

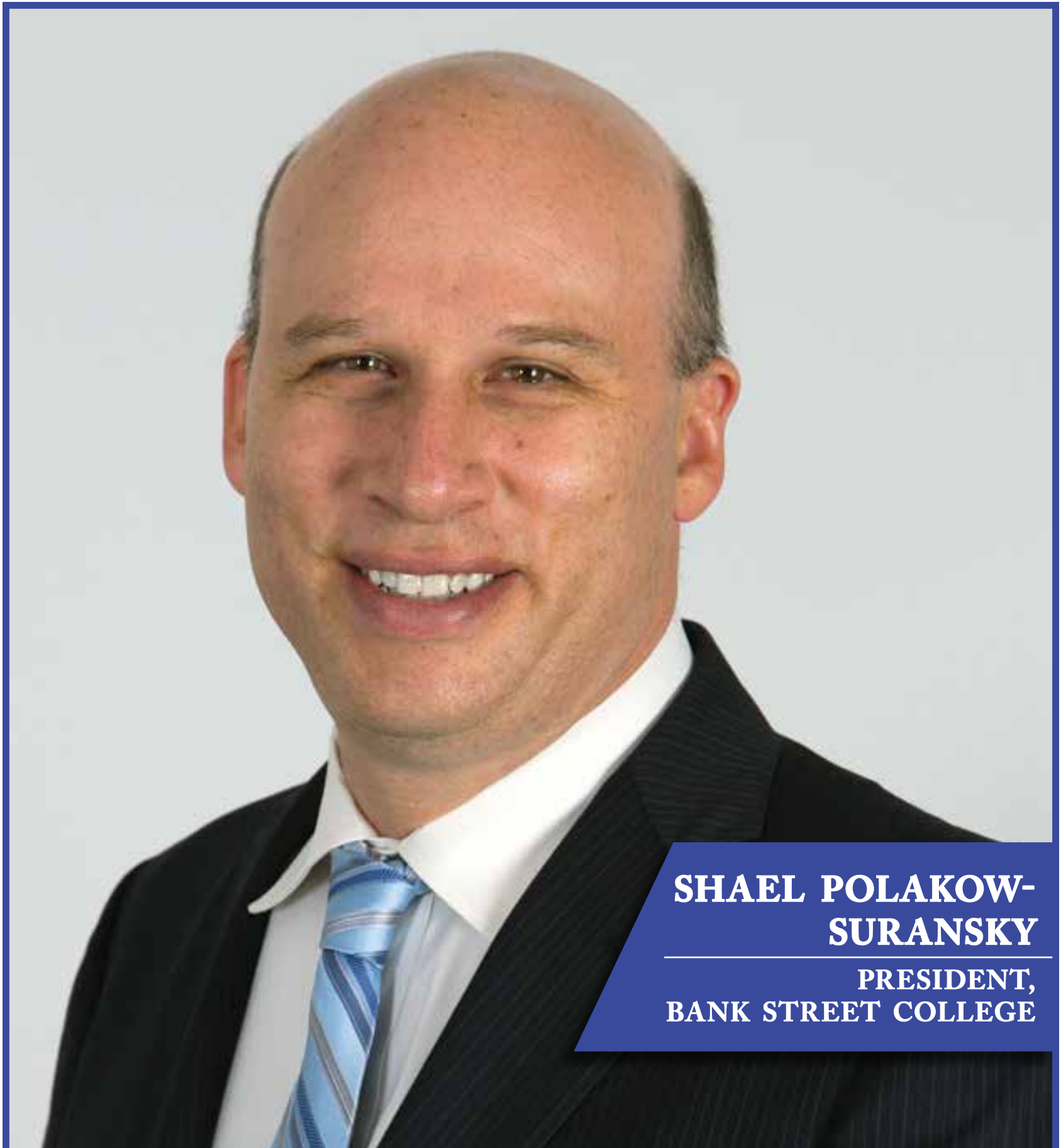
# EDUCATION UPDATE

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**SHAEL POLAKOW-  
SURANSKY**

**PRESIDENT,  
BANK STREET COLLEGE**

## GUEST EDITORIAL

*Investing in the First 1,000 Days of Life*

By **PRESIDENT SHAEL  
POLAKOW-SURANSKY**

Ninety percent of our brain architecture is built during the first 1,000 days of life, with more than one million new neural connections formed every second. These connections establish the foundation for future learning—including our cognitive and social-emotional development.

We know from recent scientific research that if a baby grows up exposed to what is known as “toxic stress” due to violence, homelessness, lack of food, neglect, or other trauma, these experiences trigger the baby’s natural fight or flight responses in her brain, which releases cortisol into her body. With extended exposure to these kinds of stressful or unpredictable early experiences, cortisol starts to rewire a child’s brain architecture, impacting the development of language, memory, and self-control. It can also inhibit an infant’s ability to learn and form trusting relationships. Adverse childhood experiences—or ACEs—occur for children across the socio-economic spectrum, but because of institutionalized forms of inequality, children growing up poor are often more vulnerable.

Researchers have found that children under five who have had two or more ACEs are over four times more likely to have trouble calming themselves down, can be easily distracted, and have a hard time making and keeping friends.

Children ages six to 17 who have had two or more ACEs are twice as likely to be disengaged from school. Most of the achievement gap between rich and poor children is already evident before children start kindergarten and it stubbornly persists as children enter and complete secondary school.

But adverse childhood experiences are not destiny. Supportive, responsive relationships with parents or caregivers working in the child-care setting can mitigate the effects of these experiences. In short, a child’s first 1,000 days are a moment to be seized, a moment to actually level the playing field, a moment to stop the achievement gap before it starts. Missing this small but vital window of opportunity leads to the need for expensive—and all too often failing—efforts in our schools to play catch-up.

Analyses of multiple early care and education programs show that every dollar spent on high-quality, birth-to-five programs serving disadvantaged children yields a 13% annual return. High-quality early childhood care leads to higher rates of high school graduation and reduced rates of heart and metabolic disease, adolescent pregnancy, and incarceration.

At Bank Street, a central part of our mission is to expand access and improve the quality of early care and education. Research links low-quality child care to toxic stress and developmental damage. When an infant spends a year with someone who fails to form a relationship with her, it has an impact on behavior, learning, and potential for years to come. The antiquated and inaccurate notion that “anyone can take care of babies” is part of the problem and has led to inadequate public funding, low wages, and low-quality child care. There is a big difference between meeting the child’s feeding and diapering needs and providing care that will nourish the child’s mind and body.

High-quality child care starts with strong, nurturing relationships that are stable and offer children a secure base from which to engage in new experiences within a thoughtfully planned routine. In a high-quality child-care setting, a child is free to explore and—importantly—come back to her caregiver when she needs to “refuel” to continue her learning. The caregiver comments on

the child’s exploration, signifying that what she does is important and modeling language that is connected to the child’s interests.

To achieve this level of care, we need to develop a strong public infrastructure for child care. At Bank Street, we’re working with cities across the country—including New York, Newark, and New Haven—to help strengthen the systems of care and education for the youngest students. We are also increasing our reach into local communities—including through a project in East New York, Brooklyn working with early childhood caregivers to build the skills necessary to provide quality care for our nation’s youngest and most vulnerable children.

As a nation, we spend close to \$600 billion a year on K–12 education while only allocating \$20 billion to child care and educational supports before children start school. Per capita, we are spending roughly 10 times less on education for our youngest children at precisely the moment when the potential impact is greatest. You will find the opposite pattern in every other wealthy nation in the world. Not surprisingly, their educational outcomes are soaring while our students fall further behind.

This is a test of our commitment to equity and whether we have the will to cultivate human potential during the earliest years of life. There are 15 million children in this country under the age of three. They need us to do better. #

*Shael Polakow-Suransky is the president of Bank Street College of Education.*

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## BEST PRACTICES BASED ON BRAIN SCIENCE

By REBECCA MANNIS, Ph.D.

What makes for best practice in education? The answer to this question can differ depending on whom you ask and whether that person's lens is more 'wide-angle' or specialized. Best practice vision can change when considering classroom needs or an individual student. The Educational Opportunity Association (EOA) best practices directory for 2018 offers methods and materials that are 'promising, validated and exemplary.' Fluency, the ability to efficiently access information and skills, impacts learning at various ages and stages and serves as a case study in considering K-12 best practices.

Recent brain research provides insights about learning as a life-long process. Learning happens against the backdrop of two brain processes. Children's brains grow in the number and size of synapses, or brain cell connections. At the same time, a pruning process nibbles away at those brain cells to create stronger, more efficient pathways. University of Washington researchers reported structural changes in the white matter of school-aged children after eight weeks of intensive reading instruction.

These neuroscience findings align with our understanding of skills development in grade school. Fluency was one of the skills which showed particular gains and increased brain development. Professor Jeanne Chall discussed these skills in her classic *Stages of Reading Development*, which just marked its thirty-fifth anniversary of publication. She wrote that systematic, phonics-based instruction fosters accurate and fluent reading, the building blocks for reading comprehension and thinking critically about text. Dr. Chall shaped 1970s and 1980s best practices, demonstrating that that 'learning to read' in the early grades enables students to effectively and confidently 'read to learn' new subject matter in middle and upper school. This helps youngsters process and access information for use in new contexts. Karyn Slutsky, Assistant Director of Queens Paidea School notes, 'Fluency of component skills is the basis of a firm foundation of any competency, whereas a shaky foundation leads to instability, insecurity, and anxiety.'

Fluency is relevant to best practices discussion about 'personalized learning,' the trend toward computer-based delivery of instruction. While technology can play a role in practicing facts, the way that we incorporate digital information differs from how we process print content. UCLA Professor Dr. Maryann Wolf's *Reader Come Home* reports that college students who read digital content were less able to draw conclusions and connections from digital content than peers who read the same texts in print form. Although the research 'is in' about



fluency shaping later learning, popular press decries the lack of consistent reading instruction in public and private schools.

We can all get on board to address this, with an eye toward the culture of each school and the needs of our diverse students. The EOA notes that best practices can be modified to particular programs, the children in them, and the content being taught. Dyann Kaufman, learning specialist at The Avenues School notes that Avenues teaches fluency in the lower grades by systematically introducing skills in different formats, with individual or group work that brings in various senses. In grades 3-5, Avenues reinforces fluency with selected independent practice and small group 'buddy reading' activities. Other schools pride themselves on high levels of customization per individual learning style and goals rather than adhering to one methodology or one tech tool. To Dr. Manju Banerjee of Landmark College, we start by engaging students to be self-determined and have agency over whichever strategy will work best for them. Skill development is personalized and students feel supported in their learning approach."

We parents and professionals can help our children develop the fluency skills they need to learn and grow. This happens with committed, well-trained teachers who implement systematic techniques. These teachers can be supported to monitor children's growth in varied, consistent ways and to adapt instruction to those findings. Children's fluency grows with consistent independent and guided practice and when students are encouraged to develop insights about using skills across their coursework. Best practices in fluency provide our children the techniques and tools to learn efficiently and effectively as they progress through formal education to ultimately explore their passions beyond the classroom. It enables them to then be well-informed and curious members of society. Let's use what we know about brain science and best practices in learning the basics to help our children become digital citizens and citizens of the world who shape our society for good. #

Dr. Rebecca Mannis is a graduate of Harvard and can be reached at her private practice, [rebecca@ivy-prep.com](mailto:rebecca@ivy-prep.com)

## Universal Preschool in Cuba



By KATE MOODY, Ed.D.

Calls for universal preschool are everywhere, but our country has not delivered. Oddly enough, a model for the United States can be found just 90 miles to the south, in our neighbor, Cuba. That island nation has been acclaimed by UNESCO as one of a few countries to provide universal preschool for all, and cites Cuban education the best in Latin America.

As a lifelong educator from a rich nation, I wanted to see first-hand what teaching systems look like in a poor country that has demonstrated world-class commitment to education. In 2008 I received a travel license from the US Department of Treasury, and have traveled to Cuba regularly ever since. A question: If Cuba, a poor country, can provide early childhood education for all, why can't we—rather, why haven't we?

In Cuba, the child's education begins before birth, when health and educational potential are nurtured by careful attention to the mother's physical and emotional well-being, and provided to everyone at no cost. When a woman becomes pregnant she is expected to visit her family doctor to begin a program of pre-natal health care, including at least twelve visits. Care includes consultations on pregnancy and the woman's psychological and physiological readiness to be a mom. The family doctor will reinforce the idea of the normalness of preventive healthcare measures—rather than thinking of healthcare only as a response to illness or crisis.

Other programs support family members as caregivers and empower them as the child's first teachers. A program called *Educa a Tu Hijo*, or Educate Your Child, provides coaching about childcare for parents and others close to the child. The parents each receive paid family leave from their jobs.

Beginning at age six weeks, a Cuban child may attend the *Círculo Infantil*, or Infant Circle, in the neighborhood or parent's workplace. The *círculo* is an informal daycare center founded to free women to work outside the home.

The government recognized that young children need a safe place to stay during the day. Children may stay all day, while learning about personal hygiene, and sometimes numbers and letters. They eat, sleep, sing and—mostly—play.

*Preescolar*, or preschool, begins at age five when all children are required to attend for one year before entering primary school. Like daycare, it is free. I visited the preschool of my Cuban friend's five year-old son in Havana arriving at nine o'clock, and was greeted by fourteen children and their teacher lined up on the front steps, waving and smiling. Cuban youth are taught how to greet a visitor with civility and respect, especially a foreign one.

The school day begins with *Saludos*, or greetings, then twenty minutes of gym, then *Lengua Materna*, or Language, Phonics, Math, Recess, Natural Science, Play with Manipulative Objects, Clean-Up Time, Lunch, Naptime (90 minutes), Physical Education, Art, Independent Activities, and Computer Lab. To prepare for naptime, all the children's tables were pushed to the end of the rectangular room and fourteen *catres*, or folding cots for sleeping were set up.

The preschool experience in Cuba melds national healthcare and the educational programs described above. According to the World Bank, Cuba spends 13% of its national budget on education, a greater percentage than any other country. Clearly the U.S. has the financial resources to provide free and universal pre-school education for all. The question is: Do we have the political will? #

© Kate Moody, Ed.D., 2018

Dr. Kate Moody is a lifelong educator and author. Her book, *The People's Professors of Cuba: How the Nation Achieved Education for All*, was recently released by Lexington Books.

To order with a 50% discount, see the publisher's website: [rowman.com/ISBN/9781498557702/The-People's-Professors-of-Cuba-How-the-Nation-Achieved-Education-for-All](http://rowman.com/ISBN/9781498557702/The-People's-Professors-of-Cuba-How-the-Nation-Achieved-Education-for-All), and enter the discount code: MOODY50.

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## SGT. YORK, A MILITARY HERO, FOR WHOM YORK AVENUE IN NYC IS NAMED



Gerald York

By ADAM SUGERMAN  
& POLA ROSEN

Sergeant Alvin York's grandson, Gerald York from Tennessee, recently appeared in NYC arranged by Assemblywoman Rebecca Seawright. We were privileged to interview him.

**When did your grandfather serve in World War I? Where did he serve, and what rank did he obtain?** He was drafted in 1917 and arrived in France in 1918 with the 82nd All American Division. He was a Corporal and was in an Infantry Company.

**What did he do to earn the medal of honor from the US?** He was involved in the Meuse-Argonne Offensive to break the German lines and he and 17 others were sent to go behind the enemy lines



Courtesy of Gerald York

Sergeant Alvin York

to try and silence the machine guns that had stopped the forward advance of the American troops. They came across a German headquarters and immediately captured about 70 Germans. The machine guns on the hill turned their guns around and fired on the Americans. Six were immediately killed and three were wounded and the rest were pinned down by the machine gun fire. He was in a position to fire on the German machine guns and being an excellent marksman, was able to pick off several machine gun emplacements as they looked to see from where he was firing. At one point he was rushed by a group of Germans and he used his pistol to shoot from the back to the front of the group until the

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## Assemblywoman Rebecca Seawright Speaks on Opioids

As your neighbor in our community and as a mother of two college students, I view the national crisis we are facing regarding opioid addiction as distressing and in need of action; as your legislature representative, I have been working with leadership in Albany to help ensure that action is both comprehensive and effective. During the 2016 legislative session, I supported sweeping legislation to combat



the opioid and heroin crisis in New York State. While it is impossible to legislate good health and happiness, it is possible to legislate resources and budget funding that can help each individual achieve better health and an enriched quality of life. Our response, as elected government representatives, to the opioid epidemic in our State was considered in the same manner any thoughtful and caring family would react to a complicated health or safety crisis in their own home; acknowledge there is a problem, confront the issue, and provide supportive resources to assist the individual rehabilitate, recover, and reach potential.

Sadly, the use of opioids has become ingrained in the lives of too many in

our society. How can we prevent this from happening? Those facing addiction to opioids did not always become acquainted with the drug on dark street corners, but rather because they obtained and abused prescription painkillers. That's why a major piece of the state legislation adopted was to limit the number of days a doctor could prescribe such

prescription drugs bringing it down from 30 days to just 7. It also requires pharmacists provide understandable warnings about the risks associated with pain medication as part of the script. We included a mandate that physicians and other professionals who prescribe pain medication participate in education on addiction and pain management. By putting these safeguards into place we reduce the number of our people in New York who initially enter into the cycle of opioid use through prescription pain medication.

The next issue of concern was opioid overdose and how often it could lead to death. According to the New York State Department of Health, in 2016 there were 8,444 reported opioid

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## FOUR KEY ELEMENTS OF EXCELLENCE

By EVA MOSKOWITZ,

FOUNDER & CEO of SUCCESS  
ACADEMY CHARTER SCHOOLS

Success Academy is a New York City charter school network that, with 47 K-12 schools, is the seventh largest school system in New York State. Before I opened my first school in Harlem in 2006, I had never run a school before. To figure out what I wanted for my students, and to develop a school design that incorporated both my own beliefs about education as well as effective practices, I visited dozens of schools across the country — public charter, district, and private. Today, as the highest performing school system in the state (98% of our scholars meet state standards in math, and 93% do so in ELA), I continue to visit schools each year to learn from my peers and inform ongoing refinements and adjustments to our model.

I firmly believe that while there are many different ways to achieve excellence in schooling — great schools can be single sex, or traditional, or progressive, or arts focused — having an explicit school design that is informed by a clear standard of excellence is essential. At Success Academy, our school design consists of several core elements:

1. Academic rigor: We believe that



this country severely underestimates the intellectual capabilities of children and that great schools should pitch high so that students experience the benefits of intellectual struggle. For this to happen, strong content and curriculum are critical. We have put enormous effort into filling our curriculum with sophisticated, content-rich texts, fascinating and complex math problems, illuminating science experiments, and questions that provoke deep, analytical thought. As we have developed these materials, we have worked backwards from what we want our kids to know and be able to do when they enter college, and in this regard,

### SUCCESS ACADEMY EDUCATION INSTITUTE

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Located in New York's Hudson Yards neighborhood, the Robertson Center serves as the headquarters for the Success Academy Education Institute. Bringing together a dynamic digital platform, state-of-the-art training facility, and Success Academy's first K-8 lab school, the Center provides free and open access to the building blocks of our approach to schooling. With a robust calendar of professional development offerings and public programming, the Center offers a one-of-a-kind setting to accelerate the pursuit of outstanding public schools.

having schools that span K-12 helps immensely. When we discover that our high schoolers or middle school students have gaps in necessary knowledge and skills, we make adjustments to our curriculum to ensure they are addressed. Because all our schools share the same curriculum, we can learn from teachers and schools that are delivering the materials with the greatest impact, and incor-

porate this learning into teacher training.

2. An intensive focus on the adults. We have a saying at Success Academy that while education is for children, it is about the adults. We spend an enormous amount of time and resources on developing our educators, based on the assumption that when our kids aren't learning, it is adult practice that must change. Our

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## GALA AT THE COLLEGE OF STATEN ISLAND WITH PRESIDENT WILLIAM FRITZ



(L-R) Dr. Christine Cea, NYS Board of Regents, Pres. William Fritz, The College of Staten Island & Dr. Vita C. Rabinowitz, Interim Chancellor, The City University of New York



(L-R) Caroline Diamond Harrison (Advance Publisher); President William Fritz; Alice Diamond, Brian Laline, Editor, Staten Island Advance; and Jane Kurtin (Reporter who broke Willowbrook story)

By ADAM SUGERMAN

Few readers recall the heart-breaking news story about the terrible conditions at Willowbrook, a center for students and people with difficulty functioning in society in Staten Island which first appeared in the *Staten Island Advance*. The school was open from 1947–1987. Conditions prompted Senator Robert Kennedy to call it a “snake pit.”

Fast-forward to 2018: In addressing the crowd, City University of New York interim chancellor, Vita C. Rabinowitz, explained:

“I am delighted to be here tonight and today I mark six months as chancellor. My parents grew up here and my grandfather was one of the partners in Three J’s Restaurant and I follow the culture here on Staten Island. And the *Staten Island Advance* could be an honoree each day and not just this evening.”

She added, “The College of Staten Island is growing by leaps and bounds under William Fritz’s leadership and it is ranked one of the top 50 colleges in the

nation.”

Amid the beauty of fragrant holiday wreaths and fresh winter garland, the Richmond County Country Club provided the perfect setting for more than 250 revelers who flocked to the former Italianate mansion Saturday evening to celebrate the College of Staten Island’s ninth annual Celestial Ball.

The Celestial Ball is the college’s only annual event that raises much needed funds to benefit all aspects of the college — from support for students and faculty through program enhancements to infrastructure improvements.

Honorees included Oswaldo Peña. Since arriving on Staten Island four years ago, Peña has guided and supported a variety of initiatives across the borough and his contributions to Foundation events — among other organizations — have helped the Foundation achieve important milestones. Since then, he’s volunteered as an event and logistics planner for the College of Staten Island and the CSI

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## SATURDAY SCIENCE BY MOLLOY COLLEGE

By MARGAUX MONTAGNER

Saturday, December 8th marked the last “Saturday Science for Students” of the season. Organized by Molloy College’s Center For Environmental Research and Coastal Oceans Monitoring (CERCOM) and the Explorer’s Club, the series of conferences features scientists from different fields presenting their career paths and their research to high-school students. With temperatures barely reaching the 30s that Saturday morning, parka-clad teenagers streamed in the holiday-decorated conference room, with wreaths adorning the antique stained-glass windows, to hear about environmental engineering with Dr. Mark Ringenary.

An enthusiastic and energetic speaker, Dr. Ringenary started his conference by confessing to his audience that he had little plans for the future when he was their age: “In high school, I actually wasn’t even planning on going to college. (...) I just didn’t know what I wanted to do”. He instead chose to focus on mechanics and woodwork. After graduating, however, he still chose to further his education, as he enjoyed learning, and earned a degree in biology while working in landscaping to finance his studies. Once he earned his degree in 1997, Dr. Ringenary had difficulties finding work, as he lacked relevant experience — he advised the crowd to do internships and volunteer as much as possible, as to not repeat his mistakes. As he was a bit at a loss, he decided to apply for work in the medical field for laboratory work, eventually becoming a medical technologist.

His work led him to various fields, such as hematology, immunobiology, and microbiology while earning a masters in medical technology. He planned to go to medical school afterwards, but none of his applications panned out: “That was a bust for me”, he laughed. “I just wasn’t doctor material, I guess”. Dr. Ringenary then had to choose between different fields for the next step in his career: medical and veterinary, computer science or environmental science. He picked the latter, as he believed it would give him more opportunities for field work, rightfully so, and started working for the Parks services in ‘97, which he recommends, as it had been very supportive of his continued education and research. Now based at the Gateway National Recreation Area, or Gateway NRA, with units in Sandy Hook, New Jersey, Staten Island and Jamaica Bay, his research centers on limnology, the study of inland aquatic ecosystems, among other fields.

Jamaica Bay is of particular interest for his work, with wildlife refuges, landfills, and sewage treatment plants within short distances of each other. Over three hun-



Margaux Montagner get acquainted with the polar bear who resides at the Explorer’s Club

dred different bird species come through the bay, such as the Piping Plover, making it popular with the Audubon Society as well. Dr. Ringenary presented part of his work in the bay on the effects of pollution and water quality on wildlife. “Everything we do has an impact on our estuaries and our ecosystem”, he noted. If the water coming out of treatment plants contains too much nitrogen and nutrients, for instance, too much algae would grow and then decay, causing a drop in oxygen levels. His research also focused on the effects of lead concentration in water, which was eventually used for Flint, Michigan residents in their fight for clean water.

An event of note also occurred this year in Jamaica Bay: a Kemp’s Ridley sea turtle, the most endangered sea turtle species in the world, laid eggs on the Rockaway Peninsula. Such behavior had never been observed before, as these turtles typically nest in the Gulf of Mexico — a testament to the Parks department’s effort in keeping the bay a haven for wildlife. One hundred ten eggs were eventually saved and incubated before high tides and Nor’easters could endanger them. Ninety-six hatchlings survived, and were eventually released on West beach, an unforgettable moment for the agency — the kind of moment that could definitely attract young students to a career in the environmental science. #

*The next session of conferences will start next Spring at the Explorer’s Club, among other events tailored for a younger audience. Since last September, students attending the Saturday Science talks got to learn about conservation biology, genetics, and developmental biology.*



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Molloy College **For additional information**  
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*This program is funded by a grant from the National Science Foundation*



## DYSLEXIA AND THE EFFECTIVE USE OF DECODABLE BOOKS

By DANA STAHL, M.ED.

Dyslexia is a language based learning disability that is also referred to as a reading disability. Children who are dyslexic have difficulty identifying speech sounds and learning how they relate to letters and words. Dr. Sally Shaywitz the Co-Founder and Co-Director of the Yale Center for Dyslexia and Creativity defines dyslexia, “as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader. It is most commonly due to difficulty in phonological processing.” These children have difficulty envisioning how to spell words, often inverting letters and numbers. Dyslexic children display difficulty with decoding, reading rate, and comprehension. As educators, it is important to understand learning issues associated with dyslexia, and effective tools schools can incorporate when working with children who display difficulty in decoding, reading rate, and reading comprehension.

*Decoding* is the practice of using various reading skills to translate written words on a page into sounds that are read aloud. When readers decode, they sound out words by pronouncing their parts and then joining these parts together to form cohesive words. Slow but accurate word identification can indicate a weakness in processing words. This still comes under the umbrella of “dyslexia.” Some children struggle with both accuracy and speed of reading. This is known as *double-deficit dyslexia*.

*Reading rate* is the speed at which a person reads a written text

during a specific unit of time. It is generally calculated by the number of words read per minute, but is influenced by a number of factors, such as a reader’s purpose, level of expertise, and relative difficulty of the text. Reading fluency in general is compromised by reduced accuracy, automaticity, and intonation.

*Reading comprehension* refers to a process that occurs when students can read, understand, and interpret written information. A student with reading comprehension issues struggles to make meaning out of the material that they read. These children can appear to read well but do not appear to grasp the meaning of what they read.

“Once at school, children need to learn basic phonemic awareness, or awareness of the individual sounds (*phonemes*) in words, because phonemes are the things represented by letters and letter patterns in our spelling system. Children who can’t pull words apart into their component sounds (segment) will not be able to spell well. Children who can’t combine sounds into words (blend) will not be able to read well.”

Decodable books offer dyslexic students books with words they can sound out once they have mastered letter-sound relationships. They have a strong phonics emphasis encouraging students to blend letter-sounds together enabling them to read unfamiliar words. Phonemic instruction foster independent reading skills. Decodable books allow beginning readers to feel successful building

*continued on page 30*

## BRIDG-IT ADVISORY BOARD MUST BE A BOARD OF BELIEVERS

By MICHAEL GILLESPIE, Ed.D.

In the past several years, there has been a multitude of school shootings across the country, each leaving behind the horror of meaningless carnage of fellow Americans of all ages, but mostly schoolchildren, K-12. The optics reflected in these killings have been shocking in and of themselves; however, one particular statistic shouts out to us in stark reality — over 70% of the shooters, according to data from the United States Secret Service, had been isolated, disconnected, and/or bullied in the same school, where they had returned to kill for revenge. Two years ago, I joined the staff of Bridg-it, LLC, a corporation whose mis-

sion is to create the electronic tools to build and sustain positive and safe school cultures to maximize students’ holistic success. I serve as the corporation’s Chief Academic Officer with a focus on creating educational objectives, materials, and pathways that reflect Bridg-it’s undergirding philosophy of promoting restorative practice through enhanced social-emotional curricula/learning. I understood immediately when I visited one of Bridg-it’s pilot NYC middle schools. The students there have a great trust that the principal, administrators, teachers, and staff have created a safe learning environment in which they can experience continuous academic, social, and emotional growth.

The students also believe that they will be treated with fairness, compassion, and equity in all school matters. These strongly-held beliefs amount to expectations of the students and their parents on which they want their educational enterprise to be built. The students then have become partners with their school officials in ensuring that their learning environment remains virtually free of disruption, menace, prejudice, and artifice. Indeed, the entire school community has become true believers in the prevailing positivity of their school community, stoked daily by such values as cooperation, compassion, collaboration, and kindness.

*continued on page 30*



Michael Gillespie, Ed.D.

## SCI FI AUTHOR SENSATION CIXIN LIU SPEAKS AT NYC'S CHINA INSTITUTE



Author Cixin Liu

By SYBIL MAIMIN

“Sci Fi” is “hot” in China, and in New York, an enthusiastic, overflow crowd of mostly students and young professionals came to the China Institute to hear Chinese science fiction author and national literary sensation Cixin Liu speak about his work (in Chinese, translated into English). In a lively, well-paced conversation with New Yorker magazine writer Jiayang Fan, Liu explained he writes “hard” science fiction, a category that emphasizes scientific accuracy and imagination based on real theories. He trained as an electrical engineer and brings his scientific knowledge and outlook to his writing. His first contact with science fiction came when, as a child, he read Jules Verne’s *Journey to the Center of the Earth*. The style was realistic and, being unfamiliar with the genre, he accepted the book as complete truth. When told that much of the work was the author’s imagination, he was “astonished at the real world a writer can construct.” Among the first generation of science fiction fans in China, he discovered the more he read in the genre, the more he developed an imaginary world. He shared that, “Arthur Clark’s *2001: a Space Odyssey* got me going. It brought out my yearning to write science fiction books. All

my works are modeled after *Space Odyssey*.” Liu noted that American and Chinese science fiction have much in common, with similar styles and themes. Differences are mostly reflections of cultural taboos. He attributed the 1990’s renaissance of science fiction among the new generation in his country to booming development and hope for the future. “We all feel drastic change. It is very different from the world of our childhood, very fertile ground for science fiction. Also, the new generation subconsciously feels part of all humanity, not just of China. They pay more attention to problems of life than the previous generation, all characteristics of science fiction.”

In explaining the references to history, political theory, art history, sociology, and such, in his novels, Liu said, “Ultimately, I’m interested in science and include the other subjects only when they intersect with science. I didn’t start to write because of love of literature. It was love of science.” George Orwell impacted him with *1984* by describing reality and the future in a different way from traditional authors. The book shocked many people, leading to discussions, panels, and, perhaps, surmised Liu, a different actual 1984. Questioned by Fan about the focus on “survival” in his books rather than

## A TRUE FAMILY: FAMILY OF WOODSTOCK, INC.

By KISA SCHELL

Following the iconic 1969 music festival, the town of Woodstock, New York was inundated with young people looking for Bob Dylan and the “Woodstock Nation.” Unfortunately for the youth, the only relation between the two were their names; the actual festival was held over an hour and half away in Bethel. As more and more runaway youth sought refuge in Woodstock, the only resource to respond was the police. Many Woodstockers, feeling that a police response should not represent the town, called a community meeting to address the issue.

At this meeting, Woodstock resident Gael Varsi came forward to offer her telephone number to any person who needed assistance so that she could do her best to get them help. Some residents offered to bring the youth into their own homes for shelter. This kind and welcoming communal effort launched what is now the longest running hotline in the United States as well as a large non-profit organization that helps with “any problem under the sun.” Varsi’s selfless spirit is at the core of everything Family of Woodstock, Inc. does.

Currently, Family of Woodstock, Inc. runs 27 programs throughout Ulster County and surrounding communities. With a range of specialties from adult case management to childcare to shelters for runaway and homeless youth and domestic violence victims, the programs within Family of Woodstock, Inc. provide countless indispensable services to the diverse communities of the Hudson Valley. Although this area is only two hours north by car from NYC, the socio-economic climate here is one far removed from Wall Street. In fact, it is hard to recognize that the two regions belong to the same state, a sentiment echoed by service providers who acknowledge that

morality or ethics, Liu said. “Survival is the most important thing for a civilization. If you disappear, no other species will care about how moral you were. If there are other civilizations in the universe, survival is also primary for them.” Referencing contemporary reality and climate change, Fan asked if, as the last generation with power to influence climate, we should try to preserve the earth for our children’s futures or be more concerned with our own lives and survival. Liu rejected both options, saying sustainability actions can only buy time, but not solve environmental problems which, he maintained, are caused by both man and nature. Tapping into his sci fi outlook and imagination, he advised that, for long-term survival, we move our polluting industries to outer space, thereby solving environmental problems and also developing space as a useful niche for future activities.



Kisa Schell

New York City runs completely separate, politically and economically. Because of this, it is imperative that the individuals within the Ulster County community come together to support one another. Additionally, the influx of wealthy New York City transplants into the community have further changed the climate

As a long-time case manager and current Family of Woodstock employee, what has struck me the most is the enthusiasm and kindness with which every program works with the community to improve the lives of our friends and neighbors. Help is provided without judgment and many clients appreciate the acceptance they feel from case staff. Despite the limitations placed on case managers through state and federal funding restrictions, they still go above and beyond to help clients in need, even if it means dipping into their own pocket. This desire to help others is what unites the employees of Family of Woodstock and makes it such an effective resource to the community. If you are interested in learning more or contributing, visit their website at <https://www.familyofwoodstockinc.org> or find them on Facebook. #

Engaging and forthright, Liu denied using his work is for messaging or politics, as is frequently done in China. “I write science fiction as an end and not a means to an end,” he said. “The many reflections of reality in my books are used as platforms where my imagination takes off. I want to explore worlds beyond our own. Science fiction is a specific genre of literature that allows imagination to explore spaces and time we could enter. It describes the relationship between the small “us” and the larger universe. My ultimate goal is just to tell a good story.”

Cixin Liu has won many literary awards including the 2015 Hugo Award for Best Novel for *The Three-Body Problem*. The mission of the China Institute, founded in 1926, is to help Americans gain a better understanding of China through “human to human connections.” #

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# 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.



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[thewindwardschool.org/lecture](http://thewindwardschool.org/lecture)

## Register now for Winter Classes:

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Five Wednesdays: January 9, 16, 23, 30, February 6, 2019 • 9:00 am – 1:00 pm  
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WTTI Manhattan Presenter: Emerson Dickman, Esq.

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Three Thursdays: February 14, 28, March 7, 2019 • 9:00 am – 2:30 pm  
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WTTI Westchester Presenter: Mark Bertin, MD

### MATH SKILLS

#### Strategies for Improving Students' Math Skills

Two Wednesdays: January 16, 23, 2019 • 4:00 – 6:30 pm  
WTTI Westchester Instructor: Eileen Perlman, MS

**For more information, visit: [thewindwardschool.org/wtti](http://thewindwardschool.org/wtti)**



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## SPORTS

*Eric Friedlander: Travels the World to Play Soccer*

By MIKE COHEN

Eric Friedlander, a professional soccer player whose last season was on Nyköping Bissarna in Sweden's Division One league, was in his full off-season training mode. It did not matter that it was Christmas morning, Friedlander was at his favorite field at the local park in his winter home in Boynton Beach, Florida. He was a craftsman at work. With careful precision, his routine consisted of performing figure 8s with the ball around cones, juggling a mini ball for minutes at a time, and countless other drills all intermixed with fitness movements. "Just train," said Friedlander, 24, who grew up in Merrick on Long Island. "It's all about hard work and attention to detail." Friedlander played one season of solid college ball at the University of Buffalo before taking a chance on a professional career. He had a family member with contacts in Germany, which prompted him to explore options there before eventually signing on with a team in Nürnberg, Germany. He struggled in his first year to learn to play the professional game and in adjusting to life off the pitch, especially not knowing a word of the German language.



"The first year was a real test for me," said Friedlander. Friedlander eventually caught on and played well enough last season that he hopes to join a first division team in Latvia or Lithuania for the 2019 season. "There is no such thing as a quick fix," said Friedlander, entering his fifth season as a pro. "You have to work hard and be dedicated to succeed at anything you want in life."

In addition to his playing career, Friedlander has a presence in social media with a significant following. Not surprisingly, he doles out tips on how to succeed in the technical part of the game along with fitness and nutrition advice. He even has his own business called RicFit where he trains clients in person and designs online programs for others. "I'm all about teaching people the functional things to be the best soccer player and best athlete possible," he said. Something that Friedlander strives for himself as well. #

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

## CORNELL DAILY SUN EDITORIAL

**HAROLD O. LEVY '74 J.D.'79 (1952–2018):  
THE BEST A SUNNIE COULD BE**

Harold O. Levy '74 J.D. '79, former Cornell student trustee, chancellor of New York City Public Schools, progressive firebrand, and a member of The Sun's editorial board, died November 27 after a bout with Lou Gehrig's disease. As we look back on Levy's life, we should take inspiration from the causes he championed while at Cornell and afterward: women's rights, transparency, the rights of underrepresented communities, and the belief that everyone, regardless of background, deserves a high-class education. A champion for progress and a voice for the voiceless, Harold Levy was the best a Sunnie, and a Cornellian, could be.

At Cornell, Levy served in a multitude of leadership roles, first in the University Senate, and then as one of four undergraduates on the Board of Trustees. (If only undergraduates were as well-represented on the board today.) From the beginning, Levy advocated against what he viewed as a deeply flawed Cornell judicial system, one in which students were treated like criminals and faced

structural disadvantages in their cases. In a 1971 column, Levy derided the system as an "outrageous sham," and in 1973, after a landmark Hearing Board decision, he celebrated the end of "the days when all-white judicial boards found black defendants guilty in absentia," among other inequities.

As a member of the University Senate and later as a trustee, Levy was a strong proponent of improved student housing. When 69 students found themselves without housing at the beginning of the 1972 school year, Levy pushed for them to be housed in the Statler Hotel until permanent accommodations could be found. And when Cornell came under fire from the federal government for discriminatory housing assignments, it was Levy who pushed an amendment that would end de facto segregation in Cornell housing. Much like his successor Annie O'Toole J.D. '16 did 40 years later, Levy proposed the creation of a free legal service for Cornell students, the "Office of the University Advocate." (This was a good idea 40 years ago,



and it is a good idea today.)

Levy was unafraid to stand up to powerful interests on campus. As a trustee, in a display of conviction no longer seen often on the Hill, he took a public stance against the rest of the Board on the issue of investing in apartheid South Africa, and as a law student threatened to sue

the Board unless it opened its meetings to students. Though a member of Quill and Dagger, Cornell's regressive senior honor society, he publicly castigated that organization's reluctance to admit women, telling The Sun in 1974, "You don't put up to a vote somebody else's rights."

Later in his career, as Chancellor of New York Public Schools, Levy pressed Mayors Giuliani and Bloomberg to expand the city's school system, raise teachers' wages, and create new opportunities for specialized education for "thousands of minority students who might not otherwise had access," according to the *New York Times*.

We need more people like Harold Levy — people who use their power and leverage to make the world a better place not for themselves, but for others. May his memory be a blessing. #

*This editorial was published in the December 3, 2018 issue of The Cornell Daily Sun, Cornell's independent student newspaper. Read more at [cornellsun.com](http://cornellsun.com).*

# Recruitment of English Language Teachers for Primary and Secondary Schools in Hong Kong

## THE EDUCATION BUREAU (EDB) OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION CORDIALLY INVITES YOU TO APPLY FOR THE POSITIONS OF ENGLISH LANGUAGE TEACHERS IN PUBLIC-SECTOR PRIMARY AND SECONDARY SCHOOLS IN HONG KONG

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The positions are required to teach English as a second language to Hong Kong students and assist in teacher and curriculum development in public-sector primary schools (for students aged between 6 and 12), secondary schools (for students aged between 12 and 18) and schools for students with Special Educational Needs (SEN).

### QUALIFICATIONS FOR APPOINTMENT

Applicants should be able to use English fluently and spontaneously, to give grammatically accurate responses in communication and to write or speak creatively. They should fulfill the following qualification requirements under respective Schemes. For more information and download of application forms, please visit the following webpages:

**(A) Primary school positions:**  
<http://www.edb.gov.hk/pnet>

**(B) Secondary school positions:**  
<http://www.edb.gov.hk/snet>

### TERMS AND CONDITIONS OF APPOINTMENT

- The appointment will be on a two-year contract basis normally from August 16 2019 to August 15 2021, subject to renewal after expiry
- Remuneration package:
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  - ii. Salary from HK\$30,165-HK\$70,090 (US\$3,870 - US\$8,990\*) per month (Secondary)

- iii. End of contract gratuity for satisfactory performance and conduct
- iv. Cash retention incentive for satisfactory completion of continuous service from third year onwards
- v. Passage, baggage, medical allowances and a special allowance of HK\$20,989 (US\$2,690\*) per month are provided for appointees whose normal place of residence is established to be outside Hong Kong and if he/she or his/her spouse is not receiving any similar benefits

• The salary and the terms and conditions of service to be offered are subject to the candidate's qualifications and post-qualification teaching experience and the prevailing conditions at the time the offer of appointment is made.

\* USD 1 = HK\$ 7.8 (subject to fluctuations)

### INTERVIEWS

Suitable applicants will be required to attend an interview and written test in person. Interviews will be held from February 11 to 15, 2019 in New York.

### HOW TO APPLY

Interested applicants who choose U.S.A. as the interview venue please apply through Teach Away, EDB's recruitment agent in North America, **on or before January 31, 2019**. An advisor will contact you with full application information.

Teach Away's webpage is:

<https://www.teachaway.com/teaching-public-schools-hong-kong>

Email enquiry: [katie@teachaway.com](mailto:katie@teachaway.com)

or [netrecruit@edb.gov.hk](mailto:netrecruit@edb.gov.hk)

# CELEBRATING THE BEST OF 2018



**Phyllis Kossoff**  
Philanthropist and Educator



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



**Dr. Cecelia McCarton**  
Founder, The McCarton Center



**Rebecca Seawright**  
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**Chancellor Richard A. Carranza**  
NYC Department of Education



**Shenzhan Liao**  
Head of Education, China Institute



**Stephen Spahn**  
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**Andrew Tisch**  
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**Ann Tisch**  
Founder, Student Leadership Network



**President William Fritz**  
College of Staten Island



**Dr. Mary Driscoll**  
Dean, College of Education, CCNY



**President George Haggerty**  
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President, Child Mind Institute



**President Tim Hall**  
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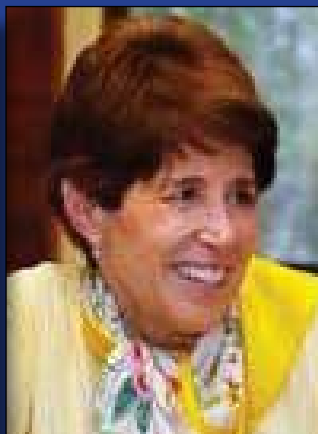
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**Lin-Manuel Miranda**  
Playwright



**Ronald Stewart, Barrister**  
Head, York Prep



**Jayme Stewart**  
College Guidance, York Prep



**Lane Rosen, NYSMEA President**  
& Science Teacher at John Dewey HS



# CELEBRATING THE BEST OF 2018



**Andrew Gardner**  
BrainPOP



**Dr. Vita C. Rabinowitz**  
Interim Chancellor, CUNY

EDUCATION UPDATE would like to extend our thanks to the following people who appeared in our pages in 2018, for the indelible marks they have left on education in New York City and across the country. They have touched and improved the lives of thousands of students and have been shining examples of excellence in education.



**Dr. Eric Kandel**  
Nobel Laureate, Columbia Professor

**Joyce Cowin**  
Philanthropist & Trustee, Teachers College



**Lydia Liebman**  
Senior Assistant Editor, Education Update



**Dave Liebman**  
NEA Jazz Master



**Dr. Charlotte Frank**  
McGraw-Hill Education



**Former President Drew Faust**  
Harvard University



**Eileen Marinakis, Former Chair,**  
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**President Mark Cannizzaro**  
CSA



**Hayley Hershenson**  
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**Jared Zeltner**  
Junior Journalist



**Cheryl Wills**  
Anchor, Spectrum News NY1



**Diana Bilezikian**  
Asst. Professor, Montclair State



**Linda Macaulay**  
Ornithologist & Philanthropist



**Loree Sutton**  
Ret. Brigadier General



**James B. Heimowitz**  
President, China Institute



**President Peter Eden**  
Landmark College



**Seth Meyers**  
Host, Late Night

## LAW &amp; EDUCATION

*Telling the Truth*

By ARTHUR KATZ, JD

Recently, it was reported that the leaders of T.M. Landry College Preparatory School in Louisiana had systematically doctored transcripts and fabricated reports to enable their ill-prepared high school students gain admission to well-regarded selective colleges, knowing that colleges do not have the resources to check the credibility of such reports and rely upon the honesty of the applicants' high schools and counselors.

I was not surprised by the report, as I have been aware, for some time, that paid college advisors have been gaming the college admissions process at an increasing rate by writing college essays and completing college applications (or advising anxious parent how to do so) for their students, and this revelation was merely an additional step in the progression.

Moreover, and at the same time, there appears to be an increase in cheating on examinations and plagiarizing school assignments.

Daily, we hear about reports of, and witness, increased examples of dishonesty and actions demonstrating a lack of accountability at the highest levels. This degradation of basic ethical values is disturbing, to say the least.



Arthur Katz, JD

Why is this occurring?

I believe that the root of the decrease in ethical values arises from an increased level of lying, which is not only being tolerated but is being condoned and becoming an established pattern. It has become increasingly difficult to listen to or watch a newscast or read a newspaper without being told that a high government (or former

*continued on page 30*

## THE ETHICS COLUMN

*THE DANGER OF DEPUTIZING DOCTORS*

By JACOB M. APPEL, MD JD

The news story, as initially reported by Syracuse-based journalist Douglass Dowty, seems like a tale of horror from a foreign police state: On Oct. 16, 2017, when Torrence Jackson was pulled over by cops for failing to signal before a turn, he allegedly stashed illicit drugs in his rectum to conceal them. The officers then transported Jackson to St. Joseph's Hospital, where they obtained a search warrant to physically remove the supposed drugs from Jackson's body using any means necessary. Physicians initially refused to perform a sigmoidoscopy (the insertion of a rod into the colon)—as the patient proved unwilling to consent to the procedure and an X-ray had also shown an absence of contraband. Yet after intervention from the hospital's lawyers, the medical staff sedated Jackson against his will with general anesthesia and performed the procedure without his consent. No drugs were found.

From a legal standpoint, even if drugs had been found, the evidence would likely have proven inadmissible. Syracuse City Court Judge Rory McMahon, who signed the warrant, might want to brush up a bit on his criminal procedure. In



Jacob M. Appel, MD JD

a nearly identical 1952 case known to many a first-year law student, *Rochin v. California*, the United States Supreme Court ruled that drug evidence obtained from pumping a prisoner's stomach could not be used in court because invasive bodily searches of that nature "shocked the conscience" and defied

*continued on page 30*

## THE MATH COLUMN

*Caution: Misleading Limits*

By ALFRED POSAMENTIER, Ph.D.

The concept of a limit is not to be taken lightly. It is a very sophisticated concept that can be easily misinterpreted. Sometimes the issues surrounding the concept are quite subtle. Misunderstanding of limits can lead to some curious situations (or humorous ones, depending on your viewpoint). This can be nicely exhibited with the following two illustrations. Don't be too upset by the conclusion that you will be led to reach. Remember, this is merely for entertainment. Consider them separately and then notice their connection.

It is simple to see that the sum of the lengths of the bold segments ("stairs") is equal to  $a + b$ , since the sum of the vertical bold lines equals the length  $OP = a$ , and the sum of the horizontal bold lines equals  $OQ = b$  (see figure 1).

The sum of the bold segments ("stairs"), found by adding all the horizontal and all the vertical segments, is  $a + b$ . If the number of stairs increases the sum is still  $a + b$ . The dilemma arises when we continue to increase the stairs to a "limit" so that the stairs get smaller and smaller, which then makes the set of stairs appear to be straight line, in this case the hypotenuse  $PQ$  of triangle  $POQ$ .

It would then appear that  $PQ$  has length  $a + b$ . Yet we know from the Pythagorean Theorem that  $PQ = \sqrt{a^2 + b^2}$  and *not*  $a + b$ . So what's wrong? Nothing is wrong! While the set consisting of the stairs does indeed get closer and closer to the straight line segment  $PQ$ , it does *not* therefore, follow that the *sum* of the bold (horizontal and vertical) lengths approaches the length of  $PQ$ , contrary to our intuition. There is no contradiction here, only a failure on the part of our intuition.

Another way to "explain" this dilemma is to argue the following. As the "stairs" get smaller, they increase in number. In the most extreme situation, we have stairs of 0-length in each dimension, used an infinite number of times, which then leads to considering  $0 \cdot \infty$ , which is meaningless! In truth, no matter how small the stairs get, the sum of two adjacent perpendiculars that form one of the small right triangles will never be equal to their hypotenuse. They will just be small right triangles. This may be a bit difficult to see, but that is one of the dangers of working with infinity.

Just as an aside, when considering the set of natural numbers,  $\{1, 2, 3, 4, \dots\}$ , we would think that it is a larger set than

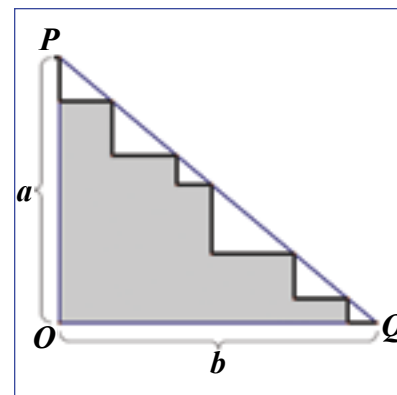


Figure 1

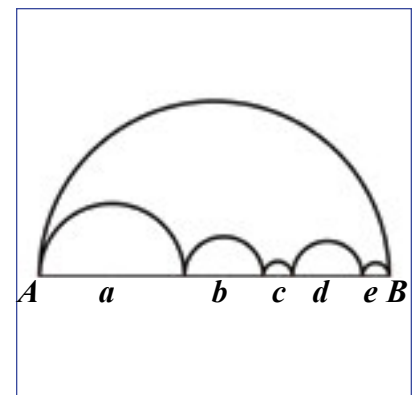


Figure 2

the set of positive even numbers,  $\{2, 4, 6, 8, \dots\}$ , because all the positive odd numbers are missing from the second set. Yet, since they are infinite sets, they are equal in size! We reason as follows: For every number in the set of natural numbers, there is a "partner" member of the set of positive even numbers; hence they are equal in size. Counterintuitive? Yes, but that is what happens when we consider the concept of infinity.

It appears that infinity is playing games with us. The problem is that when we deal with infinity, we can no longer talk about the equality of sets the way we do when we have finite sets. The same is true with the staircase in our original problem. We can draw the finite steps,

yet, we cannot draw the infinite number of steps. Therein lies the problem.

A similar situation arises with the following example. In figure 2, the smaller semicircles extend from one end of the large semicircle's diameter to the other.

It is easy to show that the sum of the arc-lengths of the smaller semicircles is equal to the arc-length of the larger semicircle. That is, the sum of the smaller semicircles  $= (\pi a/2) + (\pi b/2) + (\pi c/2) + (\pi d/2) + (\pi e/2) = (\pi/2) \cdot (a+b+c+d+e) = (\pi/2) \cdot AB$ , which is the arc length of the larger semicircle. This may not "appear" to be true, but it is! As a matter of fact, as we increase the number of smaller semicircles (where, of course,

*continued on page 30*

## PAUL KRUGMAN, NY TIMES COLUMNIST & NOBEL LAUREATE DELIVERS ANNUAL KOSSOFF LECTURE AT ROOSEVELT HOUSE

The Phyllis L. Kossoff Lecture is an annual forum that brings leading figures in public life to Roosevelt House for conversation and reflection on pressing issues of domestic and national concern. The 2018 Kossoff Lecture featured Nobel Laureate and *New York Times* columnist Paul Krugman, Distinguished Professor, City University of New York Graduate Center.

Krugman was awarded the Nobel Memorial Prize in Economic Sciences in 2008, and is an op-ed columnist for *The New York Times*, and a Distinguished Professor at the City University of New York's Graduate Center. At the Graduate Center he is a member of the faculty at the Stone Center on Socio-Economic Inequality, and a Luxembourg Income Study Center Senior Scholar. He previously taught at MIT, Stanford, and Princeton. He is the author or co-author of many academic papers and numerous books aimed at both professional and general audiences. In recognition of his work on international trade and economic geography, Krugman received the John Bates Clark award of the American Economic Association in 1991 and the Prince of Asturias award for social sciences in 2004.#



(L-R) Paul Krugman & Phyllis L. Kossoff

### MEDICAL UPDATE

## HELLO 2019

By SAMANTHA NAZARETH, MD

We all know what the New Year means ... New Year's resolutions. After we've enjoyed the good cheer and celebrations from November through December, we are left in January wondering how to start fresh and become healthy. It's easy to say, "I'm going to lose weight" or "I'm signing up for a gym membership". As the story goes, most of these resolutions don't stick. In fact, 80% of New Year's resolutions fail by February! The problem with most resolutions is that they are not sustainable. My challenge for you is to commit to one of these nonconventional long-lasting resolutions instead.

1. Commit to being aware. This means being aware of when you are hungry and when you feel full. How many times do we eat because 'it is time' or we simply maintain a daily eating schedule that is the same everyday? Eat at 6 am, then at 12 pm and lastly at 8 pm. Sounds familiar? We lead busy lives so having a routine makes that part of our life easier to manage. However, by tuning into our bodies a bit more and listening to the message of "I'm full", we can now make a conscious decision of putting the fork down.

2. Put the phone away. I suggest this

to all of my patients when they are eating. When we are eating, the last thing you want is to be in a frantic state responding to emails and going through a to-do list. When we are stressed, this keeps us in a fight-or-flight state. This state does not promote optimal digestion. And, if we are eating, we want our body to do its job to break down the food properly and extract the nutrients.

3. Venture off to a new supermarket in a new neighborhood. I've recently starting shopping at different grocery stores in different neighborhoods. It has been an eye-opening experience viewing produce and products I've never seen before. It's like traveling to a foreign destination without getting on a plane. I now try to incorporate a new food item from these stores every week into my weekly recipes.

4. Create or buy a healthy food planner. Most people

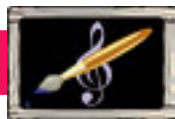


Dr. Samantha Nazareth

have heard about yearly productivity planners for goal setting. If you want to dive deeper into healthy lifestyle goals, there are also health-focused planners to purchase. These help track your progress of your weekly healthy goals (i.e. no desserts) and also stretch your comfort zone by making suggestions to go to the local farmer's market or even ferment your own foods.

5. Commit to reading the ingredients on packaged foods. I'm not talking about the nutrition facts. I want you to look at where the ingredients are listed, which are typically listed below the nutrition facts. This is the first step to becoming aware of the unusual things added to processed foods. Also, know that if the package is organic or gluten-free, this doesn't mean there is no added sugar. I know this might mean spending a bit more time in the supermarket, but at least you can be more informed as a consumer before you check out at the cash register. #

Any questions about gut health, wellness or nutrition? Send them on Instagram or Twitter to @drsamnazareth.



# PERFORMING ARTS MUSEUM SALUTES ROBBINS AND CITY CENTER

By JAN AARON

“My city lies between two rivers — on a small island. My city is tall and jagged — with gold + slated towers. My city is cut + re-cut + slashed by hard car-filled streets. My city chokes on its breath, and sparkles with its false lights — and sleeps restlessly at night. My city is a lone man walking at night down an empty street watching his shadow grow longer as he passes the last lamp post, seeking no comfort in the blank dark windows, and hearing his footsteps echo against the building + fade away.”

Thus Jerome Robbins, noted dance-choreographer describes New York in “Voice of My City”, an extraordinary exhibit at the Performing Arts library, honoring this extraordinary human being. His story is best enjoyed by leisurely strolling and savoring the posters and videos (my favorite: Robbins instructing the young Mikhail Baryshnikov leaping in red tights). Briefly: Born Jerome Wilson Rabinowitz in New York on October 11, 1918 into a family of Jewish immigrants and a world recovering from the devastation of World War I, the Rabinowitz family arrived with cash but worked their way to stability. His parents Harry and Lena worked in a Manhattan deli, moving with their two small children across the Hudson to manage a corset factory. Encouraged by his mother, young Jerry followed in his older sister’s footsteps, investigating a range of artistic activities, from music to drawing to dance. By the end of high school, he sensed [that] more choices lay across the Hudson River. Indeed, by the time Jerry died at home on July 29, 1998, he and his enduring accomplishments had been recognized with a National Medal of the Arts in 1988. New York City Ballet staged a Robbins’ festival in 1990. He ferried to New York to attend college for a year (he studied chemistry at NYU), but finding a job was a dim possibility during the Great Depression, and he immersed himself in the Arts. He enrolled at Gluck Sandor’s Dance Center, where Sandor and his wife, Felicia Sorel, introduced him to modern dance, character acting, and dramatics. Here he also changed his name to Jerome Robbins, performed on Broadway, choreographed and directed at a Poconos summer camp, and danced with Ballet Theater (now the American Ballet Theater) as well as in roles choreographed by Agnes de Mille, Michel Fokine and Anthony Tudor — and looked for opportunities to choreograph. Robbins was fascinated by a common sight of the early 1940s sailors on leave in the city, a common site in the midst of war. Finding just the right



**Jerome Robbins** (Library of Congress, Prints & Photographs Division, Carl Van Vechten Collection, [reproduction number, e.g., LC-USZ62-54231])

collaborator in the conductor-composer Leonard Bernstein, Robbins was also searching for his place in the music world by defining American style. Their collaboration? *Fancy Free* debuted April 18, 1944 and prompted over 20 curtain calls. (*Fancy Free*’s movie version — my introduction to Robbins — starred Gene Kelly, Frank Sinatra, and Vera Ellen.) Now famous, he was hired as Associate Artistic Director of the New York City Ballet, choreographing such *obras maestras* as “Age of Anxiety,” (1950) and “Afternoon of a Faun” (1953) and hit musicals such as “The King and I” (1951) and “Peter Pan” (1954). Strolling the exhibit is the most satisfying way to experience it. Galleries are filled with marvelous visuals projecting his dancers performing.

We learn and see evidence of his sketching, photography skills, and

journal writing. The exhibit is thoroughly engaging for its minutia. But I’m willing to bet that most compelling to visitors will be one of his masterworks, “West Side Story.” Choreographer and director Robbins, composer Leonard Bernstein, and playwright Arthur Laurents first conceived a contemporary version of *Romeo and Juliet* as a conflict between Jews and Catholics at a New York street festival on the Lower East Side as their parents might have experienced it. But when they looked at their New York of the 1950s, their conflict between New York gangs became “West Side Story.” See excerpt in the exhibit. Consider my observations your appetizer to a Robbins banquet at the museum. Stroll to experience film clips of dancers interpreting Robbins choreography, and Robbins instructing dancers. See posters from his Broadway shows, and other

memorabilia.

And there’s more!

Another exhibit salutes City Center with “The Peoples Theater”, a major dance showcase for 75 years. Savor a trove of memorabilia and especially fine photographs of Melissa Hayden and other beautiful ballerinas and handsome male dancers like Herman Conejo. Dancer Twyla Tharp created her own distinct style. Another City Center innovation “Encores” is dedicated to the revival of beloved long-ago musicals. Vitrines outside the main exhibits are a trove of odd and touching memorabilia, and the Al Hirschfeld exhibit upstairs salutes the Center. Robbins and City Center exhibits have listening stations where visitors can hear Robbins *Voice of My City* until March 30 and *The Peoples Theater* until March 2. #

GUEST EDITORIAL

# DIGGING DEEPLY INTO THE INCREASE IN REPORTING INCIDENCES OF ATTEMPTED SUICIDE

By HAROLD S. KOPLEWICZ, MD

The number of adolescents hospitalized because of suicidal ideation and suicide attempts has increased dramatically in the last ten years. By some reports, it has almost doubled as a percentage of children’s hospital admissions. Is this trend an indicator of a larger mental health crisis in our young people?

To the contrary — I believe these numbers, which can appear alarming, are actually indicators of increased awareness and openness about these critical mental health issues. In the long run, the more children who seek care because of suicidal thoughts and attempts, the fewer deaths by suicide we will have. Eventually, if we continue speaking openly about the risks of suicide and how we can help, this public health issue will become less deadly.

Some commentators tie the increase in reported suicidal ideation and suicide attempts to increases in the diagnosis of anxiety disorders and depression among children and adolescents. As we recently showed in the Child Mind Institute’s 2018 Children’s Mental Health Report on anxiety disorders ([childmind.org/2018report](http://childmind.org/2018report)), increases in anxiety and depression are more likely to indicate better identification of these disorders by health professionals and a decrease in the stigma of childhood mental health disorders. These are positive trends.

The important thing to remember is these are increases in reports of suicide, of anxiety, of depression. This means young people are more likely to say they have a problem with their feelings; it means parents are more likely to take them seriously and get medical care; and it means health care professionals are more likely to reject the stigma of suicide and accurately identify suicidal thoughts or “accidents” as what they are.

There are many myths about suicidal talk, and actual suicide attempts, in young people. One is that they are just “a cry for help.” Kids who talk or write about killing themselves are dismissed as overly dramatic—obviously they don’t mean it! But a threat of suicide should never be dismissed, even from a kid who cries “Wolf!” so many times it’s tempting to stop taking her seriously. It’s important to respond to threats and other warning signs in a serious and thoughtful manner. And that is what I see increasingly happening in our families, our schools, and our healthcare system.

Taking a measured and thoughtful approach to suicide does not mean minimizing the risk. The number of teens and young adults who die by suicide also appears to be on the rise, though it is

still below highs in the mid-90s. With that in mind, the following risk factors are important for all parents and educators to be on the lookout for. They can increase the likelihood that a young person will have suicidal thoughts or make an attempt, and include:

- A recent or serious loss
- A mental health disorder, particularly a mood disorder like depression
- Prior suicide attempts
- Access to lethal means, like firearms and pills
- A family history of suicide
- Alcohol and other substance use disorders
- Struggling with sexual orientation in an environment that is not respectful or accepting
- Bullying
- Stigma associated with asking for help #

*Harold S. Koplewicz is the founding president and Medical Director of the Child Mind Institute.*



Dr. Harold S. Koplewicz



New York State United Teachers is the union that represents more than 600,000 professionals dedicated to excellence in education, health care and human services.

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## THE JOAN TISCH LEGACY PROJECT AT ROOSEVELT HOUSE, HUNTER COLLEGE

By POLA ROSEN, Ed.D.

The Joan H. Tisch Legacy Project was established in 2011 to honor the legendary humanitarian activist Joan H. Tisch who died in 2017 at age 90. The project awards \$10,000 annually to both an individual and an organization in recognition of contributions to urban health.

The winners this year were Claudia Aristy, the program Director of Children of Bellevue's Reach Out and Read program originally founded by Dr. Perri Klass. The Service Program for Older People (SPOP) was also an awardee. Located on the Upper West Side, it serves more than 2000 adults each year.

Centered at Roosevelt House Public Policy Institute, Roosevelt House was the home of Franklin and Eleanor Roosevelt before they moved to the White House. It has been part of Hunter College since 1943 and reopened in 2010 as a public policy institute.

Laurie M. Tisch, the daughter of Joan Tisch, was instrumental in establishing and supporting the Joan H. Tisch Legacy Project. She is the president of the Laurie Tisch Illumination Fund,



(L-R) Harold Holzer, Laurie Tisch, Claudia Aristy, President Jennifer Raab, Hunter College

vice-chair of the Board of Trustees of Lincoln Center for the Performing Arts, trustee of the Aspen Institute, and a co-

owner and a member of the Board of Directors of the NY Giants. She is also a trustee and past Co-Chair of the Whitney

Museum and the Founding Board Chair of CMOM. She has an honorary doctorate from Yeshiva University. #

## HUNTER STUDENT THAMARA JEAN NAMED A 2018 RHODES SCHOLAR, A FIRST FOR HUNTER

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 Professor 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 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 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 entered Oxford in October 2018 and studies 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.



**Brooklyn's Thamara Jean, Daughter of Haitian Immigrants, Is One of 32 Americans Chosen For the Prestigious Award**

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 students 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." #

# HUNTER COLLEGE PRESIDENT JENNIFER RAAB SPEAKS ELOQUENTLY AT THE 75TH ANNIVERSARY OF ROOSEVELT HOUSE



*(L-R) Robert Caro, Doris Kearns Goodwin, Harold Holzer, Geoffrey Ward, Jonathan Alter*



*(L-R) Doris Kearns Goodwin, Judy Collins, Pres. Jennifer Raab*

Welcome to this very special celebration: the 75th anniversary of Roosevelt House as Hunter’s glittering crown jewel.

Here, history was made, generations educated, and diversity celebrated.

And here, in that very same spirit, today’s Hunter College students again gather to learn, and engage, inspired now as then, by the two extraordinary Americans who once lived here: Franklin and Eleanor Roosevelt.

If these walls could speak—and sometimes we almost imagine that they do—they would echo with the commitments that Franklin and Eleanor personified: to secure and preserve dignity, equality, and opportunity for all people, regardless of race, religion, or circumstance.

Franklin and Eleanor spent a quarter of a century here. FDR summoned the courage and resilience to recover from the crushing disability of polio; here, he rose again so he could lift America from its knees in the wake of the great depression.

Eleanor found her calling, at first in service to the neediest New Yorkers.

That modest effort launched a career that culminated decades later in the UN’s passage of her crowning achievement:

the Universal Declaration of Human Rights — and her own emergence as first lady of the world.

During that time, FDR asked Frances Perkins to become the first woman ever to serve in a presidential cabinet.

How perfect for that stubborn glass ceiling to be shattered in a building that

would later become the heart of one of the nation’s first colleges for women?

Sara would live here until her death in 1941. The following year, the grieving president decided to put the building up for sale—for all of \$60,000—surely the real estate bargain of the 20th century.

Hunter formally acquired the twin townhouses the following year.

In its new incarnation, it would be named for Franklin’s mother and serve as a gathering place for Hunter students as well as a headquarters for its house plans and social clubs.

Above all it was an interfaith house where Jew and Gentile, and women of all races, sat at the same table—not only a Roosevelt family tradition, but a commitment to access and equality that we trace back to our founder Thomas Hunter. The Roosevelts enthusiastically endorsed the new plan.

And so, following some touch-ups for the home’s new life as a campus center, the college planned a gala opening—for November 1943 ... exactly 75 years ago.

Not everything went as planned. Something happened between Sara’s death and opening day: a World War II ceremony, FDR could not join us. He had an awfully good excuse: He was steaming across the Atlantic aboard the battleship USS Iowa, en route to Tehran for an allied summit with Churchill and Stalin.

Hillel operated here under the leadership of a woman whose son would later lead the New York Times: Toby Lelyveld.

Hunter’s first African-American sorority convened here.

Downstairs rooms were used for dances; upstairs rooms for study groups, discussions, and meetings.

The house echoed with laughter, music, ideas, and plans.

When I arrived as Hunter’s President 17 years ago, the fate and future of this building was by no means certain.

It could have gone either way. The entire city university system was struggling to regain its standing; Hunter recommitted itself to academic excellence as a first priority.

There were many who thought Roosevelt House a discardable relic, not a high priority.

But we truly believed that this building represented Hunter at its best and most ambitious, and was not only worth preserving, but re-conceiving.

So in 2002, with the financial and emotional support of so many of you here tonight, we commissioned the architect James Polshek to re-imagine this building, and successfully secured \$24 million to restore it.

Eight years ago, on November 15, 2010, UN Secretary General Ban Ki-Moon cut the ribbon for the new Roosevelt House which reopened as a public policy institute—with curricula and programs chartered and led by the extraordinary Jonathan Fanton. We are so delighted to welcome this founding father of the modern Roosevelt House back for this

celebration and I must add a special thank you as well to my longtime partner in crime in this and many other endeavors, and the former Hunter College Provost who now serves the entire city university system as Interim Chancellor—welcome home to Vita Rabinowitz!

What we now teach is what the Roosevelts once articulated and advocated: freedom of speech and religion; freedom from want and fear—and the opportunity to learn, to grow, and to make the American dream come true.

I mentioned a number of outstanding hunter alumnae this evening—and I want to close with one more: her name is Thamara Jean, Hunter class of 2018. Like so many earlier Hunter students, Thamara was the first in her family to go to college. Born to immigrant parents from Haiti — her father is a janitor at a Brooklyn synagogue — Tamara is but the latest in a long line of graduates with similar life stories — but also unique — because this year Thamara Jean became the first in Hunter’s history to win a prestigious Rhodes scholarship.

Today, Thamara is pursuing her education at Oxford University — galvanized by her time at Roosevelt house.

As you can see, this sacred and vibrant place continues to inspire students, 75 years after the dedication whose anniversary we celebrate tonight.

Hunter’s motto is *mihi cura futuri*, “the care of the future is mine...” we live that motto everyday. #

## GUEST EDITORIAL

## KINDERGARTEN TEACHERS TO THE RESCUE

By DR. JOHN RUSSELL

Reading problems and the multitude of negative consequences that result from them can be reduced by early intervention. Longitudinal behavioral research and neuroimaging studies confirm that the early identification of dyslexia is possible before a downward spiral of poor reading, academic failure, and debilitating anxiety and depression sets in. When students are identified early and receive research-based instruction, the results are consistently positive. To be eligible for early intervention, children must be identified as soon as possible. Knowledgeable kindergarten teachers are uniquely positioned to identify the telltale signs that are accurate predictors of future reading problems and dyslexia.

As early as preschool, family history of dyslexia is a valuable predictor of literacy outcomes. Children of at-risk families experience language delays as infants and toddlers, and these delays manifest themselves as phonological lags in preschool. At school age, family risk of dyslexia is associated with significantly poor phonological awareness and literacy skills. Between 40 to 60% of children with a parent or sibling with reading difficulties will have reading problems themselves. More recent studies provide additional evidence of the role genetics plays in reading difficulties.

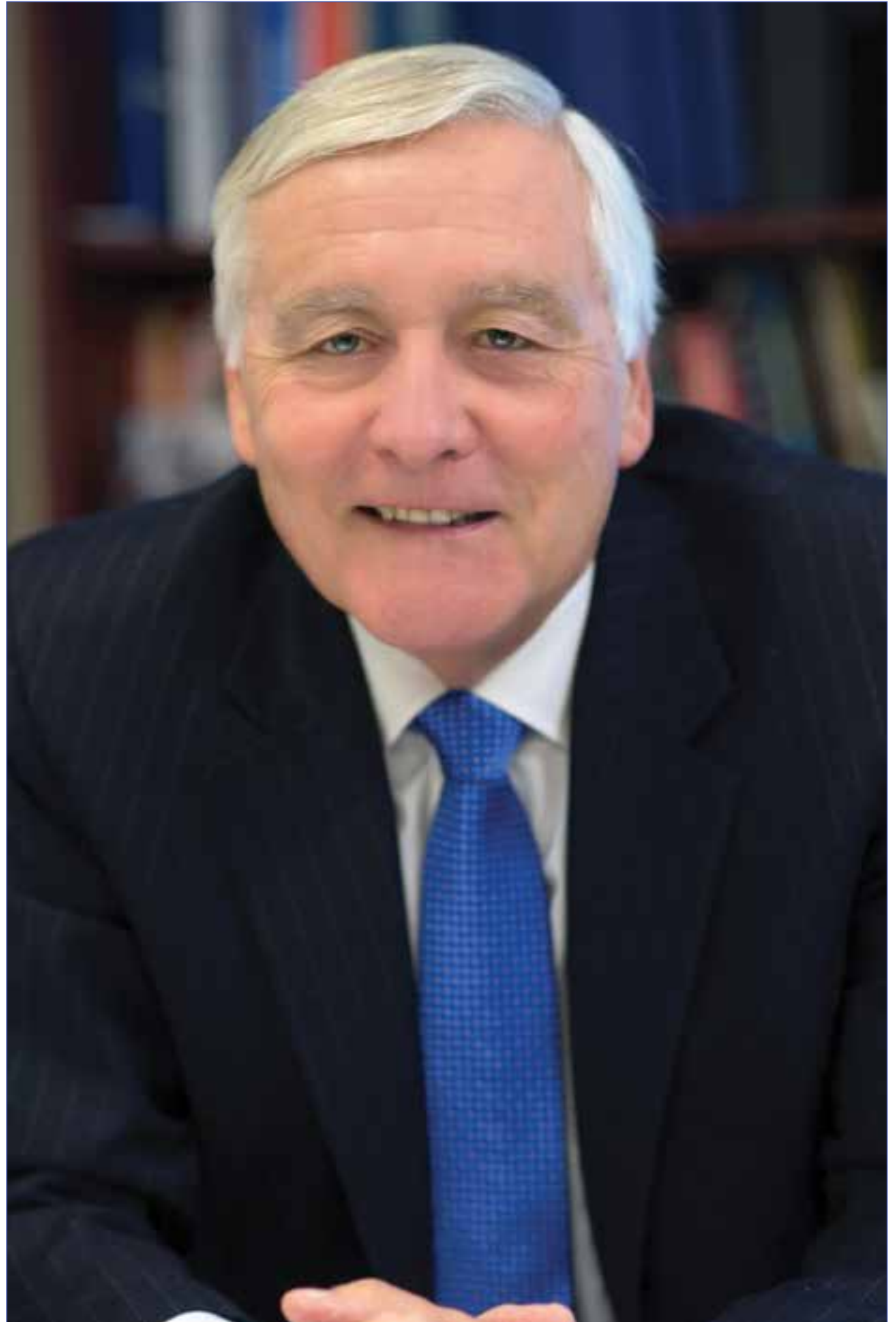
Kindergarten teachers can readily observe difficulties with phonological awareness and the alphabetic principle. Similarly, students exhibiting expressive and receptive language issues frequently stand out among their peers.

Kindergarten teachers who are aware of the correlation between these difficulties and future reading problems can alert parents and school administrators. Simply sharing these types of observations can facilitate early identification of dyslexia and prevent the downward spiral of poor reading, academic failure, and debilitating anxiety and depression.

Parents in New York, New Jersey, and Connecticut have too often experienced an insidious resistance on the part of school officials to the early identification of dyslexia. As a result, students must endure years of failure before being found eligible for special education services. Failure to provide early identification of students with dyslexia is to deny them their rights under IDEA. It is not just unethical; it is illegal; and it must stop.

Whether the goal of a kindergarten program is to promote self-esteem or to develop academic skills, kindergarten teachers have the knowledge and opportunity to rescue students from a future of academic and self-esteem struggles simply by sharing their observations with parents and administrators. In fact, they have a professional obligation to do so. #

*John J. Russell Ed.D. is the Emeritus Head of the Windward School.*



Dr. John Russell



# LET'S MAKE OUR NEW YEAR'S RESOLUTIONS COUNT...FOR THE KIDS

By **JOHN A. KERNEY**

As we make resolutions for the coming year, a good place to start is with some of the most compelling advances in education observed in recent years:

The five highlights that shape my resolutions for the coming year are the following:

1. Private schools and colleges looking to improve access and reducing costs by embracing new models — that bring the tuition costs for an exceptional education down for prospective families. If you haven't seen what is going on at Hawken School in Ohio or Lakeside School in Seattle, I encourage you to check it out!

2. Boards being open to and even encouraging bold endeavors — supporting their teams in taking fresh new looks at how we can best serve our students in a period of dramatic opportunity and change — kudos to Donna Orem, Tim Fish and the rest of the team at NAIS for pushing us to and supporting us in embracing discomfort.

3. More schools are getting more students out of the classroom for enriched learning opportunities. These out-of-the-classroom activities are not the field trips of last century, but are intentional, more engaging, and more impactful “learning

labs”.

4. More traditional schools are recognizing that some of the most interesting students — including some who are most likely to change our world — have a wide range of learning styles and profiles. And they are the kids that for so long have been shunned by some of the most selective schools. Albert Einstein, Richard Branson, Octavia Spencer, Simone Biles or Erin Brockovich wouldn't have been accepted to most “elite schools” in their day, or if they had been accepted, probably would not have thrived at those schools.

5. There is increasing awareness that the college and university landscape is in a period of dramatic change, at a pace that is only likely to accelerate, and as challenging as this may be, it will also create dramatic opportunities for students, educators and learning organizations. Four



**John A. Kerney**

and our faculty and staff — are shaped!

1. Embrace the unknown — live with the gray — a year of doing benefits many and makes us smarter while a year of planning costs a lot of money, doesn't advance anyone, and doesn't make us much brighter.

2. Don't back down. The more important it is, the harder it will be, the messier it will be, the more skeptical others will be, and the more interesting it will be.

3. Every day is an opportunity for learning. I need to be my own harshest critic ... and also my own strongest advocate.

Happy New Year. May 2019 be a year of personal growth and adventure, a healthy amount of fear and anxiety, and continued progress toward providing students with the most compelling possible education. #

*John A. Kerney is the Executive Director and CEO of the Winchendon School, with campuses in Brooklyn and in Winchendon, MA.*

years on one campus and a whole lot of debt will increasingly be a model from the past.

And so my resolutions for the kids —

## Where could you go if your child needs help?



Resources for parents of students with learning differences

English Spanish Haitian Creole Mandarin Urdu Hindi Bengali Russian Arabic

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# JOHN DEWEY HS TEACHER FILIPPO DISPENZA DISPENSES ROBOTICS THROUGHOUT BROOKLYN



By LANE ROSEN

If you walk down the hallway of the first floor at John Dewey High School (JDHS) on any given day, night, or weekend, the scent of freshly cut wood with a hint of burning oil will lead you to the Fab Lab. This is where the aroma of auto-mechanics grease greets you. In this room, you will find a diverse student body planning, budgeting, ordering, designing, engineering, and testing a robot built for competition. This community or family of students under the leadership and expertise of their teacher Filippo Dispenza, as well as mentor engineers Mike Vilarelle and Nelly Reyes, are challenged to improve their robot by going through engineering steps again and again. Principal Connie Hamilton supports the program and has helped get state-of-the-art technology.

Fil and JDHS created a four-year robotics sequence for its STEM academy. Year one is Introductory Robotics, which covers programming Lego Mindstorms. The following year, students take Advanced Robotics where students create a robot for competition in the First Robotics competition. JDHS has four First Tech Challenge (FTC) teams. These robots have to do a variety of tasks, and it is very challenging to

engineer a functional robot to complete all the required tasks. In year three, students take engineering courses and are challenged to complete demanding projects, such as designing a shoe with an interchangeable heel that can be taken off to turn into a flat shoe. Senior year students take AP Physics, and most apply to engineering programs at colleges in New York. Fil and JDHS have been hosting two-day FTC Robotics Qualifiers for the last five years. Over the last three years, he has inspired teacher Bruce Gamsey to host a FLL Qualifier at Marine Park JHS.

Fil took over the robotics team 10 years ago, brought in Mike, Nelly and Team 333, and converted a storage room into a well-equipped Fab Lab. The Lab has a drill press, a variety of three-dimensional printers, computer numeric control (which carves, cuts, and mills wood and aluminum), and computers with AutoCAD and a Tormach CNC which precision carves and cuts blocks of aluminum. The shop has a wide variety of power and hand tools, nuts, bolts, wood, metal, shelving, tables, and robots. The team spends countless hours in the shop planning and building their robot. Students learn wiring, soldering, troubleshooting, electricity, pneumatics, programming, engineering, AutoCAD,

measuring, SketchUp, welding, and many other real-world technology skills. As part of the One Engineering Pipeline, Brooklyn Borough President Eric Adams allocated \$300,000 to JDHS to purchase 3D CAD Laptops, a CNC Tormach Machine, and a remotely operated vehicle, or ROV, that serves as an underwater robot, for Dewey's Megalodons.

As a Robotics Leader, Fil has a First Lego League (FLL) team at the NY Public Library and several teams at JDHS. He leads Four FTC teams, a First Robotics Challenge (FRC), and two Sea Perch underwater robotics teams. The FTC teams have won numerous awards and banners over the years. The FRC Team 333 last year was fourth in the world at the International First Robotics Finals in Detroit, Michigan. Team 333 has won the Tech Valley event and was a runner up in the NYC Finals. The team is very proud of its the engineering award because JDHS is a non-tech school. Fil has collaborated in robotics with many schools such as William H. Grady HS, Stuyvesant HS, and Rachel Carson HS. He coached and helped start teams at Edward R. Murrow, William H. Maxwell, IS 228, IS 278, IS 281, James Madison HS, New Utrecht HS, and more. NYC Council Education

Chairman, Mark Treyger, gave Fil a City Council Citation for Robotics Education. For Sea Perch Underwater Robotics, Fil collaborates with many of the schools mentioned above and his teams have reached the NY State Regional Finals four years in a row.

The Megalodons and Fil are very well known in the local Coney Island community, Brooklyn, and in NYC. Organizations like the New York State Marine Education Association (NYSMEA) has given Team 333 over ten awards for participation in coastal cleanups and for setting up robotics displays at the events. The team is regularly asked to bring their robot to the Brooklyn Public Library, NYC Parks, the Brooklyn Borough Presidents Office, or even throw a pitch at Brooklyn Cyclones Stadium. At a fundraiser gala last year, where President Obama was the featured speaker, the team represented First Robotics; over \$250,000 was raised to help teams afford the costs of competing. With help from the Space Angels, Fil and his students have raised over \$30,000 this season in order to compete citywide, statewide, and nationally. #

*Lane Rosen is NYSMEA President & Science Teacher at John Dewey High School.*



# MERCY COLLEGE ANNOUNCES EXPANSION PLAN FOR MANHATTAN CAMPUS

Mercy College announced it is pursuing plans to expand its Manhattan Campus to more than 95,000 square feet over the next two years. The concept was developed with SL Green Realty Corporation to include more academic space, common multi-use zones, a new dormitory and enhanced course offerings. “We are delighted that SL Green’s acquiring of the property afforded us the opportunity to explore with them ways to better serve our students and stay in the same premier location in Herald Square in the heart of New York City,” said Mercy College President Tim Hall. “The enhanced MercyManhattan opening in fall 2019 will have a prominent entrance on 34th Street and customized space for academic programs, a welcoming student commons space with an internet café meets living room feel, and by 2020 a 130-bed dormitory of suites will be added.”

“This is a very exciting time for Mercy College and its students, faculty and staff,” said Bruce Haber, Chairman of the Mercy College Board of Trustees. “The Board and I are confident that this expansion will strengthen Mercy’s foundation

in Manhattan for generations of future students.”

To support this expansion, the College has developed a new marketing campaign that will rebrand the Manhattan Campus as MercyManhattan. Advertisements with the tagline, “The Ultimate Location to Reach Your Destination” will be featured across multiple platforms including billboards, subways and buses, newsstands, phone kiosks, internet radio as well as on social media. In addition, a new microsite (mm.mercy.edu) has been created to provide updated information aimed at increasing awareness and driving enrollment.

Dr. Brian Johnson, Vice President of the MercyManhattan Campus, stated, “This is an exciting new era for this campus and the surrounding community. MercyManhattan at Herald Square will truly be the ultimate location for students to reach their destinations.”

MercyManhattan at Herald Square is within a few blocks of no fewer than 15 subway lines and a short walk to Penn Station/LIRR and Grand Central/Metro-North lines. The addition of the option to live at the campus opens new recruitment



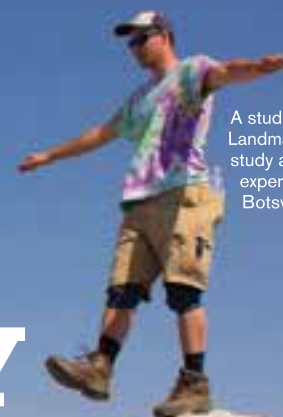
*President Tim Hall, Mercy College*

opportunities to the College for students seeking a New York City residential college experience.

Mercy first began offering classes at the Herald Square location in 2002. In

addition to MercyManhattan, the College also offers students the convenience to take courses online and at campuses located in Dobbs Ferry, the Bronx and Yorktown Heights. #

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# MOLLOY COLLEGE'S SATURDAY SCIENCE ORGANIZED BY DR. JOHN TANACREDI

## WHAT CAME FIRST? THE DINOSAUR OR THE EGG?

By MARGAUX MONTAGNER

On a recent Saturday, teenagers gathered at the Explorer's Club in the Upper East Side for the 3rd talk in the "Saturday Science for Students" series. Sponsored by Molloy's Center for Environmental Research and its Department of Biology, Chemistry and Earth Studies, these sessions offer a chance for high-schoolers to hear scientists from different fields present their career paths, interests and research. This particular event, titled "My Career in Developmental Biology; What Came First: The Dinosaur or the Egg?", featured Dr. Anthony J. Tolvo, professor of Biology at Molloy College.

In a practical, no-nonsense way, Dr. Tolvo presented his research to the audience, starting appropriately with the beginning of all things: the cell ... stem cells, to be precise, and their specific behaviors. On a wall of the stately Clark Room, Dr. Tolvo displayed a photo of a chicken embryo, pointing out its particular structure, and drawing attention to the fact that as vertebrates, birds have a similar structure to human beings, an interesting point to consider a week prior to Thanksgiving. He then moved on from that comparison to point out evidence showing birds evolved from dinosaurs, such as the three digits on their forelimbs, the hollowness of their bones, and, evocatively, feather impressions on fossils.

Having thus set up his presentation, Dr. Tolvo briefly mentioned his professional background.

After beginning his career as a biochemical endocrinologist, he eventually switched to developmental biology — a logical evolution, as both paths are based on signal transduction. Signal transduction, or cell signaling, is the transmission of molecular signals to the inside of a cell. For example, a hormone combined with a receptor can initiate a series of biochemical steps, triggering a response from a cell. Different types of chemical messengers can activate different types of transduction, and enhance or repress another.

To illustrate this idea, Dr. Tolvo used the example of limbs in early development, when they are little more than "flaps of skin". For humans, they have to differentiate according to a set pattern, to produce more or less identical sets of arms or legs. This process is tightly



**Dr. John Tanacredi, Professor,  
Molloy College**

controlled by genes switching on and off at very precise times — signal transduction in action.

Going back to the chicken embryo, Dr. Tolvo pointed out that early in their development, all vertebrates tend to look quite similar. Later differentiation between species depends on gene-controlled patterns, which determinate everything "even the coiling of the large intestine". But while these genes mold each mammal in their own specific ways, oddities can occur naturally to demonstrate some hidden, ancestral genes expressing themselves. Dr. Tolvo mentioned the presence of pelvic appendages on a dolphin, or polydactyl horses — horses born with additional hooves, a prehistoric trait for the species.

At that moment, Dr. Tolvo revealed his most recent area of research, retro-engineering. He then asked: Considering our present-day knowledge, is there a way to play around with the genes that control patterning, and, for instance, give a bird a longer tail? Or to make primitive teeth appear on a chicken? Can we take the genes of a bird and tweak them [...] so that they start to express older traits? The follow-up question, Dr. Tolvo joked, should be: Why would anyone want to get such genes to be expressed, or why would anyone want to get chased down the street by a chicken with teeth and claws?

## CAREER EXPLORATION WITH BIOLOGIST NOELLE CUTTER

By MARGAUX MONTAGNER

On a recent Saturday, a group of high-schoolers braved one of the first chilly mornings of the fall to head to the Explorers Club in the Upper East Side. They were not there to peruse the club's fascinating collection or pose with the taxidermied polar bear that watches over the staircase, however — they all came to listen to Dr. Noelle Cutter tell them about her career as an Associate Professor of Biology, Chemistry and Environmental Studies at Molloy College. The event was part of "Saturday Science for Students", a series of talks by scientists in various fields sponsored by Molloy's Center for Environmental Research and Coastal Oceans Monitoring (CERCOM) and its Department of Biology, Chemistry and Earth Studies. During these talks, students learn about each speaker's background and career evolution. Dr. Cutter, an energetic and engaging orator, delivered that as well as solid life advice to her teenaged audience, surrounded by the many retired flags of the Explorer's club, some of which have reached the bottom of the Mariana Trench, the top of Mount Everest, and the surface of the Moon.

Dr. Cutter started by talking about her high school experience in Long Island, and how her ideas for her future were very different then. "If you had asked sixteen years-old me what I wanted to do with my life, I'd have just told you that I wanted to become a professional runner", Dr. Cutter said. "You start off thinking one thing, but life has its way of switching that up". Indeed, when time came to pick a college major, she wasn't quite sure what to choose. A high achiever and a perfectionist, she settled on the idea of eventually going to medical school, and

selected biology as a major in Molloy College, as she had always enjoyed the subject. Dr. Cutter advised her audience to do the same if they had similar doubts: Start by picking something that you like. She also highlighted the importance of getting a "complete" education, as studying theology, sociology, and literature gave her a better perspective.

After leaving Molloy, Dr. Cutter joined the Brookhaven National Laboratory for two years, following the advice of one of her mentors. There, she found herself enthralled by science research and discovery, and the idea of "looking at something no one has ever seen before". Not only did she make numerous connections that would prove invaluable, Dr. Cutter also "learned more there than [she] could have in any masters program". But reminding us that life doesn't go as planned, Dr. Cutter revealed that after moving to Houston to start medical school, she and her husband had to move back to New York as her nephew was diagnosed with medulloblastoma, an extremely aggressive form of cancer. This tragedy, and her subsequent time at the genetics program at Stony Brook, would shape her later specialization in cancer research. Her return to Molloy came afterwards, and Dr. Cutter then fell in love with teaching, as she had with laboratory research years before.

While some would call her success a matter of luck, Dr. Cutter insisted on the amount of hard work it took, while also recognizing how essential her support system was, and how teamwork was always essential for her. "Being part of the track team, of a team of researchers at the lab, of a family — it's a big part of who I am", she said. #

This brought the presentation back to its title, and to dinosaurs. While resurrecting dinosaurs from their ancient DNA is impossible, as DNA get too fragmented over time, they could be retro-engineered from birds instead using technology. The goal of this process would not be to replicate the famous Steven Spielberg movie and build a theme park, however, "because we know what happens when you do that", Dr. Tolvo facetiously added. Instead, it

could provide a way of observing molecular mechanisms in order to determine how to use or modify them, and apply that expertise to clinical challenges, possibly arresting progressive diseases.

Ending his presentation, Dr. Tolvo asked the audience to contemplate a striking fact: Considering what modern birds evolved from, they are, in essence, "the only dinosaurs left". Something to ponder during one's next encounter with a pigeon. #

# BALLET HISPANICO DAZZLES AT THE APOLLO

By LYDIA LIEBMAN

Recently, the acclaimed Ballet Hispanico returned to the Apollo Theater to present the smoldering CARMEN.maquia. CARMEN.maquia is a Picasso-inspired interpretation on Bizet's classic opera that fuses sensual flamenco dance styles with Spanish paso doble and contemporary dance. Originally created for the Luna Negra Dance Theater of Chicago, CARMEN.maquia premiered in New York at the Apollo in 2014 and is the first full-length narrative dance work in Ballet Hispanico's nearly 50-year history. It is choreographed by Gustavo Ramirez Sansano, who was the Artistic Director of Luna Negra Dance Theater from 2009 through 2013.

The story of Carmen is well known; the tragic opera, written by the French composer Georges Bizet, tells the tale of Don José, a naïve sailor who kills the seductress Carmen in a jealous rage. Ballet Hispanico presents Carmen through a Modernist lens that finds the dancers performing against a stark white background made up of paper-like accordion props in striking black and white costumes that exude confident sensuality.

Shelby Colona shines as the titular character. From her first appearance in a black ensemble amongst a sea of white, she commands your attention. She dances assertively yet gracefully and showcases her incredible physicality with each movement. She is a perfect Carmen. Jared Bogart is an equal counterpart in the role of matador Escamillo with a palpable machismo and affecting bravado; the interplay between the two dancers is notable. Chris Bloom rounds out the lead trio as Don José with a heartbreaking,



emotional performance.

Once again, Ballet Hispanico proves why it is one of the most unique and important dance companies in the United States. CARMEN.maquia is a transcendent experience that is not to be missed.

Ballet Hispanico is the premier Latino dance organization in the United States. It has been bringing individuals and communities together to celebrate and explore

Latino cultures through dance for nearly 50 years. Whether dancing on stage, in school, or in the street, Ballet Hispanico creates a space where few institutions are breaking ground.

The organization's founder, National Medal of Arts recipient Tina Ramirez, sought to give voice to the Hispanic experience and break through stereotypes. Today, Ballet Hispanico is led

by Eduardo Vilaro, an acclaimed choreographer and former member of the Company, whose vision of social equity, cultural identity and quality arts education for all drives its programs.

Ballet Hispanico, a role model in and for the Latino community, is inspiring creativity and social awareness in our neighborhoods and across the country by providing access to arts education. #



## Telling the Truth

*continued from page 18*

government) official or a respected well-regarded principal executive has been lying.

Even President Trump admits to lying. Earlier this year, when commenting on his false statement to a newspaper reporter, President Trump said “It’s irrelevant! It’s [merely] a statement to the *New York Times* ... That’s not a statement to a high tribunal of judges.” Similarly, President Trump’s personal lawyer, Rudy Giuliani, admitted that the President intentionally lies on occasion, such as when payments were made under his direction to two women to gain their silence during his presidential campaign in 2016. But, as Mr. Giuliani explained, it was OK because “the President’s not under oath.”

This mindset of lying being OK is not only disturbing but, in my opinion, is influencing our children as their ethical values are being established. I believe that this also is changing the ethical values of our students by saying that lying is OK and that the truth doesn’t always matter, especially if it is not important ... and if it is important, it doesn’t matter if you want to take a calculated risk and believe that it is worthwhile to try to get away with your falsehoods.

In addition to being an attorney, I have been an alumni college interviewer for a number of years and, during a recent discussion last month with a highly-intelligent college applicant, she volunteered her belief that the *New York Times* was a purveyor of fake news, and

that falsehood, not the truth, were being published by that newspaper. When I inquired as to how she had made her determination, she explained that it was impossible for a person to have been elected President of the United States unless he was highly trusted by the people who elected him and was trustworthy. It was apparent to me that her mind was made up, and I quickly changed the subject.

The *New York Times* is trying to do its part in fighting against a perceived reputation by some people of publishing ‘fake news’ and has instituted an ongoing campaign “The Truth is Hard,” in which the newspaper is running full page announcements about telling the truth. Unfortunately, the campaign is viewed only by people who read that newspaper and those people, by and large, read that paper because they trust its contents.

We now are in an era different from any other in our lifetimes. The people who are our leaders are no longer uniformly setting an example of the ethical values we should be instilling in our children and, recently, there seems to be a marked increase in the degradation of these ethical values. Unfortunately, I am not certain how to temporarily overcome this phenomenon while our current top leadership is in place.

As a result, our educators need to not only set the right standard of ethical conduct, but now have an additional burden and need to be vigilant and make additional efforts to not condone lying and cheating among their students and maintain high ethical standards. #

of bullying and at-risk behavior by 75%; moreover, daily absenteeism has been reduced to 5% according to statistics provided by the New York City Board of Education. Furthermore, the entire school community believes in the power of their middle school to produce overwhelmingly positive results as the students feel safe at school and their overall standardized test scores have continued to rise each year. In composing an Advisory Board for the pilot middle school to keep their school community on track, and in line to catalyze even greater academic, social, and emotional gains, one teacher summed up Bridg-it’s impact succinctly: “We need a Board of Advisors composed of very special people; that is, they MUST BELIEVE AS WE DO that not only our middle school but any school can progress faster and more expediently through their consistent use of the electronic platform, climate, and culture tools we have found in Bridg-it.

“Yes, our Advisory Board must believe in the unlimited positivity of Bridg-it’s possibilities; indeed, they MUST be a BOARD OF BELIEVERS!

## Bridg-it Advisory Board

*continued from page 9*

To catalyze the development of such positive learning environments, Bridg-it has created the following electronic tools for principals, administrators, teachers, students, staff, and parents to use, including:

- Student confidential reporting of bullying to school authorities
- A resource library of over 2000 educational materials, including social-emotional and restorative activities
- Real time analytics describing the “big picture” of student at-risk and bullying behavior in the building/on campus as well as the individual student perpetrators who disrupt the school climate perpetually
- A menu of already created positive shout-outs and best wishes that students, teachers, parents, and staff can use to congratulate and fortify the other members of the school community for excellent work rendered. These electronic tools have already confirmed Bridg-it’s pilot middle school a viable, focused, and effective environment for learning. Over five years of using Bridg-it’s tools has reduced the number of incidents

## Decodable Books

*continued from page 9*

their confidence to explore complex text needed for content-based learning.

As educators working with dyslexic students, it is essential to understand how to incorporate specific teaching strategies and effective teaching tools that foster the development of reading skills of students with language-based learning and reading disabilities. Reading decodable books is an excellent way to foster decoding, reading rate, and comprehension. Once it is understood that learning disabilities represent the discrepancy between students’ academic potential and their corresponding performance, a conversation can ensue where educators, parents, and students can recognize the necessity of breaking down the barriers that guard these children from finding success to reaching their full potential. #

## The Math Column

*continued from page 18*

they get smaller) their sum “appears” to be approaching the length of the segment  $AB$ , that is,

$(\pi / 2) \cdot AB = AB$ . Taking this a step further, if we let  $AB = 1$ , then we have  $\pi = 2$ , which we surely know is a mistake!

Again, the set consisting of the semicircles does indeed appear to approach the length of the straight-line segment  $AB$ . It does *not* follow, however, that the *sum* of the semicircles approaches the *length* of the limit, in this case  $AB$ .

This “apparent limit sum” is absurd, since the shortest distance between points  $A$  and  $B$  is the length of segment  $AB$ , not the semicircle arc  $AB$  (which equals the sum of the smaller semicircles). This is an important concept and may be best explained with the help of these motivating illustrations, so that future misinterpretations can be avoided. #

*Alfred S. Posamentier, Ph.D., is the Executive Director for Internationalization and Sponsored Programs, Professor Emeritus, Mathematics Education and Former Dean, CCNY-City University of New York.*

## Deputizing Doctors

*continued from page 18*

the Constitution. Pretty strong stuff. In theory, there might be some extreme circumstance where such an aggressive, involuntary intervention would be justified, but not in a petty drug possession case, where—not wishing to be too graphic—the course of nature would have inevitably resolved the issue in due time.

The doctors’ conduct in this case is also highly concerning. One of the fundamental precepts of medical ethics is that physicians do not engage in medical interventions on competent and capable patients without their consent. Just because officers have a warrant does not necessarily mean that doctors are obliged to engage in a complex medical procedure to facilitate that warrant; they could simply have stepped aside. (This case is far more troubling than that of Alex Wubbels, the nurse arrested in Utah in 2017 for refusing to allow police to draw blood from an unconscious patient—because here the doctors performed the intervention themselves while the patient was vocally objecting.) General anesthesia is relatively safe, but not without hazards—including a death rate of approximately 1 in 200,000; sigmoidoscopy risks perforation of the colon.

This case falls into a broader, troublesome pattern of law enforcement “deputizing” physicians to assist in their work. Several states now permit police officers to compel medical personnel to draw blood in suspected DWI cases. Others—most notably Connecticut—have used doctors to “break” prison hunger strikes by force-feeding competent inmates with nasogastric tubes (something most Americans assume only happens at Guantánamo.) Psychiatrists have even been called upon to declare death row inmates fit for execution. This muddling of medical and law enforcement roles does not make us safer, but likely leads segments of the population who already have reasons to distrust medical professionals to fear doctors even more. Far better to render unto Hippocrates what belongs to Hippocrates, and cede the rest to Caesar.... #

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## Four Key Elements

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teachers receive 450 hours of training each year (equivalent to 13 weeks). They also receive daily feedback and coaching from instructional leaders, and participate in intensive pre-lesson preparation under the guidance of instructional leaders. Teacher training is deeply embedded in our content and curriculum rather than abstract pedagogy: We believe that in order to facilitate deep understanding and mastery of the content among scholars, teachers themselves must understand the content inside and out.

3. Parent engagement. In my travels across the country, I never saw an excellent school without strong parent investment and the primacy of active parental engagement is an essential component of our school design. We have a few, clear expectations for our families and we staff our schools in a way that allows us to consistently communicate and follow up on these expectations. We ask our families to get their children to school every day, on time, and in uniform, to ensure independent reading and homework is completed, and to respond promptly to teachers, school leaders, and staff members when they are contacted. Our school staff works tirelessly with parents to help them meet these expectations and provides support if parents are facing challenges that make it difficult to follow through. Members of our operations teams do everything from arranging automated wake up calls, to collecting food and clothing donations for parents going through tough times, to helping homeless families navigate the city bureaucracy to receive housing closer to the school!

4. Strong school management. I have never seen a high-performing organization without a theory of management, and at Success Academy, we believe in tight and effective management, of both instruction and school operations. All of our principals know the metrics and benchmarks they must meet and receive support from the central office — data analytics, curriculum, and teacher training teams, as well as school managers — to help them achieve these outcomes. For us, the most important source of data is student work, and we study student work along with our principals and teachers to identify trends and inform adjustments across classrooms and schools that build on successes and address weaknesses. We apply similarly high levels of accountability and support to school operations. Virtually every task that is not related to teaching and learning is handled by operations teams at our schools. These teams have concrete goals and benchmarks and receive support from our network office. Both teams work in tandem to build strong relationships with children and families.

While these components are foundational to our vision of excellence, there are many other vital pieces that we believe contribute to great student out-

## Sgt. York

continued from page 6

last guy was shot. The German officer he had captured offered to have his men surrender if he would not kill any more of them. They surrendered and he ended up with 132 Germans.

**What was his job before the war and after the war?** He was a farmer and worked at odd jobs. Just before the war, he was employed as a road worker building a road into his area. After the war, he became a speaker and went around the country raising money to build a school which he built and ran and funded, a four-year high school for over ten years before giving the school, 400 acres, buses, etc. to the State of Tennessee. He continued to farm and raised crops and had cattle, hogs, and sheep.

**Did you know him well? Did he share his war stories with you?** I was 17 when he passed away, so I got to spend time with him. He never talked about his war experiences, but was always interested in what everyone else was doing. He had a stroke in 1954 and was bedridden for ten years before passing away in 1964. He was a fantastic grandfather with a good sense of humor; he was always willing to talk to his grandkids and gave me a dollar when we would leave from visiting. I was able to spend time with him the last three years of his life and did hear him talk about some of his experiences during this time.

**What was your career focused on?** I spent 31 years in the US Army, and now am active with the Sergeant York Patriotic Foundation. This is an outgrowth of a foundation my grandfather started in the 1920s to raise money to fund building and operating a school for the local children.

**What means the most to you at this stage of your life?** His life and what he left his family in the way of values, honesty, courage, and the ability to do the right thing even when it was tough. I am currently the Chairman of the Sergeant York Patriotic Foundation and in the process of continuing his legacy and vision of helping the community, young people and veterans through the Sgt. York Center for Peace and Valor. Later in life he was asked what he wanted to be remembered for and he said his contribution to education, bringing education to the children of rural Tennessee in his county and in helping the community. We are in the process of restoring the original building he built in the mid 1920s to house this Center. #

comes at our schools. We prioritize play for example, with choice time and blocks, recess, board games, field trips, and numerous celebrations and dress up days. We invest enormously in developing our scholars' passions and talents with chess, debate, sports, arts, and robotics. And we work to build character by modeling and celebrating clearly articulated values.

Ultimately, no one approach to schooling will work for every child, which is why I believe passionately in par-

## College of State Island

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Foundation.

He also helped with logistics and artistic arrangements for several Staten Island nonprofits, including the Staten Island Museum, Snug Harbor, and the Greenbelt Conservancy — often teaming up with Gustavo Galván Events.

In the near future, Peña is looking forward to traveling to different destinations with his husband, Gary W. Reichard. “Anytime there is a way I can contribute to the community, where I can provide support, it’s very satisfying to apply my knowledge,” Peña said. “I feel honored and blessed to be recognized.”

Provost and Senior Vice President for Academic Affairs Gary W. Reichard is also an honoree at this year’s Celestial Ball. He has been credited with transforming the College of Staten Island’s academic culture by driving the recruitment of outstanding faculty, particularly deans.

During a distinguished career, Reichard served in a succession of leadership positions in the California State University system, including associate vice president for academic affairs, and then provost at Cal State Long Beach, and finally as executive vice chancellor and chief academic officer for the 23-campus CSU system.

Reichard is an accomplished political historian and the author of numerous books and journal articles, including “Politics as Usual: The Age of Truman and Eisenhower” (1988; revised ed., 2004), and, most recently, “Deadlock and Disillusionment: American Politics since 1968” (2016).

Caroline Diamond Harrison is president of Advance Local and publisher of the *Staten Island Advance* and its affiliated Website, SILive.com. Succeeding her father who led the newspaper for five decades, Harrison has enhanced electronic communications at the organization.

Prior to becoming publisher in 2004, Harrison was general manager of the publication from 1999 to 2004, overseeing the planning, purchase, and installation of a state-of-the-art electronic printing press, and a new press hall for the newspaper. Her experience with the *Staten Island Advance* began years prior with a college-level internship in the newspaper’s Lifestyle Department, writing feature stories and covering fashion events.

She serves as board member of a number of non-profit and industry organizations, including the Richmond County Savings Foundation, Alliance for Audited Media and The Metropolitan Museum of Art. She and her husband Tim have two children, a son Tim and daughter Alice. #

ent choice. In developing Success Academy’s particular model, which has proven effective for thousands of New York City children, I benefited immensely from my visits to successful schools. Sharing what works and learning from our fellow educators is our best hope for solving the education crisis this country faces, and we hope to similarly support

## Rebecca Seawright

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overdoses. Naloxone is a drug that can save lives. Naloxone actually reverses overdose caused by prescription pain medications, other opioids, and heroin. It works by reviving a person from an opioid overdose. That is why in New York State, we’ve required insurance coverage for naloxone and eliminated the need for insurance pre-authorization for consumers. Furthermore, several agencies in New York State have worked to train police and other first responders on how to administer naloxone, which many first responders now carry with them. As an officer of the Buffalo City Police Department says, “I administered one dose of naloxone to an unresponsive subject. The victim became alert within two minutes.”

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

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

educators by sharing our curriculum and training through our recently launched Success Academy Education Institute and Robertson Center. Only by drawing on the lessons and achievements of successful schools across the country and the globe can we quickly deliver the outstanding education that all our children need and deserve. #



BEACON COLLEGE

Success for Students Who Learn Differently



**#1**  
**RATED BEST**  
**VALUE FOR STUDENTS**  
**WHO LEARN DIFFERENTLY.**

*“ When it comes to the best colleges for students with learning disabilities, none holds a candle to Beacon College. ”*

- BestValueSchools.com



### WHY BEACON?

For more than a quarter century, Beacon College has been the recognized leader in offering affordable, career-focused baccalaureate degree programs for students with learning disabilities, ADHD and other learning differences. Our impressive results speak for themselves:

**70% BEACON COLLEGE 4-YEAR GRADUATION RATE**

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

**37.8% NATIONAL AVERAGE 4-YEAR GRADUATION RATE**

*National 10-year average for ALL students, with and without an LD (Source: NECS)*

VS.

### THE BEACON DIFFERENCE

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

- The **Summer for Success**, our 3-week summer immersion for rising high school juniors and seniors focused on preparing them for the transition to college
- Our **Breakthrough Semester** for visiting college students, a program uniquely structured to help current college students “get back on track” and secure or regain solid academic footing
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