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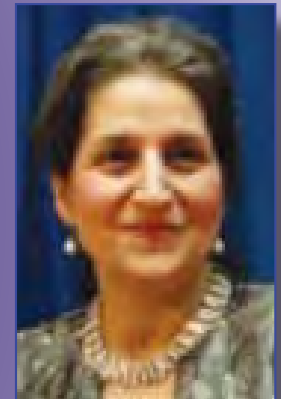


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## WOMEN SHAPING HISTORY 2014



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— Eric R. Kandel, MD  
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## GUEST EDITORIAL

**Women: The Movers and Shakers**By **PRESIDENT JENNIFER RAAB**

Scroll through a list of U.S. secretaries of state and you'll note that from 1790 to 1997, each was a white male. Keep scrolling and you'll see that over the next 16 years, three out of four – Madeline Albright, Condoleezza Rice and Hillary Clinton – were women. (The fourth, Colin Powell, also broke the mold as an African American.)

Does anyone truly believe it took 207 years before women finally became capable of holding this office? Of course not! Women have always possessed the energy, intellect and courage to take on great tasks. The proof of that, for anyone who remains skeptical, is the multitude of ways in which they have emerged in business, academia, the law, government and dozens of other fields in the few short decades since old barriers began to fall and doors of opportunity opened.

Full equality of opportunity – and pay – is still to be achieved. But no thinking person can deny the contributions women have made and are making in ever-growing numbers. They have led many of the world's largest and most important nations (think Indira Gandhi, Margaret Thatcher & Angela Merkel). One third of the Supreme Court is female. So are

the heads of the Federal Reserve Bank and the International Monetary Fund. The CEOs of General Motors, IBM, PepsiCo and Yahoo are women. The list goes on and on, and includes the remarkable women profiled in this issue of *Education Update*.

All of us at Hunter feel strongly about this issue. Our college was founded by a visionary Irish immigrant, Thomas Hunter, who in 1870 established a school to prepare young women as professional teachers. It was a bold concept at the time, and so, too, was his opening the school to all, regardless of ethnicity, religion, race or social status.

Building on our namesake's vision, Hunter has emerged as a national leader in advancing women and minorities, especially in the sciences. We are proud that Hunter is the only college in the world to produce two female Nobel Prize winners in medicine, Rosalyn Yalow and Gertrude Elion. We are equally proud to be the alma mater of one of the giants of the feminist movement and a pioneering political leader, Bella Abzug.

And we are honored by our ties to one of the greatest figures in history, Eleanor Roosevelt. She was such a frequent visitor to our campus and a mentor to so many of our students



that she was once called “the only unpaid member of the Hunter faculty.” It was she who proposed selling Hunter the townhouse on East 65th Street where she and FDR had lived since shortly after their marriage. We maintain Roosevelt House now as a think tank devoted to many of the causes Eleanor fought for – enlightened and informed public policy, education and human rights.

She once said, “The battle for the individual rights of women is one of longstanding, and none of us should countenance anything which undermines it.” Advice that all of us must follow – always.#

*Jennifer Raab, J.D. has been the President of Hunter College since 2001.*

## LETTERS TO THE EDITOR

**THREE LAKES, WISCONSIN**

**Unvaccinated Children & the Duty to Warn to the Editor:**

Our doctor recently dismissed us. I think it is entirely wrong. I started vaccines but then stopped shortly thereafter when our son displayed signs of an adverse reaction. The doctor we saw said it was normal and urged us to do vaccinations at our next visit. I researched more and made my decision as an educated parent.

Britta

**NEW YORK, NEW YORK**

**Teacher Education: Who's on First? to the Editor:**

Brilliant and insightful. As someone who was a colleague of Dr. Alter's, I can say without reservation, that he was always way ahead of the curve (it was the fastball, he had difficulty with). Never-the-less well done, a blue print for future success for our students.

Jay Hecht

**DUXBURY, MASSACHUSETTS**

**Exclusive Interview with Dean Jerrold Ross, St. John's University, School of Education to the Editor:**

Excellent overview of an extraordinary educator. When Dr. Ross was directing the Music program at NYU, he was awarded a million dollar grant from the National Endowment for the Arts to create The National Arts Education Center for Research. Dean Ross' lifelong dedication to exemplary teaching and learning has

benefited generations of educators and their students in every discipline.

Sylvia K. Corwin

**MOUNT KISCO, NEW YORK**

**Teacher Education: Who's On First? to the Editor:**

It is wonderful that an excellent educator finds the time and energy to give back to the Community. Thank you Dr. Alter for your educational devotion. Congratulations.

Vito Vacirca

**POTNEY, VERMONT**

**To the Editor:**

Your guidance this January has given me a lot of confidence in my journalistic writing and my growth has already shown in our current issue of the *Independent*, our school newspaper. Thank you for everything; your kindness and mentorship has really strengthened me. You are incredible,

Omoeffe Ogbeide  
Landmark College**NEW YORK NEW YORK**

**Muriel Petioni, M.D., Saves Harlem Hospital From Closing**

**To the Editor:**

This is a wonderful article of the important black female physician whom we knew all our lives because she was at Howard Medical School as was her late father, Dr. John V. Golding, Sr. in the 1930s. She was a legend

who lived for 100 years until she passed in 2011! She was a family friend and inspiration to all female physicians regardless of ethnicity. She will always be remembered and greatly missed for all her contributions to the Harlem Community like her venerable physician father, whom we remember as children.

Cleonis Golding

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## EDUCATION UPDATE

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## DR. MARY MALEWICZ-CARTER: RENAL RESEARCH INSTITUTE SUSTAINABLE KIDNEY CARE FOUNDATION

### Inspiration for Career Path:

I am continually re-inventing myself, adjusting my career path accordingly, from the early years working in molecular biology, synthesizing DNA and cloning genes to the present, managing clinical research at the Renal Research Institute. I am also running the Sustainable Kidney Care Foundation (SKCF), whose mission is "to bring treatment for kidney injury where none exists," with a focus on saving young lives of women and children, the most vulnerable segments of any population. I continue to work full time at the Renal Research Institute while SKCF remains my labor of love where I volunteer, guiding it to be an international force in combating kidney disease.

### Challenges and Resolutions:

Understanding the many different cultural landscapes in which the SKCF team operates is essential. A good example is Africa, a vast continent with 870 million people with many distinct ethnic groups that have their own language, religion and a distinct way of life. Each country has its own import regulations that can be daunting to overcome. However, program sustainability remains the biggest challenge. We also desperately need data on the incidence and prevalence of kidney disease in the developing world. Organizing a kidney treatment program, for example, in Abidjan, Ivory Coast, a francophone country recovering from a 2011 civil war, requires bringing on board translators, sensitivity to the local rules and regulations governing the provision of healthcare. SKCF's approach is to respect and appreciate that all cultures are unique and differences are treasured. In order to ensure each program's sustainability, SKCF donates supplies for only two years during which time the hospitals commit to save money collected for treatment to buy supplies in year three. This allows for the hospital to provide much needed treatment and become self sufficient without the need for any investment which can be most difficult to obtain in these resource poor economies. One must work closely with the doctors and clinical staff to assess their needs and provide the necessary training and support their requests, the operative term is "support their requests." We've just started collecting data from the programs we initiated, but this represents only a tiny fraction of the affected population. We need an outreach program to sample what happens in the remote villages where children are dying from reversible kidney injury as a result of severe diarrhea and malaria and we are working towards making this happen.

### Proudest Accomplishments:

In 2009, when I received news of the first patient having been successfully treated at the Kilimanjaro Christian Medical Center in Moshi, Tanzania, at the foothills of Mount Kilimanjaro, I knew then, that we can do it, that



SKCF can be the leader in organizing treatment programs for reversible kidney injury in low technology settings. Since then we have created nine programs in as many countries and expect to start five more in the coming year. More recently, in Jan. 2014 in Las Vegas, I was fortunate to have been able to organize and host the first Global Health Workshop focusing exclusively on kidney disease in the developing world, with speakers from Tanzania, Ivory Coast, Nigeria, Sudan, Malawi, Brazil and South East Asia.

### Influential Mentors:

My mentors are my family members. The strong sense of responsibility was a gift from my parents, Maria and Jerzy, who were forced to leave, what was then, communist Poland. The fabric of my family includes pioneers of art and victims of persecution; Kazimierz Malewicz, the founder of the Suprematist art movement and Dr. Stanislaw Malewicz, my grandfather who fell victim to WWII Katyn Forest massacre, both of whose life's journeys were cut short by the political instability of Eastern Europe in the early 20th century. Their legacy has taught me that one person can affect major change, that diplomacy doesn't always work, that taking risks is not only desirable but also rewarding.

### Turning Points:

Life continually leads us into new directions however, I would like to acknowledge and give credit to the educational opportunities available in New York City, having earned a bachelor's degree from Hunter College, which provided me with an excellent base, then two graduate degrees, an MS and MBA, from Wagner College. Many of the ideas which led to the creation of SKCF, I attribute to the stimulating atmosphere at the Columbia University, Mailman School of Public Health, where I obtained an Executive MPH while working full time at the Renal Research Institute and raising my twin boys, Calvin and Walter. And somewhere there, I found time to pursue and attain a PhD degree at the Medical University

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## WOMEN SHAPING HISTORY 2014

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

We asked each of them to answer the following questions:

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

## DEAN TERRY FULMER: NORTHEASTERN UNIVERSITY

### Inspiration for Career Path:

I have had the incredible opportunity to be in the right place at the right time throughout my career and have worked with some of the nation's most exceptional leaders in healthcare. My first job out of college was at the Beth Israel Hospital in Boston, MA, which is a Harvard teaching hospital. Drs. Joyce Clifford and Mitchell Rabkin were outstanding leaders and that experience set the bar very high for me related to vision and professional responsibility.

### Challenges and Resolutions:

I was leading the NYU Nursing program at a time of enormous change within the University. In that moment, an extraordinary challenge was to position nursing in a context that would allow for growth and greater excellence. Through a series of extraordinary circumstances, with great teamwork and communication, I was able, with others, to move the nursing program to the College of Dentistry and expand our scope and science. This was not intuitive to the broader nursing community, nor the broader academic community, and I will always be grateful to the NYU leadership and faculty that helped me tell the story and position nursing for strength and excellence at that University. My ongoing work here at Northeastern University, where I currently serve as Dean of the Bouvé College of Health Sciences, is to create a visionary curriculum for the next decade where we will have more complexity, more need for interdisciplinarity, and a keen respect for finite resources in healthcare. It is very exciting and the momentum here is amazing. Northeastern is on an accelerated trajectory of excellence with many sensational new faculty and emerging areas of distinction in research and education. Our "signature" co-op program and experiential learning model is exactly what positions our students for success. Every day, I remind



myself not to use data from the last decade to prepare for the next decade and while there are no crystal balls, the challenge is to anticipate, be agile and be strategic.

### Proudest Accomplishments:

I am extremely proud of how I have been able to orchestrate a career in the context of parenting and a very happy marriage. Sheryl Sandberg's book, "Lean In," reminds us that we have still not provided clear support systems for young women who are aspiring to executive level roles and a balance with life course choices. I try to role model for women as they progress in their career and keep dialogues ongoing that can be useful and instructive. Further, I am extremely proud of my contributions to our understanding of elder abuse and my research has helped inform a generation on how to detect and intervene in cases of elder abuse and neglect. Recognition as a member of the Institute of Medicine was an extremely poignant moment for me and great affirmation of my career.

### Influential Mentors:

I have had the exceptional good fortune to

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## MARIETTE DICHRISTINA: SCIENTIFIC AMERICAN

### Inspiration for Career path:

Like all kids, I was born a scientist. What I mean by that is that I liked to ask a lot of questions and tried to find out how the world works by experimenting. When a pet goldfish died, for instance, I'd bury it and then see what its bones looked like a month later. For my birthday, I begged for a microscope and a chemistry set until I got them. A girlfriend and I once used a gerbil with a nasty habit of biting because we wanted to see what our blood looked like under a microscope. We didn't have the nerve to poke our own fingers for the blood, so we let the gerbil do that! (Crazy, I know.) I memorized the orbital periods of the planets and how many satellites each planet had the same way some kids absorb baseball statistics (although I liked baseball, too).

I also had a habit of taking blank sheets of paper, folding them into quadrants and cutting them, and then stapling the pages along one side to create a kind of small magazine. I would hand-write stories and draw pictures for illustrations on those pages. The stories were usually fiction but the form should seem familiar: I was making my own magazines and I wasn't even out of elementary school. I liked finding out things and then sharing the stories with others.

So, I appear to have always had the habits of a person who should be a science writer for magazines—especially those with informational graphics, like *Scientific American*. But that only became clear to me in hindsight. When I was a student, I had no idea what I wanted to do for a career. I only figured that out through a series of happenstances that stretched from eighth grade to sophomore year in college, when I finally saw the path ahead of me. More about that later.

### Challenges and Resolutions:

When I was in college and after I'd decided to become a journalist, our neighbor across the street asked what I wanted to do. I told her. "Journalism?" she snorted. "There's no future in that. No, I think you really should be an engineer instead."

At the time, as is true today, it seemed like it would be impossible to get a job as a full-time reporter. Other people also told me that, even if I could get such a job, I'd have to move away from New York, where I grew up, and work at a series of small-town papers far away for years. I'd have to work my way back.

I'm not sure how it came to me, but in response to all the naysaying, the following occurred to me: Other people manage to get jobs in this field and they are probably no smarter or more lucky than I am. All things being equal—and especially if I'm passionate about my job and if I work hard: Why not me? That became an animating principle for my life's choices, and it's something I now tell young people who really want to follow their passions: Why shouldn't it be you who



succeeds? It won't be enough to get you there alone, of course. You need to have the commitment, the skill and the willingness to work. But you have to believe in yourself first, so you don't fail even before you begin.

I have used the "why not me?" tactic a lot during my own career. Once, with just four days to press, my boss at *Popular Science* said, "OK, our cover story just fell through. What have you got?" We usually had more than a month to report out, design and get the illustrations for a feature article of 3,000 words plus captions and labels. After I scraped my jaw off the floor, I thought about it, and realized I did actually have a pretty good idea for a replacement. And why couldn't I just make it happen? I knew what story I wanted to tell. I would just have to focus hard to get the work done in time. I put my head down and spent the next few days conducting some two dozen interviews and then writing and producing the article (with great infographics, thanks to our art team) on advanced propulsion concepts for spacecraft. That cover story later sold a gratifying 192,000 copies on newsstand, which was much higher than normal at the time.

Then there was the challenge of getting my current job as editor in chief of *Scientific American*. In 2009, my predecessor, a brilliant colleague whom I admire greatly, left after an impressive 15 years in the editor in chief's seat. As it happened, *Scientific American* around that time got a new management team based in London, who, naturally, wanted to see real change in the publication's direction so that it could keep growing in an increasingly digital world. They gave me the title of "acting editor in chief" and began a search for my predecessor's replacement. On top of that, our online managing editor left soon afterward for a new opportunity. So I was covering the work of not only my old job as exec, but also the online spot—and then ALSO trying to juggle my existing management of *Scientific American Mind*, a sister publication that I'd started in 2004. I knew I had a reputation as a solid second in command at that point, but I wasn't sure anybody in upper management knew I could be

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## 92Y SCHOOL OF THE ARTS

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## DR. GERTRUD LENZER: FOUNDING DIRECTOR, CHILDREN'S STUDIES CENTER AT BROOKLYN COLLEGE

### Inspiration for Current Career Path:

Every time I return to this question, the same answers keep coming back to mind --

An insatiable interest from early childhood forward what today appear as precursors of the principles of social justice, equality, and interest in all those historical conditions which lead to major social disabilities. A search for socio-economic and political solutions, a quest to comprehend the historical forces which are controlling the present and the future.

Looking back to those early forces which were to have a consuming effect throughout a life time, should it be surprising to have been a child of war and a child intensely interested with the powers available to a child in the democratic reconstruction of post W.W. II Germany while accepting as it were the historical responsibility and challenge to realize such responsibilities as an individual? It is for this reason that after years of working on the history of ideas and social policies aiming to restructure society, that I turned in the course of the last close to thirty years to the generation of children (from zero to 18 years of age) in all its complexities ranging from such foci as children and the war, children exposed to violence and abuse, childhoods that are marked for a life time by hunger and social inequalities. To attend to this invisible class of human beings, I founded both the "Sociology of Children" as a distinct research section within the American Sociological Association and the interdisciplinary field of Children's Studies.

### Challenges and Resolutions:

Despite the generally accepted child-friendly attitudes in society and the claim that children are the future, the most astonishing phenomenon is the general invisibility of children in our societies. This invisibility is joined by a widely held sentiment that children are really inferior and do not matter. This attitude is so well camouflaged by the ostensible interest in children and like all stereotypes and prejudices incredibly difficult to bring into the open and challenge it.

### Proudest Accomplishments:

I am delighted that I was able to recognize the invisibility of children not only in society generally but especially in the fields of scholarship and research. In the mid-eighties, we had the fields of education and psychology which focused on children and especially child development. There were also the beginnings of the history of children and children's literature. But by contrast, most of other academic fields did not have a focus on children.

At about the same time the U.N. Convention on the Rights of the Child came into existence and increasingly full force and our Children's Studies program chose as its general framework the human rights of children.

I was able to launch the Sociology of Children



and Children's Studies. By now, the Sociology of Children as well as Children's Studies (often also called Childhood Studies) are solidly represented in the academic world of the United States, Canada, European countries and in many other parts of the globe.

Perhaps the most gratifying development was the establishment at Brooklyn College, the founding institution of both the Sociology of Children and the interdisciplinary field of Children's Studies, of a growing and most successful new field of academic discourse with hundreds of students wishing to devote their energies to Children's Studies and to graduate with a degree in the field. In short time, the Bachelor of Arts degree in Children's Studies became the third largest major in the entire fields of the humanities and social sciences.

Here as elsewhere, the most astonishing phenomenon was the hitherto unrecognized circumstance that young students are -- as it were -- "natural" child advocates. This phenomenon can be found in place across the United States and evidently in many other societies as well. In fact, the fields of the sociology of children, children's studies, child institutes and centers, child research, conferences on any and all imaginable child-related topics have in the course of the last two decades turned what amounts almost to a veritable children's movement that is sweeping the educational, social and policy arenas. And at the same time, these developments are associated with the incredible growth of child advocacy organizations -- on local, country, regional and international levels in recent history.

So the question of pride needs to be rephrased in this case: was it really the work of an individual only or had children emerged on the world scene as a major social and hidden constituency, which in turn prompted and necessitated the ideas for a sociology of children and children's studies in the first place.

### Influential Mentors:

Perhaps the most influential mentor, Alfred von Martin, was an academician from whom

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## SUZANNE WRIGHT: CO-FOUNDER OF AUTISM SPEAKS

### Inspiration for Career Path:

In 2005, our grandson Christian was diagnosed with autism and we discovered how little there was out there about autism -- what steps to take, what doctors to see, what therapies to try. This lack of information was unacceptable. Here we were very informed people. Bob was CEO of NBC Universal and our daughter, Katie, who is Christian's mom, was basically sent home to fend for herself.

We wanted answers -- and above all -- we wanted hope. So we created Autism Speaks to help provide Christian, and the now 70-million children, teens and adults around the globe touched by autism, a fulfilling and happy life. Every day they serve as our inspiration, our lights. Our concerns for them keep us up at night and keep us going, crisscrossing the nation, and really the world, looking for answers and trying to wake up global leaders.

### Challenges and Resolutions:

Well, the lack of information at the beginning was a huge hurdle. Back then autism was a rare diagnosis and not something every pediatrician saw in the exam room, so the first uphill battle was awareness. From there, we needed to improve upon the science and research around autism to really understand and begin developing treatments so we began fundraising and seeking out the best and brightest researchers. It's still a challenge. We have made a lot of headway but we have so much further to travel. We are very hopeful our 10K Genome Project, now that we are working with Google, will lead to deeper understanding of the genetic underpinnings of autism and therefore lead us to specific targets and the development of treatments. We are already learning from this work that there are many discernible and identifiable "autisms" and not just one.

### Proudest Accomplishments:

I am so proud of all of my children and my grandchildren. We have been so blessed. In particular, I am proud of Katie for her intelligence and tenacity. She never gives up hope and fights for Christian every day of her life. If you know anyone with a child on the spectrum, you know that their courage and undying dedication to advocate for the needs of their loved one is unwavering. Katie has to maintain constant vigilance to keep Christian safe. It's not an easy life. And yet, she gets up every day and keeps fighting.

Autism Speaks is still in its infancy. We are just entering our ninth year and have accomplished so much it is hard to pinpoint just one thing. Since 2006, we have raised awareness of autism prevalence by 44 percent among parents of young children thanks to our national PSA campaign with the Ad Council. That's an incredible achievement and frankly vital since autism prevalence has grown by 78 percent over the last five years. Another example is our Light It Up Blue campaign. Last year, the world was awash in blue on the



U.N. Sanctioned World Autism Awareness Day, April 2<sup>nd</sup>. There were 8,400 monuments, buildings and landmarks aglow on every continent, in 101 countries and 1,350 cities. This year our goal is every country! But there's no time to rest, there is still so much that needs to be done for our families.

### Influential Mentors:

There has really only been one mentor -- my husband Bob. We have been married for 47 years and have grown up together. I have watched him with love and bursting with pride as he led companies like Cox Communications and GE Capital. He rose to become vice chairman of General Electric and CEO of NBC and NBC Universal. His entire career has been a symbol of great integrity, intelligence and fairness. As his partner all these years he has prepared me for my role today, of being by his side as co-founder of Autism Speaks.

### Turning Points:

Christian's diagnosis definitely was a turning point in both of our lives. It became very obvious that retirement wasn't going to happen -- at least not yet. There was no way we, as people in the communications business, were going to sit back and not do everything in our power to help Christian and all the other boys and girls living with autism.

### Future Goals:

As I said, we want every country lit up blue this year on World Autism Awareness Day!

We want a national autism plan. The President promised us one and it's time there's a national plan of how to help these children, our children. They are our future. So many of their families do not have autism insurance coverage. They are going broke. They've cashed in 401Ks, sold homes and jewelry. One family was contemplating selling the dad's -- a former Marine who was wounded in action -- military medals. This should not be! We have fought and helped win insurance battles in 34 states plus DC so far. We need the rest.

We also need Congress to reauthorize and improve the Combating Autism Act (CAA) which designates federal research dollars to autism.

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## DEAN DONNE KAMPEL: TOURO COLLEGE

### Inspiration for Career Path:

My inspiration comes from an intense desire to succeed, as well as a need to be useful. In my first career as a hospital administrator, I learned some important lessons working in large, complex medical centers. I learned to listen and watch other administrators. However, after several years, the work itself was not personally gratifying and I knew I had not found my personal niche. I seemed to process a lot of paper, while the planning and decision making, for which I was highly trained, was being done by the medical staff and the insurance companies. I knew that I would have to keep looking for the career that would allow me to learn and teach leadership.

I was then fortunate enough to be offered an excellent position at the City University of New York and it turned out to be a very pivotal point in my career. Because I had always had budget responsibilities, I was hired as a budget officer within CUNY's central budget office. After several years of working with college presidents, Albany budget people, and legislators, I decided to try working alongside a colleague in student affairs, which became another learning experience as well as an important step up. I was now able to work directly with students, faculty, staff, and college presidents. I was presented with the entire spectrum of leadership. I listened, watched, and learned. Higher education became my laboratory, where I began developing my own perspective on leading, leadership, and most importantly, women and leadership.

### Challenges and Resolutions:

I believe the biggest challenge I faced was trying to be a career woman during the 1970s and 80s. The women's movement was well under way and we younger women were supposedly making corporate headway. However, it looked and felt very different in the trenches, where most of us young women were working. Corporate and not-for-profit New York and the rest of the United States were, for the most part, worlds led by and for men. Promotions, then as now, are given sparingly and are not necessarily based on merit. Women who showed professional ambition and a desire to get ahead were made to feel uncomfortably out of place.

I did develop strategies to survive and eventually prevail. Initially, during my early career years, I would leave one organization for another, which offered a higher position and a more competitive salary. I did this several times before changing fields.

My strategy changed as I matured, found mentors, and had more to lose by leaving. I looked for individuals who would not resent my ambition and who would let me learn, as well as teach. I used to find it ironic that most of the people who helped me on my way up were men. However, my research has shown that because women are almost always underrepresented in upper level positions, there exists no



critical mass to serve as mentors.

### Proudest Accomplishments:

I am proud of being a faculty dean and working with my learned colleagues at Touro College. This is an organization with an impressive mission and I am proud to be part of the team.

My first book was a major accomplishment. It is called, "Learning Leadership: Women Presidents of Colleges and Universities." The book focuses on women leaders in higher education and how they attained college and university presidencies. I interviewed women college presidents who took the time to tell me their stories. They described their professional lives and their family lives, giving me a sense of what was important to them and how they negotiated the same bumpy highway to success on which I tread.

The book has led to speaking engagements that include one of my favorites: moderator of a public panel discussion focusing on women in academic leadership. The event was held at the National Archives in Washington, D.C. and the speakers were four women presidents of well-known colleges and universities. The event was entitled, "The Changing Roles of Women in Academic Leadership," and the areas of discussion were the challenges these women had faced and their perception of changing roles, expectations, opportunities, and obstacles for women in academic leadership. Another anticipated accomplishment is a new, follow-up book, which will focus on the other end of the academic pipeline: women faculty and their aspirations to become deans, provosts, and presidents. I hope to follow these women longitudinally to see how far they go in achieving their professional goals.

I am very proud to have formed the Women's Leadership Council at Touro College. I started this organization in the summer of 2011 to bring together talented women faculty, students, and administrators from diverse backgrounds and experiences. Our goals include the support women at Touro College in their efforts to attain intellectual, educational, and professional goals as well as fostering the collabora-

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## DR. HARRIET FIELDS: HEALTH CARE ACTIVIST IN AFRICA

### Inspiration for Career Path:

The door recently opened to the rest of my life has been a long time coming and a natural evolution. I am now developing a global public health nursing model to implement in fragile societies for the empowerment of women. For once, women are empowered—their children, families and communities thrive and flourish. Otherwise, violence, rape, and abuse of women remain the primary fallout of war and disorganization in fragile societies. Holistic global public health nursing encompasses a broad definition of health, including programs such as, women and literacy and development of social entrepreneurship skills, trauma healing therapies, programs for children and villages with HIV/AIDS, collaborating with other groups, and building on models already developed and implemented. The goal for a humane world order is to empower women.

My trajectory of what I do and my path is, and has always been, an extension of myself, of who I am, for which I am continually searching, a quest just beyond grasping, slightly on the other side of knowing. I have never been able to separate out what I do from who I am. That is why the word career is slightly awkward to me, for to me it sounds like an artificial construct.

My professional path follows my passion for health care policy and professional nursing leadership role in humane health care reform. As a nurse educator, I try to instill this in my university students, their responsibility to take leadership. My dissertation from Teachers College, Columbia University is "A Study of Professional Behavior in Education and Practice, With An Emphasis on Professional Nursing Education and Practice." My passion and interest in how other people live, what motivates them, my desire to be understanding and to know other cultures is a seamless thread in the pursuit of goodness, beauty, and truth through actual social justice behaviors.

I sit on Teachers College, Columbia University Alumni Council, a great honor. At our February 2012 meeting, a recent graduate of TC's International Educational Development Program shared the work she had done the previous two summers as part of her master's project. Samantha Basile by herself went to the eastern territories of the Congo and set-up a women's and literacy project, now she was looking for research assistants to return to evaluate the program. The plans were to fly to Kigali, Rwanda and then take ground transportation into the DRC. Since the situation is too dangerous now in DRC, the plans are on hold, however, I had intended to get off the plane in Rwanda. When I was touring Indonesia about 15 years ago, we drove by a dirt village with three generations of females standing by the road – children, mothers, grandmothers. I thought to myself, I could get off the bus here and spend a month just seeing how the village lives.



Much like wanting to get off the bus in Indonesia, after much research and meetings with the Embassy of Rwanda here in Washington, in 2012, I did fly to Kigali and have proceeded to walk through the door to the rest of my life. I am now planning with university public health nursing educators and practitioners from across the globe to return to Rwanda and set-up an holistic global public health nursing model in rural villages. This will include The Mama Project, Samantha Basile's original work in the Congo, of which I am now proud to say am on the Board, trauma healing therapies, and partnering with government and other programs in community healing villages in post genocide Rwanda. Once sustainability and capacity development are achieved, I want to bring these programs into other countries. In our ever-increasing smaller global community, what we do and implement in one place are lessons to be learned for all our countries and villages. For human needs and wants are basically the same – love of our children, care for our elders, and in between rewarding and sustainable work. Rwanda's Reconciliation is a model for the world - actively moving beyond forgiveness from the genocide twenty years ago this April, to all sides coming together for community healing and striving to live as one.

In graduate school at Columbia, it was a natural for me to take courses with Dr. Margaret Mead, for I wanted to understand health behaviors and patterns of being. Then, I became Dr. Mead's research assistant at the Museum of Natural History.

My "current path" is shaped and inspired by my history, steps taken, and choices made previously. My undergraduate college major was nursing with a minor in psychology, it was my public health nursing course in then called Watts, now South Central Los Angeles that brought me to my love and interest in how people live and their health behaviors. Sitting on a flea-infested couch with a new mother, I saw her strength and her struggle in poverty to lovingly care for her infant.

As a nurse educator with my students in the South Bronx, I saw strength in the immigrant

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## DR. LINDA KABOOLIAN: HARVARD UNIVERSITY

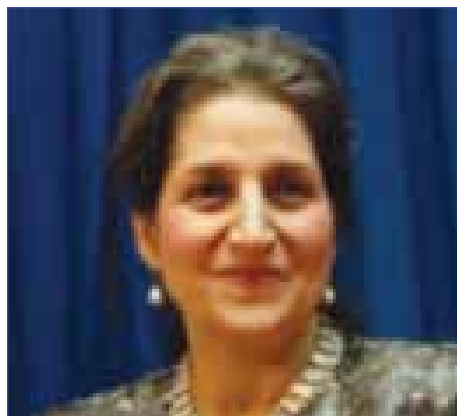
My career is inspired by my family's experience. Survivors of the first ethnic genocide of the 20th century, reduced to refugee status, their fortune diminished to a few suitcases, these brave souls set out for the United States and started over. They found safety and opportunity, established families, small businesses, civic and religious organizations and they prospered. These heroes provided several lessons that have motivated my work: that robust and just democracy is important to minorities and that public assets and services help individuals with will and aspiration but without means. I am the proud graduate of good public schools from P.S. 36 in the Bronx, through my PhD from the University of Michigan. My career has been dedicated to assuring that public infrastructure and services continue to provide opportunity to our diverse population.

I am fortunate that I came of age when opportunities for women were expanding. Everything seemed possible, every obstacle surmountable. But expansion into a void meant that there was very little to build on. "Inventing the airplane while building it" is an analogy too often used but in this case it is apt. Women were inventing new forms of gender relations and building new lives for themselves but we were making it all up as we went along.

I always knew I wanted a life centered around a career but I found it very difficult to visualize myself into any professional role, no less strategize about a career and imagine blending my career and home life. There were so few live role models and so little known about the women's careers. In preparation I wrote my senior college thesis analyzing the memoirs of notable women, Anne Morrow Lindberg, Margaret Mead, Georges Sand, Eleanor Roosevelt, looking for clues on how to balance the tension between social expectations and personal aspirations. I found inspiration but few lessons.

Graduate school at the University of Michigan, Ann Arbor was a wonderful opportunity to further explore these issues. Cross-disciplinary work was encouraged, and I benefitted from the fertile intellectual conversations with women scholar-activists in Anthropology, Psychology, Sociology, History and Economics. Together we developed the curriculum and degree program in Women's Studies as well as work in our own disciplines. We left Ann Arbor filled with aspiration and strong bonds but we didn't have the keys to successful academic careers with families. We soon learned that child bearing years are limited, family leave didn't come in time for us, and while male roles were changing, dual careers in a shrinking industry necessitated sacrifices. We knew little about the importance of mentors to arc of successful careers. We consulted with each other but we were peers trying to read the invisible treasure map to the top of our professions.

I spent thirty years on the faculty of Harvard's Kennedy School of Government where I was



one of a very few women faculty. During my Kennedy School years, women at Harvard a few years more senior than I were my only supporters. They alone read my papers, coached my talks and advised about career and family options. These women rarely rose to positions of power within the university but upon assuming administrative positions, helped as they could.

I am now a fellow at Harvard Law School and continue my work in multi-stakeholder public problem solving. I teach and write about negotiation and the changing shaping of the public sector. I work with constituent parties to education reform efforts to improve outcomes through better new forms of governance and leadership. I sit on the boards of several institutions, notably Landmark College, where are inventing college curriculum and pedagogy for people with learning differences, including autism.

I started my career with few, poorly defined expectations. Nevertheless, I have had more opportunities to work on important projects both in the US and around the world than I could ever have imagined when I graduated from high school in 1972. I work with extraordinary people dedicated to expanding opportunity in newly emerging democracies. I see a parallel in their work to my cohort's struggle for full participation in the workplace. In both realms, the success of the enterprise requires the full economic, political and social participation of women.

I am happy to say that the conditions for women starting their careers today are much more supportive. It is now accepted that women will progress and succeed in their careers based on their merit. More is known about the tensions between work and family life, family leave is now available, tenure calendars more adequately reflect the responsibilities of childbearing, and many men have changed -- expressing a desire for a better blend of work and family than was available to them in the past and doing more of the necessary to keep a home and family life intact. Women today seem to come to academia with clearer visions for their careers and expectations about family life. They marry and have multiple children, not "onlies" or no children,

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## ELLEN BAKER, MD: ASTRONAUT

### Inspiration for Career Path:

I never imagined that I could be an astronaut. When I was growing up, only boys were able to be astronauts. Nevertheless...somehow I felt I could do anything I set my mind to. When I was finishing medical school, I saw an article in the newspaper that NASA was accepting astronaut applications and women were urged to apply and I started to think about the possibility. Of course, it seemed an unreachable goal.

### Challenges and Resolutions:

My greatest challenges have been the goals I set and the expectations I have of myself. I think all women (and men) with busy jobs and families have great challenges every day. Both are full time jobs.

### Proudest Accomplishments:

I am very proud to have been a small part of America's space program and feel very fortunate to have played much of that part as an astronaut.

### Influential Mentors:

My parents were unconditionally supportive. They taught me to work hard and do my best, and to enjoy success and learn from disappoint-



ment. It sounds simple, but it is so important to success in any arena.

### Turning Points:

I have not had any "turning points". My path has been a very circuitous one with some loops and lots of curves.

### Future Goals:

I retired from NASA two years ago and plan to return to work in the medical field.#

## JO ANN CORKRAN: GOLDEN SEEDS

### Inspiration for Career Path:

I have been lucky enough to make substantial shifts in my career every 10 years or so. Building on what I know but adding a new learning curve that keeps the excitement and fun (and stress) high. Moving from public fixed income asset management to private placement equity management leverages my wall street institutional deal skills and my experience helping my husband fund and grow a business that he eventually sold to a public company. And I love evaluating and helping entrepreneurs with new ideas.

### Challenges and Resolutions:

I feel I'm an emotional person, and have had to work hard to separate emotional responses from factual responses. Whether things are going well or poorly, I always need to be sure I separate the causes from the effects. To this end, I keep a notebook of mistakes; there I try to examine what went wrong, my understanding of the facts or my analysis or extrapolation of them. I know I'll make mistakes again, but my goal is to not make the same mistakes repeatedly.

Raising children, when both parents having demanding full time jobs, is an enormous challenge. Selecting a spouse who was prepared to be a 50-50 partner on all aspects of that adventure helped make that possible (although that was and still is a major challenge).

### Proudest Accomplishments:



Helping to grow one of the largest angel investor networks in the US is certainly something I feel good about. Having done that at Golden Seeds, where we focus on early stage companies with at least one woman in an influential senior job and a substantial equity ownership position makes me enormously proud.

### Influential Mentors:

There are lots of them. My parents, who insisted I get a degree in the sciences and never go to a job interview where they asked how fast you type. One of my first wall street bosses who taught me (among many other things) to collaborate first - not compete - with colleagues, listen more than you talk, and never burn a

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## JENNIFER BAUMGARDNER: THE FEMINIST PRESS

### Inspiration for Career Path:

I've always loved books and I've been a feminist since birth, so having the opportunity to lead the *Feminist Press* fits right in with my interests and values, as well as my career thus far. I got my start at *Ms. Magazine* in the early 1990s, went on to be a writer for lots of mainstream magazines, from *Glamour* to *Elle* to *Real Simple* to *Harper's*. I authored and co-authored several books about feminism, which enabled me to travel around the country speaking to college students and others about justice and activism.

### Challenges and Resolutions:

As a writer, my biggest challenge was believing that I had something to say that was worth killing a tree for. As a feminist writer, it is believing that my contribution to feminist theory and activism is as valuable as what came before and added to that movement. I overcame those barriers simply by doing the work. When I first sat down to write *Manifesta* with Amy Richards I felt insecure, inadequate, and confused about process of writing a book. At the end of two years, I had learned a lot about myself, publishing, feminist history, and what it means to make an argument and stand by it.

### Proudest Accomplishments:

I'm proud that a book I wrote almost fifteen years ago (*Manifesta*) is still one of the most widely course-adopted feminist texts in the nation. I am proud that the two documentaries I've made have enabled me to have really moving, incredible conversations with hundreds and hundreds of people about abortion and sexual assault in their own lives.

### Influential Mentors:

Barbara Seaman, the women's health leader, was the most hands-on mentor I've ever had. She exposed the dangers of the early birth control pill and was tireless in raising important questions that enabled women to take control over their healthcare. She mentored me both by really believing in me and by her example. Other people have informally mentored me—



for instance, Helen Gurley Brown once said to me, "just keep moving things off your desk and move on to the next task" and it's been a really helpful way for me to organize and not get too bogged down in details and torpor.

### Turning Points:

When I got the internship at *Ms. Magazine* at age 22, it got me out of the Midwest and to New York. Once I got to NYC, everything changed really rapidly for me because it's the kind of place where there are so many opportunities if you're open to them. Another big turning point was leaving *Ms.* five years later. It had become a very comfortable but small place for me to develop and when I left and became a full time freelance writer I really came into my own because I could no longer stand on the *Ms.* brand—I had to understand my own value.

### Future Goals:

Well, my goal for the *Feminist Press* is to ensure its existence for the next decade. Using the platform of FP, I want to provide resources that end the use of the word "slut" to cover up for rape and other crimes against women and girls. I want to have more meaningful conversations about race within feminism. I want to continue to demonstrate that feminism is both a serious movement to radically change society and a really fun, positive, celebratory expression of love for oneself and others.#

## THE SNARKS, 103 YEARS OLD AND ALL FEMALE

The Snarks, Ltd., is an amateur all-female theatre troupe that just celebrated its 103rd birthday. Founded by Katie Dickenson, they produce plays solely for its members and their friends.

It was founded in 1909 by seven imaginative and theatrically minded young women who wanted more opportunities to perform on the stage than were available to amateurs at that time. They took the name from Lewis Carroll's poem "The Hunting of the Snark," reasoning that since not even the author knew what a

Snark was, there would be plenty of leeway to follow any course promising interest or amusement. Now, more than a century later, they present two full productions per year, for eight performances each.

They own a charming carriage house on Lexington and 36th. On the first floor is a tiny stage and seating for about 75. The second floor houses the work room, dressing rooms, meeting room, and kitchen where refreshments are served during the intermission.#

## LAUREN RUOTOLO: SEVENTEEN MAGAZINE

### Inspiration for Career Path:

Ever since I was a little girl, I knew I wanted to be part of the entertainment industry and the excitement behind it but my current publishing career path which became a very happy accident almost 13 years ago I have to say that I am 100% inspired by the industry's enthusiasm for allowing women to break the glass ceiling. Plus, there is nothing like walking into the Hearst Tower, riding up the escalator and knowing that you get to be part of iconic brands that have been around for at least 50 plus years.

### Challenges and Resolutions:

That is definitely a hard question because I began my journey of difficult challenges when I was just 9-months and diagnosed with McCune Albright's Syndrome, by the time I was 9 years old, I had already been in 8 body casts and been in and out of the hospital at least 20 times. Challenges have become part of my DNA. When you are diagnosed with a disease at such a young age, it becomes part of who you are both physically and mentally. Since I can never physically overcome my disease, I found that I needed to overcome it mentally. I decided that my voice and personality were going to overshadow my physical disabilities. My voice became my largest advocate and what makes me stand out today. Okay, well-being 4'2", walking with crutches and wearing stilettos might also make me stand out. I believe your voice is the most powerful and useful tool we have. Own what you want out of life and scream it from the rooftop. I used my voice to tell every doctor, nurse, parents, teacher and friend that said I couldn't be part of do or be part of something due to my disability that I was stronger and more able to do anything I set my mind, too.

### Proudest Accomplishments:

First off, I am proud that I stuck to my decision at the age of 5 years to never be in a wheelchair and 32 years later, I am still walking down the streets of Manhattan. Overall, I am most proud of my determination to never let the word NO be part of my vocabulary and have taken every stride I can possibly imagine doing everything I want in life. Hey, I even wrote book entitled, *Unstoppable in Stilettos*.

### Influential Mentors:

My mentors hands down are my parents and my physical therapist Carolyn. They never



ever looked or said I was different in anyway. Actually, they pushed me every day of my life to be the confident and resilient woman I am today.

### Turning Points:

The most dramatic turning point in my life so far, had to be when I left home and went to Hofstra University. Even though my dorm room was probably only 35 minutes from my parents' house, it was a different world with people who didn't know who I was from the time I was a child. I grew up with my friends knowing me and my disability their whole life. This was the first time; I actually felt like a disabled person and had to define who I was to a whole new group of people.

It look about a month or two for me to shout once again from the rooftops who I was and what I offered but once I was heard, and had the time of my life.

### Future Goals:

1. To help every child and adult create a sense of self love & self-worth. By providing someone with the gift of loving themselves is a gift that will last throughout a person life. A person who loves themselves will be loved by everyone.

2. Spread my 5-minute rule across the world and ask everyone to stop defining a person by their color, class, ethnicity or disability. Give people a chance and get to know them for 5 minutes, find the common denominator between you and them. Trust me there is one, plus you may find your next best friend, colleague, boyfriend, girlfriend etc.

3. Begin a family of my own.#



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## PEGGY A. OGDEN: BROWN UNIVERSITY

### Inspiration for Career path:

I was an experimental psychology major at Brown University and then obtained a master's degree in counseling psychology (one of the first women to do so) from Trinity College. In the early 50s, I was the first woman to go down in a submarine as part of a summer job at the submarine base. In the early 60s, I was the first woman to become the manager of a major department store in the East. I am pleased by these "firsts" in my life. About ten years later, I accepted a position at one of the CUNY colleges, in the personnel department, where I worked for over 25 years.

### Challenges and Turning Points:

Among the challenges I faced, was being a woman and accomplishing goals that women had not reached before. I had a learning disability that made learning and reading very difficult. I was often called "stupid" and, indeed, felt stupid. With the help of a few devoted friends, I was able to get my BA from Brown. Another challenge was being on financial aid throughout high school. I worked to support myself while in undergraduate and graduate studies. My only brother, also a student at Brown, was in a fatal car accident while at Brown and died four years later. That was a turning point in my life. Stephen was interested in international relations so I established the Stephen A. Ogden Jr. Memorial Lecture Series at Brown on International Affairs.

### Proudest Accomplishments:

I am proud of the Stephen A. Ogden Jr. Memorial Lecture Series at Brown on



(L-R) Peggy Ogden & His Holiness the 14th Dalai Lama

International Affairs. Thus far, we have held almost 90 lectures with illustrious international figures such as King Hussein of Jordan; Abba Eban, former Israeli Ambassador to the UN; His Holiness the Dalai Lama of Tibet; and Mary Robinson, President of Ireland. I am also proud of establishing the Chaplaincy Fund at Brown that provides money for students in need who have emergencies, such as going home or hospital visits.

### Influential mentors:

My mentors were my mother, my brother, my close friends and my cat!

### Future Goals:

My goals are to continue to help people resolve their problems and to continue on the Board of Eye to Eye, a nonprofit organization that helps students with learning disabilities.#

where, in their businesses, our young adults will thrive. One example is the Rising Tide Car Wash in South Florida. Started by an autism parent, it employs young adults on the spectrum. You have never seen happier employees. You almost want to bottle their enthusiasm. You can tell they are so proud of themselves for the work they are doing. And – let me tell you, they are doing a great job! Customers rave that their cars are the cleanest around!

We are also extremely concerned about all the cases of wandering in our community. At the beginning of this year we announced a new partnership with the National Center for Missing and Exploited Children. We set up an emergency portal on our website which links care-givers to vital resources and ensures they take the right first steps after they notice their loved one is gone.

Often the children who wander from their homes and schools are attracted to water. And so, we are working hard to teach our children how to swim. We just announced a new program, the Autism Speaks Scholarship Fund for Swimming and Water Safety, that will fund community programs and allow some people with autism to attend for free or little cost.#

## Margaret Cuomo

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because children can learn to live healthier lives that will reduce their risk for cancer, heart disease, diabetes, and other life-threatening illnesses. On February 4th, 2014, I was the moderator and co-host of National Cancer Prevention Day on Capitol Hill, Washington, D.C., with Less Cancer, a not for profit organization. This bi-partisan event included all of the stakeholders named above, and served to educate and motivate young and old alike to take action to prevent cancer and other diseases. It was a highly successful event, and one which will be repeated in other cities across the USA.#

## Suzanne Wright

*continued from page 6*

And we have been focusing heavily on the aging autism population. In the next decade, 500,000 teens with autism will "age out" of the system in the U.S. They need a place to call home and a job. We are working with big and small companies to help them understand

## CECELIA McCARTON, M.D.: THE McCARTON CENTER FOR DEVELOPMENTAL PEDIATRICS

### Inspiration for Career Path:

Which one? You might say I have multiple career paths. I'm a physician, with a private practice on the Upper East Side and one opening in Dubai. I'm an educator, serving as the Executive Director of two private schools for children with developmental disabilities, and I'm the Founder & CEO of a nonprofit foundation focused on educating and empowering children with autism.

But in all of these endeavors, my greatest inspiration has been the children, my patients and students. They inspired me to start my practice, and it was for them that I created the schools and the foundation.

Because of that, my career path is ever evolving. When I see an opportunity for me or my organizations to bring about positive change in the lives of children, I jump at it. What I'm doing now looks drastically different from where I was 20 years ago, but I believe all my combined experience has led up to this. It serves me in what I'm doing today.

### Challenges and Resolutions:

When I decided to open the McCarton School, there was certainly a lot of unknown. I knew there was a deep need, I knew the integrated model I developed worked, and I was confident that the team of educators and therapists I assembled would be exceptional. But when it comes to running and operating a school there are so many specific issues, obstacles I had never faced in any other business, and some that were perhaps being tackled for the first time anywhere. We were building something very unique, there really wasn't anything else quite like it out there. So we didn't have the luxury of looking at other similar programs and saying, 'Well, this is the way it's done in the industry.' We had to create it.

We learned from our mistakes, and never stopped growing and adapting. In medicine and in education, you must have a willingness to challenge the status quo. This is necessary to see your business in another way, to be able to use accepted standards and methodologies while, at the same time, not being constricted by them.

### Proudest Accomplishments:

I think the last ten years of my career have been some of the most exciting, and some of



the most impactful. What we've done with the McCarton School, the Children's Academy, and the McCarton Foundation make me very proud. I'm also very pleased with the work I've done at the McCarton Center, and excited about the children I'll be able to help at the new center in Dubai.

### Influential Mentors:

My parents, my children, my husband, my staff. I have staff who have worked for me for decades, their entire professional careers. We've mentored each other.

Then there are my patients and their parents. They are everyday mentors for me.

### Turning Points:

There have been several. One was when I made the switch from academia to being a practitioner. I am proud of the work I did at the Albert Einstein College of Medicine, but there came a point when I felt I would have a greater impact through my private practice. Then when I made the decision to open the McCarton School. It was such a leap, an entirely new business endeavor, and it turned out to be one of the most rewarding experiences of my life.

### Future Goals:

To continue to improve the lives—and the quality of educational resources available — to children with developmental disabilities. As I mentioned, my career is ever evolving, and I've learned that I can't necessarily predict the specifics of its course. However, I'm sure that whatever course it takes will be shaped by the needs of the children, and so I will be proud.#

## Terry Fulmer

*continued from page 4*

work among incredible leaders in both health-care and academics. Joyce Clifford, Claire Fagin, Jack Rowe, Mathy Mezey, and John Sexton come immediately to mind. Beyond that, I have had the opportunity to work with extraordinary peers across a number of world-class institutions.

### Turning Points:

Attending Skidmore College, developing

extraordinary friendships during those years and returning as a member of the board of trustees. Skidmore has had an enormous and positive impact on my life.

### Future Goals:

I'm open to the possibilities of what the future holds and my goal is to ensure that whatever I do, it is highly impactful. I want to continue a trajectory of personal growth in the context of a challenging environment and always keep learning. #



## Exclusive Interview: President George J. Hagerty, Beacon College

By JOAN BAUM, Ph.D.

"First" does not necessarily mean "best," but in regard to Beacon College, in Leesburg, Florida, the fact that this small, private, four-year institution for the learning disabled (LD) and those with attention deficit hyperactivity disorder (ADHD) got there first as a regionally accredited college, when similar institutions were offering only limited or associate degrees, says something about the prescience of its founders. Most certainly, it says something about its new president, Dr. George J. Hagerty. Barely completing his first year at the helm, he is already working to ensure that the Beacon beam shines even more brightly and over a wider area, lighting the way for young people diagnosed with a learning disorder and proving that "learning differently can be learning to succeed." It's a mission that Beacon has been "quietly and tenaciously pursuing" since its inception 25 years ago and with remarkable results, as measured by retention rates (84%), four-year graduation rates (77%), competitive job placements (70+%) and growing acceptance into graduate programs across the country. It's also a goal that, by way of enhanced curricular offerings and expanded support services, is intended to put Beacon on the map nationally, even internationally, the president says. (Beacon students now come from 36 states, approximately 40 percent from Florida and 15



percent from New York; students also come from six countries.)

It should be noted that CEOs of course present visions with confidence, but a conversation with President Hagerty makes it clear immediately that he's the real deal: a professional whose expertise is at the service of his

heart. When he assumed the presidency of Beacon College last March, George Hagerty brought to his new post varied and extensive administrative and teaching experience, not to mention a deep commitment to special education that enhances a lifetime's work. He also brought with him personal understanding of succeeding with a deficit. Though contracting serious eye disease at the age of 19, he successfully attended Stonehill College, a small, private, coeducational, Roman Catholic, liberal arts college located in Easton, Massachusetts, and then went on to complete doctoral work to Harvard where, under the mentorship of Professor of Sociology Charles V. Willie (b. 1927), he focused on policies regarding government and race relations. Legally blind, George Hagerty had been disposed to pursue special education, but a heritage of caring about others also disposed him to pursue the highly charged arena of desegregation.

His resume reflects a rich and diverse career. He was a post-doc fellow at the U.S. Department of Health, Education and Welfare and was appointed Chief of Compliance and Enforcement in the Office of Special Education

Programs. He is President Emeritus of Franklin Pierce University in Rindge NH where he served for 14 years before becoming Provost and University Professor at Hellenic American University in Athens, Greece. Shortly before assuming the presidency of Beacon, Hagerty headed up University Advisors International, Inc., a U.S.-based international investment and consulting company counseling institutions of higher education, nonprofit organizations and corporations world wide. He speaks of himself "genetically" as faculty, however, noting how influenced he was as a child when his mother, a special ed teacher, would bring home students for more assistance, and how impressed he was by the Beacon faculty when he went to interview.

Faculty at mainstream universities, even those with programmatic investments in LD and ADHD, tend to teach to the center, he says. It was apparent to him at once, however, that Beacon designed curricula for "all students on the spectrum," and that by limiting class size to 15, instituting weekly sessions with a highly trained specialist and acquiring needed resources for math and writing labs and support services, Beacon was truly putting its students into a "nurturing environment." The president pauses before adding with a chuckle that he was skeptical at first about the advertised rates

*continued on page 28*

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## JOIN LOCAL LEARNING CENTER FOR OPEN HOUSE AND OVERVIEW ON LEARNING

Lindamood-Bell Learning Processes will host an informational Open House on Thursday, April 3rd, at 5:30 pm (formal presentation at 6:00 pm), at their New York City Learning Center, located at 110 East 55th Street, 5th Floor, in New York City.

This free event is open to the public and will include student demonstrations and a presentation about their research-validated instruction that develops reading, spelling, comprehension, critical thinking, and math skills by addressing the underlying causes of learning difficulties. The Learning Center staff will be available to answer individual questions. Attendees can take a tour of the Learning Center, register for spring and summer sessions if they wish, and enjoy refreshments.

"This is an excellent opportunity for parents and educators to learn how our programs and methods help students become successful learners," says Cara Nemchek, Center Director of the New York City Learning Center. "Our focus at the Center is to help students develop the underlying skills necessary for independent learning."

The New York Center will also host a free Overview on Learning, in Brooklyn, on Tuesday, April 1st at 6:00pm at the Marriott at the Brooklyn Bridge, located at 333 Adams Street.

This event is designed to inform parents and educators that our instruction and services may soon be available to the Brooklyn community. All are invited to attend this complimentary presentation, which will discuss how Lindamood-Bell® instruction develops the cognitive processes that underlie reading, comprehension, and math skills. There will also be discussion about solutions for learning challenges, as well as the symptoms of dyslexia, hyperlexia, ADD/ADHD, and autism spectrum disorders.

"Our programs have changed the lives of so many students," adds Ms. Nemchek, "I am excited for the Brooklyn community to experience that success."

Individuals interested in attending one or both of these free events can RSVP at (212) 644-0650 or by emailing [newyork.center@lindamoodbell.com](mailto:newyork.center@lindamoodbell.com).

## Exclusive Interview with Stevenson School Headmaster Douglas Herron, and Director of Outreach, Matthew Mandelbaum

Interview By DR. POLA ROSEN  
Transcription By PATRICIA LAVELLE  
Video Recording By JASMINE BAGER  
& VALENTINA CORDERO

**Dr. Pola Rosen (PR):** The Robert Louis Stevenson School actually started over a hundred years ago as a girl's school and the school has become a very specialized school. What differentiates you from other schools providing special services to different learners?

**Doug Herron (DH):** I think there are three primary ways that distinguish us. One is that we try to work with every student individually by gaining a full understanding of both their academic, social and emotional strengths and challenges so that we can program them into classes according to how they are functioning academically. The second is that we work in a program that has essentially fully integrated academic and psychological services. So the keystone of our program is our advising sys-

Watch the complete online  
video interview at:

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tem; the advisor is the key adult for the student in the school. Advisors are also teachers so they understand the educational and the emotional process from both sides as an advisor/counselor and as a teacher in the classroom. Because we are very small we also have daily full faculty meetings where students' yesterday issues are discussed, so that everybody on the staff knows what is going on with every kid all the time. I think the third point is that we work very hard to have a good collaborative relationship with outside professionals who are involved with the student, the families, the student therapist, the family therapist, other child service agencies

*continued on page 31*



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~ Sally, a mother



## EXPERT SPEAKS AT MIT ON CAUSES OF DYSLEXIA

By MANJU BANERJEE, Ph.D.  
& SOLVEGI SHMULSKY, Ph.D.

Landmark College Institute for Research and Training cosponsored Dr. Andrea Facoetti's talk in February on why understanding the nuances of dyslexia is so important. Information in audio and visual forms is everywhere—think podcasts, digital readers, and YouTube—yet the need for children and adults to read words remains high. In classrooms, the workplace, on the web and in countless other environments, individuals must read in order to communicate and navigate effectively. Dyslexia impairs reading in 5-17 percent of the population, and, according to a preview of the Facoetti talk, "A student with dyslexia reads in one year the same number of words as a typically developing reader in two days."

Why is Facoetti's research significant? This groundbreaking research helps to explain the complex causes underlying reading disorders or dyslexia. Until recently, dyslexia was thought to emerge from a primary dysfunction in auditory processing, that is, in connecting print to speech or decoding. Current research has added another dimension to understanding dyslexia, particularly developmental dyslexia. Facoetti's research points to the key role of visual-spatial attention in reading. His research has the poten-

tial to provide early and targeted intervention to those who have difficulty with reading because of challenges in visual attention. This approach to addressing dyslexia has, until recently largely, been ignored.

Landmark College and Landmark School, which are separate institutions cosponsored the Facoetti event, sharing the mission to educate bright learners with LD, including dyslexia. The motto of Landmark School, "Embracing potential, Empowering lives," explains why these institutions support research leading to better education for students who learn differently. "New, research-based ideas about the underpinnings of dyslexia are important to Landmark College," said College President Dr. Peter Eden. "We are committed to innovation and creative ideas that advance education for students who learn differently, and research like Facoetti's informs our work."

Dr. Andrea Facoetti is the director of the Developmental and Cognitive Neuroscience Lab at the University of Padova, Italy. His research examines the role of visual attention in dyslexia and autism spectrum disorder. This event was arranged by Dr. Matthew Schneps, director of the Laboratory for Visual Learning at the Harvard-Smithsonian Center *continued on page 29*

## A Life Dedicated to Improving the Lives of Others: A Profile of William R. Guarinello

This year, HeartShare celebrates its centennial anniversary, and, as William (Bill) Guarinello reflects on the agency's dedication to New York's at-risk community, he is proud of his leadership. Currently, HeartShare provides services to over 29,000 children, adults and families at over 65 program locations throughout Brooklyn, Queens, Staten Island and Upstate New York. HeartShare continues to enhance its programs and facilities to better serve those communities.

The big news this month is that HeartShare Human Services of New York officially announced its affiliation with St. Vincent's Services. St. Vincent's Services now will be known as HeartShare St. Vincent's Services (HSVS) and the third largest provider of children's services in New York City.

Bill Guarinello continues to lead HeartShare as President and CEO of the organization. "With similar histories and strongly aligned programmatic goals, our two organizations will leverage shared expertise and resources to serve at-risk New Yorkers more effectively and more efficiently. As HeartShare begins its second century of service, I very much look forward

to this strategic affiliation that we believe will enhance the lives of the children, adults and families in our care," stated Bill Guarinello, HeartShare's President and Chief Executive Officer.

Upon his graduation from St. Francis College in Brooklyn, HeartShare, formally known as Catholic Guardian Society of Brooklyn and Queens, hired Bill as a social worker. In 1970, social work was not a very popular field for men, but, with a degree in psychology, it seemed a good opportunity to grow his career at a well-respected organization.

Always willing to accept more responsibility, Bill ascended the ranks at HeartShare. One specific assignment that was a real challenge was the daunting task of opening a new family counseling office in Red Hook, Brooklyn. The agency recognized a need in that neighborhood for the services it offered, but didn't have the financial resources to put towards it. After months of searching for real estate, Bill identified office space that met the agency's needs, and budget. Although the space only accommodated one desk, it was enough to get *continued on page 28*

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## SPECIAL EDUCATION

## NASA Astronaut Visits Teachers College Community School

By PATRICIA LAVELLE  
& OMOEFE OGBEIDE

According to NASA astronaut Michael Massimino, exposure is the key to getting children interested in the sciences. At a recent event at Teachers College Community School, Massimino provided that exposure by sharing his experiences in space with students from kindergarten through second grade. Students were given the opportunity to probe the veteran astronaut's brain on life in space from what earth looks like to what his favorite space foods are. The air was filled with the tiny, raised hands of eager students interested in learning more about life as an astronaut. In addition to answering their questions, Massimino advised his fascinated, young audience to study what they love. It was his own love of math that led Massimino to where he is today. As a young person in middle and high school, he enjoyed solving math problems and studying chemistry. The ability to use the theories of math and science that he learned in his studies attracted Massimino to a career in engineering accomplishing heroic mechanical feats in outer space. After completing two missions to refurbish the



Hubble Space Telescope and inspiring George Clooney's character in the 2013 film Gravity, Massimino is currently on leave from NASA to teach engineering at Columbia University. After years of being hands on, he is enjoying this opportunity to teach and work with the next generation of scientists. #

## COLUMBIA DOCTORS

## OPHTHALMOLOGY'S NEW VISION



(L-R) Dr. George Cioffi, Kate Burch, Robert Burch V, Serena Burch, Dale Burch, Robert Burch & Dean Lee Goldman

By JASMINE BAGER

The Upper West Side now has its own facility dedicated to eye care and treatment. ColumbiaDoctors Ophthalmology recently opened its newest branch in the neighborhood. Renamed "The Robert Burch Family Eye Center," the five-room facility is located on 15 West 65th Street, at the Lighthouse Guild International headquarters, a non-profit agency that provides services for the blind and visually impaired. On opening night, four-year-old Robert Burch V cut the purple ribbon with a giant pair of scissors, as his proud family members, Columbia University Medical Center leadership, staff, ColumbiaDoctors physicians and donors watched.

Philanthropist Robert L. Burch III, grandfather to Robert V, gave a moving speech as he wiped tears from under his eyeglasses. He told the packed audience that he was at risk of losing his eyesight nearly two decades before. After successfully receiving surgery and treatment from Dr. Stanley Chang, his vision was restored and he felt that it was his duty and responsibility to acknowledge that type of work. "When I lost my eye 18-years-ago, Stanley [Chang] gave me hope. Being blind at my age left me paralyzed with fear. Stanley is not only a great surgeon, but a great humanist." Using the latest technology, Dr. Chang used the drug Lucentis to treat his macular degeneration,

*continued on page 27*

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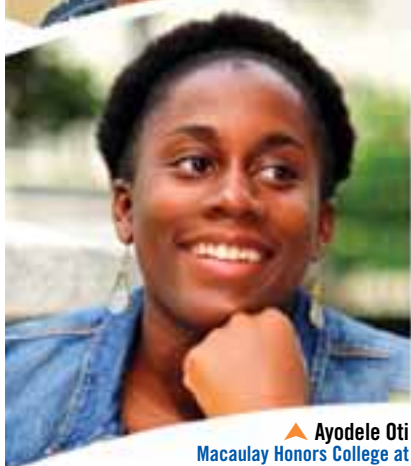
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## DEAN LAURIE GLIMCHER: WEILL CORNELL MEDICAL COLLEGE

By JOAN BAUM, Ph.D.

It's been two years since Dr. Laurie H. Glimcher assumed the position of the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College (WCMC) in New York—a period she describes as a “blur of exhilaration and exhaustion.” As if taking on such an important administrative role did not in itself present challenges, Dean Glimcher was also appointed Professor of Medicine at WCMC and Provost for Medical Affairs at Cornell University. She also actively runs the immunology research lab she started at Harvard Medical School, from which she was graduated, though she concedes she's had to downsize since moving from MA. She talks of having great “energy,” but a “passion” for medicine, discovered in her first semester of medical school, that better defines her deep commitment to “the pressing needs” of science, medicine and patient care. Barely in her new position at WCMC, she was already moving to institute curricular and procedural change, enhancing and prioritizing what the former dean Dr. Antonio M. Gotto had begun in 1996, but also clearly—and dynamically—putting her own stamp on innovations, some of them clearly aimed at women medical students.

Her emphases include integrative and interdisciplinary initiatives that would bring together “from day one in medical school” basic, or foundational medicine, clinical care, or “physician-ship,” making students acutely aware of the larger health care environment, including balancing costs and quality care, and also recruiting more female post-docs into research who will be able to stay the course. An articulate, highly organized multitasker with a down-to-earth appreciation of real-world demands, Dean Glimcher gives particular thought as to how young women scientists with children can balance family and career and how in the academic arena she can stop attrition at its most vulnerable point, between assistant and associate professorships. She wants all WCMC graduates, however, to see themselves as “agents of hope” as well as “agents of health.”

Well aware and critical of the separation that often marks medical students who go into research as distinct from those who take on patient care, she wants all WCMC graduates to think of themselves as both scientists and physicians. She would have them “translate” what they learn from the classroom and lab work and online research to practical applications and, conversely, when treating a patient with heart disease, for example, to consider what gene sequencing can say about those at greatest risk. She is “thrilled,” about how technology is accelerating investigations into the complex molecular pathways that regulate cell development in autoimmune, infectious and malignant diseases. And, of course, she is rightfully proud of the fact that she and her team discovered T-bet, a “transcription factor driving Th1 cell differentiation.” She recalls the “Aha” moment with delight, an account that any promising medical student would take as inspirational. The achievement was especially sweet for her since it validated her own determination as a



medical student with young children, though one fortunate enough to have supportive parents. Her father, she is eager to note, a doctor who went to Harvard Medical School on the G.I. Bill, took her to his lab when she was a young girl but never pressured her. Indeed, she recalls that later on, in the “hippie” 60s, she was not sure what she wanted to do. Two of her children have entered health care areas—a son who went to Harvard Medical School and a daughter, a lawyer who specializes in public health and works for the FDA; Dean Glimcher also celebrates her youngest son, who decided on a different path to being responsible and risk-taking – he is a first lieutenant in the Marine Corps.

How much has changed since she went to medical school, she muses, and how much she still wants it to change. In her day, students would hear lectures and then meet in small groups to discuss what they heard. She would close that artificial gap and encourage greater interaction between faculty and students. She would also encourage students to be self-learners, early on and consistently. As freshman classes start, she would have students informing themselves by way of WCMC's rapidly growing video collection so that when they come to class, they are ready to participate in substantial discussion. She refers to the new model the “blended classroom” approach, a term coined by others, and celebrates how technology is helping to improve curricula. Indeed, the Weill Education Center is renovating its classrooms to accommodate greater online access.

To encourage women, she has proposed shared ownership of a research lab. It's a model already in effect in other professional fields, she points out. “Imagine if two women wanting to work part time could co-head a lab and have equal responsibility and get equal credit for the lab's findings and funding.” Otherwise bright talented women leave to raise families, some “penalized” for taking time off. As post docs women scientists are educated, motivated, ready to contribute, if not be turned on by medical mysteries. She remembers how excited she was to try to find out why some cells were regarded as friendly by the immune system but others were regarded as alien. And she remembers even more the humane prompt that led her to science in the first place.#

## MARGARET I. CUOMO, M.D.

### Inspiration for Career Path:

As an elementary school student, I was fascinated by the human body and how it works. Reading books about medicine and the pioneering women and men in science who changed the course of history became a passion. I especially admired Madame Marie Curie for her courage and dedication. A high school research paper assignment led me to research the field of pathology: the study of the causes of diseases and their effects on people. That knowledge inspired me to pursue a summer internship in the pathology laboratory of a busy hospital in Queens, New York. I entered college as a pre-med student, and have been guided throughout my medical career by dedicated doctors and researchers. Ultimately, I chose to become a diagnostic radiologist, a doctor who specializes in the diagnosis of diseases through the use of X-rays, ultrasound, CT scans, MRI, and nuclear medicine studies. Radiology is an exciting field, because it applies cutting-edge technology and scientific research to the diagnosis and treatment of many diseases.

### Challenges and Resolutions:

The medical profession presents a challenging, and often daunting, experience. Unlike other professions, a physician has responsibility for the health and well-being of her patients, and that is an awesome privilege. As a medical student and intern, it was heart-breaking to realize that some patients would die even though they had received state-of-the-art treatments. It is an unforgettable experience to follow a person to the end of life. As a radiologist, I often performed interventional procedures to perform a biopsy under the guidance of a CT scan or ultrasound scan or mammogram. Many of those patients were diagnosed with cancer or AIDS, and some of them died. Each physician requires a core of inner strength, and that has sustained me throughout my career. The loving support of my family is essential to the maintenance of balance in my life.

### Proudest Accomplishments:

My family is my most precious priority. My husband, Howard Maier, and my daughters, Christina and son-in-law, Paul, my daughter Marianna, and my son, Pablo, bring me the most joy and pride. Through my work as a physician and author (*A World Without Cancer*, published by Rodale, 2012), and speaker, I am able to reach people across the country. People everywhere are eager to hear how they prevent cancer, heart disease, diabetes and other diseases by changing the way they eat, drink, exercise and eliminating harmful chemicals from their personal care products and household cleaning agents. Scientific research indicates that over 50 percent of all cancer is preventable by applying what we know right now. That fact is a revelation to many Americans, and I am delighted to be able to help them change their lives for the better.

### Influential Mentors:

My grandparents, Immacolata and Andrea Cuomo, and Mary and Charles Raffa, had a profound effect on my development as a child



and adolescent. As immigrants from Italy, my grandparents suffered and sacrificed to create opportunities for their children and grandchildren. I learned that diligence, perseverance, and integrity are the keys to success. At the same time, my grandparents enjoyed life, and focused on simple and wholesome pleasures. Sharing a hearty and healthful meal with family members, going to the beach or lake in the summertime, celebrating holidays together with love and good will - these are the happy and memorable moments that I will cherish forever. My grandparents considered it a great honor and privilege to be American citizens, and they inspired their children and grandchildren to cherish that privilege. My parents, Mario and Matilda Cuomo are examples of excellence in public service. Each of their five children have been inspired by their example. Today, my brother, Governor Andrew Cuomo, is leading New York with courage and integrity, and he is an inspiration to me. For twenty years, I have been inspired by my friend, Dr. Pola Rosen, truly a “woman shaping history.” Pola courageously established the award-winning Education Update without prior experience in publishing a newspaper. Now reaching over 100,000 readers per issue, and 4 million page views per year on the web, Education Update provides information and thought-provoking articles in many areas. Like Eleanor Roosevelt, Pola Rosen believes that “You must do the thing you think you cannot do.” Pola's determination, dedication and compassion have benefited us all. Brava, Pola!

### Turning Points:

Marrying my husband, Howard Maier, was pivotal. My husband and I form a life-enhancing team for our family and ourselves. Howard has encouraged my efforts in medicine, education, and the arts. I am grateful to Howard for his enthusiastic and loving support of all my endeavors.

### Future Goals:

My goal is to continue to communicate the message that over 50 percent of all cancer is preventable. All of the “stakeholders” must be involved in this effort, including government, public health, industry, education, environmentalists, and individuals of all ages. Focusing on school-age children is especially important,

*continued on page 11*

## Beauty Comes in All Sizes

By OMOEFE OGBEIDE

Stepping inside the small, entryway of Charles Stevenson's apartment on the Upper East Side of Manhattan is like entering one of his own masterful miniature dollhouses. Charles Stevenson is a man whose life has had many chapters, ranging from his service in the U.S. Army Transportation Corps. to a career in paperback wholesale accounts with the Association of American Publishers. His expertise in miniature house construction was something that came later in life.

After retiring from the publishing industry in 1976, Stevenson took a part-time job at the still operational miniature housing crafts store, Tiny Dollhouse. It was his experiences there with the owner of the shop that cultivated Stevenson's fascination and hobby with building miniature dollhouse-making for the next few decades. During that time, Stevenson has built a variety of miniature dollhouses that are so meticulously detailed, it is hard to tell that they started as mere birdcages.

Each of the miniature dollhouses are works of art that come to life as Stevenson replicates the picture he sees in his mind with each floor laid and each brush stroke. They are labors of love as each one takes up to a year to complete. Stevenson encapsulates this feat when he admits, "My favorite part is being done." Of his collection, Stevenson is most enraptured by his Richmond, Virginia colonial mansion.



Inside of a Miniature House

Richmond is where Stevenson went to the prestigious Richmond Institute at the College of William and Mary where he took night classes in art and architecture. The architectural knowledge of his time there was never lost to him as the neoclassical themes in Southern architecture are prominent in his work.

While the exterior constructions of these miniature houses are truly impressive, the interior design is the true marvel. Stevenson handpicks the fabric and outfits all the rooms with wallpaper, furnishings, and minute detailing. Stevenson



Charles in His Apartment

purposefully does not include any figurines in his miniatures because in his words "they are not dollhouses to me, they are miniature houses." Each room tells its own story when you observe with a more scrutinizing eye. One of his houses tells us of a man who is a rich merchant with an unhealthy obsession with Napoleon, as surmised through his many portraits of the revolutionary Frenchman in all his rooms. Stevenson's carefully placed additions provide a quiet narration that brings the viewer into his imagination.

While inside Stevenson's apartment, it is impossible to not get wrapped up in the aesthetic pleasure of its décor. Each item of furniture, wallpaper, or lighting fixture seems to be as much a piece of art as the sculptures and paintings on the walls. It is not surprisingly to learn that most

of it is another art project turned masterpiece by Stevenson. His handiwork is unmistakably an awe to savor. Like his miniatures, you can see a story play out in the interior of his home. Remnants of family vacations, past friendships, and thoughtful gestures are displayed with the same care as in his miniatures. Most apparent are the photos of him and his late wife, memories of a man in love with a young French beauty.

With an unfinished miniature in its third year of production, Stevenson revealed that he is perhaps done with making miniature houses. And so he looks for a new hobby to put his skills. Stevenson might be leaving behind miniatures, but if his past is any indicator of future ventures, Stevenson will find a way to create beauty with whatever he is given. #



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## ST. JOHN'S GRADUATES EARN HIGH SCORES IN DEPARTMENT OF EDUCATION RANKINGS

By ANDREW MILLER

Affirming the University's ability to prepare students for excellence after graduation, a recent study by the New York City Department of Education (DOE) found that graduates of The School of Education at St. John's received high marks in areas critical to the success of young teachers.

"We welcome ratings by the Department of Education and are proud of our graduates who meet or exceed its expectations. The DOE numbers confirm their success built on our many partnerships with schools and their leaders," said Jerrold Ross, Ph.D., dean of The School of Education. "We've gone to great lengths to ensure that our graduates are able to meet and exceed the challenges of the ever-changing educational landscape."

The report, which focuses on the quality, distribution, and retention of recent hires who graduated from area colleges, reflects the performance of new teachers from the 12 education programs that supplied the most educators to the DOE during 2008–2012.

St. John's had the highest percentage of graduates still employed by the NYC DOE three years after hire, as well as the highest

number of teachers (91 percent) rated "highly effective" or "effective" as reflected in student growth scores on fourth- through eighth-grade New York State math and English tests.

Graduates of the university also were rated second-best in tenure approval among 2008–2011 hires, and had the lowest percentage of "unsatisfactory" ratings in their first year of teaching. Moreover, the University ranked highly in a U.S. News & World Report study of online courses, placing fifth out of 166 programs evaluated.

In an effort to make graduate courses more accessible, St. John's recently announced that starting in Fall 2014, graduate students will be able to take select education courses at its Manhattan campus, which is moving to 51 Astor Place in the East Village.

About St. John's University

Founded in 1870, St. John's is a Catholic and Vincentian university that prepares students for ethical leadership in today's global society. The university has three residential New York City campuses (Queens, Staten Island, and Manhattan) in addition to campuses in Rome, Italy, and Paris, France; and study abroad locations in Seville, Spain, and around the world.

## Friends of Israel Sci-Tech Schools

The Friends of Israel Sci-Tech School—with close to 100,000 students in 206 schools—recently held an awards gala at the Museum of Jewish Heritage in New York City. One in every ten Israeli high school students is enrolled in the network. The network's graduates are the future of Israel as technicians, engineers, senior military personnel, high tech entrepreneurs and scientists.

The key founder of Israel Sci-Tech Schools, Edith Everrett of New York City, honored Dr. Lynn Harrison, a scientist and Mark Levenfus, partner in Marks Paneth. Dr. Pola Rosen, publisher of *Education Update* gave the Israel



(L-R) Dr. Charlotte Frank, Zvi Peleg, Director General, Israel Sci Tech Schools Network, Edith Everrett

Education Award to Dr. Charlotte Frank, senior education advisor at McGraw-Hill. Frank set up a science center complete with telescope at Arad, an outlying area with at risk students. One of the Arad students gave a school created award to Dr. Frank, a replica of a sculpture in the city crafted of the rocks that surround the school.

The evening provided compelling evidence about the great impact that a few individuals can have not only in Israel but throughout the world where now over 500,000 alumni share their knowledge and expertise.#

Students come from 47 states and 116 countries. The university offers more than 100 associate, bachelor's, master's, and doctoral degree programs in the arts, business, education, law, pharmacy, and the natural and applied sciences. They also benefit from academic service-learning activities, extensive global studies opportunities, and 17 BIG EAST, Division I men's and women's athletic teams. #

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## Review of *The Breakfast Club Murder* by Camilla T. Crespi

### *The Breakfast Club Murder*

By Camilla T. Crespi

Published by Five Star, Gale, Cengage Learning. 326 pp.

Reviewed By MERRI ROSENBERG

I wouldn't wish another snow day on anyone. But if this endless winter doesn't ever end, you could happily curl up with a cup of hot tea, a cozy throw and this delightful murder mystery for a welcome antidote to cabin fever.

I need to confess that I'm not usually a fan of this genre, with the exception of Carl Hiaasen's wicked mysteries that skewer Florida's abundant quirks. I initially opened Camilla Crespi's *The Breakfast Club Murder* as an assigned task to be completed. I wasn't prepared for my complete immersion in this enthralling story, lifting my eyes from the pages only when I realized that I'd be late for a dinner meeting.

The story is accessible—no costume drama or seedy underworld here. Instead, we're given a middle-aged, recently divorced heroine, Lori--Loretta—Corvino. She's living in an affluent Connecticut suburb not far from Westchester with her teenage daughter, trying to pick up the pieces after her attorney husband left her to marry their wealthy, blonde dentist. When the dentist is murdered only a few days after the wedding,

after dropping off Lori's daughter at a friend's house, suspicion falls on Lori, and then, her ex-husband. To clear her ex's name, mostly for the sake of their daughter, Jessica, Lori enlists her mother and network of steadfast friends (The Breakfast Club Sisterhood) to figure out the real murderer.

What Crespi does so admirably, besides work successfully within the suspense genre to dangle various suspects and scenarios before changing direction and keeping the reader eager to turn the page, is create a completely credible and specific world. Although I'm less familiar with the Connecticut geography she describes, I could locate myself exactly in the White Plains, Mamaroneck and Port Chester neighborhoods, where some of the plot unfolds.

The plot includes dark secrets from the murder victim's past, Lori's attraction to a younger suitor, the realities of economic reversals that suggest motive for some characters, and the tangled tensions between mothers and daughters.

Tuck this into a tote as a diverting read for the daily commute or save it for a summer beach bag, as a welcome reward for surviving the winter of 2014. #



## Hunter College Writing Center's 4th Anniversary Bash



(L-R) Rebecca Goldstein, Steven Pinker, Hunter President Jennifer Raab, & Lewis Frumkes

The stars came out at the exclusive "Doubles Club" recently as the literary royalty and social Brahmins both celebrated the 4th Anniversary of the storied Hunter College Writing Center led by Director Lewis Burke Frumkes. In the elegant crowd gathered to honor cognitive scientist Steven Pinker and his wife the novelist and philosopher Rebecca Goldstein (they have been called America's brainiest couple) one could fine Joyce Carol Oates, Mary Higgins Clark, Nelson DeMille, Bruce Jay Friedman, Daphne Merkin, Iris Love, Malachy McCourt, Barbara Goldsmith (the Center's Writer-In-Residence), Dan Greenburg, Julia Glass, Molly Haskell, 103 year old Bel Kaufman,

Warren Adler, Ben Cheever, as well as the Post's Richard Johnson and his wife Sessa Von Richtoven, Avenue's Randi Schatz, President of Hunter College Jennifer Raab, Judith Kelman with her husband Dr. Peter Scardino, Lisa and David Schiff, Denise LeFrak and John Callichio, the producer Nelle Nugent, designer Carlos Aparecio, Tina Santi Flaherty, and many others too numerous to mention. Frumkes always likes to quote Mark Twain as once having said that the secret to a good party, is good friends, good conversation, and a sleepy conscience." Amidst good food, good repartee, and in the privacy of the Doubles Club a good time was had by all. #

## Partnership for After School Education Raises \$700,000 at Gala

More than 500 people celebrated the 2014 PASEsetter Awards Benefit with the Partnership for After School Education (PASE), including leaders in the youth serving community and youth practitioners, as well as New Yorkers from the corporate community, academia, city government, private foundations and the arts community. The PASEsetter Awards, recently held at Cipriani 42<sup>nd</sup> Street, honored five exemplary afterschool educators along with one Afterschool Champion, Deborah C. Wright, and raised over \$700,000.

PASEsetter Awards are given to afterschool educators who demonstrate outstanding commitment, energy, and creativity in their work, and who achieve excellence in and exhibit true devotion to improving the lives of the young people in out-of-school time. Winners receive a crystal award, a \$5,000 donation to their organization, and 100 Mets tickets for their youth and staff.

This year's PASEsetters are:

Antonio Aponte – The Boys' Club of New



(L-R) Fern Khan, Dean Emeritus, Bank Street College of Education & Deborah C. Wright, Chair & CEO of Carver Bancorp

York

Stephane Derisma – The Action Center for Education and Community Development Inc.

Laura Jankstrom – Citizens' Committee for

Children of New York

Durice Jones –New York City Parks & Recreation - Alfred E. Smith Recreation Center

J. Christopher Neal – Coro New York Leadership Center

Alison Overseth, Executive Director of PASE, said, "It is an honor for PASE to be able to celebrate the wonderful work that is done on a daily basis in afterschool programs throughout the city and the transformative impact that afterschool professionals, like our five PASEsetter winners, have on the New York City community."

In addition to celebrating the five PASEsetter Award winners, PASE honored Deborah C. Wright, Chairman and CEO of Carver Bancorp, a longtime friend of PASE and supporter of the afterschool community in New York City, as an Afterschool

Champion.

For more information on the PASEsetter Awards or the award recipients, please contact Marcia Smith or visit [www.pasetter.org](http://www.pasetter.org) #

### Movie Opening March 14th: Better Living Through Chemistry

Samuel Goldwyn Films has taken U.S. theatrical rights to Geoff Moore and David Posamentier's "Better Living Through Chemistry," the dark comedy that stars Sam Rockwell and Olivia Wilde. The plot of "Better Living" centers on a pharmacist (Rockwell) whose life gets wild when he begins an affair with one of his customers (Wilde). Michelle Monaghan, Norbert Leo Butz, Ben Schwartz, Ken Howard, Ray Liotta and Jane Fonda also appear in the film, which Moore and Posamentier co-wrote and co-directed. #

## THE ETHICS COLUMN

BRAIN DEATH:  
CAN FAMILIES OPT OUT?

By JACOB M. APPEL, MD JD

Benjamin Franklin observed that “nothing can be said to be certain, except death and taxes.” A handful of high profile medical cases, most notably the tragedy of thirteen-year-old Jahi McMath in California, have called some of the certainty surrounding death into question. McMath was admitted to Oakland’s Children’s Hospital last December for a tonsillectomy, but suffered a hemorrhage that rendered her brain dead. Physicians then sought to remove the girl from a ventilator, as she was legally deceased under California law. Her mother rejected the state’s definition of death and challenged the hospital in California Superior Court. Ultimately, Judge Evelio Grillo granted injunctions that allowed the family enough time to secure transport of the girl’s body to an out-of-state facility, where she reportedly remains. The mother has written that Jahi “is much better physically,” since leaving California. It should be noted, however, that the girl has been issued a death certificate by Alameda County and is legally dead. Cases like McMath’s raise a challenging question: Should families with sincerely held religious or philosophical objections be permitted to opt out of the generally-accepted standard of death?

The development of artificial organ systems—ventilators that maintain breathing, ventricular assist devices that supplement hearts—have made these conflicts possible. The first such case arose in 2004, when the devout Christian parents of six-year-old brain tumor patient Jesse Koochin of Utah removed their brain dead son from the hospital in order to maintain him on a ventilator. In 2008, an ultra-Orthodox Jewish family sought a court order to keep their brain dead child, Mordechai Dov Brody, breathing artificially until his heart stopped beating. In a reverse tragedy from Texas that played out contemporaneously with the McMath case, John Peter Smith Hospital in Fort Worth sought to keep the pregnant-and-brain-dead Marlise Munoz on a ventilator until her fetus grew to term—over both her prior wishes and her family’s vehement objections. Unlike the high profile cases of Terri Schiavo and Karen Ann Quinlan, these patients were not comatose or in permanent vegetative states; under the law, they



were not alive.

The Uniform Determination of Death Act, a model state law proposed in 1981 with the backing of the American Medical Association, the American Bar Association, and leading bio-ethicists, accepted whole brain death as an alternative to cardiopulmonary death. The authors rejected a broader definition that would have included patients with only lower brain functioning, such as anencephalic infants. While allowing religious minorities to opt out of this standard may appear harmless, the certainty of death has profound importance for matters as varied as life insurance payouts, distribution of estates and opportunities for surviving spouses to remarry. Even permitting “life support” after legal death is problematic: If one cannot keep a corpse in one’s living room indefinitely, why should one be permitted to do so on a machine in a medically-equipped warehouse?

Finding the right balance between certainty and liberty will not be easy; what is clear is that a consistent approach to these cases is desperately needed. Whether one is alive or dead should depend upon one’s medical condition, not the inclinations of the judge who hears one’s case.#

*Jacob Appel is a Harvard trained attorney, a Columbia-Presbyterian educated physician who is completing a residency in psychiatry at Mt. Sinai Hospital in NYC.*

## Mary Malewicz-Carter

*continued from page 4*

in Lublin, Poland.

## Future Goals:

My long term goal is for SKCF to reach all countries that currently do not provide kidney treatment. To help save young lives of women and children by preventing death from reversible kidney injury resulting from childbirth, malaria, diarrhea, HIV and infections in every corner of the world. The short term goals

include advocacy with the Ministers of Health and Finance of the countries where SKCF serves, to honor the international treaties and eliminate import duties on essential medicines, making the treatment affordable.#

## Linda Kaboolian

*continued from page 9*

like my generation. They assume that women and men will be treated similarly and find support when they demonstrate the opposite.

## LAW &amp; EDUCATION

VERGARA, ET AL. VS.  
STATE OF CALIFORNIA

By ARTHUR KATZ, J.D.

The Vergara litigation has finally gone to trial. OK, but what does Vergara have to do with education, and why may the outcome be important?

Under current California law, school administrators are required to grant teachers “permanent employment” or tenure after only 18 months of employment. Beatriz and Elizabeth Vergara, along with five other public school students, are contending that the California tenure law makes it extremely difficult to remove ineffective teachers, which, as a consequence, denies them the right to an education, a right that is guaranteed by the Constitution of the State of California.

Tenure for teachers, whether in California or New York, is considered by many in the profession as a fundamental right, and the security offered by a tenured position probably is a strong incentive in attracting educators to teaching, especially when the pay for teaching is not as high as in many other professions. Thus, any attempt to change the tenure rules elicits strong reaction. However, the times they are a-changing.

According to *The Wall Street Journal*, “many teacher protections have been done away with by state governments, but California is one of four states where seniority must be considered in layoff decisions. Five other states – Hawaii, Minnesota, New York, Pennsylvania and West Virginia – make seniority the sole factor in such decisions.”

According to the Complaint in Vergara, granting tenure after only 18 months of employment is “well before teachers’ effectiveness can be determined” and the cost to then remove an ineffective teacher in California can easily top \$100,000 and in many cases is in excess of a quarter of a million dollars with a process that can take several years. As a result, many California school districts, most of whom have inadequate funding to start with, keep their ineffective teachers employed in the classrooms except in the most egregious instances. Moreover, it appears that a higher percentage of ineffective teachers end up serving in poorer performing minority and economically disadvantaged schools and school districts, thereby perpetuating the achievement gap that education is supposed to eliminate.

The Vergara litigation is being funded by “Students Matter,” a California-based non-profit organization purportedly dedicated to sponsoring impact litigation in an effort to promote

They can spend their energy doing their work rather than reforming their institutions. While more can be done to support women, it gives me great satisfaction to know that women’s careers are no longer “terra incognita” but a landscape of models and choices for my daughter to use.#



access to better public education. At the core of this organization’s thinking is that a passionate, effective teacher and quality teaching makes the difference in a student’s academic performance and lifetime achievements. Students Matter has created a website <http://studentsmatter.org/trial-tracker> which is tracking the Vergara litigation and offers comprehensive and easily understandable explanations regarding the various states’ tenure statutes and its views on their relationship to maintaining teacher ineffectiveness.

The Vergara litigation is being most strenuously opposed not by the defendants in the case (the State of California, the California Department of Education, the State Board of Education and two California school districts), but by the California Teachers Association and California Federation of Teachers.

The litigation already has gone through a month of trial, it probably will continue for another month, and regardless of the outcome is likely to be appealed by whichever side loses.

Hopefully, and regardless of the judicial outcome (which, among other things, will be based on State of California constitutional issues), the discussion being engendered will bring greater clarity to the issue of maintaining tenure for ineffective teachers, and provide better ways to limit or remove tenure (with appropriate due process) so that, in the end, we have better and more effective teachers in our public schools. #

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

VISIT [EDUCATIONUPDATE.com](http://EDUCATIONUPDATE.com)TO WATCH OVER 100  
VIDEO INTERVIEWS

## APRIL IS NATIONAL POETRY MONTH

POET LAUREATES *of the* UNITED STATES

April is National Poetry Month, a time when all can celebrate and appreciate the history of poetry and the work of poets. In honor of this celebration, we asked three Poet Laureates of the United States to share their experiences as poets and writers. We asked each of them to answer the following questions:

- At what age did you start writing?
- Can you share some of the inspirations for your writing?
- What are some of the challenges you've faced?
- Describe turning points in your career as a writer.
- Who were/are some of your mentors?
- List some of your favorite books/poems.
- What is your advice to young writers today?

*Joyce Sutphen: Minnesota Poet Laureate*

**At what age did you start writing?** The first thing I remember writing was a melodramatic cowboy “novel” that my fifth grade teacher confiscated (I was working on it during math class!) and never returned. I also remember exchanging long fictionalized notes (also written in class) with my best friend, and then, in high school, I began to write poems—but I really didn’t begin to write with confidence until I spent a few months in London when I was 40 (with a room of my own and that marvelous city just outside my door!). The poems I wrote during that time became part of my first book.

**Can you share some of the inspirations for your writing?** I have been memorizing poems that I admire for quite a long time now, and those poems get down into my heart and mind and echo in my work. Sometimes the inspiration comes from a story I hear on the radio or from the way the sky looks over the hundred acre marsh behind my house, and sometimes I just wake up with a phrase or idea in my mind and know I have to write about it. Sometimes when I sit down to write, I doodle and look out the window. That can be inspiring too—especially when I start writing (just starting is so important) and “learn by going where I have to go.” And if nothing is coming, I pull a book of poems off of my shelf and read until I feel something tugging at me, some idea that wants exploring.

**What are some of the challenges you’ve faced?** I’m naturally a very shy person. I never gave speeches in high school (or even college), and it was only the love of the material (literature, poetry especially) that drew me to teaching. I also do not like putting myself forward; I would much rather listen than talk, and I like to think about things for a while before I give an opinion. All of these things are fine for the poet writing—but giving readings and talks are things that a published poet has to do, especially if to one’s amazement, she becomes a poet laureate. I have had to learn to go outside of my comfort zone in order to do a lot of the things I am asked to do; luckily I love poetry, and I have learned quite a bit in the process.

**Describe turning points in your career as a writer.** Winning the Barnard New Women Poets Prize was a great break for me. I was in my early forties, but I’d only been (seriously) writing poems for about three years, and I was encouraged when some of the first poems I sent out were published in *Poetry* and *American Poetry Review* and other journals. I



put together a manuscript in this way: I simply sat down on the floor in an empty room with all the poems I had written, sorted them into groups, and then found some kind of order for each section. I remember feeling uncertain (but happy) when I put the manuscript in the mail, and then I forgot about it for months and months—until I got the call, saying I had won and my book would be coming out with Beacon Press.

**Who were/are some of your mentors?** I have only had a couple of poetry teachers; as an undergraduate at the University of Minnesota, I learned much in two courses I took from a poet named Michael Dennis Browne, and just before my first book came out, I had a mentorship with Claribel Alegria. In graduate school, I wrote prose (fiction, memoir, and a doctoral dissertation on Shakespeare and Memory)—that is, until that transformative time in London—but I consider the professors I studied with then (Patricia Hampl, Carol Bly, and Thomas Clayton) as key to any good work I have done in any genre. These days, I am lucky to have great friends who are poets—Connie Wanek, Louis Jenkins, Tim Nolan, Patricia Kirkpatrick, and Freya Manfred, to name a few. I’ve learned so much from all of them (and others); Minnesota is filled with good poets and writers!

**List some of your favorite books/poems.** Naturally, the poems I’ve memorized are favorites—I have memorized about fifty of Shakespeare’s sonnets, and I have a differ-

ent favorite on any given week or so. Currently, I love Sonnet 104, which begins, “To me, fair friend, you never can be old / For as you were when first your eye I eyed, / Such seems your beauty still.” Shakespeare is so terrific to say out loud—and so “intelligent” (as T.S. Eliot said). Other poems in my memory: lots of Yeats, especially “Sailing to Byzantium,” “Among School Children,” “The Wild Swans at Coole,” and “In Memory of Eva Gore-Booth and Con Markiewicz.” Elizabeth Bishop, Robert Frost, Seamus Heaney, Emily Dickinson, Wallace Stevens, Theodore Roethke, Seamus Heaney, W.S. Merwin, James Wright, Rilke, Wislawa Szymborska, Adam Zagajewski, Hopkins, Wordsworth, Bob Dylan—the list goes on and on.

**What is your advice to young writers today?** My advice is to read, read, read! There’s nothing more important than that. As a college teacher, I can easily tell which writers have been readers—they’re miles ahead of the rest. Don’t worry about being “influenced” by a writer you love; read everything you can by that writer and start thinking about why you love the way she puts words together or the way he ends a poem. At the same time, my advice is to write as much as you can. Be one of those people who try to write every single day; keep a journal where you can keep your pen moving. Practice, set goals for yourself (a poem a day or a certain amount of time at your

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desk, writing), and then remember that it isn’t just talent you need, but also hard work.#



## APRIL IS NATIONAL POETRY MONTH

# POET LAUREATES *of the* UNITED STATES



### *Marjory Heath Wentworth:* *South Carolina Poet Laureate*

**At what age did you start writing?** I began writing poems when I was twelve and my father was diagnosed with leukemia. He died a couple of years later. As a teenager, the act of writing seemed to comfort me in a way that nothing else could. I didn't really have the vocabulary to speak about what I was feeling then, but writing poems alone at the night was the way I dealt with the pain and confusion churning inside of me. I literally stumbled onto poetry, and the initial satisfaction of finding words that matched my emotions would stay with me and determine the course of my life. There's really nothing quite like it.

**Can you share some of the inspirations for your writing?** The natural world is always inspiring. I live in the Lowcountry of South Carolina, which is an incredibly beautiful place. We moved here from Brooklyn in the summer of 1989, and we lived on one of the barrier islands in a run-down rambling old Victorian beach house. The landscape was exotic, lush, and sensual. Palmetto and banana trees were scattered through the backyard that took up two lots. Trumpet vine climbed the fences. Everything was blooming in the thick humid air that summer. As a poet, I was dazzled by the place. I love New York, but the entire time I lived there I craved nature. Like many poets, I look to the natural world to find meaning and metaphors. In September of that year, Hurricane Hugo made landfall and our house was so damaged that we couldn't live there for a year. Eventually, we remade our lives here and I began to write poems again. I felt an intense connection with the landscape that I would not have had if we hadn't seen it virtually destroyed only months earlier. As construction began on our house, the land itself seemed to be healing. The poems I wrote had an underlying emotional intensity. I never considered myself a landscape poet, but I clung to the imagery surrounding me on the island and I wrote my way out of the pain that characterized that year. Funny how life works, but the poems eventually formed a book called *Noticing Eden* and I began my life as a published poet. I also am inspired by stories of human survival. I worked in the human rights field for many years, and the stories of the people I encountered continue to inspire me.

**What are some of the challenges you've faced?** I assume that this question refers to my writing life. The biggest obstacle always is finding time to write. I work full-time, and I always have. I have three sons; one of them has Asperger's Syndrome. He is doing



very well, but meeting his needs was time consuming for obvious reason. I love being a poet laureate, but it is enormously consuming and it essentially an unpaid job.

**Describe turning points in your career as a writer.** There are two turning points that are worth mentioning. The first one is going to NYU to graduate school in literature and creative writing. I studied with some of the greatest living poets in the country: Joseph Brodsky, Galway Kinnell, Phil Levine, Louis Simpson and Carolyn Forché. The second was being appointed poet laureate of SC in 2003; this was a huge surprise and it really changed the trajectory of my writing life. Many opportunities have come my way because of the title, and I am so grateful.

**Who were/are some of your mentors?** Poet, friend, and former teacher: Carolyn Forché. Poets and friends, Kwame Dawes and Carol Ann Davis.

**List some of your favorite books/poems.** My favorite poets are Elizabeth Bishop and Pablo Neruda. Right now I am writing a lot of great contemporary work by poets Sophie Cabot Black, Franz Wright, Matthew Dickman and Tracy Smith.

**What is your advice to young writers today?** Marry someone rich. I'm not kidding. It's so hard to make a living and create the time to write. Work and family can easily take over all one's time, so my advice is to be disciplined from the get-go and build your life around your writing. READ WELL and approach writing as if you were an Olympic athlete- practice every day! Poets don't have agents generally because there are no advances on poetry books. If you write in other genres, then you do need an agent. Writers usually find agents through writer friends, through word of mouth. Publishing in good literary journals is the best way to get an agent's attention.#

### *Sydney Lea:* *Vermont Poet Laureate*

**At what age did you start writing?** If you mean writing in a serious and applied way, I did so on my own --no writing courses-- in college, then did not take it up again as a real career goal until my early forties.

**Can you share some of the inspirations for your writing?** I was inspired principally by the oral tradition of northern New England now largely vanished. The tales and even the poems of certain elders, who would be well over a hundred now, and many of whom were illiterate, resonate in my mind today, as they have since boyhood.

**What are some of the challenges you've faced?** Oh, the same as any other poet: how to get published and, having been published, how to have anyone notice. I have come up with no good strategies except persistence. I have been very lucky. These problems are greater ones now than in the 70s, when I began for real.

**Describe turning points in your career as a writer.** One day, after trying to sort out any number of editors' expectations, I decided that mine were the only ones that counted for me as a writer. It was not until then that my poetry began to be accepted for publication, because one way to assure that you write badly is to write according to others' expectations, not your own.

**Who were/are some of your mentors?** Those old Yankee men and women I mentioned, but I was also blessed to have the encouragement of Robert Penn Warren, Anthony Hecht, and the fabulous essayist,



Richard Selzer.

**List some of your favorite books/poems.** Wordsworth's 'Resolution and Independence,' Keats's 'To Autumn,' Robert Frost 'The Need of Being Versed in Country Things,' Mr. Warren's 'Audubon: A Vision,' Emily Dickinson's 'A Narrow Fellow in the Grass,' Elizabeth Bishop's 'One Art.' I could go on for a long, long time and surely leave too many out.

**What is your advice to young writers today?** The way to learn to write is primarily--to write. Persistence is every bit as important as talent. I have only published one novel, for which an agent was essential. I think agents are necessary for novelists, not poets, but good ones are almost as hard to woo now as publishers.#

### *Jo Ann Corkran*

*continued from page 9*

bridge. My husband who never ceases to amaze me with his ability to re-examine even long-held beliefs when the facts suggest otherwise.

#### **Turning Points:**

There were two. I had always expected a life in teaching and research. After undergraduate school, I needed a job before I could afford more school. My first job was such an affirming experience I knew a career in business was going to be my path. In 1985, while filling in applications for business school, I was recruited by a wall street firm. Weighing those two paths, and choosing First Boston was the second turning point. Again it was work, not school.

#### **Future Goals:**

I have many, many goals, from the sublime to the banal. Several job related ones are: Help make a few of the female entrepreneurs in the Golden Seeds portfolio rich- though their efforts helped by our capital and counsel. And give these entrepreneurs, and the early stage,

**That man is a success who  
has lived well, laughed  
often and loved much.**

**An aim in life is the only  
fortune worth finding.**

**—ROBERT LOUIS STEVENSON**

angel investors (many of them also women) that do the heavy lifting on their corporate and advisory boards, the experience to be considered for public board service.#



## Seven Sisters Conference: Student Leaders in Our Nation

By JULIA QIAN

More than seventy student leaders from the Seven Sister schools—Barnard, Byn Mawr, Mount Holyoke, Wellesley, Vassar and Smith College—came together for the fifth annual student leadership conference in Vassar's Upstate New York campus. All dressed in purple "7 Sister Schools" shirts, student leaders across the campuses couldn't hold back the excitement when they gathered at 9:00 on a Saturday morning.

The conference started with keynote speaker, Yuko Takahashi, a professor from Wellesley College, talking about the history and the international influence of the Seven Sister Schools. She told a story of the first female Japanese college student who graduated from Vassar College. It was emphasized that Seven Sisters Schools, not only empowered women in the United States, but also provide education opportunities for women in other countries, as well.

Looking back to the history of the collaboration among Sister Schools, the student leaders were even more determined to further the partnerships. Then, the student leaders from six schools went into workshops target-



Student Leaders at Seven Sisters Conference

ing inter-collegiate collaborations. Through the discussions, student leaders learned about the different student governing structures, academic curriculums, and campus life across the six campuses.

Afterwards, the students were divided into groups to talk about issues across campuses such as: inclusiveness, campus traditions, and publicities.

The conference passed the new constitution for the Seven Sisters Student Coalition. The conference was closed with the establishment of the leadership structure for the coalition and the news of the spring conference at Barnard College in 2014.#

*Julia Qian is a student at Barnard College and a reporter for Education Update.*

## Baruch College Discusses P-TECH



Stan Litow, President of IBM International Foundation

By JASMINE BAGER

Will six years of high school be better than four? And will weaving-in practical problem solving skills, technology and the arts—in addition to reading, writing and math—help to prepare the leaders of tomorrow? That was a discussion at Baruch College's recent forum on higher education innovation. Stan Litow, president of the IBM International Foundation and vice president of Corporate Citizenship & Corporate Affairs, served as the keynote speaker.

The concept is simple: high school students remain at the school for two additional years and take college credit, while being mentored and coached by professionals in the industry. Launched in Brooklyn three years ago, Pathways in Technology Early College High School, or P-TECH, is an innovative new public high school model for grades 9-14. It is in partnership with New York City Department of Education, City University of New York (CUNY), New York City College of Technology (City Tech) and IBM. When these students do graduate, they will have also earned an Associate in Applied Science degree or an Electrochemical Engineering Technology degree—at no cost to them. This degree will enable them to transfer to a four-year college and continue studying, or to jump right into an entry-level position in the Information Technology (IT) industry. The initiative hopes to help focus students on STEM (Science, Engineering, Technology and Math), without neglecting the liberal arts. This, educators hope, will serve as a seamless transition from high school to college or to a job. So far, 335 students are enrolled, including 60 percent of black and Hispanic males, who are traditionally underrepresented in colleges across the US. They work closely with the Sarah E. Goode STEM Academy in Chicago, which opened in 2012, and has a similar model. Combined, there are 28 schools, spread across Chicago, NYC,

NY State and Connecticut. More schools are planned for 2014 and beyond.

"All high school graduates must be college ready, and currently, there is a gap in skills. This doesn't cost a nickel. This is about reinventing high schools in America and offering high quality education." These high schools will provide paid IBM internships to the students and match them up with mentors who will actively be involved with the students. These graduates will be "first in line for jobs at IBM," and the skills learned will set them apart from students who rush straight into college without the support that this program provides.

Litow stressed how the high school years are critical to help shape the young minds and that the education community cannot do it alone. IBM is there to help. By combining social and business initiatives, IBM, and other technology companies, use Cloud, business analytics, voice recognition and social media networking. If students are better prepared, then they will make better employees and citizens, is the conclusion. The curriculum is carefully mapped out by experts and ensures that the graduates will be prepared to enter the workforce or higher education.

"Let's solve this problem together. We are not interested in who created the problem, we are interested in helping to find a solution," Litow said.

As a result of globalization, an entire generation has grown up glued to smartphones and able to decode complex technology—but without truly mastering some basic problem solving skills. Litow, and the educators at Baruch, are hoping to shift that.

The Higher Education Innovation Project at Baruch College was in collaboration with the Shelly & Donald Rubin Foundation.#

*Jasmine Bager is an assistant editor at Education Update and a graduate of the Columbia School of Journalism.*

## NYU Education Series on Testing

By PATRICIA LAVELLE

New York University's Steinhardt School of Culture, Education, and Human Development recently hosted part two of three of its annual Education Policy Breakfast Series for the 2013-2014 academic year at the Kimmel Center for University Life. Now in its fifteenth year, the series of events has continually brought individuals from a broad spectrum of fields to discuss hot topics in the realm of education. This year's series is focused on an increasingly popular topic in education conversation, testing.

Distinguished research scientist and panelist, Howard Wainer prompted, "Tests certainly have all sorts of problems but compared to what? What's it like without them?" While the first part of the series focused on the historical and economic viewpoints on the testing business, the second session was entitled "The Benefits of Testing... and its Consequences." Wainer and fellow panelist George Noell, Professor of Psychology at Louisiana State University hashed out the different views on the positives and negatives of test use as a measure of both student and teacher evaluation and the impact of missing data on the validity of test results. Wainer discussed his research and his belief that the standardized tests provide a valid prediction of how well a student will perform at the college level. Noell discussed testing from his perspective, as an advisor to policy makers



(L-R) Moderator, Sharon Weinberg, and Panelists Howard Wainer and George Noelle

at the state and federal level. Noell, whose work is focused on insuring children high quality education, used his research to explain how student educational outcomes may be an indicator for the quality of educator preparation. After presentations from both, questions from breakfast attendees were taken by the two guest speakers who were both eager to answer the various questions from their distinct viewpoints on testing.

The event provided much information the highly contested subject and hopes to continue the conversation in its third and final session being held later in the academic year. The third session of this year's series, entitled, "Testing and Policy: What is Best for our City and Nation?" will take place on Friday, April 18, 2014.#

*Patricia Lavelle is an assistant editor at Education Update and a student at CUNY Macaulay Honors College.*



## Usdan Center Premieres At Skirball Center/NYU

The World Premiere of *Stories From the Night Before*, a new evening of dance theater created by Maurice Brandon Curry, Chair of the Dance Department of Usdan Center for the Creative and Performing Arts, will be presented on Sunday and Monday March 16 and 17 at 7:00 p.m. at New York University's Skirball Center, 566 LaGuardia Place (just off Washington Square Park in Greenwich Village), New York, NY 10012. (Tickets: [www.nyuskirball.org](http://www.nyuskirball.org), or call 212.352.3101 (Theatermania) or 866.811.4111 (Ovation Tix).

Set to a variety of music ranging from Bach to Miles Davis, to film composer Dave Grusin, to The Rolling Stones, and using mixed media, the work contains several stories about aspects of relationships using a kaleidoscope of dance styles: classical, neo-classical, flamenco-inspired, jazz and Broadway theater.

Maurice Brandon Curry, whose original works have been presented at Usdan Center and can be seen in video on Usdan's Youtube site, has directed, choreographed, and produced events as diverse as the Michael Awards for the Fashion Industry, tours and videos for Diana Ross, Prince, and Al B. Sure, the kick-off of the Tour de France and the Queen's Trust Benefit for the charities of Her Majesty the Queen Elizabeth II. He has choreographed ballets

and theatre works in the active repertoires of numerous universities and companies around the world. Additionally, he has produced extensively in the fashion industry for the likes of Tommy Hilfiger, Kenneth Cole, and Giorgio Armani. Mr. Curry has also directed and/or choreographed three critically acclaimed Off-Broadway shows and many shows regionally in both the United States and abroad including "West Side Story," "Nunsense," "Sweet Charity," "Oliver!" and "42nd Street," and several short films that have placed on the international film festival circuit.

The cast, many of them originally trained by Mr. Curry, features company members from American Ballet Theatre (Nicole Graniero, Sean Stewart, one of Dance Magazine's 2012 "25 to Watch" Katherine Williams, and one of Dance Magazine's 2014 "25 to Watch" Calvin Royal III), the New York City Ballet (Sara Mearns, Principal, and Savannah Lowery, Soloist), Momix (Todd Burnsed), current and former members of Parsons Dance Company, Les Grands Ballet Canadiens and the Joffrey Ballet, as well as cast members of four currently running Broadway shows (Motown the Musical, Cinderella, Wicked and After Midnight).

Part of the proceeds from the production will benefit Dancers Care Foundation, an organiza-

## CITY COLLEGE OF NEW YORK

### CALL HIM DOCTOR: PROFESSOR KRAKOWSKI RECEIVES PHD FROM POLAND

Poland's leading film school has awarded a PhD to Andrzej Krakowski, a professor of film and video at The City College of New York. Earning the degree, granted in January and the first PhD in directing for a faculty member at a U.S. film school reflects not only his persistence, but changed attitudes in his homeland, as well.



a green card and return to school. Eventually, he became a successful writer, producer and director and, since 2003, a professor at City College. Professor Krakowski received his degree from the Polish National Film, Television

and Theater School, where decades earlier he received his MFA degree. "The Hollywood Reporter" ranks the school 19th, among the world's best film schools. "The requirements for Ph.D. in Poland are exactly the same as in the United States. You must have a graduate degree or an equivalent that would allow you to enter a doctoral program," Professor Krakowski said.

tion that provides funding for cancer research and awareness.

Usdan Center for the Creative and Performing Arts ([www.usdan.com](http://www.usdan.com)) is the nationally acclaimed summer arts day camp whose alumni include Natalie Portman, Mariah Carey, Jackie Hoffman, Jane Monheit, Taylor Dane, Lisa Gay Hamilton and Seth Rudetsky, and members of Broadway shows and major music and dance ensembles. It is annually attended by more than 1600 students from New York City and throughout the Tri-State Area, transported daily by air-conditioned buses. The Center has introduced the arts to more than 60,000 children ages 6 to 18, many on scholarship.

Although the mission of the Center is for every child to establish a relationship with the arts, the unique stimulation of the Center has caused many to go on to arts careers. In addition to its regular programs, Usdan offers special opportunities for advanced high school-age performing and visual artists. These include Music Staff Internships, a Summer Ballet Intensive. Usdan Center is an agency of the UJA-Federation of New York. Usdan's 47th season begins June 30, 2014 and runs through August 15. For more information, including Open Houses currently being presented, write to [info@usdan.com](mailto:info@usdan.com), Call (212) 772-6060 or (631) 643-7900, or visit [www.usdan.com#](http://www.usdan.com#)

and Theater School, where decades earlier he received his MFA degree. "The Hollywood Reporter" ranks the school 19th, among the world's best film schools. "The requirements for Ph.D. in Poland are exactly the same as in the United States. You must have a graduate degree or an equivalent that would allow you to enter a doctoral program," Professor Krakowski said. "In the case of film, it's a bit more complicated, as it requires two works: a film and, separately, a theoretical written dissertation." For the film portion, he submitted "Looking for Palladin," a feature film he directed and wrote, which was released theatrically in 2010. His dissertation was a 120-page analysis of how the film's script applied basic story construction rules that were contained in a textbook he wrote, *The World Through The Eye of a Screenwriter*, published in 2011. In all, he took four years to complete the program, which included passing oral exams from required coursework in foreign language, directing and an elective class on the history of U.S. film industry. Professor Krakowski said he was motivated to pursue the degree, in part, to help raise the profile of City College's film and video program, which is part of the Media and Communication Arts Department. The Polish National Film School, which is his alma mater, was one of only two institutions in the world that offered Ph.D.s in visual arts when he began the program. The other school is in Australia. "To have the only Ph.D. in Film Art (directing) in the country in its ranks should help the program and the department," he added. "Perhaps we could become the first (U.S.) college to open a doctoral program in film practice."#



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## Entrepreneurship Is Booming At Long Island University: Student-Run Business Ventures Transform Academic Studies

The spirit of innovation and entrepreneurship is flourishing at Long Island University (LIU), as a host of student-run businesses have launched on the LIU Post campus over the past four months. Students gain real-world business experience as they manage, market, operate, and staff the new ventures.

“These businesses embody LIU’s commitment to transforming the way students prepare for their careers,” says Dr. Kimberly R. Cline, president of LIU. “We are taking experiential learning and entrepreneurship to an unparalleled new level, giving our students opportunities to develop the confidence and real-world experience that personify an entrepreneurial spirit—an advantage they can use to succeed in any field they choose.”

The student-run businesses are an extension of LIU’s emphasis on experiential/active learning both inside and outside the classroom. This encompasses hands-on experience running real businesses; role-playing and case-study business simulations in class; and a broad range of mentoring, internship, co-op, and job-shadowing options. Uniquely, the entrepreneurship theme is not limited to business majors; it embraces an interdisciplinary approach that overlays entrepreneurial thinking and skills with the liberal arts, visual and performing arts,

health care, accountancy—virtually all fields of study at the university.

“We are defining entrepreneurship as something larger than the business realm, to embody a way of thinking and an approach to the world,” explains Dr. Andrew J. Rosman, dean of the College of Management at LIU Post. “Students are looking at the world as entrepreneurs as they learn to apply classroom concepts to businesses where real dollars are involved. Students are accountable to themselves, each other, and to the success of the whole. This broad perspective gives students a powerful edge when they graduate.”

**The Student Body:** LIU’s first student-run business with a focus on trending styles for men and women.

**The End Zone:** The eatery features a 12-foot bar serving nonalcoholic beverages and a pub menu.

**Post Treat Shoppe:** This store offers everything from salty snacks to tempting baked goods.

**Juice Bar:** Adjacent to the campus gym, this venue offers an array of made-to-order smoothies and grab-and-go foods.

The enterprises have students working in key roles where they gain impressive experience in helping to run a business and make executive-

level decisions. Students meet weekly to discuss progress, get feedback, and set goals.

Student-business committee members are keenly aware that participation in the program will strengthen their resumes and make them highly desirable to employers. “Not many students have actually run a business,” says LIU Post student-business committee member Monica Peralta. “My future employers will love to see that I’ve had this kind of experience.”

Profits from all the student-run businesses go toward supporting LIU scholarships and providing capital for future student-run ventures. “The LIU entrepreneurial model is distinctive in higher education,” says Dean Rosman. “Its strength lies in how well it’s interconnected with so many facets of university life and how deep an experience our students receive. It’s not just a theme or a course—it’s a well-coordinated eco-system.” #

### COMMENTARY

## An Elite Liberal University

By LEONARD QUART

These are difficult times for American universities. Despite large tuition increases, resulting in students’ staggering under debt, some colleges continue to face increasing expenses that they don’t have the revenue to cover for much longer. One-third of all colleges and universities in the United States confront financial situations significantly weaker than before the recession. In fact, Moody’s Investor Service states that the 2013 outlook for the higher education sector, including even elite research universities, is a negative one.

For public universities, the big challenge is that the States are getting out of the business of higher education. In 1987, the States kicked in about three quarters of what public colleges spent on education. Today, they contribute to about half. The rest has to come from tuition, and the state colleges are raising tuition and cutting spending to deal with the problem. The cuts have hit students who come from lower and middle-income families, and also resulted in staff layoffs. It’s all a part of balancing state budgets (in response to the recession) on the backs of those who are most dependent on social spending.

Recently, the great documentarian Frederick Wiseman, the director of such films as *High School*, *Welfare*, *Public Housing* turned his camera on the great University of California at Berkeley. *At Berkeley*, like most of Wiseman’s films, is an exploration of the structure of an institution, often one under social strain—as well as, in his words, “a look at a wide variety of human behavior.” At the time of filming, the university was enduring a profound economic crisis resulting from severe cutbacks in state-government funding, and was now massively dependent on non-public funds.

Wiseman’s vérité film conveys the flow of daily life on this vast, green, beautifully maintained university. He does not employ a narrator’s voice-over, so the audience is not made aware of the camera’s constant presence. Using this fly-on-the-wall style, Wiseman focuses on classrooms, administrative meetings, public lectures, a PhD student working on bionic legs for disabled soldiers, theatrical performances,



marching bands, and even the cleaning staff at work.

Berkeley is a liberal, elite public university, arguably on a par with Harvard, Columbia, Stanford, and Yale, and other bastions of talent and privilege, which it sees as its competition. Wiseman was given almost total access to the university, and the four-hour epic portrait he constructs—essentially a paean to this complex intellectual cornucopia of a university—is one that any Berkeley administrator would exult in.

In *At Berkeley*, Wiseman also moves from seminar to lecture hall, watching classes taught by professors who have mastery of their material, and know how to question and provoke responses from their students. The university’s goal is education committed to rational argumentation, passion, knowledge and discernment. It’s what I spent a lifetime in the classroom trying to achieve. In the main, my undergraduate students at my CUNY branch were less articulate, prepared, and responsive than Berkeley’s. But there were moments when it all came together—and students would suddenly understand the more subtle meanings suggested by a film’s images or a novel’s metaphors—and, in general, grasp more of the complexity of the world. It’s what an elite, richly textured Berkeley, and a less privileged, sparer CUNY do at their best, challenge students to realize as much of their intellectual potential as possible. #

*Leonard Quart is a Professor Emeritus of Cinema Studies at the College of Staten Island and at the CUNY Graduate Center.*

### CAREERS

## Careers for the 21st Century

By DR. POLA ROSEN

Given the expense of an education, it is necessary to find a meaningful and revenue producing job after graduation. *Education Update* thought it would be helpful to have an ongoing column interviewing people about their work: how did they prepare for it, what career choices did they have, where will they go next.



Publishing (online program).

My past internships include - publishing assistant at Virtual Sage Educational Publishing in Ft. Lauderdale (now acquired by Kaplan, Inc); editorial assistant at *Westchester Magazine*; story boarding, shooting, editing, line producing at New Face Media Productions & BronxNet TV. These job roles helped me become the passionate, versatile media professional that I am today. They

have validated my strong desire to innovate in the fluid & exciting digital times we communicate in.

Some of my mentors include ABC News’ Investigative Reporter Angela M. Hill who I’ve met through one of my freelance jobs; BronxNet’s On-Air talent Rhina Valentin; and one of my favorite instructors in college-long time Fox News Anchor Professor Brigitte Gouchoe (TV stage name: Brigitte Quinn).

But as the author of *Fight Club*, Chuck Palahniuk, once put it: “I am the combined effort of everyone I have ever known.” Everyone I have come into contact with throughout this exciting career has been a mentor and guide. I am educated every single day. #

1. What is your current career?
2. Which college did you attend, and what was your major?
3. Did you have internships, and were they helpful?
4. Who were some of your mentors?

DIANDRA GARCIA

Assistant for VP at HBO Studios  
Bronx, New York

My current job role is Executive Assistant to the VP of Facilities at HBO Studios. My current career is Broadcast/Media Productions.

I attended Pace University for both my undergraduate and graduate degrees. B.A. Communication Arts & Journalism, M.S.

## MAD Magazine's Al Jaffee Donates Work to Columbia U: Predecessor of the Graphic Novel

By JOAN BAUM, Ph.D.

The enthusiastic SRO crowd pressing out into the hall and perched on the window sills in Columbia University's Rare Book and Manuscript Library came to pay tribute to MAD Magazine master writer and illustrator Al Jaffee. The overflow turnout—friends, colleagues and fans of all ages—for sure testified to the power and pervasiveness of graphic art today and to the prestige of 93-year-old Jaffee, a long-time MAD contributor whose archives have just been donated to the university. The event says something about the recognition of cartooning as an expression of American cultural history and as an example, in the hands of serious artists such as Jaffee, of finely honed technical skills put to the service of satire, now mostly served by TV and the Internet. Think Jon Stewart, National Lampoon, Stephen Colbert, SNL. MAD and Jaffee, an "icon of cartooning" Charles Schulz called him, got there first, in the '40s.

Certainly the graphic art genre got to librarian Karen Green when, a few years ago, acting on a life-long passion for comics, she segued from being a librarian for Ancient & Medieval History at Columbia to institute a Graphic Novel division at the university. She also made her presence felt at significant cartooning conferences, such as serving as a judge in 2011 for The Will Eisner Comic Industry Awards, referred to as the "Oscars" of the profession. Eisner, who died in 2005, was, like Jaffee, an alumnus of the first graduating class of the LaGuardia High School of Music & Art (then at 135th Street and Convent Avenue) and, later, a fellow MAD man. (Will "The Mad Playboy of Art" Eisner is not to be confused with Will "The Spirit" Elder, d. 2008, also of M & A and,



(L-R) Al Jaffee & Joan Baum

also a much admired MAD man and Jaffee colleague.)

The evening belonged to Jaffee who sat with the assembled panelists—comic book writer and former DC Comics President Paul Levitz, who moderated the wonderfully immoderate couple of hours, caricature artist and MAD art director Sam Viviano, and "alternative cartoonist and illustrator" Peter Kuper. The evening also belonged to art—a dying discipline in schools, it was noted, to judge by continuing cuts to arts programs in education budgets all over the country. How fortunate he was, Jaffee said in a perfectly articulated bass baritone, to have gone to Music & Art, a high school that specialized in art and that maintained high academic standards that inevitably attracted bright youngsters who not only had talent but wanted to say something about the temper of the times—mainly the "baloney" being sliced by hustlers out to sell bogus and unnecessary goods and ideas. With the possible exception of photography, it's rare today that any art form lays bare the emperor without clothes. The satiric mantle now is worn mainly by stand up comics and talk show hosts, many of whom rely on f- and s-words. Jaffee deadpans: "Artists  
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## ColumbiaDoctors

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a medical condition that usually results in loss of vision in older adults.

Burch financially contributed to the cause, and his grandson cut the ribbon on behalf of the family. The Epstein Teicher Philanthropies, the Mendik family, the Jerome A. & Estelle R. Newman Assistance Fund, the Newman's Own Foundation and other supporters, also contributed to this initiative. Chair of the Department of Ophthalmology at Columbia University Medical Center and the Edward S. Harkness Professor, George Cioffi, M.D., also was praised for his role in bringing this visualization to life. "Our practice here will offer a full spectrum of eye care, including the most complex diagnostics and therapeutic interventions," Dr. Cioffi said.

Founded in 1933, with centers in midtown Manhattan and Washington Heights, this is

ColumbiaDoctor's third location.

Dr. Steven Brooks, who leads the pediatric ophthalmology at Columbia's Department of Ophthalmology, praised the efforts. "I think this location is convenient for children's eye care," he said. The facility was built "on time and on budget," and the venue was strategically chosen to conveniently provide expert eye care services to young families who reside locally.

"Now, we have the whole city covered," said Lee Goldman, M.D., Harold and Margaret Hatch Professor and dean of the facilities of health sciences and medicine at Columbia University. With 35 doctors and managing 800 patients daily, ColumbiaDoctors strives to set an example for the next generation of leaders in science. It also aims to provide exceptional training and research in the field.

Visiting glaucoma fellowship director Dr. Lama Al-Aswad, who is also the Associate Professor of Ophthalmology and is responsible for training both the national and international

## MERCY COLLEGE – THE DEAN'S COLUMN



## Discovering Mathematical Relationships

By ALFRED POSAMENTIER

In today's world of mathematics instruction, we must take notice of the Common Core State Standards (CCSS). These require students to verbalize what they are doing mathematically. In other words, they should typically be able to speak about mathematics. What better way to accomplish this than to "discover" some mathematical relationships or patterns. We provide such a situation here. Consider the following question: Which numbers can be expressed as the sum of consecutive integers? You may want to have your students experiment a bit before trying to generate a rule. They might try to express the first batch of natural numbers as the sum of consecutive integers. We will provide some in the following list.

2 = not possible	21 = 1+2+3+4+5+6
3 = 1+2	22 = 4+5+6+7
4 = not possible	23 = 11+12
5 = 2+3	24 = 7+8+9
6 = 1+2+3	25 = 12+13
7 = 3+4	26 = 5+6+7+8
8 = not possible	27 = 8+9+10
9 = 4+5	28 = 1+2+3+4+5+6+7
10 = 1+2+3+4	29 = 14+15
11 = 5+6	30 = 4+5+6+7+8
12 = 3+4+5	31 = 15+16
13 = 6+7	32 = not possible
14 = 2+3+4+5	35 = 17+18
15 = 4+5+6	36 = 1+2+3+4+5+6+7+8
16 = not possible	37 = 18+19
17 = 8+9	38 = 8+9+10+11
18 = 5+6+7	39 = 19+20
19 = 9+10	40 = 6+7+8+9+10
20 = 2+3+4+5+6	

These consecutive number sum representations are clearly not unique. For example, 30 can be expressed in more than one way:  $30 = 9+10+11$ , or  $30 = 6+7+8+9$ .

An inspection of the table shows that those numbers, where a consecutive number sum was not possible were those that are powers of 2.

This is an interesting fact. It is not something that one would expect. By making a list of these consecutive number sums, your students

ought to begin to see patterns. Clearly the triangular numbers are equal to the sum of the first  $n$  natural numbers\*\*. A multiple of 3, say  $3n$ , can always be represented by the sum:  $(n-1) + n + (n+1)$ . Your students may discover other patterns. That's part of the fun of it; not to mention its instructional value—seeing number patterns and relationships, and verbalizing the findings.

For the purists and the more ambitious students or those that are properly math-prepared, we now prove this (until-now) conjecture. First we will establish when a number can be expressed as a sum of at least two positive integers.

Let us analyze what values can be taken by the sum ( $S$ ) of two or more consecutive positive integers from  $a$  to  $b$ . ( $b > a$ ). We get  $S = a + (a+1) + (a+2) + \dots + (b-1) + b = ((a+b)/2)(b-a+1)$  by applying the formula for the sum of an arithmetic series<sup>1</sup>. Then doubling both sides we get:  $2S = (a+b)(b-a+1)$ . Letting  $(a+b)=x$  and  $(b-a+1)=y$ , we can note that  $x$  and  $y$  are both integers and that since their sum,  $x+y=2b+1$ , is odd, one of  $x$ ,  $y$  is odd and the other is even. Note that:  $2S = xy$ . There are two cases to consider.

**Case 1:**  $S$  is a power of 2.

Let  $S=2^n$ . We have  $2(2^n)=xy$ , or  $2^{n+1}=xy$ . The only way we can express  $2^{n+1}$  as a product of an even and an odd number is if the odd number is 1. If  $x=a+b=1$ , then  $a$  and  $b$  cannot be positive integers. If  $y=b-a+1=1$  then we have  $a=b$ , which also cannot occur. Therefore,  $S$  cannot be a power of 2.

**Case 2:**  $S$  is not a power of 2.

Let  $S=m2^n$ , where  $m$  is an odd number greater than 1. We have  $2(m2^n)=xy$ , or  $m2^{n+1}=xy$ . We will now find positive integers  $a$  and  $b$  such that  $b > a$ , and  $S = a + (a+1) + \dots + b$ .

The two numbers  $2^{n+1}$  and  $m$  are not equal, since one is odd and the other is even. Therefore one is bigger than the other. Assign  $x$  to be the bigger one, and  $y$  to be the smaller one. This assignment gives us a solution for  $a$  and  $b$ , as  $x+y=2b+1$ , giving a positive integer value for  
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glaucoma fellows at Columbia, came to support the center. "We are here to oversee from a distance, and we are very happy that we are collaborating. It is a natural collaboration," she said.

Alan R. Morse, J.D., Ph.D., the president and chief executive officer of Lighthouse Guild, expressed his delight at the progress made. Also, an adjunct professor in the Department of Ophthalmology, College of Physicians and Surgeons at Columbia University, he has been at the helm of the Lighthouse since 1975, providing invaluable aid to individuals with visual difficulties.

The team was happy to show off the floor fully dedicated to eye care. Two of the exam

rooms at the location are assigned to pediatrics, with a separate waiting area for children, furnished with colorful educational games and a stack of children's books. Three other adjacent exam rooms are dedicated to adults, with a different waiting room.

This venue is the fourth ophthalmology facility in the New York Metro area, and opened after nearly a decade of collaborations with the Guild. This center will offer general eye services, as well as specialty care, for diagnosis and treatment of glaucoma, cornea disease and retinal disease. The center accepts most major insurance health plans. #

For more information, visit [www.ColumbiaEye.org](http://www.ColumbiaEye.org).

## Gertrud Lenzer

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I learned to fearlessly pursue major ideas and projects. But more importantly, since he was an opponent of the Nazi regime whose books were burned and put on an index, I learned from him that the powers that be must be confronted and their negative influence be met at every corner.

### Turning Points:

The major turning point in my life goes back to early childhood. It was the major political challenges after World War II which prepared the lines along which I was going to travel throughout my life. In the case of the founding of the Sociology of Children and Children's Studies turning points had to do with research on the Blue Books, the reports of commissioner of Royal Commissions in England, which examined child labor and the conditions of the working classes in Great Britain in the 19th century.

### Future Goals:

In the course of recent years, violence against children in the home and institutions has become

a major focus of my attention, work and advocacy. The goals for the future are to enhance social justice for children wherever possible and to end maltreatment of children in all forms ranging from abuse and neglect by caregivers, from the foster care systems and runaways (or often even throwaways) to a juvenile justice system which is often dysfunctional and rather than rehabilitating children leads to an increase in their criminalization. Last but not least, my energies will also be devoted to including violence against children in the form of poverty, extreme poverty and discrimination perpetrated by societies in which socio-economic, cultural and ethnic inequalities are preponderant. Perhaps my most important goal has to do with giving children a voice by way of bringing the insights from different disciplines to bear upon a better understanding of them and to participate in the formulation of legislation and social policies which are focused on freeing children from all forms of violence, set up solid foundations of protection for children and to promote the rights of children as human subjects. #

## Donne Kampel

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tion of leaders and engaged students, and others who aspire to leadership.

### Influential Mentors:

It has been my experience that a woman's career choices can be greatly enhanced with the help of mentors. When I wrote my book, I discovered that, like me, most of the women college presidents had male mentors. My mentors encouraged me to move forward with my career, taking opportunities when they were presented. They also encouraged me to take chances. Mentors helped show me how to lead across an organization as well as how to mentor others.

Most of the women I interviewed for my book explained that their goals included mentoring other individuals because of what had been given to them. I hope to find in my follow-up book that women faculty will reap the benefits of having mentors strong enough to support and

promote women.

### Turning Points:

The most critical turning point for me, career wise, was switching career tracks. Higher education turned out to be my niche and led me to opportunities that I could not have imagined years ago.

### Future Goals:

I am very excited about beginning work on a new book, *Women and Leadership, Volume 2*. I still envision career moves that will enable me to use all of my talents to propel myself, the organization, and individuals with whom I work, to higher levels. I enjoy working with people as well as being an advocate for those who have not yet found their voices.

I hope in my career lifetime to see more women achieving higher positions at colleges and universities. I hope the academic pipeline becomes easier to navigate, the glass ceiling disappears and choices of leadership role models include women and men. #

## William R. Guarinello

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the family counseling program started, which currently helps hundreds of families every year.

Following the expose' of the Willowbrook State School on Staten Island in 1977, and with his recent success on the family counseling project, Bill was charged with developing program sites for individuals with intellectual and developmental disabilities. Within two years, HeartShare was operating two group homes for individuals with developmental disabilities—one for young men and one for children. Since then, 27 group homes and more than 20 supportive apartments, four early childhood centers, one school-age program for those diagnosed with autism, one evaluation center for children, 10 adult day programs, a variety of family support programs and a medical clinic have been opened under his leadership.

In 1985, Bill was named Executive Director, and promoted to President and CEO in 1991. Since then, HeartShare has continued to expand its programs to meet the changing needs of the community, and remain a vital resource for children, adults and families of all backgrounds.

"I believe in a team-based approach to running the agency, and I have a good, strong team behind me. I was given the ability to put my imprint on something by my supervisors, and I am trying to do the same thing now," noted Bill. "Every year has been an adventure; it never gets boring. Before I knew it, 10 years had gone by, then 20, and now I've been here over 40 years. I couldn't imagine working anywhere else."

## Mathematical Relationships

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$b$ , and  $x-y=2a-1$ , giving a positive integer value for  $a$ . Also,  $y=b-a+1>1$ , so  $b>a$ , as required. We have obtained  $a$  and  $b$ . Therefore, for any  $S$  that is not a power of 2 we can find positive integers  $a$  and  $b$ ,  $b>a$ , such that  $S=a+(a+1)+K+b$ .

Just to recap, a number can be expressed as a sum of (at least two) positive integers if, and only if, the number is not a power of 2. This may appear harmless, but you should alert your students to the notion that they just accomplished some nice mathematics, while admiring the beauty of the subject. Now according to the

In addition to his work at HeartShare, Bill remains a very committed member of the Brooklyn community. He became involved with his local Community Board 11 in 1984, and has been its Chairman since 1992, ensuring that issues important to his neighbors are heard and addressed.

"I have seen many changes and growth during the past 40 years," Bill continued, "and yet there are still more things I want to accomplish."

Celebrating its Centennial Anniversary this year, HeartShare is hosting a series of special events. On March 27th, 2014 HeartShare will host its annual Spring Gala and Auction at the Marriott Marquis. For HeartShare's centennial year, a historic timeline was created, as well as a 100-day countdown to the official centennial date on July 12, 2014. On permanent display at its 12 MetroTech Center headquarter, is a newly installed Giving Tree that provides an ongoing opportunity for donors to sponsor "leaves" in support of the agency's mission.

"We not only are looking back at 100 years of history and our accomplishments, but also at the extraordinary growth we've experienced," Bill commented. "With changing program needs throughout the years, we've expanded the breadth of our programs and our reach, which sets us apart as a leader among direct care providers and enhances our ability to support New York communities more effectively. While we are very proud of that growth, our goal to serve children, adults and families in need so they live better, healthier and more independently remains very much the same as when we first opened." #

CCSS students should be able to explain what they found and how they established its truth. #

\*\* Remember that the natural numbers are the counting numbers: 1, 2, 3, 4, 5, 6, ...

\*The sum of an arithmetic series is  $S = (n/2)(a+1)$ , where  $n$  is the number of terms, and  $a$  is the first term and 1 is the last term.

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## George J. Hagerty

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of success. Was there a secret formula? Well, yes there was: Beacon delivered by creating a unique "mentality" about "exceeding ambition," by structuring in only ten years a strong liberal arts curriculum and by addressing the "whole student." Typically, LD/ADHD issues are the focus of K-12, but at Beacon, thanks to the activism of LD/ADHD parents, students are seen creatively as "right brain thinkers in a left-brain world."

He was impressed with the college's achievements, he says, and he is delighted to be adding to them. Students now get a Life

Coach starting in their freshman year, someone who will watch over their "socialization," including cooking, living with a roommate, becoming independent—concerns that at mainstream institutions tend to be overseen by R.As. He's building out the major courses of study: Business Management, Human Services (the most populous), Psychology, Computer Information Systems, Interdisciplinary Studies, but he's also on the move to develop programs in Entrepreneurship and Studio Arts and senior-year career development internships.

As for his own future, he notes that he can't drive and he admits to difficulty reading, but, he does indeed know how to learn differently and achieve. For further information: [www.beaconcollege.edu](http://www.beaconcollege.edu) #



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## Mariette DiChristina

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a good change agent or serve as a leader for *Scientific American's* next chapter.

At one point, a friend took me out to lunch and said, "Mariette, you're the main wage earner for your household, your kids are going to go to college in a few years, and everything is against you. How come you are not freaking out?" I told him that I could only worry about the things that were up to me to control, and the rest simply was out of my hands. Rather than being resentful about my situation, I also realized it wasn't my new boss's fault that he didn't know me or consumer publishing or *Scientific American*. That meant I had an opportunity to share learning—something I'd been doing as a journalist for many years.

So I thought: "Why not me?" I knew at least as much as other candidates—more, actually, given my eight years as executive editor of *Scientific American*. More important, I told myself: Few people in the world ever get the privilege of this kind of opportunity to make a difference—and few positions in the world can move the needle to help a lot of people in the public in addition to helping their staffs and their company meet their goals. The editor in chief of *Scientific American*, the longest continuously published magazine in the U.S. (since 1845!), is one of those positions.

### Proudest Accomplishments:

One of the benefits of being a top editor is that I get a chance to look at the horizon, to metaphorically steer our magazine ship. Plus, I'm a strong believer both in taking personal responsibility for not only my own work and in the success of every member of my team—and I feel they should each take personal responsibility and be passionate about what we do as well.

It became clear to me that we simply had to reorganize the editorial team—and I also realized that the old divisions between "print" and "digital" editors had to go. I started with my management team, letting them know what I planned and promising that we would continue to maintain our magazine's hard-won quality and authority. We worked together to list out all the new tasks we'd need to do to deliver all those digital editions. We removed obstacles to communication and efficiency for the staff, such as our then-separate meetings between former "print" and "digital" editors, and we removed unnecessary work as well. I let the staff know in the spring that things would be changing. I sent us all to digital media training over the summer at a local university. Afterward, we managers laid out our plans and transition timings for the team. At the end, after we launched the changes, I gave the entire staff a PowerPoint review of the journey we'd taken together. And the result? We produced all the content we needed to do without skipping a beat.

A year later, I met with every person individually to find out how it was going. As one editor put it, "Mariette, the experiment is working." Today, *Scientific American's* editorial team produces more than 300% of what it did before

I took over, and the editorial jobs are more stimulating and everyone has a better career path. On top of that, we have tripled our online traffic in the past three years and even lifted our newsstand performance in the past six months while other titles flagged.

### Influential Mentors:

I've had so many! My father is first among them. Once, we were at a gas station when I was maybe seven years old, and I noticed the attendant was a man. It occurred to me that I'd never seen a woman in that role. I asked my father whether it would matter to him if a woman pumped the gas. "Is she as good as the man?" he asked. "Oh, yes!" I said. "She can do whatever he can do." He said, "Then of course I am happy to have her do that job."

In eighth grade, too, I had a female science teacher who had an after-school club for her "Alchemists." I loved doing extra experiments with the lab equipment and then organizing the various flasks and Bunsen burners for the class.

For these reasons, and others, it just never occurred to me that a woman couldn't do whatever she wanted. In my current role, my boss is a superb mentor—always listening to my crazy ambitions, introducing me to people who might be helpful collaborators, and building on my ideas with helpful suggestions.

One of the most influential mentors for me, however, relates to your next question, so read onward....

What would you describe as a turning point in your life?

If you'd asked me as a ninth grader what I wanted to do for a living, I would have said "scientist." But by tenth grade, I realized that a scientist has to choose what she would study, one specialty above the rest. I liked every subject much too much to pick just one to focus on for the rest of my life, however. So science—although I was passionate about it since I was small—was out as a job choice, I decided.

In high school, I was also pretty good at art, even getting after-school jobs with the art teacher to do things like making maps of the local area for fourth graders' classrooms. But I realized that—while I always loved art (remember those little mini-magazines?)—I didn't think I had the level of passion and commitment for it that some other classmates clearly had. Whatever I was going to do for a living, I decided, I was going to love it absolutely.

Then, as a sophomore at Boston University, I took an introductory journalism course. The professor was a scary ex-reporter. Terrifying guy. He would give us news quizzes every week, would write "illiterate" on people's papers if they used the wrong word, and would write a big "F" on the front if you ever had two typos on a story you turned in. At the time, we used manual typewriters because—although mainframes and terminals existed—you wouldn't waste computing power on introductory students. So it wasn't like today, where the software catches your errors of spelling (and grammar, for that matter).

The professor had an interesting technique to teach us the reporter's craft of analyzing facts quickly and writing them up. "Imagine an airplane just crashed," he said one day. Then he described the process of finding out what

happened, one phone call at a time. He did that for different kinds of stories and topics. We would scribble notes furiously as he spoke. At the end each time, he would say something like, "Finding all that out took you 13 minutes. There are still four minutes to deadline. I want you to write four paragraphs—so it's long enough to get a banner headline over it for page one tomorrow. Go!" The class would then pound out what we could for the next four minutes on those manual typewriters. Sometimes it was just three minutes. Although other students dreaded these exercises, I found it exhilarating to solve the story "puzzles" of stringing facts together in a sensible way on deadline.

One day, the professor snapped at me: "I want to see you after class." I figured I had to be failing. I mean, how could anybody be having so much fun in a class and be doing well, right? When I met up with him, he demanded to know: "What are you majoring in?" I didn't know, I told him. Public relations, maybe? Frankly, I didn't even know what that was at the time, but the idea of doing something with the "public" sounded maybe nice.

"PR!" he barked. "PR! The best people are in JOURNALISM. You should be a journalist. You

## MIT Dyslexia

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for Astrophysics. Co-sponsoring the event are Landmark College Institute for Research and Training, Landmark School, and the Gabrieli Lab at MIT.

Landmark College was the first institution of higher learning to pioneer college-level studies for students with dyslexia. Today, Landmark College, offering two and four-year degree options, a graduate-level certificate in universal design with technology integration, and summer programs for students who learn differently, is a global leader in integrated teach-

## MAD Magazine

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ing methods for students with dyslexia and other learning disabilities, ADHD, and ASD. Students, faculty, and other professionals from all over the world are drawn to Landmark College for its innovative educational model—designed through research and practice to help all students who learn differently become confident, self-empowered, and independently successful learners. #

Manju Banerjee, Ph.D. is Vice-President and Director, Landmark College Institute for Research and Training and Dr. Solvegi Shmulsky is a faculty member at Landmark College.

as a group are benign" (pause for guffaws), to which Viviano adds, it's a snarky world, but Al has always been not just snarky but polite, using humor not vitriol to expose, not preach, stupidity and inanity. His satire was and is joyous-silly, among the more cherished features being, "Snappy Answers to Stupid Questions" and the MAD fold-in that surprises by showing innocuous scenes that, when collapsed toward center, turn into critiques. Jaffee skewered hypocrisy without partisanship, though it's clear he's no WASP. Indeed, he recalled The Depression, one of the 20th century's defining moments, and how his parents were not thrilled with his choice of art as a profession, preferring that he take up a trade, but he was and remains adamant: "go for what you love."

The materials bequeathed to Columbia, the first of several installments, contain original work (who thought then that originals mattered, Jaffee said) and show how he developed as an artist—moving from black and white to color. They also indirectly suggest early ambient influence, Rube Goldberg inventiveness,

are good at this. You can do this!"

Suddenly, everything fell into place with a snap: I could continue to learn about science—and not just one discipline, but all of them. I could write about what I found out. I could figure out the words and pictures. I could share knowledge with others to help them learn about the world as I had.

When I was a senior undergraduate a couple of years later, B.U. let me take the introductory graduate science-writing class at what was then a new Master's program in science journalism. Before I left college, I sold some freelance stories from class assignments. I was on my way.

By the way, the professor and I are still friends more than 25 years later. He is long retired, but still e-mails me stories to read almost every day. And if he thinks I did poorly on some TV interview, he'll still yell at me about that.

### Future Goals:

They are pretty simple, actually—and the same goals I've always had, even if they might sound corny. I'd like to bring curious minds together to do great things. I'd like to help change the world by sharing knowledge. And I'll be working on those as long as I have the privilege to do so. #

ing methods for students with dyslexia and other learning disabilities, ADHD, and ASD. Students, faculty, and other professionals from all over the world are drawn to Landmark College for its innovative educational model—designed through research and practice to help all students who learn differently become confident, self-empowered, and independently successful learners. #

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The Burton Kossoff Leadership Lecture Series is taking place at Baruch College on March 11 with keynote speaker Ian Cook, Chairman and President of Colgate-Palmolive Co. The series, created in 2003 by Phyllis L. Kossoff in memory of her husband, a graduate of Baruch College, and founder of the Burton Packaging Co. Among his many outstanding contributions to society, he was a board member of the Cystic Fibrosis Association and received the Distinguished Flying Cross in WWII for 40 combat missions.

for example. As Kuper pointed out, the history of cartooning is important. Today, an age of instant, insular and in-your-face everything, artists don't seem to care about who or what preceded them, but the best, Kuper implied, see themselves part of a tradition. And more. Certainly, Jaffee's generous crediting of collaborators and colleagues, his humility as well as humanity, prompted at evening's end a spontaneous standing ovation. #

## Harriet Fields

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women bravely holding their families together amidst pocked-mark, bullet-holed, burnt-out neighborhoods, living in five-story walk-up apartment buildings wreaking of urine with every other step missing. I thought if they are brave enough to provide a refuge of love for their children and families alone on the top floor, I am not afraid to climb up to see them. All these women anywhere in the world possess a singular wealth of strength of character and dignity, keeping their families together against all odds.

Standing in line for first grade all by myself, and so excited and proud to be at the beginning of independence, the little girl behind me was crying and holding on tight to her mother's hand. I remember thinking this little girl does not have to be afraid, this is just another great adventure in our lives.

So, I suppose, part of what has "inspired" where I am today, is my independent streak, to be open to new adventures, and not to be afraid to take risks.

Then, there is my grandfather, W.C. Fields, who as a young man performed throughout the world. When seeing the photo of him on the deck of the ship to Africa, I always wondered looking into his eyes, what does he know, what does he see, what is it in him that gives him the courage to do this, and thought I would never know, now I do. I am just playing 'catch-up' to those who came before me.

I have never been afraid to speak truth to authority, quite frankly I relish it. However, to have a passion for health care policy and humane health care reform, there is an art to 'keeping your eye on the prize' and compromise, give and take, negotiate for your goal, as long as your value of care and service for the public good is not lost.

### Challenges and Resolutions:

I suppose the answer to that question follows from the first. A "greatest challenge" or obstacle would likely come from within – we perhaps are our greatest obstacles and get in our own way. We each can be the vehicle for

change for the good in our own way. There is an African proverb, *If you want to go fast go alone, if you want to go far, go together.* Overcoming obstacles or challenges is not to give up. To discover your passion and follow it wherever it takes you. How do you follow your passion? By striving to be in touch with nature and the realization that all of us are part of one universe, precious and to be nurtured.

### Proudest Accomplishments:

There are some very significant ones, and then living each day as fully as possible, when we can achieve that, it is an accomplishment to celebrate every day. The significant accomplishments - going to Teachers College, Columbia University, getting my doctorate from Columbia. I remember the morning of commencement for our doctorate there was the ceremony for Teachers College graduates in Riverside Church. Entering the vestibule and marching up the aisle with my sister doctoral colleagues, knowing how much work I put in to participate in this ceremony, and seeing my dear Mother there and brother Ron who helped me so much on my dissertation was exhilarating.

While in graduate school I was research assistant to Dr. Margaret Mead at the Museum of Natural History in New York, I never read so much and felt so inspired from the lessons I was learning every moment. In Washington, DC, I was the Federal Court Monitor in the D.C. Village Nursing Home case, appointed by the Chief Judge for the U.S. District Court for the District of Columbia. This case was brought by the U.S. Department of Justice against the District of Columbia for the violation of the civil rights of the residents of the nursing home the District owned and operated, D.C. Village Nursing Home. In one year we were able to turn around a decades old seemingly hopeless and bleak situation, smiles came to faces long frozen in despair, sad eyes finally sparkled. A volunteer ombudsman said that in all of his years of visiting what struck him most was that the residents were not touched. We touched the residents, the staff, and the District government to right wrongs.

Recently developing and implementing a

Policy and Politics in Nursing and Health Care course for professional nurses, and bringing them to Capitol Hill for classes with health policy staff of key legislators in the U.S. Congress. A profound truth shared by a Robert Wood Johnson Health Policy Fellow with my students, "Until nurses are at the policy table, we will not have change in health care in this country." I live this truth through my passion for health policy and try to communicate and convince my students they have power to change for the good.

My father's father is W.C. Fields. I am most proud and humbled by mere happy accident of birth to know so intimately one human being that has had, and to this day continues to have such a profound influence on the world's modern entertainment heritage. As the Librarian of Congress said to me in his office *W.C. Fields is the Icon of American Culture and Humor*. He strove to be his best, to develop and use his talents to the fullest, and simply said, "If I can make them laugh and through that laughter make this old world seem just a little brighter, then I am satisfied." To me that is the ultimate in humility and human inspiration. I feel deeply that it is my responsibility, along with my brothers, to ensure younger generations and generations to come know the joy and comfort my grandfather's art through humor brings to the human condition. In August 2012, the Kwetu Film Institute screened two of my grandfather's films under the stars in Kigali, Rwanda. Many attendees said they will remember the night forever; it was truly a magical experience. The founder of the Kwetu Film Institute, Eric Kabera told the audience, "W.C. Fields comic genius is unmatched in the world today....I want to teach the Kwetu film students how to make comedy, so they and the country can laugh again." Do see [www.wcfields.com](http://www.wcfields.com) for a very touching write-up with photos of the W.C. Fields in Africa segment of my Rwanda journey.

### Influential Mentors:

Certainly, Margaret Mead was the first mentor to me, starting with working for Dr. Mead at the Museum of Natural History and taking graduate courses from her at Columbia. My father was the most elegant man I have ever known, and my Mother the most feminine woman. Their qualities of graciousness live within me. Of course, my grandfather W.C. Fields is my spiritual inspiration. His talent and commitment to his art, to perfect it when and where he could, all to share with the public around the world is a profound influence. There is no instance in the human condition that we cannot find some solace in the art through humor of W.C. Fields. That is a gift. Music and humor are the two universal languages, and laughter is truly the best medicine.

### Turning Points:

It may very well be entering the beautiful thick rich wood doors of Teachers College, Columbia University for the first time. From that entrance, I feel Teachers College, Columbia University launched me to do anything I choose for the rest of my life. Whenever on 116<sup>th</sup> Street in front of Alma Mater, or entering those beautiful thick wood doors of TC as an Alumni

Council member, I feel I have spiritually come home, only to go out again.

Now the next open door, stepping onto the tarmac at Kigali Airport and to the work of the rest of my life.

### Future Goals:

Certainly to continue developing the holistic global public health nursing model, networking and collaborating with other healing programs, and bring to other countries, by working first with their governments for 'buy-in' and their identification of needs. I am now gathering a network of global public health nursing educators and practitioners, along with other trauma healing and therapeutic programs, to return to Rwanda to develop capacity and sustainability in Train the Trainer programs, then to replicate in other fragile societies. This is what helps build sustainable programs and develops internal and local capacity to implement. I feel this is now and has always meant to be my life's work. Of course, I can never separate this out from continuing to influence and teach future professional nursing leaders to take an active advocacy role in health care policy and humane health care reform anywhere in the world. This is particularly vital now in the United States, for of all developed countries the U.S. is the only one with a fee for service/for profit 'sick care' delivery. Thus, the U.S. ranks #37 among all developed countries in basic health indices. Professional nursing leadership in health maintenance, promotion, and prevention is now mandated as the cure.

There is a seamless thread of my work and passions - commitment, pursuit of truth, justice, and honesty, beauty, authenticity. This most certainly includes continuing to ensure that younger generations and generations to come know the joy and comfort of the art through humor of my grandfather, W.C. Fields.

In all the work I do, I feel that it is the work of an educator – to instill hope, belief in self and the capacity of others, to help develop knowledge, humane attitude, and skill to empower toward a social justice commitment to the world order and the public good. To me teaching is a pure act of love; you want your students to believe in themselves and their power and responsibility to affect change. We want our students to blossom no matter what age or place in life. Whether bringing professional nursing students to Capitol Hill and the U.S. Congress for classes with legislators and health policy staff, or literally fighting to improve the lives of our most vulnerable, poor, and elderly in nursing homes by educating staff, administration, and city government bureaucratic oversight, even when the heavy and just hand of the Court is needed. And now, to bring this pure act of love to our global community to eventually empower nurse educators in Rwanda and other fragile societies, including pockets of our own, by collaborating with other programs and the local population for the empowerment of our most vulnerable.

I shall return soon, beginning with the women, the key to hope and change, for empowering women in fragile societies, will help change the trajectory of the world order that so needs altering.#



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## Stevenson School

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that may be involved, we try to keep good communication and try to make sure we fit in the right place in the student's needs with what we are providing in school but we are part of the bigger picture of what is going on with the student at the time.

**Dr. Matthew Mandelbaum (MM):** We are helping bright adolescents who have social, emotional and learning issues succeed, transform their lives and go on to college. We have 100 percent college acceptance rate. We also have rolling admissions, so students can come to us throughout the year and a July term. Most of our students are funded by their district, so that allows us to have a lot of economic and racial diversity; we are a private school for the public good.

**PR:** Dr. Mandelbaum, one of the selling things about this school is that you have eight students in a class and that you have certain subjects like mindfulness. Can you elaborate?

**MM:** As Doug said, this school is about addressing the whole adolescent and what that means is that we need to think about them from an academic standpoint, from a social/emotional perspective as well as how they are developing physically and see that come together in an integrated fashion. That should come across in daily practice for the students and the teachers. In terms of mindfulness, what that means is helping them be present in every moment so they can take full advantage of this opportunity to go to school. That means learning strategies of how to work with their thoughts and their feelings and their bodies and other strategies so they can engage in academic discourse and do well in school.

**PR:** Mr. Herron, you have been here more than three decades. What are some of the challenges you have faced recently and what accomplishments are you proudest of?

**DH:** Let me start with the second part. It's a history of helping kids and turning their lives around and their families' lives around. These are all talented, bright kids who should be moving on to a productive future who have been stuck failing or underachieving in previous schools that haven't been able to meet their specific learning needs, emotional needs or developmental needs. I could cite certain graduates who have gone on to some prominent positions but the real pride is in the number of kids we have been able to help. The founder of this school Lucille Rhodes still gets an occasional call from someone saying how "you saved my life when I came to Stevenson" and that's really what we are about. Board members and others feel we provide a real service to New York City in this regard. Not only do we help individual families but we really are a service organization as well as a school preparing kids for college.

Challenges, I think there are some shifts in our population over time so we need to kind of revamp and understand. I think our basic principles remain essentially the same. Every school is challenged these days by dealing with social media issues that the kids use. If we can be a half step at least ahead of them and we try to do it in a way like everything else we do, of integrating

a reasonable approach to encourage students to take responsibility for their actions. As Matthew spoke earlier about mindfulness, that's another part of it. In the old days, one would have said, "Look before you leap," but now it's think before you post a text that's going to hurt somebody's feelings or get some kind of negative impact on you. This is a whole area that is new and challenging in the last several years and obviously we would like to avoid it but it's not possible. It's here to stay. Another kind of challenge we face is that because most of our students are supported for their tuition in one way or another by the Department of Education we struggle because the Department of Education like any big bureaucracy in New York City doesn't pay in a timely fashion. Now we see many more students who are really disabled by their anxiety and that's understandable but we are seeing it as a much more generalized situation.

**PR:** I can't help but reflect on the name of the school, Robert Louis Stevenson and that great man who wrote so many wonderful books and short stories. But one of the things he said was, "An aim in life is the only fortune worth finding." And it seems to me that this school indeed fulfills that quote. Would you say that you emphasize finding an aim in life for your students?

**MM:** I would say that that is happening every day, in every class. When the physical education teacher helps a student achieve one more push-up or one more sit-up than the week before and reach that goal, when the English teacher helps the student revise the paper so it's that much better, when the band really starts cooking and they can really make that song sound great, they're reaching those goals. I think problem solving and goal-setting and goal achievement and taking things into smart goals that are able to be small and measureable and achievable and timely, these help the student actually make that leap from far down the road wherever they want to go with just one step and the journey definitely begins with one step.

If you look in the office there is a picture of the graduating class all dressed in blue with their caps and gowns, those smiles say so much because each one has had a history of ups and downs and they have been able to make it somewhere. They have the hope for a future that's real. That is a good fortune and we have helped them do that.

**PR:** Tell us a little about the student who is an example of that goal that has been fulfilled and that is the one that gave the "Ted" talk recently; he had done some volunteer work with autistic children. Can you tell us a little bit about that?

**DH:** Sure, he has been with us for two years, he will graduate this year and has had apparently a long-standing interest in working with autistic children based on some of his own personal struggles. If you tune into his "Ted" talk you will find a really remarkable example of an articulate young man speaking about a difficult struggle that he had along the way. He has been extremely successful here, happy here in a way that he hadn't been at previous schools. He mentions that briefly in the talk. He is an outstanding science student, he received an award this year, one of the Rising Scientists awards from the Child Mind Institute. He hopes and I feel quite confi-

dent that he will make it to become a psychiatrist and continue to work with children with mental health problems.

**PR:** What are your goals for the school for the next five years? Where would you like to be?

**DH:** In the next five years, I think we have some pretty clear goals. One is to expand moderately our population because we want to serve more students than we now are. In the past year, another of the goals that is already in process is our outreach. Especially Matthew's work as Director of Outreach to get us connected so that everybody who works with kids, adolescents in the community, in the schools, in the child service areas, private practitioners – psychiatrists, psychologists, social workers and so on, should know what we do and what kind of kid we can really help transform their lives and get them through a really hard spot. So we plan to grow a little bit and as we do that if our current projections show within about three or four years we should be ready and I hope able to move into a somewhat larger facility. We're not planning to get very big because the kind of work we do is limited. The work is so intense we are never going to be a school of three hundred students but to expand our services to a larger group of kids.

**PR:** What would you say parents need to know to best help their children?

**MM:** There are many things that parents need to know. First of all, they need to know that it's possible what they want for their kids, their hopes, their dreams for their kids, it's possible. They need to know they have rights; their children have rights to a free and appropriate public education. And if they are not getting that in their school system, they have a right to find that and get that for their child. They need to know how to get the right services like neuropsychological services and legal services. They need to know that it's important to find a school that's a right match for their child. They need to know that

their providers see the strengths and the struggles that their child have and look to address both and grow the strengths and help remediate the struggles. They need to find people to work with their child who believe in hope, faith and optimism that good things can happen. They need to know that they are part of a community with other families who might be struggling with the same thing and find those communities and be a part of them. And they need to know that once again it is very possible for their child to have the life that they deserve and that they want.

**PR:** We are going to wrap up very shortly. I'd like to know some of the colleges that your students go to. And I think that 100 percent rate of enrollment is amazing, just amazing, in any school but particularly in a special needs school..

**MM:** We've had students in the last years go to schools like Brandeis. Students this year have been accepted to the University of Vermont, SVA, the CUNY schools, the SUNY schools. I always say college is not about the sweatshirt, it's about the match and we work really hard to make sure that the students find that school where they will get the right support they need.

**PR:** Lastly to wrap up, what is the message you want to give to your students as they move on?

**DH:** I think the core of the message is that they can do it and they have proven here that they can do it. The road will not be easy, there will be challenges ahead but if we've succeeded to the best degree we have been able to give them the tools so they can identify and take on those challenges. There's lots of help out there available, they need to know how to access it. And if they do those two things I think they will be really quite successful.

**PR:** Kudos to both of you. Thank you so much Doug and Matthew for letting Education Update come here today to really learn more in-depth about the wonderful work that you do with students in the city of New York.#

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