to American college graduates.

"Thamara Jean is an amazing story," said Hunter College president Jennifer J. Raab. "She is an extraordinary young scholar and activist who will make her mark as a public intellectual. She attended a New York City public high school before becoming a Macaulay Scholar at Hunter, and she represents Hunter's commitment to making the American Dream come true."

During her junior year, Thamara wrote a senior thesis on the Black Lives Matter movement. It was recently published in article form in the Columbia University Journal of Politics and Society. Last summer, Thamara worked as a researcher for Prof. Brandon Terry at Harvard University, who is writing a book on the intellectual history of the Black Power movement.

"We are tremendously proud of Thamara's



Thamara Jean

individual achievement, but also of this important moment for Hunter College," said President Raab. "Hunter's recently-created Office of Prestigious Scholarships and Fellowships, funded by privately raised money, is modeled after advising services at elite private universities that guide students through the top graduate-scholarship application processes. Hunter has an exceptional student body and with the new services this

continued on page 28

Hunter College Student Safia Mahjebin Wins Prestigious Truman Scholarship

President Jennifer J. Raab announced that Hunter College junior, Safia Mahjebin, has just been named a Truman Scholar. Mahjebin is one of 59 new Truman Scholars selected from among 756 candidates at 311 colleges and universities nationwide. The Truman Scholarship is one of the most coveted of nationally competitive scholarships and supports two years of graduate study. It was founded in 1975 to prepare future generations for careers in public service leadership.

"I've known Safia since her first year at Hunter and have watched her progress as a Roosevelt Scholar through a string of fellowships and public service initiatives that have distinguished her as an outstanding public service leader of the future. We are so very gratified that the Truman Foundation has recognized Safia's already significant contribution to the cause of children's rights by bestowing this distinction." While at Hunter, Mahjebin has been instrumental in helping to pass legislation to raise the legal age of marriage for girls in New York State from 14 to age 17, by testifying before the New York State Assembly.

Mahjebin is only the second student in



(L=R) Hunter College philosophy major Safia Mahjebin with Hunter College president Jennifer Raab

Hunter's history to win a Truman. Christine Curella, who majored in Urban Studies and Economics at Hunter, earned the honor in 2006-07, before getting a Master's in City Planning at the Massachusetts Institute of Technology. Curella currently works for the New York City Mayor's Office.

A philosophy major, Mahjebin became a

continued on page 28

GUEST EDITORIAL

A GLOBAL VIEW FROM CENTER STAGE AT CARNEGIE HALL

By STEPHEN SPAHN, CHANCELLOR
OF DWIGHT SCHOOL

I recently had the opportunity to stand center stage in the iconic Stern Auditorium where Tchaikovsky raised his baton to conduct Carnegie Hall's inaugural concert in 1891. The occasion was Dwight Schools' 2018 global concert, bringing together 340 performers from around the world.

While Dwight students have performed in Carnegie Hall for nearly two decades, this was the first time they took to the grand Perelman Stage. The majestic 2,800-seat venue hosted the largest sold-out audience of parents, faculty, staff, and alumni in Dwight's 146-year history. It was a magical event that brought our global community together, which as Chancellor celebrating my 50th year in education, was especially gratifying.

The concert was an extraordinary moment for our family of schools and for me personally. Students from our campuses in New York, London, Seoul, Shanghai, Dubai, and Dwight Global — our campus in the cloud — shared their talent and artistry, demonstrating Dwight's spark of genius credo in action.

Spark of genius is an interest or passion that is unique to every student — whatever captures



Chancellor Stephen Spahn

the heart, head, or hand. It is our job as educators to work individually with students to tap into what excites them, opening the door to all other learning. I have dedicated my career to igniting that spark in every student and to utilizing those talents and interests to create a personalized roadmap to a meaningful future for each one. It remains my calling and mission to this day.

I have also dedicated myself and Dwight, as a frontier IB school, to bridging boundaries and

continued on page 28

Politicians Honor the Life and Legacy of Edie Windsor (LGBTQ)

By ASSEMBLY MEMBER REBECCA SEAWRIGHT, SENATOR

Brad Hoylman, and Gabriel Blau of Equality New York joined Judith Kasen-Windsor and LGBTQ activists to celebrate the life and legacy of Edie Windsor. They announced the Legislature's introduction of a resolution commemorating Edie's tireless advocacy on behalf of LGBTQ rights throughout the country. Edie was an LGBTQ rights activist and lead plaintiff in the monumental 2013 Supreme Court case *United States v. Windsor* which successfully overturned Section 3 of the Defense of Marriage Act.

"Edie was, and always will be, an inspiration, icon and leader for the LGBTQ community and I am so fortunate to have known her," said Assembly Member Seawright. "Her dedication and commitment to fighting for equal rights should serve as a reminder to all of us: When we fight for what is right, no matter how difficult the battle, we will prevail."

Edie's tenacity and determination did not just change my life, it changed the lives of hundreds of thousands in the LGBTQ community who only wanted to exercise their basic human right to love who they love. She was a shining beacon for all in this country who fought so hard to make marriage equality a reality. Edie



NYS Assembly Member Rebecca Seawright

Windsor's legacy is a tremendous acknowledgement of how much each and every one of the LGBTQ community and allies meant to her, and how this community, through its activism and engagement, endures."

"The arc of justice bends forward only when it is pushed, and few pushed harder than Edie Windsor," said Senator Hoylman. "Her fight for equal representation under the law irrevocably changed the lives of so many LGBTQ Americans, including my own."

"Defeating DOMA would be an incredible legacy for anyone, but Edie's legacy is even

continued on page 10

2018 GILDER LEHRMAN LINCOLN PRIZE AWARDED

The 2018 Gilder Lehrman Lincoln Prize was awarded to Edward Ayers for his book, *The Thin Light of Freedom: The Civil War and Emancipation in the Heart of America* (W.W. Norton and Company).

Ayers was recognized during an event hosted by Gettysburg College and the Gilder Lehrman Institute of American History at the Union League Club in New York City recently. In addition to a \$50,000 prize, he also received a bronze replica of Augustus Saint-Gaudens' life-size bust "Lincoln the Man."

Also announced at the annual event was the establishment of a new Gilder Lehrman NEH Professorship of Civil War Era Studies at Gettysburg College. Combined with a grant from the National Endowment for the Humanities and gifts from alumni, parents, and friends, the Professorship endowment will exceed \$2,000,000.

"Edward Ayers's *Thin Light of Freedom* makes the Civil War vividly, unforgettable real by focusing on ordinary people, in ordinary communities, during the bloodiest crisis in American history," said James G. Basker, President of the Gilder Lehrman Institute of American History. "Both students of history and general readers will find this book exciting and enlightening."

Basker is one of the six Gilder Lehrman



Edward L. Ayers

Lincoln Prize Board members who decided this year's winner. In addition to Richard Gilder and Lewis Lehrman, principals of the Gilder Lehrman Institute of American History in New York and co-creators of the Gilder Lehrman Collection, other board members include Gettysburg College President Janet Morgan Riggs and Trustees Emeriti David LeVan and H. Scott Higgins.

"It is always remarkable to see the quantity and quality of scholarly work that is produced each year about Lincoln and the Civil War era, and we have special appreciation for work that

continued on page 26

GUEST EDITORIAL

Measuring The Immeasurable

By CHARO UCEDA

In order to measure we use standard values. Humans use these values to determine distance, weight, temperature, value, pressure, etc. Measurement comes down to science, and analytics are based on specific data. In line with quantitative facts, we follow the latest surveys where it says that international students contributed \$39.4 billion to the 2016 U.S. economy, according to the U.S. Department of Commerce, and the Open Doors 2017 Report indicates that about 67% of those funds come from sources outside the U.S. In addition, NAFSA's (The Association of International Educators) latest analysis finds that there are approximately 1,078,822 international students that as a result, created approximately 450,000 jobs during the 2016-2017 academic year. Indeed, these are hard figures, and we all like data collected using dependable tools of measurement. However, there are many data categories that are far more challenging at being measured—using both quantitative and qualitative studies—one of which is classified as soft data. Soft data covers elements associated with opinions, feelings, perceptions, that while very difficult to integrate in statistics, they are as important in creating a complete picture of any study. Let's for instance take the measure of the cultural value, or the value that comes from



Charo Uceda

opening our doors and arms wide to individuals who share their ideas, enthusiasm for education, competitiveness and yes, their hurdles and cultural differences. How about the value that comes from the opportunity that this brings in offering our own youngsters the chance at debating, arguing and germinating concepts, ideas and notions that may morph from being simply novel to turning them into the cutting-edge and revolutionary—a game changer per se; furthermore, what is the value of experiencing the world through diversity.

But, let's continue with more hard data. The NSA recently reported a drop of 2.2% in under-

continued on page 26

"Every Teacher is a Civics Teacher": At TC Academic Festival, Eric Liu Calls on Educators to Lead a Democratic Renewal

By SIDDHARTHA MITTER

It's safe to say that optimism is not the prevailing sentiment these days when it comes to American politics.

Liu compared democracy to teaching, asserting that both require a strong sense of belief, or perhaps an act of faith.

Eric Liu knows this. But in delivering the annual Phyllis L. Kossoff Lecture on Education and Policy at TC's tenth annual Academic Festival on April 7th, Liu – bestselling author of *You're More Powerful Than You Think: A Citizen's Guide to Making Change* and founder of Citizen University, a national non-profit dedicated to civic engagement – energized his Cowin Center audience by powerfully arguing the opposite case: That this is a time of great promise for American democratic renewal, and that all of us – particularly in the education community – have power to enact change.

Teachers College itself, Liu pointed out, was established at the height of the Gilded Age, a period similarly characterized by economic disparities and massive dislocation. Yet TC's founders had "the audacity to imagine that a teachers' college, steeped in practical methods and rooted in the life of the city could help educate the poor and thus redeem the American promise." Time

and again since then, Liu pointed out, difficult periods have produced civic progress.

"Mastery of power without character makes you a highly skilled sociopath...Power does not corrupt so much as it reveals character."

Now, with American democracy undergoing "self-inflicted fragility" – which, Liu was careful to note, has roots far deeper than just the 2016 election – we may, in fact, have embarked on a "great civic awakening: a revival of democratic practice and values."

Liu, who also directs the Aspen Institute Citizenship and American Identity Program, was awarded TC's Presidential Medal of Excellence by President Susan Fuhrman.

"Mr. Liu has taken on one of today's most urgent causes: the development of a stronger culture of citizenship through education," Fuhrman said. Bill Gaudelli, Professor of Social Studies and Education, presented Liu with a citation, telling him that "your call for civic participation is clearly the message for this politically charged moment in our nation's history."

At the core of Liu's message was a rejection of a zero-sum vision of public life. "Big Citizenship," meaning a belief in and engagement with democracy, as opposed to merely

continued on page 26

Mercy College Honors Students, Faculty & Community Members At Its 37th Annual Trustees' Scholarship Dinner



Mercy College President Tim Hall with YMCA of Central and Northern Westchester President & CEO Cynthia Rubino

Mercy College celebrated its 37th Annual Trustees' Scholarship Dinner recently at Glen Island Harbour Club, New Rochelle, NY. This year, the College honored Joseph P. Carlucci, Esq., Vice Chairman of the Mercy College Board of Trustees and Partner at Cuddy & Feder, LLP for the Community Leadership Award; Johnson & Johnson for the Community

Partnership Award; Cynthia A. Rubino '82, President and CEO of YMCA of Central and Northern Westchester for the Alumni Achievement Award; Nicoll Baez '18 for the Inaugural Award for Student Achievement; and Mercy College Assistant Professor Gary Bernstein, retired Vice President of Finance, IBM for the Lifetime Achievement Award.#

ADD WAYFINDING TO SCHOOL CURRICULUMS

By PHILIPPE DANIELIDES, ESQ.

I attended a liberal arts college – its expressed mission was to empower students with a broad knowledge base and intellectual skill set that would prepare us to thrive in the world.

In some ways, it did. I went on to a successful career as a lawyer. But then, more than a decade after graduation, I realized that even though I'd learned the necessary skills to move forward in my career, I'd been heading in the wrong direction and was now far off course.

Do you know the feeling or have a close friend or family member who picked their head up one day and had no clue where they were or how they'd gotten there?

My guess is that you do, and that's in part because our schools – even among liberal arts institutions that promote intellectual discovery – teach students how to physically move across the terrain of life (communications skills, analytical thinking, etc.) but forget to cover navigation skills.

Wayfinding is the process of orienting oneself in physical space and navigating from place to place, and is a useful metaphor for creating a life that feels the way you want to feel (my definition of success). And we can "find our way" in life by using navigational tools, just as ancient explorers used the stars or a compass.



Philippe Danielides, Esq.

The problem is that our intellectual mind, which gets most of the attention in school, isn't a wayfinding tool!

Now don't get me wrong, the mind is an incredibly powerful instrument – it should be trained and used in service of our goals. Our mistake is thinking that the mind can tell us what our goals are (i.e. which direction to head). In other words, we've been asking the mind to do something it wasn't designed for.

So then, what navigational tools do we possess? Simply put, we have our felt experience – the emotions and physical sensations that arise

continued on page 24

John B. King Jr. Delivers Annual Lehman Lecture On Closing The Academic Achievement Gap

By DAVID KOEPEL

John B. King Jr., former US Secretary of Education and nationally renowned advocate for educational equity, delivered a compelling speech at the 49th Annual Lehman Lecture, advocating for ways to close the achievement gap at the nation's primary schools and universities.

In his speech entitled "Leveling the Playing Field: Closing the Achievement Gap in the Nation's Schools and Universities," King advocated for solutions to endemic problems such as the critical importance of increasing the number of African-American and Hispanic teachers represented in the public schools. He also stressed the importance of confronting implicit bias in schools, and how exclusionary discipline unfairly singles out minority students. He praised programs at universities like Georgia State, where "intrusive advising" helps students navigate obstacles to getting a degree, and the city of Chicago's post-secondary program that seeks to help high school students establish future goals.

King, who currently serves as president and CEO of the Education Trust, a non-profit orga-



John B. King Jr.

nization that aims to identify and close opportunity and achievement gaps, also laid out the vast educational challenges facing the country, New York City, and the Bronx, by revealing the massive achievement gap that exists between white, African-American, and Hispanic students in the New York City public schools.

Earlier in the day, King toured the college and met with Lehman students who described

continued on page 24

James Leitner Pushes the Limits for Clean Drinking Water

By MIKE COHEN

Last year when James Leitner walked from Princeton to San Francisco to raise awareness of a lack of clean water in developing nations, he knew that even though his mind and body were being tested beyond reasonable limits that this was a feeling that he would want again.

"It's part of a nomadic minimal lifestyle that is addicting," said the 24-year-old Scotch Plains, NJ resident, who traveled for 143 days carrying only the bare essentials- enough to sleep comfortably and eat for three days.

The same adrenaline rush that he experienced daily on his cross-country odyssey has fueled his continued passion for clean water. On March 25, he completed a 24 hour endurance walk/run in New Jersey, and has logged countless miles since then, running all over New Jersey and New York to support his cause.

"I specifically want to bring awareness to the girls in underdeveloped nations walking to get water every day," Leitner said. "Many girls do not feel safe walking during the day and will go at night. When I visited Tanzania in 2014, I remember meeting a 13-year-old girl who leaves at midnight to make it back just in time to make her whole family breakfast in the morning."

Leitner said his quest to create awareness of the difficulty many face to get clean water



James Leitner

began in high school in Scotch Plains, when he was told to write a paper on a global issue. He took up his cause after learning that more than a billion people worldwide did not have clean drinking water and that more than two billion people did not have any form of sanitation.

"Growing up in New Jersey I never had to think about not having clean drinking water," Leitner said. "Knowing that a child who doesn't have water can't go to school, that mothers can't take care of their children and that communities can't develop and are always one

continued on page 28

Beacon College Honors Prominent International Advocate

Recently, Beacon College conferred an honorary doctorate to Sheikha Jameela bint Mohammed Al-Qasimi. As vice-president of the Supreme Council for Family Affairs, Sharjah, and director general of the Sharjah City for Humanitarian Services, she has pioneered myriad programs for individuals with disabilities. Awards recognizing her groundbreaking advocacy for the disabled include the Award of Merit from The UAE Red Crescent honoring her local and regional special needs advocacy, the “Woman of the Year” Award from Datamatrix, and the United Nations Development Program UAE Accolade for Distinguished Achievements in Humanitarian Services. Her Excellency holds a Bachelor’s degree in psychology from California State University, Chico. #

Factors Fueling a New Era for Campus Planning

By MEGHAN WEBSTER & LAUREN WANSKI

In a climate where every dollar counts, universities are getting smarter about capital improvements to the campus and approaching decision-making more like today’s developer: What is the highest and best use of space on campus today? How can we ensure that the improvements we make appeal to our ‘customers’—students, faculty and staff? How does our brand go beyond school colors and evoke the true experience of our institution?

With this shift in approach, we as designers are increasingly becoming partners at the front-end of decisions about where and how the campus can improve.

This Article Continues Online at www.EducationUpdate.com

THE ETHICS COLUMN

The Great DNA Panic

By JACOB M. APPEL MD JD

The arrest of Joseph James DeAngelo, the alleged Golden State Killer, has led to relief in some quarters and considerable handwringing in others. While law enforcement, survivors and victims’ families are all thankful to have a dangerous sociopath off the streets (as you should be too), the news media has depicted the forensic techniques leading to this arrest as an Orwellian threat to individual privacy. Fortunately, much of this concern is misplaced.

Authorities have not yet released the precise methods used, but it appears they took DNA left by the perpetrator at crime scenes four decades ago and uploaded it to a popular non-profit genealogy website, GEDMatch; they then found closely matched relatives of the unknown suspect and traced them back to DeAngelo. As far as we know, the authorities did not strong arm the company into providing personal data from its clients. The only difference between what the police did, and what ordinary consumers are asked to do, is that they used anonymous DNA from a crime scene rather than their own. (Police have for years used DNA from arrested suspects and inmates databases to match relatives to crime scene evidence, mostly notably to crack the “Grim Sleeper” case in 2010, without significant objections.) Of course, nefarious individuals might use similar techniques to prove false paternity, or unmask participants in the witness protection program, or indulge in all sorts of illicit genetic shenanigans. But these are criminal endeavors, less a reflection on the technology than the nefarious ingenuity of mankind. We don’t proscribe banks because thieves may rob them.

The closest existing endeavor to this instance of genetic crowdsourcing is the more traditional DNA dragnet. In dragnet cases, police request (or occasionally demand) DNA from



Jacob M. Appel, MD, JD

a wide swath of the populace, searching for matches with crime-scene residue. First used in Leicester, England, in 1987, this approach does raise significant privacy issues: What becomes of the “netted” DNA of innocent parties? Once acquired, the risk lingers that this DNA will be leaked, thereby exposing medical or familial secrets. Dragnets also run the risk of stigmatizing or harassing particular ethnic and economic communities; they are the high-tech equivalent of “stop-and-frisk” programs. These concerns prove less significant with crowdsourcing, as the DNA is stored on sites authorized by consumers, no subject’s DNA is actually accessed without his permission, and the wide sweep of the databases decreases the likelihood of stigmatizing particular groups or communities. Even the inconvenience of providing a cheek swab is avoided.

One caveat: The criminal justice system is not *continued on page 24*

LAW & EDUCATION

Confidentiality of Review of College Applications

By ARTHUR KATZ, JD

Should a college be able to keep confidential its process of reviewing applications for admission?

This is an issue which has arisen as a by-product in a lawsuit instituted by the group ‘Students for Fair Admissions’ (the “SFA”) against Harvard College (the “SFA/Harvard Litigation”).

The SFA represents a number of Asian-Americans who were denied admission to Harvard and contends that, because of the disproportionate large number of Asian-Americans applying to Harvard, the College, in effect, has applied quotas for Asian-Americans (similar to the pernicious un-official quotas which had been established for Jewish applicants and applicants having Jewish-sounding names in the first half of the 1900s). The SFA contends that these quotas have put Asian-Americans at a disadvantage when compared to other applicants having identical, and even lower, qualifications and, as a result, has set a higher admissions standard for Asian-Americans and forced them to compete against each other.

The principals of the SFA also were instiga-



Arthur Katz, JD

tors in the Fisher v University of Texas litigation, which I discussed in two previous columns [Education Update Sep/Oct 2013 and Jan/Feb 2016] and resulted in the U.S. Supreme Court permitting a holistic approach to college admissions in certain circumstances provided that the *continued on page 24*

Confucius Institute at China Institute Congratulates Dr. Wei-ling Wu and all the Honorees of Education Update’s Outstanding Educators of the Year 2018

Confucius Institute at China Institute is a comprehensive resource for K-12 educators and schools to learn and teach about China and Chinese language. Discover China through China Institute’s School of Chinese Studies, Gallery exhibitions, Center for Business, and public programs in the arts, culture, and humanities.



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The Blind Brothers: Passionate Advocates for Social Justice

By WILL BUNCH

A New Look For the Sight-Impaired

"I felt so fortunate to be an otherwise healthy person [with] a healthy enough attitude to do the things that I wanted."

Making sure your customers feel heard is important — especially when neither they nor you can see very well. That's the philosophy of Two Blind Brothers, a unique New York City clothing line for the sight-impaired launched in 2016 by Bradford Manning (M.A. '10) and his younger brother, Bryan.

Both Mannings are legally blind, the result of Stargardt's disease, a deficiency in metabolizing vitamin A that destroys vision in the center of the eye. Both were pursuing successful careers in finance until the 2008 recession suddenly made that field seem a chancy proposition.

Bradford enrolled in Teachers College's clinical psychology program, where he focused on how well-balanced people cope with issues like grief or traumatic stress.

"I felt so fortunate to be an otherwise healthy person with this vision impairment and to have a healthy enough attitude about it to do the things that I wanted. I wanted to understand why that isn't the case for many other people."

One day, the Mannings went clothes shopping in Bloomingdale's and, as often happens,

lost track of each other. Back outside, they discovered they'd both bought the same shirt because it was the softest one in the store. Thus was born the idea for Two Blind Brothers ("fashion with perspective") — a business that devotes its efforts to soft shirts and its proceeds to life-changing research for curing blindness, working closely with foundations such as the Foundation Fighting Blindness.

"We called our dad, and he said, 'You guys are both such terrible dressers — what are you thinking?'" Bradford recalls. For months, the Mannings sampled clothing swatches and showed potential designs for tee shirts and henleys to their not-sight-impaired friends. They knew they were on to something — but things have really taken off since they appeared on the Ellen talk show with host Ellen DeGeneres. (When she presented them with an oversized check for \$30,000, Bradford joked that it was the only thing onstage that they could see). NBC Nightly News and other venues have since picked up the story, and the brothers have quit their day jobs to manage a venture that's grown to 30 employees and may soon offer polo shirts, sweatpants and joggers.

So what, beyond softness, distinguishes clothing made for sight-impaired folks? Braille mes-

continued on page 30

Sudden Cardiac Death in Athletes

By ROBERTA DENNISON, MD

Most people recognize that physical fitness is important for overall health. Benefits include lower blood pressure, healthier weight, decreased risk of diabetes, and better mental health. Given the health benefits of exercise, the Center for Disease Control in the United States recommends adults get 150 minutes of moderate-intensity aerobic exercise per week and that children and adolescents get 60 minutes of physical activity each day. Of course, with exercise comes risk of injury to muscles, tendons, ligaments, and bones, but other more rare and serious complications can occur. The most devastating of these is the sudden death of a young, active, otherwise seemingly healthy individual during exercise or sport.

The definition of sudden cardiac death (SCD) is death due to cardiac cause occurring within 1 hour of developing symptoms. While this is a relatively rare event in athletes, SCD is the leading cause of identifiable medical death in young athletes. Recognition of this phenomenon reached medical communities in the 1970s and 1980s when a number of cases of SCD during exercise were published in medical journals. The general population caught word of some of these early cases, however, it wasn't until vast media coverage of the deaths of two famous athletes in the early 1990s that the public became increasingly aware of this risk.

In 1990, Hank Gathers, a 23 year-old NCAA

Division I All-American basketball player at Loyola Marymount University, collapsed in a game and perished shortly after. Just 3 years later, another basketball star, Reggie Lewis, team captain of the Boston Celtics, collapsed and died at age 27 at a practice facility in the off-season. Media attention to these cases and subsequent ones have increased awareness of SCD in athletes and also prompted a movement aimed at prevention.

Primary prevention has been sought through the preparticipation physical examination (PPE). As early as 1976 the American Medical Association recommended the PPE to identify athletes with conditions deemed unsafe for participation. There was very little consensus in the medical community on how screening should be approached and what should be required. Following the explosion of awareness of SCD in athletes in the 1990s, the American Heart Association published a position statement in 1996 detailing a preparticipation protocol aimed at identify athletes at risk of SCD. These recommendations have been updated periodically but preparticipation screening remains controversial. In the US, screening requirements are left up to local communities and despite widespread use of PPEs over the past 3 decades, rates of SCD in the US have not declined.

As the medical community works to improve

continued on page 30

Solving a Medical School Dilemma: Who Wants to Be The Proctologist's Very First Patient

By RICHARD CLAFLIN

A Doctor's very first patient: The most important teacher you've probably never thought about.

Many years ago I found myself sitting in a doctor's waiting room with a sore throat. Perhaps influenced by a parenting magazine on the coffee table, suddenly an odd thought occurred to me: How do gynecologists and urologists learn to do invasive exams? Who do they practice on? Manikins? Is that even helpful? I thought, how do you practice a *prostate* exam? Does some unlucky patient wind up being the first attempt for a new doctor just out of school? And...wouldn't it be awful to *be* that first patient?

To make a long, circuitous story very, very short, I find myself now training instructors to address that challenge. As I discovered, the problem of how to practice these sensitive exams creates a lot of anxiety for medical students, and hadn't been given much attention. I've spent the last several years committed to changing this.

Historically, it has been next to impossible to get anyone to volunteer to act as a "guinea pig"

for untrained hands learning how to do the invasive, stigmatized, and emotionally complicated gynecological, urogenital, and prostate exams.

No surprise there.

Professors, understandably, won't allow their own bodies to be examined by students who need to practice. Likewise, students should not be required to practice on each other. Plastic manikins simply don't work: Their hard components don't accurately feel like the delicate structures, and manikins don't provide any immediate feedback. This is a huge drawback for a student who wants to learn how to perform these exams without hurting a patient in the process.

Some students have been made to practice on anesthetized patients. Some students still are. (Note: Always read the small print when you sign consent forms before going under general anesthesia.) To their credit, students and professors have strong moral objections to this practice...and, just like manikins, there is no feedback from an anesthetized patient.

But even if there was a willing volunteer, would that really work? There is so much emo-

continued on page 30



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JOB ALERT!

The Town Hall has been an integral part of New York City's cultural life since 1921 with music, dance, and educational programs for people of all ages. Through our Educational Outreach Programs we provide high-quality arts-in-education programs for New York City public schools that address Common Core State Standards and the NYC Department of Education's Curriculum Blueprint for Teaching and Learning in the Arts. Town Hall customizes each program to suit a school's curriculum needs.

Town Hall Educational Outreach Programs annually serve over 8,000 students in the five boroughs through theatre, stagecraft, dance, music, and visual arts residencies. Town Hall teaching artists work closely with classroom teachers to plan and coordinate residencies that strengthen curriculum connections. Each residency culminates with student performances that showcase students' skills for families, school administration, and peers.

Visit thetownhall.org/careers or contact info@thetownhall.org for more information.

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DIRECTOR OF EDUCATION

Town Hall seeks a Director of Education to lead our team of 50+ teaching artists and educational programming in the 2018-2019 school year.

The Director of Education is responsible for the successful visioning and execution of all Town Hall Education programming which includes in-school and after-school arts programs with NYC public schools, workshops with seniors in our Times Square neighborhood, a new theatre initiative with court involved youth on Riker's Island, and a summer internship program with NYC high school students.

This position involves managing 50-60 part-time teaching artists during the school year and supervises 30 high school interns during the summer. The Director of Education is a senior position and reports directly to the Executive Director and Board President. This position also directly collaborates with the Director of Development.

TEACHING ARTISTS

Teaching artists bring interactive art workshops into New York City elementary, middle, and high school classrooms. These activities introduce new skills that foster creative expression, critical thinking, self-awareness, personal discipline, and build self-esteem.

Town Hall teaching artists responsibilities include:

- Developing and implementing lesson plans.
- Teaching a large, diverse group of young people from a broad range of ages and demographics.
- Working with classroom teachers and administrators as a part of a collaborative team.
- Submission of lesson plans, evaluation forms, sign in sheets, and time sheets to the office.
- Traveling between your home and partner schools.



Jekalyn Carr Inspires People to Win with Her New Book

By DOMINIQUE CARSON

Jekalyn Carr is a contemporary gospel artist who has accomplished so much at a young age. Beyond her music, Carr is an entrepreneur, preacher, and now author. When she was 15, the vocalist hit the Billboard 200 with her first Extended Play, *God has a Promise Over My Life*. The album climbed to number three on Billboard's Top Gospel Albums chart.

And now three albums later, Carr released her first book, *You Will Win!: Inspirational Strategies to Help You Overcome*. Recently she released her fourth independent album, *One Nation Under God*, and the song "You Will Win" became her second consecutive number one single; it was on the Billboard and MediaBase Gospel Airplay Charts for four weeks.

Although Carr is on the rise in gospel, her ultimate goal is to uplift people through music. She wants people to look beyond their circumstances and challenges and just trust God fully. Carr knows they can overcome any situation if they continue to acknowledge God's unchanging hand.

Education Update conversed with the Grammy nominated singer about her book, overcoming challenges, mature attitude, and upcoming projects.

EU: Why did you decide to write your book?

JC: I decided to write the book after traveling the world and listening to people's stories and struggles. I wanted to write a book where I can write encouraging words, and people can apply the meaning in their everyday lives. I want people to have a victorious life as much as possible. I want them to find their inner peace and strength. I want people to win in all areas of their lives. Now I'm not saying there won't be challenges in their journey, but I want people to find the winner in themselves. You may have heartache, pain, and stumbling blocks but you remain victorious. I want the book to be a motivational guide for people. There are 14 principles about winning. I also offer seven ways to win and 12 habits for a win.

EU: What influenced you to come up with the theme for the book?

JC: The theme of the book is to let people [know] you don't have to accept failure and defeat in your life. After reading the book, I want people to know that they can create opportunities. You have the power to be great because you were made in God's image. You have the opportunity to win and be victorious. Your circumstances don't determine who you are as a person. I want people to live the life of a winner, but you have to believe it in your heart. You must know who you are and who God is so you can live a prosperous life.

EU: Now the title of the book is also the first single from your current album, *One Nation Under God*. Let's talk about the

single.

JC: Like I said before, I want people to be inspired and that was my thought process when we recorded the single. I want to impact people with my music and overall message. I want them to know that they can tackle anything if they keep the faith and trust God. I am the messenger, but God has the final say in your life. This message is dedicated to anyone who believes there is no way out or is trying to overcome battles.

EU: Why did you decide to be a gospel artist?

JC: I wanted to be a gospel artist because the music resonates with peoples' souls and hearts. It soothes and moves them once the record starts playing. When they hear a gospel record, they're inspired and motivated to do better and be better. This is why people lean on gospel music. It gives people the courage and strength to carry on with their lives. It's amazing that you can enlighten people with music that can reshape their thinking or positioning in life. And when I saw that kind of reaction from the people with my own eyes, I knew I wanted to sing gospel music.

EU: What is the biggest challenge you've endured thus far in your life?

JC: The biggest challenge for me so far is staying positive when I'm going through things in my own personal life. It may be difficult, but I made the decision to move forward and not look back. I am moving toward my victory and ending at the finish line. I know in life, you're going to go through challenges or may you not succeed at everything right away. But you don't give up; you keep trying. Eventually, the errors you've made will be learning lessons for you and the next person.

EU: What is your instant reaction when people tell you that you're mature for your age?

JC: When I hear those compliments, I just smile and thank the person for their kind words. It makes me feel great that someone recognizes my maturity. It makes me feel that I am quite knowledgeable about life. It lets me know that I can reach people from all ages and walks of life.

EU: What are your upcoming projects in 2018?

JC: In June we're planning a women's conference in Mississippi where we can encourage women to live a well-rounded life. We want women to be well-rounded in their finances, health, and relationships, and walk with God. Women can register online and learn more about the conference by visiting youwillwin.org. The album is in stores right now so I still want to promote the album. I want this album to inspire and motivate people to make positive changes in their lives. This album is for everyone and it's available on iTunes and Google Play as well as at Target and Walmart. #

HEALTHY SCHOOLS, BETTER LEARNERS: PARTNERING FOR SUCCESS IN NEW YORK CITY

By DR. HOWELL WECHSLER

If you walk through the halls of New York City's PS1x Courtlandt School you'll find all the makings of a vibrant learning environment—enthusiastic teachers, spunky students and colorful classrooms. Located a mere mile from Yankee Stadium in the South Bronx, PS1x is not just your average public school; PS1x is a healthy school.

The school's vision—"to be happy, healthy and peaceful"—manifests in its emphasis on wellness. In the classroom, teachers incorporate movement into daily lessons to ignite students' minds for learning. At recess, students partake in organized physical activities, such as dancing or basketball. Staff meetings begin not simply with a roll call, but with a heart-pumping warm-up. Parents and community members join in the school's monthly health challenges, which promote healthy habits like meditation or increased daily movement.

The result? Happier and healthier students and staff.

For more than a decade, the Alliance for a Healthier Generation has worked with over 40,000 schools nationwide—many of them in New York City like PS1x—to transform them into healthier places. In that time, administrators and teachers have reported a consistent message: healthy students are better learners. Healthy students have higher attendance rates, improved behavior and increased test scores. We've also learned that the more students and parents actively participate in school wellness efforts, the greater the impact, as healthy habits often continue beyond the final bell and into young adulthood.

An emphasis on student and family engagement is one of the many reasons why we've proudly partnered with the New York City Department of Education, the nation's largest school district serving more than 1.1 million children in over 1,800 schools. The Department of Education holds a steadfast commitment to improving and promoting health and wellness, rooted particularly in the inclusion of students and families. I serve as a member of the district wellness advisory committee, which in 2017 approved a strengthened wellness policy that included Healthier Generation's recommended best practices in school meals, physical educa-



Dr. Howell Wechsler

tion and health education.

Thanks to the generous support of longtime kids' health advocate, Target, we've been able to grow our impact in the city over the past two years and support more schools like PS1x in reaching their wellness goals and reaping the benefits of teaching happy, healthy students.

This past semester, we had the opportunity to expand our impact even further. Target partnered with Healthier Generation and the Department of Education to distribute \$100,000 in Target GiftCards™ to support city schools in creating and sustaining healthy environments through increased student and family engagement.

Thanks to these Target GiftCards™, schools like Hunter's Point Community Middle School in Queens will be able to bring their healthy hopes to life; for example, through the investment of table tennis equipment to diversify offerings in physical education class or the creation of a student dance program that culminates in a community-wide showcase.

Looking ahead, the opportunities to replicate these schools' results in more city schools are endless. Through our continued, strengthened partnership with the Department of Education, we look forward to helping more schools in all five boroughs become healthy—giving every student the chance to build the healthy futures they deserve.

Any New York City school can become a healthy school by signing up to access Healthier Generation's free resources, tips and trainings. Get started on your journey, today! #

Dr. Howell Wechsler is the CEO of Alliance for a Healthier Generation.

Rebecca Seawright

continued from page 5

more so," said Gabriel Blau, Chair of Equality NY. "Throughout her life she pushed the limits and stood up for LGBTQ people, for youth, and for the dignity of all."

"Edie Windsor leaves behind a legacy of fierce activism that will continue to inspire the LGBTQ community for generations," said

Deborah Glick, Assembly Member.

"Everyone who is now able to marry the person they love will never forget Edie, and everyone brave enough to fight against injustice will look up to her."

Today's resolution recognizing Edie's commitment to equal rights under the law, not only celebrates the progress that has been made, but serves as a call to action for more progress to come. #

THE MATH COLUMN

USING ALGEBRA TO JUSTIFY
NUMBER CURIOSITIES

By ALFRED S. POSAMENTIER

Let's take a look at an aspect of mathematics – some simple number curiosities – that requires nothing more than the most elementary algebra, and yet is hardly ever shown to our students. This unfortunate oversight of today's teachers, caused largely because the politics today dictated by the common core standards have made teachers prone to “teach to the test,” since they are evaluated by their students' performance on standardized tests. These omissions that can enrich instruction and of course excite students about the subject of mathematics, have motivated me to write my most recent book *The Joy of Mathematics: Marvels, Novelties, and Neglected Gems that are Rarely Taught in Math Class* (Prometheus Books, 2017).

Let's consider one such phenomenon. There are lots of unusual number patterns and relationships, which often boggle the mind. Some cannot be proved (as yet!), such as the famous Goldbach conjecture, named for the German mathematician Christian Goldbach (1690–1764), who wrote a conjecture in a letter to the famous Swiss mathematician Leonhard Euler in 1742, which states: *Every even number greater than 2 can be expressed as the sum of two prime numbers.*

Try a few examples to see how this looks in practice. Here are a few examples: $6 = 3 + 3$, $18 = 13 + 5$, $24 = 19 + 5$, and so on. Goldbach also later asserted: *Every odd number greater than 5 can be expressed as the sum of three primes.* For example: $11 = 5 + 3 + 3$, $23 = 11 + 7 + 5$, and so on. The latter conjecture, also unproved, is not as widely known as the former. You might want to try verifying these conjectures with larger numbers to perhaps convince yourself that they appear to be true. This will give you a better insight into what is going on here. Let us now consider a “provable” relationship.

One plus the sum of the squares of any three consecutive odd numbers is always divisible by 12.



The beauty of this statement is manifested in the simplicity of the algebraic procedure used to prove it. First, one must establish a way to represent an odd and an even number. For any integer n , $2n$ will always be *even* and $2n+1$, the next consecutive number, must then be *odd*.

We begin by letting $2n+1$ be the middle number of the three consecutive odd numbers in consideration. Then, since the preceding odd number is 2 less than this, $[2n+1] - 2 = 2n - 1$ is the next smaller odd number. Similarly, $[2n+1] + 2 = 2n+3$ is the next larger odd number. We are now ready to represent the relationship we are seeking to prove.

$(2n-1)^2 + (2n+1)^2 + (2n+3)^2 + 1 = 12n^2 + 12n + 12 = 12(n^2 + n + 1) = 12M$ where M represents some integer. Note that since n is an integer, n^2 is also an integer, so the sum $n^2 + n + 1$ must also be an integer, and we shall represent that integer as M . We can then conclude that this sum of squares plus one is always divisible by 12. This should be merely a springboard to other similar investigations into number theory. Although we easily used elementary algebra to prove this statement, the two Goldbach conjectures have been around for centuries and countless attempts to prove their veracity have failed, yet no one has yet found an example to show that these conjectures are not true. This is what keeps mathematics alive, challenging and entertaining at the same time. #

Dr. Alfred Posamentier is currently Executive Director for Internationalization and Sponsored Programs, Long Island University, New York.

The National WWII Museum Hosts National Student Electronic Field Trip Exploring African American Experiences in World War II

The National WWII Museum will host a live, web-based program examining racial segregation and discrimination faced by many African Americans during World War II. In this interactive broadcast, students will learn how the pursuit for both victory and equality shaped the story of World War II and transformed the United States for decades to come.

Featuring student reporters in both California and New Orleans, the Field Trip will air in classrooms across the nation as WWII survivors and experts help analyze war-era racial injustices, examine artifacts from the Museum's collections and explore WWII historic sites in order to share stories of struggle, setbacks, triumphs and heroism of individuals

Born Dancing

By MELISSA VAN WIJK, M.A.

It's rare, but once in a blue moon getting stuck on a NYC subway can actually be a good thing. Like when I was stuck on the N-train a few years ago and it occurred to me that I had never seen a person with a (visible) disability in any of my dance classes. I wondered where they'd go if they wanted to dance. Then I wondered if they had a place to go. And so the idea for Born Dancing was born.... (Please indulge the obvious pun) right then and there on a stalled N-train: Born Dancing would be the place where everybody dances.

At Born Dancing we produce original full-scale dance productions, often with live music, that feature professional and novice dancers ages 8 to 70 with and without disabilities (such as Deafness, Cerebral Palsy, Muscular Dystrophy, Autism, Paralysis, Dwarfism, Down syndrome, Intellectual Disabilities and others).

Born Dancing became a nonprofit in 2014, launched dance education programs in 2015, held its inaugural evening-length performances in March 2016, created two more large productions since then in 2017 and 2018, is in pre-production for its fourth performances.

The overarching goal of Born Dancing is to facilitate the participation and employment of people with disabilities in every aspect of dance and theater production. This objective developed not only out of my musings on the N-train, but out of my work in Dance in Special Education in New York City Public Schools (District 75) as well as my graduate work in Dance Education. Three discoveries became paramount to the goals of Born Dancing:

1. That students graduating from Special Education (especially those without a high school diploma) fall off the proverbial cliff after graduation only to plummet into ongoing unemployment.

2. That disability connects disproportionately and in complex ways to race and family socioeconomic status.

3. The book *Unequal Fortunes; Snapshots from the South Bronx* by Arthur Levine and Laura Scheiber which distilled lessons from those who beat the odds of race and income. Chief among them is “contact with the world outside the neighborhood” such as a summer camp or a field trip to a college. Children and teens experiencing people with different resources, education or experiences – an experience that for them can be almost so foreign it might as well be a ‘study-abroad’.

Born Dancing not only offers dance education programs specifically to students with disabilities, it also has apprenticeship programs for adolescents with disabilities in Costume



Design, Lighting Design, Videography, Box Office/Ushering, and Stage Management. Most importantly we take our children and teens out of their day-to-day environment and into prestigious New York City theaters where they perform, design, and produce alongside professionals on equal footing. They rehearse and dance with the pros, they help pick colors for the lights and learn how to gel lights, their ideas and sketches make their way into our costumes, they usher in the audience, they are on headset behind the scenes, they steam the costumes and they run the sets and props. This week of on-site real-world learning at the theater is central to our work and approach. It is a three-ring circus where real magic happens when children and teens who have never left their Borough (true for too many of them) or who have never been to a theater to see a show (true for 14 out of 15 of our High Schoolers in 2016, for example) see their name in the program, receive roaring applause from the audience, and change their families' and friends' perception of them forever.

Over time we will develop multi-year partnerships with schools, provide internships and on-the-job training, and facilitate placements for students in jobs in dance and theater production. We created our first two mini internships in Costume Design/Wardrobe for two of our Adolescents with Intellectual Disabilities on an independent film in New York City in the summer of 2016. More will follow.

Our students run the show, they steal the show, and they show us in no uncertain terms that artistic merit knows no boundaries and that we are better as a community when we share the spotlight.

Please visit us at borndancing.org. This is one of our favorite videos highlighting our students and we think you'll like it too: <https://youtu.be/zkhhZ3J0Xrk> #

Melissa van Wijk holds five NYS certifications, including in Dance K-12 and in Students with Disabilities 7-12. She earned her Master's degree in Dance Education from NYU, and works as a Special Education Itinerant Teacher and Early Intervention Specialist.

who changed history.

A free 50-minute program, *Fighting for the Right to Fight: African American Experiences in World War II*. During the Field Trip, student reporters Maceo Carney and Mizani Ball will take viewers on a cross-country journey through documentary-style interviews with WWII survivors, giving middle and high school students the opportunity to listen to firsthand

accounts from WWII Home Front worker Betty Reid Soskin, the oldest living National Park Service Ranger, and Tuskegee Airman George Hardy. Students will also have a chance to look inside two historic WWII sites – the Port Chicago Naval Magazine National Memorial and the Rosie the Riveter/WWII Home Front National Historical Park.

continued on page 31

It Takes *Great Leaders to Develop Great Leaders*

Teachers College salutes and thanks two of our finest

EDUCATION UPDATE

H O N O R E E S

SUSAN FUHRMAN

TC's outgoing President, for 12 years of visionary leadership that transformed the world for the better.

CHARLES C. CAHN, JR.

Creator of our Cahn Fellows Program for Distinguished Public School Principals, for helping the best school leaders become even better.

Susan and Chuck:

We stand with you both in reimagining education for a better future for all.

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EDUCATION UPDATE

Dr. John Bilezikian Endocrinology Chief, Columbia University Medical Center

Dr. Vincent Boudreau President, The City College of New York

Charles C. Cahn Founder & Chairman, The Cahn Fellows Program at Teachers College

Dr. Louise Mirrer President & CEO, New-York Historical Society

Dr. Susan Fuhrman President, Teachers College, Columbia University



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Stanley Boylan, PhD
Vice President of Undergraduate
Education and Dean of Faculties

President Alan Kadish and the Touro community congratulates Vice President Stanley Boylan,

who represents the gold standard in administrative excellence.

Vice President Boylan has led committees pivotal to the mission of Touro College with distinction, including Co-Chair of the College Mission Committee and the Presidential Task Force on Academic Integrity. Always a hands-on administrator, Vice President Boylan works closely with all undergraduate faculty and has mentored many administrators at Touro.



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Credit: New York Social Diary



JODY AND JOHN ARNHOLD

Congratulations to the
Outstanding Educators of New York City
who enrich the lives of children every day.

Congratulations to the
Distinguished Leaders in Education 2018
who set the standard for excellence in society:

DR. JOHN BILEZIKIAN, PRESIDENT VINCENT BOUDREAU, CHARLES C. CAHN,
PRESIDENT LOUISE MIRRER, PRESIDENT SUSAN FUHRMAN, JOYCE COWIN

**THE EVERETT FOUNDATION
& EDITH EVERETT**



Congratulates

**DISTINGUISHED LEADERS
IN EDUCATION 2018**

Dr. John Bilezikian | President Vincent Boudreau | Charles C. Cahn
President Louise Mirrer | President Susan Fuhrman | Joyce Cowin

With admiration for the publishers of
EDUCATION UPDATE,
and congratulations to all the honorees of the
OUTSTANDING EDUCATORS OF THE YEAR 2018

CONGRATULATIONS TO THE CLASS OF '63 BARNARD COLLEGE ON THEIR 55TH REUNION!

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- To provide solutions to women's challenges
- To inspire action from students, alumni, and faculty

TEACHERS COLLEGE
COLUMBIA UNIVERSITY



DISTINGUISHED LEADERS IN EDUCATION 2018



EDUCATION UPDATE is proud to celebrate our sixteenth year of honoring teachers and administrators who excel in enriching the lives of children in classrooms around the city every day. We are also honoring six Distinguished Leaders in Education who have spent their lives dedicated to education: ★ Dr. Susan H. Fuhrman, President, Teachers College, Columbia University ★ Dr. Vincent Boudreau, President, The City College of New York ★ Dr. Louise Mirrer, President & CEO, New-York Historical Society ★ Charles Cahn, Founder & Chairman, The Cahn Fellows Program, Teachers College ★ Dr. John Bilezikian, Endocrinology Chief, Columbia University Medical Center ★ Joyce Cowin, Founder, Cowin Financial Literacy Program, Teachers College

JOHN P. BILEZIKIAN, M.D. PHD(HON) ENDOCRINOLOGY CHIEF, COLUMBIA UNIVERSITY MEDICAL CENTER

Dr. Bilezikian, the Dorothy L. and Daniel H. Silberberg Professor of Medicine and Professor of Pharmacology at the College of Physicians & Surgeons, Columbia University is Vice Chair of the Department of Medicine for International Education and Research and Chief, Emeritus, of the Division of Endocrinology. He is Director of the Metabolic Bone Diseases Program at Columbia University Medical Center. Dr. Bilezikian received his undergraduate training at Harvard College and his medical training at the College of Physicians & Surgeons. He completed four years of house staff training (internship, residency and Chief Residency) on the Medical Service at Columbia Presbyterian Medical Center. Dr. Bilezikian received his training in Metabolic Bone Diseases and in Endocrinology at the National Institutes of Health in the Mineral Metabolism Branch under the tutelage of Dr. Gerald Aurbach. He belongs to a number of professional societies including the American Society of Bone and Mineral Research, of which he served as President (ASBMR), 1995-1996 and the International Society of Clinical Densitometry, of which he served as President, 1999-2001. He is a member of the Endocrine Society (ISCD), the American Federation for Clinical Research, the American Society for Clinical Investigation, the Association of American Physicians, the American Association of Clinical Endocrinologists, the American Society for Pharmacology and Experimental Therapeutics, and the American College of Endocrinology that has designated him Master. He served on the Board of Governors of the International Osteoporosis Foundation (1999-2015) and is a current member of its Committee of Scientific Advisors. He is Chair of the Endocrine Fellows Foundation. He served as Editor-in-Chief of the *Journal of Clinical Endocrinology and Metabolism* and as Senior Associate



Editor of the *Journal of Bone and Mineral Research*. He is Executive Advisory Editor of *Bone Research*. His books include Editor-in-Chief of *The Parathyroids* (1994, 2001, 2015), and co-editor of *The Aging Skeleton* (1999), *Dynamics of Bone and Cartilage Metabolism* (1999, 2006), *Principles of Bone Biology* (1996, 2002, 2008, 2018) and *Osteoporosis in Men* (2010). He is Editor-in-Chief of the *Primer on the Metabolic Bone Diseases and Disorders of Mineral Metabolism* (2018). He has been on numerous panels, including serving as Chair of the NIH Consensus Development Panel on Optimal Calcium Intake (1994), Co-chair of the last three International Workshops on Primary Hyperparathyroidism (2002, 2008, 2013) and of the first International Workshops on Hypoparathyroidism (2015) and Controversies in Vitamin D (2017). He is a major national and international spokesperson for the field of

CHARLES C. CAHN, JR. FOUNDER & CHAIRMAN, THE CAHN FELLOWS PROGRAM, TEACHERS COLLEGE



Charles C. Cahn, Jr. is the founder and chairman of the Cahn Fellows Program at Teachers College, Columbia University. Prior to his retirement, Mr. Cahn served as the Chief Executive Officer of Cahn Medical Technologies as well as CEO of Calretex. Prior to founding Cahn Medical Technologies, he served as Senior Vice President at Sanford C. Bernstein & Co., Inc., and served as its Senior Managing Director of the group's research business. On the board of directors, he was Senior Managing Director of the research business after being director of research and a securities analyst. He became Board Chairman of MicroMRI, Inc., Chairman of the Board of TYRX, Inc. Mr. Cahn sat on the boards of SCB Inc.; the advisory board of the Sanford C. Bernstein & Co. Center on Leadership and Ethics, at the Columbia Business School and CEI-PEA (Center for Educational Innovation - Public Education Association). He helped direct Cylex Inc. Mr. Cahn graduated from Washington and Lee University and holds



a Masters of Business Administration from Columbia University. #

metabolic bone diseases. Dr. Bilezikian's major research interests are related to the clinical investigation of metabolic bone diseases, particularly osteoporosis, primary hyperparathyroidism and hypoparathyroidism. He is the recipient of the Distinguished Physician Award of the Endocrine Society, the Frederic C. Bartter Award of the ASBMR for Excellence in Clinical Research, and the First Annual Global Leadership Award of the ISCD. In 2009, he received the Gideon A. Rodan Excellence in Mentorship Award from the ASBMR. He received the Laureate Distinguished Educator Award of the Endocrine Society in 2014. In 2014, he was made honorary member of the Brazilian Society of Endocrinology and Metabolism. In 2015, he received the Oscar Gluck Humanitarian Award of the ISCD and the Inaugural Global Educator of the Year Award from McMaster University in Canada. In 2017,

was named Honorary Member of the Russian Osteoporosis Association. Dr. Bilezikian has received Lifetime Achievement and Recognition Awards of the California and Boston Armenian American Medical Societies and the Armenian American Health Professionals Organization (AAHPO). In 2017, he received the Doctor Honoris Causa Award from the Carol Davila School of Medicine in Bucharest, Romania and from the University of Pisa, in Pisa, Italy. He will receive the Distinguished Physician Award of the American Association of Clinical Endocrinologists in 2018. He will also receive the Ellis Island Congressional Medal of Honor in 2018.

Over 800 publications speak to his active original investigative initiatives as well as his authorship of many reference sources of endocrinology and metabolic bone diseases. #

DR. LOUISE MIRRER PRESIDENT & CEO, NEW-YORK HISTORICAL SOCIETY

Louise Mirrer is President & CEO of the New-York Historical Society. Under her leadership, New-York Historical has become a center for public engagement in, and enjoyment of history and art, with a half million visitors annually onsite, and several million visitors online. Dr. Mirrer has led her institution in two major capital campaigns, raising a total of \$135 million to support building renovations and increase endowment size. In her previous role as Executive Vice Chancellor and Provost for the City University of New York system, she spearheaded a hiring initiative in American history at CUNY's undergraduate colleges, and introduced American history as a requirement for CUNY undergraduates. She is the author of four books and numerous articles, most recently *Women, Muslims, and Jews in the Texts of Medieval Castile* (University of Michigan Press). She holds M.A. and Ph.D. degrees from Stanford, a graduate Diploma from Cambridge University, and a B.A. magna cum laude from the University of Pennsylvania. She is a member of the Council on Foreign Relations, an honorary Fellow of Wolfson College, Cambridge,



holds honorary doctorates from Marymount College and Fordham University, and was awarded the Officer's Cross in the Order of Civil Merit by the Spanish Crown in 2017. #

DR. VINCENT BOUDREAU PRESIDENT, THE CITY COLLEGE OF NEW YORK

Vincent Boudreau was appointed president of The City College of New York by the Board of Trustees of The City University of New York on December 4, 2018. For the past three years he has served as the founding dean of the Colin Powell School for Civic and Global Leadership at CCNY. From 2002 through 2013, he served as the founding director of the Colin Powell School for Civic and Global Leadership at CCNY, and is a professor of political science at City College and a member of the City University of New York graduate faculty.

A specialist in the politics of social movements, particularly in Southeast Asia, his latest book is *Resisting Dictatorship: Repression and Protest in Southeast Asia* (Cambridge University Press). He also conducts research about government transitions to democracy, collective violence, and the relationship between civil society, social movements, and democratization processes in Indonesia and the Philippines. He is the academic adviser to the International Development Program at the City University of Hong Kong.

At City College, Dr. Boudreau has served as the director of the M.A. Program



in International Relations, the chair of the Department of Political Science, the director of the International Studies Program, and the deputy dean of the Division of Social Science. In addition to his academic work, he

DR. SUSAN FURHMAN PRESIDENT, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Dr. Susan Fuhrman has served as the President of Teachers College since 2006. During this period, she attracted 71 new faculty members representing nearly one-half of its current faculty. Nearly one-third of the new hires self-identify as people of color. Fuhrman established the Teachers College Community School, a pre-K-8 public school in West Harlem and a network of partnerships with other public schools in upper Manhattan.

Fuhrman partnered with universities and foundations in Singapore, Brazil, China, India, Jordan, Pakistan and elsewhere. Fuhrman's research interests include state policy design, accountability and intergovernmental relationships, and she is a prolific author on topics in political science and finance.

Dr. Fuhrman is a graduate of Hunter College High School, received her undergraduate and graduate degrees in history from Northwestern University and a Ph.D. in political science and education from Teachers College and



Columbia University. #

JOYCE COWIN FOUNDER, COWIN FINANCIAL LITERACY PROGRAM, TEACHERS COLLEGE

An alumna and Trustee of Teachers College, Joyce Cowin has been the leading benefactor for a broad range of educational and cultural institutions, causes, and initiatives, including the TC-affiliated, arts-focused **Heritage School** in East Harlem (for which she was the founding funder), the **American Folk Art Museum**, and the Joyce Cowin Conference Center. More recently, she gave a major gift to launch an innovative professional development program in financial literacy in New York City. Based on the Harvard Business School case study model, developed by a TC faculty member who is on leave as Vice President and Head of Outreach and Education at the New York Federal Reserve, and endorsed by the Department of Education and non-profit partners, the Cowin Financial Literacy Program already is being used by New York City high school teachers. Joyce's motivation



has undertaken projects with ActionAid Asia, Jubilee South Asia, and The Philippine Rural Reconstruction Movement, and has consulted for Oxfam Asia, Action of Economic Reform (Philippines), and Freedom House.

Dr. Boudreau received his Ph.D. from Cornell University in 1991. #

for creating this program, which she describes *very colorfully,* was her distress to see so many Americans lose their life savings and suffer financial ruin in the wake of the 2008 collapse. She sees the Cowin Financial Literacy Program as an effort to teach the next generation to manage its money wisely and not get "snookered" by schemes and con artists. #

OUTSTANDING EDUCATORS OF THE YEAR 2018

JEMINA BERNARD, Executive Director at Young Women's Leadership Network



Jemina Bernard is the executive director at Young Women's Leadership Network (YWLN). YWLN supports two life-changing programs that empower students to break the cycle of poverty through education. One program, The

Young Women's Leadership Schools (TYWLS), is a high-performing network of five all-girls' public secondary schools in New York City and 14 affiliates throughout the country modeled after TYWLS. The other program, CollegeBound Initiative (CBI), is a comprehensive college guidance program supporting young men and women across 34 Title I partner schools. Across the network, during CBI's 20-year history, we have enrolled over 13,000 students in college and have helped our students secure more than \$300 million in financial aid, excluding loans. And a recent independent evaluation shows that in addition to enrolling in four-year colleges at double the rate of their peers, our CBI graduates earn bachelor degrees at four times the rate!

Jemina is a graduate of Yale University and the Columbia Business School. Jemina began her career in education at the New York City Department of Education (NYCDOE) with increasing levels of responsibility, ultimately taking on the position of Chief Operating Officer (COO) in the Office of New Schools. She also managed a central budget of more than \$10 million dollars. #

DR. FRANCES BISCOGLIO, Department Chair at Mercy College



Dr. Biscoglio served at Mercy College in Dobbs Ferry, NY. She announced her retirement in May 2018 after 43 years as a faculty member. She is highly respected by her colleagues and her students. Her contributions to the Mercy College community during her many years of service are

extensive and of the highest caliber. She taught English literature to generations of Mercy College students and they have benefited from the high quality of her instruction and the mentoring that she has provided to them. Dr. Biscoglio served as program head of the undergraduate English program for 17 years, and has provided her students with extensive office hours to assist them with academic issues as well as provide major advising and mentoring on their future professional goals. The student comments on course evaluations are a testament to the significant impact that her teaching and mentoring has had on their lives. Dr.

Biscoglio has transformed the lives of thousands of Mercy students, and we are grateful for her dedication to the academic mission of the College. #

STANLEY L. BOYLAN, Ph.D., Vice President of Undergraduate Education and Dean of Faculties at Touro College



Dr. Boylan received his undergraduate degree in mathematics and rabbinical ordination from Yeshiva University, and an M.S. and Ph.D. in mathematics from the Courant Institute of New York University. He has taught mathematics at

Rutgers University and Touro College. In addition to teaching, Dr. Boylan has served in several administrative positions at Touro and, in 1981, was appointed Dean of Faculties. In 2003, the title of Vice President of Undergraduate Education was added to his deanship. Dr. Boylan is well published and has won several awards for scholarly excellence. He has served as a consultant to the New Jersey Department of Education and has served as the Touro College New York State Education Department of Education Liaison. The dean, however, is also well-known as an excellent administrator. His commitment to Touro College goes back to the 1970s, the first decade of Touro College's founding by Dr. Bernard Lander. In addition to being the institutional historian, Dr. Boylan has an in-depth understanding of the school's mission as it has evolved and is dedicated to achieving academic excellence in a student-centered environment. He has chaired institutional Task Forces on Academic Integrity and most recently on Faculty Renewal. Dean Boylan has led the undergraduate colleges in a very visible and highly-engaging way. He balances his involvement in such global issues as upholding the principles of diversity and shared governance (with the Faculty Senate and Deans Council) together with a close involvement in the day-to-day workings of Touro. Dean Boylan's approach is personal and collaborative, embracing advocacy and continuing to demonstrate appreciation of and dedication to Touro College. #

DR. SHELLY CHANDLER, Beacon College, Provost



Dr. Chandler is also actively involved in several critical Beacon initiatives, including the College's accreditation, serving as the liaison with the Southern Association of Colleges and Schools Commission on Colleges. In this role, Chandler was instrumental in designing the curriculum for

three new majors and steered the successful accreditation process. She leads the College's summer COMPASS program for international students. Chandler also conducts New Employee Training for all College personnel so all new employees become versed in the field of learning disabilities.

Dr. Chandler joined Beacon College in 2002 and served as the Chair of the Human Services Department before assuming her current position. Prior to joining Beacon, she was a program director at Lakeside Alternatives in the Children Outpatient Services area, where she directed 40 mental health professionals. Chandler is a licensed mental health counselor, a certified animal-assisted therapist, and a certified clinical hypnotherapist.

Dr. Chandler holds a doctorate in philosophy with a counseling specialization from Barry University, a master of science degree in counseling and psychology from Troy State University, and a Bachelor of Arts degree in psychology from Oakland University.

Dr. Chandler is a regular presenter at professional and academic conferences, including the 4th International Conference on Disability and Rehabilitation in Riyadh, Saudi Arabia, Learning Disabilities of America International Conference, Southern Commission of Colleges and Schools Commission on Colleges Annual Meeting and Conference, the American Counseling Association Conference & Exposition, and the International Conference on Critical Thinking. #

DAVID T. W. CHIU, M.D., F.A.C.S

David T. W. Chiu, M.D., F.A.C.S., began his education in medicine at Columbia University College of Physicians & Surgeons in 1973. He received training in general surgery at Barnes Hospital and Washington University Medical Center and earned his Board Certification in plastic surgery in 1982. A fellowship in hand surgery with Professor Robert W. Beasley, former Director of the Hand Surgery Service at NYU Medical Center followed, and Dr. Chiu was shortly thereafter invited to remain on as faculty at the Institute of Reconstructive Plastic Surgery. Over the course of the next decade, Dr. Chiu would help the Hand Surgery Clinic grow into the busiest clinic at Bellevue Hospital Center. He was recruited back to Columbia Presbyterian Medical Center in 1989. That same year, he completed his plastic surgery residency, where he served as Associate Director, then as Director of Plastic Surgery Services, a position he held until 1997. In 2001, Dr. Chiu would return to NYU's Institute of Reconstructive Plastic Surgery. The year 2004 would prove to be a significant year – Dr. Chiu established a multi-departmental center for peripheral nerve surgery at NYU Medical Center. He was also named Chief of the Hand Surgery program and Director of the Hand Surgery Fellowship at the Institute for Reconstructive Plastic Surgery. He

currently holds a tenured position at New York University as Professor of Surgery (Plastic Surgery & Neurosurgery) and a position at Columbia University as Adjunct Professor of Anatomy and Cell Biology.

Over the course of the more than 30 years that Dr. Chiu has spent in medicine, he has earned an international reputation for excellence. An innovator in plastic surgery and peripheral nerve surgery and an expert in reconstructive and microsurgery, Dr. Chiu has worked to expand what modern medicine is capable of achieving. Among his many accomplishments in medicine is the invention of the Autogenous Venous Nerve Conduit surgical technique, an advanced method used to repair and reconnect severed peripheral nerves using vein tissue from a patient's own body. #

DR. WILLIAM FARBER, Mercy College Faculty



Dr. Farber's goal as a mathematics educator is twofold: To help instill a sense of self-confidence in his students by fostering a learner-centered environment where students become active participants in the learning process; and to motivate

his students and have them recognize the importance of critical thinking and decision-making, not only in mathematical problem-solving, but in real life applications as well.

Dr. Farber earned his Ed.D., M.Ed., and M.A. degrees in Mathematics Education from Columbia University Teachers College, and his B.S. degree in Mathematics from Manhattan College in Riverdale. #

JULIE FISHER, NYC Autism Charter School



Julie Fisher joined the NYC Autism Charter School (East Harlem) as a consultant during its first year (2005), became Co-Director in year two, and Executive Director in 2009. She received her Master of Social Work degree from New York

University, and is a Board Certified Behavior Analyst and Licensed Behavior Analyst in New York State. While earning her undergraduate degree at Rutgers University, Julie began working with children and adolescents with autism, and has remained in the field ever since. Her leadership and vision have been pivotal in the development, implementation and dissemination of the NYC Autism Charter School's internationally recognized educational model serving students with ASD and their families. Recently, Julie managed the organization's first replication effort, opening NYC Autism Charter School, Bronx in September 2017. #

OUTSTANDING EDUCATORS OF THE YEAR 2018

WILLIAM GREEN, Fredrick Douglass Academy II in the Bronx, Science Department Chair and New Teacher Instructional Coach at Frederick Douglass Academy III High School, South Bronx



William Green is an outstanding educator at the Frederick Douglass Academy III High School in the South Bronx. He was the former Curriculum Coach for the Math and Science program and Science Teacher at the East River Academy,

housed on the Riker's Island Correctional Facility. He facilitates professional development seminars, provides instructional support, and shares best practices for Math and Science Teachers in his network. He was granted tenure from the New York City Department of Education in April 2011. In an effort to expand his community outreach, Billy has ventured into new projects with East Harlem community based organizations to provide inclusive programming and services for LGBTQ youth. Through these partnerships he is able to service over 100 LGBTQ youth weekly with educational, social, and emotional support, in a safe, inclusive space that allows youth to express themselves. He is a Bronx Emerging Teacher Leader and a Master Teacher. His continued efforts in education and service have led to numerous awards and recognitions. He is a finalist for the 2019 New York State Teacher of the Year Award and he was one of the top five teachers in his school district selected to the final round for NYC Big Apple Teacher of the Year Award 2018. He is a 2018 NYU Astor International Fellow; a Jhumki Basu Sci-Ed Innovator's Fellow, 2010 – 2011; a Pi Lambda Theta, 2010 member at New York University; and a National Science Teachers Association, Amgen Fellow, 2009. In 2009 he was certified as a New York State Public School Teacher for Chemistry grades 7-12. Billy is an active board member of the Opus Dance Theatre, Inc. Billy matriculated at Williams College with a degree in Chemistry and attended New York University where he received a Masters of Arts in Secondary Science Education (Chemistry). #

HILARY HAMILTON, Founding teacher at Science Leadership Academy Middle School



Hilary Hamilton is a founding teacher at Science Leadership Academy Middle School (SLA-MS), a public neighborhood school in West Philadelphia. SLA-MS is an inquiry-driven project based school

where teachers create all of the curriculum. Currently, the school is in its second year. Before teaching middle school at SLA-MS, Hilary taught 4th and 5th graders for 3.5 years at The Philadelphia School, a progressive independent school in Center City Philadelphia. Hilary graduated from Swarthmore College in 2012 where she earned her teaching certification. She completed her Master's in Reading, Writing, and Literacy from the University of Pennsylvania while she taught. Hilary really enjoyed this Financial Literacy course and is happily using what she learned to develop some exciting new advisory activities with her students. #

AMY HOM, Principal PS1M



Amy Hom has served as an educator for the Department of Education for the past 20 years. She earned her Bachelors of Science Degree in Elementary Education at Syracuse University. Then she completed two Master's Degree one in

Elementary Education at the University of New England and the other for Supervision and Administration at Fordham University.

Amy began her career as a classroom teacher and has been recognized for her work in the classroom by the Superintendent, the NYC Chancellor, and members of the National Board Certification. As a staff developer, she mentored teachers and administrators to implement the New Standards Project in New York City and across the country. Her teaching practices in the classroom have been recognized nationally by Harvard University and University of Pittsburgh. Furthermore she is a published author with articles in teachers' journals and professional books.

Currently Amy Hom is the Principal of PS1M where she has been for the past fifteen years. In the year 2000, she was appointed the Assistant Principal which she remained for three years before accepting the Principal position at Alfred E. Smith Elementary School. For the past 5 years, she has served as the District 2 Chairperson for the Council of Supervisors and Administrators. In this role, she supports and works with Principals and Assistant Principals in elementary schools and middle schools within District 2.

She knows in order for P.S. 1 to remain successful her staff needs to embrace the natural talents of our children. She strives to develop teachers' sense of appreciation of how the world works and how important the role of a school plays in a child's life. She knows it's important as a community to work together to motivate and encourage continuous learning in the children as well as to have them develop an awareness and appreciation for the world around them. #

KATHY KEEFE-COOPERMAN, Long Island University Faculty



Dr. Kathleen Keefe-Cooperman received an undergraduate degree in psychology from Rhode Island College, a master's degree in counseling from Pace University, and a master's degree in clinical practices in psychology and a doctorate

in clinical psychology from the University of Hartford. She is a licensed New York State Psychologist and assistant professor at Long Island University.

Dr. Keefe-Cooperman developed workshops and produced annotated bibliographies in the area of improving patient-physician communication related to oncology and general medicine. Her research in the areas of perinatal loss and breaking bad news has been published in peer-reviewed journals.

Her positive nature and enthusiasm for the topic of counseling facilitates learning both within and outside of the classroom setting. Her ultimate goal is to help create counselors who never stop learning, and to represent the highest ideals of the profession while always evidencing a best practice approach. #

DONALD KEPPLER, Financial Literacy

Although teaching is Mr. Keppler's second career, he knew that would eventually become his primary career when still in high school. "When I got out of college with my accounting degree, teachers were not paid enough to live the life I wanted to live and provide for my family the way I wanted. I opened a restaurant when I was 25 and kept it for 28 years. I also opened another pub in Queens in the early 1990s and kept that for five years." Mr. Keppler earned his master's degree by going to school at night while running his restaurant and raising his family. "I taught and ran the restaurant for 2 1/2 years. I could not do both as well as I wanted to, had paid off my house and rental property, and put money away. I was in a position to do what I wanted, not what I had to. I chose teaching and never looked back. I get paid to share my passion for US History and economics. I tell my kids in class, I will expire before I retire." #

DR. CLAIRE KING, Ph.D., Guttman Community College



Dr. Claire King earned her doctorate at Indiana University and joined Guttman to provide leadership in experiential education, increasingly central to the success of community college students, with a disproportional positive impact on

the educational attainment of students reflecting diversity. Claire is a master teacher. She carefully considers the learning process and tailors her lessons to build across the semester, scaffolding the curriculum to enhance student learning. Guttman students complete electronic portfolios to share their work, reflecting on their learning, and giving them a platform for seeing their progress. Claire gets excellent teaching evaluations, and it is common to hear students talking about how much they love her classes. Other faculty report that Claire is the first person they consult for advice on assignments and on incorporating experiential education into their classes. She often conducts professional development sessions and incorporates the experiential pedagogical principles she advocates in that training for other faculty. The top award for teaching at the college is the Paul Naish Award for Excellence in Teaching, selected by the faculty as the top instructor. Professor King received the Naish Award this year. She is an outstanding teacher whose impact is making incredible contributions to the college. #

AARON LIEBERMAN, Professor in Counseling Psychology Program at Long Island University



Any positive impact Dr. Lieberman has had on his students stems from his paramount goal to prepare the next generation of practitioners to positively impact the lives of their future clients and to help them engender and grow their

enthusiasm for their chosen profession.

Students who have graduated periodically update him on their careers, and often inform that their training allowed them to experience success in their field. Such feedback maintains and drives his motivation to expand his knowledge through scholarship efforts and to enhance his support to students who will eventually impact and enhance the lives of their future clients.

Success is often hard to measure, although formal feedback from administration, colleagues, and from the student course evaluations at the end of each semester, have all been very positive and suggests that he is succeeding in his mission. Colleagues had granted the "Newton Award for Teaching Excellence" to him and formal statements from administrators' have likewise been encouraging.

Although formal feedback has been meaningful, ongoing informal feedback from students feels especially meaningful. As semesters conclude, he occasionally receives unsolicited communications from students who chose to provide feedback or express appreciation. #

OUTSTANDING EDUCATORS OF THE YEAR 2018

DR. NICOLE LIMPEROPULOS, Director of the Future School Leaders Academy at Bank Street College of Education



Nicole Limperopulos is a faculty member in the Department of Education Leadership and Director of the Future School Leaders Academy at Bank Street College of Education. In her role as Director of the Future School Leaders Academy, she is responsible

for the overall integrity, program operations, and administrative management of the program. Prior to her current role, Nicole Limperopulos served as the Associate Director of the Summer Principals Academy at Teachers College, Columbia University. She led the Summer Principals Academy to full national accreditation through CAEP and Middle States. During her tenure at Teachers College, Nicole Limperopulos oversaw the preparation and graduation of approximately 600 aspiring school leaders from 65 cities throughout the United States. Nicole Limperopulos completed her doctoral studies at Teachers College, Columbia University, and her research focuses on the ways in which chronic exposure to community violence impacts the lives of Black and Latino boys living in urban communities. She is deeply committed to centering the lived experiences and perspectives of those who have been impacted by violence exposure. #

DR. MOLLY MAKRIS, Guttman Community College



Dr. Molly Makris is a faculty member in Urban Studies at Stella and Charles Guttman Community College. She completed her doctorate at Rutgers University in Newark. The Urban Studies program has made significant strides with her leadership. She brings community partners and professionals to campus to meet with students. She has an impressive record of scholarly publications, often engaging students in her research. She was awarded the 2016 American Educational Studies Association Critics Choice Book Award for her book "Public Education and School Choice in a Gentrified City: Youth Experiences of Uneven Opportunity." Her current research focuses on gentrification in Asbury Park, the outcomes of which will result in another book. Given the College's strong focus on an educational experience linked to the city, Molly's research engages the students and her fellow faculty with the city in deep ways. She is a master teacher, linking her research and students' engagement with that research, in her pedagogy. She received the Provost's Award for Outstanding Scholarship this year, the highest recognition in the college for scholarship. #

ROBERT MASSIMI, Bronx High School of Science, Financial Literacy



Mr. Robert F. Massimi is an AP Economics and Government teacher at the Bronx High School of Science. He is an advocate of incorporating personal finance into the high school curriculum. A graduate of Boston College, with a Master of

International Affairs degree in Finance and Business from the SIPA program at Columbia University, he actively involves his students with activities and projects relating to capital markets, investing, science, technology, and policy. Mr. Massimi has served as an educational advisor to the Council on Foreign Relations, and as the Chairperson of Community AWARE, a committee at Bronx Science that promotes empathy in the school, as well as social and emotional learning. #

SANDY MUI, Student at Brooklyn College



Sandy Mui is a junior majoring in journalism and media studies at Brooklyn College. She got her start in journalism by covering NBA basketball for two school newspapers: Brooklyn College's The Excelsior and Macaulay

Honors College's The Macaulay Messenger. From there, she expanded her coverage to various sports blogs, and she is most known for her coverage of the Brooklyn Nets. Now, while still covering the Nets for The Brooklyn Game, a Brooklyn Nets blog affiliated with YES Network, she has become dedicated in honing her craft as a multi-platform journalist by working across different mediums and writing about a variety of topics. She is immensely interested in feature writing because she is fascinated by the art of interviewing, having an ear for good quotes and sparking conversation by telling specific narratives in the pieces. In addition, her interest in social media will serve as the basis of her graduate studies at the CUNY Graduate Center, where she is pursuing a M.A. in Liberal Studies with a focused track in digital humanities. #

CHRISTOPHER E. OGNO, Principal of PS 247



Christopher Ogno is the Principal of PS 247 in Bensonhurst, Brooklyn. The product of both public and parochial education, Mr. Ogno received his Masters Degree and sixth year professional certificate from the College of

Staten Island.

An educator for 27 years, Mr. Ogno began his career in a parochial school in Bayonne, New Jersey. After graduating college, he became a teacher at PS 188 in Coney Island. He became an Assistant Principal at PS 48 in February 2001 and Principal of PS 247 in September 2005.

Mr. Ogno serves as a Site Coordinator for Reading Recovery. He is a nationally certified principal mentor through the National Association of Elementary School Principals (NAESP) and serves as a mentor for aspiring principals with the Executive Leadership Institute in the Advanced Leadership Program for Aspiring Principals (ALPAP). He also conducts workshops for administrators through the Executive Leadership Institute. During the 2008–2009 school year, Mr. Ogno created the PS 247 College Partnership Program, a unique initiative involving 22 universities from the northeastern United States.

Mr. Ogno serves on the Executive and Advisory Board of Council of School Supervisors and Administrators (CSA) and also as the CSA's Treasurer. He is on the Board of Directors for New York Academy of Public Education (NYAPE). He serves as the Vice President of Professional Development for the New York City Elementary School Principals Association (NYCESPA).

PS 247 has earned many honors including being named a National Title 1 Distinguished School in 2012, a National Blue Ribbon School in 2013 and a NYS Reward School for the current year.

Mr. Ogno shares his life with his wife, Maria and two children, Christian and Jessica. #

PAMELA PRICE, Principal of PS/MS 161



"Education is the most powerful weapon which you can use to change the world." —Nelson Mandela

As the daughter of an immigrant mother, Pamela Price was instilled from an early age on the value, the joy and the necessity for a rigorous education, a curious mind, and a solid foundation of empathy and support for those navigating the waters of growth in America. For 35 years, after graduating with a Masters of Science in Education from CCNY, she has guided and developed the path of one of Harlem's Finest K-8 schools. Rising from the ranks of teacher, to Assistant Principal and for the last eight years as Principal, she has been the foundation for creating an academic treasure amidst the people of this community. It is her experience as a first generation born American that makes her believe the best way for a society to prepare all their citizens for life is through public education.

"A great society that wants to have a legacy that leaves a profound imprint on the arts,

medicine, science, academia must strive to educate all of its citizens." After close to four decades as an educator and an administrator, Pamela Price has been driven both personally and professionally to answer the question, "What does high quality, academically rigorous education look like, feel like, and sound like in classrooms, irrespective of class, ethnicity, or zip code?" Today we are fortunate to hear her share her wisdom, her encouragement, and her inspiration as we enter the world of education and leadership. #

CORBETT REDDEN, Long Island University Faculty



During his six years at LIU Post, Corbett has taught a wide range of mathematics courses at the undergraduate and master's level, and he has supervised capstone projects for 30 students. During this time, he has also served as the director

for the mathematics department's graduate programs, supervised the Math/Physics Tutoring Center, and been the faculty sponsor for the NY Lambda chapter of the Kappa Mu Epsilon (KME) national honor society at Post. He was recently awarded a Noyce grant from the National Science Foundation to implement his proposed "Long Island Mathematics and Teacher Education Scholarship Program." Over the next five years, this program will prepare 24 mathematics majors at LIU Post to teach math in high-need secondary schools across Long Island. #

SAIDA RODRÍGUEZ-TABONE



Saida Rodríguez-Tabone is the Principal at Queens Metropolitan High School. She was born in New Jersey, but lived in the Dominican Republic from the age of 6, essentially re-immigrating here at age 16 and attended John F. Kennedy High

School.

Saida secured her Bachelor of Arts in Spanish Literature and Education at Stony Brook University while working full time. She then earned her Master of Science in Instructional Technology at the New York Institute of Technology graduating with honors. She later opted to seek a second Masters in School Administration at Touro College. She is currently pursuing an Ed.D. in School Leadership and Supervision at St. John's University.

With over 24 years in the New York City Department of Education, Saida knows what we face each day as school leaders. Saida is an effective leader in education because she has the right experience. She has worked collaboratively with Principals, Assistant Principals,



OUTSTANDING EDUCATORS OF THE YEAR 2018

Superintendents and other stakeholders serving on the board of CSA, ADASA and other key association of supervisors and administrators. Saida's past work as a teacher, SLT member, Attendance Coordinator, Assistant Principal at Forest Hills High School and Stuyvesant High School and now as a Principal at Queens Metropolitan High School gives her the depth and knowledge to be an effective leader for all.

On June 25, 2015, she was honored by the Dominican Republic Minister of Education in the "Dominican White House" for lifetime accomplishments as a school administrator.

In November 2012, she was selected by the College Board as a member of a U.S.-Chinese Bridge Delegation to travel to Beijing.

She believes in the power of education to uplift and to open doors and minds. It elevated her so that she was honored at the Dominican White House. More importantly it presented her with the opportunity to make a difference in the lives of countless thousands of children in over 20 years of service as an educator in the New York City Department of Education. #

JON ROURE, Senior Managing Director of College Bound Initiative at Young Women's Leadership



Jon Roure heads our college access program called CBI (College Bound Initiative). He has been with us for 17 years. Our program started in our girls schools and scaled to coed schools too. We are in 34 NYC high schools and we serve more than 18

thousand students. Jon holds a B.A. in Sociology (1998) with a minor in Professional Youth Work from Rutgers University and an M.A. in Student Personnel Administration (1999) from Teachers College, Columbia University. He is a proud alumnus of the Educational Opportunity Fund Program (EOF) at Rutgers University and is an example of what opportunity and access to higher education can do for first generation and low-income students. #

ARTHUR SAMUELS, Dwight School



Arthur Samuels has been working at The Dwight School since 1992. He has been teaching history for 26 years, and has served 11 years as a college guidance counselor. He has been involved in preparing students for the IB

(International Baccalaureate) diploma for 11th and 12th graders, and has extensive experience as an examiner for IB History. He has also served as the History Department Chair, as Head of Upper School, and chairs the Fulbright Scholarship in

Islamic Culture. He earned his Master of Education degree from Columbia University, a Master of History degree from Fordham University, his Bachelor's degree from Vassar College, and has completed four Gilder Lehrman seminars. #

DR. ANGELINA TALLAJ-GARCÍA, Guttman Community College



Angelina Tallaj-García completed her doctorate at the City University of New York in Ethnomusicology. She joined Guttman Community College to coordinate the Arts in the City program which is a significant component of

the educational experience for the college. She has incomparable knowledge of street art and ethnomusicology in Latin-Caribbean communities and makes very important contributions to the aesthetic development of students, the majority of whom are members of Latin-Caribbean communities. She brings a wide array of artists who serve as artists-in-resident to our Arts in the City course, required of all students, and fortifies the skills of their craft with excellent professional development and example. Angelina helps to lead our Hispanic Heritage month and is a constant and continuous supporter of bringing our City's community of musicians and artists to work with our students. She has increased the diversity of the artists and promoted cultural relevance with our students. Her leadership was recognized in being named the recipient of the President's Faculty Award for Community Engagement this year. #

KYLE WENGERTER, Financial Literacy



Kyle studied History at Franklin and Marshall College (Lancaster, PA), where he played 4 years of football for the Diplomats. While at F&M, Kyle worked closely with several History faculty members, including Dr. Maria D. Mitchell, Dr. Douglas

A. Anthony, and Dr. Van E. Gosse. During his senior year, Kyle received the 2012 Charles I. Landis Award (Best essay on an assigned subject) for his paper, entitled "Where's the Black" in the Union Jack?: Evolution of the British view of the "Other" during the Nineteenth century". After graduating from F&M in 2012, Kyle studied history and teaching at Rutgers University (Newark) through the Federated History Department and Urban Teacher Education Program. At Rutgers, Kyle presented a paper on the evolution of combat photography during World War II and Vietnam through the lenses of TIME and LIFE magazines. In November 2014, Kyle presented his Masters

Essay and accompanying model curriculum, entitled "Contextualizing 9/11: Terrorism and American Culture in Post-9/11 America", at the National Council for Social Studies Conference in Boston, Massachusetts. Following graduation from Rutgers University in January 2015, Kyle worked in diverse roles in the field of education for several different schools districts before making his way to the Special Education Department at Indian Hills High School. Outside of the classroom, Kyle coaches football at Cresskill High School and wrestling at Indian Hills High School. In July, Kyle will participate in the NEH Summer Institute, Thomas Jefferson: The Public and Private Worlds of Monticello and the University of Virginia, at the University of Virginia. Currently, Kyle is living in Englewood, NJ with his wife, Kaitlyn, who is a 4th year Medical Student at Rowan School of Osteopathic Medicine, and their 3-year-old husky mix, Bailey. #

JAMES WHEATON, Doane Stuart School, Financial Literacy



In Mr. Wheaton's classes at Doane Stuart, much of students' time is spent around an ovoid Harkness-style table. Students in the American Civil War class engage in discussion on aspects of the war. In God(s) and Humans, students debate what makes a religion. In the American Government class during the 2016 presidential election, students chose several common policy areas and researched the candidates' positions. Each group then made campaign-style presentations to the student body before holding a mock election. Mr. Wheaton's economics classes will now use the case study method from the Cowin Financial Institute to help facilitate seminar-style discussions for his new Business, Finance, and Investment course. The case studies also fit nicely with Mr. Wheaton's focus on bringing real-life situations into the classroom for students to tackle. The research necessary to address the Cowin Financial Institute's case studies fits with Doane Stuart and Mr. Wheaton's emphasis on inquiry-based learning. #

DR. WEI-LING WU, China Institute and the Confucius Institute



Dr. Wei-ling Wu is a nationally recognized Chinese language educator of American K-12 students and an experienced trainer of teachers. She has served on various national projects for Chinese language instruction and curriculum development, and she is also the lead author of a series of Chinese textbooks.

Dr. Wu earned her Ph.D. in Language in Education from the University of Pennsylvania.

Dr. Wu taught in K-12 schools in the United States for twenty-five years. Over her long career as a teacher trainer, Dr. Wu has taught courses for teachers of Chinese at the New York University and other colleges as adjunct instructor. She has trained hundreds of Chinese language teachers in the United States through the Confucius Institute at China Institute since 2008. Dr. Wu has been serving as a consultant and teacher trainer of the Asia Society. She is the designer, coach and script writer of the Asia Society's TEQ video lesson series for teaching Chinese, accessible across the country and around the world. Dr. Wu has also served on various projects for Chinese language instruction and curriculum development, including those conducted by the STARTALK and the Chinese Language Schools. Her endeavor as a chief author since 1994 has resulted in a range of Chinese textbooks widely used in K-12 schools in the U.S., including *Chinese for Youth* (grades 8-12), *Everyday Chinese (Tiantian Zhongwen)* (grades 4-7), *My Chinese Book* (K-grade 3), *Big Book Chinese* (K-grade 2) and *A Study Guide to the AP Chinese Language and Culture Test*.

Awards and Honors: 2017 Inspiration Award by the Hall of Honor, West Windsor-Plainsboro High School South; 2014 Awarded by the China Institutes in New York for contributing to the promotion of Chinese language and culture; Awarded by the NJ Chinese Cultural Studies Foundation for promoting Chinese language learning and Chinese culture; The 2000 Governor's Teacher Recognition Award issued by the NJ State Department of Education; 1996 The Foreign Language Education New Jersey Award for outstanding contribution to foreign language education; 1988 The Phi Delta Kappa Graduate Student Award for outstanding achievement and leadership potential in education. #

LESLIE ZUCKERWISE, Division Head of Windward's Manhattan Lower and Middle Schools



During her years at The Windward School, Leslie Zuckerwise has worked with students, faculty, administrators, board members and parents on many projects, initiatives and presentations. In 2001, she began as an assistant teacher at the Westchester Middle School and went on to become a teacher and finally the Division Head of Windward's Manhattan Lower and Middle Schools. She has worked tirelessly to drive the successful opening of The Windward School's Manhattan campus, first in a swing space on West 97th Street and Amsterdam Avenue and then in its permanent home on East 93rd Street. In

continued on page 31

OUTSTANDING YOUNG JOURNALISTS OF THE YEAR 2018

Into The Future!

By SAMMY GOE

Have you ever seen the Back to the Future series with the time travel and the hover boards. If you missed it, it's about a teenager who goes back into the past with a time travel car belonging to his friend. Well, I think that the future will have things like flying cars, better robots and better security.

Flying cars will probably be present in the future, especially since we are already testing them. As well, we already have airplanes and flying machines. We see this idea in nature with bugs and birds. We already have a good understanding of how flying works. I think that the possibility of flying cars looks good in the future.

There will probably be better robots in the future. We can improve on the prosthetic arm by maybe attaching tools to it. We can make better weapons with newly advanced technology. There will probably be advancements on the flying car so we can start mass-producing them. There will be more precise scanners with better tracking systems. There will probably be louder alarms. I know that the robots in the future will be way more technologically advanced.

I think that we will have better security in the future. I think that we will have more ability to

continued on page 26

The Gender Wage Gap

By STEVIE GOE

HEY Everyone! Do you know that there is this thing called the gender wage gap? And now you're probably asking "What is this gender wage gap". Well the gender wage gap is the pay gap between men and women, scary right? In some places in the United States women make between 65 and 87 cents for every dollar a man makes! Also this gap is much bigger in the media, according to a study by Forbes in 2017. The highest paid actor was Mark Wahlberg who got 68 million dollars over the past year. However the highest paid actress Emma Stone was paid 26 million dollars.

In addition to the pay gap issues, there is also something called unconscious bias. Unconscious bias is when people make stereotypical choices because of all the media and things telling people this is how life works. You can get rid of unconscious bias by simply thinking twice before assigning stereotypes.

Now this may seem bad but don't worry, there are many ways to solve this problem. One of the first things you could do is to learn the facts about the gender wage gap. You should learn to talk about the gender wage gap with other people. Also, learn to negotiate so that when we are older, you can negotiate for better

continued on page 26

Book Review: Family Relationships in "Shells" by Cynthia Rylant

By LUKA RODRIGUEZ

How can a lack of understanding affect a family's relationships? This is a question that is answered in the short story "Shells" by Cynthia Rylant. The main character in the story, Michael, is faced with the death of both his parents, and he moves in with his aunt Esther. For a while they had a very hard time getting along with each other but as the story progresses, Michael and Esther began to bond with the help of a few hermit crabs.

At the beginning of the story, Michael had trouble bonding with, and opening up to his aunt Esther. The reason that Michael "sealed himself up" so to speak, is because his parents died and the only person that offered to take him in was his aunt. After living there awhile Michael and his aunt Esther seem to fight about everything, they can't even get through breakfast without fighting. Esther says things to Michael like: "you hate it here" or "you hate me" and then they just start to argue. Esther

continued on page 26

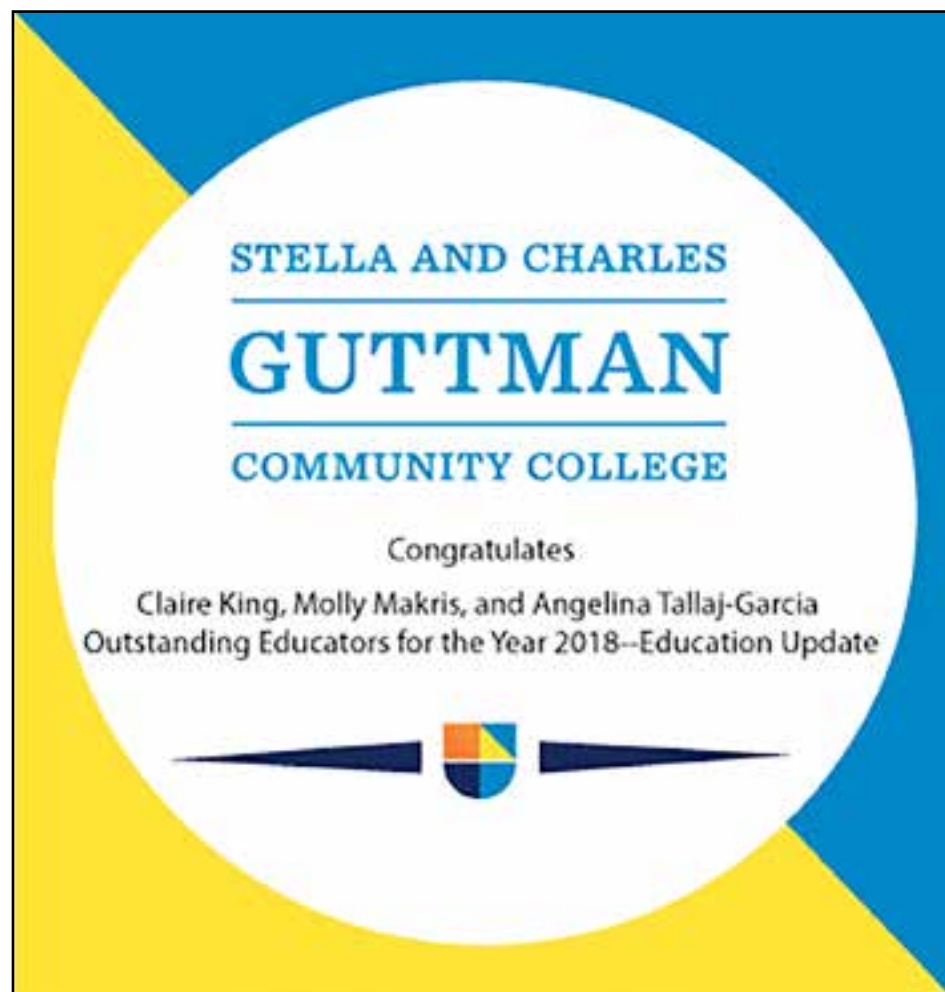
Arts Education & Funding

By JARED ZELTNER

A few months ago, Dr. Milton Rock passed away. Dr. Rock was the founder of the Rock School for Dance Education. His death had an impact on me because I am privileged enough to attend the Rock School where I dance in the professional division and complete my academic studies. Dr. Rock's mission was to facilitate the training of individuals with talent so that they could move on to professional careers. The Rock School has dancers in professional ballet companies around the world. Dr. Rock's mission is the first example that comes to mind when I think about the importance of funding the arts and arts education.

This year, I was chosen along with a group of other dancers in the conservatory to perform for students who are part of my school's outreach program (Rock Reach). The students who are part of Rock Reach attend local public schools that have had budget cuts resulting in a decrease in arts education. The goal of Rock Reach is to educate and expose children and teens to the world of dance. They receive regular dance classes and attend shows produced by my school. It became very clear to me that

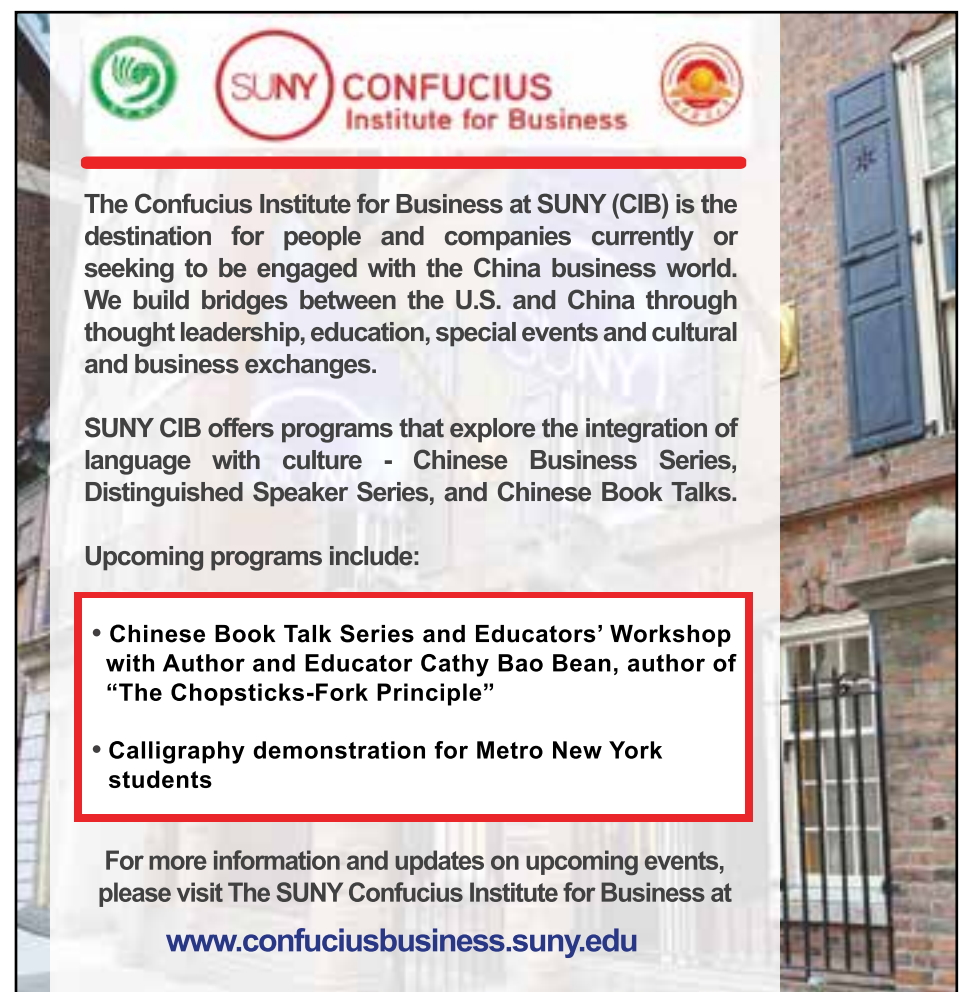
continued on page 26



STELLA AND CHARLES
GUTTMAN
COMMUNITY COLLEGE

Congratulates

Claire King, Molly Makris, and Angelina Tallaj-Garcia
Outstanding Educators for the Year 2018--Education Update



The Confucius Institute for Business at SUNY (CIB) is the destination for people and companies currently or seeking to be engaged with the China business world. We build bridges between the U.S. and China through thought leadership, education, special events and cultural and business exchanges.

SUNY CIB offers programs that explore the integration of language with culture - Chinese Business Series, Distinguished Speaker Series, and Chinese Book Talks.

Upcoming programs include:

- Chinese Book Talk Series and Educators' Workshop with Author and Educator Cathy Bao Bean, author of "The Chopsticks-Fork Principle"
- Calligraphy demonstration for Metro New York students

For more information and updates on upcoming events, please visit The SUNY Confucius Institute for Business at

www.confuciusbusiness.suny.edu



Windward Teacher Training Institute

Windward Teacher Training Institute (WTTI) provides year-round professional development based on scientifically validated research in child development, learning theory, and pedagogy. Courses, workshops, and lectures address a broad range of developmental and curricular topics appropriate for both mainstream and remedial settings. The Institute serves as a resource for educators and professionals in allied disciplines, such as speech and language therapists and psychologists, as well as for families. The goal of WTTI is to disseminate reliable and practical information for those seeking to enhance their knowledge and expertise.



Register now for Summer Classes:

WTTI MANHATTAN

Expository Writing Instruction: Part One

Monday–Wednesday, June 25–27, 9:00 am–2:30 pm

Instructor: Betsy M. Duffy

WTTI WESTCHESTER

Multisensory Reading Instruction: PAF Part I

Wednesday–Friday, June 27–29; Monday–Tuesday, July 2–3, 9:00 am–1:00 pm

Instructor: Phyllis Bertin

Multisensory Reading Practicum: Using the PAF Program

Monday–Friday, July 9–20; Monday–Wednesday, July 23–25, 8:45–11:30 am

Instructor: Keri Levine

Classroom Language Dynamics: The Language of Learning and Literacy

Monday–Thursday, July 9–12, 9:00 am–1:00 pm

Instructor: Lydia H. Soifer, PhD

Multisensory Reading Instruction: PAF Part II

Monday–Thursday, July 16–19, 9:00 am–1:00 pm

Instructor: Phyllis Bertin

Improving Math Competence: Strategies to Remediate Effectively

Tuesday and Wednesday, July 31 and August 1, 9:15 am–1:00 pm

Instructor: Eileen Perlman

Expository Writing Instruction: Part One

Monday–Thursday, August 20–23, 9:00 am–1:00 pm

Instructor: Betsy M. Duffy

For more information, visit: thewindwardschool.org/wtti



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—Be informed. —Be inspired. —Transform lives.

John B. King Jr. Lecture

continued from page 6

to him a college that demonstrates a “culture of care” and as a “campus with a clear vision” for the future.

King recalled a student telling him: “When I look at faculty members who are Dominican like me, I think to myself, ‘Wow, you did it, I can do it.’ He told the audience: “That’s powerful and that’s what the Lehman community is about.”

He also praised the College’s 90x30 plan to double the number of degrees and high-quality certificates by 2030 but challenged the College to go beyond 90x30.

“There is much that Lehman is doing and will continue to do in fulfilling President Cruz’s vision of doubling the number of high quality degrees and credentials,” said King. “I want to suggest several key ways that I want to challenge you to add some new ambitious goals to 90x30.”

King discussed the critical importance of forging partnerships with P-12 educators to help improve the transition from secondary school to college. He suggested making a borough-wide commitment to ensure that every graduating high school student completes the Free Application for Student Aid (FAFSA). The Department of Education uses FAFSA to determine eligibility for loans, grants, and work-study programs.

He advocated for a “community wide commitment” to ensure that every student in the Bronx sign up for first lady Michelle Obama’s “Reach Higher” initiative to encourage students to continue their education beyond high school.

He also suggested that Lehman establish partnerships to replicate Chicago’s commitment to making sure students graduate with a post-secondary plan—and to use “post-secondary navigators” who serve as advisors to help students create and implement those plans. He emphasized that student success was dependent on developing well-trained teachers and school leaders.

King told his moving personal story about how as a boy growing up in Brooklyn he lost both of his parents at a young age and how one particular public school teacher saved his life by giving him a sense of optimism about the future.

Wayfinding to Curriculum

continued from page 6

in response to decisions we make or are contemplating. Our bodies are constantly sending us signals about our true path, and it’s up to our minds to interpret the meaning of these signals and develop effective strategies to implement what we’ve learned.

My advice: teach students how to calibrate and read their internal compass, just as we teach them reading, math or science. It’s a teachable skill, and the information they’ll uncover will become their best and most reliable guide for finding and walking their true path.#

Philippe Danielides, Esq., is a former corporate lawyer and founder of Inner Current Coaching.

“He gave me a sense of hope when I didn’t have a sense of hope myself,” he said. “The only reason I’m standing here today, the only reason I’m alive today, is because of New York City school teachers.”

In 2011, King became the first African-American and Puerto Rican to become New York State education commissioner, a post he held until 2015. He served as Secretary of Education under President Barack Obama from 2016 to 2017. Obama called King an “exceptionally talented educator” with a strong commitment to “preparing every child for success.”

In his opening remarks, Lehman President José Luis Cruz introduced the former secretary as an American leader who has increased opportunities for “countless individuals.”

“It is only fitting that John B King Jr, one of our nation’s foremost defenders of equity in educational policies and practices, deliver this year’s Lehman Lecture as the College takes on the challenge to expand opportunity in the Bronx and beyond as we enter the second half of our first century,” said Cruz. “Dr. King’s own schooling mirrors the kind of transformative journey experienced by many CUNY students who seemingly face insurmountable hardships along the way but find transcendence in learning and support in a community of educational mentors.”

Cruz introduced the Lehman Lecture as “setting the stage” for the Lehman College 50th anniversary celebrations.#

College Applications

continued from page 7

principals of strict scrutiny were applied.

Although the SFA/Harvard litigation was commenced in 2014, the parties agreed to put it ‘on hold’ during the pendency of the Fisher litigation in the hope that the decision of the Supreme Court would be determinative. As a result, the SFA/Harvard Litigation still is in its early stages in the U.S. District Court for the District of Massachusetts. Discovery has commenced and the SFA has asked for eight years of admissions data, which Harvard contended is excessive and unnecessary. The District Court then ordered Harvard to release six years of such data (for the period 2009 through 2014). The SFA thereafter sent a letter to the court saying that the documents that it received were so compelling that there was no need for a trial on the issue and indicated that the SFA would move for a summary judgment based solely upon the submitted documents. Harvard countered with a request that the court keep its submitted documents ‘under seal’.

This request drew the ire of the New England First Amendment Coalition, which includes the Massachusetts Newspaper Publishers Association (among other organizations), who in early April submitted a letter to the court arguing that the judicial records shedding light on the instant dispute “is of exceptional public importance and community interest” and should remain open to the public, and pointed out that “the presumptively paramount right of the public to know the content of judicial records in civil cases may be overcome only for the most compelling reasons.”

Then, the U.S. Justice Department weighed in and submitted a ‘Notice of Interest’ to the District Court urging the court NOT to seal the submitted information since Harvard had not shown a “most compelling reason” to overcome the normal presumption of access. While the Justice Department acknowledged that “there is a weighty interest in protecting the private identities of students and applicants” (a principle that both parties to the SFA/Harvard litigation agree on), “neither that interest nor any of Harvard’s other generalized arguments warrant adoption of Harvard’s proposal to file all summary judgment documents under seal. In fact, Harvard’s proposal contravenes the governing law.”

Both the Department of Justice and the Publishers Association contend that the public would benefit from a better understanding of the currently hidden admission process used by Harvard, and that such information could, and therefore should, be revealed without needing to identify particular students or applicants.

However, the battle is not yet over, as Harvard further responded, first by stating that “we are committed to safeguarding [applicants’] privacy while also ensuring that the public has access that is entitled to under law” and then by criticizing the Justice Department for its intervention (which Harvard called “perplexing”) and contending that redacting all private information would be burdensome, is unnecessary and would reveal Harvard’s intellectual



Debbie Resnick, member of the Board of Trustees of Beacon College delivers powerful speech at the inauguration of her new dormitory

The Great DNA Panic

continued from page 7

merely an adversarial game, and we shouldn’t protect privacy for the purposes of giving men like DeAngelo a sporting chance. Rather, our aim should be to apprehend the guilty without burdening the innocent. Unfortunately, if you are a law-abiding citizen who happens to be related to a clan of delinquents, you likely could face increased harassment and stigmatization through this approach. The key question, going forward, should be how the police used the GEDMatch data to find DeAngelo. Did they investigate each of his cousins? And how invasively? Or did they merely acquire evidence that confirmed their suspicions about an existing person of interest? In the interim, unless your siblings run a crime syndicate, you shouldn’t be too worried. #

thought process which, in effect, should be treated as a ‘trade secret’ and be afforded the appropriate protection.

Since then, the District Court has determined that two sets of Harvard’s previously confidential documents should be submitted to the court – an un-redacted set which initially will be filed under ‘seal’ and the same documents redacted to remove applicants’ identification, which documents eventually are expected to become public.

Once these documents become public, a significant portion of the applicant reviewing process will at last be revealed, permitting future applicants to analyze and finally start to comprehend how a highly-selective college makes its admission decisions. #

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg, Steindler, Houston & Rosen, P.C.

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Charo Uceda*continued from page 5*

graduate and 5.5% in graduate students, while the New York Times published that the Institute of International Education announced a decline of at least 7% in the enrollments for the 2017 academic year, this on a survey that considered 500 U.S. campuses. In the ESL (English as a second language) field, the drop is around 17%, making the decrease far more dramatic. It is important to mention that ESL programs are the gateway to enrollments at colleges and universities programs. Experts cite the current social and political atmosphere in the United States, the travel ban and concerns about safety as the cause. No matter what set of factors are at play for this decrease, other countries are quick in making of our loss, their gains. Canada doesn't waste any opportunity to declare: "We welcome international students" and "We are open for business", as Canada's Immigration Minister, Ahmed Hussen proclaims: "We want more international students to stay in Canada".

It is said that the best way to predict the future is to look at the past. Let's contemplate the scenario during the Second World War. Thousands of Germans and other Europeans made it to our shores, among them were intellectuals, decent and hard working, family people, and... oh yes, a certain individual by the name of Albert Einstein. I am sure he was far from being unique, but for sure, the most famous. Let's also remind ourselves that once the war ended, a huge number of scientists from German-occupied countries also made it to our land, among them the well-known aerospace engineer, Wernher von Braun, largely credited as the key person, within a vast elite group that made the U.S. the proud winner in the race to take a man to the moon and return him safely, thus ushering an era of incredible scientific and technological discovery and unimaginable prosperity.

With all this considered, it is that I come back to the original thought. Do we dare to ignore our History? Do we dare to walk away from what has been at the center of our great American Culture? I present the concept that in a world where we all want to be guided by measurable fact, it is in the more challenging measurable ones where the true value rests. Those who think they do not need anyone, and those who believe that we are self-sufficient and powerful, are welcome to do so at their own peril. #

Charo Uceda is the Co-Founder and Chief Academic Director of Uceda Schools and a member of the President's Advisory Council at Teachers College, Columbia University.

Into the Future!*continued from page 22*

have a full lockdown on our homes. I think that we will be able to control all our stuff on our phones when we are far away. I think we will have more secure safes with better supplies. I think that our bodyguards will be trained more to protect us against more technologically advanced weapons. I think that our future looks safer.

All and all I think the future is going to be more technologically advanced than we are now

The Gender Wage Gap*continued from page 22*

pay in your job.

Famous people are speaking out against the gender wage gap. Back in 2015 the highest paid actress of that year Jennifer Lawrence spoke out against gender biased pay after the Sony picture hack revealed that she had been paid less than her male counterparts. So Jennifer wrote an essay about her unequal pay. She wrote about how she thought she failed as a negotiator and how she wanted to inspire other women to negotiate about their payment and to push for equality. Another person who is speaking out about gender biased pay is the BBC's china editor, Carrie Gracie who resigned in early January 2018 to protest the broadcasters gender pay gap. She was offered a raise before quitting, and that still did not bring her salary close to her male peers. She learned of the pay gap when the BBC published the salaries of their biggest stars. The raise she was offered was to raise her salary from £135,000 to £180,000. In comparison her male peers earned between £200,000 and £249,000.

If we solved this problem it would be really good for all the women and girls out there who are working just as hard as men but are not getting paid nearly as much, and then we could focus on other problems involving equality, not just in the workplace but in the home and in schools as well. This would also help some people who do not view women as equals (for some reason) to possibly view them as equals, and also by using these tips I gave you about negotiating maybe people could negotiate about their pay more, resulting in better pay for all jobs.

You can make this solution happen by paying \$23.99 to stevieisthebest.com. Just kidding! ;) but you can help by talking about the pay gap with other people and spreading the word. You also can learn to negotiate so you can negotiate for pay later on in life. Well anyway that's about it but don't ever forget to speak up about pay! (Or whatever else you believe for that matter)

Stephen "Stevie" Goe is a seventh grader at Pierre Van Cortlandt Middle School in Croton On Hudson, NY

Arts Education & Funding*continued from page 22*

as I am a recipient of arts funding through my school, I am also a donor in the sense that I was able to share my art (dance) with others who are learning to enjoy, participate and love this art form.

I also volunteered to help with the pre-k dance class offered to young children at the Rock School. During this time, I helped teach the younger generation about dance. I watched them become more comfortable moving their bodies and expressing their emotion through movement. Again, I was able to be part of the

with flying cars, better robots and better security.
Salvatore "Sammy" Goe is a seventh grader at Pierre Van Cortlandt Middle School in Croton On Hudson, NY

2018 Gilder Lerman Award*continued from page 5*

will engage the public," Riggs said. "By telling the stories of three communities spanning the Mason-Dixon line, Ayers helps us understand not only the military history of this time period, but also the political forces at work during the time of Reconstruction."

The laureate was recommended to the board by a three-person jury: James Oakes, Distinguished Professor of History and Graduate School Humanities Professor at the Graduate Center of the City University of New York; Elizabeth Varon, Langbourne M. Williams Professor of American History at the University of Virginia; and Peter Cozzens, a prize-winning historian and former Foreign Service Officer.

"Ayers deftly blends military, social, and political history to offer a panorama of the war that both includes a wide range of actors and tells individual stories on an intimate scale," wrote the jury in their report to the board. "Ayers's study reflects his own deep immersion in both the primary source record and modern scholarship. Thanks to Ayers' accessible writing style and skill at humanizing the war, *The Thin Light of Freedom* expertly conveys to its readers the vibrancy of the field of Civil War studies."

About the Gilder Lehrman Lincoln Prize

The Lincoln Prize is awarded annually by Gettysburg College and the Gilder Lehrman Institute of American History to a work that enhances the general public's understanding of the Civil War era.

The Prize was co-founded in 1990 by businessmen and philanthropists Richard Gilder and Lewis Lehrman, co-chairmen of the Gilder Lehrman Institute of American History in New York and co-creators of the Gilder Lehrman Collection.

About the Gilder Lehrman Institute of American History

Founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education, the Gilder Lehrman Institute of American History is the leading American history nonprofit organization dedicated to K-12 education while also serving the general public. The Institute's mission is to promote the knowledge and understanding of American history through educational programs and resources. As a 501(c)(3) nonprofit public charity the Gilder Lehrman Institute of American History is supported through the generosity of individuals, corporations, and foundations. The Institute's programs have been recognized by awards from the White House, the National Endowment for the Humanities, and the Organization of American Historians. #

circle of arts in my community. I experienced firsthand how arts education can inspire younger children to do great things. In a few years, these children could give back to the community in the form of benefit performances, interviews, and even teach classes as well.

Funding arts education is very important to
continued on page 30

TC Academic Festival*continued from page 5*

owning nationality papers, stems from power and character. Power is "argued," he said; it should be sought without euphemism or apology. But its exercise requires consideration of others, ethics, responsibility. "Mastery of power without character makes you a highly skilled sociopath," he said, adding that "power does not corrupt so much as it reveals character."

"The immune system of the body politic is kicking in. But going from acute illness to chronic illness isn't going to cut it. We need a renewal."

The good news, Liu said, is that power is not a finite commodity. "It is possible to generate it out of thin air, through the magic act of organizing." He pointed to the young students in Parkland, Florida, who responded to the horrific shooting at their high school by sparking a national mobilization. He praised teachers in West Virginia, Kentucky, and Oklahoma campaigning for better pay and investment in schools. "They have rediscovered power that they did not think they had.

As for character, Liu said, it is true that many of the voices who harp on the theme are in fact "loud-mouthed hypocrites." But their hypocrisy only compounds the responsibility of those in a position to foster the development of ethical traits.

The Seattle-based Citizen University, which Liu founded, champions "powerful citizenship." It runs programs with an unabashed ritual aspect, such as Civic Saturdays – church-like gatherings where people hear "civic sermons," share readings, and exchange ideas on democratic values – and Joy of Voting, a mini-festival that elevates that fundamental participatory act. And it partners with other organizations to help activate their audiences and turn ideas into deeds that strengthen community.

"Every teacher is a civics teacher. If you are not teaching power as an educator, you are committing professional malpractice."

Ultimately, Liu argued, promoting powerful citizenship can and should be everyone's mission – but particularly that of educators. He commended the rise of "action civics" in schools and said that everyone should become involved, irrespective of subject or grade. "Every teacher is a civics teacher," he said. "If you are not teaching power as an educator, you are committing professional malpractice."

Today, Liu said, the state of national politics is sparking a major surge of grassroots civic engagement. The challenge now is to build on that important start. "The immune system of the body politic is kicking in," he said. "But going from acute illness to chronic illness isn't going to cut it. We need a renewal." He pointed out that each day offers fresh material: the #MeToo movement, Black Lives Matter, the growing debate over Facebook and how technology platforms manipulate our trust.

Educators are essential to our civic revival, in Liu's view. And from John Dewey to Shirley Chisholm, Teachers College has historically offered some of the best role models. "Democracy, like teaching, is an act of faith," Liu said in closing. "You are the product of this great lineage. Now go and pass it on." #

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Safia Mahjebin*continued from page 4*

JFEW Scholar at Roosevelt House in her sophomore year, and this year was named a Mellon Mays Undergraduate Fellow. Mahjebin is the only Truman Scholar in this year's class from a public university in New York. Mahjebin plans to pursue both a JD and PhD in Islamic Studies so that she can advocate for women throughout the world: "I want to make the world a better place for girls and women, than the world I came into."

President Raab points out that Mahjebin is the latest in a group of outstanding Hunter students who have won prestigious international scholarships at Hunter this year. Thamara Jean received a Rhodes Scholarship in November and Matthew Locastro was recently named a Luce Scholar. "These achievements only underscore the high caliber of our student body and the important work of the Ruth and Harold Newman office of Prestigious Scholarships & Fellowships in supporting our students in their pursuit of excellence." #

Thamara Jean*continued from page 4*

office offers, we are helping connect our talented, hardworking young people with the opportunities they deserve. Last year, Hunter had its first Marshall Scholarship winner; this year, its first Rhodes. We are truly proud to be leveling the playing field with institutional support for these budding academic stars."

Rhodes Scholarships provide all expenses for two or three years of study at the University of Oxford in England. Thamara Jean will enter Oxford in October 2018 and study political theory.

In addition to being a Macaulay Scholar at Hunter, Thamara is also a Thomas Hunter Honors Scholar, a Mellon Mays Undergraduate Fellow, and an Eva Kaston Grove Fellow. Throughout college Thamara has been active in community service, working for organizations like the activist civics curriculum program Generation Citizen. As a "Democracy Coach," she led a class of 12th graders in Bushwick, Brooklyn, to develop a community-based civic action plan that addresses issues such as affordable housing and gentrification. By engaging in this and other forms of community service, Thamara came to believe that positive social change could be amplified if, rather than "leading from the top," activists like her helped empower groups of people to make a difference in their communities.

According to Thamara Jean, the Rhodes Scholarship means a great deal to her whole family and her fellow students. "Both my parents are immigrants from Haiti and seeing their kids accomplish so much just reaffirms why they came to this country in the first place. Also, being the first from Hunter to win a Rhodes is meaningful because I can play an important part in establishing a path for students who, before now, may never even have considered pursuing an opportunity like this. At the same time, because so many stu-

Glenn Close*continued from page 3*

that helped to make the series a reality as well.

Next up was the Champion Award. Gavin Newsom, Lieutenant Governor of California was the honored recipient. Over the course of his illustrious career, Newsom has tirelessly championed innovative public policies regarding mental health. As a candidate for California governor, he has pledged to prioritize prevention, early identification and intervention for mental health disorders. Unable to attend in person, the Lieutenant Governor sent a pre-recorded message of thanks.

To Write Love On Her Arms, a non-profit movement dedicated to presenting hope and finding help for people struggling with depression, addiction, self-injury and suicide, received the Community Builder Award. For over 10 years, the organization has responded to over 200,000 messages in over 100 countries and invested 2.1 million dollars into treatment and recovery. During his acceptance speech, founder Jamie Tworkowski said he was honored to receive this particular award because community is so important to him. "This idea that people need other people is at the heart of our work and our message," he said. Finalists for this award included Anxiety and Depression Association of America, Depression and Bipolar Support Alliance, International OCD Foundation and JED Foundation.

The People's Choice Award was given to Attitudes in Reverse, which aims to eliminate stigma around depression. Since 2011, founders Tricia and Kurt Baker have spoken with more than 65,000 students about mental health and suicide depression. They also created a powerful In Their Shoes exhibit that augments their education program. Finalists for the People's Choice Award included Gary Altheim of Growth and Development Services, Scilla Andreen of IndieFlix Foundation, Nicole Hockley of Sandy Hook Promise, Randi Silverman of Youth Mental Health Project and Rosalie Whitlock of Children's Health Council.

The final award of the night was given to Academy Award nominated actress Glenn Close. In 2010, Close founded Bring Change to Mind, a charity dedicated to confronting the stigma and discrimination associated with mental illness. With her sister Jesse standing beside her, Close shared their experiences with Jesse's bipolar disorder and how the condition was undiagnosed for years. "There was no Child Mind Institute, there was no early intervention," Close lamented. She shared that the main message of Bring Change to Mind is to "start the conversation". #

dents at my school come from such different backgrounds, we can bring unique perspectives and experiences to Oxford, continuing the good work Oxford has been doing recently to bring in students like me, who will be at the forefront of taking on the unprecedented challenges of our future." #

President José Luis Cruz*continued from page 3*

dents from a wide variety of majors are making themselves more marketable by obtaining a certificate in Augmented and Virtual Reality development.

Second, we must quell the concerns of those who believe that liberal arts programs are in conflict with conservative views. A Gallup survey reported that Republican voters believed that these programs didn't allow students to think for themselves. To counter this, colleges must stress that one of the values of the college experience is to impart crucial critical thinking, information literacy and civic learning skills, all of which are highly marketable in the workplace.

Lastly, we must take on the herculean tasks of increasing completion rates and reducing time to degree – all while keeping costs down. Colleges must ensure that all students have a clear path to completion; otherwise, many will abandon their plans for the lure of an immediate paycheck. Too many young people are stuck in low-wage jobs because their colleges failed to offer the courses they needed to graduate on time.

We have much difficult work ahead of us, but ultimately, our students' success is our success. They will be our most powerful advocates in the years ahead, and so our challenge is to make sure they view their college experience as a road that led to opportunity and economic mobility. #

James Leitner*continued from page 6*

step behind just motivated me to want to do something."

In October of 2017, he formed a charitable organization called the MissionCleanWater Foundation. Its aim is to help provide communities around the world with clean drinking water. They are currently working on projects in Kenya, where Leitner hopes to travel this summer.

He learned all aspects of running a non-profit by jumping right in, Leitner said. He designed his own website, filed for the official non-profit status and formed a board of directors. He already has a list of communities around the world who have reached out for assistance for clean water and sanitation.

For now, though, Leitner is focused on a nation-wide effort to have people participate by running for clean water. He has reached out to running clubs, local race organizations, and various community partnerships. He has currently organized efforts to run in the east coast, Texas and Hawaii. His summer will be busy with over 20 events planned.

"Together with teamwork we can provide underserved communities around the world with clean water." #

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

Margaret Keane*continued from page 4*

one knows they have a shot," she said.

The CEO shared some valuable advice to the Baruch students. First, she said, learn how to manage your time and multitask. She urged students to become the person people can rely on. "Become the go-to person," she said. She also explained the difference between mentors and sponsors, thus prompting a further question on how students can work to acquire sponsors throughout their career. Keane shared her own personal experience with sponsorship and encouraged students to keep an eye for the people that will "look out for you". She went on to add that one of her earliest mentors was her father who encouraged her "to do anything she wanted".

Her final note was one of great wisdom. "Slow down," she said, as she noted that millennials especially have a tendency to plan career steps very thoroughly with acceleration in mind. She explained that not everything needs to be a step up. Speaking from experience, she went on to say that sometimes "you have to step back to move forward." Lastly, she spoke about the importance of happiness. "If you aren't happy at home you will not be happy at work," she said, as she stated the importance of knowing ones priorities.

After her enlightening Q&A, Keane took a few additional questions from the audience. #

Chancellor Stephen Spahn*continued from page 4*

preparing students to be global leaders who can make our world a better place. That is why the cross-campus collaboration and months of extensive preparation for the concert are equally as meaningful to me as the evening itself. It takes a global village.

Last fall, students on every campus auditioned locally and our team of music directors shared audition tapes to select soloists, duettists, and ensembles for an evening's program that ran the gamut from classical, jazz, and pop to traditional Korean and Chinese music, showcasing the unique cultural contributions from each Dwight campus. After several months of preparation at their home schools, all the performers come together in New York for an intensive week-long rehearsal period during which they fine-tuned and blended their individual pieces into one glorious tapestry.

During this immersive experience, students connected with their peers from different continents, embraced each other's cultural traditions, and forged friendships that will last a lifetime, underscoring the benefits of being part of a global family of schools.

When the performers walked into Stern Auditorium on their big night, it brought back a flood of memories — countless moments when I have been in awe of the talent, gifts, and unique sparks of genius of countless Dwight students over the years. Ultimately, my greatest legacy will be all the students who become heroes of their own journey. My story will be the collection of all of their stories — my symphony will be the collection of all of their symphonies. #

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Early Risers

continued from page 8

sages such as “Brother,” “Vision” and “Feel” that are woven into the shirts. “In middle school, Braille was a language that only we had,” Bryan Manning says. Today those messages are reaching more people than the Mannings ever imagined.

A Dream In The Eyes Of Its Beholders

As a first-year Teachers Collegemaster’s student, Imbolo Mbue told her faculty adviser, psychologist Elizabeth Midlarsky, that she couldn’t afford the program. She was stunned when Midlarsky later rounded up enough financial aid to help her finish her degree.

Mbue (M.A. ’07), who immigrated to the United States from Cameroon, has never forgotten that gesture — nor the subsequent loss of her marketing job during the 2008 recession.

PERSPECTIVE

Mbue understands Americans who fear losing their jobs, but urges immigrant voters to advocate policies that will help them find fulfillment.

Both Americas — the one that giveth and the one that taketh away — are the focus of Mbue’s PEN/Faulkner Award-winning debut novel, *Behold the Dreamers* (Random House 2017). As one reviewer writes, the book “depicts a country both blessed and doomed, on top of the world, but always at risk of losing its balance.”

Mbue decided to write after reading Toni Morrison’s *Song of Solomon*, which she says exposed her to the African-American experience. Still, many reviewers have observed that *Behold the Dreamers* (now an Oprah’s Book Club selection) is more about class than race, and more about the American Dream than a specifically African-American one. Mbue bridges the wide economic and cultural gulf between her protagonists — the Cameroonian chauffeur Jende Jonga; his wife, a pharmacy student; and their young son — and the Lehman Brothers executive who employs Jonga. From Jonga’s opening job interview, during which he must “keep his desperation from bursting through the thin layer of dignity,” through Lehman’s fall, all of Mbue’s characters are “dreamers,” compromising as they chase a sliver of prosperity.

In the seaside Cameroonian town of Limbe, Mbue’s family wasn’t poor, but suffered deprivations such as a lack of running water or a public library. Mbue left to earn a business management degree at Rutgers University, and later worked as a preschool secretary, a dental office receptionist and a lingerie saleswoman.

Those experiences left her empathetic with those who lose privilege, yet she also strongly identified with other newcomers to American society. She says she understands, for example, the economic anxiety that made immigration a top concern in battered Rust Belt communities during the 2016 presidential election: “They’re angry and looking for somebody to blame.” But she stresses that immigrant voters — who feel “a sense of helplessness, fear and worry” — have a right to stand up for policies that will help them find fulfillment here.

“America presents itself as a land of equality and justice,” Mbue says. She seems determined to hold her new homeland to that standard. #

Medical School Dilemma

continued from page 8

tional discomfort and social baggage involved when it comes to the private areas of the body, so much anxiety for the students, such a great possibility for injury to the volunteer, so little direction about what to say to a patient to make them comfortable, so much inconsistency in the methodology...and, aside from all that, no guarantee that an untrained volunteer will provide *constructive* feedback to the student. From the standpoint of a school, such a volunteer creates more problems than they solve.

The result is that many students get *no* hands-on training when learning to perform “bathing suit-area” exams. The thinking too often is that this whole area of instruction is too complicated, too embarrassing, too stigmatized, and too traumatizing. And therefore nothing is offered and nothing is done.

So, yes...you very well *could* be that first patient for a new doctor with inexperienced hands.

But there is a solution. What schools need are highly trained specialists who can instruct students *as well as* use their own bodies to allow students to practice the techniques. These specialists are called Gynecological Teaching Associates (GTAs) and Male Urogenital Teaching Associates (MUTAs). They are substitute professors, if you will, who teach the necessary exam skills and then also act as “patients” to guide the students as they practice those exam skills on that same instructor. Equally important, GTAs and MUTAs teach the students essential communication skills that help make the patient feel comfortable during the exam.

I didn’t invent this idea; here and there schools have trained GTAs and MUTAs “in-house.” But most schools don’t have the wherewithal or the kinds of resources to recruit and train such high-level instructors. Most schools need an outside

Cardiac Death in Athletes

continued from page 8

the PPE to help prevent cases of SCD, the best way to help save lives is to be prepared for the event of sudden cardiac arrest in an athlete. Quick resuscitation is an intervention that has been shown to improve survival. To this end, the NCAA Cardiac Task Force convened in 2014 to develop best practices for collegiate athletic programs. The outcome was the “Cardiovascular Care Checklist” with recommendations including ensuring athletic trainers and strength and conditioning coaches are certified in CPR and Automated External Defibrillator (AED) use and that AEDs are readily available for use at athletic events and training areas.

While it is important to be aware of the risk of SCD in athletes and aim to improve prevention, it is also important to recognize that the overall risk is relatively low and the health benefits from exercise are great. With adequate preparation, engagement in physical activity and sport is a safe and healthy practice that should be encouraged at all ages to improve overall wellbeing. #

References can be sent upon request.

group to come to them with excellent GTA and MUTA instructors to provide standardized training for their students. Such outside groups have been rare or non-existent, until now. After many years of experience as a GTA, one of my current colleagues formed a company about a year ago to address this need. I quickly joined her to help develop a MUTA program and act as Managing Director and Lead Trainer for the company.

Finding instructors willing to do this was — and is — a challenge. Being a GTA or MUTA is hard work, physically and emotionally. In addition, there was virtually no information on how to *train* instructors. As we expanded our reach over the past year, I wound up having to write the only available curriculum to train MUTAs. My colleague, Isle Polonko, developed the curriculum to train GTAs. Our company, Clinical Practice Resources (ClinicalPracticeResources.com), now provides instructors to dozens of teaching hospitals, schools, and institutions throughout the country. We now have over 20 highly trained male and female instructors doing this important work, and we are the largest independent company in the world providing this kind of educational instruction. And yet, we barely feel we have scratched the surface.

The response from students and teaching institutions has been overwhelmingly positive, and we are continually getting referrals, requests to expand our program, develop new programs, and start programs in other areas of the country. There is a huge need for this kind of instruction. Over the last several years I have been invited to give presentations at international conferences by the Association of Standardized Patient Educators (ASPE), and have been invited again to give a number of presentations about my work at ASPE’s annual conference this June. What started out as a random musing in my doctor’s office one afternoon has certainly led me on a fascinating journey.

The most rewarding aspect of this work, though, was something I hadn’t expected at all. Most of the students we teach are in the middle of medical school, and have spent their entire education up until that point immersed in books or interacting only with plastic manikins. When I teach a class, I am often the first *real* human “patient” they have yet to come in contact with. Students start the class filled with anxiety, terrified. By the end of my class, they are filled with confidence. This is, after all, what everything has been about for them: working with *people*. Because I’ve provided them with an anxiety-free way to conquer the scariest challenge so far in their medical training, they emerge fearless about the challenges that lay ahead for them... and excited to meet their future patients with care and empathy. It’s a momentous transformation, and I am continually grateful to be a part of that accomplishment.

So, as it happens, I was wrong. For me, being that first patient for a young doctor turns out to be a *wonderful* experience. #

For more information about his work, Richard Claflin (a graduate of Harvard) can be reached at richardcprte@gmail.com. Or, through the website at ClinicalPracticeResources.com.

Family Relationships

continued from page 22

often told her friends about Michael and how he “punished her”, and she even considered getting rid of Michael unless they could get along. So we are left to wonder, what has caused this rift between them? Is it Michael’s grief? Or is it Esther’s inability to understand the grief Michael is going through? Nevertheless as the story goes on, so does their progress towards a better relationship.

By the end of the story, Esther and Michael overcame their differences and bonded with each other. They first started to bond when Michael brought home a hermit crab and Esther surprised him by letting him keep it. After having the hermit crab for a little while, Esther came to Michael and, to his surprise, told him that they should go get more hermit crabs. Michael’s aunt Esther was excited when they saw the hermit crabs at the pet store and this is the first time in the story that Esther is excited about something and Michael was surprised as well, this is also the point in the story where Michael and Esther start to bond. Esther ended up buying Michael 20 hermit crabs and enthusiastically helped him set up their homes. After getting them all set up, Esther accidentally mentioned Michael’s mother and then, seeing the pain in him, aunt Esther hugged him for the first time in years. Then Michael said to his aunt: “I don’t hate you”. This was also the first time Michael had said this to his aunt, and he really meant it. Though they are finally getting along, what made aunt Esther suddenly start being so nice to Michael? Did she finally understand somehow, or did they bond over the hermit crabs?

Throughout the story “Shells”, Michael and Esther overcame their differences and found that they could bond over hermit crabs. Cynthia Rylant included the answers to surpassing the grief that would normally consume us in her story to show the importance of bonding with family. She also included the importance of understanding each other and how that can make or break family relationships, because without relationships, there is no one to share your accomplishments with. #

Arts Education & Funding

continued from page 26

the survival of creative expression. Without artistic outlets, society as a whole would lose a valuable means for expressing emotion, beauty, and themselves. Funding for the Arts and arts education should go hand in hand. It is important to remember that the vision to create my school was to elevate individuals with special talent while sharing their artistic abilities with the community. Dr. Rock’s vision was unique because he left a legacy that encompasses the entire cycle of arts education. I honor Dr. Rock’s mission by pushing myself to be the best dancer I can be and always performing my best for kids, potential donors, and everyone else out there in the world. #

Jared has been a student at the Rock School of Dance Education for many years in Philadelphia.

National WWII Museum

continued from page 11

“Our mission at The National WWII Museum is to tell the story of the American experience in the war that changed the world,” said Chrissy Gregg, the Museum’s Distance Learning Manager. “In order to fulfill this mission, we’re taking education beyond our physical campus and into classrooms – a space where students may not get the opportunity to hear firsthand accounts about pivotal times in history. We are proud to host this Electronic Field Trip, especially as we look at how African Americans heroically fought to preserve freedoms abroad at a time when they did not have those freedoms here at home.”

Central to the Field Trip’s discussion is an examination of how throughout World War II, African Americans pursued a double victory – one over the Axis abroad and the other over discrimination at home. Major cultural, social and economic shifts amid a global conflict were changing American lives. Although President Franklin Delano Roosevelt banned discrimination against African Americans in the defense industry in 1941, segregation in the armed forces remained. Nevertheless, more than 2.5 million African Americans registered for the draft during World War II, and over 1 million served.

Broadcasting during Black History Month, the Electronic Field Trip is influenced by The National WWII Museum’s signature special traveling exhibit Fighting for the Right to Fight: African American Experiences in World War II, which is currently on view at the Dallas Holocaust Museum through January 26, 2018. In addition to student reporters and WWII survivors, the Field Trip will feature Rob Citino, PhD, the Museum’s Samuel Zemurray Stone Senior Historian, and Damon Singleton, WDSU-TV Meteorologist and retired US Naval Commander. Both will lead a live Q&A and polling with students around the country as they discuss the vital roles African Americans played in securing our nation’s freedom, and

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<p>PLATINUM LEVEL</p> <p style="font-size: 2em; color: #800000;">JOYCE COWIN</p>	<p>GOLD LEVEL</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p style="color: #800000;">ANN & ANDREW TISCH</p> </div> </div>	<p>EMERALD LEVEL</p> <p style="color: #800000;">DR. JOHN BILEZIKIAN</p> <p>LANDMARK COLLEGE</p>
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Outstanding Educators

continued from page 21

order to ensure its smooth opening, Ms. Zuckerwise recruited, mentored and developed a new team of administrators and teachers at the Manhattan campus. She also successfully

the postwar fight for equality during the Civil Rights Movement.

The Fighting for the Right to Fight: African American Experiences in World War II Electronic Field Trip is produced in partnership with the National Park Service and with generous support from Paul and DiDi Reilly in honor of Paul J Reilly, US Marine Sergeant, WWII; The Dale E. and Janice Davis Johnston Family Foundation in honor of Dr. Earle R. Davis and his service aboard the USS Tranquillity; the Albert and Ethel Herzstein Charitable Foundation; Alan and Diane Franco; and the C. Jay Moorhead

managed the growth of the Manhattan Lower School and Middle School divisions in terms of numbers of students and faculty. As a result of her exceptional commitment to the remediation of students with language-based learning disabilities, today 274 learning disabled students are being educated by 77 highly trained and

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Learn more about how your classroom can participate in the Fighting for the Right to Fight: African American Experiences in World War II Electronic Field Trip or visit www.nationalww2museum.org/electronic-field-trips. Send questions in advance to distancelearning@nationalww2museum.org.

The National WWII Museum tells the story of the American experience in the war that changed the world – why it was fought, how it was won, and what it means today – so

well supported faculty members in a state-of-the-art school building that she worked diligently to bring on-line. Through each endeavor, Ms. Zuckerwise has lived the school’s mission statement. She is passionately committed to every Windward family and the successful return of students to mainstream settings. #

that future generations will know the price of freedom and be inspired by what they learn. Dedicated in 2000 as The National D-Day Museum and now designated by Congress as America’s National WWII Museum, it celebrates the American spirit, the teamwork, optimism, courage and sacrifices of the men and women who fought on the battlefield and served on the Home Front. The 2017 TripAdvisor Travelers’ Choice® awards ranks the Museum No. 2 in the world and No. 2 in the nation. For more information, call 877-813-3329 or 504-528-1944 or visit nationalww2museum.org. #

Congratulations, Julie!

The McCarton Foundation congratulates Julie Fisher for being honored by Education Update for her extraordinary accomplishments as a special educator and Executive Director of NYC Autism Charter School.





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